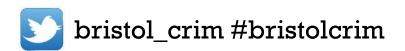


Welcome

Criminology Visit Day

Programme Director Dr Jo Large

April 2020



bristol.ac.uk



Criminology at Bristol

- BSc Criminology
- BSc Criminology with Study Abroad (four year degree)
- BSc Criminology with Quantitative Research Methods
- Msci Criminology with Quantitative Research Methods (four year degree)
- BSc Social Policy with Criminology





Criminology is multi-disciplinary and inter-disciplinary

Ask important questions

- What is crime?
- What causes crime?
- Is crime increasing or decreasing?
- What can be done about crime?

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What's distinctive: Criminology at Bristol?

- Focus not only crime/criminal justice
- Also consider consequences of activities that are harmful, but not criminal/severely punished:
 - e.g. poverty, inequality, social exclusion, injustice, discrimination, obesity, deaths on the road, winter deaths of elderly people, NHS hospital deaths, deaths caused by pollution, global warming, migrant drownings, animal extinction, gig economy, tax avoidance, building site deaths, stress at work, worker suicide
- What is the role of government policy and professionals in promoting a 'harm-free' as well as a crime-free society'?

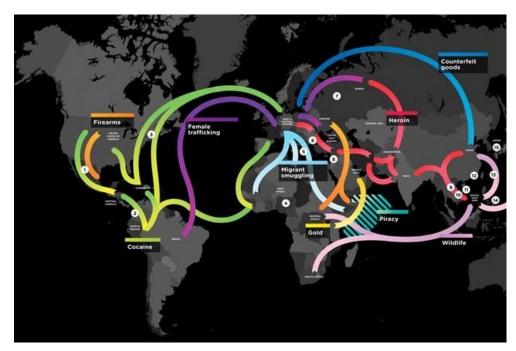






Our three themes

- Study crime, criminal justice and harm guided by three overarching themes:
- From justice to social justice
- From crime to harm
- From *local* to *global*



Source: Wired: Organised Crime – the world's largest social network https://www.wired.com/2011/01/ff_orgchart_crime/



What makes Bristol Criminology special?

- Expertise policing, youth justice, prisons, drugs policy, counterfeiting, social harm, law, globalisation.
- On-line learning readings, lectures, seminars, discussion boards, etc.
- Well resourced and investment class sizes in 2017-18 >15, opportunity for 1:1 support
- Student support and staying in touch – personal tutor system supports your progress/development.

- Listening and communicating student committee, evaluation of teaching, newsletter, social events and social networks
- Encouraging professionalism and employment – speakers and optional work placement
- International and global
- In a beautiful, vibrant and wellconnected city



University of BRISTOL Programme Structure (BSc Criminology 2020-2021)

Building foundations

Compulsory

- Understanding Crime, Harm & Society,
- Critical Skills,
- Responding to Crime & Social Harm,
- Criminological Theory: an introduction
- + 2 options

Development of knowledge

Compulsory

- Social Research methods,
- Key Thinkers in Criminology
- + 4 options

Specialisation

Compulsory

- Dissertation,
- Inequality, Harm and Public Policy
- + 3 options



Options (*subject to change)

FIRSTYEAR (examples)

- Representations of Crime and Harm
- Ideologies & Concepts of Welfare
- Social Policy Historical Perspectives
- Comparative & International Social Policy
- Contemporary Debates in Global Childhood
- Constructing Childhoods
- Segregation & inequality
- Sustainable Development



Options for second/third year

(*subject to change)

- Youth Justice
- Punishment in Society
- Drugs and Society
- Globalisation, Crime, Harm and Justice
- Harms of the Powerful
- Criminalising Welfare
- Work and Work Placement
- Youth, Sexualities and Gendered Violence

- Leisure, Pleasure and Harm
- Sex, Consumption and Power
- Climate Emergency
- Violence Conflict and Forced Migration
- Children, Young People and the Law
- Gender Based Violence
- Understanding Terrorism



Q-step units

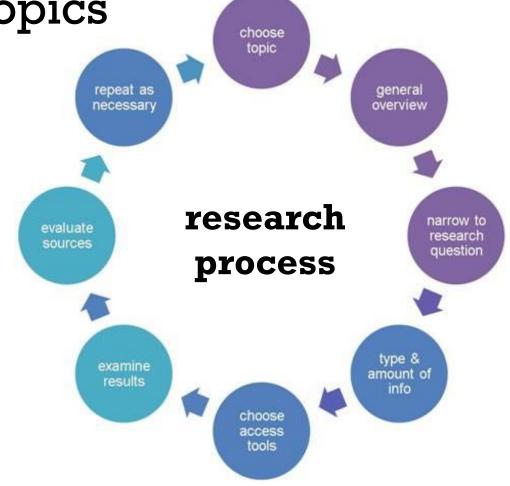
(*subject to change)

- Principles of Quantitative Social Science
- Conducting a Research Project using Secondary Data
- Convincing stories: using numbers in the social sciences
- Segregation and inequality: measurement and debate



Example recent dissertation topics

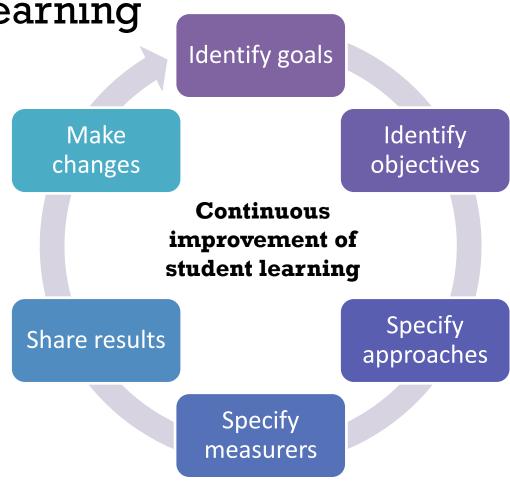
- Use of internet forums for steroid consumption
- Young people, knife crime and Grime music
- Impact and harms of volunteer tourism
- Young people and restorative justice
- Drug control policies in Europe
- Media representations of torture
- Police officer attitudes towards domestic violence





Varied approach to teaching and learning

- Interactive lectures, visiting professional speakers, small seminars, visits, individual tutorials/discussions, online learning
- Assessment as learning + for employment
 - Formative (practise with feedback) before main assessment
 - range includes: short essays, extended essays, examinations, reports, presentations, portfolios, critiques, commentaries, posters, videos, research project
- Contact hours: 9-10 hours per week + preparation





Support for learning

- Critical skills: workshops covering professional communication, study skills, exam preparation, careers Detailed written electronic feedback on all assessment
- Personal tutor offers 1:1 support and advice throughout time at University
- University-wide health and well-being services
- **Quick Guides**
- Blackboard
- Unit outlines and on-line reading lists
- Re/Play (lecture capture)



Autumn 2017

Quick Guide

Writing essays

When you write essays, you develop important skills that enable you to respond meaningfully and with intelligence to a question. You demonstrate that you can find and retrieve relevant information, compare and explain different sense, understand the man issues in a debate and discard irrelevant material. You show that you can organize material in order of importance, then summarial editory it coherently in an argument. you can organize materias in order or importance, then surrinanze and deploy it currieritily in an augument. You also establish that you can arrive at an informed and dojical conclusion – informed, because it is based on reliable evidence, – logical, because it is based on the material that you have already presented. These are skills that employers expect from graduate recruits, so you should work on improving written communication.

Part of what makes someone a good writer is to read and write often. When you are reading, consider how effective writers construct arguments, integrate sources, use evidence, provide examples, deal with issues that they disagree with, use words carefully and precisely and write in a clear, consistent and accessible way.

Reading, understanding and interpreting an assignment question

Writing essays can be daunting, because conveying something in writing to an academic who already sometang in writing to an according who aiready understands what you are struggling to explain is difficult. Consequently, you might assume too much of your reader and fail to explain what you mean or organise your essay clearly. Assignments often gain poor marks because the question is not properly addressed, the reader is not told at the outset where the explanation will lead or even what the

Poor essay convey the impression that the writer was following a set of instructions such as: Write down whatever you can think of about this topic, in any order. Do not develop an argument or structure your answer logically. Include irrelevant material if you cannot think of anything better. Do not link what write to what you have read using references. Arrive at no logical conclusions

Interpreting the question

Homing-in on words such as 'inequality', 'poverty', globalisation, 'crime,' class' etc., and writing at length in a descriptive way or trying to provide a narrative summary of events is a common mistake.

Try to think beyond concepts and events in order to understand what exactly is being asked of you and learn to explain rather than narrate. It can be useful to separate essay question tasks into two components

WHAT is the topic or content of the essay? HOW should you treat the topic?

You should be clear about the relationship between what the appropriate topic material is and how you manage information in order to answer the question.

Essay titles often invite you to explain, discuss, assess, compare, demonstrate or evaluate; this is quite different from reporting, describing, outlining, defining or giving an account. It is important that you appreciate the difference. You should provide critical discussion even if that is not an explicit part of the title, this means that you should cover different aspects of the question, conflicting arguments should be explored and backed up with evidence derived from reading and evidence should be weighed up in some kind of conclusion.

Using unit aims, outcomes and assessment

Check unit aims and outcomes and consider how they relate to the essay (aims and outcomes are usually listed in handbooks or posted on Blackboard). Criteria differs by assessment type and for each stage (year) of study. You should be confident that you understand assessment criteria and that you have met them before you submit your

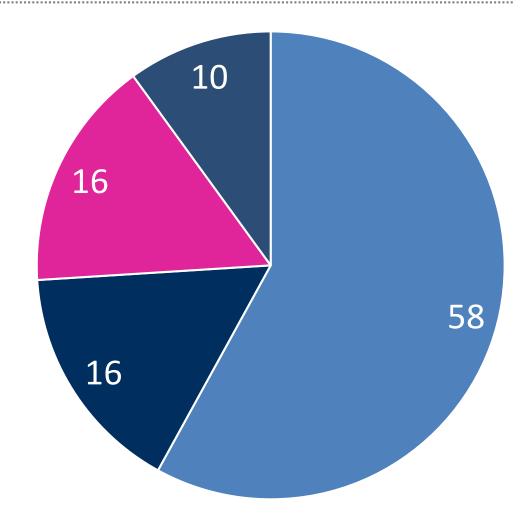
Roberts, J. Q. (2017) Essentials of Essay Writing. What Markers Look For. Palgrave



Careers in Criminology



Recent graduates: 58% full time work, 16% parttime work, 16% study, 10% other







Social work,
youth work
marketing,
management,
banking/finance
HR, housing,
community work

Researcher,
media,
border services,
Home Office,
local government,
refugee support

Police,
probation,
victim support,
rehabilitation, law,
judicial services, military,
security services, CPS,
MoJ, insurance,
forensics

50% of graduate vacancies do not specify a particular degree



4th

Most targeted university by top **UK** employers (High Fliers Research, 2020)

> Top 10 **UK University** in QS World Rankings 2020

Best city to live in, 2017

> Sunday Times

93% of our graduates are employed or in further study six months after graduating







Stay in touch

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