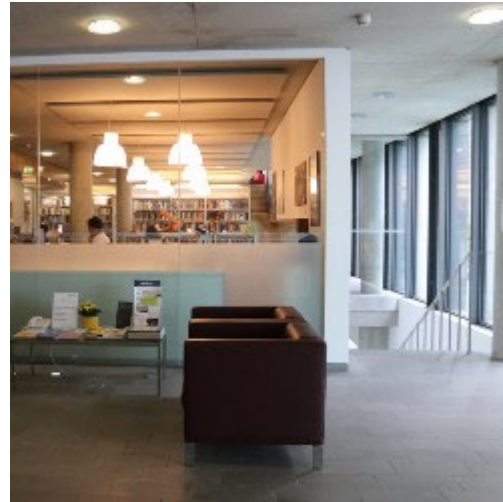


Master's in Applied Criminology and Police Management



COURSE HANDBOOK 2022

CONTENTS

Introduction	.....	3
The Institute of Criminology	.....	3
MSt in Applied Criminology and Police Management Course	.....	3
Key Contacts	.....	5
Academic Staff Profiles	.....	7
Other Institute Staff who teach on the MSt Programme	.....	10
Course and Submission Dates for 2022	.....	12
General Administration	.....	13
Attendance during Residential Blocks	.....	15
Student Supervision	.....	16
Year One		
Course Evaluation	.....	18
The Assessment Procedure	.....	18
Essay Questions 2022	.....	21
Guidance on Writing of Essays	.....	22
Presentation and Submission of Essays	.....	25
Avoidance of Plagiarism	.....	27
Student Information for the use of Turnitin UK	.....	29
Guidance on Referencing	.....	30
Year Two		
Progression and Intermission	.....	34
Assessment	.....	34
Teaching Blocks	.....	34
Essay 5 – Thesis Proposal	.....	35
The Thesis	.....	36
Guidance on the Preparation and Submission of the Thesis	.....	38
Assessed Oral Presentation	.....	43
The Final Research Abstract	.....	44
Thesis Submission (Formal requirements)	.....	46
Complaints Procedure	.....	50
Information for Students with a Disability	.....	52
Useful Forms	.....	54
Travelling to Cambridge	.....	59
Location of the Institute	.....	61

INTRODUCTION

Welcome to the Master of Studies (MSt) in Applied Criminology and Police Management and to the Institute of Criminology. This handbook contains useful information about the course, the Institute of Criminology, the assessment procedure, supervision and welfare, and general administration.

THE INSTITUTE OF CRIMINOLOGY



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

MST IN APPLIED CRIMINOLOGY AND POLICE MANAGEMENT COURSE

The MSt Degree in Applied Criminology and Police Management is designed to provide education for senior personnel involved in policing in the study of crime and crime-related issues with a strong emphasis on evidence-based policy and practice. The programme is underpinned by key concepts, including targeting resources, testing practices, and tracking delivery of services. The programme helps students learn through continuing professional development, collaborative study, small group discussions and critical thinking. Participants on the MSt programme are encouraged to reflect on, review and analyze past, current and future practice.

Students participating in the course normally complete the two years of study required for the full MSt. degree. It is possible, though unusual, to exit after Year One with a Postgraduate Certificate after satisfactorily completing three essays with at least an average score of 60.

Year One

Year One comprises three formal residential blocks in Cambridge. The coursework covered in this year via lectures, one-on-one supervision, group work and readings, consists of criminological theory and research methods, leading implementation, and evidence-based policing which is the conceptual framework of the course. The curriculum is updated on an annual basis to take account of current issues.

Year One is assessed by three essays covering the taught material and readings. It is necessary to complete Year One satisfactorily before proceeding to Year Two. Year One marks are carried forward towards the MSt degree along with the second year units of assessment.

Year Two

In Year Two there are three more residential blocks of study in Cambridge. Year Two builds on the first year but is focused on the 18,000 word Thesis. The Thesis topic is decided early on in the year by

discussion between each individual student and the Director of the Programme, Professor Sherman, and then developed under the guidance of the assigned supervisor.

In exceptional circumstances approval may be given to 'intermit' at the end of Year One and to continue Year Two at a later date, but normally successful Year One students continue their studies into the next year.

To be eligible to proceed into the second year MSt candidates must complete essays 1- 3 with at least an average score of 65. They must also complete essay 4 on research methods, the research proposal (essay 5), an oral presentation on their Thesis and the 18,000 word Thesis itself, with a mark of at least 60 in each element. Marginal pass/fails may be reviewed following an oral examination known as a *viva*. It is possible to be granted an extension to the set date for submitting the Thesis (see the criteria for this on the relevant pages of this handbook) but students granted an extension may have to wait until a later Board of Examiners' Meeting for approval and thus miss graduating with their colleagues.

KEY CONTACTS

MST TEACHING STAFF	
Professor Lawrence Sherman Director of the Police Executive Programme	Email: ls434@cam.ac.uk
Dr Matt Bland Director of Studies	Email: mpb57@cam.ac.uk
Dr Peter Neyroud Director of Apprenticeships	Email: pwn22@cam.ac.uk
Professor Barak Ariel Supervisor & Lecturer	Email: ba285@cam.ac.uk
Dr Tim Coupe Supervisor & Lecturer	Email: rtc23@cam.ac.uk
Sir Denis O'Connor Supervisor & Lecturer	Email: do299@cam.ac.uk
Mr Chris Sims Supervisor & Lecturer	Email: cps46@cam.ac.uk
Dr Heather Strang Supervisor & Lecturer	Email: hs404@cam.ac.uk
Ms Suzette Davenport Supervisor	Email: sd369@cam.ac.uk
Ms Debbie Simpson Supervisor	Email: ds959@cam.ac.uk
Dr Jackie Sebire Supervisor	Email: jags3@cam.ac.uk
Mr David Shaw Supervisor	Email: ds381@cam.ac.uk
Mr Crispian Strachan Supervisor	Email: cs672@cam.ac.uk

ADMINISTRATIVE STAFF	
Senior Graduate Coordinator To be confirmed	Email: sgc@crim.cam.ac.uk
Ms Emma Challis MSt Course Administrator	Email: mst.administration@crim.cam.ac.uk
Mrs Sara Tattam MSt Course Administrator	Email: mst.administration@crim.cam.ac.uk
Mr Matt Skipper IT Officer	Email: computing@crim.cam.ac.uk

Please note that all staff contact details are available on the Institute website at: www.crim.cam.ac.uk

Institute of Criminology Sidgwick Avenue Cambridge CB3 9DA	Reception: 01223 335360
Radzinowicz Library Institute of Criminology Sidgwick Avenue Cambridge CB3 9DA	Telephone: 01223 335386
Wolfson College Barton Road Cambridge CB3 9BB	Porter's Lodge: 01223 335941 Accommodation Office: 01223 335914
Fitzwilliam College Storey's Way Cambridge CB3 0DG	Porter's Lodge: 01223 332038 Accommodation Office: 01223 669339
Selwyn College Grange Road Cambridge CB3 9DA	Porter's Lodge: 01223 335846 Accommodation Office: 01223 669339

ACADEMIC STAFF PROFILES

MST

Professor Lawrence Sherman is Emeritus Wolfson Professor of Criminology. He is also Director of the Cambridge Police Executive Programme. He earned his PhD from Yale University, and has been awarded honorary doctorates from the University of Stockholm and Denison University.

His research interests are in the fields of crime prevention, evidence-based policy, restorative justice, police practices and experimental criminology. He has conducted field experiments, for example, on finding more effective ways to reduce homicide, gun violence, domestic violence, robbery, burglary, and other crime problems, in collaboration with such agencies as the Metropolitan, Northumbria and Thames Valley Police, London's Crown Courts, HM Prisons, the Crown Prosecution Service, the Youth Justice Board of England and Wales, and the National Probation Service, as well as 30 US police agencies and the Australian Federal Police.

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

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

Dr Heather Strang is Director of the Jerry Lee Centre of Experimental Criminology at the Institute of Criminology and was previously Director of the Police Executive Programme. Internationally recognized for her British and Australian experiments in police-led restorative justice conferences, she was Director of the Centre for Restorative Justice at the Australian National University, where she gained her PhD in Criminology. Prior to that she was Executive Research Officer at the Australian Institute of Criminology, where she founded the Australian national reporting system for homicide after serving on the research staff of the Australian National Committee on Violence. Her research interests include the effects of crime and justice on victims of crime, the diversion of cases from prosecution to alternative disposals, restorative justice conferences as both a supplement to and diversion from prosecution, police responses to domestic violence, and the management of randomized controlled experiments in criminology. Elected a Fellow of the Academy of Experimental Criminology in 2002, she was a member of the Scientific Commission of the International Society of Criminology from 2006 to 2012. In recent years she has been invited to lecture on her research by universities, learned societies and governments in Japan, Colombia, Norway, Uruguay, Sweden, USA, Turkey, Israel, Ireland, Scotland, Belgium and Spain. In 2019 she was elected President of the Academy of Experimental Criminology.

Dr Peter Neyroud C.B.E., QPM, is Director of Apprenticeships and an Associate Professor in Evidence-Based Policing. He is a former Chief Constable of one of the largest UK forces, Thames Valley (2002-7) and founding Chief Constable of the National Policing Improvement Agency (2007-2011), which he recommended in an Independent Report commissioned by the Home Secretary be converted into the current College of Policing. From 2011-2014 he was the Director of the

Birmingham Turning Point Project, a randomised controlled trial testing the effect of deferred prosecutions on 400 first offenders randomly assigned to be offered immediate rehabilitation programs within hours of arrest, or to standard prosecution. He completed his PhD at the Cambridge Institute of Criminology in 2017. He is the Co-Chair of the Campbell Collaboration Coordinating Group on Crime and Justice.

Dr Barak Ariel is a Reader in Experimental Criminology and a Fellow of the Jerry Lee Centre of Experimental Criminology. He has been teaching and supervising students on the Police Executive Course since 2009. Dr Ariel is involved in evaluation research projects with a large number of criminal justice agencies around the world. He is the Chair of the Division of Experimental Criminology and an Executive Board Member of the Division of Policing of the American Society of Criminology; and also the Chair of the Institute of Criminology's Ethics Committee. Professor Ariel has published more than 100 papers in leading journals, on various topics, including body worn videos (BWCs), crime hotspot, police legitimacy, counterterrorism, deterrence and technology in policing.

Dr Matthew Bland is an Associate Professor in Evidence Based Policing and Fellow of the Jerry Lee Centre of Experimental Criminology. He has published books on crime analysis, experimental research designs and domestic abuse and is actively engaged in a variety of research projects. He is the Trial Director for the Ministry of Justice's domestic abuse polygraph pilot and was appointed by the Policing Minister to be the Independent Chairperson for the Technical Reference Group responsible for revising the police funding allocation formula. Until 2018 he was Head of Strategic Analysis for Norfolk and Suffolk Constabularies, and worked as a police staff member for 15 years. Dr Bland gained his PhD from the University of Cambridge Institute of Criminology and is a former graduate of the Police Executive Programme. Forecasting, domestic abuse and analysis of police recorded crime are among his research interests.

Dr Timothy Coupe is an Associate Professor in Criminal Justice with a background in management, operational research and performance evaluation. He is currently researching crime investigation and detection, missing persons and crime prevention. He has carried out a number of Home Office-funded studies of the UK police, including research into resource allocation, investigation and 'solvability' of domestic and commercial burglary. ESRC-funded studies include research into offender-offence profiling and repeat burglary. He also teaches on the Penology MSt Programme.

Sir Denis O'Connor C.B.E QPM is a lecturer and advisor at the Institute of Criminology, Cambridge University and College Research Associate at Wolfson College. He is an Independent Non-Executive Director of the Board of the College of Policing. He was Her Majesty's Chief Inspector of Constabulary between 2009-12. Prior to joining the Inspectorate in 2004, he was Chief Constable of Surrey between 2000 and 2004 where he led the piloting of the National Reassurance Policing Programme, the pre-cursor to Neighborhood Policing.

At the Inspectorate his team provided support to the Olympics Programme in testing the Olympic assurance process. He introduced Value for Money profiles for all police forces in England and Wales in 2008/9 to assist comparisons to achieve greater efficiency and effectiveness during austerity. This was followed by a series of studies to track police availability (2010) and the preparedness of police forces and authorities for the austerity spending period (2011, 2012); police relationships with the media and other parties (2011). He also contributed to the Scarman Inquiry (1981, the Stephen Lawrence Inquiry (1999), and the Leveson Inquiry (2012). He received the Queens Police Medal for distinguished service in 1996, CBE in 2002, and knighted in 2010.

Sir Denis has a Bachelor's degree in Education from Southampton University and an MSc in Social Policy from the Cranfield Institute of Technology. In 2011 he was awarded a place in George Mason

University's 'Evidence-Based Policing Hall of Fame'. He received an Honorary Doctorate in Laws from Wolverhampton University in 2012.

Suzette Davenport QPM served for over 31 years in policing in five different forces. Her service started with West Mercia Police and she retired as the Chief Constable of Gloucestershire in 2017. In addition to her force roles Suzette was the police lead for Roads Policing during which time she established transparent and accountable governance arrangements for the National Driver Re-offending Scheme. She remains the chair of the wholly owned stranding subsidiary, UKROEd as a non-executive director, qualifying as a Chartered Director in 2017. She is a Fellow of the Cambridge Centre for Evidenced-Based Policing and an Honorary Fellow of the University of Gloucestershire. She holds an MBA.

Debbie Simpson QPM began her career in Bedfordshire Police in 1984 where she remained for the next 24 years working predominantly within the detective arena. She transferred to Devon and Cornwall as Assistant Chief Constable for Crime and Operations before transferring to Dorset. In 2012 she became Chief Constable until retiring in 2018. Within Dorset, she led an ambitious collaboration programme alongside local and regional approaches to austerity, whilst building capability within the region as the Chief Constable lead for serious and organised crime. Debbie worked to transform how forensic services were provided across law enforcement; she also led the UK approach to Disaster Victim Identification for ten years and was responsible for overseeing many international deployments. Debbie was a Co-Director for SPNAC, fast-track and direct entry and was also the Director for the Strategic Command Course for her final two years of service. She holds an MBA and is an alumna of Wolfson College having attended the Wolfson Course in 1999.

Chris Sims O.B.E. QPM began his career in the Metropolitan Police in 1980 and was Chief Constable of Staffordshire Police before retiring as Chief Constable of West Midlands Police in 2016. He led work in the fields of forensic science, counter terrorism and the national response to austerity. At the West Midlands Police he constructed a transformation programme to reset policing delivery and introduce new technology that involved a unique relationship with the private sector. He is currently Policing Advisor to the Home Office Biometrics Programme with a particular interest in Facial Recognition. In 2013 he was awarded the *Peel Medal* for his contribution to evidence based policing. He is a graduate of St Peters College Oxford and holds an MBA from Warwickshire University.

Crispian Strachan C.B.E. QPM, DL studied law at Oxford University and Criminology at Sheffield University (MA). He served in the Metropolitan Police from 1972 until 1993, undertaking a wide range of operational duties as well as Royalty and Diplomatic Protection, hostage negotiation and secondments to the National Audit Office and the internal force inspectorate. He was Assistant Chief Constable in Strathclyde Police until 1998, mainly responsible for community relations and complaints against the police. He was Chief Constable of Northumbria Police from 1998-2005, when he retired. He held two national police portfolios, for Research and Development and for the Constitutional and Legal Definition of the (Chief) Constable. He is also currently a non-executive director of Restorative Solutions CIC, a not-for-profit company.

Dr Jacqueline Sebire is the Assistant Chief Constable for Joint Protective Services for Bedfordshire Hertfordshire and Cambridgeshire. She oversees specialist operations, major crime and forensic services across the three counties. The majority of her service was as a detective in homicide and serious crime investigations in the Metropolitan Police. She was the senior investigating officer for a number for a number of high profile cases including the 'Spy in the bag' case and the conviction of Britain's youngest hit man.

Jacqueline has a PhD in Forensic Psychology and has been a Visiting Scholar at the University of Cambridge since 2016. She has published a number of articles in relation to domestic abuse and risk management and lectured nationally and internationally on her research. She is a member of the European Union Cooperation in Science and Technology Working Group on Femicide prevention. She has also advised the Police Service of Trinidad and Tobago on best practice in Homicide Investigation. In March 2019/2021 was invited to speak at the United Nations, New York, Commission on the Status of Women regarding community cohesion and women's access to justice. Jacqueline is the National Police Chief's Council Serious Violence Co-ordinator and has worked extensively with the Government regarding legislation change, funding and multiagency prevention strategies. Her primary focus has been the provision of support and opportunity for young people. Jacqueline as extensive media experience. She has been a co-host of the TV series "Born to Kill; A Class of Their Own" and is the Bedfordshire Police lead for Garden Productions' "24 hours in Police Custody" series.

David Shaw QPM was a police officer for 36 years starting in West Midlands Police. He served in a wide variety of roles culminating in the rank of Assistant Chief Constable responsible for Crime and Counter Terrorism. In 2008 he transferred to West Mercia Police as Deputy Chief Constable and concluded his police service after 5 years as Chief Constable.

David held two national policing roles: Conflict Management which included public order, police use of firearms, non-lethal weapons, mounted, dogs and police use of force and was the lead for Fingerprints and Forensic Databases. He now acts as a consultant to the Home Office supporting police technology programmes and innovation and is an Associate of CityForum which specialises in public policy and in particular policing, justice and security. These roles enables him to remain very current and complement his role as a Cambridge MSt supervisor.

Dr Sara Valdebenito is an Affiliated Lecturer at the Institute of Criminology, University of Cambridge. Her current research focuses on risk assessment algorithms and their implementation within operational settings. During the last three years she has been teaching quantitative methods at the Institute of Criminology and the Social Sciences Research Programme at Cambridge.

Dr Vincent Harinam completed his BA and MA at the University of Toronto, and his PhD at the University of Cambridge. He currently works as a data scientist and law enforcement consultant. Vincent's current research interests lie predominantly in cybercrime, computational criminology, and statistical modelling; however, he often dabbles in spatial crime analysis, organized crime, and complex networks.

OTHER INSTITUTE STAFF WHO TEACH ON THE MST PROGRAMME

Dr Justice Tankebe is a University Associate Professor in Criminology. He holds a BA in Sociology from the University of Ghana, Legon, where he also worked as a teaching assistant after his studies. He joined St. Edmund's College, University of Cambridge, in 2004 to study for the MPhil in Criminological Research and PhD in Criminology. Between 2008 and 2011 he held postdoctoral research fellowships from the ESRC, the British Academy, and Fitzwilliam College. Justice's interests within criminology include comparative criminology, theoretical criminology, sociology of law, police practices, legitimacy and legitimation, organisational justice, crime control and non-state actors, democracy and disorder in Ghana, and corruption. His current research projects include sentencing decision-making in Ghana, the death penalty in Africa, and a longitudinal study of power-holder legitimacy.

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

Dr Paolo Campana is a University Associate Professor in Criminology and Complex Networks. His work specialises in organised crime and criminal networks. He is currently working on the issue of the trafficking and smuggling of human beings into Europe, the movement and emergence of Mafia-like organisations and their impact on local communities as well as networks of violence. His work has appeared in the *British Journal of Criminology*, *Journal of Quantitative Criminology*, *Theoretical Criminology*, *European Journal of Criminology*, *Rationality and Society*, *European Journal on Criminal Policy and Research*, *Policing*, *Trends in Organised Crime*, *Global Crime*, and *Methodological Innovations*, and it has been translated into Chinese, French and Italian.

Dr Kyle Treiber is Associate Professor of Neurocriminology at the University of Cambridge, and Deputy Director of the Peterborough Adolescent and Young Adult Development Study (PADS+), an ongoing longitudinal study hosted by the Cambridge Centre for Analytic Criminology. Her research and teaching take an integrative analytic approach to explaining criminal behaviour as an outcome of the interplay between social and individual (including biological) factors. Her work has contributed to the development of Situational Action Theory and she has experience in developmental, social ecological, and cross-comparative research. She is particularly interested in action decision making and the role experiential content, neurocognitive machinery, and the coordination of cognitive/rational/deliberate and affective/intuitive/habitual capacities play in the development of crime propensities and their expression in criminal behaviour.

COURSE AND SUBMISSION DATES FOR 2022

YEAR ONE 2022		
Residential Study Blocks	Block A	Monday 28 March – Friday 8 April 2022
	Block B	Monday 11 July – Friday 22 July 2022
	Block C	Monday 5 September – Friday 16 September 2022
Essay Submission Dates	Essay 1	Monday 9 May, 2022
	Essay 2	Monday 8 August 2022
	Essay 3	Monday 17 October 2022
Board of Examiners & Viva Date	Thursday 8 December 2022 <i>Students must be available if called for a viva on this date. [Essay 3 feedback will be circulated following this meeting]</i>	
Other Dates	Submission date for Essay 4 will be: Monday 6 March 2023	

YEAR TWO 2022		
Residential Study Blocks	Block D	Monday 28 March – Friday 8 April 2022
	Block E	Monday 4 July – Friday 15 July 2022
	Block F	Monday 12 September – Friday 23 September 2022
Essay 4 Submission Date	Wednesday 2 March 2022	
Essay 5 (Research Proposal) Submission Date	Monday 2 May 2022	
Block E Key Dates	Monday 4 July 2022 <ul style="list-style-type: none"> • Data in hand at start of the Block unless otherwise agreed with Supervisor. • Draft Literature Review to be completed and submitted to Supervisor by the end of the Block. 	
Last Date for Thesis Draft submission (to supervisors for comments)	Wednesday 4 January 2023	
Formal applications for Thesis extensions deadline	Wednesday 4 January 2023. [Applications received after this date will only be considered in exceptional circumstances]	
Thesis Submission Deadline	Wednesday 11 January 2023	
Board of Examiners & Viva Date	Thursday 23 February 2023 <i>Students must be available if called for a viva on this date. Any student being called for a viva will be given at least 2 weeks' notice [Thesis feedback will be circulated following this meeting]</i>	
Graduation Date	This will be confirmed by your College	

GENERAL ADMINISTRATION

Computing Facilities

The Institute has a dedicated student study area with several PCs running Windows and loaded with Microsoft Office, EndNote, AMOS, NVivo 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.

Students are expected, however, to bring their own computers or other IT devices rather than relying on access to the Institute's equipment.

Photocopying

The Institute has no free photocopying facilities. There are photocopiers in the 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 only available to university staff. There is pay-and-display parking on West Road and on Sidgwick Avenue, as well as some availability in the Colleges.

Accommodation

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

Cafés and Food Provision

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.

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

Payment of Fees

In any instances where fees are outstanding or library fines are unpaid, it is University policy that it is not possible to graduate until debts have been settled.

Security

All students are encouraged to be security conscious, not only in relation to their own belongings but also more generally. The Institute cannot be responsible for theft or personal loss.

Discrimination and Harassment: When there are difficulties

Any issues concerning discrimination and harassment should be discussed with Professor Sherman, the Course Director or with Professor Loraine Gelsthorpe, the Institute Director.

See also the University's policies at:

<https://www.studentcomplaints.admin.cam.ac.uk/harassment-sexual-misconduct/i-want-know-more-about-universitys-policies/report-inappropriate>

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

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

ATTENDANCE DURING RESIDENTIAL BLOCKS

Attendance during the residential and taught components of the course is essential; not only is it a University requirement, but also a key part of the teaching and learning strategy.

It is possible at times that an absence from the course may be unavoidable, especially because of illness or an agency emergency. This does not apply to normal business responsibilities, which students are expected to set aside while they are enrolled in the course. Absence due to unavoidable circumstances can only be approved, with as much notice as possible, by the Course Director. Any time missed should normally be made up by arrangement with the Course Director and the student's supervisor.

STUDENT SUPERVISION

Supervisors

Each student will be assigned a supervisor by the Course Director, Professor Sherman. The role of the supervisor in relation to MSt students is multi-faceted:

- i. The supervisor will act as the student's advisor on all academic matters concerning the course and the essays, giving advice on study skills, for example, and providing feedback on assessed work. *Bear in mind that Cambridge practice dictates that supervisors are not normally involved in assessing the work of their own supervisees and that all marking is done anonymously.*
- ii. The supervisor will play an important role in advising on the selection of a Thesis topic, guiding the student through the Thesis process, including the conduct of fieldwork and analysis, and the writing up of the Thesis. For the Thesis, where additional specialist statistical advice is required, the Course Director will arrange for a statistical advisor to be assigned.
- iii. Although personal and welfare problems are sometimes dealt with via the Colleges it will often be more appropriate for MSt students to regard their supervisor as their first point of contact for all matters which might affect student performance (for example health, personal or operational problems).
- iv. For the supervision process to work well, good relations and working practices need to be established from the outset. Supervisors will meet students as early as possible in each study block and as agreed thereafter.

Responsibilities of students

- To provide the Course Administrator with all communication addresses and keep these up to date. A Cambridge email address will be assigned to each student, but students should provide any other address that is their preferred means of communication.
- To make contact with their supervisor as early as possible in each study block.
- To attend supervision meetings promptly as arranged and to act upon appropriately given advice.
- To attend lectures and seminars as timetabled, and to inform their supervisor and the 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 request and, where necessary, written evidence, as early as possible in cases where an extension is sought.
- To be available for oral examination (the *viva*), if required, on the due date.

(A list of all key dates is given at the front of this Handbook)

Responsibilities of supervisors

- To meet with their supervisees as early as possible in each study block and at least twice in each study block
- 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 Master's students about the preparation of the Thesis.
- To attend the Thesis oral presentations of all Master's students for whom they act as supervisor.
- To advise students who are called for oral examination (the *viva*) and to arrange a practice examination if appropriate.

Reasonable expectations of good practice

Students should reasonably expect that their supervisor and the Course Director will be available in person, by appointment, throughout the study blocks and by e-mail at other times.

Students in their first year usually have two sessions with their supervisors in each of the residential study blocks. One session in each block includes feedback on the essay completed since the previous block and another included discussion of the forthcoming essay. Supervisors discuss the structure and content of essays in general terms, or in the form of an essay plan but do not read or comment on any drafts of essays.

In relation to the Thesis, Master's students can expect to have several sessions with their supervisor covering the following:

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

Supervisors must read and comment upon one draft of the entire Thesis or separate parts of the Thesis. Normally supervisors wish to see each chapter as it is finalised by the student, rather than the entire Thesis, but this is for agreement between supervisor and student. Supervisors are not required to comment on more than one draft of each chapter and students are advised to finalise each to the best of their ability before seeking comments. (*The last date for the submission of all draft chapters is given on the list of key dates*).

Supervisors are not expected to give detailed comments on wording or to proof-read the Thesis, but rather make general comments on strategic matters of approach and structure.

YEAR ONE

Core reading material will be provided through the University's Moodle platform at:

<https://www.vle.cam.ac.uk/login/index.php>

There is also a link from the 'Resources for Current Students' page on the Institute website at:

<https://www.crim.cam.ac.uk/Courses/mst-courses/MStPolice/current-students-resources>

Access will be exclusively for MSt students on the current programme, in accordance with the Copyright Licensing Agreement. Access to this material will be via a Raven password and details of how to do this will be given in the IT Induction. If there are any difficulties, please contact the IT Officer or Course Administrators.

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

COURSE EVALUATION

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

THE ASSESSMENT PROCEDURE

1. Assessment

Students wishing to proceed to Year Two of the MSt must achieve an average mark of 65 or more in their three Year One essays. For those who wish to complete Year One only and exit with a Postgraduate Certificate, they must achieve an average mark of 60 or more.

2. Examiners

The Examiners for Year One are appointed by the Degree Committee of the Faculty of Law and comprise teaching staff from the Institute of Criminology, the External Examiner (normally an academic from another University), and the Chair of the Police Executive Programme. The External Examiner checks the level of marking of essays, monitors the general standard of the course, and is present at any oral examination (*viva*).

3. Submission of Essays

Strict deadlines are set for the handing in of essays in electronic format (the dates for the current year are set out at the front of this Handbook). All essays are marked anonymously by two markers. Participants will be allocated a candidate number, which should appear on their essay, and supplied with a cover sheet (held by the administrator) which is the only document where the participant's name and number appears. Course participants must submit an electronic copy of their essay to mstessays@crim.cam.ac.uk and one signed declaration by each due date. The declaration sheet should include an electronic count of the number of words and should be submitted as a separate document. A copy can be found later in this Handbook as well as on the students' page of Moodle website. Please note that while we encourage you to use your full allowance of 3,000 words (4,000 words for Essay 5), there may be penalties for exceeding that limit. Once a student has submitted the electronic version of the essay, it is not permissible to submit a revised version

4. Extensions

Students should submit each individual essay no later than the agreed deadlines unless prior approval for an extension has been given. Essays not submitted by a particular deadline without prior approval may have marks deducted.

There are three reasons why an extension may be granted:

1. **Medical:** this must be supported by a doctor's note
2. **Special** operational circumstances: this must be supported by a letter from a line manager
3. **Exceptional personal circumstances:** this requires a strong supporting letter from your supervisor.

Procedure

A written application for an extension should be submitted, before an essay deadline, via your supervisor. Extensions of more than two weeks are not given for essays unless the circumstances are exceptional as they require the approval of the Faculty of Law Degree Committee.

UNIVERSITY WIDE MARKING SCHEME

Essay / Assignment Marking Scheme	
80 and above	Distinction 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.
75–79	Distinction 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.
70-74	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.
65-69	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.
60-64	<p>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.</p> <p>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'</p>

	<p>Meeting following oral examination. The matter of oral examination will be at the Senior Examiner's discretion.</p> <p>Progression to Year Two for those in this band is not automatic and will depend on the recommendations of the Board of Examiners.</p>
60	Pass Mark
57-59	<i>Marginal Fail.</i> These are unsatisfactory essays and assignments, but ones which may be reviewed, following oral examination, at a Board of Examiners' Meeting. An oral examination will normally be required unless there is strong work elsewhere to compensate. In these circumstances the matter of oral examination will be at the Senior Examiner's discretion.
56 and below	These are essays and assignments which fail to meet the academic standards of the programme. An oral examination will be required if there is a possibility that the student will meet the required standard for the award of a Postgraduate Certificate

ESSAY FEEDBACK

Each essay is assessed anonymously by two markers and students will receive detailed written feedback 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.

ORAL EXAMINATION (VIVA)

In Year One, any course participant whose performance is borderline may, at the discretion of the External and Senior Examiners, be called for a *viva*, which is an oral examination about the year's work. The date for the *viva* is to be found at the front of this handbook and all course participants should ensure that they are available on that date should they be required to attend. The date is non-negotiable. Any student not attending the *viva* if called, runs the risk of failure.

ESSAY QUESTIONS 2022

What A Good Answer Does

The purpose of these essay questions is to help students integrate what they learned in each of the four strands of the course (theory, methods, evidence-based practice, and implementation) into the three central elements of evidence-based policing (targeting, testing and tracking).

Each essay asks you to apply the four strands to the focus of that particular block. In Block A the focus is 'places'; in Block B it is 'victims' and in Block C it is 'offenders'.

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

1. A clear focus on the main theme of that block
2. Citing ONLY readings listed for lectures in that block;
3. A demonstration of understanding what each cited reference actually said, and
4. Not citing a reference for a point it does not make, or is only tangential;

All answers to the essay questions must be no longer than the length specified for that essay (excluding reference lists), and must be emailed to the Course Administrators at:

mstessays@crim.cam.ac.uk by 11.00am (UK time) on the date indicated.

Block A: Essay 1 (Places) (max 3,000 words)

To be distributed by email

Block B: Essay 2 (Victims) (max 3,000 words)

To be distributed by email

Block C: Essay 3 (Offenders) (max 3,000 words)

To be distributed by email

For those students proceeding to the MSt degree in 2023, the following is also required:

ESSAY 4: (max 3,000 words)

To be distributed by email

GUIDANCE ON THE WRITING OF ESSAYS

Many course participants will be returning to a teaching and learning environment after a substantial period away. Considerable attention will be given by supervisors in the first study block to helping you in preparing your work. You will also receive a class on how to reference materials you wish to cite in your essays and Thesis, and the avoidance of plagiarism

Word Limits

The maximum word length for Essays 1, 2, 3 and 4 is 3,000 words excluding references. Footnotes, endnotes, graphics and appendices are not accepted. Word counts must be declared on the essay declaration form.

Essay 5 is 4,000 words and the Thesis is 18,000 words.

You are strongly advised to use your full word count but be aware there may be penalties for exceeding it.

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 - places, victims, offenders.

Planning the Essay

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

Interpreting the Question

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. Your supervisor will help you in interpreting the question, as well as advising on the structure of your essay.

Writing Style

This is a basic issue: how does your essay read? Is it written in a style which flows from one issue to the next? Are sentences and paragraphs grammatical and used to good effect? Try to introduce each paragraph with a 'topic' sentence that foreshadows the content of that paragraph. Marks are lost because of poor expression and writing style. Avoid complex and lengthy sentences and long paragraphs. It often helps to find someone to read through your work who is not as familiar with it as you are to check for coherence and logical flow.

Referencing and Plagiarism

Course participants are sometimes unaware of the academic rules relating to the citation of published work. Further details concerning referencing and plagiarism can be found later 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. Your supervisor can advise you on this as well.

Overlap of Materials Between Essays

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

Assistance with Essays

You may discuss the structure and content of any essay in general terms, or in the form of an essay plan, with your supervisor, but supervisors do not read or comment on your essays (draft or final).

Presentation

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

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

You should avoid referring to yourself in the first person in your essays and **never express a personal opinion**. Referring to yourself can be acceptable in your Thesis if it is relevant.

Feedback Sheet

Below is an example of the feedback sheet you will receive concerning each of your essays. It shows how your essays will be assessed:

Essay Writer Name: (anonymous to marker)	
Candidate Number:	Pol-
<p><u>Presentation:</u></p> <ul style="list-style-type: none"> - Clarity of expression - Well organised essay structure - Appropriate referencing style <p><u>Content:</u></p> <ul style="list-style-type: none"> - Introduction: <ul style="list-style-type: none"> o Objective stated - Body of essay: <ul style="list-style-type: none"> o Well researched o Relevant supporting material o Answers the question - Conclusion: <ul style="list-style-type: none"> o Summarises content <p><u>Strengths of the essay:</u></p> <p><u>Areas for improvement:</u></p> <p><u>Minor issues:</u></p> <p><u>Concluding comments:</u></p>	
Mark	

PRESENTATION AND SUBMISSION OF ESSAYS

- Essays should be double-spaced with a 2.5-cm (one-inch) margin and submitted as a word document where possible.
- Essays should be paginated.
- The cover page should include the following information:
 - The name and year of the course.
 - The student's candidate number (**do not** include your name anywhere on the front page or within the essay itself). Your candidate number begins POL... and will be given to you on the first day of the first residential block.
 - The total number of words (excluding references).

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

The diagram shows a rectangular box representing a page. Inside the box, the text is arranged as follows: at the top, "[Candidate Number: POL...]" followed by "Essay 1" on the next line. In the center, "[Full title of essay]" is followed by "No. of words" on the next line. Below that, "MSt in Applied Criminology and Police Management" is followed by "Year" on the next line. The bottom right corner of the box is folded over, indicating a page fold.

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

An electronic version of the essay must be sent via email to mstessays@crim.cam.ac.uk by the due date as well as an electronic copy to Turnitin. Please ensure that the electronic copy of your essay is **complete in one document accompanied by the declaration form below, as a separate document**. The Institute of Criminology is currently using *Turnitin* to detect plagiarism and poor referencing techniques. Please see details below about *Turnitin* and how to submit your essay.

ESSAY DECLARATION FORM

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:

AVOIDANCE OF PLAGARISM

Notes by the General Board of the University of Cambridge

Statement on Plagiarism

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

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

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

- (i) **Quoting verbatim** another person's work without due acknowledgement of the source;
- (ii) **Paraphrasing** another person's work by changing some of the words, or the order of the words, without due acknowledgement of the source;
- (iii) **Using ideas** taken from someone else without reference to the originator;
- (iv) **Cutting and pasting** from the Internet to make a pastiche of online sources;
- (v) **Submitting someone else's work** as part of a candidate's own without identifying clearly who did the work. For example, buying or commissioning work via professional agencies such as 'essay banks' or 'paper mills', or not attributing research contributed by others to a joint project.

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

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

Acceptable means of acknowledging the work of others (by referencing, in footnotes, or otherwise) vary according to the subject matter and mode of assessment. Faculties or Departments should issue written guidance on the relevant scholarly conventions for submitted work, and also make it clear to candidates what level of acknowledgement might be expected in written examinations. Candidates are required to familiarize themselves with this guidance, to follow it in all work submitted for assessment, and may be required to sign a declaration to that effect. If a candidate has any outstanding queries, clarification should be sought from her or his Director of Studies, Course Director or Supervisor as appropriate.

Failure to conform to the expected standards of scholarship (e.g. by not referencing sources) in examinations may affect the mark given to the candidate's work. In addition, suspected cases of the use of unfair means (of which plagiarism is one form) will be investigated and may be brought to one of the University's Courts. The Courts have wide powers to discipline those found guilty of using unfair means in an examination, including depriving such persons of membership of the University, and deprivation of a degree.

Proctorial Notice: Academic Misconduct Including Plagiarism

The Proctorial Notice for 2021 can be viewed at:

<http://www.proctors.cam.ac.uk/documents/plagiarism-1-4.pdf>

For further details see: <http://www.plagiarism.admin.cam.ac.uk/what-plagiarism>

Notes on the Avoidance of Plagiarism: A message from the Director of the Police Executive Programme

Why is this so important? The whole point of the assessment procedures is to allow the examiners to evaluate how well candidates have understood the theories, concepts and ideas discussed during the course and their ability to apply that understanding. The only way to do this is if students 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 conventions to ensure that this is done in an open and honest way.

This Handbook provides the main conventions about how to acknowledge sources, but they are also explained in the lectures, and supervisors are always ready to give further guidance. The excessive use of even openly acknowledged quotations, however, is never a good strategy because it might indicate that the student is hiding behind the quotations rather than showing an understanding of what they actually mean. The rule is that you *write your assignments in your own words* except where a direct acknowledged quote helps to reinforce the point you are making.

The excessive use of *acknowledged* quotations is poor practice but **the use of *unacknowledged* quotations is a form of cheating**. It is taken extremely seriously by the University. The consequences of being found guilty of plagiarism are profound, perhaps especially for those employed in the criminal justice system for whom it may extend far beyond possible failure of the course and exclusion from the University.

It is possible for students to fall foul of the rules on plagiarism without intending to do so but as a result of poor work and study practices. A common bad habit which can lead to this is that when doing the preliminary reading for an assignment the student takes notes, but fails at the time to record whether the note constitutes a direct quotation from the original or is the student's own paraphrase or interpretation of what the original source was about. Later, when writing the essay, the student copies material from notes into the essay no longer knowing whether it is a direct quote. Sometimes it is clear that there is no intent to cheat because the student acknowledges the original author but fails to put the relevant passage in quotation marks with the exact source of the original in parentheses, but it is still picked up by the text-matching software, Turnitin.

Although these examples are less serious than deliberate cheating, they will not be ignored. At a minimum the Board of Examiners will be informed: marks will be deducted and in more serious cases an oral examination will be required. The lesson is, *when taking notes always put direct quotations within quotation marks and note the exact bibliographic reference including the page number* so that it can be properly cited in the text.

STUDENT INFORMATION FOR THE USE OF TURNITIN UK

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

The consent of students to your work being submitted to Turnitin UK is obtained at the start of each academic year.

Students 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 explained below).*

Turnitin is only one method of checking the originality of your work. Examiners may initiate the standard investigative procedures if they have unresolved queries, regardless of whether Turnitin it has substantiated any concerns. In extremely serious cases the University Advocate may decide to prosecute a student suspected of plagiarism.

How does Turnitin UK work?

Turnitin UK may detect direct plagiarism, paraphrasing and collusion when submitted work is compared with a vast database of online material and with a 'private' database of previous submissions, including all essays and theses. The software makes no judgment about whether a student has plagiarised, it simply shows the percentage of the submission that matches other sources and produces a report which highlights the text matches.

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

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

Sources of Further Information and Support

The University's plagiarism website: www.cam.ac.uk/plagiarism

Turnitin UK's website: www.jiscpas.ac.uk/turnitinuk.php

How to submit an essay to Turnitin

- **Go to the following website:** www.vle.cam.ac.uk
- Log in via Raven using the tab in the left hand side of the screen.
- Select **MSt in Applied Criminology and Police Management**.
- Select MSt Police 2022, Year 1 or 2 (as applicable).
- Select the relevant essay (e.g. Essay 1, 2022) and then select *My Submissions*.

Browse the file you wish to upload from your device and click *Add Submission*.

GUIDANCE ON REFERENCING

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

REFERENCES IN THE TEXT OF THE ARTICLE

The Police Executive Programme follows the Harvard system of referencing, using the following forms:

Various authors have shown (Walker, 1969; Thomas, 1970) that sentencing is...; *or*

As Nigel Walker (1969) writes...; *or*

This was confirmed in a further study (Walker, 1969, p.69) where it was found...

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

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

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

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

LIST OF REFERENCES AT THE END OF THE TEXT

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

Different types of publication need to be cited differently. This means for instance that the entry for a book chapter will look different from the entry for a journal article. It is therefore important that you look closely at this guidance section when writing a reference list to 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 (see 1c above) list them with the author's name followed by each work in alphabetical title order.

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

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

e.g. Walker, N.D. and McCabe, S. (1973)... *or*

Jones, B.S. and Smith, J. (eds) (1973)...

If a work has more than two authors, use either '(x), (y) and (z)' or '(x) *et al.*'

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

A BOOK

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

- The title of the book (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:

Example:

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, 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

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

Example:

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

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

AN INTERNET PUBLICATION

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

Example:

United States Sentencing Commission (n.d.). 2001 Sourcebook of Sentencing Statistics. Retrieved 6th December 2010 from

http://www.ussc.gov/Data_and_Statistics/Annual_Reports_and_Sourcebooks/2001/SBTOC01.htm .

BRITISH OFFICAL PUBLICATIONS

These should be listed by the name of the department, e.g. Home Office; or by the name of the author (especially with Research Studies, cf. 2h above); or by the name of the report if obviously well known, e.g. Kilbrandon Report (1964). **NB:** Advisory Council papers should be listed under Advisory Council and *not* as Home office. For example:

Example:

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:

Example:

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

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

Example:

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

A PAMPHLET OR OCCASIONAL PAPER

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

Example:

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

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

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

Example:

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

UNPUBLISHED THESES, PAPERS ETC.

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

ACTS OF PARLIAMENT (STATUTES) AND LEGAL CASES

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

Example: Statutes

Crime and Disorder Act 1998 s73(1).

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 OF SEMINAR

The elements which should be included 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

PROGRESSION AND INTERMISSION

Any course participant who has successfully completed Year One at the required standard is eligible to apply to continue to the second year.

If you experience difficulties that are likely to continue for more than six months but less than one year, you should notify your Supervisor to seek advice on intermitting from the course. Intermission between Year One and Year Two is only permissible by formal application through the Course Director to the Degree Committee of the Faculty of Law.

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

If you wish to intermit, then you will need to provide a statement of reasons. The case must be supported by both your Supervisor and by the MSt Course Director. The case will then be put to the Degree Committee for approval of the intermission.

Permission to return to the course must be sought at least a month prior to your intended return date.

ASSESSMENT

Year Two builds on course work and essays already completed. It requires submission of a 3,000 word fourth essay focusing on research methods, a fifth essay of 4,000 words which takes the form of a research proposal for the Thesis, an oral presentation on the Thesis and the Thesis itself.

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

TEACHING BLOCKS

The first teaching block: **Block D**, focuses on helping students to finalise their Thesis topic, their data sources and the method they will employ.

Blocks E and **F** are less formally structured and the sessions are more in the form of workshops and surgeries. Students are not required to attend every session but should attend those relevant to their particular study. Blocks E and F are time for students to work in the library, meet with supervisors and start to write their Thesis.

By the beginning of Block E your Thesis Literature Review needs to be in draft form for submission to your supervisor and required data should be in hand.

By the end of Block F you must agree your final Thesis title with your supervisor and send it to the MSt Office. It must be approved by the Course Director and the Degree Committee and may not be changed once approved.

ESSAY 5 – THESIS PROPOSAL

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

- Identify a subject for your research; state why the topic is important; specify your research questions(s).
- Identify areas of literature you need to address and discuss research to be included in these areas.
- Describe what data or other material you will use to answer your research questions and how you will obtain it.
- Describe the method you will use to analyse this material.
- Describe how you are going to organise and analyse the material.
- Provide a timetable outlining when key stages of the research will be completed, bearing in mind the deadlines required for each Block and detailed in this Handbook

The word limit for this assignment is 4,000 words **excluding title page, references and appendices**. All completed assignments must be emailed mstessays@crim.cam.ac.uk by **11am on the due date** and an electronic version submitted to Turnitin.

The following are the criteria on which the essay will be assessed:

- Feasibility of study and research question
- Relevance to practice and adequate set-up
- Scope of Literature Review
- Appropriateness of research design and methodology
- Appropriateness of data
- Appropriateness of proposed analysis

ESSAY DECLARATION FORM

Please email as a separate attachment when emailing 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

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:

THE THESIS

The Thesis topic is usually one of special interest both to the students and to his/her agency and almost always involving the use of data available from the agency. It is an extended piece of work (not exceeding 18,000 words) that builds on previously published work on the subject and represents a contribution to scholarship. Typically, it comprises about 75 A4 pages of double spaced text in about six chapters. Theses from earlier years are available in the Institute Library and on Moodle.

The topic, research question, data and methodology are agreed between the student and Professor Sherman at the beginning of the year in an hour-long phone call. The assigned supervisor then guides the student through the research and writing process and provides comments on drafts of each chapter. Your supervisor will provide support throughout the Thesis year. **After discussion and agreement with your supervisor** you may also consult any other member of staff about your Thesis should you wish to do so. You will also be able to access statistical support from additional members of staff in each teaching block, if needed.

The final Thesis must be submitted electronically to the Course Administrator (mstessays@crim.cam.ac.uk) in **Word Document format** by the due date. **This must be accompanied by a signed Declaration form, which among other things, asks the student to attest that their supervisor has seen an entire copy of the Thesis and made comments. Theses cannot be marked until this declaration is made.** The electronic copy must be submitted to Turnitin in the same way as for previous assignments. If the Thesis is submitted after the due date without prior permission, marks may be deducted. Like all the essays, the Thesis is double-marked by two examiners. All marks and comments are available to the External Examiner for moderation.

Students whose performance in the Thesis, or in any other aspect of the assessed written work for the course, is considered to be borderline and where there is a possibility of failure may be called for an oral examination known as a *viva*. A *viva* may also be called for by the Senior Examiner at his/her discretion, if this is considered desirable for any other reason. The *viva* will be in the presence of the External Examiner and at least one of the internal examiners of the Thesis (or in exceptional circumstances of unavailability a substitute internal examiner). Other internal examiners may also be present at the discretion of the Course Director. The *viva* will always cover the Thesis and may additionally cover other aspects of the candidate's work which are in question or any other topics considered by the Course Director to be relevant. Candidates called for a *viva* will be informed in advance of the topics to be addressed in the *viva*. Students attending a *viva* are advised to contact their supervisor to prepare. The supervisor does not normally attend the *viva* except by special request and even then, may not participate.

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

WORD LIMITS

The word limit for the fourth essay is 3,000 words, including footnotes or endnotes but excluding references.

For the text of the fifth essay (research proposal) and the Thesis, the word limits are 4,000 words and 18,000 words respectively.

For the Thesis the word count **must not exceed 18,000 WORDS**, excluding the Research Abstract, references and appendices.

For both the research proposal and the Thesis students may submit appendices that are essential supporting documents. These might include, for example, questionnaires, interview schedules, or notes on the statistical analysis, but appendices should not normally exceed 10% of the word length for the assignment.

You are encouraged to include tables and figures to illustrate and support your Thesis: they will not count towards your word count. An electronic count of the number of words should be given on the face sheet of all written work.

EXTENSIONS

Students should submit each essay and the Thesis by the deadline listed at the front of this Handbook. For both each essay and the Thesis, an extension of up to two weeks can be granted by the Course Director or Director of Studies. Ordinarily, an extension will only be granted in the event of illness, special operational circumstances or exceptional personal circumstances. Requests should be directed to the MSt Office and your supervisor, explaining in detail the reason for the request.

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

- medical reasons - a letter from your doctor
- special operational circumstances - a letter from your line manager
- exceptional personal circumstances - a strong supporting letter from your supervisor

Theses received more than two weeks after the due date will usually be marked after theses received on time and may be put forward for recommendation to the next Board of Examiners meeting following marking, which takes place later in the year. This would result in graduation being delayed beyond the date of the other students in your cohort. The system of marking is outlined below. All pieces of work are marked out of 100.

Thesis marking scheme	
80 and above	Distinction level work. Marks in this range reflect work which addresses a criminological issue not well covered in the literature, approaches a topic from a new angle, contains <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 Thesis at this level would present a clear Thesis (argument) – or provide a coherent analysis –which integrates theory, methods and data (where appropriate) and show insight and originality. The Thesis would also be well written and well presented.

75–79	Distinction level work. Marks in this range reflect work which addresses a criminological issue not well covered in the literature, approaches a topic from a new angle, contains very high-quality empirical analysis or advances theory in some way. Work at this level would also demonstrate a very strong grasp of a wide range of concepts and issues as well as sources and use them in a scholarly fashion. The work would show a superior understanding of relevant theoretical issues or, where appropriate, show ingenuity in applying a particular method to an empirical problem. A Thesis at this level would present a clear Thesis (argument) – or provide a coherent analysis – which integrates theory, methods and data (where appropriate) and show insight and originality. The Thesis would also be well written and well presented.
70-74	Marks in this range reflect Thesis 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 Thesis would show that chosen research methods have been applied in appropriate and sound manner. The Thesis would present a clear Thesis (argument) which integrates theory, methods and data (where appropriate) and show some critical insight.
65-69	Marks in this range reflect Thesis 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 Thesis would also present a clear Thesis (argument) which adequately integrates theory, methods and data (where appropriate). The work might show some weakness in argument or evidence.
60-64	This range of marks reflects acceptable Thesis 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.
60	Pass Mark
57-59	<i>Marginal Fail.</i> A mark in this range suggests unsatisfactory work, but a Thesis which may be reviewed, following oral examination, at a Board of Examiners' Meeting.
56 and below	This is work which fails to meet the academic standards of the programme. An oral examination will be required.

GUIDANCE ON THE PREPARATION AND SUBMISSION OF THE THESIS

The Thesis will be based on field research or a systematic review of existing research findings on a topic chosen by the student and agreed in collaboration first with Professor Sherman and then with their supervisor. The Thesis comprises an extended piece of work that must not exceed 18,000 words. Typically, it comprises about 75 A4 pages of double-spaced text organised into about six chapters. The best theses submitted by students from earlier years are available in the Institute library for your reference and on the course website.

CHOOSING A THESIS TOPIC

Students are encouraged to define and answer important research questions, with importance defined in any way that is appropriate to your work and nation. The question framed should not be restricted by any particular research method, or even a general category of methods such as quantitative or qualitative. While most of our recent theses have been predominantly quantitative, we have also had excellent qualitative theses and one of these recently was awarded the top Thesis mark, for an interview-based study of the policies and practices in the use of informants across 20 different police areas.

Some of the best research is called “mixed methods,” which includes *both qualitative and quantitative methods* in an integrated way. For example, one case study of the implementation of an RCT test of body-worn video cameras told the story of how the experiment was designed, how it was approved, disapproved and approved again, and how the camera policy was better implemented by some response teams than others. The latter part of the story used quantitative data from the digital camera logs at two points in time, weaving together the numbers and personalities so that the reader can understand what happened.

Many recent Thesis topics have addressed targeting analyses and many have designed or described the implementation of tests. Some, like a recent Thesis testing different timing of foot patrols in hot spots, contained *both the implementation and impact* evaluation of the randomized experiment.

An increasing number of theses have described the development and implementation of *tracking systems for victims, offenders or places*: such theses are very important, especially if your police agency implements the plan developed and recommended in the Thesis.

In general, *the more specific your evidence-based Thesis recommendations can be* for your own organization, the more your work will help policing to reduce harm to fellow citizens. One good example is a recent Thesis that showed the opinion-based hot spots designated for extra patrol in a police agency to be highly inconsistent with the evidence-based hot spots; the recommendation was that the agency change to a data-driven method of identifying hot spots. While a specific recommendation is not the only test of a good Thesis, it is certainly a good test.

Another good test is whether your Thesis can advance the *theory* of policing, in any dimension, from any theoretical perspective. Prevention, deterrence, desistance, compliance, and victim restoration are all important policing objectives, each of which has social science theories trying to guide their achievement. While few MSt theses focus specifically on a component of such theories, there is every reason for a Thesis to do so. One good example is a qualitative Thesis on the theory that best described the causal mechanism in a diversion programme for first-time domestic abusers, based on qualitative observation review.

Updating or pioneering a *systematic review* of the evidence on a question of police practice is another method that can produce important contributions to any area of police practice, especially where the evidence is “mixed”, or a great deal of recent research has been published.

THESIS DEVELOPMENT PROCESS

The MSt Thesis development process has several steps, each of which is designed to refine and focus the Thesis for the best impact on policing knowledge and practices. The goal of this process is continuous quality improvement. As in all social research, there will be an ongoing review by the student and supervisor of the way the research is proceeding, difficulties encountered, adjustments in initial research plans, and a trial-and-error process of making the most out of the research investment. Students should understand the Thesis not as a contract carved in stone, but as a dynamic process taking into account issues of relevance and feasibility.

The flow chart below defines different forms of engagement between each student and specified members of the academic staff at each stage in the development of the Thesis. The final step of the process is for the student to complete a high-quality (and potentially publishable) research project that will improve the outcomes of decisions made in the student's police organization, as well as enriching the global evidence-base for policing and enable the application of the research in practice. The flow chart shows the 12 steps, the specific academic staff members who engage with students at each step, the timeframe, process and the product.

The Key Products leading up to and guiding the Thesis are the Draft **Research Abstract** which will include a brief Policy Implications Statement, and the Final **Research Abstract (about 750 words)**. The Final Research Abstract develops from the Draft Research Abstract and is the basis on which the Thesis will be marked. Each examiner will mark each Thesis on the basis of the agreements reflected in the Final Research Abstract, and will not challenge those agreements.

DRAFT RESEARCH ABSTRACT (BOTH QUALITATIVE AND QUANTITATIVE, OR MIXED METHODS)

The content of the Draft Research Abstract is expected to change as the Thesis develops, in response to the acquisition and analysis of data, to political or contextual developments or experimental progress.

The **template** below is followed by an illustration from a recent MSt Thesis:

1. Thesis (draft) Title:
2. Key Research Question
3. Unit of Analysis, Data Set Size and Time Period
4. Key Measures of independent, dependent or descriptive variables
5. Research Design: comparing/predicting/describing.
 - If comparing, describe how comparison and treatment groups are selected.
 - If predicting, describe how false negatives and false positives are classified.
6. Summary of Analytic Methods
7. Key Findings: (when available)
8. Policy Implications Statement: to focus on the “so what” questions about the value of the research for policing in the public interest, addressing:
 - What *specific value* can the research add to policing? (Note that this is a distinct matter from why the problem itself is important).

- How can the *research results be applied* in police practices, by which units, at what rank levels, with what support and what resistance?

QUANTITATIVE EXAMPLE

Draft Research Abstract

- 1. Thesis (draft) Title:** *Patterns of Recidivism Frequency and Seriousness in Intimate Partner Violence Reported to Police*¹
- 2. Key Research Question:** *Does domestic abuse within couples escalate in seriousness or frequency over time?*
- 3. Unit of Analysis, Data Set Size and Time Period:** *24,573 Unique Victim-Offender Dyads over 6 years*
- 4. Key Measures of independent, dependent or descriptive variables:** *Dates, nature, and Cambridge Crime Harm Index Scores of each call to police about each Dyad.*
- 5. Research Design:** comparing/predicting/ describing - *Describing*
If comparing, describe how comparison and treatment groups are selected. NA
If predicting, describe how false negatives and false positives are classified. NA
- 6. Summary of Analytic Methods:** *Examine conditional probability of an increase in seriousness or frequency of each additional event occurring, given 1,2,3 or more prior events within each dyad; search for “power few” concentrations of harm and frequency in a small percentage of all dyads within time period.*
- 7. Key Findings:** *“no escalation in the majority of cases; 76% of all unique victim and offender units (dyads) had zero repeat calls. Among the cohort of 727 dyads who called police 5 or more times, there was no evidence for statistically significant escalating harm severity, but some evidence of increasing frequency. Less than 2% of dyads accounted for 80% of all domestic abuse harm, but in over half of these highest harm dyads, there had been no prior contact with police regarding domestic abuse.”*
- 8. Policy Implications Statement:** *The risk of repeat offending and serious harm varies widely among couples with reported domestic abuse. Policing of domestic abuse may become more effective by concentrating resources on the tiny percentage of couples who suffer most of the harm, while investing far less in the vast majority of cases which show zero repeat reports over a six-year observation period. While this study does not predict which couples will have the most harm, it does predict that most first-time couples will never come to police attention again. That fact runs against a widespread assumption of generalized escalation. Any policy based on that assumption should be challenged and revised to fit the facts. Ways in which the research can be applied include developing “light-touch” programs for first-time, low-harm couples, and extensive engagement with high-frequency repeat couples.*

Draft Research Abstract

1. **Thesis (draft) Title:** *“Leading an Experiment in Police Body-Worn Video Cameras”*
2. **Key Research Question:** *What were the processes, challenges and products of implementing an RCT in police-worn cameras?*
3. **Unit of Analysis, Data Set Size and Time Period:** *One local policing area, six months of observation and leadership* [Note: can be much more specific]
4. **Key Measures of independent, dependent or descriptive variables:** Attempts to gain compliance with a new policy in the face of covert or overt resistance; measures of percent of time cameras worn that they were actually turned on and recording divided by all time they were checked out of the camera battery charging station.
5. **Research Design (circle one): comparing/predicting/describing:** *Describing*
If comparing, describe how comparison and treatment groups are selected. (NA)
If predicting, describe how false negatives and false positives are classified. (NA)
6. **Summary of Analytic Methods:** *Participant observation and reflection on author’s leadership in relation to quantitative measures of integrity of experiment as implement.*
7. **Key Findings:** *Compliance depended heavily on middle-manager interactions with constables. Less successful mid-managers were asked to improve, but often simply transferred instead. Final product was therefore variable by operational teams, despite author’s area leadership interventions.*
8. **Policy Implications Statement:** *The introduction of a new policy requiring constables to do something different is a major challenge needing constant attention. Even with tracking, feedback, and two levels of managerial oversight, substantial non-compliance with the new policy can emerge. Whether more disciplinary action or other attempts to correct non-compliance would have made a difference is not knowable from this Thesis. But the research does document the limited success of a policy of constant tracking, feeding back and correction. Ways to apply the research can include more time spent in face-to-face conversations by top leaders with constables prior to the implementation of the policy.*

ASSESSED ORAL PRESENTATION

This Oral Presentation is part of the course and is different from the viva, Oral Examination, for students who have borderline marks.

In **Block F** each student produces a PowerPoint presentation on their Thesis for comment by the Thesis Oversight Panel consisting of: Professor Sherman, Dr Strang and Sir Denis O'Connor (no reference to the Literature Review is required). For those doing a quantitative Thesis the emphasis should be on data analysis and any findings; for those doing another kind of study it should follow the structure of the Thesis agreed with the supervisor. Fifteen minutes is allowed for the Oral Presentation, which will be attended only by each individual student and his/her supervisor, followed by up to 30 minutes for discussion with the Panel.

Each student should present only the following nine slides:

- **Slide 1:** Thesis title, student name, employer and Cambridge supervisor name.
- **Slide 2:** Research Question(s) (and sub-questions as appropriate).
- **Slide 3:** Preliminary (or final) answers to the Research question(s).
- **Slides 4 - 7:** Four slides to support the findings, including data and methodology, research design and summary of analytic methods.
- **Slide 8:** One slide to state the policy implications of the findings.
- **Slide 9:** One slide to list any remaining data collection or analysis plans.

It is essential that students rehearse their slides with their supervisors before the assessment date. At the rehearsal the supervisor will insure that their students stop at 15 minutes and will then give feedback.

The presentations will be assessed on the following criteria:

- How clear was the presentation?
- To what extent was the research question answered?
- How well does the evidence support the conclusions?

Decision: Outstanding, High Pass, Pass, Unsatisfactory

THE FINAL RESEARCH ABSTRACT

Once the Draft Research Abstract that has evolved over the course of the Thesis year is finalised it is set aside and converted to a “Final Research Abstract”. This MUST be included at the beginning of the submitted Thesis (but will not count against the 18,000-word limit).

This is the contract against which the Thesis markers will be constrained; they will assess only *how well the student has written up the content of the contract in the body of the Thesis*.

The exact wording of the Final Research Abstract will be agreed after the Oral Presentation by student and supervisor, and submitted in writing to the Course Director by the end of Block F for final Panel approval.

The Final Research Abstract will evolve from

- your Draft Research Abstract, agreed with your supervisor in Block F **and**
- your Oral Presentation to the Thesis Oversight Panel.

The Final Research Abstract will contain the following:

- Research question and sub-questions
- Research Design
- Data and methodology
- Analytic methods
- Findings
- Policy implications of the findings

Steps to the Final Research Abstract

- The exact wording of the Final Research Abstract will be agreed between you and your supervisor after your Oral Presentation to the Thesis Oversight Panel in Block F.
-
- The Final Research Abstract will go at the front of your Thesis (where the Abstract appears in past theses).

Thesis Process Flow Chart					
	Time Frame	Step	Academic Staff Contact	Process	Thesis Product
1	Before Block D	Student considers possible Topics	Y1 Supervisor	Student consults Y1 Supervisor, agency managers; IT if relevant	Ideas or options to discuss with LS
2	By discussion with Professor Sherman	Research Abstract refined & approved	LS	Student & LS talk 1 on 1	Agreed Research Abstract 1.0
3	By Block D	Assignment of Y2 Supervisor	Programme Executive	Student notified name of Y2 Supervisor	NA
4	Block D	Research Abstract reviewed for feasibility	Y2 Supervisor	Student, Y2 Supervisor meet 1 on 1 (in person or Skype)	Research Abstract 2.0
5	Block E	(Note: all data should be in hand) Submit Draft Lit Review	Y2 Supervisor	Student & Y2 Supervisor review data for analysis planning	Research Abstract 3.0
6	Block F week 1	Prepare for marked Oral Presentation	Y2 Supervisor	Y2 Supervisor meets student 1 on 1 (Skype or in person)	Research Abstract 4.0
7	Block F week 2	Marked Oral Presentation	LS, HS, DO Y2 Supervisor	Student Presents to Thesis Oversight Panel	Agreed Mark by Thesis Oversight Panel
8	During and after Block F	Development of Final Research Abstract	Y2 Supervisor	Student consults Y2 Supervisor to draft in line with template	Draft of Final Research Abstract
9	Within four weeks after Block F	Finalise Research Abstract	Y2 Supervisor	Student consults Y2 Supervisor	Final Research Abstract
10	Six weeks before Thesis submission date	All Draft Thesis Chapters to Y2 Supervisor	Y2 Supervisor	Y2 Supervisor receives Draft	Draft Thesis
11	30 days after student submits draft to supervisor	Y2 Supervisor Returns Thesis comments	Y2 Supervisor	Y2 Supervisor sends back comments	Comments on Draft Thesis and Research Abstract (final, to accompany Thesis to markers)
12	Student submits by due date	Final Thesis	Examiners	Examiners agree mark	Agreed mark & comments
	Date of Board of Examiners meeting	Possible Viva	Board of Examiners	Oral Examination of marginal theses	
	<u>After all Theses marked</u>	Approvals and Recommendations	Board of Examiners	Approval and Recommendations to the Degree Committee	Official confirmation

LS = Professor Lawrence Sherman; DO = Sir Denis O'Connor; HS = Dr Heather Strang

THESIS SUBMISSION

Your supervisor will read and comment upon an entire draft of the Thesis or Thesis chapters one at a time: all chapters should be received by your supervisor four weeks ahead of the submission date to allow all comments to be made and returned to you in time for you to make final revisions. Supervisors are not required to comment on more than one draft. **You cannot submit your Thesis until your supervisor has read and commented on the entire draft.**

You are strongly advised to use all of your 18,000 word count (which excludes the Final Research Abstract, appendices and references) but if the MSt Office finds this limit is exceeded it may be returned to you for cutting to the word limit.

An electronic copy must be submitted to the Course Administrator on or before the date specified at the front of this Handbook.

FORMAL REQUIREMENTS FOR THE SUBMISSION OF THE THESIS

According to the MSt regulations your Thesis submission must include:

- **The Final Research Abstract** – see page 44
- **The Declarations**

Two declarations are required to accompany the submitted Thesis.

The declarations are:

- (i) **Word length** – You are required to declare that the Thesis is not more than 18,000 words in length (excluding Final Research Abstract, reference list and appendices).
- (ii) **Authorship** – The Thesis must be all your own original work except where you acknowledge other sources. Other sources include scholarly references, cited in brief in the text and in full in the list of References, in conformity with the Guidance for Referencing in this Handbook. They also include contributions from others in your agency who may collect data or prepare tables under your direction. However, all analysis must be conceptualised and directed by you, with advice from Institute staff. Always remember that in the event of an oral examination you will be required to explain why you decided to analyse the data in the way you did and what statistical techniques were involved. If you draw on the work of others this must be explicitly stated with an indication of which parts of the Thesis (e.g. one chapter or part of a chapter) include the work done by others. You are required to include a declaration as follows: 'Except as indicated by specific references to or acknowledgements to other sources, this Thesis is my own original work.' An example of the Declaration sheet can be found on [Moodle \(https://www.vle.cam.ac.uk/mod/folder/view.php?id=11547172\)](https://www.vle.cam.ac.uk/mod/folder/view.php?id=11547172) and in this Handbook (see page 47).

The Format

The Thesis should be on A4 paper and double-spaced, with margins of at least one inch (2.5 cm). Pages *must* be numbered.

- An electronic version of the Thesis must be sent to mstessays@crim.cam.ac.uk
- An electronic version must also be submitted to Turnitin.

POLICE EXECUTIVE PROGRAMME

THESIS DECLARATION FORM

Candidate Name (please print)	
Candidate Number	
Word Length (excluding Research Abstract, appendices and references)	
Please delete as appropriate:	<ul style="list-style-type: none"> • I give permission for this Thesis to be read by Institute of Criminology staff and students. • My permission must be given for access to this Thesis (other than my supervisor and the markers). • I give my permission for this Thesis to be added to the Institute of Criminology Library

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

Signed

Date.....

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

[Thesis title]

Submitted in part fulfilment of the
requirements for the
Master's Degree in Applied Criminology and Police Management

[Year]

The following example Thesis Report Form indicates how the Thesis will be assessed:

MSt Thesis Report	
Candidate	
Title	
Examiner 1	
<p>1. General Comments</p> <p>2. Appropriate set-up and coverage of relevant literature; research questions clearly stated.</p> <p>3. Analytic Skills: appropriate description of data and methodology; clear execution of research design and display of results</p> <p>4. Critical Thinking Skills; discussion reflects synthesis, analysis and critical thinking at Masters level: connection back to research questions, literature review and good understanding of implications of results for policy and practice.</p> <p>5. Adequate exploration of limitations and future avenues of study</p> <p>6. Overall style, format, articulation, clarity</p>	
Provisional Mark	
<p>All marks and comments remain provisional until the Board of Examiners' Meeting. Whilst comments reflect the views of the independent examiners, the provisional mark reflects discussion between examiners. Agreed Mark:</p>	

COMPLAINTS PROCEDURE

If you are unhappy with the experience you have received from a University department, faculty, service or staff member, the University has a [Student Complaint Procedure](#) for you to use in order to try and resolve the situation. All complaints are treated very seriously and are handled sensitively. We understand that it can be a stressful experience to submit a complaint and we recommend that you seek support and advice before doing so. Depending on your circumstances this could be from a College Tutor, a Graduate Tutor, the Students' Unions' Advice Service at www.studentadvice.cam.ac.uk or an independent advisor of your choosing.

Step 1: Local resolution

Where appropriate, you should 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 the Responsible Officer or the person responsible for the Faculty, Department or Service (in this case, Dr Bland). 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 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?

If you are dissatisfied with the outcome of the [Student Complaints Procedure](#) you may be able to apply for review of your case to the Office of the Independent Adjudicator for Higher Education (OIA), an external ombudsman. More information will be given in the final decision letter you receive from the University. You can find out more information about the OIA at www.oiahe.org.uk.

Please see: www.studentcomplaints.admin.cam.ac.uk/student-complaints for further details on the University policy and procedures.

INFORMATION FOR STUDENTS WITH A DISABILITY

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

www.cam.ac.uk/cambuniv/disability/serviceandpubs/pdf/hefcestatement.pdf

If students have any disabilities, it is helpful if they can inform us at the earliest opportunity. This will enable us to get the necessary support in place. You are also welcome to contact one of the University Disability Advisers at the **Disability Resource Centre**:
<https://www.disability.admin.cam.ac.uk/contact-us-0>

Their Office hours are:

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

Or you can contact them any time using this email: disability@admin.cam.ac.uk

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

Introduction

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

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

Facilities and Equipment: Information for those with particular disabilities

Dyslexia

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

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

- Assistance where required in using libraries.

Visual Impairment

The following is available for those with visual impairment:

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

Hearing Loss

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

Mobility difficulties (including wheelchair users)

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

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

Mental Health Difficulties

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

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.

USEFUL FORMS

- **Essay Declaration Form** (Please sign the form and submit a pdf electronic copy with your essay)
- **Thesis Declaration Form** (one signed form to accompany your printed and bound Thesis submission. Please also send a signed electronic pdf copy of the form with the electronic copy of your Thesis)
- **Ethics Application Form**
Your supervisor will inform you if you need to complete this form. (Your completed form should be sent to: ethics@crim.cam.ac.uk, marked for the attention of Dr Barak Ariel (Chair of the Institute's Ethics Committee))
- **Risk Assessment (for Research and Fieldwork) Form**
Your supervisor will inform you if you need to complete this form. (Your completed form should be sent to: ethics@crim.cam.ac.uk, marked for the attention of Anita Kovacs)

Examples of the forms can be found over the next page, and on the course **Moodle** page (<https://www.vle.cam.ac.uk/mod/folder/view.php?id=11547172>).

ESSAY DECLARATION FORM

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

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:

THESIS DECLARATION FORM



UNIVERSITY OF
CAMBRIDGE

Institute of Criminology

POLICE EXECUTIVE PROGRAMME

THESIS DECLARATION FORM

Candidate Name (please print)	
Candidate Number	
Word Length (excluding Research Abstract, appendices and references)	
Please delete as appropriate:	<ul style="list-style-type: none">• I give permission for this Thesis to be read by Institute of Criminology staff and students.• My permission must be given for access to this Thesis (other than my supervisor and the markers).• I give my permission for this Thesis to be added to the Institute of Criminology Library

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

Signed

Date.....

ETHICS COMMITTEE APPLICATION FORM

A copy of this form can be found on the course page on [Moodle](#) (see example below), and also on the Institute of Criminology website: <https://www.crim.cam.ac.uk/intranet/Forms> (you will need to log in to the website using your Raven password to see the intranet information)



UNIVERSITY OF
CAMBRIDGE

Institute of Criminology

Application Form

Application to the INSTITUTE'S ETHICS COMMITTEE for ethical approval regarding research projects (to be completed by the applicant)

Name:

E-mail address:

Degree Course (if applicable):

Topic/Research title:

Supervisor/s (*if applicable*):

Sponsor (*if applicable*):

Have you discussed the ethical aspects of the research with your supervisor or PI? ☐ No ☐ Yes

Will your research involve any participants under the age of 16? ☐ No ☐ Yes

Will your research involve particularly vulnerable participants? ☐ No ☐ Yes

Have you discussed research safety issues with your supervisor or PI? ☐ No ☐ Yes

Have you completed a risk assessment for your research? ☐ No ☐ Yes

RISK ASSESSMENT FORM for RESEARCH FIELDWORK or OTHER ACTIVITIES

A copy of this form can be found on the course page on [Moodle](#) (see example below), and also on the Institute of Criminology website: <https://www.crim.cam.ac.uk/intranet/Forms> (you will need to log in to the website using your Raven password to see the intranet information)

RISK ASSESSMENT FORM for ALL ACTIVITIES (including FIELDWORK) Institute of Criminology		RA8
Name:		
Position (Please indicate as appropriate)	Student [PhD / MPhil / MSt]	
	Please indicate which College you are a member of.	
	Research Staff	
	Academic Staff	
	Administrative Staff	
Application Date:		
This risk assessment relates to: (Please tick as appropriate)	A) Research Activity – all fieldwork	
	B) Other Activity where there is potential risk <u>Examples of 'Other Activities' (this is not an exhaustive list)</u> <ul style="list-style-type: none"> Academic or outreach events with external participants (online or in person) Receiving visitors from outside the University where there may be a risk (i.e. those convicted of serious offences) Hosting or attending events with speakers who may attract negative media attention Social events organized by the Institute involving large numbers of people either within or outside the Institute 	
RESEARCH ACTIVITY or OTHER ACTIVITY DETAILS		
What will the research or other activity involve? If 'Other Activity' please give details and specify who the audience / participants will be		
Who will be involved with this activity?		
When will it be carried out? (Where possible please specify dates)		
Where will it be carried out? (Country / organization / context)		

1

IoC RA8 Revised December 2021

TRAVELLING TO CAMBRIDGE

Please find below information on travelling to the Institute:

ARRIVING BY TRAIN

There are frequent rail services from London King's Cross and Liverpool Street stations, and regular trains from the Midlands and further field.

For further information regarding train times:

- National Rail Enquiries, 03457 48 49 50
- Trainline

Cambridge Railway Station is situated one mile from the city centre. The Institute is about a 30 minute walk from Cambridge Railway Station. There is a regular bus service (Universal Bus: <https://www.go-whippet.co.uk/routes-timetables/busway-routes/>) from the railway station stopping on West Road, which runs along one side of the Sidgwick Site. If you prefer, you can catch a taxi at the station and ask to be taken to the Sidgwick Site.

ARRIVING BY PLANE

Travelling by coach to Cambridge:

It is advisable to check the times and availability of coaches and [book online with National Express](#) in advance, but you can also purchase a ticket at the airport on arrival, subject to availability.

From Heathrow Airport

Catch the [National Express Coach](#) from the central bus station.

Terminal 2 and 3: follow the signs to the central bus station which is a short walk from the terminals.

Terminal 5: follow the signs for the free shuttle train between Terminal 5 and Heathrow Central Station (Terminal 2 and 3). To travel on the shuttle trains, you can get a free Inter-Terminal Transfer ticket from the machines in the station.

Terminal 4 and 5: You can also catch the coach from outside Arrivals at Terminal 4 and 5.

From Gatwick Airport

Catch the National Express Coach from the North Terminal coach /bus station.

From Stanstead Airport

Catch the National Express Coach from the central coach station, which is a 2-minute walk from the airport terminal. The coach station is opposite the main terminal entrance.

Travelling by Taxi to Cambridge:

Taxi services are available on arrival at the airport, or can be booked in advance. Local Cambridge taxi services will usually be more cost-effective than using taxis based at the airport. There are a number of taxi services local to Cambridge that offer airport pick-ups, including:

- CamCab Ltd - www.camcab.co.uk
- A1 Cabco Taxis - www.a1cabco.co.uk
- Panther Taxis - www.panthertaxi.co.uk

Taxi journey prices using services local to Cambridge:

Heathrow: prices range from £94 to £120. Gatwick: prices range from £115 to £145. Stansted: price range from £55-60. Please note that there may be additional charges for car parking fees, additional waiting time and, from Gatwick, toll fees.

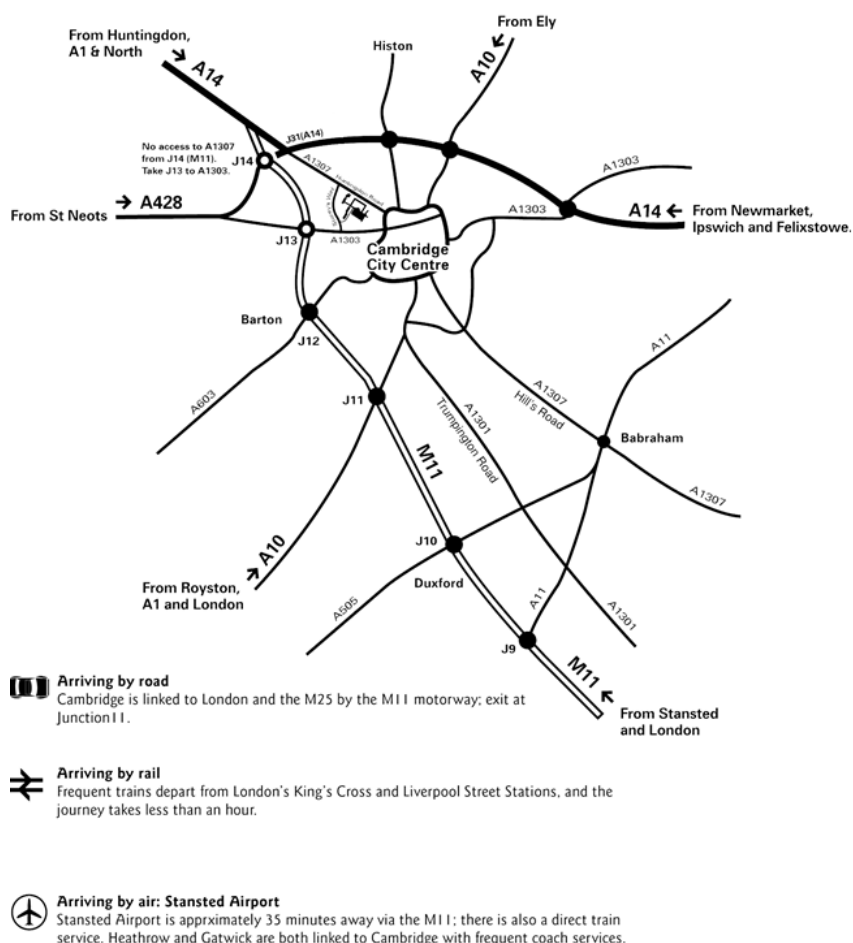
ARRIVING BY CAR

Directions to the Institute of Criminology from the M11:

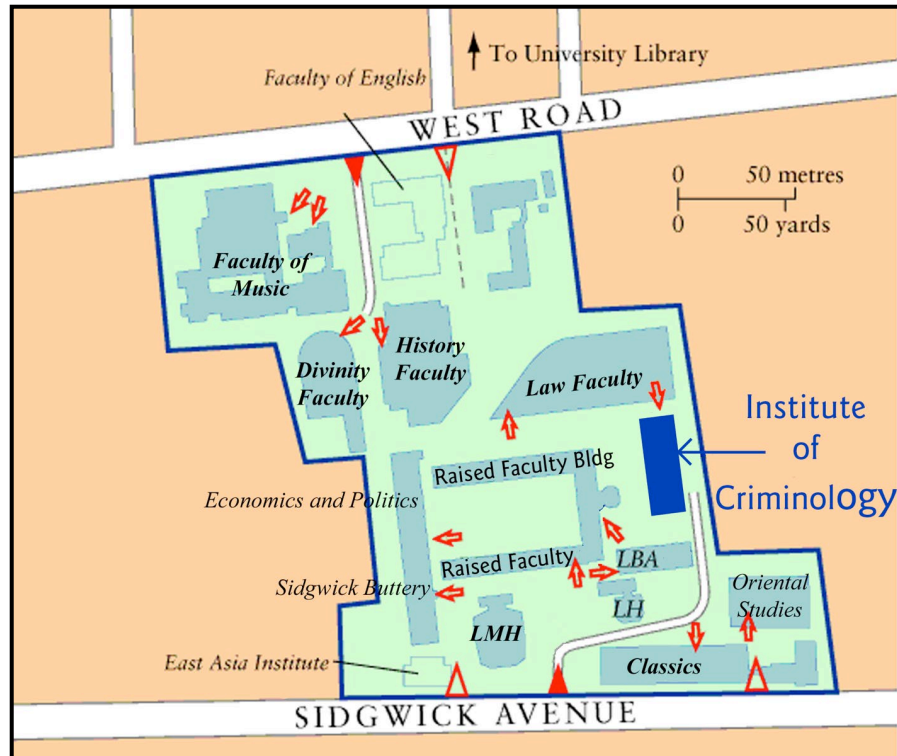
- Exit the M11 at Junction 12.
- Follow the A603 (Barton Road) eastwards into Cambridge.
- You should pass Wolfson College on your left and the Hat and Feathers pub on your right.
- Turn left into Grange Road (just past a pedestrian crossing).
- Take the second right hand turn into Sidgwick Avenue.
- Turn left into the Sidgwick Site, where the Institute of Criminology is located. Use the on-site maps or use the maps linked to above to locate the Institute building.

Parking

Parking on the Sidgwick Site is restricted to permit holders only; however, it is often possible to find metered street parking near the Institute of Criminology in: Sidgwick Avenue, Queen's Road and West Road (4-hour periods are allowed). There are also a number of car parks in the city centre, and five Park & Ride sites around the city (<https://cambridgeparkandride.info/>), the nearest one being on Maddingley Road.



LOCATION OF THE INSTITUTE OF CRIMINOLOGY



Please note that parking at the Institute of Criminology, and elsewhere on the Sidgwick Site, is restricted to Site permit-holders only. If need to park, please use the pay-and-display parking on West Road or Sidgwick Avenue.