



Teaching Criminology and Criminal Justice

Challenges for Higher Education

Edited by
Suzanne Young · Katie Strudwick

palgrave
macmillan

Teaching Criminology and Criminal Justice

“This ground-breaking text is a long overdue and invaluable resource in the vibrant HE field of Criminology and Criminal Justice. It is essential that effective learning and teaching is diverse, inclusive, authentic and transformative—the very foundations of this exciting book. Populated by leading experts and cutting-edge evidence, Suzanne Young and Kate Strudwick’s text is essential reading in the pursuit of a critical, reflective and engaging learning and teaching experience for both students and lecturers.”

—Stephen Case, *Professor of Youth Justice, Loughborough University, UK*

“This book is a long-awaited and a very welcome contribution to the field. Fabulous and contemporary collection of experiences, practices in teaching Criminology and Criminal Justice, relevant in any international context. It is an essential reading for criminologists who are interested in transformative learning and innovative teaching the 21st Criminology curriculum.”

—Anna Matczak, *Lecturer in Comparative Criminology, The Hague University of Applied Sciences, The Netherlands*

“Kate Strudwick and Suzanne Young’s keen editorial eye has brought together into one collection a welcome slice of collective practical wisdom from contemporary criminologists. What binds its author’s together is an admirable concern for the quality of the student experience and with mentoring today’s criminologists as they enter the classroom for the first time. This excellent text will undoubtedly grace the bookshelves of many a criminology lecturer for years to come.”

—Marty Chamberlain, *Professor, Teesside University, UK*

Suzanne Young · Katie Strudwick
Editors

Teaching Criminology and Criminal Justice

Challenges for Higher Education

palgrave
macmillan

Editors

Suzanne Young
School of Law
University of Leeds
Leeds, UK

Katie Strudwick
College of Social Science
Lincoln University
Lincoln, UK

ISBN 978-3-031-14898-9 ISBN 978-3-031-14899-6 (eBook)
<https://doi.org/10.1007/978-3-031-14899-6>

© The Editor(s) (if applicable) and The Author(s), under exclusive license to Springer Nature Switzerland AG 2022

This work is subject to copyright. All rights are solely and exclusively licensed by the Publisher, whether the whole or part of the material is concerned, specifically the rights of translation, reprinting, reuse of illustrations, recitation, broadcasting, reproduction on microfilms or in any other physical way, and transmission or information storage and retrieval, electronic adaptation, computer software, or by similar or dissimilar methodology now known or hereafter developed.

The use of general descriptive names, registered names, trademarks, service marks, etc. in this publication does not imply, even in the absence of a specific statement, that such names are exempt from the relevant protective laws and regulations and therefore free for general use.

The publisher, the authors, and the editors are safe to assume that the advice and information in this book are believed to be true and accurate at the date of publication. Neither the publisher nor the authors or the editors give a warranty, expressed or implied, with respect to the material contained herein or for any errors or omissions that may have been made. The publisher remains neutral with regard to jurisdictional claims in published maps and institutional affiliations.

Cover illustration: SEAN GLADWELL/Getty Images

This Palgrave Macmillan imprint is published by the registered company Springer Nature Switzerland AG

The registered company address is: Gewerbestrasse 11, 6330 Cham, Switzerland

Suzanne would like to dedicate this book to Sandy and Callie for their love and encouragement.

Kate would like to dedicate this book to Andy, Emily, and Tom for their continued support and patience!

Acknowledgements

As editors, we are exceptionally proud of the collection, which highlights some of the tremendous work being undertaken in the scholarship of teaching and learning criminology. This edited collection would not have been possible without the amazing contributing authors. We acknowledge their perseverance, resilience, and unwavering commitment to the text, given the context within which the book was comprised.

We must also acknowledge Palgrave Macmillan for their support in the production of this text. Many thanks to Josie Taylor, senior commissioning editor, and Liam Inscoc—Jones and Sarah Hills, editorial assistants, who saw the importance of the text, were understanding of the constraints during the global pandemic, and supported the production at every stage. We couldn't have asked for more from our publishers.

We would also like to thank the anonymous reviewers for their helpful feedback in the early stages of the book.

Contents

1	Introduction	1
	<i>Katie Strudwick and Suzanne Young</i>	
Part I The Challenges of Diversity and Inclusion		
2	Exploring the Criminology Curriculum—Reflections on Developing and Embedding Critical Information Literacy	13
	<i>Kelly J. Stockdale, Rowan Sweeney, Clare McCluskey-Dean, Jodie Brown, and Ismail Azam</i>	
3	Teaching Criminal Justice as Feminist Praxis	35
	<i>Marian Duggan and Charlotte Bishop</i>	
4	Teaching ‘Race’ in the Criminology Classroom: Towards an Anti-Racist Pedagogy	57
	<i>Lisa Long</i>	

5	Promoting Success for All in Criminology: Widening Participation and Recognising Difference	81
	<i>Richard Peake</i>	
Part II The Challenges of Creating Authentic Learning Environments		
6	Putting the Cyber into Cybercrime Teaching	107
	<i>Ruth McAlister and Fabian Campbell-West</i>	
7	Visualising Injustice with Undergraduate Smartphone Photography	133
	<i>Phil Johnson</i>	
8	Transforming Criminology: Strategies for Embedding ‘Employability’ Across the Criminology Undergraduate Curricula	153
	<i>Deborah Jones</i>	
Part III The Challenges of Creating Transformative Conversations		
9	Balancing Sympathy and Empathy in an Emotive Discipline	179
	<i>Helen Nichols and Victoria Humphrey</i>	
10	Reasonably Uncomfortable: Teaching Sensitive Material Sensitively	199
	<i>Natacha Harding</i>	
11	Decolonising the Curriculum: Who is in the Room?	225
	<i>Howard Sercombe, Carly Stanley, Keenan Mundine, and Helen Wolfenden</i>	
12	Conclusion: Pedagogical Principles for Criminology and Criminal Justice	249
	<i>Suzanne Young and Katie Strudwick</i>	
	Index	261

Notes on Contributors

Ismail Azam was a sociology student at Northumbria University from 2017 to 2020. He has since developed a website called ‘Conversation Race’, where he writes and publishes race-related articles in a colloquial form for better comprehension of the subject. Ismail recently completed his M.A. in Sociology and Social Research with his final research dissertation exploring how Black Lives Matter (BLM) failed the UK.

Dr. Charlotte Bishop is an Associate Professor in Criminal law at University of Reading. Her recent research has been on how the harm of domestic violence, including controlling and coercive behaviour, could be more effectively evidenced in criminal court proceedings, and how courtroom participation could be made safer and more effective for witnesses who are also a victim of domestic violence. Charlotte’s research takes a gendered approach to the issue of domestic violence and much of her work is also based upon the insufficiently recognised link between ongoing abuse and trauma.

Jodie Brown was a student in criminology at Northumbria University from September 2017–2020. As part of her final year dissertation placement, Jodie worked on this project as a research assistant collecting and analysing data in relation to criminology reading lists. Since finishing university Jodie has worked as a support worker and is currently working setting up a project to enable a positive move on from crisis accommodation for rough sleepers in Newcastle.

Fabian Campbell-West is a computer scientist working in applied data science for start-up companies. He specialises in data analytics for cyber security and computer vision applications. He has worked on diverse interdisciplinary criminology projects from monitoring websites for evidence of human trafficking; reviewing cybercrime forums performing automated analysis; and tracking pedestrian movements to help suicide prevention. As co-founder of Digitect he provides consultancy in software and data for open-source intelligence and cyber security. He is also co-founder and Chief Technology Officer at Liopa, a venture capital-backed start-up that uses artificial intelligence to provide automated lip reading as a service. Fabian holds a B.Sc. Hons. in Computer Science with Mathematics from the University of Bristol and a Ph.D. in Computer Science from Queen's University Belfast.

Dr. Marian Duggan is a Senior Lecturer in criminology at the University of Kent. Her research focuses on recognising, responding to, and reducing sexual, domestic, and hate crime victimisation. Marian's ongoing work on Clare's Law (the Domestic Violence Disclosure Scheme) and sexual violence in higher education focuses on the efficacy of prevention policies and community-based violence reduction initiatives.

Natacha Harding is a Senior Lecturer in Criminology at the University of Winchester. Her teaching focuses on victimology, media, and fictional representations of offending and victimisation; and miscarriages of justice. Her research focuses on political narratives concerning victim of crime, experience of the criminal justice, and political reform.

Victoria Humphrey graduates from the University of Lincoln in 2021 with a 1st class honours degree in Criminology. Victoria is undertaking a Master's in Criminology and Criminal Justice. She is interested in researching the prison experience, specifically surrounding substance misuse and mental health.

Dr. Phil Johnson is a Lecturer in criminal justice, who gained his Ph.D. in Applied Social Science (Lancaster) in 2009. He researches various aspects of community sentencing policy and practice. He was appointed a Senior Fellow of the Higher Education Academy in 2014 and is a co-author of the Oxford Textbook on Criminology (2021).

Professor Deborah Jones is a former Metropolitan police officer and currently an Associate Professor of Criminology. She is also the Education Lead for the School of Social Science, Swansea University and a Senior Fellow of the HEA and a UKAT Recognised Senior Advisor. Her research focuses on the regulation of the sex industry and the role of Higher Education in bringing about desistance from offending.

Dr. Lisa Long is a Senior Lecturer in Criminology at Leeds Trinity University. Her monograph *Perpetual Suspects: A Critical Race Theory of Black and Mixed-Race Experiences of Policing*, was published in 2018. Lisa's research interests include 'race' and racism(s) in Criminal (in)Justice, Critical Race Theory in Criminology, and anti-racist pedagogies.

Dr. Ruth McAlister is Head of Research and Intelligence at Harod Associates and an Associate Lecturer in digital criminology at Ulster University. She specialises in cybercrime offending, victimisation, and the policing of cyberspace, primarily through utilising web scraping, open-source intelligence techniques, and social network analysis. Her research primarily examines online recruitment on classified and recruitment websites for the purposes of human trafficking. Other research interests include understanding rapport in hacking forums, online child sexual abuse, and animal rights extremism. Ruth is a Fellow of the Higher Education Academy and holds a B.A. Hons in Sociology and Politics from Queen's University Belfast, an M.Sc. in Cybercrime and

E-investigation from the University of Derby, a Post-Graduate Diploma in Higher Education Practice from Ulster University, and a Ph.D. in Sociology from Queen's University Belfast.

Dr. Clare McCluskey-Dean is an academic liaison librarian for the School of Education, Languages and Psychology and the School of Humanities at York St John University. Her research centres on critical information literacy, looking at the effects of systemic inequalities in the publication of information and how to tackle them, and on amplifying marginalised voices in Higher Education library collections and curricula.

Keenan Mundine is a Biripi Aboriginal man who grew up in 'The Block', in inner Sydney. Orphaned at age seven, he grew up in care and on the street, and spent most of his teens and twenties in jail. Keenan is committed to changing the narrative about crime for Aboriginal communities.

Dr. Helen Nichols is a Senior Lecturer in Criminology at the University of Hull. Helen's research focuses broadly on contemporary adult male imprisonment with core interests in the experience and impact of imprisonment. Helen's book *Understanding the educational experiences of imprisoned men: (Re)education* was published in March 2021 and she has conducted research on the impact of the Covid-19 pandemic on access to healthcare for people under probation supervision. Helen continues to actively research in the field of penology.

Dr. Richard Peake is an Associate Professor in Criminal Justice and Criminology at the School of Law, University of Leeds and Fellow of the Higher Education Academy. His scholarship interest focuses on diversity and inclusion and has previously published around the difficulty of transitioning to Higher Education for students from vocational courses in the UK.

Professor Howard Sercombe is a sociologist and youth worker. He has worked with Aboriginal young people in urban street work, in country towns, and in outback communities. He is not Aboriginal, but grew up

in Aboriginal communities. He has been active in youth work and its academic development across the world.

Carly Stanley a Wiradjuri woman, is currently CEO of Deadly Connections Community & Justice Services (<http://www.deadlyconnections.org.au/>), an Aboriginal NGO aimed at disrupting the cycle of disadvantage and justice system involvement of Australia's First Nations people through the provision of Aboriginal-led, innovative, culturally competent solutions.

Dr. Kelly J. Stockdale is a Senior Lecturer in criminology and programme leader for the B.Sc. (Hons.) criminology programme at Northumbria University, Newcastle. Her research relates to criminal justice, restorative justice, and people's lived experiences when in contact with criminal justice agencies. She also researches the criminology curriculum and students' experiences when reading and studying criminology.

Dr. Katie Strudwick is an Associate Professor of Criminology and Dean of Lincoln Academy of Learning and Teaching (LALT) at the University of Lincoln. She is a long-standing member of the British Society of Criminology's Learning and Teaching Network and Senior Fellow of the HEA. Her research focuses upon student engagement, employability, and partnerships with Policing, with a specific interest on co-creation and co-development of teaching and learning through Student as Producer.

Rowan Sweeney is a doctoral researcher and graduate teaching assistant in social sciences at York St John University. Her research relates to restorative justice, criminological teaching and learning, critical theory, intersectionality, decolonisation, and social justice. Rowan's Ph.D. critically explores the production, and exclusion, of knowledge(s) of restorative justice within undergraduate criminology. She also researches decolonisation and intersectionality within higher education curricula.

Helen Wolfenden is a radio broadcast academic at Macquarie University. She has worked with BBC and ABC Radio, including managing the regional station that takes in most of outback Western Australia. She is

interested in translation between academic and practice-based knowledge systems, and in new developments in spoken word media.

Dr. Suzanne Young is an Associate Professor of Criminal Justice in the School of Law at the University of Leeds. She is a Senior Fellow of the Higher Education Academy, Chair of the British Society of Criminology's Learning and Teaching Network, and Co-Director of the Centre for Innovation and Research in Legal Education at the University of Leeds. Suzanne's scholarship interests are in the areas of student engagement, active learning, and technology-enhanced learning.

Acronyms

BTEC	Business and Technology Education Council
FE	Further Education
HE	Higher Education
HEI	Higher Education Institution
NSS	National Student Survey
NVQ	National Vocational Qualification
OfS	Office for Students
QAA	Quality Assurance Agency
UCAS	Universities and Colleges Admissions Service
WP	Widening Participation

List of Figures

Fig. 6.1	Mock-up of a replica forum called “Elite Hacks” with three subforums: cryptocurrency, buying and selling databases and carding	118
Fig. 6.2	Mock-up of the cryptocurrency subforum with three threads	118
Fig. 6.3	Mock-up of a thread with two other posts from different authors	119
Fig. 6.4	Project schematic illustrating different levels of information the students can access	121

List of Tables

Table 6.1	Project work phases	122
Table 7.1	Visual marking guidance	143



1

Introduction

Katie Strudwick and Suzanne Young

Addressing the Challenges in Teaching Criminology and Criminal Justice

Criminology is an interdisciplinary field of study that has attracted widespread growth within the higher education setting in the United Kingdom. Developments within the discipline have been shown in levels of interest in the subject, indicating a huge rise of 240% increase in students enrolling in criminology courses from 2013 to 2019 (Young, 2022). This has resulted in an increasing number of higher education

K. Strudwick (✉)

Lincoln Academy of Learning and Teaching (LALT), Lincoln University,
Lincoln, UK

e-mail: kstrudwick@lincoln.ac.uk

S. Young

School of Law, University of Leeds, Leeds, UK

e-mail: s.young@leeds.ac.uk

institutions offering criminology and criminal justice courses, with over 1000 undergraduate criminology Bachelor programmes on offer in the United Kingdom (UCAS, 2022).

There is a myriad of challenges with teaching criminology and criminal justice as an interdisciplinary subject. Some have an established legacy, such as the overlap, yet recognizable paradox, between theoretical approaches, the importance of the foundations of criminological enquiry alongside providing a critical lens on current topical challenges, in a global and localized way (McLaughlin, 2011). The discipline addresses such debates, which is why it can be transformative and empowering for the learner, often this is seen as the value of the subject and why it continues to secure its position and currency in social sciences, frequently helped by a multitude of research led or specialist modules. The age-old debate of the relationship between where and how criminology sits with criminal justice policy continues, whilst not ignoring the logical overlap with other social science disciplines, sociology, social policy, politics (see Garland, 2011; Palmer, 2021). This has resulted in criminology and criminal justice being seen as having mutual, yet interchangeable focus, alongside a blurry and nebulous connection with many other social science subjects.

Such attraction has led to criminology as a study at both undergraduate and postgraduate levels. The exhaustive realm of the subject, and the benefits that come with this continual evolution and development of new knowledges, presents criminology and criminal justice as being both historical, yet contemporary in nature. As a discipline, the diversity of theoretical debates, their relevance to current criminological issues, alongside evolving epistemological dilemmas and research topics have arguably widened the scope and broadened the challenges facing educators today. Such pedagogical dilemmas, and increasing diversification, have tended to lead to perceptions of the discipline as eclectic, with many interlocking and overlapping elements, often presented as 'lens' or subject areas which align together to form criminology and criminal justice as a discipline. All of these have evidently been presented as challenges for discipline, with responses to these being varied and often innovative.

It therefore seems timely and appropriate for a text of this nature to be published. A resource which shines a light on narratives from both academics and students, providing considerations of key disciplinary issues which have a place and relevance for the reader. This text furthers the discussion of the significance and currency of such debates, presenting criminology as a wide subject area. Externally, trends shown in higher education, raise questions about the place and value of studying, the evolving role of student engagement, relevance of authentic assessments and quality standards, and the move to more diversity with innovation and creatively shown in teaching and learning. These issues have been addressed in wider higher education agendas through the reassessment of the roles of students, the value of learning and graduate outcomes and employability within programmes (see: Policy from the Department for Business, Innovation and Skills, 2010, 2011, 2015, 2016a, 2016b; Augar Report, 2019; Office for Students, 2020). Discussions in the text address external drivers, such as the Teaching Excellence Framework and direction from the Office for Students, alongside the impact of such trends on the discipline, all being part of the holistic dialogue.

This edited text has the core remit to address the challenges for those involved in designing and delivering higher education through criminology courses, at both undergraduate and postgraduate levels, making it distinctive from all other criminology and higher education (HE) texts. The collection has a dual focus, which benefits both students studying and academics involved in teaching criminology. By highlighting a number of contemporary challenges and discussing differential approaches that can be developed with such debates, considerations of how teaching materials are designed and how content is delivered are explored in the chapters. With a focus upon answering the 'how' questions, this edited text presents a divergent focus through the chapters and debates, which all have some level of autonomy in their questioning and challenging dilemmas, whilst also having overlapping themes.

This collection is not a 'how to teach' criminology text, or indeed one that outlines key areas in the discipline, but is more about identifying the challenges and tensions that should be understood by all, students and those teaching criminology. The binary purpose presented

in this text highlights the wide context of themes and reflections of practice, evidenced through exemplars explored in the chapters. The sections provide depth, whilst narratives address key messages for discipline. The lens by which pedagogical issues, literature and resources are addressed presents chapters which have relevance for anyone involved and interested in the discipline of criminology and criminal justice. Whilst some of the discussions may hold more appropriateness for a UK market, many of the core challenges discussed do indeed cross boundaries to the international market.

Themes of the Edited Collection

One of the central themes presented in this text is the focus upon relevant pedagogical debates, which will be of importance to readers. With a dearth of texts focussing upon critical reflections and pedagogical guidance in criminology, this text focusses upon some of these aspects, covering different distinct 'lenses' by which the subject can be understood, its diversity, transformative learning and innovation. The edited text is divided up into thematic parts; Theme One 'The challenges of diversity and inclusion'; Theme Two 'Challenges of creating authentic learning environments and Theme Three 'The challenge of creating transformative conversation'.

Theme One presents four chapters which discuss the challenges of diversity and inclusion. Stockdale, Sweeny, McCluskey-Dean, Brown and Azam focus upon developing and embedding critical information literacy. Presenting arguments that address vulnerability and marginalization, they argue that criminology as a discipline, continues to limit itself, often to a male and Western viewpoint. This chapter explores their journey to improve critical information literacy in the criminology curriculum, addressing dilemmas from different viewpoints, lecturers, a doctoral researcher and graduate teaching assistant, a librarian and two students.

In the second chapter Duggan and Bishop present debates associated with feminist scholars, addressing the potential for conflict between personal and professional identities. This discussion reflects upon the

intersection of a gendered and intersectional nature, noting the freedom and autonomy on values and ethics, whilst considering wider institutional resistance and restrictions. By unpicking resistance to feminist perspectives, the discussion addresses ways to overcome institutional barriers to embedding intersectional approaches in teaching criminology.

In the third chapter Long presents the challenges involved with teaching race, addressing the pedagogical debates embroiled in such topics, and further reflects upon strategies to inform and challenge race thinking and the racial dynamics in the classroom. Part of this discussion considers the place and role for students and the positioning of these debates within the wider curriculum.

The final chapter in this first section from Peake addresses a common issue of widening participation, with reflections for personal tutors and educators to ensure the playing field is levelled as far as possible. The chapter addresses the transition from a non-traditional route to making the transition often seen as difficult to negotiate. By identifying the differences with wider socio-economic challenges, alongside vocational or alternative learning, considerations reflect upon how to promote equity in learning and teaching. The aim of this chapter is to encourage higher attainment and raise the self-esteem of those who may not initially feel part of the HE environment.

The second theme 'Challenges of creating authentic learning environments' begins with a chapter addressing contemporary issues of online and digital technology within criminology. By focussing upon the role and impact in the real world, McAlister discusses the need to move beyond traditional social science thinking and pedagogical approaches. Arguing to bridge the gap between criminology, digital technologies and computer science, discussions refer to different socio-technical approaches to studying cybercrime, whilst exploring solutions to ameliorate the harm caused by it.

In Chapter 7, Johnson reflects upon approaches with visual teaching and its role in relation to learning in criminal justice. This chapter explores how visual teaching, predominantly based on smartphone photography, has been adopted at an undergraduate level in criminal justice modules. The chapter is presented in three parts firstly addressing why and how a visual approach has been adopted, moving

on to exploring the legal and ethical responsibilities arising from this kind of teaching and learning, and finally presenting opportunities for innovation that may arise with assessment from the visual approaches.

In Chapter 8, Jones focusses upon strategies and reflections for embedding employability in the curriculum. By identifying the currency with this topic, as shown in recent UK subject benchmarks (QAA, 2022), the chapter reflects upon curriculum enhancement adopted by one UK-based criminology HE degree provider. This progressive approach has transformed approaches to employability and considers the competing demands of the research-teaching nexus and the role of external partners in delivering criminological learning.

The final third theme ‘The challenge of creating transformative conversations’ explores how difficult topics have been embedded within teaching and learning. In Chapter 9, Nichols and Humphrey discuss the challenges of creating learning experiences to enable students to understand the experiences of vulnerable people within the prison estate. By presenting collaborative insights between lecturer and student studying the module the chapter addresses dilemmas and issues of relevance for supporting student engagement, alongside connecting theoretical concepts with lived experiences. The chapter further reflects upon ways of uncovering hidden voices and what the benefit may be for the wider learning experiences for students.

In Chapter 10, Harding discusses the topic of teaching sensitive materials. By reflecting upon sensitivity through educational, sociological and victimological considerations of delivering teaching, Harding addresses challenges by exploring the best way to address sensitive topics within criminology. The approaches discussed highlight the importance of ensuring duty of care to students’ wellbeing, whilst further considering the potential impact of students’ experiences outside of the university environment. It is argued that there is a core responsibility, as educators, to teach content that can be both challenging and potentially distressing, which drawing upon experiences of delivering sexual offending and victimization, seeks to explore the middle ground of the positions being presented.

Chapter 11 by Sercombe, Stanley and Mundine presents an eye-opening and powerful narrative of the impact of decolonizing the

curriculum, which addresses the epistemological challenges of doing black and doing white in the same space on a university campus. With the focus of the chapter on teaching at the University of New South Wales, narratives explore the efforts to expand provision whilst enabling students to learn about the realities of the disproportionate incarceration of First Nations people in Australian prisons.

The concluding chapter aligns the key themes addressed in the book and addresses what the future may hold for teaching criminology and criminal justice. It indicates key pedagogical principles for criminology courses that help to address the challenges outlined in the text. With an acknowledgement of some of the wider ethical and practical challenges for the discipline take away's and lessons learnt from the innovative work are presented in the book as the focus for the final reflections. The discussions highlight key questions for all criminology educators which are inherently particularly to the discipline.

On a final note, this collection offers critical reflections and pedagogical guidance which considers a wider range of challenges covering diversity, transformative learning and innovation. By learning from others' practice, and understanding their interpretations of dilemmas, important discussions are presented about how they have been overcome in practice. The illustrations discuss how innovation has been applied to learning inside and outside of the classroom, with an emphasis on the use of real-world examples. By providing suggestions for resources, alongside evidence-based argumentation, different voices and conversations are presented through the discussions of pedagogic practice. Issues are topical, addressing important agendas for UK Universities, with questions of why they are important and why they are often so challenging in practice. With the addition of top tips for educators and keywords, the chapters present arguments which can be applied to practice.

References

- Department for Business, Innovation and Skills. (2010). *Securing a sustainable future for higher education: An independent review of higher education funding*. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/422565/bis-10-1208-securing-sustainable-highereducation-browne-report.pdf [Accessed 1 June 2020].
- Department for Business, Innovation and Skills. (2011). *Higher education: Students at the heart of the system*. <http://www.gov.uk> [Accessed 20 July 2020].
- Department for Business, Innovation and Skills. (2015). *Fulfilling our potential: Teaching excellence, social mobility and student choice*. <http://www.gov.uk> [Accessed 1 June 2022].
- Department for Business, Innovation and Skills. (2016a). *Higher education and research bill to deliver choice and opportunity for students*. <http://www.gov.uk> [Accessed 1 June 2022].
- Department for Business, Innovation and Skills. (2016b). *Success as a knowledge economy: Teaching excellence, social mobility and student choice*. <http://www.gov.uk> [Accessed 1 June 2022].
- Augar report. (2019). Department for Education. *Review of post-18 education and funding*. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805127/Review_of_post_18_education_and_funding.pdf [Accessed 20 July 2020].
- Garland, D. (2011). Criminology's place in the academic field. In M. Bosworth, & C. Hoyle (Eds.), *What Is Criminology?* (pp. 298–377). Oxford, Oxford University Press.
- McLaughlin, E. (2011). Critical criminology: The renewal of theory, policy and practice. In M. Bosworth, & C. Hoyle (Eds.), *What Is Criminology?* (pp. 49–61). Oxford, Oxford University Press.
- Office for Students. (2020). Transforming opportunity in higher education. <https://www.officeforstudents.org.uk/publications/transforming-opportunity-in-higher-education/> [Accessed 1 June 2022].
- Palmer, D. (2021). The five troubling developments in criminology. In D. Palmer (Ed.), *Scholarship of teaching and learning in criminology* (pp. 1–16). Palgrave MacMillan.
- QAA. (2022). Subject benchmark statement: Criminology. <https://www.qaa.ac.uk/quality-code/subject-benchmark-statements/criminology>

UCAS. (2022). <https://www.ucas.com> [Accessed 1 June 2022].

Young, S. (2022). *Transitions through university: Exploring expectations and motivations of undergraduate students*. Leeds Institute for Teaching Excellence Project Snapshot. <https://teachingexcellence.leeds.ac.uk/wp-content/uploads/sites/89/2022/01/Suzanne-Young-Project-Snapshot.pdf> [Accessed February 2022].

Part I

The Challenges of Diversity and Inclusion