# University of Cambridge, Institute of Criminology



# Masters' in Applied Criminology, Penology and Management.

# Course Handbook 2018

# INTRODUCTION

Welcome to the M.St in Applied Criminology, Penology and Management – often called 'the Penology Programme', at the Cambridge Institute of Criminology. We hope that you will find it a thoroughly enjoyable and rewarding experience, and something which adds considerably to your professional development.

This Handbook has been designed to provide virtually all you need to know about the course, how it is administered, taught and assessed, as well as other useful information about the Institute, its staff and facilities, your College and the University of Cambridge. You are, of course, more than welcome to get in touch with me, Lucinda Bowditch or Glenn Garner if you have any questions which are not answered in the pages that follow.

**Part One** sets out the background to the course and provides important information on supervision and welfare, including what you can reasonably expect of your supervisors and what we expect from you. It also describes the general administrative and housekeeping arrangements, as well as facilities for disabled students.

**Part Two** is devoted to Year One. It sets out the draft syllabus for each study block, describes the assessment procedure, gives the titles for all the assessed essays and provides instructions for the presentation and submission of essays. It gives vitally important guidance on the avoidance of plagiarism and correct referencing which you must read carefully.

**Part Three** is devoted to Year Two and sets out the syllabus, the assessment procedures, details of the Research Methods Assignment and guidance for the preparation and submission of the thesis.

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

Immediately following this introduction you will find contact details for the core members of the M.St. team and dates for study blocks, essays submissions and other important events. We are a friendly and committed group of staff, who will try to make your time on the course as positive as possible.

Best wishes for your success on the course.


*Dr Ben Crewe*
*Course Director*
*Deputy Director, Prisons Research Centre*

# CONTENTS

# CONTACT DETAILS

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**All staff contact details are available on the Institute website: www.crim.cam.ac.uk**

**Institute of Criminology**
Sidgwick Avenue
Cambridge, CB3 9DA
**Reception:** Telephone: 01223 335360

**Radzinowicz Library of Criminology**
Telephone: 01223 335386             Email: crimlib@hermes.cam.ac.uk

# COURSE AND SUBMISSION DATES

| YEAR ONE 2018 | YEAR TWO 2018 |
|---|---|
| Course Dates:<br><br>**Block A**   9 - 20 April 2018<br>**Block B**   2 - 13 July 2018<br>**Block C**   3 - 14 September 2018 | Course Dates:<br><br>**Block D**   3 - 13 April 2018<br>**Block E**   9 - 20 July 2018<br>**Block F**   10 -21 September 2018 |
| **Essay Submission Dates:**<br><br>**Essay 1**   1 May 2018<br>**Essay 2**   7 August 2018<br>**Essay 3**   16 October 2018 | **Essay Submission Dates:**<br><br>**Essay 4**   30 January 2018<br>**Methods**   24 April 2018<br>**Thesis**   2 January 2019<br><br>*2 January is also the last date for borrowing books from the library* |
| **Board of Examiners' and Oral Examination Date:**<br>13 December 2018<br>*(Essay 3 feedback will be circulated following this meeting)* | **Board of Examiners' and Oral Examination Date:**<br>25 February 2019<br>*(Theses feedback will be circulated following this meeting)*<br>*Any student being called for a viva will be notified by 11 February 2019.* |
| | **Graduation Dates:**<br>The main graduation will take place in July but it is possible to attend alternative graduation ceremonies. *See college web page for details* |
| **Other Dates:**<br><br>Submission date for Essay 4 will be 29 January 2019 | **Other Dates:**<br>Deadline for submitting Thesis titles<br>1 October 2018<br><br>Deadline for submitting thesis drafts to supervisors for comments:<br>**15 November 2018**<br><br>**Please note that 6 November is the latest date for formal applications for thesis extensions. Applications received after this date will only be considered in exceptional circumstances** |

# PART ONE - THE INSTITUTE AND ITS COURSES

## GENERAL INFORMATION

### The Institute of Criminology

The Institute of Criminology was founded in 1959, housed in temporary accommodation first in Scroope Terrace and then in West Road. In 2005 the Institute moved into a new building on the Sidgwick Site as its permanent home. It has a worldwide 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 publications held in it, and are willing to offer help when needed. In 2009 the Institute celebrated its 50th Anniversary with the publication of *Challenging Crime* which provides a portrait of the Institute and its work.

The penology course was initially established in cooperation with the Judge Business School, which is situated in Trumpington Street, opposite the Fitzwilliam Museum. The Business School was created in 1990 to act as a focus for management teaching and research in the University. The library of the Judge Business School is available to students, and members of staff there sometimes become involved in the supervision of M.St. students.

### M.St in Applied Criminology, Penology and Management, Year One

The M.St. Degree in Applied Criminology, Penology and Management was originally developed in partnership with the Prison Service to provide a high quality course for senior prison managers. In subsequent years, with the advent of the National Offender Management Service (NOMS), it was re-developed to serve the needs of both the Prison and Probation Services. The course is now open to magistrates and others working in, or expecting to work in, criminal justice as well as senior managers in public & private prisons and the probation service whether from the United Kingdom or overseas. The programme is underpinned by several key concepts: continuing professional development, collaborative learning, critical thinking and reflective practice. Participants on the M.St. programme will be encouraged to review and evaluate past, current and future practice, enhancing their capacity to apply up-to-date research in management, penology and criminology to aspects of their work.

Year one comprises three formal residential blocks in Cambridge, each of two weeks duration. Year one comprises five core subject strands that are interwoven through the three teaching blocks (Blocks A, B and C). The course curriculum is updated on an annual basis to take account of current issues. The core strands are:

- Criminological Theory and Research
- Management in Criminal Justice
- Prisons and Imprisonment
- Criminal Justice and Community Justice
- Sentencing, the Legal Context and Court Issues

The first block (A) is held around Easter each year. The second and third blocks (B and C) take place in July and September. Year one is assessed by three essays (3,000 words each) selected from the core modules covered by the course.

## M.St in Applied Criminology, Penology and Management, Year Two

Participants who have successfully completed year one to the required level are invited to proceed to year 2 and complete the full M.St. In exceptional circumstances approval may be given to intermit. The M.St. requires a further year of part-time study in which there are three more two-week blocks in Cambridge, around Easter and in July and September. Year two builds on work completed in year one, providing research methods training that helps students write a substantial dissertation, which may be based on either library or field work. Year one marks are carried forward towards the Master's degree along with three other units of assessment in the year two. These involve a fourth essay (3,000 words) from the first year syllabus, a 4,000 word applied methodology exercise and an 18,000 word dissertation. Candidates who progress to year two but who are unable to complete it, for any reason, will still be considered for the award of the postgraduate certificate.

## Aims of the Courses

The broad aims of the course are:

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

- To develop the skills necessary to locate, interpret, analyse and evaluate research and other relevant source materials.

- To enhance the capacity of students to apply current research in criminology to their work as senior criminal justice professionals.

- To give students the tools and space to reflect on their practice and think about wider criminal justice issues.

## 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. Master of Studies degrees cannot be awarded if these residential requirements have not been met.

# THE UNIVERSITY AND ITS COLLEGES

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

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

The Colleges vary in size from under 100 to almost 1,000 students. Some Colleges are recent foundations and others are almost as old as the University itself, which celebrated its 800th anniversary in 2009.

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

## Homerton College

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

Homerton is the newest Cambridge college, having a rich educational history going back over two centuries. Beginning life in London as a Dissenting Academy and then a teacher training institution, in 1894 it moved to its current location. Set in attractive and spacious wooded grounds near to the train station, Homerton enjoys a mix of modern accommodation and historic buildings. The library is modern, well-stocked, and a light and airy place to work. Students dine in a splendid gothic hall built in 1890, work out in the on-site gym, play sports on our football field, eat or drink in our Griffin bar and buttery, relax in the graduate Common Room or just wander through the orchard. All student rooms have been either rebuilt or refurbished to a very high standard within the last ten years.

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

talks and events brings together and celebrates our diverse academic community. Graduate students are also represented by a lively union, the MCR, which organises social events as well as supporting many different clubs and societies for music, rowing, drama, and more.

**Homerton College**

| | | |
|---|---|---|
| Hills Road | Porters' Lodge: | 01223 747111 |
| Cambridge | | |
| CB2 2PH | | |

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

The University of Cambridge Institute (formerly Board) 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 approximately three miles to the west of Cambridge.



Anyone who successfully completes year 1 but who does not proceed to or complete year 2 will be eligible for the Postgraduate Certificate in Applied Criminology, Penology and Management. Awards for the part-time Postgraduate Certificate in Applied Criminology, Penology and Management will be made by the University of Cambridge through the Institute of Continuing Education.

**Supervision**

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

- First, although personal and welfare problems are normally dealt with via the Colleges, it will 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.

- Secondly, the supervisor will act as the student's advisor on all academic matters concerning the course, giving advice on study skills, for example, and providing feedback on assessed work. *Bear in mind that the rules of anonymity dictate that supervisors will not themselves necessarily be involved in assessing the work of their supervisees.*

- Thirdly, the supervisor will play an important role in advising on the selection of a thesis topic, questions of research design and methodology, the conduct of fieldwork and analysis, and the writing up of the dissertation, including reading a draft of the thesis. In some cases, where additional specialist knowledge is required for proper supervision of the thesis, the supervisor will arrange, in consultation with the Director of Studies, for an additional thesis advisor to be appointed. In other cases, where a topic would be more appropriately supervised by another member of staff, there may be a change of supervision in the second year.

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

**Responsibilities of students**

- To provide the Course Administrators with all communication addresses and keep these up to date.

- To make contact with their supervisor as early as possible in each study block.

- To attend supervision meetings promptly as arranged and to act upon appropriately given advice.

- To attend courses as timetabled, and to inform the relevant lecturer or 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 evidence as early as possible in cases where an extension is requested.

- To submit at least a partial draft of the thesis by the due date so the supervisor can ensure that independent work can continue on the right lines.

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

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

**Responsibilities of supervisors**

- To make contact with their supervisees as early as possible in each study block.

- To attend supervision meetings promptly as arranged.

- To keep a formal record of meetings with supervisees including details of any advice given.

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

- To give advice to students about the preparation of the thesis and where appropriate to arrange for the appointment of a 'thesis advisor'.

- To attend the 'thesis oral presentations' of all students for whom they act as supervisor or thesis advisor (and as many other presentation sessions as they can reasonably manage).

- To read and comment upon one draft or partial draft of the thesis to ensure that independent work can continue on the right lines.

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

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

**Reasonable expectations of good practice**

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

It would be reasonable for students to 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. A second session might look forward to preparation of the next assignment.

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

- Selection of topic and review of the literature

- Research design and methodology

- Fieldwork, analysis and writing up.

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

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

## COURSE EVALUATION

Course participants are asked to complete an anonymous online evaluation forms 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. It is only through listening to feedback that we can offer and maintain a high quality course. The courses have both recently undergone substantial revisions following an extensive process of consultation with participants on the previous courses.

## WRITTEN WORK

Many course participants will be returning to a teaching and learning environment after a substantial period away, and are required to write a number of essays, and eventually a thesis.

Considerable attention will be given in the first study block to the provision of guidelines that may be helpful in preparing your work. The guidelines give a general indication of what is required in writing and submitting essays and a dissertation and gives vital information about avoidance of plagiarism and appropriate referencing.

Students whose first language is not English, and who experience difficulties with written work, should consider taking one of the 'English for academic purposes' courses at the Cambridge University Language Centre or the Institute of Continuing Education. See - http://www.langcen.cam.ac.uk/courses/courses.php. It is also advisable that they should obtain the services of a proof reader able to correct the use of English where necessary before the submission of essays; if such services are used this should be acknowledged in a footnote to the essay or thesis.

The syllabus, essay titles and advice on essay writing and plagiarism are provided in Parts Two and Three.

Another useful online resource can be found at: http://www.ice.cam.ac.uk/studying-with-us/information-for-students/virtual-learning-environment

**Computing facilities**

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

There are also computing facilities in the Law Faculty (with on-site support from the Faculty's computer officer), the Economics Faculty Building, the 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**

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. It is not difficult to imagine the consequences of a loss of computers containing research data or the loss of files containing confidential information.

## Smoking

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

## Telephone messages

The Course Administrator will take messages during the M.St. teaching blocks. The Administrator can be reached on 01223 335373 or 01223 335367 during office hours; the Institute fax number is (01223) 335356. At all other times you can leave a message with the General office (01223 335360).

## Racial and sexual harassment

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

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/.

## When there are difficulties

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

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

**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 longer term vision of what is required than may seem necessary when seen from the point of view of those working in the field. Most of the time the partnership will work well but sometimes things can go wrong or might be perceived to be going wrong. This section sets out pathways that should most effectively guide our students to resolving problems before they become a formal complaint.

- 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, dissertation 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.

- 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.

- 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.

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 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.

## 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
Keynes House
24a Trumpington Street
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# ACADEMIC AND ADMINISTRATIVE STAFF

## M.St Staff

**Dr Ben Crewe** is Course Director of the M.St. in Applied Criminology, Penology and Management, and Deputy Director of the Prisons Research Centre. Ben has been at the Institute since 2001 and has researched widely on prisons and imprisonment. Much of his work has been on the 'inner life' of prisons, such as prison culture, staff-prisoner relationships, the drugs economy in prison, and adaptations to imprisonment. Ben is particularly interested in how power is exerted in prison and how it is experienced by prisoners. His most recent monograph, *The Prisoner Society: Power, Adaptation and Social Life*, was published in 2009 by Oxford University Press. He has also published in journals including *Punishment & Society*, *The British Journal of Criminology*, and *Justice Quarterly*. He has co-edited a collection on prison staff (Understanding Prison Staff), another on prisoners (The Prisoner) and another on wider aspects of prisons and imprisonment (The Handbook on Prisons, 2nd edn).

In recent years, Ben has co-directed a study (with Professor Alison Liebling) on Values, Practices and Outcomes in Public and Private Corrections, which has included a very large number of interviews with prison governors and senior managers. He has recently completed a major research project (with Dr Susie Hulley and Dr Serena Wright) titled 'Experiencing very long term imprisonment from young adulthood: identity, adaptation and penal legitimacy'. He is now leading a five year, European Research Council funded study, titled 'Penal Policymaking and the Prisoner Experience: A Comparative Analysis', which involves fieldwork in England & Wales and Norway. Ben has always been keen to engage with practitioners in developing research ideas and disseminating findings. He is on the editorial board of *The Prison Service Journal* and on the Perrie Lectures committee, is an International Associate Board member of *Punishment & Society*, and is on the editorial board of the B*ritish Journal of Criminology*, L*aw and Social Inquiry* and *Theoretical Criminology*. Before coming to the Institute, Ben studied sociology at Robinson College, Cambridge, London School of Economics, and the University of Essex

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

**Dr Caroline Lanskey** (Lecturer in Applied Criminology). Dr Lanskey's research interests stem from her cross-disciplinary experience of education and criminology and include youth justice, education, citizenship and migration, prisoners' families, arts in criminal justice and research methodology. Since joining the Institute she has worked on a number of research projects related to the education an evaluation of a training intervention for staff in secure settings for young people; an ESRC postdoctoral research fellowship on the education of young people in custody; a study of risk and protective factors associated with the resettlement of imprisoned fathers with their families; and an analysis of criminal justice processes through the eyes of families bereaved through homicide. She has recently completed a project on the education

pathways of young people in the youth justice system and an evaluation of restorative prison and probation programmes in Hungary, Germany, Latvia and Bulgaria. Her current research projects include an evaluation of a school-based support service for prisoners' children and a study of youth justice in rural areas.

**Dr Katrin Müller-Johnson** (Lecturer in Applied 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 Lucy Willmott** is a Teaching Associate on the MSt in Applied Criminology. She has lectured in criminology, psychology and research methods at the University of Wales, Bangor, the University of Oxford and the Institute of Psychiatry. She completed a post doctorate position on the Inclusion for Dangerous Severe Personality Disorder: Evaluation Assessment and treatment (IDEA) Research Project at the University of Oxford and was formerly a psychologist in training for HM Prison Service. She has a BA (hons) in Psychology and Sociology (1995), MA in Criminology and Research Methodology (1997) and a PhD in Criminology (2002) from the University of Wales, Bangor. Her research interests have focused on the treatment and management of personality disordered and psychopathic offenders in high security settings.

**Dr Ruth Armstrong** is a Research Associate in the Prisons Research Centre. She graduated in Law with American Law from the University of Nottingham in 2001. In 2005 Ruth completed the MPhil in criminological research at the Institute of Criminology in Cambridge, undertaking the pilot study which became the basis for her Ph.D, an ethnography of life after prison in the USA. She is currently completing a post-doc on an ESRC funded project under the new 'Transforming Social Science' initiative, entitled 'Locating and Building Trust in a Climate of Fear: Religion, Moral Status, Prisoner Leadership and Risk in Maximum Security Prisons'. Her research interests include considering criminal justice practices in light of desistance theory and interrogating matters of faith and religion in relation to crime and desistance. Recent publications include 'Trusting the Untrustworthy: The Theology, Practice and Implications of Faith-Based Volunteers' Work with Ex-Prisoners', *Studies in Christian Ethics* August 2014 vol. 27 no. 3 299-309, 'From Paper Ethics to Real World Research: Supervising Ethical Reflexivity When Taking Risks in Research with 'The Risky'; Ruth Armstrong, Loraine Gelsthorpe and Ben Crewe in *Reflexivity in Criminological Research Experiences with the Powerful and the Powerless* edited by Karen Lumsden, Aaron Winter, September 2014, Palgrave Macmillan and 'Transforming Rehabilitation: Can faith-communities help to reduce reoffending?' In the *Prison Service Journal*, Nov 2014, no. 216. Last year Ruth also produced two films showing the findings from her Ph.D. on the role of mentors supporting desistance post-release: 'Jogging with Jody'
https://www.youtube.com/watch?v=ZNZMLFrrGUU, and Jogging with Jody – the experts view https://www.youtube.com/watch?v=XPv3SpcemuI. She juggles a part-time job with the joys of trying to keep two young children alive while minimising factors that could, in the future, land them in prison.

**Dr Katherine Auty**
Katherine is a quantitative criminologist and post-doctoral researcher based in the Prisons Research Centre at the Institute of Criminology since 2012. Katherine completed her PhD in 2013 at the Forensic Psychiatry Research Unit, St Barts School of Medicine, University of

London. Using data from the Cambridge Study in Delinquent Development, she examined the intergenerational transmission of psychopathy, personality disorders and criminal behaviour. Her current work involves analysing data from the Measuring the Quality of Prison Life (MQPL) and Staff Quality of Life (SQL) surveys, and she has led research exercises in several prisons. Recently, she was also the Principal Investigator of a longitudinal evaluative study of changes in learning culture in eight English prisons, in collaboration with the Prisoners Education Trust. She has previously worked as a researcher at the School of Law at the University of Birmingham and at the UCL Institute of Child Health in London. Previous research projects have involved evaluating professional development programs for practitioners including prison officers, social workers and clinicians.

**Dr Jane Dominey**
Jane is a Research Associate in the Centre for Community, Gender and Social Justice. She has been based at the Institute since 2011. Her PhD, titled 'Fragmenting Probation? A Qualitative Study of Voluntary, Public and Private Sectors' Interactions in Supervision' was completed in 2015 and she is co-author (with Prof Rob Canton from De Montfort University) of the most recent edition of 'Probation' (published by Routledge in 2017). Her research interests include all aspects of work with supervisees and released prisoners in the community. Dr Dominey qualified as a probation officer in 1990 and worked in a number of roles, including community supervision, group work and specialist practice teaching. She was appointed as a senior lecturer in the Division of Community and Criminal Justice at De Montfort University in 2001. Her current teaching commitments, in addition to work on the MSt programme, include the supervision of undergraduate and graduate law students at the University of Cambridge.

**Dr Susie Hulley** is a Senior Research Associate in the Prisons Research Centre. Following completion of a degree and an MSc in criminology, Susie was awarded her PhD from the University of London in 2008, for her thesis on perceptions, experiences and perceived risks of anti-social behaviour amongst adults and young people in the context of Neighbourhood Policing. She joined the Institute in 2007 and has worked on various projects, including a examination of staff and prisoner quality of life in private and public prisons and a major study of the experiences of men and women serving long life sentences that they received when they were young. Currently Susie is leading a two year project, working with Dr Gary Pritchard in the PRC and Dr Tara Young at Kent University, examining conceptions of friendship and violence, and legal consciousness, among young people and practitioners in the context of 'joint enterprise'.

**Dr Amy Ludlow** is a Senior Research Associate at the Institute of Criminology and an Affiliated Lecturer at the Faculty of Law. Amy's principal role at the Institute of Criminology is in Co-Directing Learning Together, which is a social action education and research initiative, alongside her colleague, Dr Ruth Armstrong. Alongside this, Amy supervises and teaches law at the Faculty of Law, specialising in employment law, procurement law and socio-legal methodology. Amy also chairs the Faculty's Socio-Legal Group. Amy has wide-ranging research interests and experience, around themes of social and criminal justice. Amy's doctoral work formed the basis of her first book - 'Privatising Public Prisons: Labour Law and the Public Procurement Process' Bloomsbury 2015. She has since published particularly on commissioning, marketization staffing in the prison sector, as well as publications in the field of suicide and self-harm prevention and empirical legal methods ('New Frontiers in Empirical Labour Law' Bloomsbury). In 2016, Amy completed an empirical project looking at the enforcement of labour rights by European migrant workers in the UK and, in 2017, she completed a major ESRC funded study of EU nationals' enforcement of social security rights. Amy's major current project is a 5-year evaluation of co-produced prison and university learning communities at HMPs Grendon, Warren Hill and Whitemoor – work which is shedding new light on the relationship between learning, desistance and community building.

**Bethany Schmidt** is a doctoral student and Research Associate within the Prisons Research Centre. Her PhD explores the work of the non-profit organization User Voice, and its ex-offender-led prison council model. The key research question examined was how council participation - and the democratic ethos and process that this entails - impacts individual and institutional change trajectories. The primary themes emerging from the analysis focus on the effect of democratic participation on institutional life and moral climate, power structures, staff and prisoners' perceptions of procedural justice, legitimacy, and how these intersect with custodial care, decency, and order.

Bethany's other research projects involve the development of international and longitudinal prison quality of life studies. She (in collaboration with colleagues at DIGNITY, the Danish Institute Against Torture) is in the midst of an ongoing study of the quality of life in Tunisian prisons, pre- and post-revolution. The preliminary research involved two intensive periods of fieldwork in one men's and one women's prison, interviews with former political prisoners and other criminal justice stakeholders, and some archival analysis. She is generally interested in the sociology of prisons and prison life, with a particular focus on 'prisons in transition' within politically and judicially fraught environments.

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

**Professor Loraine Gelsthorpe** FRSA, FAcSS, is Professor of Criminology & Criminal Justice and Director of the Institute of Criminology, University of Cambridge. She is also a Fellow at Pembroke College.

In addition, Loraine is Director of one of the research centres within the Institute: the *Centre for Community, Gender and Social Justice.* Beyond this she is Co-convenor of the University wide multi-disciplinary Cambridge Migration Research Network (CAMMIGRES) now in the process of becoming the Centre for the Study of Global Human Movement, and she is Director of the Cambridge ESRC Doctoral Training Partnership across the social sciences at the University. Loraine also sits on various University Committees including the General Board Education Committee (Chairing the sub-committee on equality and diversity in education), and the Board of Graduate Studies.

Loraine has wide interests in the links between criminal justice and social justice, looking at race, gender and social exclusion, women and sentencing, and at the effectiveness of youth and community penalties in particular.   She also has a strong interest in research methodologies and research ethics.

Loraine has lived in Cambridge since the early 1980s when she came to do an M.Phil in Criminology, though the call of a Ph.D was stronger than a return to a social work/probation career.  After the Ph.D  she had a number of post-doc posts at the University of Lancaster, UCNW (Bangor) and at the LSE, which involved work with the Metropolitan Police and London boroughs on diversion from prosecution,  CPS decision-making, men's experiences of prison regimes in different prisons in the midlands, and race and gender issues in pre-sentence reports respectively.   She began working for the University of Cambridge in 1991.   Professor Gelsthorpe sits on various government Advisory Committees, was deputy chair of the 2014 REF exercise (Social Policy panel), and is immediate past President of the British Society of Criminology.  She co-chairs the European Society of Criminology Gender, Crime and Criminal Justice Working Group.

Professor Gelsthorpe is a Fellow of the Academy of Social Sciences and a Fellow of the Royal Society of Arts.   She was an 11+ failure and increasingly sees a need to speak out about this - to encourage others whose own routes into higher education may not be traditional.  Loraine is a psychoanalytical psychotherapist in her 'spare time', and a trustee of Pembroke House, a

community centre in Walworth, South London, and Women's Break Out: http://www.womensbreakout.org.uk.

Publications include several books, the most recent of which is *Research Ethics in Criminology: Dilemmas, Issues and Solutions*
Edited by Malcolm Cowburn, Loraine R Gelsthorpe, Azrini Wahidin published by Routledge, 2016, as well as some 180 journal articles, book chapters and reports (see her Institute website link for further details).

**Professor Alison Liebling** (Director of the Prisons Research Centre; Professor of Criminology and Criminal Justice). Professor Liebling has carried out many empirical research projects on prison life, including on young offender throughcare, suicides and suicide attempts in prison, an evaluation of small units for difficult prisoners, an evaluation of Wolds prison, an evaluation of incentives and earned privileges, staff-prisoner relationships, the work of prison officers, measuring the quality of prison life, suicide prevention in high risk prisons, and the causes and prevention of prolific self-harm in prison. She has recently completed a major comparison of public and private sector prisons, with Ben Crewe, a study of the values and professional identities of senior managers in corrections, and a repeat of her original study of staff-prisoner relationships at Whitemoor prison.

Her publications include: *From Custody to Community: Throughcare for Young Offenders* (1992); *Suicides in Prison* (1992); *Privatising Prisons: Rhetoric and Reality* (1997); *The Prison Officer* (2001; 2nd edition 2010); *Prisons and their Moral Performance: A Study of Values, Quality and Prison Life* (2004); and (with Shadd maruna) The Effects of Imprisment. She has published widely in *Punishment and Society*, *Theoretical Criminology, The British Journal of Criminology, Theoretical Criminology* and Criminology and *Criminal Justice*.

**Professor Nicola Padfield**, Reader in Criminal and Penal Justice at the Law Faculty, is also Master of Fitzwilliam College, Cambridge. A barrister by training, she has published widely on criminal law, sentencing and criminal justice. Her books include *The Criminal Justice Process: Text and Materials* (5th ed, with Jonathan Bild, is to be published in 2015); *Criminal Law* (9th edit, 2014); *Beyond the Tariff: Human rights and the release of life sentence prisoners* (2002); *A Guide to the Proceeds of Crime Act 2002* (with Biggs, S, and Farrell, S, 2002). She has edited other collections of essays, and was editor of *Archbold Review* for over ten years. She sat as a Recorder (part-time judge) in the Crown Court from 2002-2014 and is a Bencher of the Middle Temple. Her main research interest is sentencing, especially 'back door sentencing': i.e. release and recall.

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

**Dr Barak Ariel**
Barak Ariel is a lecturer in the Police Executive Programme. Among other topics, Dr Ariel provides seminars on systematic reviews, meta-analyses and statistical analyses. As a research fellow of the Jerry Lee Centre of Experimental Criminology, Dr Ariel is the chief analyst for the Tactical Effectiveness and Strategic Testing (TEST) programme, in which a series of randomized field experiments are conducted in partnerships between Cambridge University and several police forces in the UK, such as Greater Manchester Police. Barak is working in collaboration

with Professor Lawrence Sherman and Dr. Heather Strang on Restorative Justice Trials, as well as in collaboration with Professor David Farrington on blocked randomised experiments. Dr Ariel is also working on a series of systematic reviews on tax compliance and the effect of arrest in domestic violence (for the Campbell Collaboration), as well as other methodological issues related to experiments in Criminology. For his PhD dissertation (mentored by Stockholm Prize winner, Professor David Weisburd), Barak has conducted a large-scale randomized controlled experiment on tax compliance, with nearly 17,000 subjects in their natural setting.

**Professor Friedrich Lösel** (Former Director of the Institute of Criminology).  Professor Friedrich Lösel came to the Institute from the University of Erlangen-Nuremberg, where he was Professor of Psychology and Director of the Institute of Psychology. Prior to that, he was a professor of psychology at the University of Bielefeld.  His research interests are in the fields of criminology, clinical psychology, psychology and law, assessment, and programme evaluation. He has worked, for example, on juvenile delinquency, prisons and their alternatives, offender treatment, football hooliganism, school bullying, personality disordered offenders, resilience, close relationships, risk assessment for child abuse, and evaluation methodology. Since 1999 he has been conducting a combined prospective longitudinal and experimental study of 700 children and their families to investigate factors that either fuel or prevent the development of antisocial behaviour.  He is the author or editor of 16 books and approximately 250 book chapters and journal articles. In recognition of his work, he has received the Lifetime Award of the European Association of Psychology and Law, an honorary doctorate of science from Glasgow Caledonian University and the American Society of Criminology's Sellin-Glueck Award. He has also been elected as a fellow of the Academy of Experimental Criminology.

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

**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** (M. St Course Administrative Assistant)
**Thury Agustsdottir** (Institute Administrator - temporary)
**Sara Tatam** (Receptionist and Academic Support Secretary)
**Matt Skipper** (Computer Officer)
**Stuart Stone BA MPA** (Librarian)

# PART TWO – YEAR ONE

## Year One SYLLABUS 2018

| Criminological Theory | Criminological Research | Management in Criminal Justice | Prisons and Imprisonment | Criminal Justice and Community Justice | Sentencing, the legal context & court issues |
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| **Block A:** 9-20 April | | | | | |
| **Socio-Spatial Criminology** *(Professor Sir Anthony Bottoms)* | **How To Write an Essay 1** *(Dr Ben Crewe)* | **Classic Theories of Leadership** *(Dr Tim Coupe)* | **The Aims and Outcomes of Imprisonment.** *(Professor Alison Liebling & Dr Ben Crewe)* | **Criminal Justice Policy in the Context of Late Modernity.** *(Professor Loraine Gelsthorpe)* | **Criminal Justice Processes** *(Nicky Padfield)* |
| **Legitimacy & Procedural Justice-1** *(Dr Justice Tankebe)* | **Critiquing Qualitative and Quantitative Research** *( Dr Caroline Lanskey)* | **Management Perspectives** *(Dr Tim Coupe)* | **Penal Power & Penal Pains** *(Dr Ben Crewe)* | **Role & Functions of Community Penalties** *(Professor Loraine Gelsthorpe)* | **Sentencing: theory, law & practice** *(Nicky Padfield)* |
| **Deterrence Theory** *(Dr Justice Tankebe)* | **How To Write an Essay 2** *(Dr Lucy Willmott & Dr Ben Crewe)* | | **Conceptualising and Measuring Moral Performance in Prisons** (Professor Alison Liebling) | **The Future of Probation, Public Risk and Public Interest** *(Professor Loraine Gelsthorpe & Jane Dominey)* | **Theories of Punishment** *(Professor Julian Roberts)* |
| **Social Learning Theory** *(Dr Katrin Müller-Johnson))* | **Finding Literature** *(Stuart Stone)* | | **Prisons and the Problem of Order.** *(Professor Alison Liebling)* | **Offender Management Trust & Desistance** *(Dr Ruth Armstrong)* | **Sentencing & Public Opinion** *(Professor Julian Roberts)* |
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| | | *Block B:* 2 -13 July | | | |
| **Desistance** *(Professor Sir Anthony Bottoms)* | *Essay Writing (Dr Lucy Willmott & Dr Ben Crewe)* | **Managerialism & New Public Management** *(Dr Tim Coupe)* | **The Work and Culture of Prison Officers.** *(Professor Alison Liebling)* | **What Works with Offenders (Including Meta-analyses)** (Professor Friedrich Lösel) | **Issues in Pre-court Decision-making; Discretion, Diversion and Discrimination.** *(Professor Loraine Gelsthorpe & Nicky Padfield)* |
| **Control Theory.** *(Dr Justice Tankebe)* | **Appreciative Inquiry** *TBC* | **Market Liberalism, Criminal Justice and the Employment Relationship** *(Dr Amy Ludlow)* | **Management and Morality** *(Professor Alison Liebling & Dr Ben Crewe)* | **What Works with Sex Offenders** Dr Ruth Mann | **Human Rights & Criminal Justice** *(Nicky Padfield)* |
| **Legitimacy-2 Power Holders Perspectives** *(Dr Justice Tankebe)* | | **Motivation and Empowerment** *(Dr Tim Coupe)* | **Prisoner Adaptation, Social Life & Culture** *(Dr Ben Crewe)* | **Youth Justice** *(Dr Caroline Lanskey)* | **Restorative Justice** *(Ruth Armstrong & Dr Amy Ludlow)* |
| **Routine Activities Theory** *(Dr Tim Coupe)* | | **Panel Discussion on 'Managing Change'** | **Political Economy, Penal Policy and Prison Populations** *(Dr Ben Crewe)* | **Probation Culture** *(Dr Jane Dominey )* | **Getting Out of Prison: Release and Recall**. *(Nicky Padfield)* |
| **Developmental Theories**. *(Professor David Farrington)* | | | **Prisoners' Families** *(Dr Caroline Lanskey)* | **What Works with Women?** *(Professor Loraine Gelsthorpe)* | |
| | | | | **The Pains and Gains of Parole** *(Dr Ruth Armstrong)* | |
| | | | | **Probation Practice** *(Dr Jane Dominey)* | |

| Block C: 3 - 14 September | | | | | |
|---|---|---|---|---|---|
| **Situational Action Theory** *(Dr Kyle Treiber)* | **Preparing for Your Thesis Year** *(Dr Ben Crewe)* | **Organizational Cultures & Values** *(Dr Tim Coupe)* | **Suicide and Suicide Prevention.** *(Professor Alison Liebling*) | **Citizenship and the Criminal Justice System** (Drs. Ruth Armstrong, Amy Ludlow & Bethany Schmidt | **Risk & Publc Protection** *(Hazel Kemshall)* |
| **Critical Criminology** *(Dr Ben Crewe & Professor Loraine Gelsthorpe)* | **Using Stats Without Fear** *(Dr Katrin Müller-Johnson)* | **Accountability & Inspection of Criminal Justice Services** (Dr Amy Ludlow) | **Long-term Imprisonment** (Dr Ben Crewe) | **Mentoring Partnerships and the Third Sector** *(Professor Mike Maguire)* | **Treatment & Management of 'Dangerous' Offenders**, *(Dr Lucy Willmott)* |
| **Social Order & Legal Compliance** *(Professor Sir Anthony Bottoms)* | **Experiments and Experimentation** *(Dr Katrin Müller-Johnson & Dr Ingrid Obsuth)* | **Integrated Offender Management** *(TBC)* | **Prison Privatisation**, Austerity & penal Power*(Professor Alison Liebling& Dr Ben Crewe)* | **Comparative Criminal Justice** *(Dr Caroline Lanskey)* | **Victims and Victimology** *(Dr Caroline Lanskey)* |
| | | | **Prisons & the Problems of Faith, Identity and Character** *(*Professor Alison Liebling*) | **What Works in Offender Compliance** *(Professor Fergus McNeil)* | Learning Together visit TBC |
| | | | | **What Works & Desistance Frameworks** *(Professor Fergus McNeil)* | |
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Please note that this is the proposed syllabus for Year One of the course for 2018. The Cambridge Penology Programme reserves the right to makes amendments and to bring in extra speakers according to availability.

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

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

# THE ASSESSMENT PROCEDURE

## Assessment

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

## Examiners

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

## Submission of Essays

Strict deadlines are set for the handing in of essays/exercises in both paper and electronic format (the dates for the current year are set out at the front of this handbook). Once a student has submitted the electronic version of the assignment to the course administrators, it is not permissible to submit a revised version.

All essays are marked anonymously. Participants will be allocated a candidate number, which should appear on their essay. Please see the relevant page of this handbook for guidelines on submission of essays. An electronic copy must also be submitted to Turnitin, a software programme for the detection of plagiarism: Please see the relevant page of this handbook for further details. The front sheet should include an electronic count of the number of words.

## 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 Senior Examiner) will be considered late. In cases where extensions have not been granted, the Board of Examiners reserve the right to deduct marks for late submissions. Essays that are submitted up to a week late risk the deduction of 10 per cent of the given mark (i.e. rather than 10 absolute percentage points), while those submitted more than one week late risk the deduction of up to 20 per cent of the given mark. Essays submitted after this point, without an approved extension, will not be accepted. The marks will be deducted by the Board of Examiners at the end of the year.

No more than a two week extension is normally permitted for essays.

### Reasons/documentation
There are three reasons why an extension may be granted:

- Medical: this must be supported by a doctor's note
- Special operational circumstances: this must be supported by a letter from a line manager
- Exceptional personal circumstances: this requires a strong supporting letter from the supervisor

*Procedure*

A written application for an extension should be submitted, <u>before an essay deadline</u>, either directly to the Course Director or via your supervisor. However, no extensions can be granted by supervisors: an extension can be granted only by the Course Director.

## Marking scheme

| Essay/assignment marking scheme | |
|---|---|
| **80 and above** | **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** | This range of marks applies to essays and assignments showing extensive familiarity with relevant materials and strong analytical skills. The work should be well written and well organised and, where relevant, should incorporate reference to both theory and empirical evidence. |
| **65-69** | This range of marks applies to essays and assignments that provide a competent response to the question or issues posed and show reasonable familiarity with the materials as well as being adequately presented and organized. Where relevant, the work should incorporate reference to both theory and empirical evidence. The work might show some weakness in argument or evidence. |
| **60-64** | This range of marks reflects acceptable answers, but with some significant weakness in arguments, lack of knowledge of some significant material, major organisational deficiencies, failure to address the question fully, or other significant inaccuracies.<br><br>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.<br><br>Progression to Year Two for those in this band is not automatic and will depend on the recommendations of the Board of Examiners. |
| **60** | **Pass Mark** |
| **57-59** | *Marginal Fail.* These are unsatisfactory essays and assignments, but ones which may be reviewed, following oral examination, at a Board of Examiners' Meeting. An oral examination will normally be required unless there is strong work elsewhere to compensate. In these circumstances the matter of oral examination will be at the Senior Examiner's discretion. |
| **56 and below** | These are essays and assignments which fail to meet the academic standards of the programme. An oral examination will be required if there is a possibility that the student will meet the required standard for the award of a Postgraduate Certificate. |

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

**Essay Feedback**

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

**Oral Examination**

In the year one, any course participant may, at the discretion of the Senior Examiner, 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.

# YEAR ONE ESSAY QUESTIONS

Year one requires the completion of three essays (one of which must be from the 'criminological theory and research' strand). Year two comprises a further essay, a methods assignment and a thesis. For each essay, students may choose the strand from which to select the question they will answer. These strands are: 1) Criminological Theory and Research, 2) Criminal Justice and Community Justice, 3) Management in Criminal Justice, 4) Prisons and Imprisonment, 5) Sentencing, the Legal Context, and Court Issues.

The only constraints are:

1. During the Year One, students must answer one question listed from the 'Criminological Theory and Research' strand

2. <u>Students cannot do more than one essay from any one strand.</u>  The questions are listed below under the strand into which they fall.

We are keen to ensure that students feel that the wording of questions does not exclude them – this is especially relevant for those who work outside the UK, or in fields other than prisons and probation. **Where students feel that the question wording needs to be changed in order to make it relevant to their particular employer, organisation, or jurisdiction, they are very welcome to discuss  an alternative wording with the course director.** However, students may not change the wording of essay questions without the explicit permission of the course director. Please ask a member of M.St. staff if you are confused about the instructions for choosing essays.

All answers to the following essay questions must be no longer than 3,000 words, and must be emailed to Lucinda Bowditch at ljb55@cam.ac.uk  and also to Glenn Garner at gg384@cam.ac.uk  by 1100 hours on the date indicated. Four paper copies must also be posted to Lucinda to arrive no later than the following day.

### ESSAY # 1: Due 1 May 2018

## Criminological Theory and Criminological Research

**1.** Does legitimacy cause compliance with laws?

**2.**  Do severe sanctions prevent reoffending? Discuss this with reference to evidence on deterrence theory.

## Criminal Justice and Community Justice

1. Canton and Dominey (2018) write that 'a clear affirmation of the value of probation is much more likely to enhance its credibility and therewith its legitimacy than uncertain and disputable claims about its instrumental achievements'.  Critically discuss this assertion.

2.  Critically discuss the ways in which the criminal justice system impedes/encourages the kinds of trusting relationships that can support desistance.

## Management in Criminal Justice

1. Which leadership types and management approaches best suit the needs of correctional services?  To what extent are they used in the prison or probation services?

**Prisons and Imprisonment**

1. How can order be accomplished in prisons, and what are the consequences of the different means by which it can be achieved?

2. How valid is Gresham Sykes's account of the pains of imprisonment to contemporary prisons?

**Sentencing, the Legal Context and Court Issues**
1. Critically evaluate the main justifications for punishment.

2. Write an evaluation of the role and effectiveness of the Sentencing Council.

## ESSAY # 2: Due 7 August 2018

**Criminological Theory and Criminological Research**

1. To what extent is routine activity theory useful in understanding cyber offending?

2. In what ways can control theories help to explain misconduct by criminal justice officials? What are the implications for the prevention of misconduct?

3. Some researchers have suggested that, at least in the case of recidivist offenders, there might be significant differences between the social processes involved in early and later stages of desistance from crime. Is there strong evidence to support this view?   If the view is correct, what might be the explanation of the differences ?

**Criminal Justice and Community Justice**
1. Critically evaluate the recent trends towards diversion and decarceration in the youth justice system in England and Wales.

2. To what extent, and with what justification, are sex offenders treated differently from other offenders within the criminal justice system?

3. "To support desistance parole practice would need to be economically enabling, individually empowering and socially connecting. Instead of individual 'offender managers', parole agents might need to become 'community brokers'." (Armstrong and Durnescu, 2017:312). Critically discuss drawing on research on desistance processes and individual risk management approaches to post-release supervision.

**Management in Criminal Justice**

1. Critically evaluate the effects of managerialism on either prison service or probation service effectiveness and efficiency.

2. What are the key pressures for change and sources of resistance to change in the correctional services? To what extent is the management of change informed by empirical evidence of what works and knowledge of relevant theory?

**Prisons and Imprisonment**

1. To what extent do prison or probation services treat families of offenders as 'valued allies in the rehabilitation cause'(Farmer, 2017:4)?

2. How can we account for variations in imprisonment rates between different penal jurisdictions?

3. What is distinctive about the work of prison officers?

**Sentencing, the Legal Context and Court Issues**

**1.** As a result of the [Human Rights Act 1998](#) and Article 2 ECHR , public authorities are subject to both negative and positive obligations to protect life. The positive obligations involve a general duty to put in place appropriate systems to protect life and an operational duty to protect those individuals to whom a responsibility is owed or assumed.  Discuss the implications of this statement for practice in prison and probation services today.  How, if at all, has the enactment of the Human Rights Act 1998 changed practice?

2. What criteria should be used to release people from, and recall people to, prison? How should these decisions be supervised?


## ESSAY # 3: Due 16 October 2018

**Criminological Theory and Criminological Research**

1.  Situational action theory (SAT) argues that people commit acts of crime because they find them acceptable in the circumstances (and there is no relevant or strong enough deterrence) or because they fail to act in accordance with their personal morals (i.e., fail to exercise self - control) in circumstances when they are pressured to act otherwise. Pick one type of crime (e.g., assault, rape, shoplifting, insider trading, terrorism) and discuss whether SAT provides an adequate explanation of its causes.

2. What do the various strands of critical criminology share, and what are the ways that they diverge?

**Criminal Justice and Community Justice**
1. Is the enforcement of parole and other post-custody licences overly focussed on the 'formal dimension of compliance' (Robinson and McNeill 2008:442)? Discuss with reference to relevant theory and research.

2. Critically assess the main strengths and weaknesses of the 'what works' and desistance frameworks for thinking about the rehabilitation of offenders.


**Management in Criminal Justice**

1. What have been the effects of organisational culture on service delivery in one criminal justice agency?

2. In March 2017, Prison Minister Sam Gyimah spoke at the Independent Monitoring Board National Conference. In discussing The (then) Prisons and Courts Bill, he argued that the Government is 'developing the most robust and transparent scrutiny arrangements in a reformed system'. Critically evaluate the adequacy and effectiveness of accountability structures and processes within the criminal justice system.

## Prisons and Imprisonment

1. To what extent are prison suicides determined by institutional factors?

2. In 1987, Nigel Walker stated that: 'research in British prisons – chiefly by psychologists – has done much to deflate the sweeping exaggerations – chiefly by sociologists – about the ill effects of normal incarceration' (Walker 1987: 197). Assess Walker's claim in relation to long-term prisoners.

## Sentencing, the Legal Context and Court Issue

1. The Offender Personality Disorder (OPD) pathway is a joint Ministry of Justice and Department of Health initiative developed to address the needs of a 'complex and difficult to manage offender population' (MoJ 2015) with a personality disorder that is 'no longer a diagnosis exclusion' (NIMHE 2003). Discuss with reference to the empirical findings on the management and treatment of offenders with personality disorder.

2. What do victims want? Do they get what they want, and should they do so? Discuss with regard to the different stages of the criminal justice process, drawing on empirical evidence

**For those students proceeding to Year Two, the following is required:**

**For those students proceeding to Year two, the following is required:**

### ESSAY # 4: Due 29 January 2019
1. 'When a measure becomes a target, it ceases to be a good measure' (Strathern, 1997, on Goodhart's Law). Critically evaluate this statement in terms of the effects of performance targets on effectiveness in one criminal justice service.

2. Given the recent Ministry of Justice (2017) finding that more treated sex offenders commit at least one sexual reoffence when compared with an untreated matched comparison group should sex offenders continue to be treated in a prison setting?

3. How can Compliance theory and Social Learning Theory contribute to reduce offender recidivism?

4. Why do criminal justice officials sometimes lose confidence in their own legitimacy?

5. Choose two life-course theories of crime and critically compare and contrast them drawing upon the empirical support they have received.

6. 'If education is the engine of social mobility, it is also the engine of prisoner rehabilitation' (Coates: 2016). Critically reflect on the provision of education to people in prison and post release in light of the research linking participation in education within prison to better outcomes post release.

7. What, in your judgement, are the most important empirical findings and theoretical insights to have emerged from research in socio-spatial criminology?  What (if any) implications can be drawn from these findings and insights for policy and practice relating to the community supervision of offenders?

8. In the context of the Transforming Rehabilitation reforms, the Chief Inspector of Probation has recently asked 'Can Probation Services Deliver What We All Want and Expect?'  Provide an answer to this question, drawing on relevant theory and research.

9. Critically discuss the ways in which the criminal justice system impedes/encourages 'active citizenship' in probationers or prisoners, and how achievable this objective is'.

10. How might the quality of probation practice be improved?  Draw on ideas from theory and evidence from research in answering this question.


**Essay 5 METHODS ASSIGNMENT (Research Proposal):  Due 30 April 2019 Details will be sent to you later**

**THESIS:  Due January 2020**

# GUIDANCE ON THE WRITING OF ESSAYS

The maximum word length for each essay is 3,000 words. Footnotes, endnotes, and appendices will not be accepted. (Please see the relevant section of this handbook for guidance on referencing)

## Relevance of material

The general content of the essay, and the materials used in the essay, must fall within the broad topic of the relevant block. It is absolutely crucial to address the essay question directly.

## Planning the essay

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

## Theoretical content

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

## Interpreting the question

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

## Use of examples

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

## Writing style

This is a basic but frequently neglected issue: is your essay easy to read? Is it written in a style which flows from one issue to the next? Are sentences and paragraphs used to good effect? Many marks are lost because of poor expression and writing style. Try to avoid complex and lengthy sentences and long paragraphs. It often helps to find someone to read through your work who is not as familiar with it as you are.

## Referencing and plagiarism

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

## Overlap of materials

It is not acceptable to use the same material across two or more units of assessment. A certain amount of limited overlap (e.g. drawing on the same references or writing about different aspects of the same broad topic) is acceptable. However, you should not use essentially the same material

across two or more pieces of assessed work (e.g. developing the same argument at length, copying sections verbatim, or presenting the same literature review). If you are in any doubt about this issue you should consult your supervisor.

**Assistance with essays**

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

# PRESENTATION AND SUBMISSION OF ESSAYS

Essays should be typed or printed on A4 paper, single-sided and double-spaced with a 2.5-cm (one-inch) margin. Essays **must** 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] Pen...
Essay no.


[Full title of essay]


No. of words:




M.St. in Applied Criminology, Penology and
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 in this handbook, and a copy is also available on the *Resources for Current Students* page on the website.

Please email the declaration form as a separate attachment with each essay

An electronic version of the essay must be sent via email to: mstessays@crim.cam.ac.uk   by 11am GMT on the due date.  Please ensure that the electronic copy of your essay is complete in one document. Receipt of an electronic version will be accepted as proof that the assignment has been submitted on time. The Institute of Criminology has introduced a system whereby electronic versions must be submitted to Turnitin, a software programme for the detection of plagiarism – please see later pages  for details about Turnitin and how to submit your essay.

## Late Submission and Extensions

Students should submit each essay by the stated deadline. Essays not submitted by a particular deadline (without prior approval from the Senior Examiner) will be considered late.

**Reasons and supporting documentation**

There are three reasons an extension may be granted:
- medical: this must be supported by a letter from your consultant or GP;
- special operational circumstances: this must be supported by a letter from a line manager;
- exceptional personal circumstances: this requires a strong supporting letter from your personal tutor.

Written applications for an extension should arrive well in advance of an essay deadline (except in exceptional circumstances). Essays submitted without an approved extension will only be marked if there is time to do so before the meeting of the Board of Examiners.

Where extensions are granted, they will be marked as soon as feasibly possible but feedback may be delayed. An extension of more than two weeks is not normally given and will only be considered in exceptional circumstances.

In cases where extensions have not been granted, the Exam Board reserves the right to deduct marks for late submissions. Essays that are submitted up to a week late risk the deduction of 10 per cent of the given mark (i.e. rather than 10 absolute percentage points), while those submitted more than one week late risk the deduction of up to 20 per cent of the given mark. Essays submitted after this point, without an approved extension, will not be accepted.

# ESSAY DECLARATION FORM

**PLEASE EMAIL A COPY OF THIS FORM A A SEPARATE ATTACHMENT WITH YOUR ESSAY**

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 (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
## UNIVERSITY-WIDE 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.

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**Proctorial Notice on plagiarism**

The Proctorial Notice for 2016 can be viewed at:
http://www.proctors.cam.ac.uk/documents/plagiarism-1-4.pdf

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**Notes on the avoidance of plagiarism: a message from the Senior Examiner**
(These notes have also been approved by the External Examiner)

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

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

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

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

Thankfully, such outright cases of deliberate intention to cheat have been extremely rare on the MSt programme. However, it is also possible that students may fall foul of the rules on plagiarism without intending to do so, as a result of poor work and study practices and a failure to absorb/ apply the rules and advice provided. A common bad habit which can lead to this is, when doing the preliminary reading for an assignment, to take notes but fail to record whether these notes are direct quotations from the original or the student's own wording of what the original text is about. Later, when writing the essay, the student copies material from notes into the essay, no longer knowing or remembering whether it is a direct quote or not. Sometimes it is clear that there is no

intent to cheat because the student acknowledges the original author but fails to put the relevant passage in quotation marks with the exact source of the original in parentheses. The same effect may occur when a student underlines or highlights passages in a text as an *aide memoire* and then successfully recalls them when writing the essay.  Although these examples are less serious than deliberate cheating they cannot be ignored.  Whenever they are discovered they will be noted and every effort will be made to give feedback to students at the earliest opportunity so that poor work practices can be eliminated in future.  But in all cases the examination board will be informed of the plagiarised material.  Depending upon the extent of the unacknowledged material the examination board may decide to deduct marks even, in the more extreme cases, to the point of failing an essay which would result in an automatic oral examination and the risk of failing the course as a whole. The lesson is, *when taking notes always put direct quotations within inverted commas and note the exact bibliographic reference including the page number* so that it can be properly cited in the text. Also, resist the shortcut of underlining or highlighting passages in books or articles (and NEVER do this in sources which belong to the library!).

The M.St. programme uses the software programme Turnitin both as a methodological tool for detecting similarities between essays and published sources and websites, and as a formative tool for giving feedback to students.  Full details of the procedure and consent forms will be provided at the seminar on the avoidance of plagiarism.

At least one session in Study Block A will be devoted to good academic practice in citations or referencing and the avoidance of plagiarism.

**Dr Ben Crewe**
**Course Director**

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

### Introduction

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

You are asked to read the information thoroughly and then sign the attached declaration to show that you consent to your work being submitted to Turnitin UK as described in this document.

You are reminded that Turnitin is only one method of checking the originality of your work. Examiners may initiate the standard investigative procedures if they have unresolved queries about the originality of your work, regardless of whether Turnitin has been used or whether it has substantiated any concerns.

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

**Plagiarism and good academic practice: your responsibilities**

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

One seminar in the first study block is devoted exclusively to *Essay Writing and the Avoidance of Plagiarism.*
The statement by the General Board is also printed in this Handbook and is posted on the University's plagiarism website www.cam.ac.uk/plagiarism, which also features links to useful resources and guidance.

**About Turnitin UK text-matching software**

*Who controls the service?*

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

*How does Turnitin UK work?*

Turnitin UK may detect direct plagiarism, paraphrasing and collusion when submitted work is compared with a vast database of online material and with a 'private' database of previous submissions. Therefore, submitting work to the database helps to protect it from future attempts to plagiarise it, and helps to maintain the integrity of the University's qualifications.
The software makes no judgement about whether a student has plagiarised, it simply shows the percentage of the submission that matches other sources and produces an originality report which highlights the text matches and, where possible, displays the matching text and its immediate context.
In many cases the software highlights correctly cited references or 'innocent' matches. Therefore, Examiners will carefully review all originality reports to determine whether the work does contain plagiarism.

**How will Turnitin UK be used on the M.St. in Applied Criminology, Penology and Management?**

Turnitin will be used on work submitted for assessment of the M.St. in Applied Criminology, Penology and Management:
a. as a tool for giving feedback to students as part of department-based teaching of good academic practice, by scanning work through the software early in the academic year, going through resulting originality reports with students and addressing any issues that may arise;
b. to deter potential plagiarists and to act as an incentive to follow good academic practice. The Turnitin software programme is extremely sensitive, and will pick up even minor forms of plagiarism;
c. to help Examiners to detect the source of plagiarised material in work submitted for assessment. Turnitin will be used in 'detect' mode where Examiners have significant concerns about the originality of the work.

The consent of students will be obtained at the start of the M.St. course.

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

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

For subsequent assignments, including the dissertation, any Turnitin reports noting potential issues will be referred to the Course Director and, if necessary, to examiners marking the assignments. Examiners who suspect possible plagiarism may also refer assignments to the Course Director suggesting close scrutiny of the Turnitin reports.

The Institute recognises the limitations of Turnitin and it is important to say that experience of using the system on other courses in the Institute has so far suggested that there is very little problem – it should be regarded more as a mechanism for reassurance and a safeguard rather than a threat. It is also only one of the ways in which plagiarism is monitored.

The Institute will comply with the University's standard investigative and disciplinary process.
The use of Turnitin will not disrupt the publication of class lists (although at present none are published by the Institute of Criminology).

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

If Turnitin UK detects matches between your work and another source, the Examiners will review the resulting originality report to judge whether the matches are innocent, or whether you have appropriately referenced these matches (if not, this may constitute plagiarism), and/or whether you have made excessive use of material from other sources (which may be poor academic practice).
The Examiners will mark your work purely on the basis of its academic merit. However, depending on the extent and context of the matches, your work may be referred to the Proctors for further investigation. In such cases the Turnitin UK originality report may be used as evidence. If you are found to have plagiarised the penalty may be severe and your degree may be withheld.

## Will Turnitin UK affect my intellectual property rights or copyright?

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

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

## Will my personal data be retained by Turnitin UK?

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

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

### *Matches to text submitted from other HE institutions*

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

*Matches to text submitted from within the University*

> If a match is found to material submitted from within the University, the Examiners can obtain the full text without approaching you.

**How do I apply for my work to be removed from Turnitin UK?**

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

**Sources of further information and support**

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

**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, Penology and Management

- Select MSt Penology 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

There are various websites you can also visit for assistance: s
http://www.neilstoolbox.com/bibliography-creator/
http://www.harvardgenerator.com/
http://harvardreferencegenerator.com/

http://www.admin.cam.ac.uk/univ/plagiarism/students/referencing/

These are just a few, you will be able to find others!

**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).

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### 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

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*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.

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### 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'.

- 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:*
<u>Cases</u>
*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.

# PART THREE - YEAR TWO

## THE ASSESSMENT PROCEDURE

**Progression**

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

**Assessment**

Year two builds on work completed in year one. It includes submission of a 3,000-word fourth essay, which may require students to apply knowledge acquired on the course to a current topic of practical concern, and a research methods assignment, which may be closely linked to the thesis topic. This module, together with the substantive knowledge gained in the first year, helps students prepare for the thesis.

**Submission of Essays and Extensions**

The procedure for handing in the final essay and the methods assignment and the rules governing extensions are the same as for year one. Submission dates are listed at the front of this handbook.

**The Thesis**

For the purpose of the thesis, we encourage students to undertake original data collection (whether this involves the use of surveys, interviews, observations, etc). Students should also consider secondary analysis of already existing documents, interviews, datasets, official statistics, etc. Such work counts as empirical research, in that it involves using someone else's data in a new way or to answer a question that has been chosen by the student. It is also acceptable to conduct a systematic review, so long as this conforms to the formal criteria that will be set out in the relevant seminar.
Some theses might best be done from the library, for example, when they are highly theoretical or involve the synthesis of ideas from fields that do not normally mix. Students will not be penalised for this kind of 'desk-based' work, but should check with their supervisor that they are being sufficiently ambitious. Most students will find it easier to say something original by collecting new data or working with existing data rather than drawing on books and articles alone. A thesis cannot simply be a review of existing literature i.e. the summary or re-hashing of existing arguments, debates and findings.

The thesis can be on any topic chosen by the course participant and agreed in collaboration with their supervisor. It must be clearly written, take account of previously published work on the subject, and represent a contribution to learning. The thesis comprises an extended piece of work (not exceeding 18,000 words). Theses submitted by course participants from earlier years are available in the Institute library for reference. Typically, they comprise about 75 A4 pages of double-spaced text, broken down into between three and six chapters.

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

The exact title must be agreed by the supervisor and formally approved by the External Examiner and the Degree Committee of the Faculty of Law (See date sheet). **Participants are strongly discouraged from attempting to change the title of their thesis after formal approval**.

One bound copy of the thesis and one electronic copy must be submitted to the Course Administrator by the due date which is listed at the front of this handbook, together with a signed declaration and a 250-300 word summary**.** An electronic copy should be submitted to Turnitin, a software programme for the detection of plagiarism. (Please see the relevant page of this handbook for further details). The supervisor and thesis advisor may read a draft of chapters and make suggestions for change provided these are submitted by the due date listed at the front of this handbook.

If the thesis exceeds the permitted length of 18,000 words, or if the thesis is submitted late without prior permission, marks may be deducted. If the thesis is over the word limit, only the first 18,000 words will be assessed.

In the second year, those candidates whose performance in the dissertation, 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. An oral examination may also be called for by the Senior Examiner at his/her discretion, if this is considered desirable for any other reason. The oral examination will be in the presence of the External Examiner and the two internal examiners of the dissertation (or, in circumstances of unavailability, a substitute internal examiner). Other internal examiners may also be present at the discretion of the Senior Examiner. The oral examination 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 Senior Examiner to be relevant. Candidates called for oral examination will be informed in advance of the topics to be addressed in the oral examination, 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 oral examination where this has been conducted; and the thesis, before deciding to recommend to the Degree Committee and the Board of Graduate Studies that the candidate be awarded the Master of Studies degree. Oral examinations 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 Master of Studies Degree after this process will still be eligible for the Postgraduate Certificate.

A marginal failure may be compensated by a strong performance elsewhere, at the discretion of the Board of Examiners, who make recommendations to the Degree Committee of the Faculty of Law

Like the essays and methods paper, the thesis is double marked by two internal examiners. All theses are made available to the external examiner for moderation.

**Word Limits**
The word limit for the fourth essay is 3,000 words including footnotes or endnotes. The word limit does not include references. Appendices will not be accepted.

For the text of Essay 5 (the methods assignment) and the thesis, the word limits are 4,000 words and 18,000 words respectively, footnotes may be included in the dissertation but should be included within the word count. References are not included in the word count. However, for these assignments students may submit appendices which are essential supporting documents. These might include, for example, questionnaires, interview schedules, or notes on the statistical analysis, but appendices should be as brief as possible and should not normally exceed 10% of the word length for the assignment. Examiners will not be expected to read appendices which, in their judgement, are not material to the assignment. The summary is not included in the word count.

Tables: You are welcome to include tables and figures, and are encouraged to do so when it can help support your argument/discussion. Tables will not count towards your word count however, you should use these effectively and efficiently or this could affect your mark. Yours supervisor will be able to offer advice on this.

An electronic count of the number of words should be given on the face sheet of all written work. If any assignment exceeds the word limit, only the first 3,000 words (for essay 4), 4,000 words (for methods assignment), (18,000 words for the thesis) will be assessed.

**Extensions**

Students should submit each essay by the stated deadline.

The rules governing extensions for the thesis are different from the first year. A short extension (e.g. of up to one week) can be granted by the course director, but students should not assume that such extension requests will be successful. Ordinarily, an extension will only be granted in the event of severe and serious illness, special operational circumstances or exceptional personal circumstances. The course director will require supporting documentation to be provided for short extensions.

Extensions of more than one week require:
- Medical circumstances/reasons: this must be supported by a letter from your consultant or GP;
- special operational circumstances: this must be supported by a letter from a line manager;
- exceptional personal circumstances: this requires a strong supporting letter from your supervisor.

Please note that such requests will normally **only be considered if a formal request is received by the date given at the front of the handbook** Requests received later than this will only be considered in exceptional circumstances. In circumstances where extensions of more than one week are granted, theses will be marked once submitted but will only be put forward for recommendation to the next Board of Examiners' Meeting. These meetings are generally scheduled for December and February, which means graduation will be delayed. The formal request for an extension must specify the time lost and the length of the extension, if granted, will be appropriate to the period of time during which the student was unable to make progress on his/her thesis. The Degree Committee will scrutinise all extension requests and their decision is final.

In cases where extensions have not been granted, the Board of Examiners reserve the right to deduct marks for late submissions. Essays that are submitted up to a week late risk the deduction of 10 per cent of the given mark (i.e. rather than 10 absolute percentage points), while those submitted more than one week late risk the deduction of up to 20 per cent of the given mark. Essays submitted after this point, without an approved extension, will not be accepted.

Dissertations that are submitted up to two weeks late risk the deduction of 10 per cent of the given mark (i.e. rather than 10 absolute percentage points), while those submitted more than four weeks late risk the deduction of up to 20 per cent of the given mark. Students who do not submit dissertations at this point, without an approved extension, will be assumed to have withdrawn from the course.

**Essay Weighting**

An overall score will be calculated for each student, whereby each essay (including the research proposal) has a weighting of times one, and the 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.

| Dissertation marking scheme | |
|---|---|
| **80 and above** | **Distinction** level work. Marks in this range reflect work which addresses a criminological issue not well covered in the literature, approaches a topic from a new angle, contains *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** | Marks in this range reflect dissertation work which shows extensive familiarity with relevant concepts, issues, and relevant materials, and shows strong analytical skills; it would also demonstrate a good understanding of relevant theoretical issues. Where there is empirical work, the dissertation would show that chosen research methods have been applied in appropriate and sound manner. The dissertation would present a clear thesis (argument) which integrates theory, methods and data (where appropriate) and show some critical insight. |
| **65-69** | Marks in this range reflect dissertation work that suggests knowledge of relevant concepts and issues and reasonable competence in using a range of sources and research methods (where appropriate) in a scholarly manner. The dissertation would also present a clear thesis (argument) which adequately integrates theory, methods and data (where appropriate). The work might show some weakness in argument or evidence. |
| **60-64** | This range of marks reflects acceptable dissertation work, but with some significant weakness in arguments, lack of knowledge of some significant material, major organisational deficiencies, failure to address the issues fully, or other significant inaccuracies.<br><br>Essays and assignments which achieve marks of 60-62 will be deemed to have achieved a *Marginal Pass* and may be subject to review at the Board of Examiners' Meeting following oral examination. The matter of oral examination will be at the Senior Examiner's discretion. |
| **60** | **Pass Mark** |
| **57-59** | *Marginal Fail*. A mark in this range suggests unsatisfactory work, but a dissertation which may be reviewed, following oral examination, at a Board of Examiners' Meeting. |
| **56 and below** | This is work which fails to meet the academic standards of the programme. An oral examination will be required. |

# YEAR TWO SYLLABUS 2018

**Block D: 3 -13 April**

## Research methods

- Developing Your Research Idea (Dr Ben Crewe)
- Linking Theory & Data (Professor Sir Anthony Bottoms)
- My Thesis Experience. *(TBC)*
- Finding Literature (Librarian)
- Qualitative Data Collection – Interviews and focus groups (Dr Caroline Lanskey & Dr Ben Crewe)
- Qualitative Data Analysis (Dr Caroline Lanskey & Dr Lucy Willmott)
- Documentary Research (Dr Caroline Lanskey)
- Questionnaires & Surveys (Dr Katrin Müller-Johnson)
- Data Analysis: Descriptive Statistics (Dr Katrin Müller-Johnson)
- Data Analysis: Beginners' Inferential Statistics *(Dr Katrin Müller-Johnson)
- Action Research and Insider Research (Dr Ben Crewe)
- Writing up a Proposal (Dr Ben Crewe)
- Research Access and Ethics (Dr Ben Crewe)
- Writing a Literature Review (Dr Ben Crewe)
- Interviews, Hunts & Tips (Dr Ben Crewe)
- Using & Combining Research Methods (Dr Ben Crewe)
- Focus Groups in Practice (Professor Loraine Gelsthorpe & Dr Caroline Lanskey)
- Introduction to Excel (Tom Olphin)
- Graduating MSt Student Presentations

- Oral Presentation of Research Ideas – *small group discussions* (Dr Crewe + other members of staff)

**Block E: 9 - 20 July**

## Workshops and Surgeries

- Doing a Literature Review *(*Dr Ben Crewe*)*
- 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)
- Qualitative Coding and Analysis – an Introduction  (Dr Caroline Lanskey & Dr Lucy Willmott)
- Qualitative Analysis Surgery (Dr Lucy Willmott)

- Survey Design – Informal workshop *(Dr Katrin Müller-Johnson)*
- Easy Statistics Using Online Calculators (Dr Barak Ariel)
- Research Data Management ( Dr Barak Ariel)
- Excel Workshop (Tom Olphin)
- Oral Presentations

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**Block F: 10 - 21 September**

**Workshops and Surgeries**

- SPSS surgery I (Dr Katrin Müller-Johnson)
- SPSS surgery II (Dr Katrin Müller-Johnson)
- The Practice of Qualitative Analysis (Dr Caroline Lanskey & Dr Lucy Willmott)
- Qualitative Analysis Surgery (Dr Lucy Willmott)
- Writing Up a Thesis (Ben Crewe)
- Dissertation Drop n Surgeries (Dr Ben Crewe & Dr Caroline Lanskey)
- Panel on Research Dissemination
- Oral Presentations:

Block D is fairly intense building on research methods teaching from year 1.

During Blocks E & F, students will be asked to make oral presentations on their theses. The remainder of the time will be spent attending workshops and surgeries relevant to their own particular study, supervisions, library work and time to progress with their theses away from some of the distractions of normal duties. It is up to students to manage their own time during these last two blocks,

Presentations will take place during the last week of Block F and students are requested to attend all the other presentations as well as their own. Students must be available all this week as it is not possible to change the allocated times.

**Possible Extra substantive seminars for Wednesdays:**

- Reducing Global Violence (Professor Manuel Eisner)
- Neuro Criminology (Dr Kyle Treiber)
- Electronic Monitoring (Hannah Graham)
- Drugs, Addiction and Offending (Alex Stevens)
- Outcomes and Payment by Results (Professor Darrick Joliffe)

# MST RESEARCH METHODS ASSIGNMENT - 2018
# RESEARCH PROPOSAL ON CRIME, JUSTICE AND PUNISHMENT

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

You might find it helpful to look at the Economic and Social Research Council website, to get a sense of what research councils expect from a research proposal.
http://www.esrc.ac.uk/ESRCInfoCentre/Support/research_award_holders/FAQs2/index1.aspx
http://www.esrc.ac.uk/ESRCInfoCentre/Support/research_award_holders/FAQs2/index2.aspx

Assignments should contain:

- Title page specifying the topic and the exact question or issue you are addressing.

- Abstract (a summary of the proposal, maximum 200 words, giving a brief description of the research using language easily understood by a non-specialist).

- Introduction /Background
  - Provide some sense of why your topic is interesting and worthy of study
  - Conduct a <u>brief</u> review of past literature on the topic, describing what others have found, and what the limitations are of past research (e.g. methodological or theoretical problems; key omissions, etc).
  - Describe your proposed research, including the key aims.

- Research question(s)/Hypotheses
  - Clearly articulate the topics and issues you wish to explore, providing as much conceptual clarity as possible
  - Include detail about the primary research questions and/or hypotheses
  - Refer to relevant theories and theoretical issues as appropriate

- Research Design and Methods
  - Summarise your proposed research design (e.g. exploratory study, descriptive study, evaluation study, experimental design; single method, multiple methods y) and outline the specific methods used (e.g. observation, postal questionnaires, structured or unstructured interviews, documentary sources, secondary data etc). Explain why this is best suited to providing the answers to your questions. If you are using a mixed methods approach, clearly identify this and briefly explain why you have chosen this approach.
  - Specify how you will identify and select your research sample, if appropriate. If you are using secondary data, specify the source of the data and examples of the key variables you will use.
  - Provide a clear description of your data collection materials (e.g. questionnaires, interview questions) and the procedure for data collection. Include some examples of your data collection materials i.e. <u>some</u> of the *specific* questions that you will ask, either in interviews or surveys; or the issues you will observe; or the experimental

stimuli, as relevant. Use the appendix to provide further detail, where necessary. Make sure that it is clear what you will be asking/measuring/observing.

- o If there are any non-standard ethical issues relevant to your study (beyond standard concerns with informed consent, confidentiality and anonymity, for example), please include some detail in the main body of your proposal about how you intend to address them. In addition, all proposals should include an appendix answering some standard questions about ethical issues. (See next page). This will help the MSt team to assess whether your proposal needs to be reviewed more fully by the Institute's ethics committee. You will be sent the relevant pro-forma when you are here during Block D.
- o Indicate how your research will address or overcome the limitations of previous studies, or will complement past research.

- Data Analysis
  - o Describe the proposed methods of analysis (e.g., qualitative, statistical) including the limitations and advantages of the chosen techniques.
  - o Articulate why you have chosen this technique/these techniques over others.

- Other Considerations
  - o Briefly detail the main methodological/operational risks and how these will be mitigated
  - o Highlight the potential generalizability, reliability, and validity issues of your chosen research design.

- Conclusion
  - o Highlight the potential relevance of your proposed research to policy, practice, or some other aspect of applied criminology
  - o State the other potential implications of your findings, including their contribution to relevant theory/literature

- Include a reference page listing all sources cited in the text.

- Appendix: where relevant, include no more than **two pages** containing further **examples** of your proposed materials (e.g., sample survey questions, experimental stimuli, sample coding scheme, interview questions etc).

The word limit for this assignment is 4,000 words **excluding title page, abstract, references and appendices**. All completed assignments must be emailed to mstessays@crim.cam.ac.uk

**ETHICAL ISSUES PRO-FORMA**
(Please attach a copy of this form to each paper copy of your essay)

Name:

Project Title:

Supervisor:

| CHECKLIST | No | Yes |
|---|---|---|
| Does the study involve children or other vulnerable groups (i.e. participants aged 16 or over who are unable to give informed consent due to learning difficulties; very old people? | | |
| Does the research design prevent you from asking respondents (or their guardians) for informed consent (e.g. covert research?) | | |
| Will the study involve the discussion of sensitive topics (e.g. sexual activity, drug use) or issues which participants might find distressing? | | |
| Is the study likely to induce psychological stress or anxiety or cause harm or negative consequences beyond the risks encountered in normal life? | | |
| Will the research involve administrative or secure data that requires permission from the appropriate authorities before use? | | |
| Will research involve the sharing of data or confidential information beyond the initial consent given? | | |
| Is there a possibility that the safety of the researcher may be in question? | | |
| Will financial inducements (other than reasonable expenses and compensation for time) be offered to participants? | | |
| Are there any foreseeable problems with the participants' right to remain anonymous? | | |
| Are there any foreseeable problems relating to the normal terms of confidentiality (harm to self, harm to others, risk to security)? | | |
| Are participants likely to discuss issues or disclose information which is illegal or in breach of their terms of employment? | | |
| Is any of the material used likely to cause offence to any of the participants? | | |
| Are there any conflicts of interest between your professional role and your research activity? | | |
| Will there be any problems with you being completely honest about your professional position and research aims? | | |

If you have answered yes to any of the questions above, please provide further detail below:

If there are any other potential ethical issues or risks, please provide further detail below:

Please describe the steps you will take to deal with the issue(s) you have noted above:

## UNIVERSITY OF CAMBRIDGE

Institute of Criminology

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

**THESIS DECLARATION**

| | |
|---|---|
| **Candidate Name**<br>**(please print)** | |
| **Candidate Number** | |
| **Word Length:** including notes but excluding Contents pages, the summary, acknowledgements, appendices and the bibliography | |
| **Has this thesis, or any part of it, been submitted for any purpose other than the M.St. examination?** | Please circle:        YES                        NO<br><br>If YES, please state details: |
| **Please delete as appropriate:** | • I am happy to give permission for this thesis to be read by Institute of Criminology staff and students.<br><br>• I would like access to my thesis to be restricted and would like my permission to be sought before giving access to anyone. |
| **NB**   Remember to included your Summary.  (250-300 words). | |

**I declare that this thesis is entirely my own work except where I have acknowledged other sources**


Signed ---------------------------------------------------------------------


Dated -----------------------------

# GUIDANCE ON THE PREPARATION AND SUBMISSION OF THE THESIS

## The Thesis

The thesis should normally be based on empirical research, and can be on any topic chosen by the student and agreed in collaboration with their supervisor. The thesis comprises an extended piece of work not exceeding 18,000 words. The best theses submitted by students from earlier years are available in the Institute library for your reference. Typically, they comprise about 75 A4 pages of double-spaced text organised into three to six chapters.

You should think about the topic for the thesis as early as possible and discuss this with your supervisor and where appropriate with your line manager in the agency where you work.

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

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

One paper copy 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. An electronic version must also be submitted to Turnitin. Your supervisor may read and comment upon one draft of the thesis or parts of the thesis if this is submitted in a timely manner. Students should bear in mind that reading and commenting upon drafts is very time-consuming. Supervisors should not be expected to give detailed comments on wording – the thesis has to be the work of the student not the supervisor – but rather general comments on more strategic matters of approach and structure. Supervisors will not comment on more than one draft.

Your supervisor will supervise and provide support throughout the M.St. year. However, you may be allocated a second thesis advisor whose interests lie in your subject area. You may also consult any other member of staff about your thesis should you wish to do so.

You will be penalised in terms of marks awarded if the thesis exceeds the permitted length of 18,000 words (including notes but excluding Contents pages, the summary, acknowledgements, appendices and the bibliography) or if the thesis is submitted late without prior permission.

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

## The Research Proposal

To assist you with your dissertation proposal, your outline should:
- identify a subject for your research (or define a problem);
- identify areas of literature you need to address;

- identify a research design (or strategy) which will provide the best evidence on your research problem.
- describe how you are going to collect evidence (e.g. qualitative or quantitative data or both, or primarily library-based research);
- describe how you are going to organise and analyse the information;
- provide a timetable outlining when key stages of the research will be completed.

## Formal Requirements for the Submission of the Thesis

According to the M.St. regulations your thesis must include some formal declarations, and a short summary. The summary should be bound in with the thesis after the title page.

### The Summary

This should be 250–300 words in length and should accurately indicate the main topic of the thesis and the main conclusion(s) reached.

### The Declarations

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

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

- '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.

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

## The Format

The thesis should be typed or word-processed on A4 paper, single-sided 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 opposite). **Please send one bound copy of the thesis to the M.St. Course Administrator.**

According to the M.St. regulations, you must also include with your thesis one formal declaration.  Please refer to the section on Formal requirements for submission of theses (Previous page)

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

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


**[Thesis title]**



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



[ Year]

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## Graduation

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

## PRELIMINARY YEAR ONE LIST FOR 2018 (see web pages for updates)

This is a reading list only. Further details on how to access readings will be found on the <u>Resources for Current Students</u> page of the website

Wherever possible, we list at least one essential reading for each seminar and will try and provide an electronic copy of this reading on the <u>Resources for Current Students</u> page of the website. We do not automatically provide copies of the further readings as these are for extra background information or when answering essay questions. As Masters students, you are expected to gain some competence in using library facilities and in doing literature searches but we also understand that you are all in busy jobs so we hope these further readings can be used to bridge that gap!

You should be able to access all the electronic reading material not only whilst you are in Cambridge but also when you are back home by use of your Raven password. If you have any difficulty doing this, please spend some time with the course administrators before you leave. Occasionally there can be technical glitches in accessing the journal articles. If this happens, you can also go to the <u>ejournal</u> link on the library webpage, which will allow you to search for the journal and then the article you need.

Please remember that although photocopying and printing cost 6p per page, you are able to scan and email documents to Hermes email address using the Institute photocopiers.

This reading list is constantly being updated as appropriate literature is published. 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
## The aims and outcomes of imprisonment (Dr Ben Crewe and Professor Alison Liebling)

Bottoms, A.E. (1990) 'The aims of imprisonment', in D. Garland (ed.), *Justice, Guilt and Forgiveness in the Penal System*, Edinburgh: University of Edinburgh Centre for Theology and Public Issues, Occasional Paper no. 18. **ELECTRONIC**

### *Further Reading*

- Liebling, A., assisted by H. Arnold (2004) *Prisons and Their Moral Performance: A study of values, quality and prison life*. (Please read chapters 1 and 10) **QPlea8**
- Liebling, A. (2011) *Is There a Role for the Prison in Desistance?: Personal development, human flourishing and the unequal pains of imprisonment*, paper given at the European Union Project Strengthening Transnational

Approaches to Reducing Re-offending (STARR) Conference on "What Works in Reducing Re-offending", Sofia, Bulgaria 8-10 June 2011. **ELECTRONIC**

- Garland, D. (1999) 'Editorial: Punishment and society today', *Punishment & Society*, 1(1): 5-10. **ONLINE/PERIODICAL**
- Sparks, R., Bird, J. and Brangan, L. (2016) 'The politics of imprisonment', in Y. Jewkes, B. Crewe and J. Bennett (eds) *Handbook on Prisons,* 2nd ed., Abingdon: Routledge, pp. 55-76. **QPKx7**
- Downes, D. and Hansen, K. (2006) *Welfare and Punishment: The relationship between welfare spending and imprisonment*, Briefing 2. Available at: http://www.crimeandjustice.org.uk **ONLINE**
  (*Also published as*: Downes, D. and Hansen, K. (2006) 'Welfare and punishment in comparative perspective', in S. Armstrong and L. McAra (eds) *Perspectives on Punishment: The contours of control*, Oxford: Oxford University Press, pp. 133-155. **QPA7**)
- Liebling, A. (2008) '"Titan" prisons: do size, efficiency and legitimacy matter?', in M. Hough, R. Allen and E. Solomon (eds) *Tackling Prison Overcrowding: Build more prisons? Sentence fewer offenders?,* Bristol: Policy Press, pp. 63-80 **QPILea7**
- Lacey, N. (2008) *The Prisoners' Dilemma: Political economy and punishment in contemporary democracies*, The Hamlyn Lectures 2007, Cambridge: Cambridge University Press. **QPIx**
- Wacquant, L. (2009) *Punishing the Poor: The neoliberal government of social insecurity*, Durham, NC: Duke University Press. **QPI**
- Garland, D. (1990) *Punishment and Modern Society: A study in social* theory, Oxford: Clarendon Press **QPA**
- Garland, D. (2001) *The Culture of Control: Crime and social order in contemporary society*, Oxford: Clarendon Press. (Chapter 1 'A history of the present', pp. 1-26) **ELECTRONIC**
- Robinson, G. (2008) 'Late-modern rehabilitation: the evolution of a penal strategy', *Punishment & Society*, 10(4): 429-445. **ONLINE/PERIOIDICAL**
- Hutchinson, S. (2006) 'Countering catastrophic criminology: reform, punishment and the modern liberal compromise', *Punishment & Society*, 8(4): 443-467. **ONLINE/PERIOIDICAL**
- Wacquant, L. (2001) 'The penalisation of poverty and the rise of neo-liberalism', *European Journal on Criminal Policy and Research*, 9(4): 401-412. **ONLINE/PERIODICAL**
- Wacquant, L. (2001) 'Deadly symbiosis: when ghetto and prison meet and mesh', *Punishment & Society*, 3(1): 95-133. **ONLINE/PERIODICAL**
- Burnett, R. and Maruna, S. (2004) 'So "prison works", does it? The criminal careers of 130 men released from prison under Home Secretary Michael Howard', *The Howard Journal of Criminal Justice*, 43(4): 390-404. **ONLINE/PERIOIDICAL**
- Garland, D. (ed.) (2001) *Mass Imprisonment: Social causes and consequences*, London: Sage Publications. **QPI7**
- Hagan, J. and Dinovitzer, R. (1999) 'Collateral consequences of imprisonment for children, communities and prisoners', in M. Tonry and J. Petersilia (eds) *Prisons*, Chicago: University of Chicago Press, pp. 121–162. **QO7**
- Melossi, D. (2008) *Controlling Crime, Controlling Society: Thinking about crime in Europe and America*, Cambridge: Polity Press. **QOK**
- Liebling, A. (2011) *Is There a Role for the Prison in Desistance?: Personal development, human flourishing and the unequal pains of imprisonment*, paper given at the European Union Project Strengthening Transnational Approaches to Reducing Re-offending (STARR) Conference on "What Works in Reducing Re-offending", Sofia, Bulgaria 8-10 June 2011. **ELECTRONIC**

**Youth Justice (Dr Caroline Lanskey)**
**Essential Reading:**

Gelsthorpe, L. and Lanskey, C. (2016) 'Youth Justice in England and Wales', in *Oxford Handbooks Online*, published online December 2016. DOI: 10.1093/oxfordhb/9780199935383.013.60 **ONLINE**
Muncie, J. (2015) *Youth and Crime*, 4th ed., London: Sage Publications. **QOJ**
Taylor, C. (2016) *Review of the Youth Justice System in England and Wales*, Cm : Norwich: TSO. **ONLINE**

*Further Reading*

- Easton, S. and Piper, C. (2012) *Sentencing and Punishment: The quest for justice*, 3rd ed., Oxford: Oxford University Press. (Chapter 13 'Punishing young offenders', pp. 391-418.) **SQVA**

- Fionda, J. (2005) *Devils and Angels: Youth policy and crime*, Oxford: Hart. **SQGJea**

- Goldson, B. (2005) 'Child imprisonment: A case for abolition', *Youth Justice,* 5(2): 77-90. **ONLINE/PERIODICAL**

- Goldson, B. (2013) 'Unsafe, unjust and harmful to wider society: grounds for raising the minimum age of criminal responsibility in England and Wales', *Youth Justice*, 13(2): 111-130. **ONLINE/PERIODICAL**

- Haines, K. and Case, S. (2012) 'Is the scaled approach a failed approach?' *Youth* Justice, 12(3): 212- 228. **ONLINE/PERIODICAL**

- Haines, K. (2009) 'The dragonisation of youth justice', in W. Taylor, R. Earle and R. Hester (eds) *Youth Justice Handbook: Theory, policy and practice*, London: Routledge, pp. 231-242. **SQGJea**

- Jacobson, J. and Gibbs, P. (2009) *Making Amends: Restorative youth justice in Northern Ireland*, London: Prison Reform Trust (on the "Out of Trouble" programme). **SQGJez8 or ONLINE**

- Lanskey, C. (2011) 'Promise or compromise? Education for young people in secure institutions in England', *Youth Justice*, 11(1): 47-60. **ONLINE/PERIODICAL**

- McAra, L. and McVie, S. (2010) 'Youth crime and justice: key messages from the Edinburgh Study of Youth Transitions and Crime', *Criminology and Criminal Justice*, 10(2): 127-209. **ONLINE/PERIODICAL**

- Morgan, R. and Newburn, T. (2012) 'Youth crime and justice: rediscovering devolution, discretion, and diversion?', in *The Oxford Handbook of Criminology*, 5th ed., Oxford: Oxford University Press, pp. 490-530. **QO7**

- O'Mahony, P. (2009) 'The risk factor prevention paradigm and the causes of youth crime: a deceptively useful analysis', *Youth Justice*, 9(2): 99-114. **ONLINE/PERIODICAL**

- Stone, N. (2012) 'Legal commentary "a sorry tale": forcible physical restraint of children in custody', *Youth Justice*, 12(3): 245-257. **ONLINE/PERIODICAL**

## Penal Power and Penal Pains (Dr Ben Crewe)
**Essential Reading:**
Crewe, B. (2011) 'Depth, weight, tightness: revisiting the pains of imprisonment', P*unishment and Society*, 13(5): 509-529. **ONLINE/PERIODICAL**

*Further Reading*

- Sykes, G. (1958) 'The pains of imprisonment', in *The Society of Captives: A study of a maximum security prison*, Princeton, NJ: Princeton University Press, pp. 63-83. **QPIPbed**
- Crewe, B. (2014) 'Inside the belly of the penal beast: understanding the experience of imprisonment', *International Journal of Crime, Justice and Social Democracy*, 4(1): 50-65. **ONLINE/PERIODICAL**

- Liebling, A. (2011) 'Moral performance, inhuman and degrading treatment and prison pain', *Punishment & Society*, 13(5): 530-550. **ONLINE/PERIOIDICAL**
- Liebling, A. and Maruna, S. (eds) (2005) *The Effects of Imprisonment*, Cullompton: Willan. **QPRW7**
- Crewe, B. (2007) 'Power, adaptation and resistance in a late-modern men's prison', *British Journal of Criminology*, 47(2): 256-275. **ONLINE/PERIODICAL**
- Haney, C. (1997) 'Psychology and the limits to prison pain: confronting the coming crisis in the Eighth Amendment law', *Psychology, Public Policy and Law*, 3(4): 499-588. **ONLINE/PERIODICAL**
- Hulley, S., Crewe, B. and Wright, S. (2015) 'Re-examining the problems of long-term imprisonment', *British Journal of Criminology*, first published online 5 August, 2015. DOI: 10.1093/bjc/azv077 **ONLINE**
- Cohen, S. and Taylor, L. (1972) *Psychological Survival: The experience of long-term imprisonment*, London: Harmondsworth. **QPIPerd**
- Carlton, B. and Segrave, M. (2011) 'Women's survival post-imprisonment: connecting imprisonment with pains past and present', *Punishment & Society*, 13(5): 551-570. **ONLINE/PERIODICAL**
- Walker, S. and Worrall, A. (2000) 'Life as a woman: the gendered pains of indeterminate imprisonment', *Prison Service Journal*, 132: 27-37. **PERIODICAL**
- Carlen, P. (1998) *Sledgehammer: Women's imprisonment at the millennium*, Basingstoke: Macmillan. **QPKFea**
- Crewe, B. (2011) 'Soft power in prison: implications for staff-prisoner relationships, liberty and legitimacy', *European Journal of Criminology,* 8(6):455-468. **ONLINE/PERIODICAL**


## Criminal Justice Policy in the Context of Late Modernity (Professor Loraine Gelsthorpe)
**Essential Reading:**
Garland, D. (2001) *The Culture of Control: Crime and social order in contemporary society,* Oxford: Oxford University Press. (Especially chapter 1.) **ELECTRONIC and QPA**
*Further Reading*
- Gelsthorpe, L. (2013) 'Criminal justice: the policy landscape', in A. Hucklesby and A. Wahidin, A. (eds) *Criminal Justice*, 2nd ed., Oxford: Oxford University Press, pp. 17-33. **SQea7**
- Lacey, N. (2007) *The Prisoners' Dilemma: Political economy and punishment in contemporary democracies,* Cambridge: Cambridge University Press. (Especially chapters 1 and 3) **QPIx**
- Rock, P. (ed.) (2004) *Constructing Victims' Rights: The Home Office, New Labour and victims,* Oxford: Oxford University Press. **QOOVea**
- Jones, T. and Newburn, T. (2007) *Policy Transfer and Criminal Justice: Exploring US influence over British crime control policy,* Maidenhead: Open University Press. (Especially chapters 2, 3 and 6) **QOK**
- Daems, T. (2008) *Making Sense of Penal Change,* Oxford: Oxford University Press. **QPA**
- Whitehead, P. (2010) *Exploring Modern Probation: Social theory and organisational complexity,* Portland: Policy. **QPTea**
- Adam, B., Beck, U. and Loon, J. van (eds) (2000) *Risk Society and Beyond: Critical issues for social theory,* California: Sage. **E-BOOK**
- Newburn, T. and Rock, P. (eds) (2006) *The Politics of Crime Control: Essays in honour of David Downes*, Oxford: Oxford University Press. (See the first four chapters) **QO7**
- Downes, D., Hobbs, D. and Newburn, T. (eds) (2010) *The Eternal Recurrence of Crime and Control: Essays in honour of Paul Rock*, Oxford: Oxford University Press. (See chapter 4 by David Faulkner) **QO7**

- Innes, M. (2003) *Understanding Social Control: Deviance, crime and social order*, Maidenhead: Open University Press. **KCP**
- Young, J. (2007) *The Vertigo of Late Modernity*, London: Sage. **KCOC**
- France, A. (2007) *Understanding Youth in Late Modernity*, Maidenhead: Open University Press. **QVN**

## Introduction to Research Methods (Dr Ben Crewe)

**Essential Reading:**

None Required.

## 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.E. Lynn and C. Pollitt (eds) *Oxford Handbook of Public Management,* Oxford: Oxford University Press, pp. 446-467. **TJH7 (copy 3 in MSt collection)**

Bolden, R., Gosling, J., Marturano, A. and Dennison, P. (2003) *Review of Leadership Theory and Competency Frameworks*, Exeter: Centre for Leadership Studies University of Exeter. ("Edited version of a report for Chase Consulting and the Management Standards Centre".) **ONLINE**

*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**
- Peters, T.J. and Waterman, R.H., Jnr. (1982) 'Successful American companies', in *In Search of Excellence: Lessons from America's best-run companies,* London: Harper and Row. **425.c.98.796 (UL: South Front, 6)**
- Rousseau, D. (2006) 'Is there such a thing as evidence-based management?', *Academy of Management Review*, 31(2): 256-269. **ONLINE/PERIODICAL**
- Chen, A.S., Bian, M. & Hou, Y. (2015) 'Impact of transformational leadership on subordinates: EI and work performance' *Personnel Review* 44(4): 438-453 **ONLINE/PERIODICAL**

## 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**


**Prisons and the Problem of Order (Professor Alison Liebling)**
**Essential Reading:**
Sparks, R. and Bottoms, A.E. (1995) 'Legitimacy and order in prisons', *British Journal of Sociology*, 46(1): 45-62. **ONLINE/PERIODICAL**

Liebling, A. and Arnold, H. (2004) 'Regime dimensions', in A. Liebling and H. Arnold (eds) *Prisons and Their Moral Performance: A Study of Values, Quality and Prison Life,* Oxford: Clarendon Press, pp. 260 -340. **ELECTRONIC**

*Further Reading*
- Sparks, J.R. *et al.* (1996) *Prisons and the Problem of Order*, Oxford: Clarendon Press. (Read chapter 7 'Control incidents' and chapter 9 'Conclusions') **QPRea8**
- Carrabine, E. (2005) 'Prison riots, social order and the problem of legitimacy', *British Journal of Criminology*, 45(6): 896-913. **ONLINE/PERIODICAL**
- Liebling, A. (2013) ''Legitimacy under pressure' in high security prisons' in J. Tankebe and A. Liebling (eds) *Legitimacy and Criminal Justice: An international exploration*, Oxford: Oxford University Press. **QO7**
- Liebling, A. (2015) 'Appreciative inquiry, generative theory, and the 'failed state' prison', in J. Miller and W. Palacios (eds) *Qualitative Research in Criminology,* Advances in Criminological Theory*,* Vol. 20, New Brunswick, NJ: Transaction, pp. 251-269. **QO7**
- Liebling, A. (2002) 'A "liberal regime within a secure perimeter"? Dispersal prisons and penal practice in the late twentieth century', in A.E. Bottoms and M. Tonry (eds) *Ideology, Crime and Criminal Justice: A symposium in honour of Sir Leon Radzionwicz*, Cullompton: Willan. **QO7**

- Carrabine, E. (2004) *Power, Discourse and Resistance: A genealogy of the Strangeways Prison riot,* Aldershot: Ashgate. **QPIDRea8**
- Sykes, G. (1958) 'The defects of total power' and 'Crisis and equilibrium' in *The Society of Captives: A study of a maximum security prison*, Princeton: Princeton University Press, chapter 3 (pp. 40-62) and part III of chapter 6 (pp. 120-129). **QPIPbed**
- Bottoms, A.E. (1999) 'Interpersonal violence and social order in prisons', in M. Tonry and J. Petersilia (eds) *Crime and Justice: A review of research,* Vol. 26, Chicago: University of Chicago Press. **QO7**

## 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?', *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**

## How to write an essay 1 (Dr Ben Crewe and Dr Lucy Willmott)
*Further Reading*

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

University Statement on Plagiarism, see http://www.admin.cam.ac.uk/univ/plagiarism/

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

Greetham, B. (2001) *How to Write Better Essays*, Basingstoke: Palgrave, stages 4 and 5. **ZB** (2nd ed., 2008)

**How to write an essay 2 (Dr Ben Crewe and Dr Lucy Willmott)**
**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**


**Conceptualising and Measuring Moral Performance in Prison (Professor Alison Liebling)**
**Essential Reading:**
Liebling, A., Crewe, B. and Hulley, S. (2011) 'Conceptualising and measuring the quality of prison life', in D. Gadd, S. Karstedt, and S.F. Messner (eds) *The Sage Handbook of Criminological Research Methods*, London: Sage Publishing. **E-BOOK**
Liebling, A. (2012) 'What is 'MQPL'? Solving puzzles about the prison', *Prison Service Journal,* 202: 3-5. **ONLINE**
Liebling, A. and Arnold, H. (2004) 'Identifying what matters in prison', in A. Liebling and H. Arnold (2004) *Prisons and Their Moral Performance: A study of values, quality and prison life*, Oxford: Oxford University Press, chapter 3, pp. 131-167. **QPlea8**
*Further Reading*
- Liebling, A. and Arnold, H. (2004) *Prisons and Their Moral Performance: A study of values, quality and prison life*, Oxford: Oxford University Press. (Read chapters 5 and 6) **QPlea8**
- Liebling, A. (2004) 'The late modern prison and the question of values', *Current Issues in Criminal Justice,* 16(2): 202-219. **ONLINE/PERIODICAL**


**The Future of Probation, Public Risk and Public Interest (Professor Loraine Gelsthorpe and Dr Jane Dominey)**
**Essential Reading:**
Read relevant articles in the 2013 issue of *British Journal of Community Justice*, 11(2/3) 'Transforming Rehabilitation: Under the microscope'. **ONLINE/PERIODICAL**
http://www.cjp.org.uk/bjcj/volume-11-issue-2-3/
*Further Reading*
- Gelsthorpe, L. *et al.* (2012) 'Special Issue: Opening the criminal justice market', *Probation Journal,* 59(4). (See the articles by Dominey, Fox and Albertson, Gelsthorpe, and Stacey in particular) **ONLINE/PERIODICAL**
- Kemshall, H. (2003) *Understanding Risk in Criminal Justice*, Maidenhead: Open University Press. **QOOI**
- McLaughlin, K., Osborne, S. and Ferlie, E. (2002) *New Public Management: Current trends and future prospects*, London: Routledge. **TJH7**

**Management Perspectives (Dr Tim Coupe)**
**Essential Reading:**
TBC.


**Offender Management Trust and Desistance (Dr Ruth Armstrong)**
**Essential Reading:**
Weaver, B. (2014) 'Control or change? Developing dialogues between desistance research and public protection practices', *Probation Journal*, 61(1): 8-26. **ONLINE/PERIODICAL**

Halsey, M., Armstrong, R. and Wright, S. (2016) 'F*ck it!': Matza and the mood of fatalism in the desistance process', *The British Journal of Criminology,* first published online 29 April, 2016: 1-20. DOI:
10.1093/bjc/azw041 **ONLINE**

*Further Reading:*
  • Armstrong, R. (2014) 'Trusting the untrustworthy: the theology, practice and implications of faith-based volunteers' work with ex-prisoners', *Studies in Christian Ethics*, 27(3): 299-309. **ONLINE/PERIODICAL**
  • Onora O'Neill Reith Lectures on Trust- there are five to listen to or read, but the most important one is lecture 4. http://www.bbc.co.uk/radio4/reith2002/ **ONLINE**
  • Werth, R. (2011) 'I do what I'm told, sort of: reformed subjects, unruly citizens and parole', *Theoretical Criminology*, 16(3): 329-346. **ONLINE/PERIODICAL**


**Social Learning Theory (Dr Ingrid Obsuth)**
**Essential Reading:**
None Required.


**Theories of Punishment (Professor Julian Roberts)**
**Essential Reading:**
Von Hirsch, A., Ashworth, A. and Roberts, J.V. (eds) (2009) *Principled Sentencing: Readings on theory and policy*, 3rd ed., Oxford: Hart Publishing. (Read chapters 2 and 4 and readings 5.1, 5.2) **SQV7**


**Sentencing and Public Opinion (Professor Julian Roberts)**
**Essential Reading:**
Hough, A. and Roberts, J.V. (2012) 'Public opinion, crime and criminal justice', in R. Morgan, M. Maguire and R. Reiner (eds) *The Oxford Handbook of Criminology*, 5th ed., Oxford: Oxford University Press, pp. 279-297. **QO7**
*Further Readings*
  • Ryberg, J., and Roberts, J.V. (eds) (2014*) Popular Punishment: On the normative significance of public opinion*, *York*: Oxford University Press. **KBP7**
  • Mitchell, B. and Roberts, J.V. (2001) 'Public attitudes towards the mandatory life sentence for murder in England and Wales: putting received wisdom to the empirical test', *Criminal Law Review,* 6: 456-465. **ONLINE/PERIODICAL**
  • Hough, M. and Park, A. (2002) 'How malleable are attitudes to crime and punishment?', in J.V. Roberts, M. Hough (eds) (2002) *Changing Attitudes to Punishment,* Cullompton: Willan Publishing. **KBPEA7**


**BLOCK B**
**Sentencing: theory, law and practice (Nicky Padfield)**
**Essential Reading:**

TBC

**Issues in Pre-court decision-making, discretion, diversion and discrimination (Nicky Padfield and Professor Loraine Gelsthorpe)**
**Essential Reading:**
Padfield, N. *et al.* (2012) 'Out of court, out of sight? Criminal sanctions and non-judicial decision-making', in M. Maguire, R. Morgan and R. Reiner (eds) *The Oxford Handbook of Criminology*, 5th ed., Oxford: Oxford University Press, pp. 955-985. **QO7**

HM Inspectorate of Constabulary/ HM CPS Inspectorate (2011) *Exercising Discretion: The gateway to justice, London: Criminal Justice Joint Inspection*. **ONLINE**

Gelsthorpe, L. and Padfield, N. (eds) (2003) *Exercising Discretion: Decision-making in the criminal justice system and beyond*, Cullompton: Willan. **SORea7**
*Further Reading*
- Padfield, N. and Bild, J. (2016) *Text and Materials on the Criminal Justice Process,* 5th ed.*,* Abingdon: Routledge. **SOea**
- Ashworth, A. (2010) *Sentencing and Criminal Justice, 5th ed.*, Cambridge: Cambridge University Press. **SQVea**
- Easton, S. and Piper, C. (2016) *Sentencing and Punishment: The quest for justice*, 4th ed., Oxford: Oxford University Press. **SQVA**
- Gelsthorpe, L. and Padfield, N. (eds) (2003) *Exercising Discretion: Decision-making in the criminal justice system and beyond*, Cullompton: Willan. **SORea7**

**Getting Out of Prison: Release and Recall (Nicky Padfield)**
**Essential Reading:**
TBC
**Criminal Justice Processes (Nicky Padfield)**
**Essential Reading:**

**The Work and Culture of Prison Officers (Professor Alison Liebling)**
**Essential Reading:**
Liebling, A., Price, D. and Shefer, G. (2011) *The Prison Officer,* 2nd ed., Cullompton: Willan Publishing. **QPIFea**
Hay, W. and Sparks, R. (1991) 'What is a prison officer?', *Prison Service Journal*, 83: 2-7. **ELECTRONIC**
*Further Reading*
- Liebling, A. (2000) 'Prison officers, policing and the use of discretion', *Theoretical Criminology*, 4(3): 333-357. **ONLINE/PERIODICAL**
- Liebling, A. (2001) 'Transforming the prison: romantic optimism or appreciative realism', *Criminology and Criminal Justice,* 1(2): 161-180. **ONLINE/PERIODICAL**
- Liebling, A. (2008) 'Why prison staff culture matters', in J.M. Byrne, D. Hummer and F.S. Taxman (eds) *The Culture of Prison Violence*, Boston: Allyn and Bacon Publishing, pp. 105-122. **QPIDRb7**
- Liebling, A. (2011) 'Distinctions and distinctiveness in the work of prison officers: legitimacy and authority revisited', *European Journal of Criminology*, 8(6): 484-499. **ONLINE/PERIODICAL**
- Crewe, B., Liebling, A. and Hulley, S. (2011) 'Staff culture, use of authority and prisoner quality of life in public and private sector prisons', *Australian and New Zealand Journal of Criminology*, 44(1): 94-115. **ONLINE/PERIODICAL**

## What Works with Sex Offenders (Dr Ruth Mann)
**Essential Reading:**
Wakeling, H., Mann, R.E. and Carter, A.J. (2012) 'Do low-risk sexual offenders need treatment', *The Howard Journal of Criminal Justice*, 51(3): 286-299. **ONLINE/PERIODICAL**
*Further Reading*
- Mann, R.E., Hanson, R.K. and Thornton, D. (2010) 'Assessing risk for sexual recidivism: some proposals on the nature of psychologically meaningful risk factors', *Sexual Abuse: A Journal of Research and Treatment*, 22(2): 191-217. **ONLINE/PERIODICAL**
- Hanson, R.K., Bourgon, G., Helmus, L. and Hodgson, S. (2009) 'The principles of effective correctional treatment also apply to sexual offenders a meta-analysis', *Criminal Justice and Behavior*, 36(9): 865-891. **ONLINE/PERIODICAL**
- Ho, D.K. and Ross, C.C. (2012) 'Cognitive behaviour therapy for sex offenders: too good to be true?', *Criminal Behaviour and Mental Health*, 22(1): 1-6. **ONLINE/PERIODICAL**
- Crighton, D., and Towl, G. (2007) 'Experimental interventions with sex offenders: a brief review of their efficacy', *Evidence Based Mental Health*, 10(2): 35-37. **ONLINE/PERIODICAL**
- Dennis, J.A., Khan, O., Ferriter, M., Huband, N., Powney, M.J. and Duggan, C. (2012) 'Psychological interventions for adults who have sexually offended or are at risk of offending', *Cochrane Database of Systematic Reviews*, 12(12): CD007507. **ONLINE/PERIODICAL**
- Langstrom, N., Enebrink, P., Lauren, E.M., Lindblom, J., Werko, S. and Hanson, R.K. (2013) 'Preventing sexual abusers of children from reoffending: systematic review of medical and psychological interventions', *British Medical Journal*, 347: f4630. **ONLINE/PERIODICAL**
- Drake, E. (2006) *Evidence-Based Adult Corrections: What works and what does not*, Olympia: Washington State Institute for Public Policy, Document No. 06-01-1201*.* **ONLINE**

## Managerialism and New Public Management (Dr Tim Coupe)
**Essential Reading:**
Rainey, H.G. and Chun, Y.H. (2005) 'Public and private management compared' in E. Ferlie, L. Lynn, L. and C. Pollitt (eds) *The Oxford Handbook of Public Management*, Oxford: Oxford University Press, pp. 72-102. **TJH7 (copy 3 in MSt collection)**
*Further Reading*
- Ferlie, E. *et al.* (1996) *The New Public Management in Action,* Oxford: Oxford University Press. **TJHea**
- Hood, C. (2005) 'Public management: the word, the movement, the science', in E. Ferlie, L. Lynn and C. Pollitt (2005) *The Oxford Handbook of Public Management*, Oxford: Oxford University Press, pp. 7-26. **TJH7 (copy 3 in MSt collection)**
- McKevitt, D. and Lawton, A. (1994) *Public Sector Management: Theory, critique and practice,* London: Sage. **TJH7**
- McLaughlin, K., Osborne, P. and Ferlie, E. (2002) *New Public Management: Current trends and future prospects,* London: Routledge. **TJH7**
- Moore, M.H. (1997) *Creating Public Value: Strategic management in government,* London: Harvard University Press. (Originally published 1995) **RGAOb**
- Ouchi, W.G. (1980) 'Markets, bureaucracies and clans', *Administrative Science Quarterly*, 25(1): 129-141. **ONLINE/PERIODICAL**

**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**

**Management Masterclass (Dr Tim Coupe and Phil Wheatley)**
**Essential Reading:**
None Required.

**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**

## Human Rights and Criminal Justice ( Nicky Padfield)
**Essential Reading:**
Emmerson, B., Ashworth, A. and Macdonald, A. (2012) *Human Rights and Criminal Justice,* 3rd ed., London: Sweet and Maxwell. **RAGea**
*Further Reading*
- Gearty, C. (2007) *Civil Liberties*, Oxford: Oxford University Press. **J.gk.9.G.10 or LL.M.J.gk.9.G.10 (Squire)**
- Bingham,T. (2010) *The Rule of Law*, London: Allen Lane. **SA**
- Owen, T. *et al.* (2015) *Prison Law*, 5th ed., Oxford: Oxford University Press. **J.mq.9.L.9 (Squire)** (or 3rd ed., 2003) **QPIOea**
- Padfield, N. and Bild, J. (2016) *Text and Materials on the Criminal Justice Process*, 5th ed., London: Routledge. (Chapter 2) **SOea**

## Political Economy, Penal Policy and Prison Populations (Dr Ben Crewe)
**Essential Reading:**
Cavadino, M. and Dignan, J. (2006) 'Penal policy and political economy', *Criminology and Criminal Justice*, 6(4): 435-456. **ELECTRONIC**


*Further Reading*

- Downes, D. and Hansen, K. (2006) *Welfare and punishment: the relationship between welfare spending and imprisonment*, London: Crime and Society Foundation, Briefing 2. **ONLINE**
- Wacquant, L. 'The great penal leap backward: incarceration in America from Nixon to Clinton', in J. Pratt (ed.) (2005) *The New Punitiveness: Trends, theories, perspectives*, Cullompton: Willan Publishing, pp. 3-26. **QPA7**
- Wacquant, L. (2009) *Punishing the Poor: The neoliberal government of social insecurity,* Durham: Duke University Press. **QPI**
- Lappi-Seppala, T. (2011) 'Explaining imprisonment in Europe', *European Journal of Criminology*, 8(4): 303-328. **ONLINE/PERIODICAL**
- Lacey, N. (2008) *The Prisoners' Dilemma: political economy and punishment in contemporary democracies*, Cambridge: Cambridge University Press. **QPIx**
- Pratt, J. (2008) 'Scandinavian exceptionalism in an era of penal excess', *British Journal of Criminology*, 48(2): 119-137 (and see part II in the same journal, 48(3): 275-292). **ONLINE/PERIODICAL**
- Garland, D. (2001) *Culture of Control: Crime and social order in contemporary society*, Oxford: Oxford University Press. **QPA**
- Loader, I. (2007) *Why Penal Moderation*: *Discussion paper from the Penal Moderation Working Group?*, Commission on English Prisons Today. **ONLINE**

- Special issue (2001) of *Punishment & Society*, 3(1): 5-199 (on 'Mass imprisonment in the USA'). **ONLINE/PERIODICAL**
- Christie, N. (2004) *A Suitable Amount of Crime*, London: Routledge. **QO**
- Blumstein, A. and Beck, A.J. (1999) 'Population growth in U.S. prisons, 1980-1996' in M. Tonry and J. Petersilia (eds) *Prisons*, Crime and Justice: A review of research, Vol. 26, Chicago: University of Chicago Press. **ONLINE/PERIODICAL**

## Desistance Theory (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*

- Shapland, J., Farrall, S. and Bottoms, A.E. (eds) (2016) *Global Perspectives on Desistance: Reviewing what we know and looking to the future*, London: Routledge. (Especially chapters by Giordano, Mulvey and Schubert, Farrall, McNeill and Bottoms and Shapland.) **QOOx7**
- 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)**

## 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**

## Appreciative Inquiry (Charles Elliott)
**Essential Reading:**

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

*Further Reading*

- Liebling, A. *et al.* (2001) 'Transforming the prison: romantic optimism or appreciative realism?', *Criminal Justice*, 1(2): 161-180. **ONLINE/PERIODICAL**
- Mann, R.E. *et al.* (2002) 'Motivational interviewing with offenders', in M. McMurran (ed.) *Motivating Offenders to Change: A guide to enhancing engagement in therapy*, Chichester: Wiley. **E-BOOK or QOF7**

## What works with women? (Professor Loraine Gelsthorpe)
**Essential Reading:**
Gelsthorpe, L. (2010) 'What works with women offenders?', in M. Herzog-Evans (ed.) *Transnational Criminology Manual,* Vol. 3., Nijmegen: Wolf, pp. 223-240. **QO7**

*Further Reading*

- Sheehan, R., McIvor, G. and Trotter, C. (2007) *What Works With Women Offenders*, Cullompton: Willan. **QOYF7**
- HM Inspectorate of Probation (2016) *A Thematic Inspection of the Provision and Quality of Services in the Community for Women Who Offend*, Manchester: Her Majesty's Inspectorate of Probation. **ONLINE**
- Player, E. (2014) 'Women in the criminal justice system: the triumph of inertia', *Criminology and Criminal Justice*, 14(3): 276-297. **ONLINE/PERIODICAL**
- Explore the Prison Reform Trust Website http://www.prisonreformtrust.org.uk/ProjectsResearch/Women
- Explore the Howard League for Penal Reform Website: http://howardleague.org/what-you-can-do/women-in-the-penal-system
- Explore the website of Women's Breakout. The national network of women's centres: http://www.womensbreakout.org.uk
- Prison Reform Trust (2011) *Reforming Women's Justice: Final report of the Women's Justice Taskforce*, London: Prison Reform Trust. **ONLINE**
- Hardwick, N. (2012) *Women in Prison: Corston five years on*, Issues in Criminal Justice lecture, University of Sussex, delivered 29 February 2012. Transcript available at: http://www.justiceinspectorates.gov.uk/prisons/wp-content/uploads/sites/4/2014/02/women-in-prison.pdf **ONLINE**

## What Works with Offenders: including Meta- analyses (Professor Friedrich Losel)
**Essential Reading:**
None Required.

## Motivation and Empowerment (Dr Tim Coupe)
**Essential Reading:**
Bozeman, B. and Su, X. (2014) 'Public service motivation concepts and theory: a critique', *Public Administration Review*, 75(5): 700-710. **ONLINE/PERIODICAL**
Wilson, D.C. and Rosenfeld, R.H. (1990) *Managing Organizations: Text, readings, and cases*, London: McGraw-Hill. (Chapter 5 'Theories of motivation', pp. 64-75; or equivalent chapter in 2nd ed., first author Rosenfeld (1999) at University Library.) **TJH**
Wright, B.E. (2001) 'Public sector work motivation: a review of the current literature and a revised conceptual model', *Journal of Public Administration Research and Theory*, 11(4): 559-586. **ONLINE/PERIODICAL**
*Further Reading*
- Barker, J.R. (1998) 'Tightening the iron cage: concertive control in self-managing teams', in Van Maanen, J. (ed.) *Qualitative Studies of Organisations*, London: Sage. (Article of same title also published in (1993) *Administrative Science Quarterly*, 38(3):408-437. ONLINE/PERIODICAL)
  **University Library 425:1.b.95.49**
- Cerasoil, C.P., Nicklin, J.M. and Ford, M.T. (2014) 'Intrinsic motivation and extrinsic incentives jointly predict performance: a 40-year meta-analysis', *Psychological Bulletin,* 140(4): 980-1008. **ONLINE/PERIODICAL**

- Deci, E.L. and Ryan, R.M. (2000) 'The "what" and "why" of goal pursuits: human needs and the self-determination of behaviour', *Psychological Inquiry: An International Journal for the Advancement of Psychological Theory*, 11(4): 227-268. DOI: 10.1207/S15327965PLI1104_01 **ONLINE/PERIODICAL**
- Elding, D., Tobias, A. and Walker, D. (2006) 'Towards a unified model of employee motivation', *Strategic Change*, 15(6): 295-304. **ONLINE/PERIODICAL**
- Hackman, J. and Oldham, G. (1976) 'Motivation through the design of work: test of a theory', *Organisational Behaviour and Human Performance*, 16(2): 250-279. **ONLINE/PERIODICAL**
- Hertzberg, F. (1968) 'One more time: how do you motivate employees?', *Harvard Business Review*, 46(1): 53-62. **ONLINE/PERIODICAL**
- Homberg, F. and McCarthy, D. (2015) 'A meta-analysis of the relationship between public service motivation and job satisfaction', *Public Administration Review*, 75(5): 711-722. **ONLINE/PERIODICAL**
- Wall, T., Clegg, C. and Jackson, P. (1978) 'An evaluation of the job characteristics model', *Journal of Occupational Psychology*, 51(2): 183-196. **ONLINE/PERIODICAL**

## Market Liberalism, Criminal Justice and the Employment Relationship (Dr Amy Ludlow)
**Essential Reading:**
Ludlow, A. (in press) 'Marketising criminal justice', in A. Liebling, L. McAra and S. Maruna (eds) *The Oxford Handbook of Criminology*, 6th ed., Oxford: Oxford University Press. **TBC**
Liebling, A. and Ludlow, A. (2016) 'Privatising public prisons: penality, law and practice', *Australian & New Zealand Journal of Criminology*, first published online 28 September, 2016. DOI: 10.1177/0004865816671380 **ONLINE**
Robinson, G., Burke, L. and Millings, M. (2015) 'Criminal justice identities in transition: the case of devolved probation services in England and Wales', *British Journal of Criminology*, 56(1): 161-178. **ONLINE/PERIODICAL**
*Further Reading*
- Sennett, R. (1999) *The Corrosion of Character: the personal consequences of work in the new capitalism*, New York: Norton. **IGCb**
- Lipsky, M. (2010) *Street-level bureaucracy: dilemmas of the individual in public services*, updated and expanded ed., New York: Russell Sage Foundation. (Or original (1980) ed. at **University Library**) **QCK8**
- Blyth, M. (2013) *Austerity: The history of a dangerous idea,* Oxford: Oxford University Press. **E-BOOK**
- Sandel, M.J. (2012) *What Money Can't Buy: The moral limits of markets*, Allen Lane: London. **TA**
- Fox. C. *et al*. (2013) *Justice Reinvestment: Can the criminal justice system deliver more for less?,* Routledge: London. **QOOC**
- Ludlow, A. (2014) 'Transforming rehabilitation: what lessons might be learned from prison privatisation?', *European Journal of Probation*, 6(1): 67-81. **ONLINE/PERIODICAL**
- Kessler, I. (2006) 'Outsourcing and the employee perspective', *Human Resources Management Journal*, 9(2): 5-19. **ONLINE/PERIODICAL**
- Chang, H.J. (2002) 'Breaking the mould: an institutionalist political economy alternative to the neo-liberal theory of the market and the state', *Cambridge Journal of Economics*, 26(5): 539-559. **ONLINE/PERIODICAL**
- Michie, J. and Sheehan, A. (2003) 'Labour market deregulation, "flexibility" and innovation', *Cambridge Journal of Economics*, 27(1): 123-143. **ONLINE/PERIODICAL**
- Ludlow, A. (2012) 'Contestability and competition in action: restructuring the prison sector to achieve workforce and industrial change', *Public Law*, 3: 508-526. **ELECTRONIC**

## Culture and Practice in Probation Work (Dr Jane Dominey)
**Essential Reading:**
Mawby, R.C. and Worrall, A. (2011) *Probation Workers and their Occupational Cultures*, Leicester: University of Leicester. **ONLINE**

Available                                                                                   at:
[https://www2.le.ac.uk/departments/criminology/documents/Final_report_Nov_2011%20-17%20Nov%202011.pdf](https://www2.le.ac.uk/departments/criminology/documents/Final_report_Nov_2011%20-17%20Nov%202011.pdf)
*Further Reading*
- Annison, J. (2013) 'Change and the probation service in England and Wales: a gendered lens', *European Journal of Probation*, 5(1): 44-64. **ONLINE/PERIODICAL**
- Deering, J. and Feilzer, M. (2015) *Privatising Probation: Is transforming rehabilitation the end of the probation ideal?,* Bristol: Policy Press. **QPTeb8**
- Phillips, J. (2011) 'Target, audit and risk assessment cultures in the probation service', *European Journal of Probation*, 3(3): 108-122. **ONLINE/PERIODICAL**
- Robinson, G. and McNeill, F. (2016) *Community Punishment: European Perspectives*, Abingdon: Routledge. **QPTd7**


## Experiencing Life after Prison (Dr Ruth Armstrong)
**Essential Reading:**
Durnescu, I. (2011) 'Pains of probation: effective practice and human rights', *International Journal of Offender Therapy and Comparative Criminology*, 55(4): 530-545. **ELECTRONIC**
Nugent, B. and Schinkel, M. (2016) 'The pains of desistance', *Criminology & Criminal Justice*, 16(5): 568-584. **ONLINE/PERIODICAL**
*Further Reading:*
- Robinson, G. and McNeill, F. (2008) 'Exploring the dynamics of compliance with community penalties', *Theoretical Criminology*, 12(4): 431-449. **ONLINE/PERIODICAL**
- Schinkel, M. (2014) 'Punishment as moral communication: the experiences of long-term prisoners', *Punishment & Society*, 16(5): 578-597. **ONLINE/PERIODICAL**
- Durnescu, I. (2011) 'Pains of probation: effective practice and human rights', *International Journal of Offender Therapy and Comparative Criminology*, 55(4): 530-545. **ELECTRONIC**

## Critiquing Qualitative and Quantitative Research (Dr Caroline Lanskey)
**Essential Reading:**
Bachman, R.D. and Schutt, R.K. (2014) *The Practice of Research in Criminology and Criminal Justice*, 5th ed., London: Sage. (Read appendices A and B; 'Questions to ask about a research article', pp. 429-430; and 'How to read a research article', pp. 431-435.) **K4**
*Further Reading:*
- Spencer, L., Ritchie, J., J. Lewis and Dillon, L. (2003) *Quality in Qualitative Evaluation: A framework for assessing research evidence: a quality framework,* London: The Cabinet Office. **G.K4 and ONLINE**
- Farrington, D.P. (2003) 'Methodological quality standards for evaluation research', *The Annals of the American Academy of Political and Social Science*, 587(1): 49-68. **ONLINE/PERIODICAL**
- Goldacre, B. (2009) *Bad Science*, London: Fourth Estate **UNIVERSITY LIBRARY order in Reading Room c202.d.1225**
- O'Cathain, A., Murphy,E. and Nicholl, J. (2008) 'The quality of mixed methods studies in health services research', *Journal of Health Services Research and Policy*, 13(2): 92-98.  DOI: 10.1258/jhsrp.2007.007074 **ONLINE**

**Management and Morality (Dr Ben Crewe and Professor Alison Liebling)**
**Essential Reading:**
Liebling, A. and Crewe, B. (2012) 'Prisons beyond the new penology: the shifting moral foundations of prison management', in J. Simon and R. Sparks (eds) *The Sage Handbook of Punishment and Society*, London: Sage, pp. 283-307. **ELECTRONIC**


*Further Reading*

- Crewe, B. and Liebling, A. (2011) 'Are liberal-humanitarian penal values and practices exceptional?', in T. Ugelvik and J. Dullum (eds*) Penal Exceptionalism? Nordic prison policy and practice*, London: Routledge, pp. 175-198. **ELECTRONIC**
- Bennett, J. (2016) *The Working Lives of Prison Managers: Global change, local culture and individual agency in the late modern prison,* Basingstoke: Palgrave. **QPIFeb8**
- Liebling, A. (2004) *Prisons and their Moral Performance*, Oxford: Oxford University Press. (Read chapter 8, 'Particular prisons and their qualities', pp. 168-201.) **QPlea8**
- LeGrand, J. (2003) *Motivation, Agency and Public Policy,* Oxford: OUP. **University Library 207.c.200.229 or E-BOOK**
- LeGrand, J. (2007) *The Other Invisible Hand: Delivering public services through choice and competition,* New Jersey: Princeton University Press. **University Library 203.c.1875**
- Rutherford, A. (1993) *Criminal Justice and the Pursuit of Decency*, Waterside Press: Hook. **SQea8**
- Bryans, S. (2007) *Prison Governors: Managing prisons in a time of change*, Cullompton: Willan. **QPKea8**
- Narey, M. (2012) *Prisons, Brutality and Decency: Reflections on thirty years* [Talk]. Available at:
  [http://www.slideshare.net/martinnarey/prisons-brutality-and-decency-reflections-on-thirty-years](http://www.slideshare.net/martinnarey/prisons-brutality-and-decency-reflections-on-thirty-years)
  **ONLINE**

- Faulkner, D*.,* Burnett, R. and Towl, G. (2011) *Where Next for Criminal Justice?*, Bristol: Policy Press. **SQea**
- Faulkner, D. (2007) 'Public service values? Leadership in the 21st century', *International Journal of Leadership in Public Services*, 3(2): 51-55. **ONLINE/PERIODICAL**
- Crewe, B. and Liebling, A. (2015) 'Governing governors', *Prison Service Journal*, 222: 3-11. **ONLINE**
- Liebling, A. and Crewe, B. (2016) 'Prison governance: why moral values matter', in R. van Eijk, G. Loman, G. and T. de Wit (eds) *For Justice and Mercy: International reflections on prison chaplaincy,*
  Oisterwijk: Wolf. **QPITx7**

**Organisational Change and Change Management (Dr Tim Coupe)**
**Essential Reading:**
Mabey, C. and Mayon-White, B. (1993) *Managing Change*, 2nd ed., London: Paul Chapman. **TJH**
*Further Reading*
- Brunsson, N. (1982) 'The irrationality of action and action rationality: decisions, ideologies and organizational actions', *Journal of Management Studies*, 19(1): 29-44.
  **ONLINE/PERIODICAL**

- Grundy, T. (1998) 'How are corporate strategy and human resources strategy linked', *Journal of General Management*, 23(3): 49-72. **University Library PERIODICAL**

## Prisoners' Families (Dr Caroline Lanskey)
**Essential Reading:**
Murray, J. (2005) 'The effects of imprisonment on families and children of prisoners', in A. Liebling and S. Maruna (eds) *The Effects of Imprisonment*, Cullompton: Willan, pp. 442-462. **QPRW7**
McKay, T., Comfort, M., Lindquist, C. and Bir, A. (2016) 'If family matters', *Criminology & Public Policy*, 15(2): 529-542. **ONLINE/PERIODICAL**

*Further Reading:*

- Mills, A.L. and Codd, H. (2008) 'Prisoners' families and offender management: mobilizing social capital', *Probation Journal: The Journal of Community and Criminal Justice*, 55(1): 9-24. **ONLINE/PERIODICAL**

- Condry, R. (2007) *Families Shamed: The consequences of crime for relatives of serious offenders*, Cullompton: Willan Publishing. **IPK8**

- Murray, J., Farrington, D.P. and Sekol, I. (2012) 'Children's antisocial behaviour, mental health, drug use and educational performance after parental incarceration: a systematic review and meta-analysis', *Psychological Bulletin*, 138(2): 175-210. **ONLINE/PERIODICAL**

- Lanskey, C., Losel, F., Markson, L. and Souza, K. (2015) 'Re-framing the analysis: a 3-dimensional perspective of prisoners' children's well-being', *Children and Society*, 29(5): 484-494. **ONLINE/PERIODICAL**

- Lanskey, C., Losel, F., Markson, L. and Souza, K. (2014) 'Children's contact with their imprisoned fathers and the father-child relationship following release', *Families, Relationships and Societies,* prepublished 22 August, 2014. [DOI http://dx.doi.org/10.1332/204674314X14037881746154] **ONLINE**

- Naser, R.L. and Visher, C.A. (2006) 'Family members' experiences with incarceration and re-entry', *Western Criminology Review*, 7(2): 20-31. **ONLINE**

- Poehlmann, J., Dallaire, D., Loper, A. and Shear, L.D. (2010) 'Children's contact with their incarcerated parents: research findings and recommendations', *American Psychologist*, 65(6): 575-598. **ONLINE/PERIODICAL**

- Rose, D. and Clear, T. (2003) 'Incarceration, re-entry and social capital: social networks in the balance', in J. Travis and M. Waul (eds) *Prisoners Once Removed: The impact of incarceration and reentry on children, families and communities*, Washington, DC: Urban Institute Press, pp. 313-342. **QPIVb**

- Souza, K., Losel, F., Markson, L., and Lanskey, C. (2015) 'Pre-release expectations and post-release experiences of prisoners and their (ex-)partners', *Legal and Criminological Psychology*, 20(2): 306-323. **ONLINE/PERIODICAL**

## Prisoner Adaptation, Social Life and Culture (Dr Ben Crewe)
**Essential Reading:**
Crewe, B. (2007) 'The sociology of imprisonment', in Y. Jewkes (ed.) *Handbook on Prisons*, Cullompton: Willan, pp. 1-25. **ELECTRONIC** [or Crewe, B. (2016) 'The sociology of imprisonment', in Y. Jewkes, B. Crewe and J. Bennett (eds) Handbook on Prisons, 2nd ed., Abingdon: Routledge, pp. 77-100. **QPKx7**]

*Further Reading*

- Phillips, C. (2012) *The Multicultural Prison: Ethnicity, masculinity, and social relations among prisoners*. Oxford: OUP. **QPKea8**

- Sykes, G. and Messinger, S. (1960) 'The inmate social system', in R. Cloward, D.R. Cressey, G.H. Grosser, R. McCleery, S.L. Messinger, L.E. Ohlin and G.M. Sykes (eds) *Theoretical Studies in Social Organization of the Prison*, New York: Social Science Research Council, pp. 5-19. **QPIP**
- Sykes, G. (1958), *The Society of Captives: A study of a maximum security prison*, Princeton, NJ: Princeton University Press. **QPIPbed**
- Crewe, B. (2009) *The Prisoner Society: Power, adaptation and social life in an English prison*, Oxford: Oxford University Press. **QPKefg8**
- Irwin, J. and Cressey, D. (1962) 'Thieves, convicts and the inmate culture', *Social Problems*, 10(2): 142-155. **ONLINE/PERIODICAL**
- Jacobs, J. (1977) *Stateville: The penitentiary in mass* society, Chicago: Chicago University Press. **QPKbkv3**
- Liebling, A. and Arnold, H. (2012) 'Social relationships between prisoners in a maximum security prison: violence, faith, and the declining nature of trust', *Journal of Criminal Justice*, 40(5): 413-424. **ONLINE/PERIODICAL**
- Sparks, R., Bottoms, A. and Hay, W. (eds) (1996) 'Social order in prisons: theoretical issues', in *Prisons and the Problem of Order*, Oxford: Clarendon Press, pp. 32-97. **QPRea8**
- Crewe, B. (2005), 'Codes and conventions: the terms and conditions of contemporary inmate values', in A. Liebling and S. Maruna (eds) *The effects of imprisonment*, Cullompton: Willan. **QPRW7**
- Maruna, S. and Liebling, A. (2005) (eds) *The Effects of Imprisonment*, Cullompton: Willan. **QPRW7**
- Crewe, B. (2005) 'The prisoner society in the era of hard drugs', *Punishment & Society*, 7(4): 457-481. **ONLINE/PERIODICAL**
- Phillips, C. (2008) 'Negotiating identities: ethnicity and social relations in a young offenders' institution', *Theoretical Criminology*, 12(3): 313-331. **ONLINE/PERIODICAL**
- Ievins, A. and Crewe, B. (2015) '"Nobody's better than you, nobody's worse than you": Moral community among prisoners convicted of sexual offences', *Punishment & Society,* 17(4): 482-501. **ONLINE/PERIODICAL**

## BLOCK C
## Critical Criminology (Dr Ben Crewe and Professor Loraine Gelsthorpe)
**Essential Reading:**
Mooney, J. (2012) **'**Finding a political voice: the emergence of critical criminology in Britain', in W.S. DeKeseredy and M. Dragiewicz (eds) *Handbook of Critical Criminology*, London: Routledge, pp. 13-31. **ELECTRONIC**

*Further Reading*

- DeKeseredy, W.S. (2011) 'Critical criminology: definition and brief history' in *Contemporary Critical Criminology*, London: Routledge, pp. 1-22. **ELECTRONIC**
- Barton, A., Corteen, D. Scott, D. and Whyte, D. (eds) (2005) *Expanding the Criminological Imagination: Critical readings in criminology*, Cullompton: Willan. (See chapters one and two in particular. Chapter one is concerned with 'Developing a criminological imagination' (by the editors); Chapter two 'Critical criminology and the intensification of the authoritarian state' is by Reece Walters.) **QO7**
- Sykes, G. (1974) 'The rise of critical criminology', *Journal of Criminal Law and Criminology,* 65(2): 206-213 **ONLINE/PERIODICAL**


## Organizational Cultures and Values (Dr Tim Coupe)

**Essential Reading:**
Brown, A.D. (1998) 'Exploring organisational culture', in *Organisational Culture*, 2nd ed., London: Pitman, pp. 41-82. **ELECTRONIC**

*Further Reading*

- Dingwall, R. and Strangleman, T. (2007) 'Organizational cultures in the public services', in E. Ferlie, L.E. Lynn, Jr. and C. Pollitt (eds) *The Oxford Handbook of Public Management*, Oxford: Oxford University Press, pp. 468-490. **TJH7 (copy 3 in MSt collection)**
- Foster, J. (2003) 'Police cultures', in T. Newburn (ed.) *Handbook of Policing,* Cullompton: Willan, pp. 196-227. **RPPea7**
- Morgan, G. (1997) 'Creating social reality: organizations as cultures', in *Images of Organization*, 2nd ed., London: Sage, pp. 119-152 (or previous edition (1986), pp. 111-140). **University Library 425.c.99.3698**
- Newburn, T. (2005) (ed.) *Policing: Key readings*, Cullompton: Willan. (Read 'Part C: Police culture', chapters 17–22, pp. 264-363.) **RPPea7**
- Potworowski, G.A. and Green, L.A. (2012) 'Culture and evidence-based management', D.M. Rousseau (ed.) *The Oxford Handbook of Evidence-Based Management*, New York: Oxford University Press, chapter 16, pp. 272-292. **E-BOOK**
- Schein, E.H. (2004) *Organizational Culture and Leadership*, 3rd ed., San Francisco: Jossey-Bass, pp. 1-23 (introduction and first chapter). **ELECTRONIC**

## Restorative Justice (Loraine Gelsthorpe)
**Essential Reading:**
TBC

## Victims and Victimology (Dr Caroline Lanskey)
**Essential Reading:**
Dignan, J. (2005) *Understanding Victims and Restorative Justice*, Maidenhead: Open University Press. (Chapter 1, 'Victims, victimization and victimology'.) **QOOV**
Davies, P., Francis, P. and Greer, C. (eds) (2007) *Victims, Crime and Society*, London: Sage Publications. (Chapter 10, 'Criminal (in)justice for victims'.) **QOOVea**
Walklate, S. (1989) *Victimology: The victim and the criminal justice process*, London: Unwin Hyman. (Chapter 1, 'Key concepts in victimology: an overview'.) **QOOV** (or 2014 Taylor and Francis 'Routledge revivals' edition)
*Further Reading*
- Christie, N. (1986) 'The ideal victim', in E.A. Fattah (ed.) *From Crime Policy to Victim Policy: Reorienting the justice system*, Basingstoke: Macmillan. **QO7**
- Dignan, J. (2007) 'The victim in restorative justice', in S. Walklate (ed.) *Handbook of Victims and Victimology*, Cullompton: Willan. **QOOV7** and **E-BOOK** (ebook (2011) London: Routledge)
- Rock, P. (2002) 'On becoming a victim', in C. Hoyle and R. Young (eds) *New Visions of Crime Victims*, Oxford: Hart. **QOOV7**
- Rock, P. (2008) 'The treatment of victims in England and Wales', *Policing*, 2(1): 110-119. **ONLINE/PERIODICAL**
- Zedner, L. (2002) 'Victims', in M. Maguire, R. Morgan and R. Reiner (eds) *The Oxford Handbook of Criminology*, 3rd ed., Oxford: Oxford University Press, pp. 419-456. **QO7**

## Prisons and the Problem of Faith, Identity and Character (Professor Alison Liebling)

**Essential Reading:**

Liebling, A. and Arnold, H. (2012) 'Social relationships between prisoners in a maximum security prison: violence, faith, and the declining nature of trust', *Journal of Criminal Justice*, 40(5): 413-424. **ONLINE/PERIODICAL**

Liebling, A. and Straub, C. (2012) 'Identity challenges and the risks of radicalisation in high security custody', *Prison Service Journal,* 203: 15-22. **ONLINE/PERIODICAL**

Liebling, A. (2013) '"Legitimacy under pressure" in high security prisons', in J. Tankebe and A. Liebling (eds) *Legitimacy and Criminal Justice,* Oxford: Oxford University Press, pp. 206-226. **QO7**

*Further Reading*

- Hamm, M.S. (2009) 'Prison Islam in the age of sacred terror', British Journal of Criminology, 49(5): 667-685. **ONLINE/PERIODICAL**
- Hamm, M.S. (2012) 'Prisoner radicalization and sacred terrorism: a life course perspective', in R. Rosenfeld, K. Quinet and C. Garcia (eds) *Contemporary Issues in Criminological Theory and Research: The role of social institutions*, papers from the American Society of Criminology 2010 Conference, Wadsworth: Cengage Learning , pp. 173-204. **QO5**
- Hamm, M.S. (2012) 'Prisoner radicalisation in the United States', *Prison Service Journal*, 203: 4-8. **ONLINE/PERIODICAL**
- Hamm, M.S. (2013) *The Spectacular Few: Prisoner radicalization and the evolving terrorist threat*, New York, NY: New York University Press. **QOTAb8**
- Liebling, A., Arnold, H. and Straub, C. (2011) An Exploration of Staff-Prisoner Relationships at HMP Whitemoor: 12 years on : revised final report, London: Ministry of Justice, National Offender Management Service. **ONLINE or G.QPI**
- Liebling, A. (2016) 'The Dalai Lama, prisons and prison research: A call for trust, a "proper sense of fear", dialogue, curiosity and love', *Prison Service Journal*, 225: 58-63. **ONLINE/PERIODICAL**


**Accountability and Inspection of Criminal Justice Services (Dr Amy Ludlow)**
**Essential Reading:**
Owers, A. (2010) 'The regulation of criminal justice: inspectorates, ombudsmen and inquiries', in H. Quirk, T. Seddon and G. Smith (eds) *Regulation and Criminal Justice: Innovations in policy and research*, Cambridge: CUP, pp. 237-260. **SQ7 or E-BOOK**
Bennett, J. (2014) 'Resisting the audit explosion: the art of prison inspection', The Howard Journal of Criminal Justice, 53(5): 449-467. **ONLINE/PERIODICAL**
Hardwick, N. (2016) 'Inspecting in prisons', in Y. Jewkes, B. Crewe and J. Bennett (eds) Handbook on Prisons, 2nd ed., Abingdon: Routledge, pp. 641-657. **QPKx7**
Padfield, N. (forthcoming) 'Monitoring prisons in England and Wales: who ensures the fair treatment of prisoners?', *Crime, Law and Social Change.* **TBC**
Shute, S. (2013) 'On the outside looking in: reflections on the role of inspections in driving up quality in the criminal justice system', *The Modern Law Review* 76(3) 494-528. **ONLINE/PERIODICAL**

*Further Reading:*
- Burns, T., Yiend, J., Fahy, T., Fitzpatrick, R., Rogers, R., Sinclair, J., Linsell, L., Doll, H., Fazel, S. and the IDEA Group (2011) 'Dangerous severe personality disordered (DSPD) patients:

characteristics and comparison with other high risk offenders', *International Journal of Forensic Mental Health*, 10(2): 127-136. **ONLINE/PERIODICAL**

- Vagg, J. (1994) *Prison Systems: A comparative study of accountability in England, France, Germany and the Netherlands*, Oxford: Clarendon Press. **QPID**

- Harding, R. (1997) *Private Prisons and Public Accountability*, Buckingham: Open University Press. **QPIC**

- Harding, R. (2001) 'Private prisons', in M. Tonry (ed.) *Crime and Justice: A review of research*, Vol. 28, Chicago: University of Chicago Press, pp. 265-346. **ONLINE/PERIODICAL or QO7**

- Karen Page Associates (2014) *Independent Monitoring Boards Review: Report to the Review Board*. **On request**

- Seddon, T. (2010) 'Rethinking prison inspection: regulating institutions of confinement', in H. Quirk, T. Seddon and G. Smith (eds) *Regulation and Criminal Justice: Innovations in policy and research*, Cambridge: CUP, pp. 261-282. **SQ7 or E-BOOK**

- Andrew, J. (2007) 'Prisons, the profit motive and other challenges to accountability', *Critical Perspectives on Accounting*, 18(8): 877-904. **ONLINE/PERIODICAL**

- Cooper, C. and Taylor, P. (2005) 'Independently verified reductionism: prison privatization in Scotland', *Human Relations*, 58(4): 497–522. **ONLINE/PERIODICAL**

- Power M. (1999) *The Audit Society: Rituals of verification*, Oxford: OUP. **E-BOOK or 2000.9.977** (University Library: place stack request, not borrowable)

- Rustin, M. (2004) 'Rethinking audit and inspection', *Soundings*, 64: 86-107. **ONLINE**

- Roussy, M. (2013) 'Internal auditors' roles: from watchdogs to helpers and protectors of the top manager', *Critical Perspectives on Accounting*, 24(7/8): 550-571. **ONLINE/PERIODICAL**

- Whitty, N. (2010) *Rights as Risk: Managing human rights and risk in the UK prison sector*, CARR discussion papers, DP 57, London: Centre for Analysis of Risk and Regulation, London School of Economics and Political Science. **ONLINE**

- Sinclair, A. (1995) 'The chameleon of accountability: forms and discourses', *Accounting, Organizations and Society*, 20(2/3): 219-237. **ONLINE/PERIODICAL**

- White, F. and Hollingsworth, K. (1999) *Audit, Accountability and Government*, Oxford: Clarendon Press. **J.h.9.W.13 (Squire) or 207.c.99.209 (University Library: South Wing, 5)**

- Maguire, M. and Vagg, J. (1983) 'Who are the prison watchdogs? The membership and appointment of Boards of Visitors', *Criminal Law Review*, Apr.: 238-248. **PERIODICAL**

- Martin, J. (1980) 'Jellicoe and after: Boards of Visitors into the eighties', The *Howard Journal of Criminal Justice*, 19(2): 85-101. **PERIODICAL**

- Cornwell, D. (1990) 'Sharpening the watchdog's teeth: a case for retention of the dual role of Boards of Visitors in penal establishments', *The Howard Journal of Criminal Justice*, 29(4): 261-278. **PERIODICAL**

- Worrall, A. (1992) 'Who wants to be a watchdog now?', *Probation Journal*, 39(3): 133-137. ONLINE/PERIODICAL

- Martin, C. and Godfrey, D. (1994) 'Prisoners' views of Boards of Visitors: a question of credibility', *British Journal of Criminology*, 34(3): 358-365. **ONLINE/PERIODICAL**

- Harding, R. (2006) 'Are prison inspections effective?', *Prison Service Journal*, 167: 15-19. **PERIODICAL**

- Raine, J. (2008) 'Inspection and the criminal justice agencies', in H. Davies and S. Martin (eds) *Public Service Inspection in the UK,* Research highlights in social work 50, London: Jessica Kingsley. **UNIVERSITY LIBRARY order in Reading Room C203.c.6184**
- Shute, S. (2013) 'Serving their political masters: the development of criminal justice inspection in England and Wales', *Criminal Law Review*, 11: 889-905. **ONLINE/PERIODICAL**

## What works in Offender Compliance (Professor Fergus McNeil)
**Essential Reading:**
Durnescu, I. (2011) 'Pains of probation: effective practice and human rights', *International Journal of Offender Therapy and Comparative Criminology,* 55(4): 530-545. **ELECTRONIC**
Miller, R.J. (2014) 'Devolving the carceral state: race, prisoner reentry, and the micro-politics of urban poverty management', *Punishment & Society,* 16(3): 305-335. **ONLINE/PERIODICAL**
Cox, A. (2011) 'Doing the programme or doing me? The pains of youth imprisonment', *Punishment & Society,* 13(5): 592-610. **ELECTRONIC**
Durnescu, I. *et al.* (2013) 'Experiencing supervision', in F. McNeill and K. Beyens (eds) *Offender Supervision in Europe,* Basingstoke: Palgrave, pp. 19-50. **ELECTRONIC**

## What Works in and Desistance Frameworks (Professor Fergus McNeil)
**Essential Reading:**
Weaver, B. and McNeill, F. (2010) *Changing Lives?: Desistance research and offender management*, Report no. 3/2010, Glasgow: Scottish Centre for Crime and Justice Research*.* **ONLINE or QOO8**
McNeill, F. *et al.* (2012) 'Re-examining "evidence-based practice" in community corrections: beyond "a confined view" of what works', submitted to *Justice Research and Policy*. Available at: http://blogs.iriss.org.uk/discoveringdesistance/files/2012/06/McNeill-et-al-JRP.pdf **ONLINE**

## 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**

## Risk and Public Protection (Hazel Kemshall)
**Essential Reading:**
Kemshall, H. *et al.* (2005) *Strengthening Multi-Agency Public Protection Arrangements (MAPPAs)*, Home Office Development and Practice Report 45, London: Home Office. **ELECTRONIC**
*Further Reading:*
- Kemshall, H. (2003) *Understanding Risk in Criminal Justice,* Buckingham: Open University Press. **QOOI**
- Kemshall, H. (2008) *Understanding the Community Management of High Risk Offenders*, Maidenhead: Open University Press. **QPTea8**
- Wood, J. and Kemshall, H. (2007) *The Operation and Experience of Multi-Agency Public Protection Arrangements (MAPPA)*, Home Office Online Report 12/07, London: Home Office. **ELECTRONIC**

## Preparing  for your thesis year (Dr Ben Crewe)
**Essential Reading:**
None Required.

**Treatment and Management of Dangerous Offenders (Dr Lucy WIillmott)**
**Essential Reading:**
Burns, T., Sinclair, J., Fahy, T., Fazel, S., Fitzpatrick, R., Rogers, R. and Yiend, J. for the IDEA Group (2011) 'Treatments for dangerous severe personality disorder (DSPD)', *Journal of Forensic Psychology and Psychiatry*, 22(3): 411-426. **ELECTRONIC**
*Further Reading*

- Burns, T., Yiend, J., Fahy, T., Fitzpatrick, R., Rogers, R., Sinclair, J., Linsell, L., Doll, H., Fazel, S. and the IDEA Group (2011) 'Dangerous severe personality disordered (DSPD) patients: characteristics and comparison with other high risk offenders', *International Journal of Forensic Mental Health*, 10(2): 127-136. **ONLINE/PERIODICAL**
- Vollm, B. and Konappa, N. (2012) 'The dangerous and severe personality disorder experiment – review of empirical research', *Criminal Behaviour and Mental Health,* 22(3): 165-180. **ONLINE/PERIODICAL**
- Saradjian, J., Murphy, N. and McVey, D. (2013) 'Delivering effective therapeutic interventions for men with severe personality disorder within a high secure prison', *Psychology, Crime and Law,* 19(5-6): 433-447*.* **ONLINE/PERIODICAL**
- Sinclair, J., Willmott, L., Fitzpatrick, R., Burns, T., Yiend, J. and the IDEA Group (2012) 'Patients' experience of dangerous and severe personality disorder services: qualitative interview study', British Journal of Psychiatry, 200(3): 252-253. **ONLINE/PERIODICAL**


**Reconfiguring Penal Power (Dr Ben Crewe and Professor Alison Liebling)**
**Essential Reading:**
Crewe, B. and Liebling, A. (in press) 'Reconfiguring penal power', in A. Liebling, L. McAra and S. Maruna (eds) *Oxford Handbook of Criminology*, 6th ed., Oxford: Oxford University Press. **ELECTRONIC**

Crewe, B., Liebling, A. and Hulley, S. (2011) 'Staff culture, use of authority and prisoner quality of life in public and private sector prisons', *Australian and New Zealand Journal of Criminology*, 44(1): 94-115. **ONLINE/PERIODICAL**

*Further Reading:*

- Crewe, B., Liebling, A. and Hulley, S. (2013) 'Heavy-light, absent-present: rethinking the 'weight' of imprisonment', *British Journal of Sociology*, 65(3): 387-410. **ONLINE/PERIODICAL**
- Crewe, B., Liebling, A. and Hulley, S. (2015) 'Staff-prisoner relationships, staff professionalism and the use of authority in public- and private-sector prisons', *Law and Social Inquiry*, 40(2): 309-344. **ONLINE/PERIODICAL**
- Liebling, A., Crewe, B. and Hulley, S**.** (2011) 'Values and practices in public and private sector prisons: a summary of key findings from an evaluation', *Prison Service Journal*, 196: 55-58. **PERIODICAL**
- Hulley, S; Liebling, A. and Crewe, B. (2012) 'Respect in prisons: prisoners' experiences of respect in public and private sector prisons', *Criminology and Criminal Justice*, 12(1): 3-23. **ONLINE/PERIODICAL**
- Sparks, R. (1994) 'Can prisons be legitimate?', *British Journal of Criminology,* 34(special issue): 14-28. **ONLINE/PERIODICAL**
- Shefer, G. and Liebling, A. (2008) 'Prison privatisation: in search of a business-like atmosphere?', *Criminology and Criminal Justice*, 8(3): 261-278. **ONLINE/PERIODICAL**
- Logan, C.H. (1990) *Private Prisons: Cons and pros*, New York: Oxford University Press.

**QPICb**

- Perrone, D. and Pratt, T.C. (2003) 'Comparing the quality of confinement and cost-effectiveness of public versus private prisons: what we know, why we do not know more, and where to go from here', *The Prison Journal*, 83(3): 301-322. **ONLINE/PERIODICAL**


## Citizenship and the Criminal Justice System (Bethany Schmidt, Dr Ruth Armstrong and Dr Amy Ludlow)

**Essential Reading:**
Faulkner, D. (2003) 'Taking citizenship seriously: social capital and criminal justice in a changing world', *Criminal Justice*, 3(3): 287-315. **ELECTRONIC**
*Further Reading*

- Toch, H. (1994) 'Democratizing prisons', *The Prison Journal*, 73(1): 62-74. **ELECTRONIC**
- Verba, S. (1967) 'Democratic participation', *Annals of the American Academy of Political and Social Science*, 373: 53-78. **ELECTRONIC**
- Vaughan, B. (2000) 'Punishment and conditional citizenship', *Punishment & Society*, 2(1): 23-29. **ELECTRONIC**


## Suicide and Suicide Prevention (Professor Alison Liebling)

**Essential Reading:**

Liebling, A. *et al.* (2005) 'Revisiting prison suicide: the role of fairness and distress', in A. Liebling and S. Maruna (eds) *The Effects of Imprisonment*, Cullompton: Willan, pp. 209-231. **ELECTRONIC**
*Further Reading*

- Liebling, A. *et al.* (2005) 'Safer locals evaluation', *Prison Service Journal*, 162: 8-12. **PERIODICAL**
- Liebling, A., Elliott, C. and Arnold, H. (2001) 'Transforming the prison: romantic optimism or appreciative realism?', *Criminology and Criminal Justice*, 1(2): 161-180. **ONLINE/PERIODICAL**
- Liebling, A. (2011) 'Moral performance, inhuman and degrading treatment, and prison pain', *Punishment & Society*, 13(5): 530-550. **ONLINE/PERIODICAL**
- Liebling, A. (1995) 'Vulnerability and prison suicide', *British Journal of Criminology*, 35(2): 173-187. **ONLINE/PERIODICAL**
- Liebling, A. (1994) 'Suicides amongst women prisoners', *Howard Journal of Criminal Justice*, 33(1): 1-9. **PERIODICAL**
- Liebling, A. (1999) 'Prison suicide and prisoner coping', in M. Tonry and J. Petersilia (eds) *Crime and Justice: A review of research*, Vol. 26, pp. 283-359. **ONLINE/PERIODICAL and QO7**
- Liebling, A. (1998) 'Managing to prevent prison suicide: are staff at risk too?', in J. Kamerman (ed.) *Negotiating Responsibility in the Criminal Justice System*, Carbondale, Ill.: Southern Illinois University Press, pp. 68-86. **SOA7**


## Experiments and Experimentation (Dr Katrin Muller-Johnson and Dr Ingrid Obsuth)
**Essential Reading:**
TBC

## Scared of using numbers (Dr Katrin Muller-Johnson)
**Essential Reading:**
None required.

**Mentoring Partnerships and the Third Sector (Professor Mike Maguire)**
**Essential Reading:**
TBC


**Long-term Imprisonment (Dr Ben Crewe)**
**Essential Reading:**
Crewe, B., Hulley, S. and Wright, S. (2016) 'Swimming with the tide: adapting to long-term imprisonment', *Justice Quarterly*, first published online 16 June, 2016: 1-25. DOI: 10.1080/07418825.2016.1190394 **ONLINE**
*Further Reading:*

- Hulley, S., Crewe, B. and Wright, S. (2016) 'Re-examining the problems of long-term imprisonment', *British Journal of Criminology*, 56(4): 769-792. **ONLINE/PERIODICAL**
- Wright, S., Crewe, B. and Hulley, S. (under review) 'Suppression, denial, sublimation: early adaptations to long-term imprisonment'. **AVAILABLE ON REQUEST**
- Banister, P.A., Smith, F.V., Heskin, K.J. and Bolton, N. (1973) 'Psychological correlations of long-term imprisonment. I. Cognitive variables', *British Journal of Criminology* 13(4): 312-323. **ONLINE/PERIODICAL**
- Cohen, S. and Taylor, L. (1972) *Psychological Survival: The experience of long-term imprisonment*, Harmondsworth: Penguin. **QPIPerd**
- Crawley, E. and Sparks, R. (2006) 'Is there life after imprisonment? How elderly men talk about imprisonment and release', *Criminology and Criminal Justice* 6(1): 63-82. **ONLINE/PERIODICAL**
- Flanagan, T. (1981) 'Dealing with long term confinement: adaptive strategies and perspectives among long-term prisoners', *Criminal Justice and Behavior*, 8(2): 201-222. **ONLINE/PERIODICAL**
- Irwin, J. (2009) *Lifers: Seeking redemption in prison*, New York: Routledge. **QPRb**
- Jewkes, Y. (2005) 'Loss, liminality and the life sentence: managing identity through a disrupted life course', in A. Liebling and S. Maruna (eds) *The Effects of Imprisonment*, Cullompton: Willan. **QPRW7**
- Johnson, R. and McGunigall-Smith, S. (2008) 'Life without parole, America's other death penalty: notes on life under sentence of death by incarceration', *The Prison* Journal, 88(2): 328-346. **ONLINE/PERIODICAL**
- Liebling, A. (2014) 'Moral and philosophical problems of long-term imprisonment', *Studies in Christian Ethics*, 27(3): 258-269. **ONLINE/PERIODICAL**
- Mackenzie, D.L. and Goodstein, L. (1985) 'Long-term incarceration impacts and characteristics of long-term offenders: an empirical analysis', *Criminal Justice and Behavior*, 12(4):395-414. **ONLINE/PERIODICAL**
- O'Donnell, I. (2014) *Prisoners, Solitude and Time*, Oxford: OUP. **QPK8**
- Rasch, W. (1981) 'The effects of indeterminate detention: a study of men sentenced to life imprisonment', *International Journal of Law and Psychiatry*, 4(3-4):417-431. **ONLINE/PERIODICAL**
- Schinkel, M. (2014) *Being Imprisoned: Punishment, adaptation and desistance*, Basingstoke: Palgrave. **QPIes**
- Walker, S. and Worrall, A. (2006) 'Life as woman: the gendered pains of indeterminate imprisonment', *Prison Service Journal*, 132: 27-37. **PERIODICAL**
- Zamble, E. (1992) 'Behavior and adaptation in long-term prison inmates: descriptive longitudinal results', *Criminal Justice and Behavior*, 19(4): 409-425. **ONLINE/PERIODICAL**

- Flanagan, T.J. (1980) 'The pains of long-term imprisonment: a comparison of British and American perspectives', *British Journal of Criminology*, 20(2): 148-156. **ONLINE/PERIODICAL**
- Flanagan, T.J. (1981) 'Dealing with long-term confinement: adaptive strategies and perspectives among long-term prisoners', *Criminal Justice and Behavior*, 8(2): 201-222. **ONLINE/PERIODICAL**
- Jamieson, R. and Grounds, A. (2002) *No Sense of an Ending: The effects of long term imprisonment amongst Republican prisoners and their families*, Mohaghan: SEESYU Press. **QPRWez8**
- Richards, B. (1978) 'The experience of long-term imprisonment', *British Journal of Criminology*, 18(2): 162-169. **ONLINE/PERIODICAL**
- Sapsford, R. (1978) 'Life-sentence prisoners: psychological changes during sentence', *British Journal of Criminology*, 18(2): 128-145. **ONLINE/PERIODICAL**
- Walker, N. (1987) 'The unwanted effects of long term imprisonment', in A.E. Bottoms and R. Light (eds) *Problems of Long-term Imprisonment*, Aldershot: Gower, pp. 183-199. **QO65E**
- Crewe, B., Hulley, S. and Wright, S. (2017) 'The gendered pains of life imprisonment', *British Journal of Criminology*, first published online 9 January, 2017: 1-20. DOI: 10.1093/bjc/azw088 **ONLINE**


## Comparative Criminal Justice (Dr Caroline Lanskey)
**Essential Reading:**
Cavadino, M. and Dignan, J. (2006) *Penal Systems: A comparative approach*, London: Sage. (Read chapter 1.) **QP7**
Goldson, B. and Muncie, J. (2006) 'Rethinking youth justice: comparative analysis, international human rights and research evidence', *Youth Justice*, 6(2): 91-106. **ONLINE/PERIODICAL**
Nelken, D. (2009) 'Comparative criminal justice: beyond ethnocentrism and relativism', *European Journal of Criminology* 6(4): 291-311. **ONLINE/PERIODICAL**
*Further Reading*
- Doob, A.N. and Tonry, M. (2004) 'Varieties of youth justice' in M. Tonry and A.N. Doob (eds) *Youth Crime and Youth Justice: Comparative and cross-national perspectives*, Crime and Justice: A review of research, Vol. 31, Chicago: University of Chicago Press, pp. 1-20. **ONLINE/PERIODICAL or QO7**
- Muncie, J. and Goldson, B. (eds) (2006) *Comparative Youth Justice: Critical issues*, London: Sage. **SQGJ7**
- Muncie, J. (2005) 'The globalization of crime control-the case of youth and juvenile justice: neo-liberalism, policy convergence and international conventions', *Theoretical Criminology*, 9(1): 35-64. **ONLINE/PERIODICAL**
- Nelken, D. (ed.)(2011) *Comparative Criminal Justice and Globalization*, Farnham: Ashgate. **QOx7**
- Pakes, F. (2010) *Comparative Criminal Justice*, 2nd ed., Abingdon: Willan Publishing. **QO**
- Sheptycki, J. and Wardak, A. (eds) (2005) *Transnational and Comparative Criminology*, London: GlassHouse Press. **QO7**

## BLOCK D

**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 D Research Methods
### Developing your research idea (Dr Ben Crewe)
**Essential Reading:**
Bachman, R. and Schutt. R. (2014) 'Science, society and criminological research', in *The Practice of Research in Criminology and Criminal Justice*, 5th ed.*,* Thousand Oaks, Calif.: Sage Publications, pp. 1-20. **K4**
Robson, C. (2011) 'Approaches to social research', in *Real World Research: A resource for users of social research in applied settings*, 3rd ed., Chichester: Wiley, pp. 13-41 (or equivalent chapter in 2nd ed. (2002), pp. 16-44). **K4**
*Further Reading*
- Robson, C. (2011) 'Developing your ideas', in *Real World Research: A resource for users of social research in applied settings*, 3rd ed., Chichester: Wiley, pp. 45-69 (or equivalent chapter in 2nd ed. (2002), pp. 45-76). **K4**
- King, R.D. and Wincup, E. (2008) 'The process of criminological research', in R.D. King and E. Wincup (eds) *Doing Research on Crime and Justice*, 2nd ed., Oxford: Oxford University Press, pp. 13-43. **K4**
- Bottoms, A.E. (2008) 'The relationship between theory and empirical observations in criminology' in R.D. King and E. Wincup (eds) *Doing Research on Crime and Justice*, 2nd ed., Oxford: Oxford University Press, pp. 75-116. **K4**

### Linking Theory and Data (Professor Sir Anthony Bottoms)
**Essential Reading:**
Bottoms, A.E. (2008) 'The relationship between theory and empirical observations in criminology' in R.D. King and E. Wincup (eds) *Doing Research on Crime and Justice*, 2nd ed., Oxford: Oxford University Press, pp. 75-116. **K4**

### My Thesis Experience (TBC)
**Essential Reading:**
None required.

### Finding Literature (Stuart Stone, Librarian)
**Essential Reading:**
None required.

### Qualitative Data Collection (Dr Ben Crewe *and* Dr Caroline Lanskey)
**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)**

## Qualitative Data Analysis (Dr Caroline Lanskey and Dr Lucy Willmott)
## 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**
- Becker, H.S. (1998) *Tricks of the Trade: How to think about your research while you're doing it*, Chicago: Chicago University Press **K4**
- Miles, B. and Huberman, A.M. (1994) *Qualitative Data Analysis: An expanded sourcebook*, 2nd ed.*,* London: Sage. (Chapter 10, pp. 245-287) **AYB**
- Silverman, D. (2013) *Doing Qualitative Research*, 4th ed., London: Sage. (Or preceeding editions , subtitled 'a practical handbook'.) **K4**
- Strauss, A.L. and Corbin, J. (2015) *Basics of Qualitative Research: Techniques and procedures for developing grounded theory*, 4th ed., Thousand Oaks, CA: Sage. (Or preceeding editions.) **K4**

## Documentary Research (Dr Caroline Lanskey)
## Essential Reading:
Noaks, L. and Wincup, E. (2004) *Criminological Research: Understanding qualitative methods,* London: Sage Publications. (Chapter 7, pp. 106-120, provides an excellent overview of qualitative research methods, with useful examples) **K4**

*Further Reading*

- Plummer, K. (2001) *Documents of Life 2: An invitation to a critical humanism,* 2nd ed., London: Sage Publications. **K4**
- Potter, J. and Wetherell, M. (1987) *Discourse and Social Psychology: Beyond attitudes and behaviour,* London: Sage. **9200.c.2988 (UL, borrowable, place stack request in Reading Room)**

- Scott, J. (1990) *A Matter of Record: Documentary sources in social research*, Cambridge: Polity Press. **K4**
- Wetherell, M., Taylor, S. and Yates, S.J. (eds) (2001) *Discourse Theory and Practice: A reader*, London: Sage. **K4**

## 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**

## Action Research and Insider Research (Dr Ben Crewe)
### Essential Reading:
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)**
- 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)**
- Liebling, A., Elliot, C. and Price, D. (1999) 'Appreciative inquiry and relationships in prison', *Punishment & Society* 1(1): 71-98. **ELECTRONIC**

## Writing up a proposal (Dr Ben Crewe)
### Essential Reading:
Black, T.R. (2002) 'Planning your own research', in *Understanding Social Science Research*, 2nd ed., London: Sage, pp. 235-246. **K4**

## Research access and ethics (Dr Ben Crewe)

**Essential Reading:**

National Offender Management Service (2012) *Research Applications*, PSI 13/2012 (expires 01 April 2016). Available from: http://www.justice.gov.uk/downloads/offenders/psipso/psi-2012/psi-13-2012-research-application.doc **ONLINE**

British Society of Criminology (2006) *Code of Ethics.* Available from: http://www.britsoccrim.org/docs/CodeofEthics.pdf **ONLINE**

British Sociological Association (2002) *Statement of Ethical Practice for the British Sociological* Association, dated March 2002. Available from:
 http://www.britsoc.co.uk/about/equality/statement-of-ethical-practice.aspx **ONLINE**

## Writing a Literature Review (Dr Ben Crewe)

**Essential Reading:**

None required, but students might want to make use of any of the books, articles and online resources available on this topic.

## Using and Combining Research Methods (Dr Ben Crewe)

**Essential Reading:**

None required.

## Focus Groups in Practice (Professor Loraine Gelsthorpe & Dr Caroline Lanskey)

**Essential Reading:**

None required.

## Introduction to Excel (Tom Olphin)
**Essential Reading:**

None required.

## Block E Workshops and Surgeries

## 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.

## Thinking Qualitatively (Dr Caroline Lanskey and Dr Ben Crewe)

### General Reading:

Corden, A. and Sainsbury, R. (2006) *Using Verbatim Quotations in Reporting Qualitative Social Research: The views of research users*, York: Social Policy Research Unit, University of York. **ONLINE**

Baker, S.E. and Edwards, R. (2012) *How Many Qualitative Interviews is Enough?*, NCRM Review Paper. Available from: http://eprints.ncrm.ac.uk/2273 **ONLINE**

Maxwell, J.A. (1992) 'Understanding and validity in qualitative research', *Harvard Educational Review*, 62(3): 279-300. **ONLINE/PERIODICAL**

Merriam, S.B. (1995) 'What can you tell from an N of 1?: Issues of validity and reliability in qualitative research', *PAACE Journal of Lifelong Learning*, 4: 51-60. **ONLINE**

Spencer, L., Ritchie, J., Lewis, J. and Dillon, L. (2003) *Quality in Qualitative Evaluation: A framework for assessing research evidence: a quality framework*, London: Cabinet Office. **ONLINE**

## Survey design- informal workshop (Dr Heather Strang)

### Essential Reading:
None required.

## Excel Workshop (Tom Olphin)

### Essential Reading:
None required.

## Qualitative Coding and Analysis: An introduction (Dr Caroline Lanskey and Dr Lucy Willmott)

### *Further Reading*

- Mason, J. (1996) 'Sorting, organizing and indexing qualitative data', in *Qualitative Researching*, London: Sage, chapter 6, pp. 107-134 (or equivalent chapter in 2nd ed. (2002), chapter 8 'Organizing and indexing qualitative data', pp. 147-172). **ELECTRONIC**
- Strauss, A.L. and Corbin, J. (2015) *Basics of Qualitative Research: Techniques and procedures for developing grounded theory*, 4th ed., Thousand Oaks, CA: Sage. (Or preceeding editions.) **K4**
- Attride-Stirling, J. (2001) 'Thematic networks: an analytic tool for qualitative research', *Qualitative Research*, 1(3): 385-405. **ONLINE/PERIODICAL**

## Easy statistics using online calculators (Dr Barak Ariel)
### Essential Reading:
None required.

## Block F Workshops and Surgeries

### SPSS Surgery 1 (Tom Olphin)

**Essential Reading:**
None required.

### SPSS Surgery 2 (Tom Olphin)

**Essential Reading:**
None required.

### The Practice of Qualitative Analysis (Dr Caroline Lanskey & Dr Lucy Willmott)

**Essential Reading:**
None required.

### Writing up qualitative research (Dr Caroline Lanskey and Dr Ben Crewe)

**General Reading:**
Holliday, A. (2002) *Doing and Writing Qualitative Research*, London: Sage. **K4**
Rugg, G. and Petre, M. (2004) *The Unwritten Rules of PhD Research*, Maidenhead: Open University. **K4**
Wolcott, H.F. (1990) *Writing Up Qualitative Research*, Newbury Park, CA: Sage. **K4 (also have 2nd ed., 2001)**
Coffey, A. and Atkinson, P. (1996) *Making Sense of Qualitative Data: Complementary research strategies*, Thousand Oaks, CA: Sage. **K4**
Wolcott, H.F. (1994) *Transforming Qualitative Data: Description, analysis and interpretation*, Thousand Oaks, CA: Sage. **K4**

### Qualitative Analysis Surgery (Dr Lucy Willmott)

**Essential Reading:**

### Answering your questions on writing up a thesis (Dr Ben Crewe)

**Essential Reading:**
None Required.

### Getting published (Dr Ben Crewe)

**Essential Reading:**
None Required.

# USEFUL FORMS

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

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

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

➢ **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.** *(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 GMT** on the due date and an electronic copy to Turnitin.
.

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

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

*Signed: ……………………………………………………………………………………*

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

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

*Date: …………………………………………………………………………………*

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

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

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**ADMINISTRATION:**

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

Date: ………………………………………

**ETHICAL ISSUES PRO-FORMA**
(Please attach a copy of this form to each paper copy of your essay)

Name:

Project Title:

Supervisor:

| CHECKLIST | No | Yes |
|---|---|---|
| Does the study involve children or other vulnerable groups (i.e. participants aged 16 or over who are unable to give informed consent due to learning difficulties; very old people? | | |
| Does the research design prevent you from asking respondents (or their guardians) for informed consent (e.g. covert research?) | | |
| Will the study involve the discussion of sensitive topics (e.g. sexual activity, drug use) or issues which participants might find distressing? | | |
| Is the study likely to induce psychological stress or anxiety or cause harm or negative consequences beyond the risks encountered in normal life? | | |
| Will the research involve administrative or secure data that requires permission from the appropriate authorities before use? | | |
| Will research involve the sharing of data or confidential information beyond the initial consent given? | | |
| Is there a possibility that the safety of the researcher may be in question? | | |
| Will financial inducements (other than reasonable expenses and compensation for time) be offered to participants? | | |
| Are there any foreseeable problems with the participants' right to remain anonymous? | | |
| Are there any foreseeable problems relating to the normal terms of confidentiality (harm to self, harm to others, risk to security)? | | |
| Are participants likely to discuss issues or disclose information which is illegal or in breach of their terms of employment? | | |
| Is any of the material used likely to cause offence to any of the participants? | | |
| Are there any conflicts of interest between your professional role and your research activity? | | |
| Will there be any problems with you being completely honest about your professional position and research aims? | | |

If you have answered yes to any of the questions above, please provide further detail below:

If there are any other potential ethical issues or risks, please provide further detail below:

Please describe the steps you will take to deal with the issue(s) you have noted above:

**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.


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**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
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**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 Dr Katrin Müller-Johnson's 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**<br><br>   • What will the research activity involve?<br><br><br>   • With whom will it be?<br><br><br>   • When?<br><br><br>   • 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)** |
| **Countersignature of Deputy Director/Director, who will receive the form and keep a copy** <br><br><br><br> **Date:** |

**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.

# UNIVERSITY OF CAMBRIDGE

Institute of Criminology

# Master of Studies in Applied Criminology, Penology and Management

# THESIS DECLARATION

| | |
|---|---|
| **Candidate Name (please print)** | |
| **Candidate Number** | |
| **Word Length** (including notes but excluding Contents pages, the summary, acknowledgements, appendices and the bibliography) | |
| **Has this thesis, or any part of it, been submitted for any purpose other than the M.St. examination?** | Please circle: YES NO<br><br>If YES, please state details: |
| **Please delete as appropriate:** | • I am happy to give permission for this thesis to be read by Institute of Criminology staff and students.<br><br>• I would like access to my thesis to be restricted and would like my permission to be sought before giving access to anyone. |
| **NB** Remember to included your Summary. (250-300 words). | |

Signed ------------------------------------------------------------------

Dated ------------------------------

**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 Supervisor and 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** Penology Programme | **Formal Request to Intermit** |
|---|---|

| **MSt in Applied Criminology, Penology and Management** **(Institute of Criminology)** ||

| Course Director: **Dr Ben Crewe** ||

| 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.*

| Name | Yvonne Jewkes |
|---|---|
| Home institution and any profession affiliations | University of Brighton |
| Award or subject area examined | MSt Applied Criminology, Penology and Management |
| University of Cambridge Faculty or Department | Institute of Criminology |

**Please answer the following statement**

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 ✓

The MSt students' work that I have seen is, once again mainly of a high standard and, in some cases, easily meets the criteria of 'Distinction'. The essay questions have been challenging and students have mostly risen to the challenge, producing work that is scholarly and insightful. The internal markers demonstrate great care and diligence in their feedback on written assignments, highlighting strengths, weaknesses and areas for improvement. The grades awarded are fair and are applied consistently, with due recourse to the generic marking scheme, across the entire team. The theses sent to me were varied in topic and, as in previous years, the students made appropriate use of the professional access that their employment and networks afford them, often choosing to research topics that have had significant impact on their own working lives and being policy relevant as well as theoretically robust and empirically innovative. The work was, then, generally well informed by extant scholarship but also with a personal inflection that marks the MSt out as being of comparable standard to other Masters degree progrmmes but also distinctive and very worthwhile. As previously, the taught programme has been wide ranging and delivered by an outstanding core team, supplemented by guest lectures from many of the most highly regarded academics in the fields of criminology, penology and law in the UK and beyond. I meet many graduates of this programme in the course of my work and research activities and they unanimously report that the MSt programme broadened their horizons, gave valuable theoretical context to their professional activities and development, and was a wholly enjoyable and valuable experience

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

Signed: Y. Jewkes                                    Date: 17/2/2018

# ROUTES TO CAMBRIDGE



**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.
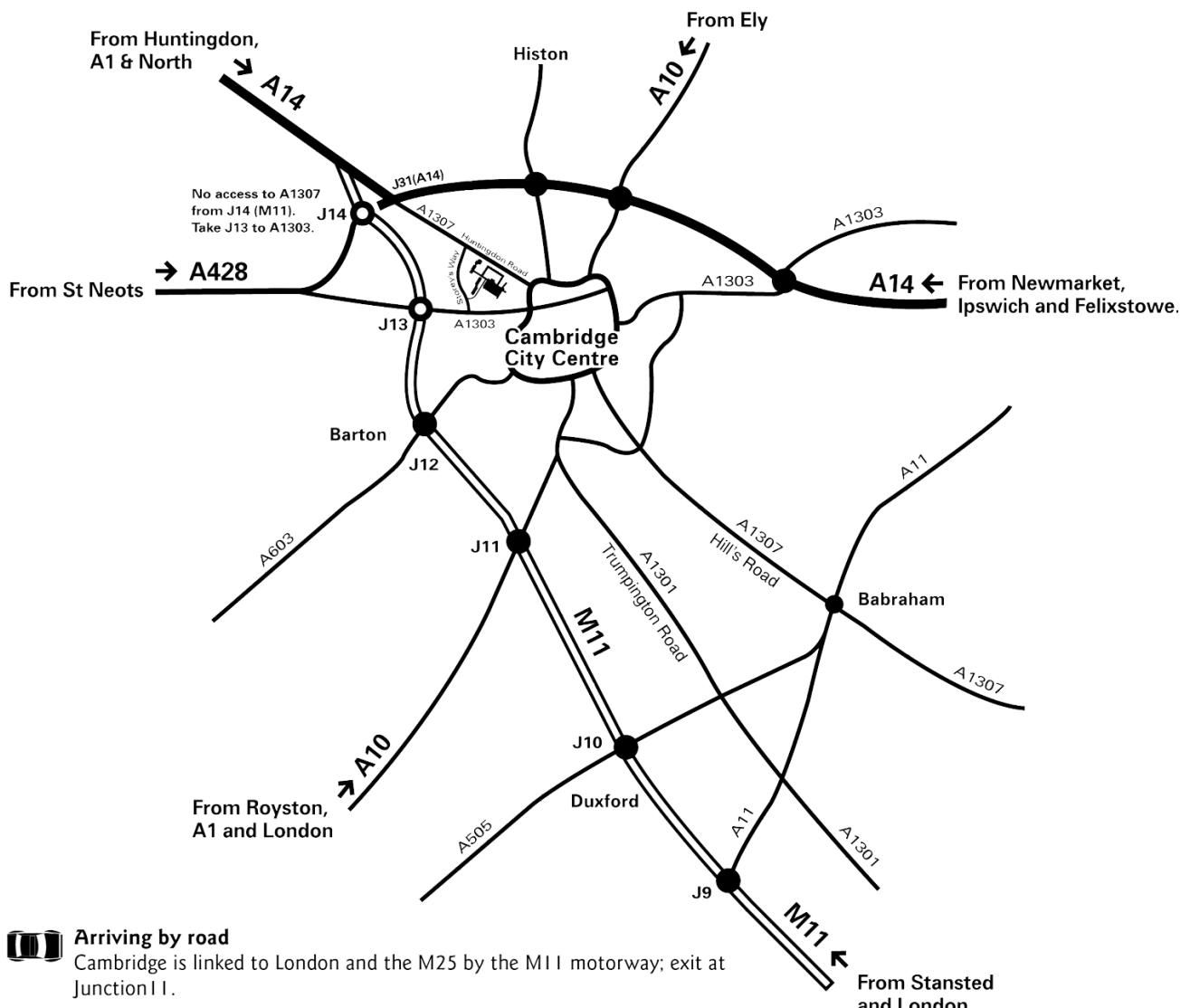
**Arriving by air: Stansted Airport**
Stansted Airport is apprximately 35 minutes away via the M11; there is also a direct train
service. Heathrow and Gatwick are both linked to Cambridge with frequent coach services.
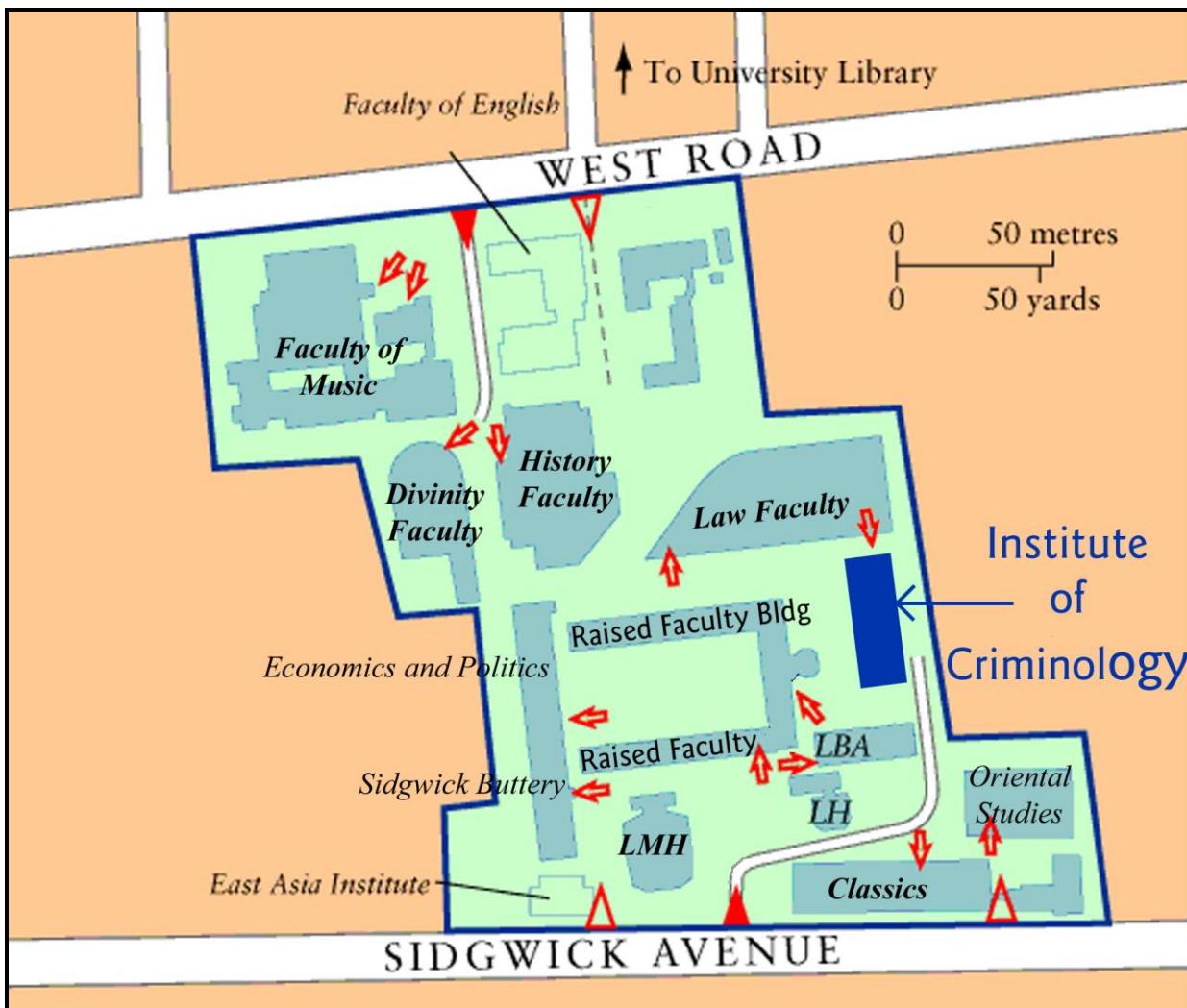
Map of the Sidgwick Site

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 consider registering it as below and please do check your insurance to make sure it is covered, Sadly, many bikes are stolen each year.**



**TO PROTECT IT REGISTER IT**

Register your property for **FREE** and improve your chances of getting it back if it is lost or stolen.

Creating a safer **Cambridgeshire**

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**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