CAMBRIDGE
Police Executive Programme

Institute of Criminology
University of Cambridge

Master's in Applied Criminology and Police Management

Course Handbook 2018

CONTENTS

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www.crim.cam.ac.uk

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CB3 9DA   Fax: 01223 335356

Radzinowicz Library of Criminology
Telephone: 01223 335386
Fax: 01223 335356

Wolfson College

Barton Road
Cambridge
CB3 9BB

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

Fitzwilliam College

Storey's Way
Cambridge
CB3 0DG

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

Selwyn College

Grange Road
Cambridge
CB3 9DQ

Porter's Lodge: 01223 335846
Accommodation Office: 01223 669339

COURSE AND SUBMISSION DATES FOR 2018 – UK MODEL

YEAR ONE 2018 *2018 cohort*	YEAR TWO 2018 *2017 cohort*
Course Dates: **Block A: 9 - 20 April** **Block B: 9 – 20 July** **Block C: 3 -14 September**	Course Dates: **Block D: 3 – 13 April** **Block E: 2 - 13 July** **Block F: 10 - 21 September**
Essay Submission Dates: **Essay 1:** 1 May 2018 **Essay 2:** 7 August 2017 **Essay 3:** 16 October 2017	Essay Submission Dates: **Essay 4:** 30 January 2018 **Research Proposal:** 1 May 2018 **Thesis:** 11 December 2018 *12 December is also the last date for borrowing books from the library*
Board of Examiners and Viva Date: 11 December 2018 *(Essay 3 feedback will be circulated following this meeting)*	Board of Examiners and Viva Date: 27 February 2019 *(Theses feedback will be circulated following this meeting)* *Any student being called for a viva will be notified by 14 February 2019*
	Graduation Date: The main graduation will take place in July but it is possible to attend alternative graduation ceremonies. See college website for details
Other Dates: Submission date for Essay 4 will be 29 January 2019	**Other Important Dates:** **Block E:** Data in hand for review **13 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**

COURSE AND SUBMISSION DATES FOR HONG KONG MODEL 2018

YEAR ONE 2018 *2018 cohort*	YEAR TWO 2018 *2017 cohort*
Course Dates: **Block A: 28 May – 1 June** *in Hong Kong* **Block B: 2 – 20 July** *in Cambridge* **Block C: 6-19 December** *in Hong Kong*	Course Dates: **Block D: 23 –29 May** *in Hong Kong* **Block E: 2 – 20 July** *in Cambridge* **Block F: 6 - 19 December** *in Hong Kong*
Essay Submission Dates: **Essay 1:** 14 August 2018 **Essay 2:** 2 October 2018 **Essay 3:** 2 January 2019	Essay Submission Dates: **Essay 4:** 13 March 2018 **Research Proposal:** 19 June 2018 **Thesis:** 26 February 2019
Board of Examiners: 27 February 2019 *(Essay 3 feedback will be circulated following this meeting)*	Board of Examiners 24 April 2019 *(Theses feedback will be circulated following this meeting)*
	Graduation Date: The main graduation will take place in July but it is possible to attend alternative graduation ceremonies. See college website for details
Other Dates: Submission date for Essay 4 will be 12 March 2019	**Other Important Dates:** **Block E:** Data in hand for review **28 August**- Draft Literature Review must be completed and submitted to supervisor **22 January:** Deadline for submitting thesis drafts to supervisors for comments **22 January: 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 normally complete the two years of study required for the full M.St. degree, although it is possible to exit after Year One with a Postgraduate Certificate after satisfactorily completing three essays with at least an average score of 60.

Year One comprises three formal residential blocks in Cambridge (please see earlier pages for relevant dates). The coursework covered in this year via lectures, one-to-one supervision, group work and readings, comprises criminological theory and research methods, leading implementation, and evidence-based policing, the conceptual framework of the course

The curriculum is updated on an annual basis to take account of current issues.

Year One is assessed by three essays covering the taught material and readings. It is necessary to complete Year One satisfactorily before proceeding to Year Two.

Year One marks are carried forward towards the Masters degree along with the second year units of assessment.

In Year Two of this part-time course, there are three more residential blocks of study in Cambridge. Year Two builds on the first year 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.

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 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 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.

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 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.

University IT support
The "IT matters booklet" for students can be found here:
http://www.uis.cam.ac.uk/for-students/it-matters-students-2016

The "Getting started" booklet is here: http://www.uis.cam.ac.uk/for-students/gettingstarted

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. Rooms are normally booked from the Sunday afternoon before the block starts and must be vacated by 9.30am on the last Friday.

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 Administrators will take messages during the M.St. teaching blocks. The Administrator can be reached on 01223 335373 33567 or 767339 during office hours. 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.

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 they feel unable to do this, there is an anonymous reporting mechanism is available to all students, staff or visitors of the University; anyone can report harassment, hate crime or sexual misconduct using:
http://www.studentcomplaints.admin.cam.ac.uk/anonymous-reporting.
Data collected allows the University to measure the prevalence of incidents and the impact of prevention initiatives.
Students can formally report incidents at www.studentcomplaints.admin.cam.ac.uk/reporting.

Support for anyone affected is available through the University Counselling Service: www.counselling.cam.ac.uk/.

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.

Examination Review

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

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.

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

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   Telephone: 01223 332301
Disability Resource Centre   Textphone: 01223 766840
DAMTP   E-mail: ucam-disability@lists.cam.ac.uk
Silver Street
Cambridge
CB3 9EW

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, usually twice.

- 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 <u>essays</u> 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.

It is possible at times that an absence from the course may be absolutely unavoidable, especially because of illness or a force emergency. This does not apply to normal business responsibilities, which students are expected to set aside while they are enrolled in the course. Absence due to unavoidable circumstances can only be 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.

M.St. Staff

Professor Lawrence Sherman Lawrence W. Sherman is the former Director of the Institute of Criminology of the University of Cambridge, where he has served as Wolfson Professor of Criminology 2007- 2017. He is 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 this 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 a randomized trial in Denmark comparing the effectiveness of mediation and restorative justice conferences. She was elected a Fellow of the Academy of Experimental Criminology in 2002 and 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. 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 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.

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.

Jeanette Kerr is currently deputy chief executive officer for Territory Families in Australia's Northern Territory, with responsibility for frontline domestic violence, child protection and youth justice operations. She was formerly Assistant Commissioner in the Northern territory Police and holds the Cambridge M.St. degree in Applied Criminology and Police Management.

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

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

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

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

Dr Peter Neyroud C.B.E., QPM is a former Chief Constable of one of the largest UK forces, Thames Valley (2002-7) and founding Chief Constable of the National Policing Improvement Agency (2007-2011), which he recommended in an Independent Report commissioned by the Home Secretary be converted into the current College of Policing. From 2011-2014 he was the Director of the Birmingham Turning Point Project, a randomised controlled trial testing the effect of deferred prosecutions on 400 first offenders randomly assigned to be offered immediate rehabilitation programs within hours of arrest, or to standard prosecution. He completed his PhD at the Cambridge Institute of Criminology in 2017. He is the Co-Chair of the Campbell Collaboration Coordinating Group on Crime and Justice

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 Cambridge M.St. degree in Applied Criminology and Police Management. 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 is a lecturer and advisor at the Institute of Criminology, Cambridge University and College Research Associate at Wolfson College, Cambridge. He is an Independent Non Executive Director of the Board of the College of Policing and was Her Majesty's Chief Inspector of Constabulary between 2009-12. Prior to joining the Inspectorate in 2004, he was Chief Constable of Surrey between 2000 and 2004, where he led the piloting of the National Reassurance Policing Programme, the pre-cursor to Neighbourhood Policing.

At the Inspectorate Sir Denis' 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 been 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).

Sir Denis has a Bachelor's degree in Education from Southampton University and an MSc in Social Policy from the Cranfield Institute of Technology. He was awarded a place in George Mason University's 'Evidence-Based Policing Hall of Fame' in 2011 and an Honorary Doctorate in Laws from Wolverhampton University in 2012.

Sir Denis received the Queen's Police Medal for distinguished service in 1996, the CBE in 2002, and was knighted in 2010.

Dr Justin Ready

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. 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 which will be published by Routledge later in the year.

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.

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

Lucinda Bowditch (Senior Graduate Co-ordinator)
Glenn Garner (M.St. Course Administrator)
Alison Flanagan (Deputy MS.t Administrator)
Thury Agustsdottir (Institute Administrator)
Sara Tatam (Receptionist and Academic Support Secretary)
Matt Skipper (Computer Officer)

Stuart Stone BA MPA (Librarian)

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

Block B – VICTIMS			
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 Victimisation (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

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

Please note that this is the proposed syllabus for Year One of the course for 2018. 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 at: https://www.vle.cam.ac.uk/login/index.php#ns (a link will be provided on the *'Resources for Current Students*' page of the Institute 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 who wish 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. an average mark of 65 or more is required.

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 provides 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 ***(viva).***

3.   Submission of Essays

Strict deadlines are set for the handing in of essays (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 an electronic copy of their essay to

mstessays@cam.ac.uk and one signed declaration by the due date. The declaration sheet should include an electronic count of the number of words and should be submitted as a separate document. A copy can be found later in this handbook as well as on the students' page of the website. Once a student has submitted the electronic version of the essay, it is not permissible to submit a revised version

4.   Extensions

Students should submit each individual essay no later than the agreed deadlines. 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

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 who must support your application. Extensions of more than two weeks are not normally given for essays unless the circumstances are exceptional.

5.   Marking scheme

Essay/assignment marking scheme	
80 and above	**Outstanding Distinction** level work. Marks in this range should be reserved for *especially* high-quality essays and assignments, showing a considerable degree of sophistication, and significant elements of originality and critical analysis. The work should be well written and well organised and, where relevant, should incorporate reference to both theory and empirical evidence.
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	**High Pass.** 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	**Good Pass.** 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	**Pass.** This range of marks reflects acceptable answers, but with some significant weakness in arguments, lack of knowledge of some significant material, major organisational deficiencies, failure to address the question fully, or other significant inaccuracies. Essays and assignments which achieve marks of 60-62 will be deemed to

	have achieved a *Marginal Pass* and may be subject to review at the Board of Examiners' Meeting following oral examination. The matter of oral examination will be at the Senior Examiner's discretion.
	Progression to Year Two for those in this band is not automatic and will depend on the recommendations of the Board of Examiners.
60	**Pass Mark**
57-59	**Marginal Fail.** These are unsatisfactory essays and assignments, but ones which may be reviewed, following oral examination, at a Board of Examiners' Meeting. An oral examination will normally be required unless there is strong work elsewhere to compensate. In these circumstances the matter of oral examination will be at the Senior Examiner's discretion.
56 and below	**Fail.** 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 and, 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 marked by two assessors 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: Year One

What A Good Answer Does

The purpose of these essay questions is to help students integrate what they learned in class and through their readings into the three central elements of evidence-based policing (targeting, testing and tracking). Each essay asks you to apply this knowledge 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 and lectures in that block;
3. A demonstration of understanding what the cited reference actually said, and
4. Showing a logical link between your own police agency and your essay's analyses;
5. 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 the Course Administrators at: mstessays@crim.cam.ac.uk by 1100 hours on the date indicated.

Block A: Essay 1 (Places) (max 3,000 words)
DUE: 1st May 2018 UK model,
      14th August Hong Kong model

1 Describe the current practices of your agency for targeting priorities to <u>reduce the total harm</u> found in <u>all</u> your micro-places, and propose an alternative procedure as a more evidence-based way for setting those priorities.
2 Identify one practice in your agency, intended to <u>reduce harm</u> at <u>any</u> micro-place, that is at odds with conclusions from rigorous testing in other agencies that you have heard about or read about in the course. Propose a change in your agency to a new specific practice that is based on that evidence from other agencies. Describe the theory and research methods used in those other agencies to arrive at the evidence you summarize.
3 Propose a new system for <u>tracking the delivery</u> of the proposed new evidence-based harm reduction practice you describe in part 2 above, specifying the way you would measure, feed back and correct agency performance, so as to ensure that the new practice is well implemented. (Do not describe here anything about measuring the effectiveness of the practice itself).

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

DUE: 7th August 2018 UK model,
**   2nd October Hong Kong model**

1   Describe the current practices of your agency for targeting priorities to <u>reduce the total harm</u> experienced by <u>all</u> crime victims in your jurisdiction and propose an alternative procedure as a more evidence-based way for setting those priorities.
2   Identify one practice in your agency intended to <u>reduce harm</u> to <u>any</u> victims that is at odds with conclusions from rigorous testing in other agencies that you have heard about or read about in the course. Propose a change in your agency to a new specific practice that is based on this victim impact evidence from other agencies. Describe the theory and research methods used in arriving at the evidence you summarize.
3   Propose a new system for <u>tracking the delivery</u> to high-priority victims of the proposed new evidence-based harm reduction practice in part 2 above, specifying the ways you would measure, feed back and correct agency performance, so as to ensure that the new practice is well implemented. (Do not describe here anything about measuring the effectiveness of the practice itself).

Block C: Essay 3 (Offenders) (max 3,000 words)
DUE: 16th October 2018 UK model
**   2nd January 2018 Hong Kong model**

1   Describe the current practices of your agency for targeting priorities to <u>reduce the total harm</u> caused by <u>all</u> offenders in your jurisdiction and propose an alternative procedure as a more evidence-based way for setting those priorities.
2   Identify one practice in your agency intended to <u>reduce offender harm</u> that is at odds with conclusions from rigorous testing in other agencies that you have heard about or read about in the course. Propose a change in your agency to a new specific practice that is based on this evidence from other agencies. Describe the theory and research methods used in arriving at the offender impact evidence you summarize.
3   Propose a new system of <u>tracking the delivery</u> of the proposed new evidence-based offender harm reduction practice in part 2 above, specifying the way you would measure, feed back and correct agency performance, so as to ensure that the new practice is well implemented. (Do not describe here anything about measuring the effectiveness of the practice itself).

For those students proceeding to the M.St. degree in 2019, the following three written assignments are required:

ESSAY 4: (max 3,000 words)
DUE 30 January 2019 UK model
**   12th March 2019 Hong Kong model**

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: (max 4,000 words)
DUE:7th May 2019 UK model
    19th June 2019 Hong Kong model

Oral Presentation: all students will be required to make an assessed Powerpoint presentation in Block F on the progress to date of their thesis; an unassessed rehearsal will take place in Block E

THESIS Due 11 December 2018 (UK model) 26 February 2019 (Hong Kong Model)

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 Block A to 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 appropriate referencing of cited material and the avoidance of plagiarism.

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 - places, victims, offenders.

Planning the essay

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

Writing style

This is a basic but frequently neglected issue: how does your essay read? Is it written in a style that flows logically 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 the topic to check for coherence and logical flow.

Referencing and plagiarism

There are clear, specific academic rules relating to the citation of published work. Further details concerning referencing and plagiarism can be found later in this handbook. **This is an extremely important topic and failure to comply with these rules can lead to failure in the course and even exclusion**. Your supervisor can advise you on this as well.

Overlap of materials between essays

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

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

Presentation:
- Clarity of expression

Well organized essay structure
- Appropriate referencing style

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

Strengths of the essay:

Areas for improvement:

Minor issues:

Concluding comments:

Provisional Mark:

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

Presentation and Submission of Essays

Essays should be typed A4 paper 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
```

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 emailed by 11am GMT on the due date via email to **mstessays@crim.cam.ac.uk**. Please ensure that the electronic copy of your essay is **complete in one document accompanied by the declaration form as a separate document**. Receipt of the electronic version will be accepted as proof that the assignment has been submitted on time. The Institute of Criminology is currently using *Turnitin* to detect plagiarism and poor referencing techniques. Please see subsequent for details about *Turnitin* and how to submit your essay.

ESSAY DECLARATION FORM

PLEASE ATTACH <u>ONE</u> COPY OF THIS FORM TO ONE COPY OF YOUR ESSAY WHEN SUBMITTING

Please submit an electronic copy to mstessays@crim.cam.ac.uk

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

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

I declare that the essay is entirely my own work

Signed: ……………………………………………………………………………

Name (capitals): ……………………………………………………………………

Number of words: …………………………………………………………………

Date: …………………………………………………………………………

Course Title: ………………………………………………………………………

Candidate No: ………………………………………………………………………

ADMINISTRATION:

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

Date: ………………………………………

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

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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 even openly acknowledged quotations, however, is never a good strategy because it might indicate that the student is hiding behind the quotations rather than showing an understanding of what they actually mean. The rule is that you *write your assignments in your own words* except where a direct acknowledged quote helps to reinforce the point you are making.

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

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

Although these examples are less serious than deliberate cheating, they cannot 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 makes use of text-matching software for the purpose of plagiarism education and detection, and reserves the right to submit a candidate's work to such a service. For this purpose, candidates consent to the submission of their papers to the service and for the submitted papers to form part of the service's comparative source work database. To facilitate use of the service, students (and participating Examiners and Assessors) may be required to agree to the service provider's end-user agreement and provide a limited amount of personal data upon registration to the service, for instance, their name, email address, and course details.

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.

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. All Cambridge essays have to be submitted and are held permanently in the database so be aware that using any material from a previous assignment will show up as a match. (If it is you own essay, this will not be a problem).

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 2018 Year 1 or 2 as applicable

- Select the relevant essay (e.g. Essay 1, 2018) 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 .

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 between Year One and Year Two is possible but 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 often involves 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.

Your supervisor will 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.

One spiral bound copy of the final thesis including the research abstract and one electronic copy must be submitted to the Course Administrator by the due (listed at the front of this Handbook), together with a signed declaration 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 all the essays, the thesis is double-marked by two examiners. All marks and comments 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, 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. For the thesis this includes footnotes or endnotes but excludes references. H For the research proposal and the thesis 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.

You are encouraged to include tables and figures to illustrate and support your thesis: they will not count towards your word count. An electronic count of the number of words should be given 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 of the marks 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 submission 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	**Outstanding Distinction** level work. Marks in this range reflect work which addresses a criminological issue not well covered in the literature, approaches a topic from a new angle, contains *exceptionally* high-quality empirical analysis or advances theory in a significant way. Work at this level would also demonstrate an excellent grasp of a wide range of concepts and issues as well as sources and use them in a scholarly fashion. The work would show a superior understanding of relevant theoretical issues or, where appropriate, show ingenuity in applying a particular method to an empirical problem. A dissertation at this level would present a clear thesis (argument) – or provide a coherent analysis –which integrates theory, methods and data (where appropriate) and show insight and originality. The dissertation would also be well written and well presented.
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	**High Pass:** 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	**Good Pass:** 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	**Pass:** This range of marks reflects acceptable dissertation work, but with some significant weakness in arguments, lack of knowledge of some significant material, major organisational deficiencies, failure to address the issues fully, or other significant inaccuracies. Essays and assignments which achieve marks of 60-62 will be deemed to have achieved a *Marginal Pass* and may be subject to review at the Board of Examiners' Meeting following oral examination. The matter of oral examination will be at the Senior Examiner's discretion.
60	**Pass Mark**
57-59	**Marginal Fail.** A mark in this range suggests unsatisfactory work, but a dissertation which may be reviewed, following oral examination, at a Board of Examiners' Meeting.
56 and below	**Fail:** This is work which fails to meet the academic standards of the programme. An oral examination will be required.

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

YEAR TWO STRUCTURE 2018

Block D:

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*

Block E:

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.

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)*

During this Block some appointment times will be available for students and their supervisors to to discuss thesis progress with Professor Sherman. Students and supervisors will jointly decide whether there would be benefit to have such a meeting and supervisors will arrange it via the Programme staff.

Block F:

Assessed Oral Presentation

This Oral Presentation is part of the course and is different from the oral examination (the viva) for students who have borderline marks.

The presentations will be assessed on the following criteria:

How clear was the presentation	
To what extent was the research question answered?	
How well does the evidence support the conclusions?	
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 2018

Due 1 May 2018 UK model, (Hong Kong model Due 19 June)

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 cover the following:

- ➢ Identify the subject for your research; state why the topic is important; specify your research questions(s).
- ➢ Identify areas of literature you need to address; you should discuss this literature briefly – no more than 20% of the essay.
- ➢ 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 in this Handbook

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

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

Police Executive Programme Research Proposal Feedback Sheet	
Candidate Number:	
Assignment Title	
- 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 EMAIL AS A SEPARATE ATTACHMENT WHEN EMAILING YOUR ESSAY

Please submit an electronic copy to mstessays@crim.cam.ac.uk **no later than 11.00am** GMT on the due date and an electronic copy to Turnitin.

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 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. Typically, it comprises about 75 A4 pages of double-spaced text organised into about six chapters. The best theses submitted by students from earlier years are available in the Institute library for your reference and on the course website.

CHOOSING A THESIS TOPIC

Students are encouraged to define and answer important research questions, with importance defined in any way that is appropriate to your work and nation. The question 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 and one of these recently was awarded the top thesis mark, for an interview-based study of the policies and practices in the use of informants across 20 different police areas.

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

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

An increasing number of theses have described the development and implementation of *tracking systems for victims, offenders or places*: such theses 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 have focused specifically on a component of such theories, there is every reason for a thesis to do so. One good example is a qualitative thesis on the theory that best described the causal mechanism in a diversion programme for first-time domestic abusers, based on qualitative observation review.

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

THESIS DEVELOPMENT PROCESS

The 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 have 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.

The M.St. thesis development process has 12 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 document carved in stone, but as a dynamic process taking into account issues of relevance and feasibility.

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

The Key Products leading up to and guiding the thesis are the Research Abstract (about 500 words) which will include a section called a Policy Implications Statement (about 100 words)**,** and the Research Contract. The Research Contract develops from the Research Abstract and is the basis on which the thesis will be marked. Each examiner will mark the thesis on the basis of the agreements reflected in the Contract, and will not challenge those agreements.

Research Contract and Assessed Oral Presentation

This Oral Presentation is part of the course and is different from the oral examination (the 'viva') for students who have borderline marks.

In Block F, the Research Abstract that has evolved over the course of the thesis year is set aside and converted to a "Research Contract" that MUST be included at the beginning of the submitted thesis (but will not count against the 18,000-word limit). This is the Contract against which the thesis markers will be constrained; they will assess only *how well the student has written up the content of the Contract in the body of the thesis.*

In the Oral Presentation, which also takes place in Block F, each student produces a Powerpoint presentation for comment by our Thesis Oversight Committee (TOC). It will consist of slides (see below) that summarise the Contract that you will have drafted in Block F in consultation

with your supervisor. Thus the purpose of the Oral Presentation is to inform the TOC of the draft terms of the Contract.

Given time limitations, the Oral Presentation can contain no discussion of the importance of the topic, the literature review or other context for the research. For those doing a quantitative thesis the emphasis should be on data analysis and findings to date; for those doing another kind of study the emphasis should follow the structure of the thesis as agreed with the supervisor.

There will be 15 minutes allowed for the Oral Presentation, which will be attended only by each individual student and his/her supervisor, followed by 15 minutes for discussion with the TOC. **The exact wording of the Contract will be agreed after this meeting by student and supervisor, and submitted in writing by the end of Block F for final TOC approval.**

For the Oral Presentation the Contract will be broken up into the following nine slides, which the student will present to the TOC, and will include no other slides:
1. Thesis Title, student name, employer and Cambridge supervisor name.
2. Research Question and sub-questions.
3. Key Findings.
4, 5, 6, and 7. Four slides to support the findings, including data and methodology, research design and summary of analytic methods.
8. Policy implications of findings.
9. One slide to list any remaining data collection or analysis plans.

It is essential that students both agree on the draft Research Contract with their supervisors, and also rehearse their Oral Presentation with their supervisors, before the meeting with the TOC. The TOC will finally approve the Contract before or shortly after the end of Block F.

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* (student to make 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,	Research Plan Reviewed for feasibility	Y2 Supervisor	Student, Y2 Supervisor Meet 1 on 1 (In person or Skype)	Research Abstract 2.0
5	Time between Blocks D &E	**Essay 5**	Y2 Supervisor	Student writes Essay 5 proposal	
6	Block E	**(Note: all data should be in hand; if no data then consult LS)**	Y2 Supervisor	Student & Y2 Supervisor review data for analysis planning	
7	Block E	Review Block E Progress Draft Lit Review	Y2 Supervisor (option to add LS)	By email or meetings	Research Abstract 3.0
8	Block F week 1	Prepare for marked Oral Presentation; prepare draft Research Contract	Y2 Supervisor	Y2 Supervisor meets student 1 on 1 (Skype or in person)	
9	Block F week 2	**Draft Research Contract presented; Oral Presentation marked**	LS, HS, DOC* Y2 Supervisor	Student presents to Thesis Oversight Committee (TOC) - LS, HS & DOC*	Agreed Mark on Oral Presentation by TOC; Research Contract commented on and final approval given in or soon after Block F.
10	Early November	All Draft Thesis Chapters must be received by Y2 Supervisor	Y2 Supervisor	Y2 Supervisor receives Draft	Draft Thesis
11	30 days after student submits	Y2 Supervisor returns Thesis comment	Y2 Supervisor	Y2 Supervisor sends back comments	TOC to be advised of any late changes to Research Contract (final version to accompany

					thesis to markers)
12	Student submits by 12th 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; DOC = Sir Denis O'Connor; HS = Dr. Heather Strang

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

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:

1. Thesis (draft) Title:

2. Key Research Question

3. Unit of Analysis, Data Set Size and Time Period

4. Key Measures of independent, dependent or descriptive variables

5. Research Design:
   comparing
   predicting
   describing

If comparing, describe how comparison and treatment groups are selected.
If predicting, describe how false negatives and false positives are classified.

6. Summary of Analytic Methods:

7. Key Findings: (only for version 3.0)

8. Policy Implications Statement

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 its 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: (thesis subsequently published: M. Bland and B. Ariel, 2015. "Targeting Escalation in Reported Domestic Abuse: Evidence From 36,000 Callouts" *International Criminal Justice Review* 25(1) 30-5)

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**

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

5. **Research Design**
      comparing
      predicting
      describing

   If comparing, describe how comparison and treatment groups are selected.

   If predicting, describe how false negatives and false positives are classified.

6. **Summary of Analytic Methods:** 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."

Policy Implications Statement: The risk of repeat offending and serious harm varies widely among couples with reported domestic abuse. Policing of domestic abuse may become more effective by concentrating resources on the tiny percentage of couples that 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" programmes 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: this section 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: comparing
                  predicting
                  describing

6. **Summary of Analytic Methods:**
    Participant observation and reflection on author's leadership in relation to quantitative measures of integrity of experiment as implement.

7. **Key Findings**:
    Compliance depended heavily on middle-manager interactions with constables. Less successful mid-managers were asked to improve, but often simply transferred instead. Final product was therefore variable by operational teams, despite author's area leadership interventions.

8. **Policy Implications Statement**
    The introduction of a new policy requiring constables to do something different is a major challenge needing constant attention. Even with tracking, feedback, and two levels of managerial oversight, substantial non-compliance with the new policy can emerge. Whether more disciplinary action or other attempts to correct non-compliance would have made a difference is not knowable from this thesis. But the research does document the limited success of a policy of constant tracking, feeding back and correction. Ways to apply the research can include more time spent in face-to-face conversations by top leaders with constables prior to the implementation of the policy.

Research <u>Contract</u> Template

The key product developed in Block F from both your Research Abstract and your Oral Presentation is your Research Contract, which will contain the following elements:

- Research Question and Sub-Questions
- Data and Methodology
- Research Design
- Analytic Methods
- Findings
- Policy Implications of Findings

Formal Requirements for the Submission of the Thesis

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.**

Although you are strongly advised to use your entire 18,000 word count, you may be penalised 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 (the *viva*) 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.

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

The Declarations

Three declarations are required. Please submit one copy of each 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 (*viva)* 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 any. If you draw on the work of others this must be explicitly stated with an indication of which parts of the thesis (e.g. one chapter or part of a chapter) include the work done by others. You are required to include a declaration as follows: 'Except as indicated by specific references to or acknowledgements to other sources, this thesis is my own original work.' – A copy of the Declaration sheet can be found on the website and in later pagers of this handbook.

The Format

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

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

An electronic version of the thesis must also be sent via email to mstessays@crim.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.

UNIVERSITY OF CAMBRIDGE

Institute of Criminology

POLICE EXECUTIVE PROGRAMME

THESIS DECLARATION FORM

Candidate Name (please print)	
Candidate Number	
Word Length (including notes but excluding appendices and bibliography)	
Has this thesis, or any part of it, been submitted for any purpose other than the M.St. examination?	Please circle: YES NO If YES, please state details:
Please delete as appropriate:	• I give permission for this thesis to be read by Institute of Criminology staff and students. • My permission must be given for access to this thesis (other than my supervisor and the markers). • I give permission for this thesis to appear in the National Police Library
NB Remember to include your Research Contract	

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

Signed …………………………………………………

Date…………………………………………………

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

[Thesis title]

Submitted in part fulfilment of the
requirements for the
Master's 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

1. General Comments

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

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

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

5. Adequate exploration of limitations and future avenues of study

6. Overall style, format, articulation, clarity

Provisional Mark	
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:

Once your degree has been approved by the Degree Committee, you will be notified in writing. You can then register on your college website to attend a Congregation (Graduation ceremony). We encourage as many of you as possible to graduate in July so you graduate with colleagues but if you are unable to attend then, there are other possible dates. Please see your college website for details.

Please pay particular attention to the details on the college website regarding attire for this event. If you purchase and MA status gown at the beginning of the course, this is the correct gown for graduation but you will need to hire the correct hood

READING LISTS FOR 2018

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 **QO7**
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. **QO7**
- 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. **QO7**
- 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. **QO7**
- Coleman, J.S. and Fararo, T.J. (eds) (1992) *Rational Choice Theory: Advocacy and critique*, London: Sage. (Read introduction and chapters 9 and 10) **QO7**
- 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.QO8**
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) **QO7**
- 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.QO8**

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) **QO7**
- 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 Victimisation: 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/PERIOIDICAL**
- 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- Anaylsis 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. **QO7**

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**

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 QO7**
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. **QO7**

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. McMurran (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)*

- ➢ **Ethics Approval** *(Should this be required, your supervisor will inform you. (Completed form to be returned to Magda Bergman, mg448@cam.ac.uk marked for Dr Katrin Müller-Johnson's attention (as Chair of the Institute's Ethics Committee)*

- ➢ **Risk Assessment for Fieldwork.** It is rare that this applies to those conducting projects within their own police agency but should this be required, your supervisor will inform you. *(Completed form to be returned to Magda Bergman, mg448@cam.ac.uk marked for Dr Katrin Müller-Johnson's attention (as Chair of the Institute's Ethics Committee)*

ESSAY DECLARATION FORM

PLEASE ATTACH <u>ONE</u> COPY OF THIS FORM TO ONE COPY OF YOUR ESSAY WHEN SUBMITTING

Please submit an electronic copy to mstessays@crim.cam.ac.uk **no later than 11.00am** on the due date and an electronic copy to Turnitin.

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: ....

UNIVERSITY OF CAMBRIDGE

Institute of Criminology

POLICE EXECUTIVE PROGRAMME

THESIS DECLARATION FORM

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

➢ 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
➢ I declare that I have included a copy of my Research Contract

Signed …………………………………………………….

Date…………………………………………………………

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.

UNIVERSITY OF CAMBRIDGE

Institute of Criminology

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

Name:

E-mail address:

Degree Course (if applicable):

Topic/Research title:

Supervisor/s (*if applicable*):

Sponsor (*if applicable*):

Please tick or encircle your answers

Have you discussed the ethical aspects of the research with your supervisor or PI (where applicable)	YES / NO / Not applicable
Will your research involve any participants under the age of 16?	YES / NO
Will your research involve particularly vulnerable participants?	YES / NO
Have you discussed research safety issues with your supervisor or PI ?	YES / NO
Have you completed a risk assessment for your research?	YES / NO

1. Briefly describe the purpose of the research. (Please attach a detailed research proposal/abstract)

2. (a) Who will the participants be?

   (b) How will they be recruited/selected?

3. a) Will participants be paid? ☐

   If so, how much?

   b) Will any of the participants be given tokens of appreciation? ☐

If so, what?

4. Consent Information (Please attach a *Participant Consent form*, written on headed paper and including your name(s), address and contact phone number.)

   (a) Will consent be obtained prior to the investigation? ☐ OR At the time of the investigation? ☐ or Both? ☐

   (b) Will consent be verbal ☐ Written ☐ Electronic via computer? ☐
   (if not written consent, please justify this below)

   (c) Will consent be personal? ☐ Third party on behalf of the participant? ☐

   If the latter, please justify third party consent:

   (d) Will personal identifiable information be made available beyond the research team?
   Yes? ☐

   No? ☐

   If your answer is yes, to whom will the information be given?

   How will consent be obtained for the wider use of personal information?

5. If data is to be analysed or stored on a computer, you must make arrangements to comply with the Data Protection Act 1998.

   Have you done this? ☐

   Also, how and where do you intend to store data and for how long?

6. Have you read the British Society of Criminology Code of Ethics?

   YES ? ☐   NO ? ☐

7. Are you receiving funding from the ESRC?

   YES ? ☐   NO ? ☐

8. If your research involves collaboration with other Higher Education Institutions, please indicate which they are?

9. If your research involves collaboration with non-academic partners, please indicate which they are?

10. Does your research involve health related issues which will necessitate an ethics application via the NHS? See:
    http://www.hra.nhs.uk/research-community/applying-for-approvals/
    YES ? ☐   NO ?   ☐

11. Does your research involve criminal justice issues which will necessitate an application to the National Offender Management Service?   See:
    https://www.gov.uk/government/organisations/national-offender-management-service/about/research#research-application-process

    YES ? ☐   NO ?   ☐

12. Does your research involve cross-cultural research?   Is ethical approval being sought from other institutions/organisations in other countries? (Please specify if your answer is yes):

    YES ? ☐   NO ?   ☐

    Don't forget to sign the application - below.

NOTES:
- Please note that the Institute of Criminology's Ethics Committee reserves the right to seek advice from the School of Humanities and Social Sciences Research Ethics Committee and/or the University's Ethics Committee or any other source of expertise. See: http://www.research-integrity.admin.cam.ac.uk/research-ethics/university-research-ethics-committee

- We will endeavour to send a response within a week of receipt of any application, though if we seek advice from beyond the Institute's Ethics Committee this will take longer.

- We may ask you to amend your proposal or relating material before ethical approval can be given. In such cases we would ask you to submit amended material within one week – as below.

- The British Society of Criminology Statement of Ethics can be found at: http://www.britsoccrim.org/documents/BSCEthics2015.pdf
                                        ----

Signature(s) of applicant(s:

Signature of Supervisor (*where the applicant is a registered student* at the Institute of Criminology), otherwise this is not applicable.

Date of application:

Please return completed form and related documents to Magda Bergman (mg448@cam.ac.uk – in the IoC's Reception), marked for <u>Dr Katrin Müller-Johnson's</u> attention (as Chair of the Institute's Ethics Committee)

_____

CHECK-LIST OF DOCUMENTS TO ENCLOSE WITH THE APPLICATION

- Copy of Research Proposal/Abstract ☐

- Copy of Participant Information Sheet ☐

- Participant Consent Form ☐

- Risk Assessment sheet ☐

KMJ/Ethics/Oct2017 Version 4

RISK ASSESSMENT FORM for FIELDWORK
Institute of Criminology

Risk assessment: NAME and Position (Member of Academic Staff/Research Staff/Student etc.):	Date:
Research Activity details • What will the research activity involve? • With whom will it be? • When? • Where?	

Identify the potential hazards	**Is the risk: High, Medium or Low?**

What measures are in place to ensure your safety

If any of the risks are High, what have you done to take this into account and mitigate the risks?

Before signing the form, have you specified:

	Yes	No
When the activity will take place?		
Who is involved?		
What will the activity involve?		
What is the purpose of the activity?		
Are there any special risks?		
Insurance checked? (See the Guidance on University Insurance)		
Travelling arrangements in place?		
Health issues checked?		
Equipment requirements checked?		
Where the information is kept/available?		

Emergency contact numbers

Your contact details for the duration of the fieldwork

Signature

Name, position and signature of supervisor or PI (where applicable)

Comments from supervisor or PI (where applicable)

<table>
<tr><td>

Countersignature of Deputy Director/Director, who will receive the form and keep a copy

Date:

</td></tr>
</table>

NOTES:
- The University provides travel insurance for employees and registered post-graduate students of the University of Cambridge and its subsidiary companies whilst travelling abroad on University of Cambridge business. Cover is also provided for graduate students registered with the University of Cambridge and for undergraduates of the University of Cambridge and official volunteer workers travelling on supervised departmental fieldtrips outside the UK. Currently no charge is made for this cover, the costs being met by the University's insurance budget.
  See: http://www.admin.cam.ac.uk/offices/insurance/travel/   for details of the application process

- Please follow the guidance provided by the Foreign & Commonwealth Office for the country you are planning to visit. https://www.gov.uk/foreign-travel-advice

- Advice for Field trips is provided by the University Health & Safety Division: http://www.safety.admin.cam.ac.uk/other-hs-areas/fieldwork-safety

THIS FORM SHOULD BE SUBMITTED TO MAGDA BERGMAN (mg448@cam.ac.uk) FOR THE ATTENTION OF Dr KATRIN MÜLLER-JOHNSON, CHAIR OF THE ETHICS COMMITTEE, INSTITUTE OF CRIMINOLOGY. Please submit it with your Ethics Application Form.

RA4 Form. February 2017, LRG.

EXTERNAL EXAMINER'S REPORT

SUMMARY REPORT FORM FOR EXTERNAL EXAMINERS

UNIVERSITY OF CAMBRIDGE

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 Lorraine Mazerolle
Home institution and any profession affiliations	University of Queensland
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:
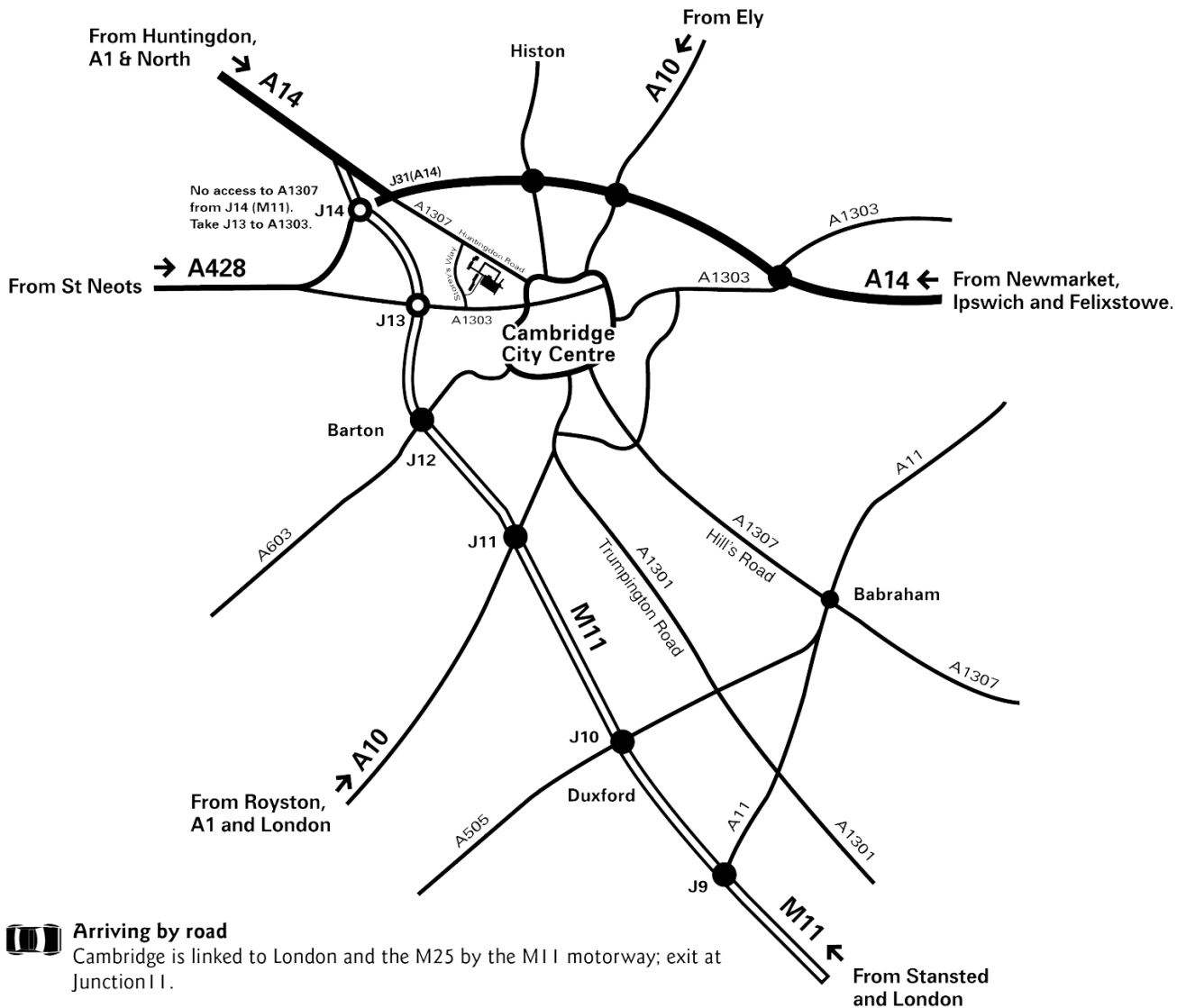
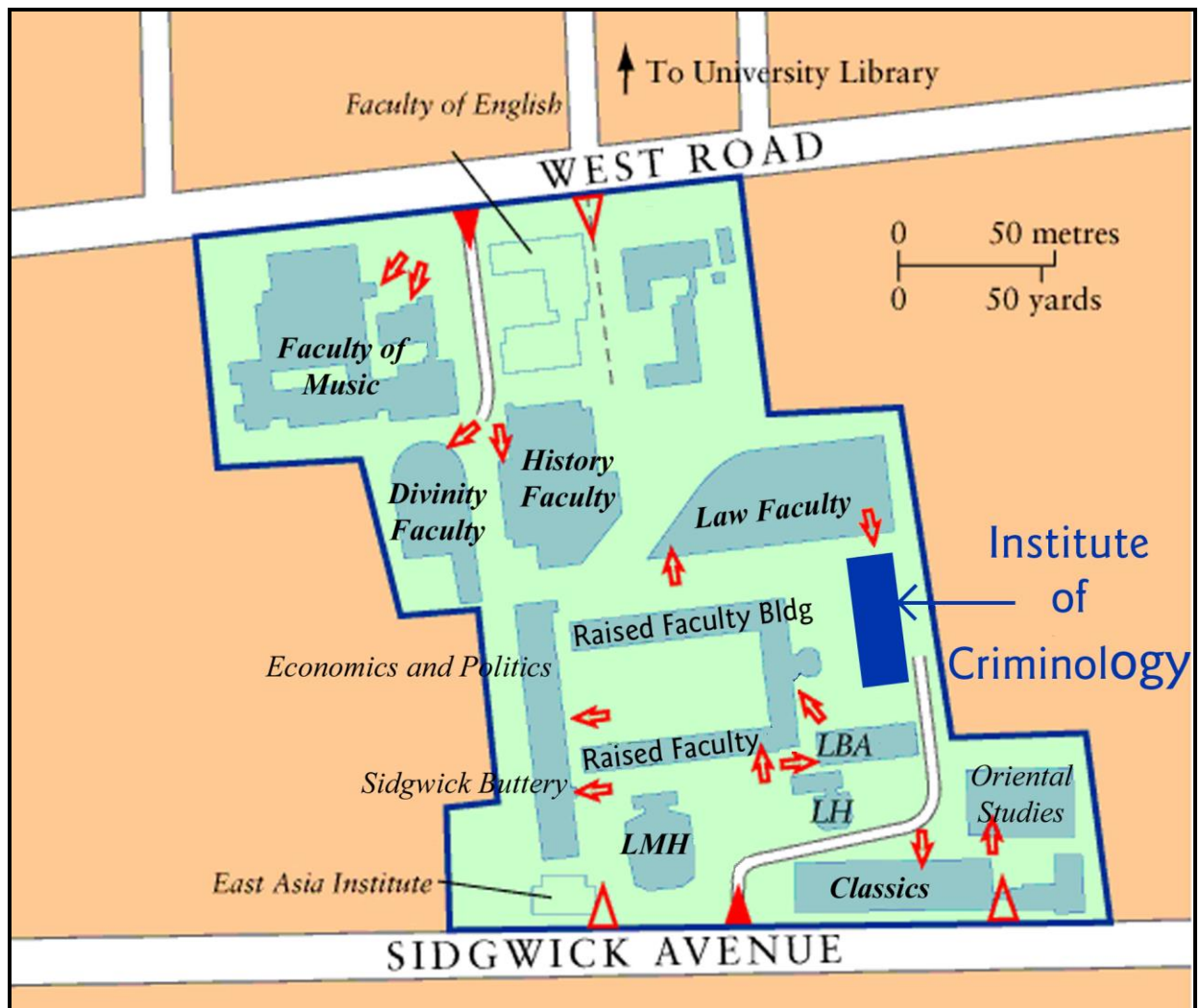|	YES	NO
The standards set for the awards or subject area above are appropriate for qualifications at this level, in this subject.	✓	☐
The standards of student performance are comparable with similar programmes or subjects in other UK institutions with which you are familiar.	✓	☐
The processes for assessment, examination and the determination of awards were sound and fairly conducted	✓	☐

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

The standards of the MSt are very high, fostering police practitioners to reach high academic standards that set them apart from their peers in policing.

Lorraine Mazerolle 12th February 2018

ROUTES TO CAMBRIDGE

From Huntingdon,
A1 & North

From Ely

Histon

A14

A10

No access to A1307
from J14 (M11).
Take J13 to A1303.

J31(A14)

J14

A1307

Huntingdon Road

A1303

A428

From St Neots

A1303

J13

Queen's Way

Cambridge
City Centre

A1303

A14 ← From Newmarket,
Ipswich and Felixstowe.

Barton

J12

A603

J11

A10

From Royston,
A1 and London

Trumpington Road

M11

A1301

Hill's Road

A1307

A11

Babraham

A1307

J10

Duxford

A505

A11

A1301

J9

M11

From Stansted
and London

Arriving by road
Cambridge is linked to London and the M25 by the M11 motorway; exit at
Junction11.

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 apprximately 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.

If you are considering bringing your own bike to Cambridge, please register it as below and please do check your insurance to make sure it is covered, Sadly, many bikes are stolen each year.

REDUCE PROPERTY CRIME

Thousands of items of property are lost or stolen each year in the UK. The Immobilise National Property Register already holds the details of 20 million items of property.
Add yours now to protect your property and to help the Police stop property crime.

REGISTER

Register your property for free at www.immobilise.com, it only takes a couple of minutes and once you have registered you will have a better chance of getting your property back if it's lost or stolen.

REPORT

If any item of registered property is lost or stolen report it to Immobilise via your online account. This information is then made available nationally to all the major UK Police forces via their online systems.

REUNITE

If your registered property is recovered either the Police or Immobilise will contact you and let you know its location.

IMMOBILISE
PROPERTY CRIME
www.immobilise.com