



CAMBRIDGE

Police Executive Programme

Institute of Criminology
University of Cambridge



Master's in Applied Criminology and Police Management

Course Handbook 2017

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COURSE AND SUBMISSION DATES FOR 2017

YEAR ONE 2017	YEAR TWO 2017
<u>Course Dates:</u> Block A: 3 - 13 April 2017 Block B: 3 - 14 July 2017 Block C: 4 - 15 September 2017	<u>Course Dates:</u> Block D: 27 March – 7 April 2017 Block E: 10 - 21 July 2017 Block F: 11 - 22 September 2017
<u>Essay Submission Dates:</u> Essay 1: 2 May 2017 Essay 2: 8 August 2017 Essay 3: 17 October 2017	<u>Essay Submission Dates:</u> Essay 4: 31 January 2017 Research Proposal: 2 May 2017 Thesis: 12 December 2017 <i>12 December is also the last date for borrowing books from the library</i>
<u>Board of Examiners and Viva Date:</u> 12 December 2017 <i>(Essay 3 feedback will be circulated following this meeting)</i>	<u>Board of Examiners and Viva Date:</u> 21 February 2018 <i>(Theses feedback will be circulated following this meeting)</i> <i>Any student being called for a viva will be notified by 7 February 2018</i>
	<u>Graduation Date:</u> The main graduation will take place in July but it is possible to attend alternative graduation ceremonies.
<u>Other Dates:</u> Submission date for Essay 4 will be 30 January 2018	<u>Other Important Dates:</u> Block E: Data in hand for review 21 July - Draft Literature Review must be completed and submitted to supervisor 1 November: Deadline for submitting thesis drafts to supervisors for comments 1 November Deadline for formal applications for thesis extensions. Applications received after this date will only be considered in exceptional circumstances

INTRODUCTION

Welcome to the Master of Studies (M.St.) in Applied Criminology and Police Management and to the Institute of Criminology. We hope that you will enjoy your course. This Handbook contains useful information about the course, the Institute of Criminology, the assessment procedure, supervision and welfare, and general administration.

The Institute of Criminology



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

M.St. in Applied Criminology and Police Management

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

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

Year One comprises three two-week formal residential blocks in Cambridge. The first block (A) is held around Easter each year. The second and third blocks (B and C) take place in July and September.

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

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

Year One is assessed by three essays covering the four core strands covered by the course.

Those who wish to proceed to Year Two and obtain a full Master's degree must successfully complete Year One to the required level. Year One marks are carried forward towards the Masters degree along with the second year units of assessment.

In the second year of part-time study there are three more two week residential blocks of study in Cambridge (two weeks in Spring, July and September). Year Two builds on the first year of study but is focused on the production of an 18,000 word thesis. The thesis topic is decided early on in the year by discussion between each individual student and the Chair of the Programme, Professor Sherman, and then developed under the guidance of the assigned supervisor.

Students who successfully complete Year One, can progress to Year Two but those who do not complete Year Two, for whatever reason, will still be eligible for the Postgraduate Certificate in Applied Criminology and Police Management. 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 for the Postgraduate Certificate, candidates must complete essays 1, 2 and 3 with at least an average score of 60.

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

THE UNIVERSITY AND COLLEGES

The University of Cambridge, with its constituent colleges, is a world class centre of advanced study and research in most of the major academic disciplines. The University itself employs over 1,000 professors, readers and lecturers, and there are many other scholars and senior research workers in Cambridge who are attached to the Colleges or to various independent research establishments.

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

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

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

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

Fitzwilliam College



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

Fitzwilliam College is a dynamic, welcoming and international community committed to developing the talents of all its students, numbering some 750 (including postgraduates). One of the 31 colleges of the University, it was founded in 1869 specifically to broaden access to Cambridge.

Fitzwilliam College sustains that tradition of ensuring that every student, whatever their background, can fulfil their potential and take advantage of the incomparably rich opportunities offered here. At the heart of its beautiful grounds is a fine Regency house once occupied by Emma Darwin. Most of its award-winning buildings date from the 1960s onwards, including some of the best student accommodation in Cambridge, a state-of-the-art auditorium and The Olisa Library.

The college enjoys a large and peaceful site, off the tourist routes but within ten minutes' cycle ride of all the major Faculties and Departments. The welcoming main entrance is in Storey's Way, off Madingley Road.

Wolfson College



Wolfson College was founded by the University of Cambridge in 1965 as University College, changing its name to Wolfson College in 1973 following generous funding from the Wolfson Foundation. The College is now a mature institution and plays a full part in the life of the University of Cambridge, both intellectually and culturally.

The majority of our students are carrying out research towards postgraduate degrees, in particular PhDs and MPhils. We also have students studying for taught Masters degrees and a number of mature undergraduates. Wolfson has a large and diverse Fellowship of academics working within the University of Cambridge, including about 30 postdoctoral Research Fellows each year, around 80 Research Associates and regular academic visitors from abroad, further enhancing the College's international reputation.



Selwyn College



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

The distinctive red-brick Victorian Old Court is Tudor Gothic in style, much of it designed by architect Sir Arthur Blomfield. The Court comprises seven

staircases (on which members of the College live and teach), as well as the Tower and Gateway, Master's Lodge, Chapel, and Dining Hall.

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

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

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

Former students from Selwyn College have become prominent in many walks of life, including the actors Hugh Laurie and Tom Hollander; the Archbishop of York, John Sentamu; the barrister and television presenter Clive Anderson; the writer Robert Harris (author of 'Enigma', 'Lustrum', and 'An Officer and a Spy'); and the politicians Simon Hughes and John Gummer.



Institute of Continuing Education

The M.St. in Applied Criminology, and Police Management is administered by the Institute of Criminology in conjunction with the Institute of Continuing Education and the Degree Committee of the Faculty of Law.

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



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

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

GENERAL ADMINISTRATION

Computing facilities

The Institute has a dedicated student study area with twenty 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. Please ensure that you bring yours with you.

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

Photocopying

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

Car parking

PARKING ON THE SIDGWICK SITE IS NOT PERMITTED, the car park requires a parking permit only available to university staff. If it is necessary to park, please use the pay-and-display parking on West Road or Sidgwick Avenue.

Mail

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

Accommodation

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

Cafés and food provision

During the residential elements, the Institute will provide mid-morning and mid-afternoon tea and coffee in the basement Common Room. 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

Security

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

Smoking

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

Telephone messages

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

Racial and sexual harassment

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

When there are difficulties

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

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

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

Payment of Fees

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

COMPLAINTS PROCEDURE

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

1. In the first instance, if a member of the student body feels that something has gone wrong the first step is to take the matter up directly, but informally, with the member of staff most directly concerned: this is likely to be a supervisor, thesis advisor, lecturer, the course administrator or the Course Director. Wherever possible the member of staff concerned will try to resolve it, and sometimes this may involve consultation with the Course Director. If an immediate resolution is not possible the member of staff will ask the student what further action they think is required to try to resolve the situation.
2. There may be circumstances where a student feels unable to take the matter up directly on their own behalf. In those circumstances the student may wish to pursue the matter with the help of *either* their college graduate tutor *or* their supervisor. The college graduate tutor or the supervisor will first ask what steps have already been taken to resolve the matter but then will try to bring about a resolution on behalf of the student.
3. If the student is unable to resolve the matter directly, or if the college graduate tutor or supervisor has been unable to resolve the matter on the student's behalf, then the student will be invited to submit a formal written complaint to the Course Director. Upon receipt of the written complaint the Course Director will endeavour to resolve the matter as quickly as possible and will notify the student concerned of what action has been, or is being, taken normally within five to seven working days.
4. If the subject of the complaint is the Course Director, and it has not been possible to resolve the complaint directly by the student, or indirectly on behalf of the student, then a formal written complaint should be submitted to the Director of the Institute of Criminology.

INFORMATION FOR STUDENTS WITH A DISABILITY

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

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 the University Disability Adviser at any time (please see the contact details below).

Introduction

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

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

Facilities and Equipment: Information for Those with Particular Disabilities

Dyslexia

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

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

Visual Impairment

The following is available for those with visual impairment:

- The city's Social Services Visual Impairment team offers orientation to students when they first arrive, and Colleges can also assign fellow students to assist in finding your way around.
- The University Library has a scanner system which can read text aloud via a voice synthesiser, convert it into Braille, or store it on disk for use on students' own equipment. It is also equipped with CCTVs.

- The Disability Adviser can recruit personal readers for students, and students can also make use of the University recording service, which reads texts on to audio-tape.
- Guide Dogs are welcome: many colleges are able to assign a room giving easy access to a garden.

Hearing Loss

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

Mobility difficulties (including wheelchair users)

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

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

Mental Health Difficulties

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

Language Difficulties

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

Disclaimer

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

Disability Resource Centre Contact Details

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

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

SUPERVISION AND WELFARE

Supervision

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

- i. The supervisor will act as the student's advisor on all academic matters concerning the course and the essays, giving advice on study skills, for example, and providing feedback on assessed work. *Bear in mind that Cambridge practice dictates that supervisors are not normally involved in assessing the work of their own supervisees and that all marking is done anonymously.*
- ii. The supervisor will play an important role in advising on the selection of a thesis topic, , guiding the student through the thesis process, including the conduct of fieldwork and analysis, and the writing up of the thesis. In some cases, where additional specialist knowledge is required, the supervisor will arrange, in consultation with the Course Director, for an additional thesis advisor to be appointed.
- iii. Although personal and welfare problems are normally dealt with via the Colleges it will often be more appropriate for M.St. students to regard their supervisor as their first point of contact for all pastoral matters which might affect student performance (for example health, personal or operational problems). This is because, with limited residential periods, contact with College staff is necessarily restricted.
- iv. For the supervision process to work well, 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 necessary thereafter. Students must make contact with their supervisors to ensure that these compulsory meetings take place.

Responsibilities of students

- To provide the Course Administrator with all communication addresses and keep these up to date.
- To make contact with their supervisor as early as possible in each study block.

- To attend supervision meetings promptly as arranged and to act upon appropriately given advice.
- To attend lectures and seminars as timetabled, and to inform their supervisor and the M.St. Administrator if they are unable to attend for any reason.
- To submit all work for assessment in both electronic and paper format on or before the due dates, or to submit written evidence as early as possible in cases where an extension is requested.
- To be available for oral examination, if required, on the due date.

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

Responsibilities of supervisors

- To meet with their supervisees as early as possible in each study block. And at least once in each study block
- To attend supervision meetings promptly as arranged.
- To read the reports on assessed work of their supervisees (and as far as possible the assessed work itself) so that informed feedback can be given to students about their progress.
- To give advice to Masters students about the preparation of the thesis.
- To attend the thesis oral presentations of all Masters students for whom they act as supervisor. (and as many other presentation sessions as they can reasonably manage).
- To advise students who are called for *oral examination* (the viva) and to arrange a practice examination if appropriate.
- To provide the Course Director with a written report at the end of each block about their students' progress or problems so that appropriate support may be given or other action taken.

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

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

- The topic and review of the literature
- Research design, data and methodology

- Fieldwork, analysis and writing up.

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

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

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

Attendance During Residential Blocks

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

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

ACADEMIC AND ADMINISTRATIVE STAFF

M.St. Staff

Professor Lawrence Sherman Lawrence W. Sherman is Director of the Institute of Criminology of the University of Cambridge, where he has served as Wolfson Professor of Criminology since 2007. He is also Director of both the Jerry Lee Centre for Experimental Criminology and Chair of the Cambridge Police Executive Programme. He earned his PhD from Yale University, and has been awarded honorary doctorates from the University of Stockholm and Denison University.

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

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

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

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

Her research interests include the effects of crime and justice on victims of crime, the diversion of cases from prosecution to alternative disposals, restorative justice conferences as both a supplement to and diversion from prosecution, police responses to domestic violence, and the

management of randomized controlled experiments in criminology. She is currently co-directing randomized trials on preventing repeat domestic abuse in three British police agencies. Elected a Fellow of the Academy of Experimental Criminology in 2002, she was a member of the Scientific Commission of the International Society of Criminology from 2006 to 2012. In recent years she has been invited to lecture on her research by universities, learned societies and governments in Japan, Colombia, Norway, Uruguay, Sweden, USA, Turkey, Israel, Ireland, Scotland and Belgium.

Dr Barak Ariel

Dr Barak Ariel is a Lecturer in Experimental Criminology and a Fellow of the Jerry Lee Centre of Experimental Criminology. Dr Ariel is involved in evaluation research projects with a large number of criminal justice agencies around the world. He has conducted research with several governments and police forces around the globe. He is the recipient of the Academy of Experimental Criminology Young Experimental Scholar Award, European Society of Criminology Young Criminologist Award and other recognitions. Dr Ariel publishes in leading journals in criminology on various topics, including body worn videos (BWCs), hotspot policing, deterrence and technology in policing.

Dr Geoffrey Barnes was awarded his M.Phil from the University of Cambridge and his PhD from the University of Maryland. Until recently he was a Research Assistant Professor of Criminology at the University of Pennsylvania and is now a lecturer in the Police Executive Programme at the Cambridge Institute of Criminology. He works primarily on field experiments testing the effects of programmes and policies on crime and justice outcomes.

Dr Barnes is a Fellow of the Academy of Experimental Criminology and an expert on the forecasting of murder and serious crime using advanced statistical techniques for “big data,” such as random forests modelling. He has recently used these models in Durham Constabulary to develop algorithmic decision support in determining eligibility for out-of-court disposals.

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

Dr Katrin Müller-Johnson (Lecturer in Criminology) has been at the Institute since 2005. Her research interests include legal and eyewitness psychology (e.g. investigative interviewing, legal decision making), as well as crimes against vulnerable groups, such as the elderly.

Together with West Midlands Police she currently investigates best practice for police procedures on taking statements from drunk witnesses in serious violent crimes.

She is also working on a comparative study of the characteristics of rape offences against male victims.

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

Peter Neyroud C.B.E., QPM is currently Co-Chair of the Campbell Collaboration Crime and Justice Group, 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. Since 2010 he has been 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 is about to complete his PhD at the Cambridge Institute of Criminology; He is a Visiting Professor at Edgehill University and a Visiting Fellow at Teesside and Buckingham New University.

John Parkinson served in the UK Police for 34 years before retiring in March 2013 as a Chief Constable. Much of his career focused on leading investigations into major and serious crime and counter terrorism including the 7/7 London Bombings enquiry in Leeds. He headed the North East Counter Terrorism Unit and later as UK Senior National Coordinator Counter Terrorism, he led many national and international counter terrorism operations. John was awarded the OBE for his services to Policing and Counter Terrorism in 2011 and holds a Masters Degree from Cambridge University where he is a visiting scholar. He is a Fellow of the Royal Society of Arts, a Companion of the Institute of Management Specialists, a graduate of the International Leadership in Counter Terrorism Programme (LinCT) and has edited and contributed to a number of publications on terrorism. He is a visiting Professor at Huddersfield University and the Chair of their Secure Societies Institute. He is a visiting Senior Research Fellow at Sheffield Hallam University and the Chairman of CENTRIC (Centre of Excellence for research into Terrorism, Resilience, Intelligence & Organised Crime). He is also an Associate Tutor on MBA Programme at Bradford University

Sir Denis O'Connor Sir Denis O'Connor 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.

He 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 September 2012.

As Chief Constable he led the piloting of the National Reassurance Policing Programme, the precursor to Neighbourhood 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 has 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.

Chris Sims began his career in the Metropolitan Police in 1980 and led 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 he constructed a transformation programme to reset policing delivery and introduce new technology. This involved a unique relationship with the private sector. He is currently leading the Specialist Capability Programme which is finding new ways to deliver the most critical areas of policing. 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 studied law at Oxford University and Criminology at Sheffield University (MA). He served in the Metropolitan Police from 1972 until 1993, undertaking a wide range of operational duties as well as Royalty and Diplomatic Protection, hostage negotiation and secondments to the National Audit Office and the internal force inspectorate. He was then an Assistant Chief Constable in Strathclyde Police until 1998, mainly responsible for community relations and complaints against the police. He became Chief Constable of Northumbria Police from 1998-2005, when he retired. He held two national police portfolios, for Research and Development and for the Constitutional and Legal Definition of the (Chief) Constable. He was awarded the QPM and the CBE for his police service. He is also currently a non-executive director of Restorative Solutions CIC, a not for profit company.

Dr. Caroline M. Angel is a psychiatric mental health nurse who holds a Ph.D. from the University of Pennsylvania in Nursing and Criminology. She has worked on the randomized experiments studying the effects of restorative justice in cases of robbery and serious burglary being processed through the London Crown Courts. Her special interest has been in the benefits to crime victims of participation in restorative justice, specifically following post-traumatic stress.

Dr Angel is currently directing research for a veteran support organization. She is currently involved with a randomized trial examining the impact of social support and leadership on arrest of veterans transitioning from military service. Her research focuses on restorative justice, post-traumatic stress, leadership and resilience.

Professor Paul Rock studied at the London School of Economics and the University of Oxford and is now Emeritus Professor of Sociology at the London School of Economics. He has been a visiting scholar at the Ministry of the Solicitor General of Canada and a visiting professor at a number of universities in North America, including Princeton University and the University of Pennsylvania. Most recently, he has been a visiting professor at the University of Macau where he will return in the Spring of 2017. He has also been a visiting fellow at the Center for Advanced Studies in the Behavioral Sciences in Palo Alto, the Rockefeller Foundation Bellagio Center and the Regulatory Institutions Network at the Australian National University. He is a fellow of the British Academy and the Royal Society of Arts. His published work has focused chiefly on the evolution of criminal justice policies in Canada and England and Wales, particularly for victims of crime, and on developments in criminological theory. His latest research has been as an official historian of criminal justice in England and Wales in the latter half of the twentieth century

Molly Slothower is completing her Ph.D. in the Department of Criminology and Criminal Justice at the University of Maryland. She was the field manager for two years in Birmingham for a major experiment conducted by the West Midlands Police, the Turning Point Project, and is currently the project manager for the Blueprints for Gang Violence Prevention experiment in Philadelphia. She continues to analyse data from these projects and from the follow-up to the Australian experiments in restorative justice.

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

Professor Sir Anthony Bottoms is Emeritus Professor of Criminology, Life Fellow of Fitzwilliam College and Professorial Fellow in Criminology at the University of Sheffield. His main research interests lie in the fields of environmental criminology, theoretical criminology and penology. He has conducted empirical research on a wide range of topics including imprisonment, non-custodial penalties, and area variations in crime. At present, he is carrying

out theoretical research on compliance with legal rules; since October 2002 he has been researching patterns of crime and desistance among a sample of 20-25 year-old persistent offenders. He is a Fellow of the British Academy, and was knighted in 2001 for services to the criminal justice system.

Professor David Farrington, O.B.E. is Emeritus Professor of Psychological Criminology at the Institute of Criminology, Cambridge University. He received the Stockholm Prize in Criminology, and the Freda Adler Distinguished Scholar Award of the American Society of Criminology Division of International Criminology, in 2013, as well as the August Vollmer Award of the American Society of Criminology and the Juvenile Justice Without Borders International Award of the International Juvenile Justice Observatory in 2014. He is Director of the Cambridge Study in Delinquent Development, which is a prospective longitudinal survey of over 400 London males from age 8 to age 56.

Dr Justice Tankebe is a University Lecturer in Criminology. He holds a B. A. 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 MPhil in Criminological Research and Ph.D. in Criminology. Between 2008 and 2011, Justice 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. Students interested in doctoral studies in any of these areas of interest should contact Justice with a synopsis of their research proposal. He is also happy to discuss ideas with prospective students

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

Administrative Staff

Mrs Lucinda Bowditch (M.St. Course Administrator)

Mr Glenn Garner (Deputy MSt Administrator)

Mrs Thury Agustsdottir (Institute Administrator)

Mrs Joanne Garner (Receptionist and Academic Support Secretary)

Mr Matt Skipper (Computer Officer)

Mr Peter Sommese (IT Support)

Mr Stuart Stone BA MPA (Librarian)

YEAR ONE SYLLABUS

Evidence-Based Policing	Research Methods	Theory	Leading Implementation
<i>Block A – PLACES 3– 13 April</i>			
Triple-T Strategy for EBP <i>(Professor Lawrence Sherman)</i>	Varieties of Research Predictions <i>(Professor Lawrence Sherman)</i>	Socio-Spatial Criminology <i>(Professor Sir Anthony Bottoms)</i>	Implementation <i>(Professor Lawrence Sherman & Sir Denis O'Connor)</i>
Introduction to Targeting <i>(Professor Lawrence Sherman)</i>	Reliable & Valid Measurement <i>(Dr Katrin Müller-Johnson)</i>	Deterrence Theory <i>(Dr Justice Tankebe)</i>	Learning from and Leading in Testing in Policing <i>(Peter Neyroud)</i>
Introduction to Testing & the Maryland Scale <i>(Professor Lawrence Sherman)</i>	Reading Journal Articles & Interpreting Tables & Graphs <i>(Dr Katrin Müller-Johnson)</i>	Routine Activities Theory <i>(Dr Tim Coupe)</i>	Obstacles to Implementation <i>(Sir Denis O'Connor & Peter Neyroud)</i>
Introduction to Tracking <i>(Professor Lawrence Sherman)</i>	Hypothesis Testing & CIs <i>(Dr Barak Ariel)</i>		Classic Theories of Leadership <i>(Dr Tim Coupe)</i>
Targeting Places <i>(Professor Lawrence Sherman)</i>	Correlation v. Causation <i>(Dr Geoffrey Barnes)</i>		Group Projects on Tracking (Same topic for each group)
Testing Place-Based Policing <i>(Professor Lawrence Sherman)</i>	How To Write and Cite an Essay <i>(Dr Heather Strang)</i>		
Tracking Place-Based Policing <i>(Professor Lawrence Sherman & Dr Barak Ariel)</i>			
RCT Protocol Design: Testing Patrols on the Tube <i>(Dr Barak Ariel)</i>			

Block B – VICTIMS 3 - 14 July

Targeting & Triaging of Victim Harm (Dr Heather Strang)	Gladwell on Triple T (Professor Lawrence Sherman)	Control Theories (Dr Justice Tankebe)	Planned Change with Experiments (Peter Neyroud)
Targeting & Testing for Repeat Victimization (Professor Sherman & Dr Heather Strang)	Meta-Analysis and Effect Size in EBP (Dr Barak Ariel)	Legitimacy 1: Procedural Justice (Dr Justice Tankebe)	Implementing Experiments Master Class (Peter Neyroud & Dr Heather Strang)
Targeting & Testing for Domestic Abuse (Professor Lawrence Sherman & Dr Heather Strang)	Sampling, Panels, Cross-Sections (Dr Barak Ariel)	Legitimacy-2 Power Holders Perspectives (Dr Justice Tankebe)	Implementing Experiments Master Class 2 (Peter Neyroud & Dr Heather Strang)
Testing Restorative Justice Conferences (Dr Heather Strang)	Surveys & Response Rates: Tracking (Dr Katrin Müller-Johnson)		
Calling the Police: Responses to Victims in Austerity (Professor Lawrence Sherman)	Effect Size and Power (Professor Lawrence Sherman & Dr Barak Ariel)		
8 seminars in EBP conference	Tracking Victim Satisfaction (Dr Katrin Müller-Johnson)		
Group project on Victim Tracking (Offence specific groups) (Professor Lawrence Sherman & Dr Heather Strang)	Forecasting Victim Harm (Dr Geoff Barnes)		

Block C – OFFENDERS 5 - 16 September

Targeting Offender Harm <i>(Professor Lawrence Sherman)</i>	Analyzing Police Data <i>(Dr Barak Ariel)</i>	Desistance Theory <i>(Professor Sir Anthony Bottoms)</i>	Strategic Cutback Management Using the Evidence <i>(Peter Neyroud)</i>
Testing Offender Management <i>(Professor Lawrence Sherman)</i>	Preparing for Your Thesis Year <i>(Dr Katrin Müller-Johnson)</i>	Situational Action Theory <i>(Professor P-O Wikström)</i>	Leading evidence-based approaches across agency boundaries: case studies in offender management <i>(Peter Neyroud)</i>
Testing Prosecution v. Diversion <i>(Professor Lawrence Sherman)</i>	Predicting Solvable Cases: Solvability evidence and principles <i>(Dr Tim Coupe)</i>	Compliance Theory <i>(Professor Sir Anthony Bottoms)</i>	Building, leading and developing an evidenced-based policing strategy <i>(Peter Neyroud)</i>
Group Project on Tracking Offenders (same topic for each group) <i>(Professor Lawrence Sherman, Sir Denis O'Connor & John Parkinson)</i>	Predicting Solvable Cases: Burglary solvability Indicators <i>(Dr Tim Coupe)</i>	Developmental Theories <i>(Professor David Farrington)</i>	Implementing BWV Cameras <i>(Dr Barak Ariel & Sir Denis O'Connor)</i>
Testing Diversion of Low-Harm Offenders <i>(Peter Neyroud)</i>	Predicting Solvable Cases: Resources, solvability & cost-effective detection <i>(Dr Tim Coupe)</i>		Tracking Legitimacy <i>(Dr Justice Tankebe)</i>
Triple-T for Criminal Networks <i>(Dr Barak Ariel)</i>	How to Tackle Year Two <i>(John Parkinson)</i>		Politics & Policing: an Interactive Workshop <i>(Peter Neyroud & Sir Denis O'Connor)</i>
The Tipping Point for EBP <i>(Professor Lawrence Sherman)</i>	Forecasting Offender Harm <i>(Dr Geoff Barnes)</i>		Debate

Please note that this is the proposed syllabus for Year One of the course for 2017. The Police Executive Programme reserves the right to make amendments and to bring in extra speakers according to availability.

YEAR ONE

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

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

COURSE EVALUATION

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

THE ASSESSMENT PROCEDURE

1. Assessment

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

2. Examiners

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

3. Submission of Essays

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

The declaration sheet should include an electronic count of the number of words and can be found later in this handbook as well as on the students' page of the website.

4. Extensions

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

There are three reasons why an extension may be granted:

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

Procedure

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

5. Marking scheme

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

	Essays and assignments which achieve marks of 60-62 will be deemed to have achieved a <i>Marginal Pass</i> and may be subject to review at the Board of Examiners' Meeting following oral examination. The matter of oral examination will be at the Senior Examiner's discretion. Progression to Year Two for those in this band is not automatic and will depend on the recommendations of the Board of Examiners.
60	Pass Mark
57-59	<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

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

6. Essay Feedback

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

7. Oral Examination (Viva Voce)

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

ESSAY QUESTIONS 2017

2017 Essay Questions: Year One

What A Good Answer Does

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

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

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

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 Lucinda Bowditch at ljb55@cam.ac.uk and Glenn Garner at gg384@cam.ac.uk by 1100 hours on the date indicated. Four paper copies must also be posted to Lucinda Bowditch to arrive no later than the following day.

Block A: Essay 1 (Places) DUE 2 May 2017 (max 3,000 words)

1. Describe the current practices of your agency in targeting the harm found in micro-places and propose an alternative procedure as a better way for setting priorities to target this harm.
2. Identify one practice in your agency concerning reducing harm at micro-places that is at odds with past research findings in other police agencies you have heard or read about in the course. Propose a change to a new specific practice in your agency based on this research from other agencies. Describe the theory and research methods used in arriving at the evidence underpinning the proposed new practice.
3. Propose a new system of tracking the delivery of the proposed new evidence-based harm reduction practice in #2 above with attention to the way you would measure, feed back and correct, so as to insure that the new practice is well implemented.

Block B: Essay 2 (Victims) DUE 8 August 2017 (max 3,000 words)

1. Describe the current practices of your agency in targeting the harm experienced by crime victims and propose an alternative procedure as a better way for setting priorities to target this harm.
2. Identify one practice in your agency concerning reducing harm to victims that is at odds with past research findings in other police agencies you have heard or read about in the course. Propose a change to a new specific practice in your agency based on this research from other agencies. Describe the theory and research methods used in arriving at the evidence underpinning the proposed new practice.
3. Propose a new system of tracking the delivery of the proposed new evidence-based harm reduction practice in #2 above with attention to the way you would measure, feed back and correct, so as to insure that the new practice is well implemented.

Block C: Essay 3 (Offenders) DUE 17 October 2017 (max 3,000 words)

1. Describe the current practices of your agency in targeting offender harm and propose an alternative procedure as a better way for setting priorities to target this harm.
2. Identify one practice in your agency concerning reducing offender harm that is at odds with past research findings in other police agencies you have heard or read about in the course. Propose a change to a new specific practice in your agency based on this research from other agencies. Describe the theory and research methods used in arriving at the evidence underpinning the proposed new practice.
3. Propose a new system of tracking the delivery of the proposed new evidence-based harm reduction practice in #2 above with attention to the way you would measure, feed back and correct, so as to insure that the new practice is well implemented.

For those students proceeding to the M.St. degree, the following three written assignments are required in 2018:

ESSAY 4: DUE 30 January 2018

Length: 3,000 words.

Select one of the studies listed below.

Barnes, G.C. et al (2016 online) 'Every Little Bit Helps: An Implementation and Experimental Evaluation of Cognitive-Behavioral Therapy for High Risk Probationers' *Criminal Justice and Behaviour*.

Sherman L.W. & Harris, H.M. (2014 online) 'Increased death rates of domestic violence victims from arresting vs. warning suspects in the Milwaukee Domestic Violence Experiment (MILDVE)' *Journal of Experimental Criminology* 11:11-20.

Martin, S.E. & Sherman L.W. (1986) 'Selective Apprehension: a police strategy for repeat offenders' *Criminology* 24: 155

Wells, W. et al (2005) 'Patrol officer responses to citizen feedback: and experimental analysis'
Police Quarterly, 8:2 171 - 205

Fielding, M., & Jones, V. (2012). 'Disrupting the optimal forager': predictive risk mapping and domestic burglary reduction in Trafford, Greater Manchester. *International Journal of Police Science & Management*, 14(1), 30-41.

Campbell, D T & Ross, H L (1968). 'The Connecticut Crackdown on Speeding: Time-Series Data in Quasi-Experimental Analysis.' *Law & Society Review*, 3 (1) pp 33-54.

Iyengar, R (2009). 'Does the certainty of arrest reduce domestic violence? Evidence from mandatory and recommended arrest laws.' *Journal of Public Economics* 93: pp 85-98.

Provide an assessment of how well the study you select was done, addressing the following issues:

1. Reliability of measurement of
 - 1.a. independent variable(s)
 - 1.b. dependent variable(s)
2. Internal validity of causal inferences in relation to
 - 2.a. rival hypotheses controlled
 - 2.b. rival hypotheses not controlled
3. External validity of conclusions to
 - 3.a. the locale where the study was done compared to other jurisdictions
 - 3.b. the time period when the study was done compared to present day
 - 3.c. if applicable, the types of people used for the study compared to other populations
4. Clarity of policy implications for
 - 4.a. police leaders at a strategic level
 - 4.b. police decision-makers in direct contact with citizens

For further guidelines on essay 4, please see the advice given on the current students' page of the website

ESSAY 5: Research Proposal: Due 1 May 2018

Length: 4,000 words

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

THESIS Due 11 December 2018

GUIDANCE ON THE WRITING OF ESSAYS

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

Word Limits

The maximum word length for essays 1,2, 3 & 4 is 3,000 words excluding references. Footnotes, endnotes and appendices will not be accepted. Word counts must be declared on the essay declaration form. You are strongly advised to use your entire word count.

Relevance of material

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

Planning the essay

The planning and structure of the essay are very important. A strong introduction, which lays out the issues to be discussed in relation to the question, and a logical structure, to take the reader through your arguments to your conclusion, are vital. Students are encouraged to use headings and sub-headings 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 an elaborate list of points.

Interpreting the question

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

Use of examples

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

Writing style

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

Referencing and plagiarism

Course participants are sometimes unaware of the academic rules relating to the citation of published work. Further details concerning referencing and plagiarism can be found later in this

book. **This is an extremely important topic and failure to comply with these rules can lead to failure in the course and even exclusion.** Your supervisor can advise you on this as well.

Overlap of materials

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

Assistance with essays

You may discuss the structure and content of any essay in general terms, or in the form of an essay plan, with your supervisor, but none of the team may read or comment on 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:

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

The following is the feedback sheet, which shows how your essays will be assessed:

POLICE M.ST. ESSAY COMMENTS AND MARK	
Essay no	
Essay Writer Name: (to be filled in by Administrator)	
Candidate Number:	POL
<p><u>Presentation:</u></p> <ul style="list-style-type: none">- Clarity of expression <p>Well organized essay structure</p> <ul style="list-style-type: none">- Appropriate referencing style <p><u>Content:</u></p> <ul style="list-style-type: none">- Introduction:<ul style="list-style-type: none">• Objective stated- Body of essay:<ul style="list-style-type: none">• Well researched• Relevant supporting material• Answers the question- Conclusion:<ul style="list-style-type: none">• 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>	
Provisional Mark:	
Please note that all marks remain provisional until the Board of Examiners' Meeting.	

Presentation and Submission of Essays

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

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

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

[Candidate Number: PO...]
Essay 1

[Full title of essay]

No. of words

M.St. in Applied Criminology and Police
Management

Year

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

The M.St. Course Administrator
Institute of Criminology
Sidgwick Avenue
Cambridge
CB3 9DA

to arrive on the date set (please see the list of key dates at the front of this handbook).

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

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

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

ESSAY DECLARATION FORM

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

Please submit an electronic copy to Lucinda Bowditch, (ljb55@cam.ac.uk) & Glenn Garner (gg384@cam.ac.uk) **no later than 11.00am** on the due date, an electronic copy to Turnitin and 4 paper copies all due to arrive on the submission date set.

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

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

I declare that the essay is entirely my own work

Signed:

Name (capitals):

Number of words:

Date:

Course Title:

Candidate No:

ADMINISTRATION:

Essay received by:

Date:

AVOIDANCE OF PLAGIARISM

Notes by the General Board of the University of Cambridge

Statement on plagiarism

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

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

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

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

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

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

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

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

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

Proctorial Notice on plagiarism

The Proctorial Notice for 2016 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 data 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 such 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, and extend far beyond possible failure of the course and exclusion from the University.

However, it is also possible that students may fall foul of the rules on plagiarism without intending to do so but as a result of poor work and study practices. 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.

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 inverted commas 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 TEXT-MATCHING SOFTWARE FOR THE MST IN APPLIED CRIMINOLOGY AND POLICE MANAGEMENT

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

You are asked to read the information thoroughly and then sign the declaration provided in the Essay Writing seminar to show that you consent to your work being submitted to Turnitin UK as described in this document. The consent of students will be obtained at the start of the academic year and of each subsequent 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 about the originality of your work, regardless of whether Turnitin has been used or whether it has substantiated any concerns.

The University Advocate may decide to prosecute a student suspected of plagiarism even if that student has not consented to the use of Turnitin. In such circumstances the student may be specifically asked by the Advocate to consent to submission to Turnitin, and a failure to consent will be proved as part of the evidence against him or her.

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).

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

Submitting an essay to Turnitin

- Go to 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 2017 Year 1 or 2 as applicable
 - Select the relevant essay (e.g. Essay 1, 2017) 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

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

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

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

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

Where the same reference has been quoted more than once, repeat the form given in (a) above.

Please do *not* use the expressions '*ibid.*' or '*op. cit.*'

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

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

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

List of references at the end of the text

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

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

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

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

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

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

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

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

If a work has more than two authors, use either '(x), (y) and (z)' or '(x) *et al.*'
e.g. Walker, N.D. *et al.* (1975).

A book

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

- The title of the book (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](http://www.ussc.gov/Data%20and%20Statistics/Annual%20Reports%20and%20Sourcebooks/2001/SBTOC01.htm) .

British official publications

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

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

Example:

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*, ls-Gravenhage: Ministerie van Justitie.

A pamphlet or occasional paper

If this is part of a series put the name of the series and the number of the paper *in brackets* after the title. 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 or seminar

In text : Brevity and clarity are usually more impressive than long lists (Ebdon, 2007 - See more at: <http://lrweb.beds.ac.uk/guides/a-guide-to-referencing/BREO#sthash.rz2MLyOD.dpuf>)

The elements which should be included in your bibliography/reference lists are :

- (i) Author / lecturer
- (ii) Year (in round brackets)
- (iii) Title of lecture (in italics)
- (iv) [Lecture to... and campus]
- (v) Location and date of conference
- (vi) Day and month

Example:

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

YEAR TWO

Progression

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

Assessment

Year Two builds on course work and essays already completed. It requires submission of a 3,000 word fourth essay, 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.

Examiners

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

The Thesis

The thesis topic is usually one of special interest both to the students and to his/her agency and preferably 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 the course web pages

The topic, research question, data and methodology are agreed between the student and Professor Sherman at the beginning of the year. The assigned supervisor then guides the student through the research and writing process and provides comments on drafts of each chapter, provided these are submitted by the date listed in this Handbook.

Four bound copies of the final thesis and one electronic copy must be submitted to the Course Administrator by the due date which is listed at the front of this Handbook, together with a signed declaration and a 250 word Abstract. An electronic copy should be submitted to Turnitin in the same way as for previous assignments. If the thesis is submitted late without prior permission, marks may be deducted. Like the essays and research proposal, the thesis is double-marked by two examiners. All these are made 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 will be called for an oral examination known as a *viva voce* or *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 dissertation and may additionally cover other aspects of the candidate's work which are in question or any other topics considered by the Course Director to be relevant. Candidates called for a viva will be informed in advance of the topics to be addressed in the viva, and, if they wish, may be accompanied by their supervisor.

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

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

Extensions

Essays

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

Theses

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

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

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

Such extensions will normally only be considered if a formal request is received by the date given at the front of this handbook. The decision of the Degree Committee is final for these cases. In the event of late submission without a request and without approval, a penalty of up to ten percent of the thesis mark may be deducted.

Theses received more than two weeks after the due date will usually be marked after theses received on time and may be put forward for recommendation to the next Board of Examiners meeting following marking, which takes place in December. This would result in graduation being delayed beyond the date of the other students in your year. Students who are granted extensions must appreciate that it is not always possible for staff to meet the normal marking timescales.

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

Dissertation 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 dissertation at this level would present a clear thesis (argument) – or provide a coherent analysis – which integrates theory, methods and data (where appropriate) and show insight and originality. The dissertation would also be well written and well presented.
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 dissertation at this level would present a clear thesis (argument) – or provide a coherent analysis – which integrates theory, methods and data (where appropriate) and show insight and originality. The dissertation would also be well written and well presented.
70-74	Marks in this range reflect dissertation work which shows extensive familiarity with relevant concepts, issues, and relevant materials, and shows strong analytical skills; it would also demonstrate a good understanding of relevant theoretical issues. Where there is empirical work, the dissertation would show that chosen research methods have been applied in appropriate and sound manner. The dissertation would present a clear thesis (argument) which integrates theory, methods and data (where appropriate) and show some critical insight.
65-69	Marks in this range reflect dissertation work that suggests knowledge of relevant concepts and issues and reasonable competence in using a range of sources and research methods (where appropriate) in a scholarly manner. The dissertation would also present a clear thesis (argument) which adequately integrates theory, methods and data (where appropriate). The work might show some weakness in argument or evidence.
60-64	This range of marks reflects acceptable dissertation work, but with some significant weakness in arguments, lack of knowledge of some significant material, major organisational deficiencies, failure to address the issues fully, or other significant inaccuracies. Essays and assignments which achieve marks of 60-62 will be deemed to have

	achieved a <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 dissertation which may be reviewed, following oral examination, at a Board of Examiners' Meeting.
56 and below	This is work which fails to meet the academic standards of the programme. An oral examination will be required.

YEAR TWO STRUCTURE 2017

Block D: 27 March – 7 April

Research Methods

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

Student Thesis Proposal Presentations to Faculty

Attendance by all students at all sessions is strongly recommended.

Block E: 10– 22 July

Note: By the beginning of Block E your thesis Literature Review needs to be in draft form and required data must be in hand. Final draft of the Literature Review must be submitted in electronic form to your supervisor by 11am on the last day of block E. Failure to meet this deadline may result in a deduction of marks on you thesis by the Board of Examiners.

Oral Presentation of Thesis Progress (not assessed)

- Thesis Review & Commentary

Each student produces a Powerpoint presentation of the outline of their thesis for comment by Faculty.

Workshops and Surgeries (all optional)

- SPSS I: Introduction and How to Enter Data (*Dr Katrin Müller-Johnson*)
- SPSSII: How to do analyses (*Dr Katrin Müller-Johnson*)
- Thinking Qualitatively (*Dr Caroline Lanskey & Dr Ben Crewe*)
- Easy Statistics using online Calculators (*Dr Barak Ariel*)
- Qualitative Analysis Surgery (*Dr Caroline Lanskey*) optional for police
- Qualitative Coding and Analysis (*Dr Caroline Lanskey*) optional for police

- Survey Design – Informal workshop (*Dr Katrin Müller-Johnson*)
- Research Data Management (*Dr Barak Ariel*)
- Thinking Qualitatively (*Dr Caroline Lanskey & Dr Ben Crewe*)
- Excel Workshop (*Tom Olphin*)
- Interviews, Hints and Tips (*Dr Caroline Lanskey & Dr Ben Crewe*)

Block F: 11 - 22 September

Assessed Oral Presentation

This oral presentation is part of the course and is different from the oral examination (referred to as a viva or viva voce) for students who have borderline marks.

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

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

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

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

The presentations will be assessed on the following criteria:

<i>How clear was the presentation</i>	
<i>To what extent was the research question answered?</i>	
<i>How well does the evidence support the conclusions?</i>	
Total Mark	

Workshops and Surgeries

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

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

ESSAY 5 – THESIS PROPOSAL 2017

Due 2 May 2017

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

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

The word limit for this assignment is 4,000 words **excluding title page, references and appendices**. All completed assignments must be emailed to Lucinda Bowditch (ljb55@cam.ac.uk) and Glenn Garner (gg384@cam.ac.uk) by **11am on the due date**, an electronic version submitted to Turnitin and **four** paper copies to arrive no more than 2 days later.

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

Police Executive Programme Research Proposal Feedback Sheet	
Candidate Number:	
Assignment Title	
<ul style="list-style-type: none"> 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 Other Comments and Suggestions 	
Mark	

ESSAY DECLARATION FORM

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

Please submit an electronic copy to Lucinda Bowditch, (ljb55@cam.ac.uk) & Glenn Garner (gg384@cam.ac.uk) **no later than 11.00am** on the due date, an electronic copy to Turnitin and 4 paper copies all due to arrive on the submission date set.

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

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

I declare that the essay is entirely my own work

Signed:

Name (capitals):

Number of words:

Date:

Course Title:

Candidate No:

ADMINISTRATION:

Essay received by:

Date:

GUIDANCE ON THE PREPARATION AND SUBMISSION OF THE THESIS

The Thesis

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

CHOOSING A THESIS TOPIC

M.St. 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 you frame 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. One thesis, for example, won the best thesis award for an interview-based study of the policies and practices for 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.

While most recent thesis topics have addressed targeting analyses, 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.

Few theses have described the development and implementation of *tracking systems for victims, offenders or places*—although such theses can be 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 M.St. 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.

The most important point for students to understand *at the outset* in choosing a research question, let alone your data and research methods, is that they are all *highly likely to change as the thesis progresses*. That is why we are introducing a highly structured process for managing the development of a thesis from the original question up to the point of analyzing the data you have actually collected (qualitative or quantitative or both). Our process is designed not only to ensure support for students’ work at every stage, but also to show that revision of the research questions or methods is normal. Revision is a positive indication of striving for the best research product. As in the Birmingham Turning Point experiment, which was revised and re-started multiple times, revision is an indication of commitment to high quality research. The following process is designed to track the development of each thesis to ensure that quality.

THESIS DEVELOPMENT PROCESS

The M.St. thesis development process has 16 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 supervisors 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 following chart 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 below shows the 16 steps, the specific academic staff members who engage with students at each step, the time frame, process and the product.

The Key Products leading up to and guiding the thesis are the **Research Abstract** (500 words) which will feature an appendix called the **Implications Statement** (up to 1000 words), both of which are described below the Chart. The Research Abstract is the basis on which the thesis will be marked. It will be developed over the course of the process, especially while writing Essay 5. Each examiner will mark the thesis on the basis of the agreements reflected in the abstract, and will not challenge those agreements. The same applies to the implications statement.

Thesis Process Flow Chart:

	Time Frame	Step	Academic Staff Contact	Process	Thesis Product
1	October Year 1 to end January Year 2	Student Considers Possible Topics	Y1 Supervisor	Student consults Y1 Supervisor, agency managers; IT if relevant	Ideas or options to discuss with LS in Jan-Mar
2	By Skype or Phone from Jan. to March	Research Plan Refined & Approved	LS (audio record)	Student & LS talk 1 on 1, call arranged by LS	Agreed Research Abstract 1.0
3	Before Block D	Assignment of Y2 Supervisor	Programme Executive	Student notified name of Y2 Supervisor	NA
4	Block D, week 1	Research Plan Reviewed for feasibility	Y2 Supervisor	Student, Y2 Supervisor Meet 1 on 1 (In person or Skype)	Research Abstract 2.0 Track changes
5	Block D, Weeks 1-2	Updated Research Plan Reviewed by LS	LS & Y2 Supervisor	Generally by email; meetings in some cases	Research Abstract 3.0
6	Block D, weeks 1- 2	Research Plan Reviewed for Policy Impact	(UK: DO) (Global: HS) Y2 Supervisor	Student & Y2 Supervisor Discuss email from DO or HS; in some cases attend meetings with DO or HS if requested to do so	Implications Statement 1.0, from Abstract. 3.0
7	Time between Blocks D &E	Essay 5	Y2 Supervisor	Student writes Essay 5 proposal	Research Abstract 4.0
8	Block E	Draft Block E Progress Report (Note: all data should be in hand)	Y2 Supervisor	Student & Y2 Supervisor review data for analysis	Research Abstract 5.0
9	Block E	Review Block E Progress	Student, LS & Y2 Supervisor	By email or meetings	Research Abstract 6.0
10	Block E	2nd Review of Policy Impact	UK: DO Global: HS	Student, Y2S Review email from HS/DO; latter may request short meeting	Implications Statement 2.0
11	Block E	Draft Lit. Review	Y2 Supervisor	Y2 Supervisor comment by Block F	Draft of part of final thesis

12	Block F week 1	Draft Preliminary Results Slides	Y2 Supervisor	Y2 Supervisor meets student 1 on 1 (Skype or in person)	Research Abstract 7.0
13	Block F week 2	Marked Oral Presentation	LS, HS, DO Y2 Supervisor	Student Presents to LS, HS & DO	Agreed Mark by LS, HS & DO Abstract 8.0
14	1st November	Draft Thesis To Y2 Supervisor	Y2 Supervisor	Y2 Supervisor Receives Draft	Draft Thesis
15	30 days after student submits	Y2 Supervisor Returns Thesis comment	Y2 Supervisor	Y2 Supervisor sends back comments	Comments on Draft Thesis
16	Student submits by 12 th December	Final Thesis	Examiners	Examiners agree mark	Agreed mark & comments
	21st February	Possible Viva	Board of Examiners	Oral Examination of marginal theses	
		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

TEMPLATES

The key template for thesis development is the Research Abstract. The content of the 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 Research Abstract template below is followed by an illustration from a recent MSt Thesis:

Research Abstract Template (both qualitative and quantitative or mixed methods)

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 (circle one): 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: (only for versions 7.0 and higher)

Research Abstract appendix: Implications Statement Template (both qualitative and quantitative or mixed methods)

This statement should focus on the “so what” question about the value of the research for policing in the public interest. The range of ways in which a thesis can add value is enormous, and a standard template is difficult to delimit. Yet from the beginning of every research project, it is useful to reflect on two issues of the research implications:

- 1) What *specific value* can the research add to policing? Note that this is a distinct matter from why the problem itself (like burglary, or traffic accident deaths) is important. The less said about the latter, and the more said about the former, the better.
- 2) 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:

Research Abstract

1. **Thesis (draft) Title:** Patterns of Recidivism Frequency and Seriousness in Intimate Partner Violence Reported to Police¹
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**

M. Bland and B. Ariel, 2015. “Targeting Escalation in Reported Domestic Abuse: Evidence From 36,000 Callouts” *International Criminal Justice Review* 25(1) 30-53.

Dates, nature, and Cambridge Crime Harm Index Scores of each call to police about each Dyad describing

5. **Research Design (circle one):** comparing/predicting/ 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.”

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.

Qualitative Example

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.

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

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

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

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

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

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

Formal Requirements for the Submission of the Thesis

According to the M.St. regulations your thesis submission must include:

The Research Abstract – see above

The Implication Statement – see above

The Declarations

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

- (i) Word length – You are required to declare that the thesis is not more than 18,000 words in length (excluding notes, any relevant appendices and the bibliography).
- (ii) 'Other submissions' – You are required to declare whether or not the thesis (or some part of it) has previously been, or is concurrently being, submitted for any purpose other than the M.St. examination.
- (iii) Authorship – The thesis must be all your own original work except where you acknowledge other sources. Other sources include scholarly references, cited in brief in the text and in full in the list of References, in conformity with the Guidance for Referencing in this Handbook. They also include contributions from others in your agency who may collect data or prepare tables under your direction. However, all analysis must be conceptualised and directed by you, with advice from Institute staff. Always remember that in the event of an oral examination you will be required to explain why you decided to analyse the data in the way you did and what statistical techniques were involved. If you draw on the work of others this must be explicitly stated with an indication of which parts of the thesis (e.g. one chapter or part of a chapter) include the work done by others. You are required to include a declaration as follows: 'Except as indicated by specific references to or acknowledgements to other sources, this thesis is my own original work.' – a copy of the Declaration sheet can be found on the website and in later pages of this handbook.

The Format

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

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

An electronic version of the thesis must also be sent via email to ljb55@cam.ac.uk. Receipt of an electronic version will be accepted as proof that the thesis has been sent should the print copies be delayed in the mail. An electronic version must also be submitted to Turnitin. It essential that electronic and hard copies contain identical material.

Please do not send Special Delivery before 9am.

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

[Thesis title]

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

[Year]

The following shows how the thesis will be assessed:

M.St. 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>	

READING LISTS FOR 2017

Note that the same reading may be listed for more than one seminar. The reading list is constantly being updated as appropriate literature is published and as seminar topics are modified. We also reserve the right to amend the syllabus depending on the availability of speakers. You may use any of these readings when answering essay questions.

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

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

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

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

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

BLOCK A

Triple – T Strategy for EBP (Professor Lawrence Sherman)

Essential Reading (for the entire course):

M. Tonry (ed.) (2013) *Crime and Justice in America, 1975-2025*, Crime and Justice: A review of research, Vol. 42, Chicago: University of Chicago Press. **ONLINE/PERIODICAL** or **Q07**

Sherman, L.W. *et al.* (1989) 'Hot spots of predatory crime: routine activities and the criminology of place', *Criminology*, 27(1): 27-55. **ELECTRONIC**

Sherman, L.W. (1998) *Evidence-Based Policing*, Ideas in American Policing Series, Washington, DC: Police Foundation. **ELECTRONIC**

Northedge, A. (1990) 'Managing the writing process', in *The Good Study Guide*, Milton Keynes: Open University, pp. 296-335. **ELECTRONIC**

How to write and cite and essay (Dr Heather Strang)

Essential Reading:

Northedge, A. (1990) 'Managing the writing process', in *The Good Study Guide*, Milton Keynes: Open University, pp. 296-335. **ELECTRONIC**

Any recent articles in 'Criminology', 'Journal of Experimental Criminology' and 'British Journal of Criminology', for style, structure and referencing.

Trowell, C. *Plagiarism: What is plagiarism?*, University of Cambridge LibGuide. Available at: <http://libguides.cam.ac.uk/plagiarism/whatisplagiarism> (last updated August 2016) **ONLINE**

Introduction to Targeting: Crime Harm Index (Professor Lawrence Sherman)

Essential Reading

Sherman, L.W. (2007) 'The power few: experimental criminology and the reduction of harm', *Journal of Experimental Criminology*, 3(4): 299-321. **ELECTRONIC**

Sherman, L.W. *et al.* (1989) 'Hot spots of predatory crime: routine activities and the criminology of place', *Criminology*, 27(1): 27-55. **ELECTRONIC**

Sherman, L.W. (2013) 'The rise of evidence-based policing: targeting, testing and tracking', in M. Tonry (ed.) *Crime and Justice in America, 1975-2025*, Crime and Justice: A review of research, Vol. 42, Chicago: University of Chicago Press, pp. 377-452. **ONLINE/PERIODICAL** or **QO7**

Sherman, L.W. (1992) 'Attacking crime: police and crime control', in M. Tonry (ed.) *Crime and Justice: A review of research*, Vol. 15, Chicago: University of Chicago Press, pp. 159-230. **ELECTRONIC**

Farrell, G. (2015) 'Crime concentration theory', *Crime Prevention and Community Safety*, 17(4): 233-248. **ELECTRONIC**

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

Essential Reading

TBC

Introduction to Tracking (Professor Lawrence Sherman)

Essential Reading

Sherman, L.W. *et al.* (2014) 'An integrated theory of hotspots patrol strategy: implementing prevention by scaling up and feeding back', *Journal of Contemporary Criminal Justice*, 30(2): 95-122.

ONLINE/PERIODICAL

Varieties of Research Predictions (Professor Lawrence Sherman)

Essential Reading:

Barnes, G.C. and Hyatt, J.M. (2012) *Classifying Adult Probationers by Forecasting Future Offending: Final technical report*, report prepared with federal funds provided by the U.S. Department of Justice. **ELECTRONIC**

Berk, R. *et al.* (2009) 'Forecasting murder with a population of probationers and paroles: a high stakes application of statistical learning', *Journal of the Royal Statistical Society*, 172(1): 191-211.

ONLINE/PERIODICAL

Kahneman, D. (2011) *Thinking Fast and Slow*, London: Allen Lane (or Penguin paperback edition 2012). **IWH** (Chapters 17-22, especially chapter 21) **YOU WILL BE PROVIDED WITH A COPY**

Classic Theories of Leadership (Dr Tim Coupe)

Essential Reading:

Judge, T.A. and Piccolo, R.F. (2004) 'Transformational and transactional leadership: a meta-analytic test of their relative validity', *Journal of Applied Psychology*, 89(5): 755-768. **ELECTRONIC**

Denis, J-L., Langley, A. and Rouleau, L. (2007) 'Rethinking leadership in public organizations', in E. Ferlie, L.F. Lynn and C. Pollitt (eds) *Oxford Handbook of Public Management*, Oxford: Oxford University Press, pp. 446-467. **TJH7 (copy 3 in MSt collection)**

Further Reading

- Bass, M. and Avolio, B.J. (1993) 'Transformational leadership and organizational culture', *Public Administration Quarterly*, 17(1): 112-121. **ONLINE/PERIODICAL**
- Geller, W.A. (1985) *Police Leadership in America: Crisis and opportunity*, Chicago: American Bar Foundation. **RQDb7**
- Handy, C. (1993) 'On leadership' in *Understanding Organizations*, 4th ed., London: Penguin Books, pp. 96-121. **ELECTRONIC**

- Rousseau, D. (2006) 'Is there such a thing as "evidence-based management"?', *Academy of Management Review*, 31(2): 256-269. **ONLINE/PERIODICAL**

Implementation (Professor Lawrence Sherman & Sir Denis O'Connor)

Essential Reading:

Fixsen, D. *et al.* (2005) (eds) 'A conceptual view of implementation' and 'Conclusions and recommendations', in *Implementation Research: A synthesis of the literature*, Tampa: University of South Florida, pp. 11-22, 67-79. **ONLINE**

Sherman, L.W. (2015) 'A tipping point for "totally evidenced policing": ten ideas for building an evidence-based police agency', *International Criminal Justice Review*, 25(1): 11-29. **ONLINE/PERIODICAL**

Routine Activities Theory (Dr Tim Coupe)

Essential Reading:

Akers, R.L. and Sellers, C.S. (2009) 'Routine activities theory', in *Criminological Theories: Introduction, evaluation and application*, 5th ed., New York: Oxford University Press, pp. 35-44. **ELECTRONIC**

Felson, M. and Cohen, L.E. (1979) 'Social change and crime rate trends: a routine activity approach', *American Sociological Review*, 44(4): 588-608. **ELECTRONIC**

Further Reading

- Chamard, S. (2010) 'Routine activities', in E. McLaughlin and T. Newburn (eds) *The Sage Handbook of Criminological Theory*. London: Sage, pp. 210-224. **Q07**
- Clarke, R.V. (ed.) (1997) *Situational Crime Prevention: Successful case studies*, 2nd ed., Guilderland, N.Y.: Criminal Justice Press. **QOK7**
- Coupe, R.T. and Blake, L. (2006) 'Daylight and darkness targeting strategies and the risks of being seen at residential burglaries', *Criminology*, 44(2): 431-464. **ONLINE/PERIODICAL**
- Coupe, R.T. and Fox, B.H. (2015) 'A risky business: how do access, exposure and guardians affect the chances of non-residential burglars being seen?', *Security Journal*, 28(1): 71-92. **PERIODICAL (UL- L236.b.385)**
- D'Alessio, S.J., Eitle, D. and Stolzenberg, L. (2012) 'Unemployment, guardianship, and weekday residential burglary', *Justice Quarterly*, 29(6): 919-932. **ONLINE/PERIODICAL**
- Haywood, J., Kautt, P. and Whitaker, A. (2009) 'The effects of 'alley-gating' in an English town', *European Journal of Criminology* 6: 361-381. **ONLINE/PERIODICAL**
- Pease, K. (1997) 'Crime prevention', in M. Maguire, R. Morgan and R. Reiner (eds) *The Oxford Handbook of Criminology*, 2nd ed., Oxford: Oxford University Press, chapter 27. **Q07**
- Welsh, B.C., Farrington, D.P. and Sherman, L.W. (2001) *Costs and Benefits of Preventing Crime*, Westview Press: Boulder, Colorado. **QOK7**
- Thompson, L. and Coupe, T. (in press) 'Time and opportunity', in G.J.N. Bruinsma and S.D. Johnson (eds) *The Oxford Handbook of Environmental Criminology*, Oxford: Oxford University Press. **TBC**

Targeting Places (Professor Lawrence Sherman)

Essential Reading:

Sherman, L.W. (1995) 'Hot spots of crime and criminal careers of places', in J.E. Eck and D. Weisburd (eds) *Crime and Place*, Crime Prevention Studies, Vol. 4, Monsey, NY: Criminal Justice Press, pp. 35-52. **ELECTRONIC**

Weisburd, D. (2006) 'Does crime just move around the corner? A controlled study of spatial displacement and diffusion of crime control benefits', *Criminology*, 44(3): 549-592. **ELECTRONIC**

Weisburd, D. *et al.* (2004) 'Trajectories of crime at places: a longitudinal study of the segments in the city of Seattle', *Criminology*, 42(2): 283-321. **ELECTRONIC**

Deterrence Theory (Dr Justice Tankebe)

Essential Reading:

Bottoms, A. and von Hirsch, A. (2012) 'The crime-preventive impact of penal sanctions', in P. Cane and H.M. Kritzer (eds) *Oxford Handbook of Empirical Legal Research*, New York: Oxford University Press, pp. 96-124. **S7**

Nagin, D.S. (2013) 'Deterrence in the twenty-first century', in M. Tonry (ed.) *Crime and Justice: A review of research*, Vol. 42, Chicago: University of Chicago Press, pp. 199-263. **ONLINE/PERIODICAL**

Paternoster, R. (2010) 'How much do we really know about criminal deterrence?', *The Journal of Criminal Law and Criminology*, 100(3): 765-824. **ONLINE/PERIODICAL**

Further Reading

- Sherman, L. (1990) 'Police crackdowns: initial and residual deterrence', in M. Tonry (ed.) *Crime and Justice: A review of research*, Vol. 12, Chicago: University of Chicago Press, pp. 1-48. **ELECTRONIC**
- Von Hirsch, A. *et al.* (1999) *Criminal Deterrence and Sentence Severity*, Oxford: Hart Publishing. **QPA**
- Prat, T.C. *et al.* (2005) 'The empirical status of deterrence theory: a meta-analysis', in F.T. Cullen *et al.* (eds) *Taking Stock: The Empirical Status of Criminological Theory*, New Jersey: Transaction. **Q07**
- Coleman, J.S. and Fararo, T.J. (eds) (1992) *Rational Choice Theory: Advocacy and critique*, London: Sage. (Read introduction and chapters 9 and 10) **Q07**
- Nagin, D.S. (1998) 'Criminal deterrence research at the outset of the twenty-first century', in M. Tonry (ed.) *Crime and Justice: A review of research*, Vol. 23, Chicago: University of Chicago Press, pp. 1-42. **ELECTRONIC**

Essays (Professor Lawrence Sherman)

Essential Reading:

None Required.

Socio-Spatial Criminology (Professor Sir Anthony Bottoms)

Essential Reading:

Bottoms, A.E. (2012) 'Developing socio-spatial criminology', in M. Maguire, R. Morgan and R. Reiner (eds) *The Oxford Handbook of Criminology*, 5th ed., Oxford: Oxford University Press. **ELECTRONIC**

Further Reading

- Wortley, R. and Mazerolle, L. (2017) *Environmental Criminology and Crime Analysis*, 2nd ed., London: Routledge. (Chapters 1-5, or equivalent chapters in first ed. (2008) Cullompton: Willan.) **QOG7**
- Townsley, M. *et al.* (2015) 'Burglar target selection: a cross-national comparison', *Journal of Research in Crime and Delinquency*, 52(1): 3-31. **ONLINE/PERIODICAL**
- Bottoms, A.E. (in press) 'The importance of high offender neighbourhoods within environmental criminology', in G.J.N. Bruinsma and S.D. Johnson (eds) *The Oxford Handbook of Environmental Criminology*, Oxford: Oxford University Press. **TBC**

Testing Place-Based Policing (Professor Lawrence Sherman and Dr Barak Ariel)

Essential Reading:

Braga, A., Papachristos, A. and Hureau, D. (2012) *Hot Spots Policing Effects On Crime*, Campbell Systematic Reviews, 2012:8. **ONLINE**

Braga, A. *et al.* (1999) 'Problem-oriented policing in violent crime places: a randomized controlled experiment', *Criminology*, 37(3): 541-578. **ELECTRONIC**

Sherman, L.W. (1990) 'Police crackdowns: initial and residual deterrence', in M. Tonry (ed.) *Crime and Justice: A review of research*, Vol. 12, Chicago: University of Chicago Press, pp. 1-49. **ELECTRONIC**

Sherman, L.W. and Weisburd, D. (1995) 'General deterrent effects of police patrol in crime "hot spots": a randomized controlled trial', *Justice Quarterly*, 12(4): 625-648. **ELECTRONIC**

Sherman, L., Shaw, J.W. and Rogan, D.P. (1995) 'The Kansas City Gun Experiment' in *National Institute of Justice, Research in Brief: Issues and Findings*, US Department of Justice. **ELECTRONIC**

Tracking Place Based Policing (Professor Lawrence Sherman and Dr Barak Ariel)

Essential Reading

Sherman, L.W. *et al.* (2014) 'An integrated theory of hot spots patrol strategy: implementing prevention by scaling up and feeding back', *Journal of Contemporary Criminal Justice* 30(2): 95-122. **ONLINE/PERIODICAL**

Correlation v. Causation (Dr Geoffrey Barnes)

Essential Reading:

Stigler, S.M. (2005) 'Correlation and causation: a comment', *Perspectives in Biology and Medicine*, 48(1): 88-94. **ELECTRONIC**

Further Reading

- Rantakallio, P. *et al.* (1992) 'Maternal smoking during pregnancy and delinquency of the offspring: an association without causation?', *International Journal of Epidemiology*, 21(6): 1106-1113. **ELECTRONIC**

Reliable and Valid Measurement (Dr Katrin Muller-Johnson)

Essential Reading:

TBC

RCT Protocol Design: Testing Patrols on the Tube (Dr Barak Ariel)

Essential Reading

CONSORT (2010) *CONSORT 2010 Checklist of Information to Include When Reporting a Randomised Trial* Available to download at: <http://www.consort-statement.org/consort-2010> **ONLINE**

Sherman, L.W. and Strang, H. (2009) 'Crim-PORT 1.0: Criminological Protocol for Operating Randomized Trials'. Available at: www.crim.cam.ac.uk/research/experiments/crimport.doc **ONLINE**

Learning from and Leading in Testing in Policing (Peter Neyroud)

Essential Reading:

Sherman, L.W. (1992) *Policing Domestic Violence: experiments and dilemmas*, New York: Free Press, Appendix 2, pp. 283-360. **QORAb**

Clarke, R.V.G. and Cornish, D.B. (1972) *The Controlled Trial in Institutional Research: paradigm or pitfall for penal evaluators?*, Home Office research studies 15, London: HMSO. **ONLINE or G.Q08**

McQueen, S. and Bradford, B. (2016) 'Where did it all go wrong? Implementation failure - and more - in a field experiment of procedural justice policing', *Journal of Experimental Criminology*, first published online 15 December, 2016: 1-25. DOI: 10.1007/s11292-016-9278-7 **ONLINE**

Further Reading

- Fleming, J. (ed.) (2015) *Police Leadership: Rising to the top*, Oxford: Oxford University Press. (Chapters 1, 12 and 13) **RQD7**
- Welsh, B.C., Braga, A.A. and Bruinsma, G.J.N (eds) (2013) *Experimental Criminology: Prospects for advancing science and public policy*, Cambridge: Cambridge University Press. (Chapters, 1, 6 and 11) **Q07**
- Neyroud, P.W. and Slothower, M.P. (2015) 'Wielding the sword of Damocles: the challenges and opportunities in reforming police out of court disposals in England and Wales', in M. Wasik and S. Santatzoglou (eds) *The Management of Change in Criminal Justice: Who knows best?*, Basingstoke: Palgrave Macmillan, pp. 275-292. **SQAea7**
- Martin, P. and Mazerolle, L. (2016) 'Police leadership in fostering evidence-based agency reform', *Policing: A journal of policy and practice*, 10(1): 34-43. **ONLINE/PERIODICAL**

Obstacles to Implementation (Sir Denis O'Connor and Peter Neyroud)

Essential Reading:

Sherman, L.W. (1992) *Policing Domestic Violence: experiments and dilemmas*, New York: Free Press, Appendix 2, pp. 283-360. **QORAb**

Clarke, R.V.G. and Cornish, D.B. (1972) *The Controlled Trial in Institutional Research: paradigm or pitfall for penal evaluators?*, Home Office research studies 15, London: HMSO. **ONLINE or G.Q08**

Martin, P. and Mazerolle, L. (2016) 'Police leadership in fostering evidence-based agency reform', *Policing: A journal of policy and practice*, 10(1): 34-43. **ONLINE/PERIODICAL**

Further Reading

- Fleming, J. (ed.) (2015) *Police Leadership: Rising to the top*, Oxford: Oxford University Press. (Chapters 1, 12 and 13) **RQD7**
- Welsh, B.C., Braga, A.A. and Bruinsma, G.J.N (eds) (2013) *Experimental Criminology: Prospects for advancing science and public policy*, Cambridge: Cambridge University Press. (Chapters, 1, 6 and 11) **Q07**

- Neyroud, P.W. and Slothower, M.P. (2015) 'Wielding the sword of Damocles: the challenges and opportunities in reforming police out of court disposals in England and Wales', in M. Wasik and S. Santatzoglou (eds) *The Management of Change in Criminal Justice: Who knows best?*, Basingstoke: Palgrave Macmillan, pp. 275-292. **SQAea7**
- Famega, C., Hinkle, J. and Weisburd, D.W. (2017) 'Why getting inside the "black box" is important: examining treatment implementation and outputs in policing experiments', *Police Quarterly*, 20(1): 106-132. **ONLINE/PERIODICAL**
- Feder, L., Jolin, A. and Feyerherm, W. (2000) 'Lessons from two randomized experiments in criminal justice settings', *Crime & Delinquency*, 46(3): 380-400. **ONLINE/PERIODICAL**

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

Essential Reading:

None Required.

Hypothesis Testing and Confidence Intervals

Essential Reading

Gardner, M.J. and Altman, D.G. (1986) 'Confidence intervals rather than P values: estimation rather than hypothesis testing', *British Medical Journal (Clinical Research ed.)*, 292(6522): 746-750. **ONLINE/PERIODICAL**

BLOCK B

Gladwell on Triple-T (Professor Lawrence Sherman)

Essential Reading:

Gladwell, M. (2006) 'Million-dollar Murray', *New Yorker*, 81(46): 96. **ONLINE/PERIODICAL**
 Gladwell, M. (2015) 'The engineer's lament', *New Yorker*, 91(11): 46. **ONLINE/PERIODICAL**

Targeting and Triaging of Victim Harm (Dr Heather Strang)

Essential Reading:

Grove, L.E. *et al.* (2012) *Preventing Repeat Victimization: A systematic review*, Bra National Council for Crime Prevention: Stockholm. Available at: <https://www.bra.se/bra/bra-in-english/home/publications/archive/publications/2012-06-11-preventing-repeat-victimization.html> **ONLINE**

Pease, K. and Tseloni, A. (2004) 'Repeat personal victimization: random effects, event dependence and unexplained heterogeneity', *British Journal of Criminology*, 44(6): 931-945. **ONLINE/PERIODICAL**

Further Reading

- Pease, K. (1998) *Repeat Victimization: Taking stock*, Crime Detection and Prevention Series Paper 90. **ONLINE**
- Bowers, K.J., Johnson, S.D. and Pease, K. (2004) 'Prospective Hot-Spotting: The future of crime mapping?' *British Journal of Criminology* 44(5): 641-658. **ONLINE/PERIODICAL**
- Shapland, J. and Hall, M. (2007) 'What do we know about the effects of crime on victims?', *International Review of Victimology*, 14(2): 175-217. **ONLINE/PERIODICAL**

Surveys and Response Rates: Tracking (Dr Katrin Muller-Johnson)

Essential Reading:

Bachman, R. and Schutt, R.K. (2014) 'Survey research', in *The Practice of Research in Criminology and Criminal Justice*, 5th ed., London: Sage, pp. 189-235. **K4**

Legitimacy 1 Audience Perspectives (Dr Justice Tankebe)

Essential Reading:

Tankebe, J. (2013) 'Viewing things differently: examining the dimensions of public perceptions of police legitimacy', *Criminology*, 51(1): 103-135. **ELECTRONIC**

Tyler, T.R. (2006) *Why People Obey the Law*, Yale: Yale University Press. (Afterword, pp. 269-288) **ELECTRONIC**

Augustyn, M.B. (2015) 'The (Ir)relevance of Procedural Justice in the Pathways to Crime', *Law and Human Behavior*, 39(4): 388-401. **ONLINE/PERIODICAL**

Further Reading

- Bottoms, A.E. and Tankebe, J. (2012) 'Criminology: beyond procedural justice: a dialogic approach to legitimacy in criminology', *Journal of Criminal Law and Criminology*, 102(1): 119-170. **ONLINE/PERIODICAL**
- Tankebe, J. (2009) 'Public cooperation with the police in Ghana: does procedural fairness matter?', *Criminology: An International Journal*, 47(4): 1265-1293. **ELECTRONIC**
- Paternoster, R. *et al.* (1997) 'Do fair procedures matter? The effect of procedural justice on spouse assault', *Law and Society Review*, 31(1): 163-204. **ELECTRONIC**
- Tyler, T.R., Callaghan, P.E. and Frost, J. (2007) 'Armed, and dangerous (?): motivating rule adherence among agents of social control', *Law and Society Review*, 41(2): 457-492. **ONLINE/PERIODICAL**
- Reisig, M.D., Tankebe, J. and Meško, G. 'Compliance with the law in Slovenia: the role of procedural justice and police legitimacy', *European Journal on Criminal Policy and Research*, 20(2): 259-276. **ONLINE/PERIODICAL**
- Tyler, T.R. (2011) 'Trust and legitimacy: policing in the USA and Europe', *European Journal of Criminology*, 8(4): 254-266. **ONLINE/PERIODICAL**
- Tyler, T.R. (2006) *Why People Obey the Law*, Yale: Yale University Press. **SAA**
- Tankebe, J., Reisig, M.D. and Wang, X. (2016) 'A multidimensional model of police legitimacy: a cross-cultural assessment', *Law and Human Behavior*, 40(1):11-22. **ONLINE/PERIODICAL**

Targeting and Testing for Domestic Abuse (Professor Lawrence Sherman and Dr Heather Strang)

Essential Reading:

Sherman, L.W. (1992) *Policing Domestic Violence: experiments and dilemmas*, New York: Free Press. **QORAb**

Sherman, L.W. and Strang, H. (1996) *Policing Domestic Violence: The problem-solving paradigm*, Paper presented at the conference 'Problem-Solving Policing as Crime Prevention', Stockholm. **ELECTRONIC**

Sampling, Panels, Cross-Sections (Dr Barak Ariel)

Further Reading

Bachman, R. and Schutt, R.K. (2014) 'Sampling', in *The Practice of Research in Criminology and Criminal Justice*, 5th ed., London: Sage, pp. 101-133. **K4**

Legitimacy 2 Power Holders Perspectives (Dr Justice Tankebe)

Essential Reading:

Bottoms, A.E. and Tankebe, J. (2013) "'A voice within": power-holders' perspectives on authority and legitimacy', in J. Tankebe and A. Liebling (eds) *Legitimacy and Criminal Justice: An international exploration*, Oxford: Oxford University Press, pp. 60-82. **ELECTRONIC**

Tankebe, J., and Mesko, G. (2015) 'Police self-legitimacy, use of force, and pro-organizational behavior in Slovenia', in G. Mesko and J. Tankebe (eds) *Trust and Legitimacy in Criminal Justice: European perspectives*, New York: Springer, pp. 261-270. **ELECTRONIC**

Nix, J., and Wolfe, S.E. (2015) 'The impact of negative publicity on police self-legitimacy', *Justice Quarterly*, first published online 26 October, 2015: 1-25. DOI: 10.1080/07418825.2015.1102954 **ONLINE/PERIODICAL**

Further Reading

- Bottoms, A.E. and Tankebe, J. (2012) 'Criminology: beyond procedural justice: a dialogic approach to legitimacy in criminology', *Journal of Criminal Law and Criminology*, 102(1): 119-170. **ONLINE/PERIODICAL**
- Wolfe, S.E. and Nix, J. (2016) 'The alleged "Ferguson effect" and police willingness to engage in community partnerships', *Law and Human Behavior*, 40(1): 1-10. **ONLINE/PERIODICAL**
- Akoensi, T.D. (2016) 'Perceptions of self-legitimacy and audience legitimacy among prison officers in Ghana', *International Journal of Comparative and Applied Criminal Justice*, 40(3): 245-261. **ONLINE/PERIODICAL**

Testing Restorative Justice Conferences (Dr Heather Strang)

Essential Reading:

Sherman, L. and Strang, H. (2012) 'Restorative justice as evidence-based sentencing', in J. Petersilia and K.R. Reitz (eds) *The Oxford Handbook of Sentencing and Corrections*, Oxford: Oxford University Press, pp. 215-243. **ELECTRONIC**

Strang, H. *et al.* (2013) *Restorative Justice Conferencing (RJC) Using Face-to-Face Meetings of Offenders and Victims: Effects on offender recidivism and victim satisfaction: a systematic review*, Campbell Systematic Reviews, 2013:12. **ONLINE**

Angel, C.M., *et al.* (2014) 'Short-term effects of restorative justice conferences on post-traumatic symptoms among robbery and burglary victims: a randomized controlled trial', *Journal of Experimental Criminology* 10(3): 291-307. **ONLINE/PERIODICAL**

Strang, H. (2012) 'Conferencing and victims', in E. Zinsstag and I. Vanfraechem (eds) *Conferencing and Restorative Justice: International practices and perspectives*, Oxford: Oxford University Press, pp. 83-98. **SAMx7**

Further Reading

- Sherman, L. (2006) *et al.* 'Effects of face-to-face restorative justice on victims of crime in four randomized, controlled trials', *Journal of Experimental Criminology*, 1(3): 367-395. **ONLINE/PERIODICAL**
- Strang, H. (2002) 'The Reintegrative Shaming Experiments: research designs and methodology', in *Repair or Revenge: Victims and restorative justice*, Oxford: Clarendon Press, pp. 62-87. **QOOVua8**

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

Essential Reading

None Required.

Tracking Victim Satisfaction (Dr Katrin Muller-Johnson)

Essential Reading:

TBC

Calling the Police: Responses to Victims in Times of Austerity (Professor Lawrence Sherman)

Essential Reading:

McEwan, J.T., Connors, E.F. and Cohen, M.I. (1986) *Evaluation of the Differential Police Response Field Test*, Washington, DC: National Institute of Justice, US Department of Justice. **ELECTRONIC**

Effect Size and Power (Professor Lawrence Sherman and Dr Barak Ariel)

Essential Reading

Weisburd, D., Petrosino, A. and Mason, G. (1993) 'Design sensitivity in criminal justice experiments', in M. Tonry (ed.) *Crime and Justice: A review of research*, Vol. 17, Chicago: University of Chicago Press, pp. 337-377. **ELECTRONIC**

Control Theories (Dr Justice Tankebe)

Essential Reading:

Hirschi, T. (1969) *Causes of Delinquency*, Berkeley: University of California Press. (Chapter 2 'A control theory of delinquency', pp. 16-34.) **ELECTRONIC**

Sykes, G. and Matza, D. (1957) 'Techniques of neutralization: a theory of delinquency', *American Sociological Review*, 22(6): 664-670. **ONLINE/PERIODICAL**

Further Reading

- Maruna, S. and Sellars, C.S. (2005) 'What have we learned from five decades of neutralization research?', in M. Tonry (ed.) *Crime and Justice: A review of research*, Vol. 32, pp. 221-320. **ONLINE/PERIODICAL**
- Gottfredson, M.R. (2006) 'The empirical status of control theory in criminology' in F.T. Cullen *et al.* (eds), *Taking Stock: The status of criminological theory*, New Brunswick: Transaction Publishers, pp. 77-100. **QO7**
- Gottfredson, M.R. and Hirschi, T. (1990) *A General Theory of Crime*, Stanford: Stanford University Press. (Read chapter 1 'Classical theory' and chapter 5 'The nature of criminality'.) **QOA**
- Carter, H. and Walter, F. (2008) 'Self-control theory and the concept of opportunity: the case for a more systematic union', *Criminology*, 46(4): 1039-1072. **ONLINE/PERIODICAL**
- Wikström, P-O. and Treiber, K. (2007) 'The role of self-control in crime causation: beyond Gottfredson and Hirschi's General Theory of Crime', *European Journal of Criminology*, 4(2): 237-264. **ONLINE/PERIODICAL**
- Kempf, K.L. (1993) 'The empirical status of Hirschi's control theory', in F. Adler and W. Laufer (eds) *New Directions in Criminological Theory*, Vol. 4, Brunswick: Transaction Press. (Particularly chapter 6 'Social bonding and control theories'.) **QO7**
- Kempf, K.L. (1993) 'The empirical status of Hirschi's control theory', in F. Adler and W. Laufer (eds) *New Directions in Criminological Theory*, Vol. 4, Brunswick: Transaction Press. (Particularly chapter 6 'Social bonding and control theories'.) **QO7**

Planned Change with Experiments (Peter Neyroud)

Essential Reading:

Weisburd, D. and Braga, A.A. (2006) 'Hot spots policing as a model for police innovation', in D. Weisburd and A.A. Braga (eds) *Police Innovation: Contrasting perspectives*, Cambridge: Cambridge University Press, pp. 225-244. **ELECTRONIC**

Nutley, S.M., Walter, I. and Davies, H.T.O. (2007) 'Drawing some conclusions on using evidence' in *Using Evidence: How research can inform public services*. Bristol: Policy Press, chapter 10, pp. 297-320. **ELECTRONIC**

Further Reading

- Welsh, B.C. and Farrington, D.P. (2013) 'Evidence-based crime policy', in M. Tonry (ed.) *The Oxford Handbook of Crime and Criminal Justice*, Oxford: Oxford University Press, pp. 60-92. **QOb7**
- Fleming, J. (ed.) (2015) *Police Leadership: Rising to the top*, Oxford: Oxford University Press. **RQD7**
- Mazerolle, L.W., Lum, C. and Braga, A.A. (2014) 'Using experimental designs to study police interventions', in M. Reisig and R.J. Kane (eds) *Oxford Handbook of Police and Policing*, Oxford: OUP, pp. 487-518. **RPP7**

Forecasting Victim Harm (Dr Geoffrey Barnes)

Essential Reading:

TBC

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

Essential Reading:

Sherman, L.W. (2009) 'An introduction to experimental criminology', in A.R. Piquero and D. Weisburd (eds) *Handbook of Quantitative Criminology*, New York: Springer, pp. 399-436. **ELECTRONIC**

Strang, H. (2012) 'Coalitions for a common purpose: managing relationships in experiments', *Journal of Experimental Criminology* 8(3): 211-225. **ELECTRONIC**

Strang, H. and Sherman, L. (2012) 'Experimental criminology and restorative justice: principles of developing and testing innovations in crime policy', in D. Gadd, S. Karstedt and S.F. Messner (eds) *The Sage Handbook of Criminological Research Methods*, London: Sage Publications, pp. 395-409.

QO7 and E-BOOK

Further Reading

- Nutley, S.M., Walter, I. and Davies, H.T.O. (2007) 'Improving research use in practice contexts', in *Using Evidence: How research can inform public services*, Bristol: Policy Press, chapter 7, pp. 195-230. **RGea**
- Feder, L., Join, A. and Feyerherm, W. (2000) 'Lessons from two randomised experiments in criminal justice settings', *Crime and Delinquency*, 46(3): 380-400. **ONLINE/PERIODICAL**
- Rousseau, D. (2005) '2005 Presidential Address: Is there such a thing as "evidence-based management"?', *Academy of Management Review*, 31(2): 256-269. **ONLINE/PERIODICAL**
- Rousseau, D.M. and McCarthy, S. (2007) 'Educating managers from an evidence-based perspective', *Academy of Management Learning and Education*, 6(1): 84-101. **ONLINE**
- Lum, C., Telep C.W., Koper, C.S. and Grieco, J. (2012) 'Receptivity to research in policing', *Justice Research and Policy*, 14(1): 61-95. **ONLINE**

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

Essential Reading:

Neyroud, P.W. (2016) 'The ethics of learning by testing: the police, professionalism and researching the police', in M. Cowburn, L. Gelsthorpe and A. Wahidin (eds) *Research Ethics in Criminology: Dilemmas, issues and solutions*, London: Routledge (chapter 5). **K4**

Westmarland, L. (2014) 'Ethics and policing', in J. Brown (ed.) *The Future of Policing*, Abingdon: Routledge, pp. 463-475. **RPpEb7**

Further Reading

- Manning, P.K. (2010) *Democratic Policing in a Changing World*, London: Paradigm. (Read final chapter) **RPP**
- Westmarland, L. (2005) 'Police ethics and integrity: breaking the blue code of silence', *Policing and Society*, 15(2): 145-165. **ONLINE/PERIODICAL**
- Cockcroft, T. (2013) *Police Culture: Theme and concepts*, London: Routledge. (Read chapter 3 'Police culture: traditional approaches', pp. 46-78) **RPPK**

BLOCK C

Targeting Offender Harm (Professor Lawrence Sherman)

Essential Reading:

Berk, R. *et al.* (2009) 'Forecasting murder within a population of probationers and parolees: a high stakes application of statistical learning', *Journal of The Royal Statistical Society*, 172(1): 191-211. **ELECTRONIC**

Further Reading

- Cosma, I. (2012) Analysis of PNC Data Set. **ELECTRONIC**
- Barnes, G.C. and Hyatt, J.M. (2012) *Classifying Adult Probationers by Forecasting Future Offending: Final technical report*, report prepared with federal funds provided by the U.S. Department of Justice. **ELECTRONIC**

Testing Offender Management (Professor Lawrence Sherman)

Essential Reading:

Barnes, G. *et al.* (2010) 'Low-intensity community supervision for low-risk offenders: a randomised controlled trial', *Journal of Experimental Criminology*, 6(2): 159-189. **ELECTRONIC**

Sherman, L.W. *et al.* (2015) 'Are restorative justice conferences effective in reducing repeat offending? Findings from a Campbell Systematic Review', *Journal of Quantitative Criminology*, 31(1): 1-24. **ELECTRONIC**

Braga, A.A. *et al.* (2012) *The Effects of 'Pulling Levers' Focused Deterrence Strategies on Crime*, *Campbell Systematic Reviews*, 2012:6. **ONLINE**

Groff, E. *et al.* (2015) 'Does what police do at hot spots matter? The Philadelphia policing tactics experiment', *Criminology*, 53(1): 23-53. **ONLINE/PERIODICAL**

Lum, C. *et al.* (2011) 'The evidence-based policing matrix', *Journal of Experimental Criminology*, 7(1): 3-26. **ONLINE/PERIODICAL**

Testing Prosecution v. Diversion (Professor Lawrence Sherman)

Essential Reading:

Petrosino, A. *et al.* (2010) *Formal System Processing of Juveniles: Effects on delinquency*, *Campbell Systematic Reviews*, 2010:1. **ONLINE**

Developmental Theories (Professor David Farrington)

Essential

Reading:

Farrington, D. (2005) 'Building developmental and life-course theories', in F.T. Cullen (ed.) *Taking Stock: The status of criminological theory*, *Advances in Criminological Theory*, Vol. 15, Transaction, New Brunswick. **ELECTRONIC**

Further Reading

- Farrington, D. (2003) 'Developmental and life-course criminology', *Criminology*, 41(2): 221-255. **ONLINE/PERIODICAL**
- Farrington, D. (2010) 'Life-course and developmental theories in criminology', in T. Newburn and E. McLaughlin (eds) *The Sage Handbook of Criminology*, Sage: London. **Q07**

Group Project on Tracking Offenders (Professor Lawrence Sherman, Sir Denis O'Connor and John Parkinson)

Essential Reading:

None Required.

Situational Action Theory (Professor P-O Wikstrom)

Essential Reading:

Wikström, P-O., Oberwittler, D., Treiber, K. and Hardie, B. (2012) *Breaking Rules: The social and situational dynamics of young people's urban crime*, Oxford: Oxford University Press. ('Situational Action Theory', pp. 3-43) **ELECTRONIC or QOJefg8**

Further Reading

- Wikström, P-O. (2010) 'Explaining crime as moral actions', in S. Hitlin and S. Vaisey (eds) *Handbook of the Sociology of Morality*, New York: Springer, pp. 211-239. **ELECTRONIC or PE7**
- Wikström, P-O. (2006) 'Individuals, settings and acts of crime: situational mechanisms and the explanation of crime', in P-O. Wikström and R.J. Sampson (eds) *The Explanation of Crime: Context, mechanisms, and development*, Cambridge: Cambridge University Press, pp. 61-107. **ELECTRONIC or QO7**

Predicting Solvable Cases: Solvability evidence and principles (Dr Tim Coupe)

Essential Reading:

Robb, P., Coupe, T. and Ariel, B. (2015) 'Solvability and detection of metal theft on railway property', *European Journal on Criminal Policy and Research*, 21(4):463-484. **ONLINE/PERIODICAL**

Coupe, R.T. and Blake, L. (2005) 'The effects of patrol workloads and response strength on burglary emergencies', *Journal of Criminal Justice*, 33(3): 239-255. **ONLINE/PERIODICAL**

Jansson, K. (2005) *Volume Crime Investigations: A review of the research literature*, Home Office Online Report 44/05, London: Home Office. **ONLINE**

Paine, C. and Ariel, B. (2013) *Solvability Analysis: Increasing the likelihood of detection in completed, attempted and in-progress burglaries* [Powerpoint], 6th Cambridge Evidence-Based Policing Conference, 2013. Available at: http://www.crim.cam.ac.uk/events/conferences/ebp/2013/slides/solvability_factors_colin_paine.pptx **ONLINE**

Tiley, N. *et al.* (2007) 'The investigation of high volume crime', in T. Newburn, T. Williamson and A. Wright (eds) *Handbook of Criminal Investigation*, Cullompton: Willan, pp. 226-254. **QOL7**

Further Reading

- Blake, L. and Coupe, R.T. (2001) 'The impact of single and two officer patrols on catching burglars in the act', *British Journal of Criminology*, 41(2): 381-396. **ONLINE/PERIODICAL**
- Brandl, S.G. and Frank, J. (1994) 'The relationship between evidence, detective effort, and the disposition of burglary and robbery investigations', *American Journal of Police*, 13(3): 149-168. **ONLINE/PERIODICAL**
- Coupe, R.T. and Griffiths, M. (1996) *Solving Residential Burglary*, Crime Detection and Prevention Series Paper 77, London: Home Office. **ONLINE**
- Coupe, R.T. and Griffiths, M. (2000) 'Catching offenders in the act: an empirical study of police effectiveness in handling 'immediate response' residential burglary', *International Journal of the Sociology of Law*, 28(2): 163-176. **ONLINE/PERIODICAL**
- Robinson, A. and Tilley, N. (2009) 'Factors influencing police performance in the investigation of volume crimes in England and Wales', *Police Practice and Research: An International Journal*, 10(3): 209-223. **ELECTRONIC**

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

Essential Reading:

None Required.

Compliance Theory (Professor Sir Anthony Bottoms)

Essential Reading:

Bottoms, A.E. (2002) 'Morality, crime, compliance and public policy', in A.E. Bottoms and M. Tonry (eds) *Ideology, Crime and Criminal Justice: A symposium in honour of Sir Leon Radzinowicz*, Cullompton: Willan, pp. 20-55. **ELECTRONIC**

Further Reading

- Ugwudike, P. and Raynor, P. (eds) (2013) *What Works in Offender Compliance: International perspectives and evidence-based practice*, Basingstoke: Palgrave Macmillan. **QPx7**

Predicting Solvable Cases: Burglary solvability Indicators (Dr Tim Coupe)

Essential Reading:

Coupe, R.T. and Blake, L. (2006) 'Daylight and darkness targeting strategies and the risks of being seen at residential burglaries', *Criminology*, 44(2): 431-464. **ONLINE/PERIODICAL**
 D'Alessio, S.J., Eitle, D. and Stolzenberg, L. (2012) 'Unemployment, guardianship, and weekday residential burglary', *Justice Quarterly*, 29(6): 919-932. **ONLINE/PERIODICAL**

Farrell, G. and Pease, K. (1994) 'Crime seasonality: domestic disputes and residential burglary in Merseyside 1988-90', *British Journal of Criminology*, 34(4): 487-498. **ONLINE/PERIODICAL**

Further Reading:

- Coupe, R.T. and Kaur, S. (2011) 'The effects of target characteristics on the sighting and arrest of offenders at burglary emergencies', *Security Journal*, 24(2): 157-178. **PERIODICAL L236.B.385 (Can be accessed at the University Library)**
- Coupe, R.T. and Fox, B. (2013) 'A risky business: how do access, exposure and guardians affect the chance of non-residential burglars being seen?', *Security Journal*, 28(1): 71-92. **PERIODICAL L236.b.385 (Can be accessed at the University Library)**
- Coupe, T. (2014) *An Evaluation of the Effects of Police Resources and Incident Solvability on Crime Detection*, University of Cambridge Faculty of Law Legal Studies Research Paper no. 46/2014, Cambridge: University of Cambridge, pp. 1-23. **ELECTRONIC**

Strategic Cutback Management Using the Evidence (Peter Neyroud)

Essential Reading:

Wiseman, J. (2011) *Strategic Cutback Management: Law enforcement leadership for lean times*, NIJ Research for Practice, July 2011, Washington: National Institute of Justice. **ONLINE**

Raudla, R., Savi, R. and Randma-Liiv, T. (2013) *Literature Review on Cutback Management*, Brussels: European Union. **ONLINE**

Further Reading

- McEwen, T.J., Connors, E.F. and Cohen, M.I. (1986) *Evaluation of the Differential Police Response Field Test*, National Institute of Justice. (Read 'Executive summary', pp. 1-20) **ONLINE**
- Brain, T., and Owens, L. (2015) 'Leading in austerity', in J. Fleming (ed.) *Police Leadership: Rising to the top*, Oxford: Oxford University Press, pp. 17-41. **RQD7**

Desistance (Professor Sir Anthony Bottoms)

Essential Reading:

Bottoms, A.E. (2014) 'Desistance from crime', in Z. Ashmore and R. Shuker (eds) *Forensic Practice in the Community*, London: Routledge. **ELECTRONIC**

Further Reading

- Kazemian, L. (2007) 'Desistance from crime: theoretical, empirical methodological, and policy considerations', *Journal of Contemporary Criminal Justice*, 23(1): 5-27. **ONLINE/PERIODICAL**
- Paternoster, R. and Bushway, S. (2009) 'Desistance and the "Feared Self": toward an identity theory of criminal desistance', *Journal of Criminal Law and Criminology*, 99(4): 1103-1156. **ONLINE/PERIODICAL**
- Sherman, L.W. and Neyroud, P.W. (2012) *Offender-Desistance Policing and the Sword of Damocles*, London: Civitas. **RPPEa (copies 4-18 in MSt collection)**

Implementing BWV Cameras' (Dr Barak Ariel and Sir Denis O'Connor)

Essential Reading:

None Required.

Building, leading and developing an evidenced-based policing strategy (Peter Neyroud)

Essential Reading:

Kirby, S. (2013) 'The fundamental building blocks of police effectiveness', in *Effective Policing: Implementation in Theory and Practice*, Basingstoke: Palgrave Macmillan, pp. 25-61. **ELECTRONIC**
Weisburd, D.W. and Neyroud, P.W. (2011) *Police Science: Toward a new paradigm*, National Institute of Justice, New Perspectives in Policing, January 2011. **ONLINE**

Further Reading:

- Klofas, J.M., Hipple, N.K. and McGarrell, E.F. (eds) (2010) *The New Criminal Justice: American communities and the changing world of crime control*, London: Routledge. **SQAb**

Politics and Policing: an Interactive Workshop (Peter Neyroud and Sir Denis O'Connor)

Further Reading:

- Brodeur, J.-P. (2010) *The Policing Web*, Oxford: OUP. (Read Chapter 1 'The police assemblage'.) **E-BOOK or RPO**
- Brown, J. (ed.) (2014) *The Future of Policing*, London: Routledge. (Part 1 'Purposes', pp. 9-99.) **RPPeb7**
- Newburn, T. and Peay, J. (2012) *Policing: Politics, culture and control*, Oxford: Hart. (Especially Chapter 2) **RPP7**
- Reiner, R. (2010) *The Politics of the Police*, 4th ed., Oxford: OUP. (Especially Chapters 1 and 8) **RPPea**

Predicting Solvable Cases: Resources, solvability and cost-effective detection (Dr Tim Coupe)

Essential Reading:

Robinson, A. and Tilley, N. (2009) 'Factors influencing police performance in the investigation of volume crimes in England and Wales', *Police Practice and Research: An International Journal*, 10(3): 209-223. **ELECTRONIC**

Fox, B.H. and Farrington, D.P. (2012) 'Creating burglary profiles using latent class analysis: a new approach to offender profiling', *Criminal Justice and Behavior*, 39(12): 1582-1611. **ONLINE/PERIODICAL**

Smith, P.C. and Goddard, M. (2002) 'Performance management and operational research: a marriage made in heaven?', *Journal of the Operational Research Society*, 53(3): 247-255. **ONLINE/PERIODICAL**

Further Reading

- Coupe, R.T. and Blake, L. (2005) 'The effects of patrol workloads and response strength on burglary emergencies', *Journal of Criminal Justice*, 33(3): 239-255. **ONLINE/PERIODICAL**

- Tilley, N., Robinson, A. and Burrows, J. (2007) 'The investigation of high-volume crime', in T. Newburn, T. Williamson and A. Wright (eds) *Handbook of Criminal Investigation*, Cullompton: Willan, pp. 226-254. **QOL7**
- Coupe, T. (2014) *An Evaluation of the Effects of Police Resources and Incident Solvability on Crime Detection*, Legal Studies Research Paper Series No. 46/2014. **ELECTRONIC**
- Robb, P. *et al.* (2014) "Solvability" and detection of metal theft on railway property', *European Journal on Criminal Policy and Research*, 21(4): 463-484. **ONLINE/PERIODICAL**
- Coupe, T. (2016) 'Evaluating the effects of resources and solvability on burglary detention', *Policing and Society: An International Journal of Research and Policy*, 26(5): 563-587. **ONLINE/PERIODICAL**

Forecasting Offender Harm (Dr Geoff Barnes)

Essential Reading:

TBC.

The Tipping Point for EBP (Professor Lawrence Sherman)

Essential Reading:

TBC

Triple-T for Criminal Networks (Dr Barak Ariel)

Essential Reading:

Sarnecki, J. (2001) 'Conclusions', in *Delinquent Networks: Youth co-offending in Stockholm*, Cambridge: Cambridge University Press, pp. 157-169. **ELECTRONIC and QOJmo8**

Year Two

BLOCK D

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

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

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

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

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

Essential Reading:

None required.

My MSt Experience (Matthew Bland)

Essential Reading:

None required.

Finding Literature (Stuart Stone)

Essential Reading:

None required.

Questionnaires and Surveys (Dr Barak Ariel)

Essential Reading:

Bachman, R. and Schutt, R. (2003) 'Survey research', in *The Practice of Research in Criminology and Criminal Justice*, 2nd ed., London: Sage, chapter 6, pp. 172-217. (Or equivalent chapter in later edition. E.g., 5th ed. (2014), chapter 8, pp. 189-234) **ELECTRONIC**

Further Reading

- Robson, C. (2011) 'Surveys and questionnaires', in *Real World Research: A resource for users of social research in applied settings*, 3rd ed., Chichester: Wiley, pp. 235-277 (or equivalent chapter in 2nd ed. (2002), pp. 227-268). **K4**

Data Analysis: Descriptive statistics (Dr Barak Ariel)

Essential Reading:

Hinton, P.R. (2004) 'Descriptive statistics', in *Statistics Explained*, 2nd ed., London: Routledge, pp. 5-23. **ELECTRONIC**

Further Reading

- Field, A. (2013) *Discovering Statistics Using IBM SPSS Statistics: And sex and drugs and rock 'n' roll*, 4th ed., London: Sage (or previous editions). **AYS (2014 printing)**

Data Analysis: Beginners inferential statistics (Dr Barak Ariel)

Essential Reading:

Hinton, P.R. (2004) 'Inferential statistics', in *Statistics Explained*, 2nd ed., New York; London: Routledge, pp. **E-BOOK**

Writing up a proposal (Dr Heather Strang)

Essential Reading:

Black, T.R. (2002) 'Planning your own research', in *Understanding Social Science Research*, 2nd ed., London: Sage, pp. 235-246. **K4**

Writing a Literature Review (Professor Lawrence Sherman)

Essential Reading:

None required.

Small Sample RCT-s (Dr Barak Ariel)

Essential Reading:

Weisburd, D. *et al.* (1993) 'Design sensitivity in criminal justice experiments', *Crime and Justice: A review of research*, Vol. 17, Chicago: University of Chicago Press, pp. 337-379. **ONLINE/PERIODICAL or Q07**

Hinkle, J.C. *et al.* (2013) 'The problem is not just sample size: the consequences of low base rates in policy experiments in smaller cities', *Evaluation Review*, 37(3-4): 213-238. **ONLINE/PERIODICAL**

Further Reading

Gill, C.E. and Weisburd, D. (2013) 'Increasing equivalence in small sample place-based experiments: taking advantage of block randomization methods' in B.C. Welsh, A.A. Braga, and G.J.N. Bruinsma (eds) *Experimental Criminology: Prospects for advancing science and public policy*, New York: Cambridge University Press, pp. 141-162. **Q07**

How to Tackle Year Two (John Parkinson)

Essential Reading:

None required.

Qualitative Data Analysis (Dr Caroline Lanskey) - OPTIONAL

Essential Reading:

Mason, J. (1996) 'Sorting, organizing and indexing qualitative data', in *Qualitative Researching*, London: Sage, chapter 6, pp. 107-134. **ELECTRONIC**

Further Reading

- Coffey, A. and Atkinson, P. (1996) *Making Sense of Qualitative Data: Complementary research strategies*, Thousand Oaks, CA: Sage. **K4**
- Ritchie, J. and Lewis, J. (2014) *Qualitative Research Practice: A guide for social science students and researchers*, 2nd ed., London: Sage. (Read chapter 10 'Analysis: principles and processes', pp. 269-293; chapter 11 'Analysis in practice, pp. 295-345; chapter 12 'Generalising from qualitative research, pp. 347-366 (or equivalent chapters (8-10, 'Analysis: practices, principles and processes', 'Carrying out qualitative analysis' and 'Generalising from qualitative research') in 2003 edition, pp. 199-286.) **K4**

Qualitative Data Collection (Dr Caroline Lanskey)- OPTIONAL

Essential Reading:

Robson, C. (2011) 'The analysis and interpretation of qualitative data', in *Real World Research: A resource for users of social research in applied settings*, 3rd ed., Chichester: Wiley, chapter 14, pp. 465-494 (or equivalent chapter in 2nd ed. (2002), pp. 455-499). **K4**

Further Reading

- Noaks, L. and Wincup, E. (2004) 'Using documentary evidence in qualitative research', in *Criminological Research: Understanding qualitative methods*, London: Sage, chapter 7, pp. 106-120. **K4**
- Wilkinson, S. (2004) 'Focus group research', in D. Silverman (ed.) *Qualitative Research: Theory, method and practice*, 2nd ed., London: Sage, pp. 177-199. **K4**
- Robson, C. (2011) *Real World Research: A resource for users of social research in applied settings*, 3rd ed., Chichester: Wiley (or 2nd ed. (2002)). **K4**
- Kvale, S. (2007) *Doing Interviews*, London: Sage. **K4 (2012 printing)**
- Mason, J. (1996) 'Generating qualitative data', in *Qualitative Researching*, London: Sage, chapters 3-4, pp. 35-82 (or 2nd ed. (2002), part II, pp. 49-144). **K4**
- Barbour, R.S. (2007) *Doing Focus Groups*, London: Sage. **K4 (2012 printing)**

Action Research (Dr Ben Crewe) – OPTIONAL

Essential Reading:

Liebling, A., Elliot, C. and Price, D. (1999) 'Appreciative inquiry and relationships in prison', *Punishment & Society* 1(1): 71-98. **ELECTRONIC**

Brannick, T. and Coghlan, D. (2007) 'In defense of being "native": the case for insider academic research', *Organizational Research Methods*, 10(1): 59-74. **ELECTRONIC**

Further Reading

- Liebling, A., Elliott, C. and Arnold, H. (2001) 'Transforming the prison: romantic optimism or appreciative realism?', *Criminal Justice*, 1(2): 161-180. **ONLINE/PERIODICAL**
- Mann, R.E., Ginsburg, J.I.D. and Weekes, J.R. (2008) 'Motivational interviewing with offenders', in M. McMurrin (ed) *Motivating Offenders to Change: A guide to enhancing engagement in therapy*, West Sussex: Wiley, pp. 87-102. **QOF7**
- McNiff, J. and Whitehead, J. (2011) *All You Need to Know About Action Research*, 2nd ed., Los Angeles: Sage. **C205.c.8642 (UL, borrowable, place stack request in Reading Room)**
- Chavez, C. (2008) 'Conceptualizing from the inside: advantages, complications, and demands on insider positionality', *The Qualitative Report*, 13(3): 474-494. **ONLINE**
- Coghlan, D. and Brannick, T. (2014) *Doing Action Research in Your Own Organization*, 4th ed., London: Sage. **C208.c.3140 (UL, borrowable, place stack request in Reading Room)**

BLOCK E

WORKSHOPS AND SURGERIES (ALL OPTIONAL)

SPSS 1: Introduction and How to Enter Data (Tom Olphin)

Essential Reading:

None required.

SPSS 2: How to do analyses (Tom Olphin)

Essential Reading:

None required.

Survey Design- Informal workshop (Dr Heather Strang)

Essential Reading:

None required.

Research Data Management (Dr Barak Ariel)

Essential Reading:

None required.

Thinking Qualitatively (Dr Caroline Lanskey & Dr Ben Crewe)

Essential Reading:

Interview, Hints and Tips. (Dr Caroline Lanskey & Dr Ben Crewe)

Essential Reading:

None required.

Qualitative Analysis Surgery (Dr Caroline Lanskey)

Essential Reading:

None required.

Easy Statistics using online Calculators (Dr Barak Ariel)

Essential Reading:

None required.

Qualitative Coding and Analysis (Dr Caroline Lanskey)

Essential Reading:

None required.

Excel Workshop (Tom Olphin)

Essential Reading:

None required.

USEFUL FORMS

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

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

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

ESSAY DECLARATION FORM

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

Please submit an electronic copy to Lucinda Bowditch, Institute of Criminology (ljb55@cam.ac.uk) & Glenn Garner (gg383@cam.ac.uk) **no later than 11.00am** on the due date, an electronic copy to Turnitin and 4 paper copies all due to arrive on the submission date set.

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

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

I declare that the essay is entirely my own work

Signed:

<p>Please delete as appropriate:</p>	<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).
<p>NB Remember to include your Research Abstract and Implications Statement</p>	

- 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.....



Instructions for completing the form for your
MSt Intermission

Guidance

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

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


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

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

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

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

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

 CAMBRIDGE Police Executive Programme		Formal Request to Intermit	
MSt in Applied Criminology and Police Management (Institute of Criminology)			
Course Director: Dr Heather Strang			
Student Name:		Email:	
College:		Supervisor:	
Application to intermit for the following period, please give dates:		Employer funded (y/n):	

Intermissions are normally permitted for medical, work or personal reasons. Please state these below and include (or attach) information such as medical certificates or letters of support from your employer. All disclosures will be treated with strict confidentiality.	
Have you notified your Supervisor:	(Y/N/NA)
I confirm that the information that I have given in this application is complete and true.	
Signature:	Date:

MSt Course Director:

I recommend that this application be:	
Approved: ()	Declined* ()* Please attach a note of explanation if it is recommended that the application be declined
Comments (continue on an attached piece of paper if necessary):	
Signature:	Date:
Authorized by the Degree Committee (Y/N):	Date agreed:

Completed forms to be returned to the MSt Administrator
 Student, Graduate/College Tutor, Supervisor and ICE Registry to be informed of the outcome by
 MSt Administrator.

EXTERNAL EXAMINER'S REPORT

SUMMARY REPORT FORM FOR EXTERNAL EXAMINERS



The information included on this form will be used by the University in the publication of summaries of its External Examiners' reports.

Please fill in the following details:

Name	Professor Jonathan Shepherd
Home institution and any profession affiliations	Cardiff University. FMedSci FFPH FRCPsych
Award or subject area examined	MSt Applied Criminology and Police Management
University of Cambridge Faculty or Department	Institute of Criminology, Law Faculty

Please answer the following statements:

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

Report on arrangements for the Police Executive Programme MSt from the external examiner,

Professor Jonathan Shepherd CBE FMedSci

1. As in previous years, I have been sent a representative sample of essays, research protocols, theses and draft examination questions in good time and on a regular basis.
2. I have had timely opportunity to review the assigned marks; my suggestions for change have been taken into account and, where necessary, discussed with me.
3. The standard of feedback to students is exceptional and a real strength of the MSt programme

4. The projects assigned to students have been ambitious, relevant to policing and interesting. For example, one student, a police sergeant, completed a randomised trial of a police intervention.

5. The February Board is an essential fixture in the MSt programme and is even more important in the context that numbers of MSt students will increase substantially in the academic year 2016/17.

6. Administrative burdens linked to the course expansion referred to in 5 above mean that careful consideration needs to be given by the MSt course leads to addressing these in good time. I was assured in the Board meeting on February 15th in the Institute of Criminology that this is in hand. It is important that the recommendations which emerge are acted upon promptly.

7. This MSt course is funded in part from a grant from the Police Knowledge Fund and needs to meet Fund requirements. There is no doubt that the Cambridge Police MSt meets Fund objectives; the programme is an exemplar in my view.

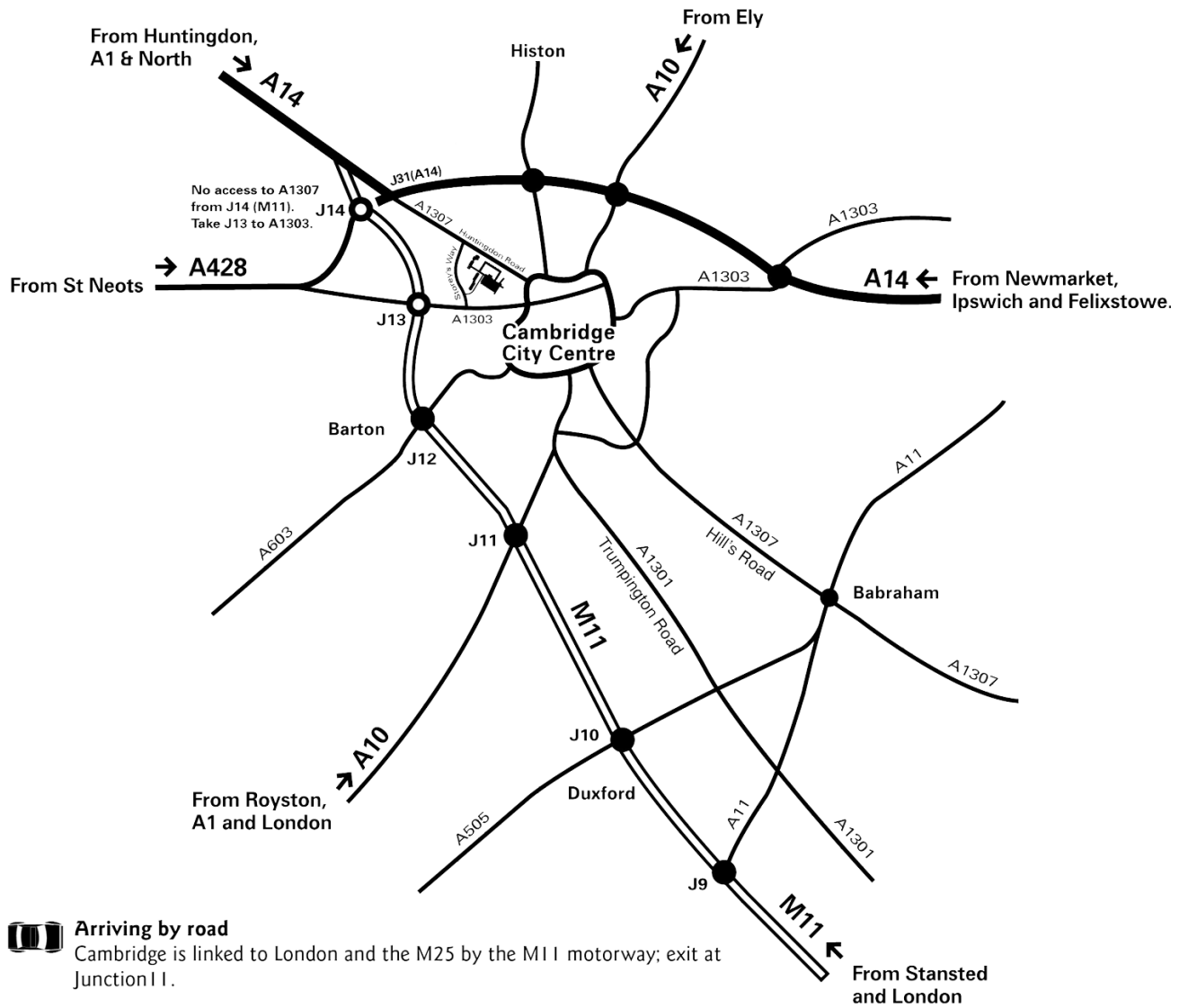
8. The February Board facilitated discussion of marks assigned, made decisions about prize winners and conference presentation of thesis work, and was attended by internal examiners.

9. The Cambridge University MSt in Policing is a high quality course with comprehensive and appropriate assessment processes and outcomes.

Jonathan Shepherd

16th February 2016

ROUTES TO CAMBRIDGE



Arriving by road

Cambridge is linked to London and the M25 by the M11 motorway; exit at Junction 11.



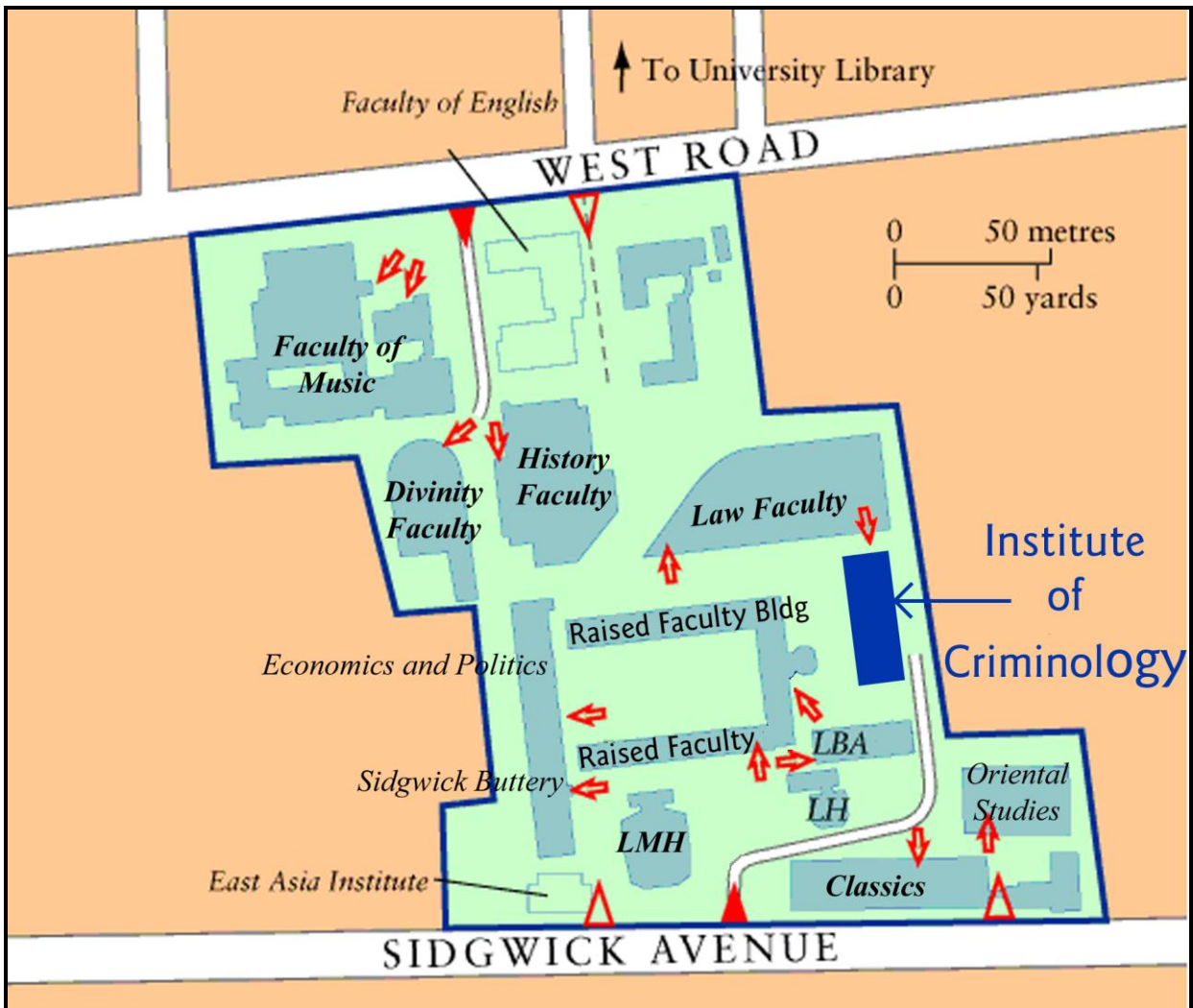
Arriving by rail

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



Arriving by air: Stansted Airport


Stansted Airport is approximately 35 minutes away via the M11; there is also a direct train service. Heathrow and Gatwick are both linked to Cambridge with frequent coach services.




Map of the Sidgwick Site

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


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