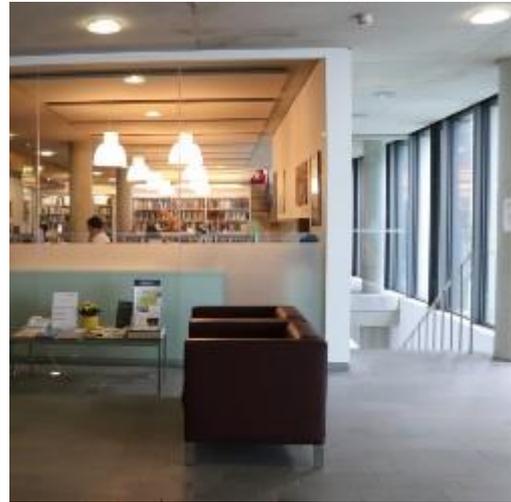




# UNIVERSITY OF CAMBRIDGE

Institute of Criminology



**Master's in Applied Criminology,  
Penology and Management  
Course Handbook 2024**

# CONTENTS

<b>Introduction</b>	.....	3
<b>Institute's location on Sidgwick Site</b>	.....	5
<b>Key Contacts</b>	.....	6
<b>Key Dates</b>	.....	7
<b>General Information</b>		
Aims of the course	.....	8
Attendance During Residential Blocks	.....	8
The University and its Colleges	.....	8
Homerton College	.....	9
Institute of Continuing Education (ICE)	.....	9
Supervision and Welfare	.....	10
General Administration	.....	12
Information for Students with a Disability	.....	15
Academic and Administrative Staff	.....	18
<b>Year One</b>		
The Assessment Procedure	.....	24
Late Submissions and Extensions	.....	27
Guidance on the Writing of Essays	.....	28
Presentation and Submission of Essays	.....	30
Plagiarism and Academic Misconduct	.....	31
Turnitin Submission	.....	35
Guidance on Referencing	.....	38
<b>Year Two</b>		
The Assessment Procedure	.....	42
Research Methods Assignment 2024	.....	46
Research Methods – Submission Requirements	.....	48
Dissertation	.....	49
Oral Examination (Viva)	.....	54
<b>Useful Forms</b>		
Essay Declaration	.....	56
Dissertation Declaration	.....	57
<b>Complaints Procedure</b>	.....	58

# INTRODUCTION

Welcome to the MSt in Applied Criminology, Penology and Management – often called ‘the Penology Programme’, at the Cambridge Institute of Criminology. We hope that you will find it a thoroughly enjoyable and rewarding experience, which adds considerably to your professional development. This Handbook provides a summary of key information about the course, and you will be referred to it for many of your queries. The [website](#) is also essential reading. If there is anything that is unclear or if you have any unanswered questions, please get in touch with the MSt Admin team: [mst.administration@crim.cam.ac.uk](mailto:mst.administration@crim.cam.ac.uk)

## Overall Structure

Our MSt course is a two-year programme. Each year of the programme comprises three residential teaching blocks in Cambridge. We refer to these teaching blocks as blocks A, B and C in Year One and blocks D, E and F in Year Two. Students live in College accommodation during teaching blocks and attend a full daily schedule of lectures and workshops, as well as individual teaching and support sessions (‘supervisions’) with academics, and evening guest lectures. Most teaching takes place at the Institute of Criminology, but learning activities are sometimes held further afield, including in relevant criminal justice facilities.

## Year One

Year one of the programme focuses on substantive criminological knowledge and the development of essential academic skills. The course is loosely structured around five key ‘strands’:

- criminological theory & research
- prisons and imprisonment
- criminal justice & the community
- sentencing, the legal context & court issues
- management and leadership in criminal justice

## Year One Assessments

Students must answer three essay questions, including one question about criminological theory. Each essay must be no more than 3000 words. You can find more detailed guidance about assessment, including our marking scheme, in [‘Course Assessments’](#).

## Year Two

Teaching in Year Two is particularly focused on research methods training. This equips students with the knowledge and skills they need to write a substantial dissertation, which is normally based on some form of data collection or ‘fieldwork’, or the analysis of secondary data.

## Year Two Assessments

Students must answer one essay question of no more than 3000 words. They must also complete a research methods assignment (of no more than 4000 words) and a dissertation (of no more than 18000 words).

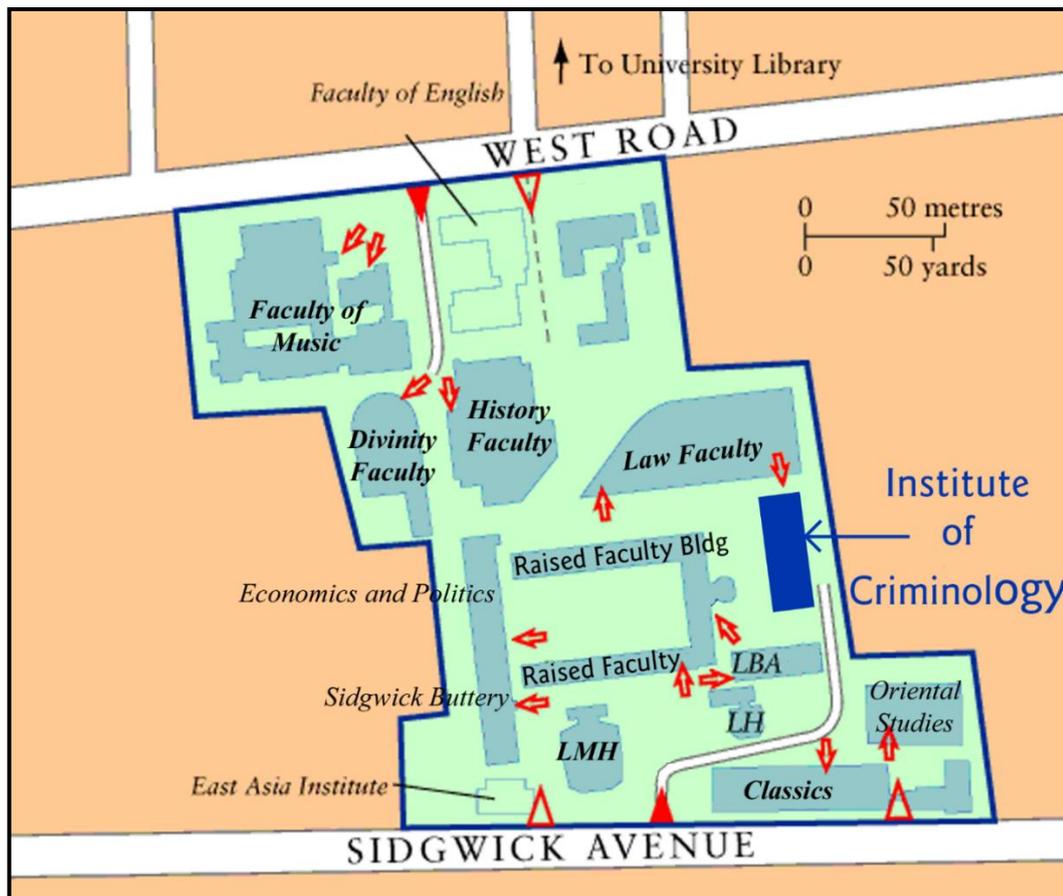
Please take the trouble to read the Handbook carefully. We have tried to anticipate most of the questions you might have, from the procedure for seeking extensions (not encouraged, but sometimes permitted in certain circumstances) to how to complain (not used so far, but the procedure is there!)

Immediately following this introduction, you will find contact details for the core members of the MSt team and dates for study blocks, essays submissions and other important events. We are delighted to welcome you to the course and the department, and very much look forward to working with you and seeing you develop in the next two years.

Very best wishes for your success on the course,

***Professor Ben Crewe***  
Course Director

## INSTITUTE'S LOCATION ON SIDGWICK SITE



Please note that parking at the Institute of Criminology and elsewhere on the Sidgwick Site is restricted to Site badge-holders only.

If you need to park nearby, please use the Pay-and-Display parking on West Road or Sidgwick Avenue.

## KEY CONTACTS

### SUPERVISORY STAFF

Professor Ben Crewe	Course Director	<a href="mailto:bc247@cam.ac.uk">bc247@cam.ac.uk</a>
Dr Jane Dominey	Supervisor/Teaching Associate	<a href="mailto:jad78@cam.ac.uk">jad78@cam.ac.uk</a>
Dr Lucy Willmott	Supervisor/Teaching Associate	<a href="mailto:lw400@cam.ac.uk">lw400@cam.ac.uk</a>
Dr Katherine Auty	Supervisor	<a href="mailto:ka404@cam.ac.uk">ka404@cam.ac.uk</a>
Dr Hannah Gaffney	Supervisor	<a href="mailto:hg409@cam.ac.uk">hg409@cam.ac.uk</a>
Professor Loraine Gelsthorpe	Supervisor	<a href="mailto:lrg10@cam.ac.uk">lrg10@cam.ac.uk</a>
Dr Susie Hulley	Supervisor	<a href="mailto:sh563@cam.ac.uk">sh563@cam.ac.uk</a>
Dr Ben Laws	Supervisor	<a href="mailto:bwrl2@cam.ac.uk">bwrl2@cam.ac.uk</a>
Jake Longhorn	Supervisor	<a href="mailto:jl59@cam.ac.uk">jl59@cam.ac.uk</a>
Dr Hannah Marshall	Supervisor	<a href="mailto:hjm50@cam.ac.uk">hjm50@cam.ac.uk</a>
Dr Gabriela Roman	Supervisor	<a href="mailto:gdp27@cam.ac.uk">gdp27@cam.ac.uk</a>
Dr Ali Wigzell	Supervisor	<a href="mailto:akc36@cam.ac.uk">akc36@cam.ac.uk</a>

### ADMINISTRATIVE STAFF

Di Kennedy	Senior Graduate Co-ordinator	01223 335367 <a href="mailto:sgc@crim.cam.ac.uk">sgc@crim.cam.ac.uk</a>
Yvonne Blois	MSt Course Administrator	<a href="mailto:mst.administration@crim.cam.ac.uk">mst.administration@crim.cam.ac.uk</a>
Emma Challis	MSt Course Administrator	
Sara Tattam	MSt Course Administrator	
Paul Mullally	IT Officer	01223 762988 <a href="mailto:computing@crim.cam.ac.uk">computing@crim.cam.ac.uk</a>
Stuart Stone	Librarian Radzinowicz Library	01223 335386 <a href="mailto:crimlib@hermes.cam.ac.uk">crimlib@hermes.cam.ac.uk</a>
Louise Basham	Postgraduate Administrator, Homerton College	01223 747158 <a href="mailto:postgrad-admin@homerton.cam.ac.uk">postgrad-admin@homerton.cam.ac.uk</a>

### INSTITUTE CONTACT DETAILS

Institute of Criminology, Sidgwick Avenue, Cambridge, CB3 9DA

#### Reception

01223 335360

[reception@crim.cam.ac.uk](mailto:reception@crim.cam.ac.uk)

## KEY DATES

### For Year One students

<b>Study Blocks</b>	<b>Block A</b>	<b>Tuesday 2 April – Friday 12 April</b> (Monday 1 April and Friday 12 April are remote)
	<b>Block B</b>	<b>Monday 15 July - Friday 26 July</b> (Monday 15 July and Friday 26 July are remote)
	<b>Block C</b>	<b>Monday 2 September - Friday 13 September</b> (Monday 2 September and Friday 13 September are remote)

<b>Essay Deadlines</b>	<b>Essay 1</b>	<b>Monday 13 May 2024</b>
	<b>Essay 2</b>	<b>Monday 19 August 2024</b>
	<b>Essay 3</b>	<b>Monday 7 October 2024</b>

<b>Board of Examiners' Date</b>	<b>Thursday 5 December 2024</b>
---------------------------------	---------------------------------

<b>Essay 4 Deadline</b>	<b>Thursday 23 January 2025</b>
-------------------------	---------------------------------

### For Year Two students

<b>Study Blocks</b>	<b>Block D</b>	<b>Monday 25 March – Friday 5 April</b> (Friday 29 March and Monday 1 April are remote)
	<b>Block E</b>	<b>Monday 8 July – Friday 19 July</b> (Monday 8 – Friday 12 July are remote)
	<b>Block F</b>	<b>Monday 9 September – Friday 20 September</b> (Monday 9 – Friday 13 September are remote)

<b>Essay 4 Deadline</b>	<b>Tuesday 23 January 2024</b>
-------------------------	--------------------------------

<b>Essay 5 Research Methods Deadline</b>	<b>Monday 29 April 2024</b>
--	-----------------------------

<b>Dissertation Title Submission Deadline</b>	<b>Monday 23 September 2024</b>
---	---------------------------------

<b>Dissertation Drafts Submission Deadline</b> (To supervisors for comments)	<b>Friday 8 November 2024</b> Please note that <u>Monday 23 September 2024</u> is the latest date for formal applications for dissertation extensions. Applications received after this date will only be considered in exceptional circumstances.
---	---

<b>Dissertation Submission Deadline</b>	<b>Monday 6 January 2025</b>
---	------------------------------

<b>Board of Examiners' and Oral Examination Date</b>	<b>Friday 7 February 2025</b> <ul style="list-style-type: none"> <li>Dissertation feedback will be circulated following this meeting.</li> <li>Any student being called for a Viva will be notified two weeks prior to the Board of Examiners meeting Date</li> </ul>
--	---

<b>Graduation Date</b>	The main graduation will take place in July, but it is possible to attend alternative graduation ceremonies. See Homerton college website for details.
------------------------	--

## GENERAL INFORMATION

### Aims of the Course

The MSt Programme in Applied Criminology, Penology and Management aims to:

- Introduce senior criminal justice professionals, to some of the most important and cutting-edge ideas and research in criminology, penology, leadership and management, grounded in contemporary challenges and experiences of criminal justice, as well as longstanding themes and debates;
- Provide students with opportunities to reflect on their own practice, as well as criminal justice policy and practice more broadly;
- Equip students with methodological skills so that they can locate, understand, undertake and evaluate research, and apply it in their professional practice; and
- Provide world-leading instruction, and academic, pastoral and administrative support that enables students to realise their educational goals and gain a university of Cambridge Postgraduate Certificate or Master's Degree in Applied Criminology, Penology and Management.

### Attendance during residential blocks

**Attendance during the residential and taught component of the course is essential;** not only is it a University requirement but also a key part of the teaching and learning strategy. Master of Studies degrees cannot be awarded if these residential requirements have not been met, except in exceptional circumstances (for example, should teaching have to be delivered online).

### The University and its Colleges

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, which celebrated its 800th anniversary in 2009.

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).

## Homerton College

Students beginning the Master of Studies in Applied Criminology, Penology and Management matriculate as members of Homerton College. Thereafter students are life-members of both Homerton College and the University of Cambridge.

Homerton is the newest Cambridge college, having a rich educational history going back over two centuries. Beginning life in London as a Dissenting Academy and then a teacher training institution, in 1894 it moved to its current location. Set in attractive and spacious wooded grounds near to the train station, Homerton enjoys a mix of modern accommodation and historic buildings.



The library is modern, well-stocked, and a light and airy place to work. Students dine in a splendid gothic hall built in 1890, and can work out in the on-site gym, play sports on the football field, eat or drink in the Griffin bar and Buttery, relax in the graduate Common Room or just wander through the orchard. All student rooms have been either rebuilt or refurbished to a very high standard within the last ten years.

Homerton is one of the largest colleges in terms of student numbers, with a thriving and diverse population. Students from all over the world study a full range of subjects, from Ancient Greek to Zoology. They have particular connections to Education and teacher training and are building new links with the nearby biomedical research campus at Addenbrooke's.

**Homerton College**, Hills Road, Cambridge, CB2 2PH. Porters' Lodge: 01223 747111

## Institute of Continuing Education

The MSt in Applied Criminology, Penology and Management is administered by the Institute of Criminology in conjunction with the Degree Committee of the Faculty of Law, as well as the Institute of Continuing Education and its division for Legal and Professional Studies.

The University of Cambridge Institute of Continuing Education (ICE) 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. ICE's headquarters are situated at Madingley Hall, a beautiful sixteenth century country house set in its own grounds approximately three miles to the west of Cambridge.



Anyone who successfully completes Year 1 but who does not proceed to, or complete Year 2, will be eligible for the Postgraduate Certificate in Applied Criminology, Penology and

Management. Awards for the part-time Postgraduate Certificate in Applied Criminology, Penology and Management will be made by the University of Cambridge through the Institute of Continuing Education.

## Supervision and Welfare

### Supervision

Each student will be assigned a supervisor by the Director of Studies for the MSt programme. The role of the supervisor in relation to MSt students is multi-faceted:

- First, although personal and welfare problems are normally dealt with via the Colleges, it will sometimes be appropriate for MSt 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.
- Second, the supervisor will act as the student's advisor on all academic matters concerning the course, giving advice on study skills, for example, and providing feedback on assessed work.
- Third, the supervisor will play an important role in advising on the selection of a dissertation topic, questions of research design and methodology, the conduct of fieldwork and analysis, and the writing up of the dissertation, including reading a full draft of the dissertation. In some cases, where additional specialist knowledge is required for proper supervision of the dissertation, the supervisor - in consultation with the Course Director – will arrange for an additional dissertation advisor to be appointed. Occasionally, where a topic would be more appropriately supervised by another member of staff, there may be a change of supervision in the second year.

For the supervision process to work well, good relations and working practices need to be established from the outset. Supervisors should meet with students as early as possible in each study block and as necessary thereafter.

### Responsibilities of Students

- To provide the Course Administrators 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 as arranged and to act upon appropriately given advice.
- To inform their supervisor about any extenuating circumstances that might impact on exam performance (i.e. essays/assignments).
- To attend courses as timetabled, and to inform the relevant lecturer or the MSt Administrator if they are unable to attend for any reason.
- To submit all work for assessment in electronic format **on or before the due dates**, or to submit evidence as early as possible in cases where an extension is requested.
- To submit at least a partial draft of the dissertation by the due date so the supervisor can ensure that independent work can continue on the right lines.
- To be available for oral examination, if required, on the due date.

(A list of all key dates can be found on page 7)

## Responsibilities of Supervisors

- To make contact with their supervisees as early as possible in each study block.
- To attend supervision meetings promptly as arranged.
- To keep a formal record of meetings with supervisees including details of any advice given.
- To offer feedback on an essay plan and first paragraph for each course assignment.
- 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 students about the preparation of the dissertation and where appropriate to arrange for the appointment of a 'dissertation advisor'.
- To read and comment upon one draft or partial draft of the dissertation to ensure that independent work can continue on the right lines.
- To advise students who are called for oral examination and to arrange a practice examination if appropriate.
- To advise the MSt Director of Studies 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 can expect that staff employed full time on the MSt programme will be available in person during the study blocks and by e-mail at other times. It is reasonable for students to expect to have two sessions with their supervisor in or relating to each of the residential study blocks, and to have further contact around once per month, when needed, during non-residential periods. In relation to the dissertation, students can expect to have sessions with their supervisor which cover the topic selection, the literature review, the research design and methodology, fieldwork, analysis and writing up.

Supervisors may read and comment upon one draft of the dissertation or part of the dissertation if this is submitted in a timely manner (the last date for the submission of drafts is given on the list of key dates – see *page 7*). Students are very strongly advised to make use of this opportunity, but they should bear in mind that reading and commenting upon drafts is very time-consuming. Supervisors should not be expected to give detailed comments on wording or to proofread the dissertation, nor to correct spelling mistakes – the dissertation has to be the work of the student not the supervisor – but rather make general comments on more strategic matters of methodology, analysis and structure of the draft. Supervisors are not expected to 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 (e.g. first paragraph and outline) but are not expected to read or comment on full drafts of essays.

## General Administration

### Computing Facilities and IT Support

The Institute has a dedicated student study area with ten PCs running Windows and loaded with Microsoft Office, EndNote and SPSS 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.

There are also computing facilities in the Law Faculty (with on-site support from the Faculty's computer officer), the Economics Faculty Building, the FAMES 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. The University offers many computer courses (usually free of charge) at these centres for students needing assistance, details of which can be found here: <https://www.training.cam.ac.uk/ucs/> .

The 'IT services for students' webpage can be found here: <https://help.uis.cam.ac.uk/new-starters/it-for-students/student-it-services>

### 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 is not permitted.** The car park requires a parking permit, which is only available to university staff. If you need to park near the Institute of Criminology, the best option is normally to 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 MSt students is placed in the MSt Course Administrator pigeon-hole in Reception. The MSt Administrators will distribute this to participants as necessary.

### Accommodation

During the residential elements, students will normally reside at Homerton college. 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. Rooms are normally booked from the afternoon before the block starts and must be vacated by 9.30am on the last day.

## Cafés and Food

You should have access to basic kitchens at your colleges of residence. Please note that these are student kitchens and not automatically stocked so you will need to provide your own food and utensils.

On the Sidgwick Site, cafeteria-style facilities are provided in the Alison Richard Building. It is also possible to eat in 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. In the basement of the Institute of Criminology there is a Common Room, which has vending machines for snacks, and hot and cold drinks.

## 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 small number of burglaries and thefts over the last few years.

## Smoking Policy

The University operates a 'No Smoking' policy (both smoking and vaping) across all its buildings. Therefore smoking **is not permitted** in the Institute building at any time.

## Administrative Contacts During the Block

The Course Administrators will take messages during the MSt teaching blocks. The Administrators can be reached on 01223 335373 or 01223 335367 during office hours. At all other times you can leave a message with Reception on 01223 335360.

## Racial and Sexual Discrimination / 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. *Any issues concerning discrimination and harassment should be discussed with Professor Crewe, the Course Director.*

- If they feel unable to do this, there is an anonymous reporting mechanism available to all students, staff and visitors of the University. Anyone can report harassment, hate crime or sexual misconduct using:  
<https://www.studentcomplaints.admin.cam.ac.uk/anonymous-reporting-students-and-staff>
- Students can also formally report incidents at:  
<https://www.studentcomplaints.admin.cam.ac.uk/harassment-sexual-misconduct/i-want-know-more-about-universitys-policies/report-inappropriate>
- Support for anyone affected is available through the University Counselling Service:  
<https://www.studentsupport.cam.ac.uk/get-support>

## Reporting accidents, near misses and damage to property

All accidents, incidents and near misses must be reported to the University Safety Office, however trivial they may seem. It is important to report 'near misses', (i.e. events that you were subject to, or have witnessed that had the potential to cause you/others injury), as they can alert us to 'accidents waiting to happen' and the need to take preventative action.

Please make sure to report any accidents, damage to property or "near misses" promptly so we can take appropriate action. (Near misses are instances where something happened but no injury was caused – e.g. tripping over on torn flooring but not actually falling or hurting yourself). You can do this on the AssessNet portal <https://portal.assessweb.co.uk/core/navigation/>.

Help on using the portal can be found here:

- Portal User Step-by-Step Guide for Using AssessNet: <https://www.safety.admin.cam.ac.uk/system/files/hsd093e.pdf>
- Guidance Notes for Completing University Accident/Incident Online Reports: <https://www.safety.admin.cam.ac.uk/system/files/hsd091e.pdf>

RIDDOR (Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1995): If you have an accident on University premises and are subsequently away for 3 consecutive days (not including the day of the injury, but including weekends) please notify the Institute Administrator as soon as possible. Injuries lasting longer than 3 days must be recorded, ready for inspection by the Health & Safety Executive (HSE) if necessary. Injuries lasting for 7 days or more are immediately reportable to the HSE under RIDDOR (Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1995).

If you have any questions on any of these issues, please contact the Institute Administrator [admin.officer@crim.cam.ac.uk](mailto:admin.officer@crim.cam.ac.uk)

## When there are difficulties

If a student wishes to change supervisor for whatever reason (or a member of staff wishes to change a supervisee) he or she should contact the Course Director in the first instance so that, if appropriate, the matter can be taken up under University procedures.

If a student wishes to make use of the university grievance procedures, further details can be found on the University's website: <https://www.studentcomplaints.admin.cam.ac.uk/>

## Examination Review

The University is operating a new Examinations Review Procedure for examination decisions received on 1 October 2017 onwards. Further information and relevant forms can be found here: [www.studentcomplaints.admin.cam.ac.uk/examination-reviews](http://www.studentcomplaints.admin.cam.ac.uk/examination-reviews).

## 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 the student in question to progress to Year Two.
- **It is not possible to graduate if debts have not been settled.**

## INFORMATION FOR STUDENTS WITH A DISABILITY

Students with disabilities are encouraged to inform the Accessibility and Disability Resource Centre (ADRC) at the earliest opportunity so that they can access the support they will need in the department / University / College. Students are welcome to contact one of the University Disability Advisers at the [ADRC](#) for advice or to [book an assessment](#).

### ADRC Office hours are:

- Monday - Thursday: 9.00am – 5.00pm
- Friday: 9.00am – 4.00pm

Or you can contact them any time by email: [disability@admin.cam.ac.uk](mailto:disability@admin.cam.ac.uk)

University Disability Adviser  
Student Support Centre  
Bene't Street  
Cambridge  
Telephone: 01223 332301

## The ADRC

The (ADRC) provide confidential and accessible advice, information, and guidance. They offer this service to disabled students and University and College staff working with them.

### They aim to:

- Increase access and attainment for disabled students through:
  - Academic-related disability support.
  - Inclusive design principles.
- Help the institution to meet its legal duties to disabled students.

### Their core remit is to:

- Identify barriers to learning opportunities for disabled students.
- Make recommendations to remove disadvantages faced by disabled students (Social Model approach).
- Promote and develop understanding of inclusive teaching and learning practice (Universal Design for Learning).
- Work with academic, support and professional services colleagues to put these principles into practice (Affirmative Model approach).
- Increase access and inclusion for disabled students as a result of applying these principles.

**The ADRC are responsible for:**

- Providing information, advice and guidance for prospective and current disabled students on:
  - Appropriate access requirements related to teaching, learning and assessment in both University and College teaching settings.
  - Strategies to reduce the impact of impairments on study related tasks.
  - Sources of diagnostic support, for example, educational psychologists.
  - Specialist support outside of the ADRC's remit, for example, referrals to University, College Mental Health and Wellbeing services.
  - Funding sources for access requirements.
  - Productivity tools, for example software and equipment.
- Facilitating the provision of human support.
- Helping to develop policy, strategy, processes, and training to support the University's objectives on inclusivity, accessibility, and Universal Design for Learning.
- Providing information, advice and guidance to University and College staff on strategies to improve access and inclusivity for disabled students via:
  - Training and consultancy.
  - Recommendations for access requirements or adjustments for individual disabled students.
  - Recommendations for inclusive teaching and learning practice.
  - Productivity tools or assistive technology, for example, software.
  - Recommendations for examination access arrangements (EAA).
  - Evidence-based policy and practice.
  - Data collection and analysis.
- Providing factual supporting evidence for:
  - Adjusted modes of assessment (AMA) requests.
  - Examination allowances and appeals.

**The ADRC is not responsible for:**

- Providing or funding diagnostic assessment services
- Clinical or therapeutic support provision
- Mental health crisis or emergency support
- Acting as an advocate for disabled students in appeals, complaints or formal University or College processes
- Producing Personal Emergency Evacuation Plans (PEEPs)
- Adjudicating on the accuracy or acceptability of these requirements:
  - Emotional Support Animals or Assistance Animals.
  - adapted accommodation or accommodation above the standard for individual Colleges for example, assessing the need for ensuite accommodation.

## University buildings access information

**AccessAble** guides provide important accessibility information about individual buildings on each **University** site. This includes departments, faculties, research centres, institutes, and museums. The guides include information about getting to the building; parking, accessing the building, getting around the building, lifts, and toilets. [Get access information from AccessAble.](#) **College access information** is available: <https://www.disability.admin.cam.ac.uk/how-get-support/building-access>

## Mental Health Advice Service

The Mental Health Advice Service (MHAS) supports students with mental health issues e.g. for students experiencing anxiety, stress and depression. If you have an existing mental health difficulty, or you develop mental health issues, you are encouraged to inform your Course Administrator or Director, and College to ensure appropriate support whilst you are studying. They, or your College, can refer you for an assessment with the MHAS. The referral (form) can only be completed by a member of College or University staff supporting the student, with the student's consent. Referrals can be made by staff in a range of roles, including: Tutors, College nurses, Directors of Studies, Postgraduate supervisors or advisers, Disability advisers, Welfare advisers, Counsellors, Chaplains, or Staff at the NHS First Response Service. Students who wish to speak to a mental health adviser (MHA) are advised in the first instance to contact a wellbeing adviser, their Tutor, or the College nurse to discuss whether a referral would be suitable.

### **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.

## ACADEMIC AND ADMINISTRATIVE STAFF

### MST supervisory Staff

#### **Professor Ben Crewe**

Ben is Deputy Director of the Prisons Research Centre and Professor of Penology and Criminal Justice. Ben has researched widely on prisons and imprisonment, on topics including the 'inner life' of prisons, staff-prisoner relationships, prisoner adaptation, prison governors, and long-term imprisonment. He is particularly interested in how power is exerted in prison and how it is experienced by prisoners. His most recent book (with Susie Hulley and Serena Wright) '*Life imprisonment from young adulthood: adaptation, identity and time*' was published in 2020, and he is currently leading a follow-up study of this research, in which he and his colleagues hope to re-interview everyone from the original project. Ben recently finished leading a five-year European Research Council consolidator grant, titled: 'Penal policymaking and the prisoner experience: a comparative analysis. He is one of the founding editors of the journal *Incarceration* and is an International Associate Board member of *Punishment & Society* and *Theoretical Criminology*. He is also one of the series editors of *Palgrave Studies in Prisons and Penology* (with Yvonne Jewkes and Thomas Ugelvik) and is a Trustee of the Prison Reform Trust.



#### **Dr Katherine Auty**

Katherine is a Senior Research Associate in the Prisons Research Centre. She has conducted research on a wide range of projects in criminal justice. Her work in the Prisons Research Centre has centred around the two survey tools that have been developed by the PRC. Her most recent analysis of the prisoner survey data (the Measuring the Quality of Prison Life or MQPL) aims to develop an improved empirically and theoretically derived conceptual model of prison quality. The study will explore minimum or 'good enough' and other thresholds of prison quality, reanalysing already collected empirical data on the moral quality of prison life and linking these analyses to relevant in-prison outcomes (such as homicide, self-inflicted death, self-harm requiring hospitalisation, and serious incidents of violence).

Previous analyses have demonstrated that there was a relationship between the social or moral climate of a prison and the reoffending of those released from it. She has a long-standing interest in offenders with personality disorder and was part of a team evaluating the experience of Shared Reading in Psychologically Informed Planned Environments (PIPEs). She also has a strong interest in appraising the quality of research evidence in prisons research. She has conducted two systematic reviews and one meta-analysis to make an assessment of what is known about the benefits of yoga and meditation for prisoners and programs to reduce prison violence.

Katherine's PhD was completed at the Forensic Psychiatry Research Unit at Bart's and The London School of Medicine and Dentistry. She



analysed data from the Cambridge Study in Delinquent Development to examine whether psychopathic personality disorder and criminal offending are transmitted from one generation to the next. The results from this study have been published in the British Journal of Psychiatry, the British Journal of Criminology, the European Journal of Criminology.

**Dr Jane Dominey**

Jane is a Senior Research Associate at the Centre for Community, Gender and Social Justice. Her research interests include probation practice, desistance from offending, supervising offenders ‘through-the-gate’ and in the community, and the work of the penal voluntary sector. Current and recent projects include: evaluating services for women supervisees at risk of breach and recall, staff perceptions of telephone supervision, and new developments in Integrated Offender Management.



**Dr Hannah Gaffney**

Hannah is a Research Associate at the Institute of Criminology and the Betty Behrens Research Fellow at Clare Hall. She is an affiliated member of the Institute’s *Violence Research Centre*, where she completed her PhD. Her doctoral research evaluated the effectiveness of anti-bullying programmes in schools. Hannah is also the current Associate Editor of *Aggression and Violent Behaviour*. Prior to coming to Cambridge, Hannah received her MSc in Forensic Psychology from the University of Kent; and she has a BA in Psychology from Maynooth University, Ireland. Her research primarily focuses on understanding what works to reduce the involvement of children and young people in crime and violence. This has included working the Youth Endowment Fund in creating a Toolkit to summarise the evidence on the effectiveness of different intervention programmes for children and young people. She has also recently found that sports interventions are an effective way to prevent children and young people from being involved in crime and violence. Her research interests are broad and generally related to prevention and intervention in youth crime and violence, but she also has a keen interest in meta-analytical models and methods.



**Professor Loraine Gelsthorpe**

Loraine is an Emeritus Professor of Criminology & Criminal Justice, and a fellow of Pembroke College. She has wide interests in the links between criminal justice and social justice, looking at race, gender and social exclusion, women and sentencing, and women, crime and criminal justice more generally. Her research includes a focus on the effectiveness of youth and community penalties and on pre-sentence reports. She also has a strong interest in research methodologies and research ethics; human trafficking and the criminalisation of migrants.



**Dr Susie Hulley**

Susie is a Senior Research Associate in the Prisons Research Centre. She has worked on various projects, including an examination of staff and prisoner quality of life in private and public prisons. She has co-led a major study of the experiences of men and women serving long life sentences, which they received when they were young, and a ground-breaking study of practitioners' and young people's conceptions of friendship and violence in the context of joint enterprise. She is currently Co-Investigator on the follow-up study of men and women serving long life sentences, which aims to revisit interviewees involved in the original research to understand their experiences over time.

**Dr Ben Laws**

Ben is based in the [Department of Social Anthropology](#), working on a project about the growing field of 'nonreligion', especially in relation to asylum claims. The freedom to have, not to have, to practice or not to practice any religion is a fundamental right under international law. In south Asia, those who do not conform to or question the dominant religion may face serious problems, including persecution, forcing them to flee and seek asylum in other countries. Ben's role in this ERC funded project—which includes a collaboration with three other European universities—sets out to understand the lived, legal and emotional experiences of those seeking asylum as they reach Europe. This study will investigate the assumptions that inform European countries' responses to cases in which asylum is sought on the basis of claimants' religious nonconformism. It will extend beyond south Asia and examine global implications of critical debates and actions that are taking place. Previously, Ben was a Research Associate at the Institute of Criminology researching emotions in men's and women's prisons. He completed an ESRC funded postdoc project (2019-2021) titled 'Prisoner Emotions at the Margins: Understanding the pathways to destruction and healing among prisoners in solitary confinement'. This study explored the emotional dimensions of segregation units in England and Wales, based on ethnographic fieldwork in the segregation unit at HMP Whitemoor talking with prisoners and officers informally and conducting semi-structured interviews.

**Jake Longhorn**

Jake has experience in applying various Criminological theories in both police and prisons studies and is now applying these principles to social services. Jake is interested in understanding the ways in which power is experienced by professionals vested with it by the state, and members of the public that are subject to it. Jake is exploring the extent to which power-holders are considered legitimate in their interactions with a member of the public influences the individuals relationship to agencies of the state. Jake is also interested in the link between structural inequality and criminal behaviours, particularly in young people. His key interests are: The legitimacy of state agencies; Youth



<p>Justice and structural inequalities; Social Harm and Victimology and Processes of Criminal Justice in England and Wales.</p>	
<p><b>Dr Ali Wigzell</b>          Ali is a Research Associate at the Centre for Community, Gender and Social Justice. Her research interests include youth justice, the professional relationship, community supervision, emotions in criminal justice, and desistance from offending. She is currently working on a research study, funded by the Leverhulme Trust and Isaac Newton Trust, exploring the nature of care and its ethical dimensions in youth justice across custody and the community in England and Wales. Prior to joining the Institute, Ali worked as a Research Fellow at the Institute for Criminal Policy Research (ICPR), Birkbeck, University of London. Here she was involved with studies on a range of topics, from the impact of restorative justice training in prisons and probation services, to the effect of the What Works Centre for Crime Reduction on the use of evidence in policing. Before joining the ICPR, Ali was a Senior Researcher at the Westminster think-tank the Centre for Social Justice.</p>	
<p><b>Dr Lucy Willmott</b>          Lucy is a Teaching and Research Associate at the Institute of Criminology. She has research interests in criminology and forensic psychology, with cross-disciplinary experience in practice, teaching and research. She has recently published a book with Professor Roy D King, <i>'The Honest Politicians Guide to Prisons and Probation', reviewing 30 years of prison, probation and sentencing policy</i>, which included interviews with all surviving Secretaries of State from Ken Baker to David Gauke, as well junior ministers, directors and inspectors of service, former Lord Chief Justice and key report writers. She is currently collaborating on several projects, including a review of mental health needs and sentencing with the Sentencing Academy for the Scottish Sentencing Council, a project to explore the informal mechanisms of change on the personality disorder Pathway with the London Pathways Partnership, and the development and evaluation of a restorative practice relationship skills training package for prisons with C2C.</p>	

**Additional Lecturing Staff**

<p><b>Mr Tom Hawker-Dawson</b>          Tom is the Brenda Hale Fellow in Law at Girton College and an Affiliated Lecturer at the Faculty of Law. His research concerns sentencing law, theory, and practice, including the legal framework in England and Wales and connections with the philosophy of punishment. He has recently focussed on the communicative dimensions of courtroom sentencing and the use of Prison Court Video Links. This involved conducting interviews with Crown Court judges and observing sentencing hearings in order to develop a framework for understanding communicative practices in court. His criminological</p>	
---	---

interests extend further to include technology and criminal justice more generally, as well as public attitudes regarding crime and punishment.

**Dr Caroline Lanskey**

Caroline is a University Lecturer in Criminology and Criminal Justice and a deputy director of the Centre for Community, Gender and Social Justice. After an earlier career in teaching and educational research she joined the Institute of Criminology in 2006. Her research interests stem from her cross-disciplinary experience of education and criminology and include youth justice, education and the arts in criminal justice, citizenship and migration, the experiences of prisoners' families and research methodologies. Over the past fifteen years she has worked on a number of research projects including an evaluation of a training intervention for staff in secure settings for young people; a study of the education pathways of young people in the youth justice system, a historical review of safeguarding children in the secure estate and an evaluation of restorative prison and probation programmes in Hungary, Germany, Latvia and Bulgaria. She recently led the Families and Imprisonment Research (FAIR) Study ([www.fair.crim.cam.ac.uk](http://www.fair.crim.cam.ac.uk)) and is currently co-leading three research projects: *Inspiring Futures* an evaluation of the role and meaning of arts programmes in criminal justice ([www.if.crim.cam.ac.uk](http://www.if.crim.cam.ac.uk)); a research study of youth justice and rurality with Dr Joel Harvey and an evaluation of the *National House Project*.



**Professor Alison Liebling**

Alison is Professor of Criminology and Criminal Justice and the Director of the Institute of Criminology's Prisons Research Centre. Alison has extensive research expertise in prisons, leading studies on wide-ranging topics including suicide and self-harm, close supervision centres, incentives and earned privileges, staff-prisoner relationships, the location and building of trust in high security prisons, the work of prison officers, and measuring the moral quality of prison life, including comparative work between public and private sector prisons. Her books include *Prisons and their Moral Performance*, *The Effects of Imprisonment*, *The Prison Officer*, and *Crime, Justice and Social Order*. She has recently completed a Leverhulme Major Research Fellowship project on, 'Moral rules, social science and forms of order in prison'.



**Professor Nicola Padfield**

Nicola is an Emeritus Professor of Criminal and Penal Justice at the Law Faculty, University of Cambridge, where she has worked for more than 30 years. She was Master of Fitzwilliam College, Cambridge from 2013 - 2019 and is now a Life and Honorary Fellow. She has a broad research lens, engaged in both 'hard' law and in socio-legal-criminological research. She is a leading European expert on sentencing law, including the law and practice of release from (and recall to) prison. A barrister by training, she has published widely on criminal law, sentencing and criminal justice. Her books include *The*



*Criminal Justice Process: Text and Materials* (5<sup>th</sup> edition, 2016); *Criminal Law* (10<sup>th</sup> edit, 2016); *Beyond the Tariff: Human rights and the release of life sentence prisoners* (2002). She has edited collections of essays, and was for many years the editor of the influential monthly *Archbold Review*. She sat as a Recorder (part-time judge) in the Crown Court from 2002-2014, and is a Bencher of the Middle Temple, where she chairs the Education and Training Committee. Her main project at the moment is on the effectiveness of inquests.

**Dr Gabriela Roman**

Gabriela's main research interest focuses on self-concept and how our understanding of 'who we are' (self-image), 'who we wish to be' (ideal self) and 'who we could become' (future possible self) shape our experiences, perceptions, emotions and actions, including aggression, self-harm and mental ill-health. Methodologically, her interest lies with high-tech observational methodologies, such as virtual reality and phone-based digital apps. Analytically, she employs a range of quantitative methodologies, most notably structural equation modelling.



**Dr Philip Stiles**

Philip is an Associate Professor at the Cambridge Judge Business School, University of Cambridge, and Director of the Centre for International Human Resource Management. He previously worked at London Business School. Philip has a long-standing research interest in leadership and has worked extensively with a number of public sector, private sector and third sector organisations about their approaches to leadership, as well as the motivation of employees and building effective cultures.

He has led large scale research projects and research consortia, for example he developed a research group involving 30 major organisations worldwide and he is working currently with a number of firms exploring how they transform their workplace. He works with boards of directors looking at issues of transformation and decision making. His latest book, *'Board dynamics'* was published in 2021 by Cambridge University Press. He has worked with the Institute of Criminology at Cambridge on organizational aspects of penology. Philip has been awarded the *University of Cambridge Pilkington Prize for Teaching Excellence*. He has also won an *IBM faculty award* for his work with IBM in the area of Services Science.



**Dr Justice Tankebe**

Justice is a Lecturer in Criminology. His interests lie in policing, legitimisation and legitimacy, organisational justice, corruption, vigilantism and extra-legal punishment, comparative criminology, sociology of law, crime and criminal justice in sub-Saharan Africa. His current research projects include work that is exploring legitimacy and counter-terrorism policing, corruption among prospective elites, sentencing decision-making in Ghana, the death penalty in Africa, and police self-legitimacy.



# YEAR ONE

## THE ASSESSMENT PROCESS

### Assessment

The **assessment for Year One** comprises three essays.

- The word limit for the text of each assessed essay is 3,000 words. The word limit does not include references.
- Appendices will not be accepted and there should be no need to include footnotes or endnotes.
- If any submitted assignments exceed the permitted length, only the first 3,000 words will be marked.
- One of the essays submitted in the first year of the course must be a theory essay.

The **marking scheme** against which essays are assessed is included over the page. Students are encouraged to read the marking scheme carefully, and craft essays in light of the assessment criteria.

- Students must normally achieve an average mark of 65 in Year One to be invited to proceed to Year Two of the course and complete the full MSt.
- Students who do not proceed to Year Two but who pass Year One will be awarded a Postgraduate Certificate.
- Those who fail Year One are not awarded a qualification.

We are keen to ensure that students feel that the **wording of essay questions** does not exclude them – this is especially relevant for those who work outside the UK, or in fields outside of prisons and probation. Where students feel that the wording of a question needs to be changed in order to make it relevant to their particular employer, organisation or jurisdiction, they should discuss alternative wording with the Course Director. Students must not change the wording of any essay questions *without* the explicit permission of the Course Director.

### Examiners

The Examiners for the MSt are appointed by The Degree Committee of the Faculty of Law and comprise teaching staff from the Institute of Criminology, an External Examiner, and a Senior Examiner approved by the Institute of Criminology. There are two internal examiners (i.e. markers) for each essay. The External Examiner gives advice on the wording of questions, checks the level of marking of essays, monitors the general standard of the course, and is normally present at any oral examination.

## Submission of Essays

- Strict deadlines are set for the submission of essays / assignments.
- These should be submitted in electronic format.
- Once a student has submitted an electronic version of the essay / assignment to the course administrators, the submission of a revised version is not permitted.
- All answers must be emailed to [mstessays@crim.cam.ac.uk](mailto:mstessays@crim.cam.ac.uk) by 11.00am (UK time), by the deadlines indicated below:

**Essay 1 Submission Deadline:** [Monday 13 May 2024](#)

**Essay 2 Submission Deadline:** [Monday 19 August 2024](#)

**Essay 3 Submission Deadline:** [Monday 7 October 2024](#)

- All essays are marked anonymously. Students are allocated a personal candidate number, which should appear on their essay. The front sheet should include an electronic count of the number of words.
- An electronic copy of your essay must also be submitted to Turnitin, a software programme for the detection of plagiarism. Please see page 34 for further details.

## Essay / Assignment Marking Scheme

<b>80 and above</b>	<b>Distinction</b> level work. Marks in this range should be reserved for <i>especially</i> 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.
<b>75 – 79</b>	<b>Distinction</b> 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.
<b>70 - 74</b>	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.
<b>65 - 69</b>	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 organized. Where relevant, the work should incorporate reference to both theory and empirical evidence. The work might show some weakness in argument or evidence.
<b>60 - 64</b>	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 <i>Marginal Pass</i> and may be subject to review at the Board of Examiners' Meeting. Progression to

	Year Two for those in this band is not automatic and will depend on the recommendation of the Board of Examiners.
<b>60</b>	<b>Pass Mark</b>
<b>57 - 59</b>	<i>Marginal Fail.</i> These are unsatisfactory essays and assignments, but ones which may be reviewed at a Board of Examiners' Meeting.
<b>56 and below</b>	These are essays and assignments which fail to meet the academic standards of the programme, but which may be reviewed at a Board of Examiners' Meeting if there is a possibility that the student may 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 for by consistently good performance elsewhere. An average mark of 60 is the pass mark for the Postgraduate Certificate, while an average of 65 is required to guarantee progression to Year Two and completion of the MSt.

### Essay Feedback

Each assignment is double marked. Students will receive one piece of detailed written feedback, based on the comments 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. Overall marks for Year One, and the decision about progression to Year Two, will be communicated to students following the Board of Examiners' Meeting in December.

There are no grounds to appeal marks on the basis of academic judgment. However, where students believe that there has been some kind of procedural irregularity with regard to their marks or the overall assessment of their performance, they are entitled to make use of the University's complaints and appeals systems.

## LATE SUBMISSIONS AND EXTENSIONS

Students should submit each individual essay no later than the stated deadlines. Essays not submitted by a particular deadline (without prior approval from the Course Director or Senior Examiner) will be considered late. Students should also keep their supervisor informed during the course of the year about any extenuating circumstances that might impact on their exam performance (i.e. essays and assignments)

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, may not be accepted or may be scored as zero. The marks will normally be deducted by the Board of Examiners at the end of the year. No more than a two-week extension is normally permitted for essays, except in very exceptional circumstances.

- You should apply for an extension using the Extension Request Form **before** your essay deadlines. This form must be sent to your Academic Supervisor and the MSt Administrative team.  
**Do note:** an extension can be granted only by the Course Director and Senior Examiner – students should not assume that such extension requests will be successful.
- Where extensions are granted, essays will be marked as soon as feasibly possible, but feedback may be delayed. An extension of more than two weeks will only be considered in exceptional circumstances.

## Reasons for an Extension and Supporting Documentation

There are three reasons why an extension may be granted:

- **Medical:** this must be supported by a letter from your GP, consultant or some other medical professional.
- **Special operational circumstances:** this must be supported by a letter from a line manager.
- **Exceptional personal circumstances:** this requires a strong supporting letter from your personal tutor.

The Extension Request form provides further information about reasons that will and will not be accepted for an extension request and can be found on the course Moodle page.

## GUIDANCE ON THE WRITING OF ESSAYS

### Word Limit

Outlined below are the word limit guidelines for essays 1, 2 and 3:

Assignment	Word count	Included in the word count	Excluded from the word count	Not permitted with submission
Essays 1, 2, 3	3,000	Essay text	Reference list; tables	Appendices

Please see page 37 for guidance on referencing.

### 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. It is absolutely crucial to address the essay question directly.

### 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 important. Students may use a small number of 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 topics.

### Theoretical Content

It is important to consider how theories and concepts can help explain the issues under discussion and what insights they offer. Ask throughout your essay how and why what you are discussing is important.

### 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.

### Use of Examples

Using examples – e.g. a particular author's work, a case study, 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: is your essay easy to read? Is it written in a style which flows from one issue to the next? Are sentences and paragraphs used to good effect? Many marks are lost because of poor expression and writing style. Try to avoid complex and lengthy sentences and long paragraphs (or paragraphs that are too short i.e. only one or two sentences). It often helps to find someone to read through your work who is not as familiar with it as you are.

## Referencing and Plagiarism (Academic Misconduct)

Course participants are sometimes unaware of the academic rules relating to the citation of published work. Further details concerning **referencing** can be found on page 37, and **plagiarism** on page 31 in this handbook. This is an extremely important topic and failure to comply with these rules can lead to failure in the course and even exclusion.

## Overlap of Materials

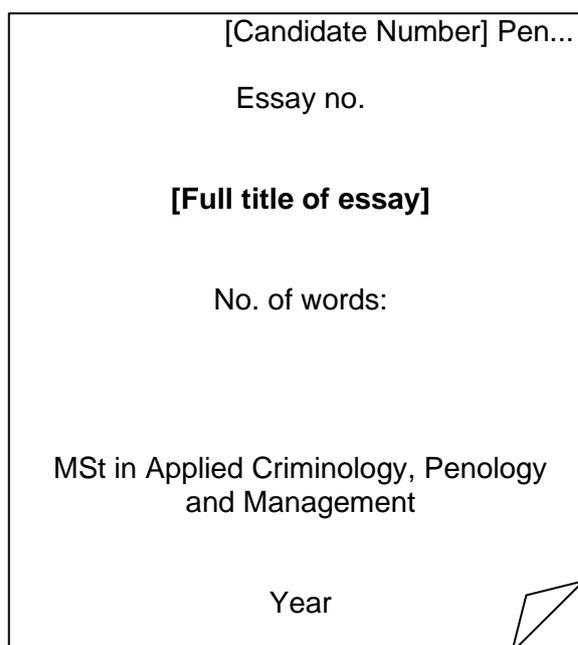
It is not acceptable to use the same material across two or more units of assessment. A certain amount of limited overlap (e.g. drawing on the same references or writing about different aspects of the same broad topic) is acceptable. However, you should not use what is essentially the same material across 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 (normally, an opening paragraph followed by an outline), with your supervisor, but none of the team may read or comment on a full draft of an essay. You should not share essays or essay plans with other students, as this is considered a form of academic misconduct.

## PRESENTATION AND SUBMISSION OF ESSAYS

- Essays should be typed and double-spaced with a 2.5-cm (one-inch) margin, using either Times New Roman or Calibri font.
- Essays **must** have page numbers.
- Each essay should include a **cover page** with the following information:
  - The name and year of the course.
  - Your student's candidate number [This will begin with *PEN* and will be given to you on day 1 of the first teaching block]. **Please do not include your name anywhere on the cover page or within the essay itself.**
  - The total number of words (excluding references).



The diagram shows a rectangular box representing an essay cover page. The text inside is centered and reads: [Candidate Number] Pen...  
Essay no.  
**[Full title of essay]**  
No. of words:  
MSt in Applied Criminology, Penology  
and Management  
Year

Students are also required to complete and submit a **declaration form** with each essay. This must include your name and candidate number, and you must sign this form confirming that the word length has not been exceeded. An example of the essay declaration form can be found in this handbook and on **Moodle**:

<https://www.vle.cam.ac.uk/mod/folder/view.php?id=11515652>

An electronic version of the essay, and declaration form, must be sent as separate documents, in the same email to: [mstessays@crim.cam.ac.uk](mailto:mstessays@crim.cam.ac.uk) by 11.00am (UK Time) on the due date.

Please ensure that the electronic copy of your essay is complete before submitting. Receipt of the electronic version will be accepted as proof that the assignment has been submitted on time. The Institute of Criminology has introduced a system whereby electronic versions must be submitted to Turnitin, a software programme for the detection of plagiarism. **Please see page 35 for information on Turnitin and how to submit your essay.**

## PLAGIARISM AND ACADEMIC MISCONDUCT

### Proctorial Notice: Academic Misconduct including Plagiarism

The Proctorial Notice for 2022 can be viewed at:

[https://www.proctors.cam.ac.uk/system/files/procnotice-academicmisconductandplaiqiarism\\_2022.pdf](https://www.proctors.cam.ac.uk/system/files/procnotice-academicmisconductandplaiqiarism_2022.pdf)

For further details see the University's [Definition of academic misconduct](#).

### Definition of Academic Misconduct

With effect from 1 October 2019, the University has outlined Rules of Behaviour for both current and former registered students ([Statutes and Ordinances 2022, Chapter II, Section 18; p.195](#)). All registered students and formerly registered students are responsible for following the Rules of Behaviour. Not knowing or forgetting about the rules or their consequences is not a justification for not following them. These Rules include a definition of academic misconduct, which is replicated below:

'Academic misconduct' is gaining or attempting to gain, or helping others to gain or attempt to gain, an unfair academic advantage in formal University assessment, or any activity likely to undermine the integrity essential to scholarship and research. It includes being in possession of unauthorised materials or electronic devices during an examination, including recording or communication devices or devices that can store data, even where the Registered Student is unaware that such materials or devices are unauthorised, has no intention of using them, or is unaware that they have them in their possession.

### Academic Misconduct Includes

- **Plagiarism:** using someone else's ideas, words, data, or other material produced by them without acknowledgement;
- **Self-plagiarism:** using the Registered Student's own ideas, words, data or other material produced by them and submitted for formal assessment at this University or another institution, or for publication elsewhere, without acknowledgement, unless expressly permitted by the assessment;
- **Contract cheating:** contracting a third party to provide work, which is then used or submitted as part of a formal assessment as though it is the Registered Student's own work;
- **Collusion:** working with others and using the ideas or words of this joint work without acknowledgment, as though it is the Registered Student's own work, or allowing others to use the ideas or words of joint work without acknowledgment;
- **Fabrication, falsification or misrepresentation** of data, results or other outputs or aspects of research, including documentation and participant consent, or presenting or recording such data, etc, as if they were real; or
- **Failure to meet legal, ethical and professional obligations** in carrying out research. This includes failure to follow agreed protocol if this failure results in unreasonable risk or harm to humans, other sentient beings or the environment, and facilitating of misconduct in research by collusion in, or concealment of, such actions by others. It includes any plan or conspiracy to attempt to do any of these things.

Breaches of academic misconduct will be taken forward under the **Student Discipline Procedure**. Full information on the Student Discipline Procedure is available from the Office of Student Conduct, Complaints, and Appeals (OSCCA):

- [visit the OSCCA website](#)
- [review OSCCA information on student discipline](#)

#### **Discipline Regulation 7**

No member of the University shall assist a candidate in any form of academic misconduct against the Rules of Behaviour for Registered Students and Formerly Registered Students. ([Statutes and Ordinances 2022, Chapter II, Section 18; p.195](#)).

### **Academic Misconduct Process**

Where candidates have submitted formal/summative assessments from 1 October 2023, onwards, a Chair of Examiners, Senior Examiner or Chair of the Degree Committee has responsibility for investigating academic misconduct and determining the outcome of the investigation. In the Institute of Criminology, this investigation is undertaken by our Senior Examiner.

The student suspected of Academic Misconduct will be invited to respond to an investigative panel either in person or through a written response. After this investigation, the panel will then consider if Academic Misconduct has taken place. The panel may determine:

- That no Academic Misconduct has taken place, in which case there will be no further action
- That there is evidence of Academic Misconduct and the panel imposes sanctions from reg 6.6, which include:
  - o That the student undertakes an Educative session on academic integrity;
  - o Mark any part of assessment unaffected by academic misconduct;
  - o Mark of 0 for the assessment
  - o Written reflection
  - o Permit re-sit of assessment with mark capped at pass mark (if examination regs explicitly permit re-sits)
- That there is evidence of Academic Misconduct but that sanctions as per above are insufficient, in these circumstances the case will be referred to a Discipline Committee.

A student will have 10 working days to appeal the outcome to an Appeal Committee.

Further information may be found here: <https://www.plagiarism.admin.cam.ac.uk/what-academic-misconduct>

### **Referencing and the risk of Plagiarism (including the use of AI)**

Course participants are sometimes unaware of the academic rules relating to the citation of published work. Further details concerning referencing and plagiarism (academic misconduct) can be found above. **This is an extremely important topic and failure to comply with these rules can lead to failure in the course and even exclusion.**

The University guidance on the use (and risks of using) Artificial Intelligence can be found here: <https://www.plagiarism.admin.cam.ac.uk/what-academic-misconduct/artificial-intelligence>.

The guidance states:

*“Students are permitted to make appropriate use of artificial intelligence tools to support their personal study, research and formative work. Where doing so, it is recommended that you discuss this with your supervisor or lecturer to understand how best to engage with these tools whilst still benefiting from the educational experience as intended. A student using any unacknowledged content generated by artificial intelligence within a summative assessment as though it is their own work constitutes academic misconduct, unless explicitly stated otherwise in the assessment brief.”*

If in doubt about using an AI tool, students are strongly advised to seek guidance from their supervisor or the Course Director.

### How to Avoid Plagiarism: A message from the Course Director

#### ***Why is this so important?***

The 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 if you need it. *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. Our strong advice is thus to write your assignments in your own words* except where a direct acknowledged quote helps to reinforce the point you are making.

While the excessive use of *acknowledged quotations* is poor practice, the use of *unacknowledged* quotations (passing off someone else’s words as though they are one’s own) is considered a form of cheating. The point of this message is to try to make clear the way in which matters concerning plagiarism are dealt with in the Certificate/MSt in Applied Criminology, Penology and Management. These notes are consistent with the Statement on Plagiarism provided by the General Board of the University and represent the course specific guidance referred to in that statement.

When assessment was largely through time-limited examinations the use of unacknowledged quotations was more difficult (though not impossible). If a candidate was caught sneaking in pre-written notes, or if s/he communicated with someone in the outside world, then the issue of *intent* was clear enough and the penalties for cheating were both swift and severe.

On a course where assessment is carried out on the basis of essays written by students at home, in the library, or 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 may simply cut and paste them to create an essay which is in no sense their own work. Where examples of this kind are discovered, and it is apparent that there is a deliberate attempt to pass off the work of others as though it is 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. At the least, these would involve embarrassment and shame at work and at home, but perhaps may include loss of promotion prospects or even dismissal. It would clearly undermine all the benefits that students may hope for by attending the course in the first place.

Thankfully, such outright cases of deliberate intention to cheat have been relatively rare on the MSt programme. However, it is also possible that students may fall foul of the rules on plagiarism without intending to do so, as a result of poor work and study practices and a failure to absorb/ apply the rules and advice provided. A common habit which can lead to this is, when doing the preliminary reading for an assignment, to take notes but fail to record whether these notes are direct quotations from the original or the student's own wording of what the original text is 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 or not. 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 memoire* and then successfully recalls them when writing the essay. Although these examples are less serious than deliberate cheating they cannot 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 but the most minor cases the Institute's Senior examiner will be informed of the plagiarised material. Depending upon the extent of the unacknowledged material the Senior examiner may decide to deduct marks even, in more extreme cases, to the point of failing an essay which would almost certainly result in 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.*

The MSt programme uses the software programme Turnitin both as a methodological tool for detecting similarities between essays and published sources and websites, and as a formative tool for giving feedback to students.

Further guidance on good academic practice and avoiding plagiarism can be found on a pre-recorded talk that I have provided, and I am always happy to discuss such matters with students should they find them unclear or confusing.

**Professor Ben Crewe**  
Course Director

## TURNITIN SUBMISSION

### How will Turnitin UK be used?

Turnitin will be used on work submitted for assessment of the MSt in Applied Criminology, Penology and Management as follows:

- a) As a tool for giving feedback to students 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. [In many cases the software highlights correctly cited references or 'innocent' matches. Therefore, examiners or the course director will carefully review all originality reports to determine whether the work does contain plagiarism].
- b) To deter potential plagiarists and to act as an incentive to follow good academic practice. The Turnitin software programme is extremely sensitive and will pick up even minor forms of plagiarism.
- 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 MSt course.

### How to submit your essay / dissertation in Turnitin

All students will be required to submit their assignments to Turnitin UK at the same time as they submit them to the Course Administrator. Details on how to upload your assignments to Turnitin UK are provided below:

- Go to: [www.vle.cam.ac.uk](http://www.vle.cam.ac.uk)
- Log into Raven using the tab in the left-hand side of the screen
- Select: *MSt in Applied Criminology, Penology and Management*
- Select: *MSt Penology 2024 Year 1 or 2* as applicable
- Select the relevant essay (e.g. Essay 1 2024 and then select *My Submissions*
- Browse the file you wish to upload from your device and click *Add Submission*

For the first assignment, Turnitin will also be used as a teaching as well as a screening tool. That is to say, the results will be used as a screening device for plagiarism, but Turnitin results will also be given to supervisors who will discuss these with students when they discuss academic feedback from examiners the aim being to encourage good scholarly practice.

For this first essay and subsequent assignments, including the dissertation, any Turnitin reports noting potential issues will be referred to the examiners marking the assignments. Examiners who suspect possible plagiarism may also refer assignments to the Senior Examiner suggesting close scrutiny of the Turnitin reports.

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. It is also only one of the ways in which plagiarism is monitored.

The Institute will comply with the University's standard investigative and disciplinary process.

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

If Turnitin UK detects matches between your work and another source, in the first instance, the course director will review the resulting originality report to judge whether the matches are innocent, or whether they constitute poor academic practice and/ or potential plagiarism.

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 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. **You need to be aware that the Turnitin database contains all previously submitted MSt essays and theses, as well as published work. Making unattributed use of other students' work will be dealt with in the same way as published material. Plagiarism will result, at a minimum, in a substantial penalty in marks and at a maximum, students will be excluded from the MSt course.**

## 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, or the student's sponsoring organisation). 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?

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 Plagiarism and Academic Misconduct website: <https://www.plagiarism.admin.cam.ac.uk/what-academic-misconduct>
- Turnitin's UK's Website: <https://www.turnitin.com/>

## GUIDANCE ON REFERENCING

It is important to try to master academic referencing. There are various websites you can also visit for assistance:

- <http://www.neilstoolbox.com/bibliography-creator/>
- <http://www.harvardgenerator.com/>
- <http://harvardreferencegenerator.com/>
- <http://www.admin.cam.ac.uk/univ/plagiarism/students/referencing/>

These are just a few - you will be able to find lots of others. **The following sets out essay referencing rules for all circumstances.**

### References within the text of an assignment e.g your essay or dissertation

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

- a) 'Various authors have shown (Walker 1969; Thomas 1970) that sentencing is...;' or
- b) 'As Nigel Walker (1969) writes...;' or
- c) '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<sup>(1)</sup> 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*, 31<sup>st</sup> July 1977).

### List of references at the end of the essay or dissertation

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 identify 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, you need to list them by the author's name (with the lower-case letter of identification you have used in the text) and 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 (in *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:

Walker, N.D. (1968) *Sentencing in a Rational Society*, London: Allen Lane.  
Walker, N.D. (1972) *Sentencing in a Rational Society*, 2nd ed., Harmondsworth: Penguin.  
Walker, N.D. and McCabe, S. (1973) *Crime and Insanity in England*, Vol. II, Edinburgh: Edinburgh University Press.

## A Book Chapter in an Edited Book

The author's name and year of publication, should be 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:

Nelken, D. (2007) 'Comparing criminal justice', in M. Maguire, R. Morgan and R. Reiner (eds) *The Oxford Handbook of Criminology*, 4th ed., Oxford: Oxford University Press, pp. 139-157.

## 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 (**NB**: Do *not* use 'pp.' with page numbers in listing journal articles.)

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

Wenk, E., Robinson, J. and Smith, G.W. (1972) 'Can violence be predicted?', *Crime and Delinquency*, 18(4): 393-402.

## 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:

United States Sentencing Commission (n.d.). 2001 Sourcebook of Sentencing Statistics. Retrieved 6<sup>th</sup> December 2010 from <https://www.ussc.gov/topic/sourcebook>

## Official Publications

**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:

Advisory Council on the Penal System (1977) *The Length of Prison Sentences*, London: H.M.S.O.

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:

Home Office (1969) *People in Prison*, Cmnd. 4214.

**Foreign Official Publications:** These should be listed 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:

Netherlands, Ministry of Justice (1985) *Society and Crime: A Policy Plan for the Netherlands*, Is-Gravenhage: Ministerie van Justitie.

## 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. **N.B:** This instruction applies to pamphlets in the Home Office Research Studies, which should appear under the author's name and *not* under 'Home Office'. For example:

Walker, N.D. *et al.* (1970) *The Violent Offender: Reality or Illusion?* (Oxford University Penal Research Unit Occasional Paper No. 1), Oxford: Blackwell.

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

Walker, N.D. *et al.* (1968) 'Hospital orders and psychopathic disorders', in D.J. West (ed.) *Psychopathic Offenders*, Cambridge: Institute of Criminology.

### Unpublished Theses, Dissertations, Papers etc

The title should be in single inverted commas, and at the end state in *parentheses* the source. *This should include the word 'Unpublished', so that librarians do not waste time searching for the item among published sources.* For example:

- (Unpublished in Ph.D. thesis, University of Manchester);
- (Unpublished address to Howard League Annual General Meeting, October 1976).

### 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).

Powers of the Criminal Courts (Sentencing) Act 2000.

**Example:**

Cases

*R v. G and another* [2003] UKHL 50

*R (Giles) v. Parole Board* [2003] UKHL 42.

### A Lecture or Seminar

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:**

Sherman, L. (2014) *Triple-T Strategy for EBP*, [Seminar to MSt in Applied Criminology and Police Management, University of Cambridge]. 1 April.

## YEAR TWO

### THE ASSESSMENT PROCESS

#### Progression

Any course participant who has successfully completed Year One to the required standard is eligible to apply to continue to Year Two. For students who return for Year Two of the course, Year One marks are carried forward towards the overall Master's Degree.

Year Two students must complete three further pieces of assessed work:

- A fourth essay (of no more than 3,000 words). Essay four questions require students to think across – or draw on knowledge relating to more than one seminar.
- An applied methodology exercise (of no more than 4,000 words), normally setting out the plan for the dissertation research; and,
- A dissertation (of no more than 18,000 words).

Candidates who progress to Year Two, but who are unable to complete it or who fail to reach the pass mark, will still be considered for the award of the Postgraduate Certificate.

#### Word Limits

Outlined below are the word limit guidelines for each assignment and the dissertation:

Assignment	Word count	Included in the word count	Excluded from the word count	Not permitted with submission
Essay 4	3,000		Reference list Tables	Appendices
Essay 5 (Research Methods Assignment)	4,000		Title page Abstract Tables Reference list Appendices*	N/A
Dissertation	18,000	Footnotes	Abstract Tables Reference list Appendices*	N/A

\* For Essay 5 and the dissertation students may submit appendices which are essential supporting documents. These might include, for example, questionnaires, interview schedules, or notes on the statistical analysis, but **the appendix 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. The abstract is not included in the word count.

- An electronic count of the number of words should be given on the cover page of all written work.
- If any assignment exceeds the word limit, only the first 3,000 words (for Essay 4), 4,000 words (for Essay 5 - Methods Assignment), and 18,000 words (for the dissertation) will be assessed.

## **Tables**

Students are welcome to include tables and figures in their Dissertation where these can help support the discussion or analysis. Tables will not count towards the word count; however, they should be used effectively and efficiently. Supervisors will be able to offer advice on this.

## **Submission of Essays**

The procedure for handing in the final essay and the methods assignment, and the rules governing extensions, are the same as for Year One. All the Year Two submission dates are listed at the front of this handbook.

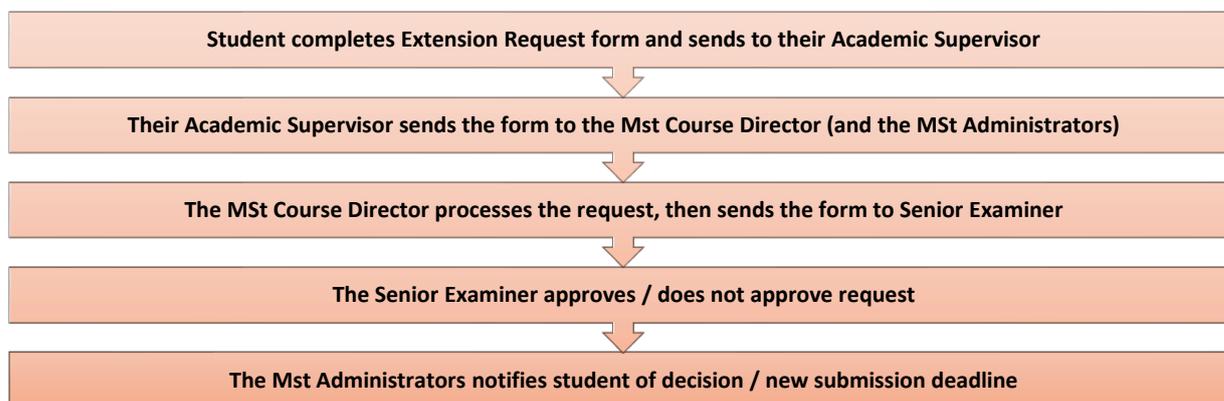
## LATE SUBMISSIONS AND EXTENSIONS

### Essays 4 and 5

Students should submit each individual essay no later than the stated deadlines. Essays not submitted by a particular deadline (without prior approval from the Course Director and Senior Examiner) will be considered late. Students should also keep their supervisor informed during the course of the year about any extenuating circumstances that might impact on their exam performance (i.e. essays and assignments).

- **A short extension (up to two weeks)** can only be granted by the Course Director and the Senior Examiner. A maximum two-week extension is normally permitted for essays, except in very exceptional circumstances. A completed copy of the **Extension Request Form** must be submitted before an essay deadline, directly to your Academic Supervisor and the MSt Administrative team. Where extensions are granted, the essay will be marked as soon as feasibly possible, but feedback may be delayed.

Your Extension Request form **will be processed as follows:**



Essays submitted late may not be marked in time to be considered by the Board of Examiners. **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);
- 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 may not be accepted. The marks will normally be deducted by the Board of Examiners at the end of the year.

### Dissertation

The rules governing extensions for the dissertation are different to the essays.

**A short extension (up to two weeks)** can only be granted by the Course Director and Senior Examiner.

You should apply for this type of extension using an **Extension Request Form** before your dissertation deadline. A completed copy of this form must be sent to your Academic Supervisor and the MSt Administrative team. The formal request for an extension must specify the time

lost and the length of the extension requested, which granted, would be appropriate to the period of time during which the student was unable to make progress on his/her dissertation. Students should not assume that such extension requests will automatically be successful. Ordinarily, an extension will only be granted in the event of severe and serious illness, special operational circumstances, or exceptional personal circumstances. Your application will require supporting documentation to be provided (see below). **Please note:** should you be granted an extension for your dissertation; you might not be able to graduate at the same time as the rest of your cohort due to the timing of various committees who have to approve marks.

**In cases where extensions have not been granted**, the Board of Examiners reserves the right to deduct marks for late submissions.

- Dissertations 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);
- Those submitted more than one-week late risk the deduction of up to 20 per cent of the given mark.
- Dissertations submitted after this point, without an approved extension, may not be accepted and students will be assumed to have withdrawn from the course.

**Longer extensions (more than two weeks)** must be requested through your CamSIS Self-Service page, and your application must include supporting evidence.

### Reasons for an Extension and Supporting Documentation

Extensions on MSt assignments may be granted in exceptional circumstances - those which are **beyond your control or ability to foresee, and which seriously impair your ability to complete the assignment in the given timeframe**. These include:

- Serious illness or injury, must be supported by a doctor's note.
- Bereavement due to the death of a member of your immediate family or a very close friend.
- Exceptional personal circumstances: this requires a strong supporting letter from your supervisor.
- Special operational circumstances: this must be supported by a letter from a line manager.

### Intermission

Intermissions are not encouraged, and are only permissible by formal application via the self-service section on CamSIS. Both the Course Director and the Degree Committee of the Faculty of Law must approve your intermission. To apply to intermit you should apply via the 'Academic' tile of your CamSIS self-service. Click the 'Academic' tile, choose, 'Change my student status' and then select the online form for the application you need.

### Essay Weighting

An overall score will be calculated for each student, whereby each essay (including the research proposal) has a weighting of times one, and the dissertation a weighting of times three. Course distinctions will be awarded to students whose overall score, when divided by eight, comes to 75 or above.

## Research Methods Assignment (Essay 5) - 2024

### Research Methods Assignment (Essay 5) (Research Proposal)

Submission Deadline: [Monday 29 April 2024](#)

The research methods assignment is both an opportunity to display your understanding of research principles and processes, and a kind of 'dress rehearsal' for the dissertation. It should be based on your proposed research idea, with all the constraints of time and resources that this involves, although you might want to draw attention to the limitations of the dissertation compared to a more comprehensive piece of research.

#### This assignment should contain:

<b>Title Page</b>	This should specify the topic and the exact question or issue you are addressing.
<b>Abstract</b>	A summary of the proposal, maximum 200 words, giving a brief description of the research using language easily understood by a non-specialist.
<b>Introduction / Background</b>	<ul style="list-style-type: none"><li>• Provide some sense of why your topic is interesting and worthy of study.</li><li>• Conduct a <u>brief</u> review of past literature on the topic, describing what others have found, and what the limitations are of past research (e.g. methodological or theoretical problems; key omissions, etc).</li><li>• Describe your proposed research, including the key aims.</li></ul>
<b>Research question(s) / Hypotheses</b>	<ul style="list-style-type: none"><li>• Clearly articulate the topics and issues you wish to explore, providing as much conceptual clarity as possible</li><li>• Include detail about the primary research questions and/or hypotheses.</li><li>• Refer to relevant theories and theoretical issues as appropriate.</li></ul>
<b>Research Design and Methods</b>	<ul style="list-style-type: none"><li>• Summarise your proposed research design (e.g. exploratory study, descriptive study, evaluation study, experimental design; single method, multiple methods y) and outline the specific methods used (e.g. observation, postal questionnaires, structured or unstructured interviews, documentary sources, secondary data etc). Explain why this is best suited to providing the answers to your questions. If you are using a mixed methods approach, clearly identify this and briefly explain why you have chosen this approach.</li><li>• Specify how you will identify and select your research sample, if appropriate. If you are using secondary data, specify the source of the data and examples of the key variables you will use.</li><li>• Provide a clear description of your data collection materials (e.g. questionnaires, interview questions) and the procedure for data collection. Include some examples of your data collection materials i.e. <u>some</u> of the <i>specific</i> questions that you will ask, either in</li></ul>

	<p>interviews or surveys; or the issues you will observe; or the experimental stimuli, as relevant. Use the appendix to provide further detail, where necessary. Make sure that it is clear what you will be asking/measuring/observing.</p> <ul style="list-style-type: none"> <li>• If there are any non-standard ethical issues relevant to your study (beyond standard concerns with informed consent, confidentiality and anonymity, for example), please include some detail in the main body of your proposal about how you intend to address them.</li> <li>• Indicate how your research will address or overcome the limitations of previous studies or will complement past research.</li> </ul>
<b>Data Analysis</b>	<ul style="list-style-type: none"> <li>• Describe the proposed methods of analysis (e.g., qualitative, statistical) including the limitations and advantages of the chosen techniques.</li> <li>• Articulate why you have chosen this technique / these techniques over others.</li> </ul>
<b>Other Considerations</b>	<ul style="list-style-type: none"> <li>• Briefly detail the main methodological/operational risks and how these will be mitigated.</li> <li>• Highlight the potential generalizability, reliability, and validity issues of your chosen research design.</li> </ul>
<b>Conclusion</b>	<ul style="list-style-type: none"> <li>• Highlight the potential relevance of your proposed research to policy, practice, or some other aspect of applied criminology.</li> <li>• State the other potential implications of your findings, including their contribution to relevant theory / literature.</li> </ul>
<b>Reference page</b>	<ul style="list-style-type: none"> <li>• Listing all sources cited in the text</li> </ul>
<b>Appendix</b>	<p>(Where relevant) Include no more than <b>two pages</b> containing further <b>examples</b> of your proposed materials (e.g., sample survey questions, experimental stimuli, sample coding scheme, interview questions etc).</p>

The word limit for this assignment is 4,000 words **excluding title page, abstract, references and appendices**.

All completed assignments must be emailed to [mstessays@crim.cam.ac.uk](mailto:mstessays@crim.cam.ac.uk)

## Submission Requirements

### Required by the Department

<b>1</b>	<b>Research Methods Assignment</b>
<b>2</b>	<p>Institute of Criminology <b>Ethics Committee Application Form.</b></p> <ul style="list-style-type: none"> <li>All students must complete this form. [A copy can be downloaded from <b>Moodle</b>: <a href="https://www.vle.cam.ac.uk/mod/folder/view.php?id=11515652">https://www.vle.cam.ac.uk/mod/folder/view.php?id=11515652</a>, and also on the Institute of Criminology website: <a href="https://www.crim.cam.ac.uk/">https://www.crim.cam.ac.uk/</a>](Click on INTRANET to access the form)</li> <li>This form should be sent to: <a href="mailto:ethics@crim.cam.ac.uk">ethics@crim.cam.ac.uk</a> marked for the attention of Professor Leo Zaibert (Chair of the Institute's Ethics Committee)</li> </ul>
<b>3</b>	<p>Institute of Criminology <b>Risk Assessment Form.</b></p> <ul style="list-style-type: none"> <li>All students must complete this form. [A copy can be downloaded from <b>Moodle</b>: <a href="https://www.vle.cam.ac.uk/mod/folder/view.php?id=11515652">https://www.vle.cam.ac.uk/mod/folder/view.php?id=11515652</a> or the Institute of Criminology's website: <a href="https://www.crim.cam.ac.uk/">https://www.crim.cam.ac.uk/</a> ] (Click on INTRANET to access the form)</li> <li>Your completed form should be sent to: <a href="mailto:ethics@crim.cam.ac.uk">ethics@crim.cam.ac.uk</a>, marked for the attention of Katie Steggall.</li> </ul>

**These two forms will need to be completed and approved before you are able to begin your fieldwork.** (You will need a Letter of Approval from our Ethics Committee and have your Risk Assessment approved by the Director).

### Externally (For those who require access to HMPPS)

#### **NRC Form.**

Ideally, you should include with this:

- (a) a consent form;
- (b) a participant information sheet;
- (c) a short CV;
- (d) and any other materials you are able to provide at this time (survey; interview questions, etc)

### Submission Dates

Research Methods Assignment	<a href="#">Monday 29 April 2024</a>
Feedback on this research methods assignment from us	<a href="#">Monday 13 May 2024</a>
Submission of HMPPS access form (where relevant), plus the relevant documents as required by the Department (listed above).	<a href="#">Monday 20 May 2024</a>

## Dissertation Guidance on the Preparation and Submission

**Dissertation Submission Deadline: [Monday 6 January 2025](#)**

### Dissertation Title and Short Proposal

A dissertation title and a short proposal (about one side of A4) must be submitted to the MSt Course Administration Team at the end of Block E, after discussion with your supervisor. The exact title must be agreed with your supervisor before submission to the Degree Committee of the Faculty of Law for formal approval later in the year.

You are strongly discouraged from changing the title of your dissertation after it has been formally submitted and accepted. Nevertheless, it is possible to apply to the Degree Committee of the Faculty of Law for approval to change a dissertation title if this is necessary. Such an application will be considered by the Degree Committee only if it is supported by your supervisor.

### Research Topic

The dissertation can be on any topic chosen by the course participant and agreed in collaboration with their supervisor.

We encourage students to undertake original data collection (whether this involves the use of surveys, interviews, observations, or some other method). Students should also consider secondary analysis of already existing documents, interviews, datasets, official statistics, etc. Such work counts as empirical research, in that it involves using someone else's data in a new way or to answer a question that has been chosen by the student. It is also acceptable to conduct a systematic review or an advanced theorisation of a criminological topic.

Some dissertations might best be undertaken from the library, for example, when they are highly theoretical or involve the synthesis of ideas from fields that do not normally mix. Students will not be penalised for this kind of 'desk-based' work but should check with their supervisor that they are being sufficiently ambitious. Most students will find it easier to say something original by collecting new data or working with existing data rather than drawing on books and articles alone. A dissertation cannot simply be a review of existing literature i.e., the summary or re-hashing of existing arguments, debates and findings.

It is advisable to think about the topic for the dissertation as early as possible, particularly if the research will require you to go through convoluted access procedures. Students might like to discuss their topic with their line manager, in case there is a possibility of conducting research that will be of direct interest to their employer.

The exact title must be agreed by the supervisor and formally approved by the Course Director and the Degree Committee of the Faculty of Law (See deadline on page 7). Participants are strongly discouraged from attempting to change the title of their dissertation after this formal approval.

## The Format

The dissertation must be clearly written, take account of previously published work on the subject, and represent a contribution to learning.

The dissertation comprises an extended piece of work (not exceeding 18,000 words). If the dissertation is over the word limit, only the first 18,000 words will be assessed.

Typically, they comprise about 75 (A4) pages of double-spaced text, broken down into between three and six chapters.

Dissertations submitted by course participants from earlier years are available in the Institute library for reference.

- The dissertation should be typed and double-spaced, with margins of at least one inch (2.5 cm), using Times New Roman or Calibri font.
- You may prefer a left margin of 1.25 inches (3 cm) to allow for space lost in binding.
- Pages *must* be numbered.

The dissertation should include a title page (see sample opposite).

According to the MSt regulations, you must also include with your dissertation one formal declaration. Please refer to the previous section on Formal requirements for submission of dissertations.

An electronic version of the dissertation must also be sent via email by 11.00am (UK time) to: [mstessays@crim.cam.ac.uk](mailto:mstessays@crim.cam.ac.uk) and also submitted to Turnitin. Receipt of the electronic version will be accepted as proof that the dissertation has been sent. Electronic versions will also be used to test for plagiarism, using the software programme Turnitin.

Candidate number  
[insert number]  
[Name]  
Homerton College  
Supervisor: [insert  
name]

**[Dissertation title]**

Submitted in part  
fulfilment of the  
requirements for the  
Master's Degree in  
Applied Criminology,  
[Penology and  
Management]

[ Year]

## Dissertation Supervision

Your supervisor will supervise and provide support throughout the MSt year. However, you may be allocated a second dissertation advisor whose interests lie in your subject area. You may also consult other members of staff about your dissertation.

All borderline students may be required to undergo a viva on their dissertation (held at the Institute of Criminology), and all students must ensure that they will be available on the date specified at the front of this handbook.

Your supervisor, and dissertation advisor, may read and comment upon one draft of the dissertation or parts of the dissertation if this is submitted in a timely manner. Students should bear in mind that reading and commenting upon drafts is very time-consuming. Supervisors should not be expected to give detailed comments on wording – the dissertation 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 comment on more than one draft.

### Formal requirements for the submission of the Dissertation

According to the MSt regulations your dissertation must include:

- Some formal declarations, and
- A short summary. (*The summary should be bound in with the dissertation **after** the title page.*)

One electronic copy of the dissertation must be submitted to the Course Administration Team to [mstessays@crim.cam.ac.uk](mailto:mstessays@crim.cam.ac.uk), on or before the date specified on page 7 of this handbook; *together with signed declarations*, and a 250–300 word summary (which should accurately indicate the main topic of the dissertation and the main conclusion(s) reached).

An electronic copy should also be submitted to Turnitin, a software programme for the detection of plagiarism. (Please see page 34 for further details).

If the dissertation is submitted late without prior permission, marks may be deducted.

### The Declarations

Three declarations are required - please submit one copy to the Course Administrator:

#### **Word length:**

You are required to declare that the dissertation is not more than 18,000 words in length (including notes, but excluding any relevant appendices, the summary and the bibliography).

#### **‘Other submissions’:**

You are required to declare whether or not the dissertation (or some part of it) has previously been, or is concurrently being, submitted for any purpose other than the MSt examination.

#### **Authorship:**

If the dissertation is all your own work, you are required to include a declaration to the effect that: *‘Except as indicated by specific references to or acknowledgements of other sources, this dissertation is my own original work’*. If you have drawn at all on the work of others (e.g. if you have re-analysed or analysed data collected by others in your service), this should be explicitly stated, with an indication of which parts of the dissertation (e.g. one particular chapter) incorporate this work done by others. You should also declare that everything, except that to which you have specifically drawn attention in this way, is your own original work. **It is vital**

that you read carefully the advice on the avoidance of plagiarism and on referencing on the relevant pages of this handbook.

Dissertation Marking Scheme	
<b>80 and above</b>	<b>Distinction</b> 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 <i>exceptionally</i> 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 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.
<b>75–79</b>	<b>Distinction</b> 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 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.
<b>70-74</b>	<b>Merit</b> level work. 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 dissertation (argument) which integrates theory, methods and data (where appropriate) and show some critical insight.
<b>65-69</b>	Marks in this range reflect dissertation work that suggests knowledge of relevant concepts and issues and reasonable competence in using a range of sources and research methods (where appropriate) in a scholarly manner. The dissertation would also present a clear dissertation (argument) which adequately integrates theory, methods and data (where appropriate). The work might show some weakness in argument or evidence.
<b>60-64</b>	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 <i>Marginal Pass</i> 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.
<b>60</b>	<b>Pass Mark</b>

<b>57-59</b>	<i>Marginal Fail.</i> A mark in this range suggests unsatisfactory work, but a dissertation which <u>may</u> be reviewed, following an oral examination, at a Board of Examiners' Meeting.
<b>56 and below</b>	This is work which fails to meet the academic standards of the programme. An oral examination will be required.

A marginal failure in the dissertation may be compensated by a strong performance elsewhere, at the discretion of the Board of Examiners, who make recommendations to the Degree Committee of the Faculty of Law. Like the essays and methods paper, the dissertation is double marked by two internal examiners. All dissertations are made available to the external examiner for moderation.

## ORAL EXAMINATION (VIVA)

### Reasons for an Oral Examination (Viva)

In Year Two, candidates whose marks do not meet the threshold to pass the course, or whose dissertations fail to meet the threshold for a pass, will be called for an oral examination. Those whose performance in the dissertation, or in their other formal assignments, is considered to be borderline, and / or where there is any possibility of failing the course, may also be called for an oral examination, at the discretion of the Senior Examiner. Exceptionally the oral examination may be waived where the examiners view the candidate's failure as irredeemable, providing that the candidate has been offered the possibility of attending an oral examination within a reasonable timetable and has been made aware of the seriousness of his or her situation. An oral examination may also be called for by the Senior Examiner at his/her discretion, if this is considered desirable for any other reason.

### Process

Oral examinations will normally take place following the Exam Board meeting in February. All participants will be given two weeks' notice of the proposed date for their oral examination and must ensure that they will be available on the dates proposed. The oral examination will be in the presence of the External Examiner and an assessor (who should be an internal marker of the piece of work under examination). Deviations from this practice should usually be discussed with the candidate in advance of the examination date. Other internal examiners may also be present at the discretion of the Senior Examiner. The supervisor does not normally attend the oral examination except by special request and may not participate in any substantive discussions. That is, the supervisor may provide relevant comments and feedback to the Board of Examiners but may not make any representations to the Examiners before or during the oral examination.

**Candidates are expected to attend the oral examination in person.** Candidates may apply, on a strictly exceptional basis, to have their oral examination conducted using video conferencing facilities (e.g. Skype or Zoom) but permission from the Examiners and the Degree Committee must be obtained in advance of the examination taking place and candidates will need to put forward specific and exceptional reasons to justify its use.

#### **The oral examination may:**

- Cover the topic of any piece of assessed written work and the general field of knowledge within which it falls, where it is initially awarded a Fail, Marginal Fail or Marginal Pass mark.
- Include questions relating to one or more of the other pieces of work submitted by the candidate, or any other topics considered by the Senior Examiner to be relevant. Candidates called for oral examination will be informed in advance of the topics to be addressed, and are normally advised to contact their supervisor in order to prepare.

The central purpose of the oral examination is to assess whether the candidate's knowledge of a topic or topics is stronger than he or she has been able to represent in his or her submitted written work. At the start of the oral examination, the Chair may ask the candidate to explain any issues that they consider to be mitigating factors with regards to their assessed work. Any such explanations are in addition to extenuating circumstances of which the Examiners are made aware through the appropriate University or College channels.

The Board of Examiners will consider the candidate's overall performance in: written assessments; any oral examination where this has been conducted; and the dissertation, before deciding to recommend to the Degree Committee of the Faculty of Law that the candidate be awarded the Master of Studies degree.

# USEFUL FORMS

## Essay Declaration Form

One signed copy of this form must accompany each essay submission, and fixed to the front of your essay.

### ESSAY DECLARATION FORM

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

Please submit an electronic copy to [mstessays@crim.cam.ac.uk](mailto:mstessays@crim.cam.ac.uk)

**no later than 11.00am** on the due date GMT, plus an electronic copy to Turnitin.

*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:*

---

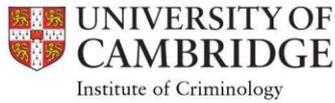
#### ADMINISTRATION:

Essay received by: .....

Date: .....

## Dissertation Declaration Form

One signed copy of this form must accompany your dissertation submission.



### Master of Studies in Applied Criminology, Penology and Management

#### DISSERTATION DECLARATION

Candidate Name (please print)
Candidate Number
Word Length  (including notes but excluding Contents pages, the summary, acknowledgements, appendices and the bibliography)
Has this dissertation, or any part of it, been submitted for any purpose other than the MSt examination?
Please delete as appropriate:  <ul style="list-style-type: none"><li>• I am happy to give permission for this dissertation to be read by Institute of Criminology staff and students.</li><li>• I would like access to my dissertation to be restricted and would like my permission to be sought before giving access to anyone.</li></ul>
<b>NB Remember to include your Summary. (250-300 words).</b>

Signed:

Dated:

Revised February 2022

## COMPLAINTS PROCEDURE

The Institute of Criminology supports the University of Cambridge's policies and practices which aim to ensure that students and staff work in an environment free from all unlawful discrimination and harassment, and from bullying. These include policies relating to Equal Opportunities and Dignity at Work and Study: [www.hr.admin.cam.ac.uk/policies-procedures/dignity-work-policy/links-other-policies-and-guidance](http://www.hr.admin.cam.ac.uk/policies-procedures/dignity-work-policy/links-other-policies-and-guidance).

The University takes allegations of harassment and sexual misconduct very seriously and may take action, including disciplinary action, in response to a complaint from a student.

The following further information is available:

- [reporting another student or staff member for inappropriate behaviour](#)
- [what to do if you're a student accused of inappropriate behaviour](#)

You may discuss any of these issues with any of the people mentioned above; or Dr Arushi Garg who is the Institute's trained advisor and representative in these matters.

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 longer term vision of what is required than may seem necessary when seen from the point of view of those working in the field. Most of the time the partnership will work 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 resolving problems before they become a formal complaint.

### Raising a Complaint with the University

If you are unhappy with the experience you have received from a University department, faculty, service or staff member, and cannot resolve your issue informally, the University has a [Student Complaint Procedure](#) for you to use in order to try and resolve the situation.

All complaints are treated seriously and are handled sensitively. We understand that it can be a stressful experience to submit a complaint, particularly when it is about an individual staff member.

We recommend that you seek support and advice before submitting your complaint, depending on your circumstances this could be from a College Tutor, a Graduate Tutor, the Student Advice Service at <https://www.cambridgesu.co.uk/support/advice/> or an independent advisor of your choosing.

#### Step 1: Local resolution

Where appropriate, you should attempt to raise a concern with the responsible staff member. If you do not feel comfortable raising the matter with this person, then you should speak or write to Ben Crewe or Lucy Wilmott. You should raise your complaint as soon as it occurs or at least within 28 days of the matter arising. Many issues can be resolved easily and quickly if you communicate your problem to someone.

#### Step 2: Formal resolution

If the response from the Department, Faculty, Service or staff member has not resolved your complaint, or your complaint is so serious that you feel you can't raise it with them, complete and submit the [Formal Complaint form](#), within 28 days of the matter arising or within 28 days of the response you received from the Department, Faculty, Service or staff member. You should not include unnecessary information about other people in your complaint.

## The formal resolution process

You will be appointed a Case Handler who will screen your complaint to make sure it can be considered under the [Student Complaint Procedure](#). Your Case Handler will confirm the outcome of the screening within 7 days of receiving your complaint. If your complaint is eligible, the Case Handler will then conduct an investigation; the staff involved in your complaint will be sent a copy of the information you have provided and will be requested to provide a response. Your complaint and any responses will be considered by a Complaint Officer; an academic staff member who is not connected to your College or Faculty who has no knowledge of the case. The Complaint Officer will make a decision about your complaint and consider a remedy, where this is appropriate. The Case Handler will send you the Complaint Officer's decision and any staff responses.

Occasionally the Case Handler or Complaint Officer might want further information from you during the investigation, if so, you will be sent the staff responses at this point, before being asked to provide a written statement or to attend a meeting.

## Step 3: Review

If you are dissatisfied with the Complaint Officer's decision, you can request a review of the decision on the following grounds:

- Procedural irregularities that occurred during Formal Resolution, which were material or potentially material to the decision reached.
- The Formal Resolution decision is unreasonable, in that no reasonable person could have reached the same decision on the available evidence.
- The availability of new evidence, which materially impacts the complaint outcome and which, for valid reasons, could not have been submitted at an earlier stage.

In order to request a review, you will need to complete and submit the [Review form](#) within 14 days of receiving the Complaint Officer's decision. Providing your request for review is eligible, it will be considered by a Reviewer who can either uphold or dismiss your request. Where a request is upheld, a remedy can be put in place. You will receive a Completion of Procedures letter with the Reviewer's decision. This letter confirms the completion of the University's internal procedures.

## What if you are unhappy with the final outcome?

The Office of the Independent Adjudicator for Higher Education (OIA) runs an independent scheme to review student complaints. The University are a member of this scheme. If you are unhappy with the outcome, you may be able to ask the OIA to review your complaint. You can find more information about making a complaint to the OIA, what it can and can't look at, and what it can do to put things right here: <https://www.oiahe.org.uk/students>.

You normally need to have completed the Student Complaint Procedure before you complain to the OIA. We will send you a letter called a "Completion of Procedures Letter" when you have reached the end of our processes and there are no further steps you can take internally. If your complaint is not upheld, we will issue you with a Completion of Procedures Letter automatically. If your complaint is upheld or partly upheld you can ask for a Completion of Procedures Letter if you want one. You can find more information about Completion of Procedures Letters and when you should expect to receive one here: <https://www.oiahe.org.uk/providers/completion-of-procedures-letters>.