Sliding down troublesome funds of knowledge and climbing up powerful skills –

identifying the new 'snakes and ladders' of Criminology teaching in an English FE college

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Abstract

This research is an ethnographically-informed case study which seeks to understand how academically successful and emotionally supportive learning environments can be created for Level 3 Criminology students. It draws upon a funds of knowledge framework to interrogate the role of funds of identity, powerful knowledges and academic literacies in developing safe and motivating learning environments. It takes as its focus a single Level 3 Year 1 cohort and asks what are the funds of knowledge and funds of identity the students bring with them, and to what extent do these help or hinder learning. It goes on to examine the curriculum in terms of the powerful knowledges which students must acquire to do well, alongside the explicit and implicit academic skills needed to turn subject knowledge into exam board success. The research then turns to the physical, socio-emotional and digital learning environments, thinking about how students acquire the capacity to negotiate these in individualised, localised and glocalised ways. In the findings, troublesome funds of knowledge are identified in relation to student and teacher personal experiences of offending, witnessing and victimisation, while powerful skills are elicited from the gaps between explicit ways of working and valued assessment conventions.

Key words: *funds of knowledge; funds of identity; powerful knowledges; powerful skills; academic literacies; glocalised knowledges; learning environments; Further Education; Criminology.*

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Chapter 1 –
Introduction

1.1 A COLLEGE OF FURTHER EDUCATION

The FE setting where this research takes place is a rural college in the South West of England with a wide catchment area. There are a number of 6th Form and FE colleges within the county, and while some students will attend the one easiest to access, others will choose to travel further for a specific course. This college offers a range of qualifications, from Foundation Learning through to Levels 1, 2 and 3, adult learning, distance learning and some higher education provision. There are over 2,000 students across all pathways, with around 600 studying on sixteen to nineteen A level provision. Of these, just five per cent received free school meals whilst at secondary school, which is much lower than the national average of 22% (Explore Education Statistics, 2022a) and suggests an element of affluence within the local area. Almost one in six students have a declared disability or learning difference upon joining the college, and more are diagnosed throughout their years of study. This is in line with the national figure of eighteen percent (Explore Education Statistics, 2023). The most frequent of these diagnoses are for significant mental health challenges, dyslexia, and 'other medical conditions' such as epilepsy and asthma. These are closely followed by a high number of students with recognised social and emotional difficulties. This is broadly similar to national data which highlights specific learning difficulties (SpLDs) such as dyslexia and dyspraxia, as well as neurodivergent conditions such as AD(H)D, followed by mental health challenges (Bolton and Hubble, 2021), as being most relevant to this age group.

In terms of identifying students' wider heritage and skills, it is interesting to see that home and additional languages are not recorded by the college. Establishing the exact number of people with home languages other than English does present some challenges, with the 2021 Census recording this figure at ten percent (Office for National Statistics, 2021) of the national population, and Local Authority enrolment data putting it at twenty percent (Explore Education Statistics 2022b) within this area of the South West of England. To not record this feels like a part of students' wider skills and identity are not being fully acknowledged, raising the question whether this would also be the case in a linguistically diverse urban area.

By gender, there is a male-female split of 40% to 60% within the college, and interestingly the government only allows for collection of data in relation to this gender binary, so no data on diverse and more personally meaningful gender identities is collected. Close to 90% of students within the college record their ethnic identity as English/Welsh/Scottish/Northern Irish/British, with those of Any Other White Background making up a further five per cent. The remaining five per cent of A level students are White and Asian, White and Black Caribbean, Any Other Asian Background, Any Other Mixed/Multiple Ethnic Background, Bangladeshi, Any Other Ethnic Group, White and Black African, Indian, Gypsy or Irish Traveller, Irish, Not Provided, Chinese, African and Caribbean. As such it is a relatively homogeneous community space which works hard to promote the small amounts of diversity it has. Retention rates for these cohorts have targets set by the Education and Skills Funding Agency (ESFA), as laid out in 2015 and updated in 2023 (ESFA, 2023). At this institution, for the last full year of data – which does not include the students who will be introduced as participants later on – retention was just over 80%. However, it must be noted that this remaining 20% relates to those students who leave the college all together, rather than those who swap their A levels for a new subject, move into other types of courses such as T-levels and BTECs, or are transferred to a Level 2 course which will allow them to access Level 3 with a more solid and relevant skills base the following year. As happens across the FE sector, the college runs a six-week window from the September of Year 1 enrolment through to the October Half Term in which students are allowed to swap between courses (appropriate prior grades for subject specialisms notwithstanding), so the number of students who complete at least one A level for which they did not initially enrol is much higher.

In terms of Level 3 attainment by institution type, "students at Further Education colleges have notably lower attainment than average" (Education Policy Institute, 2022, pp. 9 - 10). The average grade in 2020/21 was a B, which is slightly higher than pre-Covid times and somewhat lower than the Teacher Assessed Grades (TAG grades) used during the pandemic. Although the government itself notes that such statistics should be used with caution due to the fluid educational landscape and evolving methodologies (UK Government, 2022), they do nonetheless note that, "The disadvantage gap (between disadvantaged and non-

disadvantaged students) is at its widest level for all exam cohorts (A level, applied general, tech level, technical certificates) since disadvantage measures began in 2016/17". Moulton *et al.*'s (2018) research suggested that not only were working class students more likely to be guided into vocational subjects at age fourteen, but that this then affected their future trajectories, limiting their options in post-sixteen education and largely removing the likelihood that they would study the types of academic subjects valued by more prestigious Russell Group universities.

Whilst in terms of regions the South West is in the mid-range for attainment, those studying A levels in the region were more than twice as likely to have grade disparities between advantaged and disadvantaged students compared with Applied Diplomas (UK Government, 2022). Given that FE colleges are, broadly speaking, likely to attract students with lower outcomes at Level 2 than 6th Form colleges, state-funded schools and independent schools (Moulton *et al.*, 2018), it is perhaps not surprising that over the five years of data collection (since 2016), outcomes at Level 3 have been on average two split-grades (e.g. from B+ to B-) lower than 6th Forms and State-funded schools, and four split-grades (e.g. from A to B-) lower than Independent schools (UK Government, 2022). By ethnicity, Black and Black British students in FE colleges have the lowest Average Points Score (APS), while British students of Chinese heritage and those of 'unknown ethnicity' had the highest. This mirrors somewhat the situation in higher education, and as such debates from this sector about the ethnicity attainment gap (University College London, 2022; Office for Students, 2021; Advance HE, 2020) can usefully be drawn upon in the exploring of data. For example, the Education Policy Institute (2022, p. 9) notes that

> "disadvantaged white British students have amongst the lowest attainment, with disadvantaged students of most other ethnicities attaining more highly" with "only disadvantaged Gypsy/Roma and Traveller of Irish Heritage students have lower attainment than disadvantaged white British students".

Nationally, the FE sector currently comprises 163 colleges of Further Education in England (Association of Colleges (AoC), 2023a). This is down from 241 prior to the government's

Post-16 Area Review Programme (AoC, 2023b) in 2015, when a number of colleges found to be financially unstable were merged together. These colleges cater to a total of 1.6 million students annually, a figure which includes all areas of the United Kingdom (House of Commons Library, 2022a). Following on from the Wolf Review (2011), Department for Education (DfE) guidance currently states that all sixteen to nineteen year olds should be on study programmes or T Levels which are aligned to their prior attainment and future career goals, that these should constitute 640 hours over the course of the academic year, and that they should include a substantial element of work experience (DfE, 2023a). Over a 36 week academic year, this allows for approximately 18 hours per week in class, to also include a tutorial programme of pastoral activities to support students' personal and academic development. For courses offering at least 580 taught hours per year, the national funding rate is £4,642 per student (Education and Skills Funding Agency (ESFA), 2023), although this varies considerably due to a sixteen-factor funding formula which sees additional funds go to high needs students, students completing English and maths courses to at least a grade 4 at GCSE (the equivalent to a lower C-grade), and local area deprivation factors.

1.2 <u>THE RESEARCH CONTEXT</u>

This research seeks to develop a deeper contextual awareness of one cohort of sixteen to nineteen year old students, on a Level 3 Criminology course in a rural college of Further Education (FE) in the South West of England. There is an interest in understanding how their funds of knowledge (The Funds of Knowledge Alliance, 2023; Esteban-Guitart *et al.,* 2022; Moll, 2019; Moll, Amanti, Neff and González, 1992) interact with the curriculum-based powerful knowledges (Deng, 2022; Hordern, 2021; Walker, 2019) they are seeking to gain on the course, and the extent to which their learning environments help or hinder this process. These understandings can then be harnessed to develop pedagogic approaches which support their academic and wider development. However, teacher-designed approaches to classroom based face to face learning form only a relatively small part of their college journey. Who our students are, their prior knowledge and experiences, inevitably shape classroom attendance, peer interactions and perceptions of success. Where

they live, their access to the institution, to friends, to reliable internet connections, and to part time work, as well as a lack thereof, feed into their wellbeing as well as academic identity. Motivations for studying the course, both in terms of agency and voice in following their own pathways, and more widely in terms of personal experiences of crime and victimisation, vary widely. Student motivations for studying Criminology may also be influenced by the power of the media and the creation of a wealth of young people whose entertainment choices include considerable engagement with crime fiction and true life criminal documentaries, sometimes referred to as the 'CSI generation' (Cole and Porter, 2017; Cavender and Jurik, 2016; Alldredge, 2015). Trebilcock and Griffiths (2022) further note the significant increase in undergraduate studies in Criminology in recent years, and for them contributing factors include following one's interests, greater understanding of oneself, and having a sense of 'justice' and wanting to 'help' others.

The funds of knowledge held by the students reflect their "historically accumulated and culturally developed bodies of knowledge and skills essential for household or individual functioning and wellbeing" (Moll *et al.,* 1992). For many this mirrors the rural communities they live in, which in turn impact upon everything from the availability of public transport through to access to work, and apprenticeship opportunities and higher levels of study. However, the idea of 'rural' can be tricky to qualify, with even the Department for Environment, Food and Rural Affairs (2016) defining it more by what it is not than what it is, suggesting areas to be rural "if they fall outside of settlements with more than 10,000 resident population". Such population density-based ideas fail to acknowledge the diversity of experiences gained by growing up in areas which are predominantly farmland, costal, mountainous, tourist-focused and well or poorly resourced. Against this backdrop of largely unacknowledged geographical and socio-economic differences, students' funds of knowledge traditionally incorporate familial, peer-based, community and popular culture knowledges (Barton and Tan, 2009). Criminology students may have some elements in common, e.g., from watching similar television programmes or following similar social media sites, whereas other elements may be very different, for example those living with safe and supportive home environments compared with highly fluid or abusive ones. In terms of creating an appropriate pedagogical approach which can harness these life

experiences and use them to support student learning, Rios-Aguilar *et al.* (2011) suggest that such funds of knowledge hold academic value and can be exchanged for academic credit under the right conditions (see, for example, Heath (1983) for an illuminating study of how this can be done). All students are seen as holding funds of knowledge, and it is the responsibility of the educator to unlock them and create opportunities for them to be valued.

The powerful knowledges which students should gain on their course are largely understood to be the actual curriculum content itself, which is seen as being distinct from everyday knowledges or lifeworld experience (Young and Muller, 2013). However, Wald and Harland (2019) argue persuasively that this also includes the academic skills with which they can learn to apply these powerful knowledges in order to gain academic credit, and then progress to convert this into socio-economic benefit through employability skills. Powerful knowledges are generally held in higher esteem than funds of knowledge, regardless of the exact phrasing used to describe them (see, for example, Bernstein (2000) on theoretical and everyday knowledges, or Maton (2014) on rhizomatic and prosaic codes). Powerful knowledges have variously been seen to bring benefits in terms of social good (Yucel, 2023), thinking skills (Krause, Béneker and van Tartwijk, 2022) and even 'expert' students (Kinchin, 2016). Roberts (2014) however notes their potential for 'othering' in so far as suggesting that not all students are seen as capable of accessing powerful knowledges, and this seems to suggest a lifelong trend rather than accepting that one's life experiences may enable different types of knowledges to be taken on board at different points in one's life. The assumed binary of academic and vocational courses in FE is very well documented (Hordern *et al.,* 2022; Wheelahan, 2015; Young, 1999) and echoes this discussion. It presupposes student 'types' who may be best suited to more physical or more manual ways of working versus those who are capable of more cerebral pursuits, linking with ideas of classed education (Friedman and Laurison, 2020). For example, The Edge Foundation (FENews, 2014) reports that some young people are being warned away from vocational routes on the premise that they are "too clever" for them, with Chambers from the Education and Employers charity reinforcing the limitations put upon people due to their gender, ethnicity and socio-economic backgrounds (Chambers, 2021), whereby students who are female,

Black or live in socio-economically challenging conditions are more likely to be signposted towards non-academic study routes. This in itself is a discussion which has continued from the times of Aristotle and his division of knowledge into episteme (proven knowledge), techne (technical know-how and creative skills) and phronesis (harder to define, a practical wisdom implying morality of decisions and actions) (for an example of this in relation to work with teenagers, see Ord, 2014). The position of Criminology across these divides will be further developed as it can be viewed as both academic and vocational.

The learning environment in which funds of knowledge are harnessed to support the development of powerful knowledges plays a pivotal role in how successful this process will be. Physically the learning environment must accommodate all of the students who need to be there, with the resources available in accessible formats so that all can learn across a range of media (CAST, 2018). Socially it should engender positive and respectful relationships between peers (Gowing, 2019; Llorca, Cristina Richaud and Malonda, 2017) as well as with their teachers (Allan *et al.,* 2021). Emotionally, learning spaces need to be safe spaces where students can explore new and existing ideas without fear of threat or ridicule (Geist, 2019), and be a space where students are given the frameworks and coping tools with which to process challenging and sometimes personally upsetting materials (Sprague and Walker, 2021). Much has understandably been written on the use of blended learning, i.e., the use of face to face learning in conjunction with online learning, since the Covid pandemic (Mali and Lim, 2021; Singh, Steele and Singh, 2021; Mahaye, 2020). While digital spaces have been used for informal learning since well before the pandemic (Looi *et al.,* 2016), Haleem *et al*. (2022) present the case for an impressive 34 benefits to digital learning as part of the United Nation's drive for high quality education for all by 2030. As well as seemingly obvious affordances such as building knowledge and understandings, and creating inclusive learning environments, Haleem *et al*. (2022) also suggest benefits in terms of developing teamwork skills and supporting students' self-learning abilities. As such, many course staff are keen to further develop the ways of working which began under some duress in the pandemic.

All these elements of the learning environment, physical, socio-emotional and digital, are governed and at times judged by a range of sector-specific quality criteria. Quality criteria in contemporary English Further Education is plentiful, of which the core competencies and standards for sixteen to nineteen education are defined in the Education Inspection Framework (EIF) (Ofsted, 2022a; Ofsted, 2022b), the Minimum Core for teacher training (Education and Training Foundation (ETF), 2022), Safeguarding guidance (Department for Education (DfE), 2022a), and PREVENT Duty guidance (Home Office, 2021). These are the key documents which teachers beginning their employment in FE colleges will be directed to, albeit with the Minimum Core more significant for those undergoing or running teacher training and continuing professional development courses. Some argue that only that which can be measured is currently valued within our national education system (Biesta, 2017; Webster, 2015), especially when it supports Britain's success against other countries in international – and at times contested - measures of education such as the Programme for International Student Assessment (PISA) testing (Govorova, Benítez and Muñiz, 2020; Blackmore, 2019). Much of the quality criteria covers educational outcomes in the form of grades achieved (Explore Education Statistics, 2023) and these in turn are then compared year on year or across regions, although even a rudimentary understanding of statistics suggests that one is not comparing like with like in so doing. Ofsted inspects and reports on the quality of educational delivery, with a current focus upon the intent, implementation and impact of the taught curriculum (see, for example Fearn and Keay, 2021). Such is the desire for an understanding of the latest inspection framework, that Bromley's trilogy on Intent (2019), Implementation (2020) and Impact (2021) offers an impressive 1,379 pages of guidance in total. In terms of Intent, Bromley (2019) highlights the importance of ensuring that there is a sense of harmony between where the curriculum aims for and how the steps are measured to take students on that journey. For Implementation, Bromley (2020) considers the roles of motivation and feedback as part of a bigger picture which enhances access to long-term learning. With regards to Impact, Bromley (2021) considers differences in educational outcomes by disadvantage, gender, ethnicity, poverty and Special Educational Needs and Disabilities (SEND), promoting parental engagement as a way of beginning to address these. As such, soliciting the voices of parents and carers within this research seemed an important step to take.

1.3 A PICTURE OF COLLEGE STUDENT LIFE

College provision

For students who attend this college, there are a range of communal facilities available, including a large canteen, a smaller café, and a number of ICT suites. Dietary provision is broad, and there is usually an offer of free food at some point during the day, be it a tea-and-toast offer or daily soup, in recognition of the financial challenges many students face. There are specific facilities for music, arts, IT and health and social care pathways, and growing links to local industries. There is a learning zone for quiet study, with hard copies and ebook provision, desktop computers and MACs, printers and support staff. There is a wellbeing hub for quick check-ins or booking one to one support, as well as specialist study skills support, careers advice and financial guidance. There is a strong wellbeing and safeguarding presence, with frequent work being carried out with local policing in relation to county lines and cybercrimes, as well as links with substance misuse charities, mental health support through Child and Adult Mental Health Services (CAMHS) and links to Young Somerset, who provide onwards training and support for those who struggle to stay on a college course. For those who are physically ill or suffer from severe mental health challenges long term, there are a variety of ways for them to continue to engage with their learning, including using Teams video calls to be part of live taught classes, and innovative robots who can 'sit in' on the class for the student to view remotely. For those students who are seen as being on a strongly academic pathway, either through their GCSE grades or by teacher recommendation, there is a programme of academic enrichment and awareness-raising to support applications to high-ranking universities.

On being a local, national and glocal student

Bronfenbrenner's (1979) work on ecological systems theory is a useful way of conceptualising student learning within a geo-temporal framework. This is an important concept as studies from Hayes and Grether (1969) onwards have observed how significant

percentages of differences in measurable learning achievements, in their case reading and word knowledge, are associated with time away from school rather than within it. As such, learning needs to be understood against the backdrop of a student's wider circumstances and influences, with Shelton (2019, pp. 78 - 79) observing the value of understanding both inter-setting communication and inter-setting power relations. Bronfenbrenner posited that this could be achieved by considering students' home environments (their *microsystem*), the interconnectedness between highly frequented settings and the people within them (their *mesosystem*), the impact of settings which are not frequented which nonetheless impact upon daily life (their *exosystem*) and the "social institutions common to a particular culture or subculture" which reflect "overarching patterns of ideology" (1979, p. 8) (their *macrosystem*). The acknowledgement of space and time is developed later, in 1995, leading to a fifth layer being added to his model, that of the *chronosphere*, which indicates changes in settings, contexts and interactions between people over time (Bronfenbrenner, 1995). This led to the model most commonly recognised today.

Ecological systems theory has many uses as an exploratory and explanatory framework for understanding individual and group experiences. It has been applied, amongst other research, to better understand the challenges of urban education (Nation *et al*., 2020), youth participation in crime (Snyder and Duchschere, 2022), recidivism (Hagedorn, 2014), and influences upon indigenous mental health (O'Keefe *et al*., 2022). Some have drawn attention to the way it has evolved over time, from an ecological approach in the 1970s, to more of an emphasis on the individual in the 1980s, and a Process-Person-Context-Time model since the early 1990s (Erikson, Ghazinour and Hammarström, 2018; Rosa and Tudge, 2013). Velez and Spencer (2018) bring attention to the way in which the framework can be used to consider forms of intersectional oppression. Neal and Neal (2013) move the conversation forwards and consider whether contemporary approaches to Bronfenbrenner's theory remain nested in moving through from the micro, meso, exo and macro systems, or whether a more networked approach is now likely, given the capacity of individuals to engage at a variety of levels through a range of mediums. Their research draws some parallels with Castells' (2004) work on network societies and the importance of our personal social networks over those we may physically mix with in everyday life, which

in turn lends itself to the discussion of students as being simultaneously local, national and glocal.

Local

Drawing on Bronfenbrenner's (1979) Ecological Systems Theory, for the students in this research their mesosystem is likely to exist within the rural settings surrounding and acting as waypoints between home and college. A study into rural schools was carried out by Echazarra and Radinger (2019) on behalf of the OECD, using PISA metrics. It suggested that some of the expected challenges such as poor infrastructure and difficulties in recruiting and retaining staff are not in fact universal. In it, the social construction of rurality is problematised, given the challenges of defining it in relation to any one characteristic such as population density, population homogeneity, geographical features or access to infrastructure. Nonetheless, there are some notable trends. For example, rural students were less likely to aspire to go to university than their urban peers, even though they were likely to do better in science subjects. They were also much less likely to come from an immigrant family compared with an urban setting (9% versus 45%). Travel distance and travel time are acknowledged as having a negative effect on rural students, particularly those who are disadvantaged or academically underperforming. The need for a greater presence of role models, support for self-esteem and other forms of socio-emotional development, as well as bespoke programmes to combat bullying are all more needed in rural than urban educational spaces (Echazarra and Radinger, 2019). According to the House of Commons Environment, Food and Rural Affairs Committee, (2023, p. 20), urban schools in the UK are better equipped than their rural counterparts, and a decline in rural populations has led to the merger or closure of schools, which creates issues of choice for many families. Using rural schools as a basis to support student wellbeing and mental health may also prove more challenging than in urban areas due to limited access to resources, lack of exposure to the latest innovative practice, and even an ongoing sense of stigma around mental health support, which may be less likely in urban areas (House of Commons Environment, Food and Rural Affairs Committee, 2023, p. 20).

National

There are some obvious national policy drivers which shape educational experiences, such as when children start and finish formal schooling (the growth in home schooling and alternative provision notwithstanding (as described by Whittaker, 2023), the subjects which hold more or less cultural and economic value within the curriculum, and the cross-cutting skills seen as desirable to acquire for progression into work or higher levels of study. At a more holistic level, research from Understanding Society (2022), a UK household longitudinal survey, notes the decline in teenagers' mental health nationally since the pandemic. The Good Childhood Report sheds some light on why this might be, noting that 85% of parents and carers are worried about the cost of living crisis (The Children's Society, 2022a), with young people being most concerned about the environment, new illnesses / pandemics, and crime (The Children's Society, 2022b).

Glocal

If globalisation is "the process of integrating nations and peoples – politically, economically, and culturally – into larger communities" (Eckes and Zeiler, 2003, p. 1), then glocalisation is defined as being part of an era which contains globalisation and digitalisation simultaneously, to the point where the local and the distant can no longer be considered independently of each other (Robertson, 1992). This reflects ideas from Castells' (2004) 'network society', in which it is not so much the individual or the whole of society which matters, rather the networks which connect individuals within and across societies. Updated recently due to considerable technological, cultural and institutional changes over the intervening years, Castells (2023, p. 942) draws attention to the 'systematic digitization' of society. In his rather sombre read, he posits that this has facilitated the spread of inequality and mistrust globally, drawing attention to increased levels of surveillance and even suggesting that the "criminal economy … has now become a fundamental trend to reckon with, socially, economically, and institutionally". By contrast, some see the network society in more positive terms, for example van Dijk (2020) talks of it being the 'nervous system of society', one which brings the whole world into homes and workplaces for most, but not all,

and one which redraws social divisions whilst allowing for continued face-to-face interpersonal relationships.

It may be argued that digital learning environments, particularly those which allow the home environment to 'seep in' (Poole, 2016a) to the academic one, are not just virtual locations of knowledge exchange, but rather are digitally mediated social locations of knowledge development and performance. Such ideas are echoed in the work of Duncum (2020, p. 158) who, in considering visual culture and intertextuality, observes that "knowledge resides within networks and often youth networks are global". In terms of digital youth cultures, she identifies changing signifiers of who is a knowledge holder, suggesting a link to Bronfenbrenner's (1979) chronosphere, observing the change of internet usage from a 'read' to a 'read-write' culture. Young people become involved with 'produsage', that is, a combination of production and usage of social media, as well as being 'prosumers' through their likes, comments and reposts, a trend which is seen as "a pervasive socio-cultural phenomenon among the connected generation" (Duncum, 2020, p. 160). This suggests that traditional ideas of knowledge as tied to a given physical location are now seen to reside in the individual, and that individual is free to move and communicate between locations. As such they can remain local while communicating nationally and drawing upon global ideas and events. This is also seen in the work of Ferrer-Wreder and Kroger (2020, p. 176), who observe that post-Millennials "are extremely savvy at navigating the digital world, are globally tuned in, and take the use of digital technology as a seamless part of their lives".

Not all students, of course, will be 'savvy' at digital navigation, and indeed Kirschner and De Bruyckere (2017) suggest that the entire concept is a myth. They indicate that the term 'digital natives', first coined by Pensky in 2001, was designed to cover the post-1984 generation who have supposedly grown up "immersed in digital technologies all their lives" (Kirschner and De Bruyckere, 2017, p. 136), even though much research (Bush, 2023; Enyon, 2023; Reid, Button and Brommeyer, 2023; Scolari, 2019) points to this not being the case for everyone. Nonetheless, Shapiro (2017) takes digital natives and situates them in the context

of being global citizens as "(S)omehow, the web-based social life is insulated within a private bezel of handheld devices but also, simultaneously, excruciatingly public and global", thus returning to the idea of glocalisation. From this glocalised perspective, family may live across or between countries or continents, staying in touch via links such as Facetime or Skype. Community perceptions of crime, and indeed their related fear of crime, may be mediated by a pan-European and Anglophone crime-as-entertainment lens. Peers, who traditionally would have been interacted with in person, may now be worldwide, with many only being a name via social media, rather than anyone actually known in real life. Popular culture can be accessed from around the world, allowing access to dominant and less prevalent ways of thinking. As such, thoughts about where funds of knowledge sit have evolved considerably in line with technological affordances.

Students' awareness of and exposure to a range of social, political, economic and environmental harms through their global digital engagements are also likely to shape not just their opinions on crime and punishment, but also their internalised sense of social justice. Political corruption is seemingly a new normal (National Audit Office, 2023), the cost of living crisis impacts upon people's ability to meet basic needs such as food, shelter and warmth (Cribb *et al*., 2023; Hourston, 2022; The Trussell Trust, 2022), and underfunded public services negatively affect health, safety and educational experiences. The wake of the global pandemic (UK Health Security Agency, 2023; UK Parliament, 2023), climate change concerns (Climate Change Committee, 2023; Office for National Statistics, 2023b), the challenges created by ongoing and serious violence against women and girls (End Violence Against Women, 2022; Office for National Statistics, 2022a), and the embers of the Black Lives Matter campaign (Coalition for Racial Equality and Rights, 2022) all fight for attention in safeguarding human rights and diminishing social harms. It is perhaps then no surprise that mental ill-health raises ongoing concerns (Young Minds, 2023; Joseph Rowntree Foundation, 2022), leading to lower levels of educational attendance (Department for Education, 2023b), higher levels of student anxiety (Department for Education, 2023c; NHS Digital, 2022), increased risks of self-harm (Samaritans, 2021), and are often hampered by inadequate measures to deal with lived experiences of poverty (Child Poverty Action Group,

2022; Action for Children, 2022). Educational institutions are often left to try and supply the support, guidance and signposting required to fix much larger societal issues.

Student friendships

Interestingly, new research from the Education Policy Institute (2022, p. 10) suggests that the ability of students' peers is a factor in their attainment, which aligns with views that education is "a collective accomplishment" (Sommerfeld, 2016) whereby students will largely "self-select into groups which … obtained similar levels of attainment" (Smith *et al.,* 2018, p. 1368). While much of the research appears to relate to university students who will most likely be forming new friendships due to moving away from home, rather than FE students who are more likely to draw on existing friendship groups, there is nonetheless a resonance here with peer-based funds of knowledge (Barton and Tan, 2009) and a desire to belong (Lorijn *et al.,* 2022; Delgado *et al*., 2016). Pattacchini, Rainone and Zenou (2011, pp. 4 - 5) observed among American high school students (approximately the same ages as UK FE students) that the social norms attributed to academically engaged peers increased student grades significantly, observing that "individuals are more likely to adopt and pursue an objective (here educational choice) if this choice is popular among their peers", leading to improved learning equivalent to three and a half months of additional tuition. Such friendships may well cut across some intersectional elements, yet are likely to have similarities around the amount of social dis/empowerment experienced. Zhao (2023) notes, for example, that along a continuum from superdiversity (students vary by ethnicity and socio-economic status) to consolidation (students of a given ethnicity and shared socio-economic status), students are more likely to have friendships which include a mixture of ethnicities where they all belong to the same socio-economic class. Hollingworth and Mansaray also considered similar issues in 2012, although they focused solely upon urban schools, so little can be drawn on how such mixing may work in more rural areas. Duckworth (cited by Eliot, 2020) suggests how this might look, with multiple characteristics sitting within a wheel of power-privilege, whereby students are likely to be drawn to maintaining or forming friendships with those who are similarly socially dis/empowered.

Student wellbeing

In terms of supporting all students across the full spectrum of identity characteristics, the Association of Colleges (AoC) created a Mental Health and Wellbeing Charter in 2019 which, while doubtless in need of some updating following the troubling impact of the Covid pandemic on many learners (Schwartz *et al*., 2021; Burns, Dagnall and Holt, 2020), nonetheless offers a framework for synthesising ideas around what wellbeing may look like specifically in relation to the sixteen to nineteen age group. Of the eleven commitments colleges signing up to it agree to, all are rather broad as a key tenet is that each college will develop its own contextually-relevant policy (AoC, 2019). The majority of statements focus on mental health, with no direct mention of Adverse Childhood Experiences (ACEs) (Watt *et al.,* 2022; Khrapatina and Berman, 2017), poverty (McKenzie, 2019), neurodiversity (Spaeth and Pearson, 2021), being LGBTQ+ (Barnes *et al.,* 2014), being care-experienced (Butterworth *et al*., 2016), having a parent in the criminal justice system (Beresford, Loukes and Raikes, 2020), or having a parent with mental health difficulties themselves (Gellatly *et al*., 2019), despite all of these being well documented as impacting upon students' capacity to thrive. Equally, protective factors which could be promoted, such as social support, familial economic stability and adaptability (Moeller *et al*., 2022) alongside high-quality friendships, low-conflict family life and involvement with sports (Nolan and Smyth, 2021) are missed out entirely, albeit acknowledging that these are likely to increase with family socio-economic resources, leaving the charter to appear as something of a deficit view. While some of the commitments map well to Ofsted's FE-specific outcomes, those relating more holistically to the wider college learning journey and local community do not have an immediate point of alignment.

1.4 VOCATIONAL AND ACADEMIC QUALIFICATIONS AT LEVEL 3

The UK government (Government Digital Services, undated) identifies sixteen possible Level 3 qualification types which may currently be achieved, but does not specify a set list of knowledges or skills which should be covered within them. A levels are perhaps the most

well-known of these qualifications, and these have traditionally been seen as a bridge between school and university (Finn, 2018), with the most academic students generally being the ones guided towards this option. Those seen to be less academic during their secondary schooling are most likely to be guided into vocational and technical pathways, with the difference in social standing between the two still echoing class divides (Young and Hordern, 2022; Wheelahan, 2007). The current government proposes to change all Level 3 qualifications to the Advanced British Standard within the next three years (DfE, 2023d, p. 5), with the purpose of ensuring that "post-16 education is to support people to move into high-skilled jobs, either directly or through progression into good quality higher education courses". The intention is to mix academic and technical qualifications together, with the current Secretary of State for Education, Gillian Keegan, suggesting that it will "remove the artificial choice between academic and technical education, placing them on an equal footing" (Keegan, 2023). However, the Institute for Fiscal Studies (Farquharson and Sibieta, 2023) questions where the additional teachers will come from to continue maths and English until the age of eighteen, when many secondary schools are already unable to recruit teachers in these and other shortage subjects to teach until students are sixteen.

Alongside academic study benefits such as good grades, teacher approval and progression to a chosen study or employment route, the non-academic benefits of studying can include increased academic self-esteem (McDowell, 2019), a sense of happiness (Gibbs, 2017), pride in increasing competence and mental flexibility (Illeris, 2014), a feeling of belonging (Lynch, 2019), improved digital skills (Goodfellow and Lea, 2013), greater resilience (Wilson-Strydom, 2015), and an enhanced sense of wellbeing (Bhaskar, Danermark and Price, 2018). As such, it seems a pity that there is a built in reductionist stance which focuses on one single grade as an expression of two full years of young people's college experiences. Indeed, Coffield labels colleges as "exam factories" (2011) which produce students who are used to "bulimic" cycles of learning and testing (Coffield *et al.*, 2014). While the academic A level qualifications have stayed largely intact over the years, vocational and technical qualifications have experienced considerable turmoil and continue to do so. T Levels (technical qualifications) were introduced in 2020 following the Sainsbury Review and its creation of the Post-16 Skills Plan (DfE and DBIS, 2016) to provide the economy with more

technically trained students. As yet, not all T Levels have fully written guidance to allow for teaching to begin, and students in rural areas may well struggle to access the high number of work experience hours required due to the relatively low availability options for industry placements, and indeed transport with which to access placements. Even with this relatively recent introduction, there are still plans by the current Conservative government to change all Level 3 qualifications again, in name at least, by 2025 (DfE, 2023d), with a view to streamlining provision over three Phases, essentially removing courses with low enrolments (Phase 1), those which have some overlap with A Levels or T Levels (Phase 2) and any remaining alternative Level 3 qualifications (Phase 3). This is highly likely to impact upon Criminology, despite it being one of the largest single alternative courses which can run alongside A levels, currently involving some 43,000 students per year across England and Wales (Eduqas, 2023). The persistent name changes in qualifications does little to reassure students and their families, employers or universities that they understand the knowledges and skills which students will develop on course, thus creating new challenges in facilitating smooth and meaningful transitions.

1.5 AN APPLIED DIPLOMA IN LEVEL 3 CRIMINOLOGY

Criminology as a discipline grew out of sociology, in particular the Chicago School of the early 1900s and their interest in the transitional zone in urban areas and the crime that occurred within it regardless of actual population (Rock, 2017). However, if Criminology is understood to be the study of crime, criminal activity and social control in any form, then Beccaria and Bentham in the 1800s and Lombroso in the late 1900s (Newburn, 2017) can be seen as the founders. Over the centuries, crime has been variously seen as being biologically (Rafter, Posick and Rocque, 2015), psychologically (Corteen *et al*., 2023) and sociologically (Case *et al*., 2017) determined. As a discipline, Criminology has gone from being taught in just a handful of specialist university departments, to being one of the fastest growing academic subjects in the UK (Harris, Jones and Squires, 2019). The University of Cambridge established one of the first university departments in Criminology in 1959 (Institute of Criminology, 2023), and since then, and particularly in the last 25 years, growth has largely

been in the post-92 universities. Over one hundred Higher Education Institutions (HEIs) in the UK now offer one or more Criminology programmes (Harris, Jones and Squires, 2019) at undergraduate and post-graduate level. This growth is supported, no doubt, by a continued fascination with crime, both real life and fictional, and also by the media, whose news values it embraces on a daily basis (Jewkes, 2015). By providing "an exciting synthesis of ideas in sociology, law, economics, psychology, psychoanalysis, philosophy and political science, seeking to explain deviance, dishonesty, violence, sex, drugs and rock 'n' roll" (Bowling and Ross, 2006, p. 12), it is perhaps not surprising that the appeal is broad and still growing.

Level 3 Criminology is only available at present through the Welsh Joint Education Committee (WJEC), so all students studying it in England and Wales will follow its taught topics and assessment patterns. The qualification is run under the title of being an 'Applied Diploma', rather than an A level, although for study and timetabling purposes it sits alongside A levels. Its purpose and point of difference is to provide

> "underpinning knowledge, understanding, and skills to progress to further study and training. It offers … applied learning, i.e. through the acquisition of knowledge and understanding in purposeful contexts linked to the criminal justice system" (UCAS, 2023, p.3).

The course consists of four units studied over two years, and these are assessed at the end of each unit. Each assessment is worth 25% of the final grade, and each unit must be passed for the qualification to be awarded. It is possible if needed to resit the Year 1 units in Year 2. Unit one takes place in the first half of Year 1 and looks at crime in the media. It is assessed by an eight hour open book exam, where students' knowledge has to be applied to a specific and previously unseen case study. This is usually carried out over three days and responses must be typed rather than hand written. Unit two is carried out in the second half of year one and covers twenty-two theories of why crime is committed and what this means for society as a whole. The focus is upon biological, individualistic (psychological) and sociological theories of crime, and their impact upon social policy. This is assessed with a 90-minute exam in the summer term which is hand written. In Year 2, Unit three is covered in

the first half of the year, and this focuses upon crime scene investigation and criminal justice processes. It is also assessed through an eight hour, three day open book typed exam. Unit four in the second half of Year 2 covers the history of crime and punishment in England and Wales, comparing crime control with due process. It is assessed by a 90-minute hand written exam in the summer, usually falling around the same time as students' exams in their other subject areas.

Newer qualifications such as Level 3 Criminology, which has only been an approved study route since 2015, tend to align themselves with those which already exist and are largely understood by families, universities and employers, as this makes for a smoother integration into society's collective understanding of post-sixteen qualifications. In terms of status, this suggests that being A level-like is important in attracting students, and their parent-carers, with colleges variously claiming the Applied Diploma in Criminology to be an actual 'A level' (Bridgwater and Taunton College, 2022), an 'Applied A level' (Tring School, 2022) or an 'A level equivalent' (City and Islington College, 2022). Equally, where the focus is upon adult learners and employability, it is sold as a BTEC (Weston College, 2022). As such, the marketisation of education plays a role in 'selling' educational qualifications as being similar to those which are already seen as more prestigious or desirable. It is then up to careers advice through subject teachers, personal tutors or trained specialists to advise as to the equivalence between qualifications and grading needed to take a student forwards, especially if higher education is their chosen destination. For example, to be accepted onto an undergraduate Criminology degree, a student requires on average 128 UCAS points (CompareUniversity, 2023). For an A level student, this equates to three B grades. For a BTEC student, this equates to two Distinctions and a Merit. For those studying on T Levels, there is still not a recognised standard equivalent for UCAS points, and so students would have to check with individual institutions if they would be accepted (CompareUniversity, 2023).

There are a number of theoretical positions on how Criminology should be taught, including Young and Taylor Greene's (1995) idea of 'pedagogical reconstruction' which includes the

integration of historical and contemporary aspects of race and can be seen in many ways as a forerunner to more contemporary measures to decolonise subject curriculums (University College London, 2014). By contrast, Young and Strudwick (2022a) suggest four key pedagogical principles, albeit for undergraduates in the discipline, namely creating authentic learning environments, diversifying learning opportunities, encouraging difficult conversations and creating opportunities within and beyond the university. However, definitions of 'good' pedagogical approaches are less clear in Palmer's (2020) book on the Scholarship of Teaching and Learning in Criminology, with an acknowledgement of tensions in the field, some of which call for a more theoretical and less practical approach, while others favour greater time spent on celebrating its interdisciplinary heritage.

Chapter 2 –
Literature Review

2.1 FUNDS OF KNOWLEDGE

Funds of knowledge have variously been defined as the "historically-accumulated and culturally-developed bodies of knowledge and skills essential for household or individual functioning and wellbeing" (Moll *et al.,* 1992, p. 133), the "diverse social networks that interconnect households with their social environments" (Moll, Tapia and Whitmore, 1993, p. 140), and an approach which works towards reversing the "intense brutality of a system that does not really seem to "see" children" (Spindler and Spindler, 1983, p. 75). Funds of knowledge were first identified in an anthropological study by Wolf (1966), and later developed in some depth by Vélez-Ibáñez and Greenberg (2005; 1992) at the University of Arizona. Here, researchers and teachers became involved with the Tucson project under the guidance of Moll in the late 1980s. This project observed the lower attainment scores achieved by Mexican Americans in State exams and decided to investigate ways to make improvements to their educational experiences. As noted in the Culturally Responsive Pedagogies (2020) work in Australia, in the past it had been common for the curriculum to "misrepresent or mute far too many communities" (p. 1). In contrast, the work of Moll (2002; 2005) took a credit approach to understanding through researching, involving co-construction with class teachers and family members. They wanted to understand the types of knowledges that the Mexican-American students already possessed, and how these could feed into the school curriculum to make it more relevant for all of their students.

Some researchers and class teachers interviewed families to establish the areas of knowledge which the students already held, where these came from and how they were used within daily family life (Floyd Tenery, 2005, offers a good example of this). Others worked to redevelop topics within the school curriculum to better reflect the locality and heritage of their students. For example, the majority of Sandoval-Taylor's (2005) students were of Hispanic or Native American Yaqui heritage, with many having familial funds of knowledge grounded in construction. As a teacher involved in the project, she was aware from home visits that many also had their own tools, and so decided to build a maths unit around designing and building. Instead of it being teacher-centred, she encouraged children to follow their interests, use the skills acquired in the homes, and asked family members to

come in and talk about different aspects of construction. By drawing upon her students' funds of knowledge, she was able to engage them in deeper and more meaningful ways.

By taking a credit approach to understanding the knowledges which students already hold, it is possible to either build curriculum content which draws upon and celebrates this, or else to use it as a way in, or *puente* (bridge) to curriculum content. In this way, learning is made personally meaningful for students, which is shown to be personally motivating (Kuh, 2016) as well as improving academic attainment (Al-Hariri and Al-Hattami, 2017). Esteban-Guitart (2016, p. 38) notes how "the educational process can be greatly enhanced when teachers learn about their students' households and everyday lives", and this is echoed in the work of Priniski, Hecht and Harackiewicz (2018), who note that personal relevance exists in three stages, each one enhancing engagement and motivation. Their relevance continuum, as shown below, suggests that personal meaning can be at a fairly low level, whereby what is learnt links to something else of interest, or at a higher level can be seen to develop personally useful skills, and at the highest level is seen as having a connection with part of one's own identity. As such, any one activity may reach out to students on different levels of personal meaning.
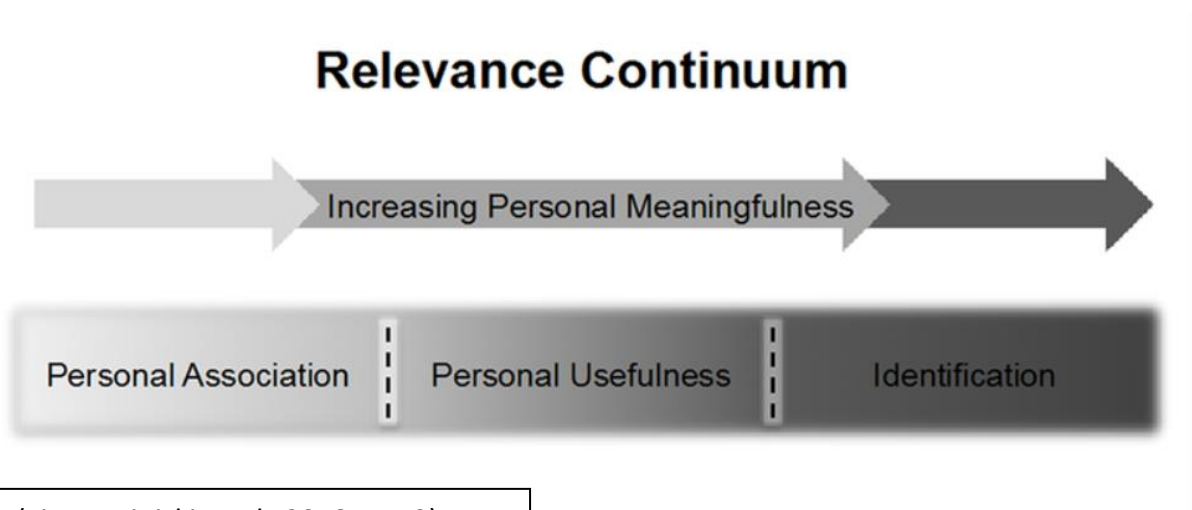
(Fig.1, Priniski *et al.,* 2018, p. 12)

Funds of knowledge (González, Moll and Amanti, 2005; Moll *et al.,* 1992) can cut across many different areas of social life, and may be linguistic (Fránquiz, Ortiz and Lara, 2022), social ('t Gilde and Volman, 2021), economic (Zipin, Sellar and Hattam, 2012), technical (Vélez-Ibáñez and Greenberg, 1992), and sometimes emotionally or morally challenging (Zipin, 2009), and often run counter to mainstream beliefs about the types of knowledge and ways of working which should have a place within state education. In England, for example, the significant focus upon English and maths is well documented (Hume *et al.,* 2018; Maguire, Braun and Ball, 2015), with scientific, technical, engineering and maths (STEM) education often promoted at the expense of creative, expressive and linguistic arts in cash-starved state schools (Brewin, 2016; Hutchings, 2015; DfE, 2014), due to the pressures of government league tables. However, Busby (2019) notes that these same league tables are also seen to punish schools when pupil background is taken into account. In addition to a student's lifeworld experiences with family and peers, some research suggests that their funds of knowledge may also be acquired through popular culture (Moje *et al*., 2004) and social media (Volman and 't Gilde, 2021). However, the scholarship around funds of knowledge is not a united body, and as such it may be helpful to differentiate between a 'weak' version and a 'strong' version. These are akin to Thomson's (2020) idea of 'virtual backpacks' which contain students' experiences, including their norms and values, hopes, fears and passions. These, like students' funds of knowledge, may be more or less familiar to their teacher and their institution, and when understood and applied, can lead to a more engaging and personally meaningful curriculum.

The 'weak' version of the funds of knowledge theory suggests that the curriculum remains as intended, and children's experiences are actively sought to form a *puente* (bridge) (González and Moll, 2002) to this learning through their teacher's pedagogic approach (Daddow, 2016; Hogg, 2010; Feiler *et al.,* 2008; González and Moll, 2002). In the case of an FE Criminology classroom, this might be asking about experiences of witnessing crimes such as littering or graffiti as a 'way into' Broken Windows theory (Wilson and Kelling, 1982), the Chicago school's geographical approach to crime (Hardyns and Pauwels, 2017), or simply public lack of motivation for reporting crimes (Buil-Gil, Medina and Shlomo, 2021).

In contrast, a 'strong' version of the funds of knowledge theory considers lifeworld experiences as curriculum-worthy knowledge in their own right, with teachers actively integrating students' experiences and opinions throughout the learning (Subero, Vila and Esteban-Guitart, 2015; Zipin, Fataar and Brennan, 2015; Moll *et al*., 1992; Vélez-Ibáñez and Greenberg, 1992) and allowing this to be exchanged for academic credit (Rios-Aguilar *et al*., 2011). This promotes a sense of epistemic contribution (Gonzales, 2015), as students' experiences are valued through testimonial justice (being given credibility as a speaker and a knower) and hermeneutical justice (where issues of criminality, exploitation, victimisation and other forms of social marginalisation are acknowledged and valued) (Walker, 2019; Fricker, 2007). In the case of an FE Criminology classroom, this accrediting with academic value is harder to achieve. Ideas and experiences may be encouraged, valued, shared and discussed in light of social and cultural norms, values, beliefs and expectations, media reporting, labelling and stereotypes, moral panics and critical perspectives. These may in turn draw upon classed (Simmons and Smyth, 2018; Rothe and Kauzlarich, 2016; Savage, 2015), raced (Byrne *et al.,* 2018; Garner, 2017), gendered (Jones, 2020; Silvestri and Crowther-Dowey, 2016; Barberet, 2014), religious (Davids, 2021; Katz, 2021; Roux and Becker, 2021), ableist (Crown Prosecution Service, 2022; Trebilcock and Weston, 2020), homophobic (Buist and Lenning, 2022), anti-transgender (Rawi and Letchamanan, 2021) or Western hegemony (De Sousa Santos, 2014; Connell, 2007) viewpoints. Yet ultimately, there is an awareness of the power of what is valued in assessments, and the success criteria is wholly defined by Ofqual through the exam boards. If the exam board does not accept multiple realities and ignores the compounding effects of intersectional identities (Healey and Colliver, 2022; Hayes, Luther and Caringella, 2015), then the value of an inclusive, responsive pedagogic approach is seriously undermined.

This acknowledging of the weak and strong versions of funds of knowledge serves to emphasise its multilayered application. One layer which demands greater consideration is dark funds of knowledge (Zipin, 2009). These are variously addressed elsewhere as 'difficult' (Neri, 2020; Naseem Rodríguez and Salinas, 2019) or 'heavy' (Archer, 2018) in light of more recent movements not to always associate darkness with negativity. Zipin's (2009) work suggested there was a hierarchy of desirable knowledges even within the funds of

knowledge approach. It was suggested that only academically convenient or socially acceptable forms of knowledge were requested or acknowledged. When left to create their own projects, Zipin found his students tended to use the opportunity to explore the more negative, troubling and criminogenic factors within their neighbourhoods, leading to highly engaged and personally meaningful learning. This moving away from Becker's (2014) "knowledge hierarchies" opens up new possibilities for valuing experiences which may trouble the existing status quo of received wisdom and, at their most emancipatory, allow for the creation of a hybrid third space (Barton and Tan, 2009; González, 2005; Moje *et al.,* 2004) in which powerful knowledges and funds of knowledge are combined to produce new knowledges.

The funds of knowledge approach claims considerable breadth of engagement, including notably the Social Justice Education Project (SJEP) (Cammarota and Romero, 2014; Cammarota, 2007) in Tucson, Arizona, and in Australia the Redesigning Pedagogies in the North Project (RPiN) (Zipin, 2013; Zipin, Sellar and Hattam, 2012; Zipin, 2009; Zipin and Hattam, 2009). The funds of knowledge approach has been taken up by a variety of institutions across every educational sector, from early years in England (Chesworth, 2016) and primary schooling in South Africa (Ferreira and Janks, 2007) and Uganda (Kendrick and Kakuru, 2012), to the schooling of older teens in Spain (Esteban-Guitart *et al*., 2019) and New Zealand (Cowie, Jones and Otrell-Cass, 2011), as well as university students in Australia (Daddow, 2016) and even trainee teachers in Japan (McDevitt and Kurihara, 2017). Funds of knowledge however are noted as having a number of limitations. Firstly, teachers do not always have the time or training to also become ethnographic researchers who go out into their school community and ask questions in their students' homes, as explored by Whyte and Karabon (2016). Secondly, as shown in the research of Llopart, Serra and Esteban-Guitart (2018), even where such visits have been possible, how do teachers decide which children to focus on and which funds of knowledge to include in the curriculum. And finally, as reflected upon by Moll himself (2005), funds of knowledge research may reveal a great deal about the practices which support the family group, but they offer little insight into what any individual student may wish to integrate into their own identity and approach to learning. Moll (2005, p. 279) expresses it thus, "interviews and participant observations in

households may inform us about adults and their social worlds, but not necessarily about their children", and this is further echoed by Ligorio (2010, p. 97) as happening because "learning is not only a cognitive and social experience, but also an identity experience". Esteban-Guitart (2016, p. 44) observes that "learning and identity are interwoven", and so if students are to be considered holistically in terms of who they are and what knowledges they bring to the learning environment, then their sense of identity must also be considered.

2.2 FUNDS OF IDENTITY

Funds of identity are generally seen as funds of knowledge that individuals themselves view as important to their identity and self-understanding (Saubich and Esteban-Guitart, 2011). Funds of identity were originally developed by Saubich and Esteban-Guitart, drawing on funds of knowledge theory. They are defined as being "historically accumulated, culturally developed, and socially distributed resources that are essential for people's self-definition, self-expression, and self-understanding" (Esteban-Guitart, 2014, p. 753), and essentially form a toolbox of resources which the holder can use to support their learning. By gaining a better understanding of students' lived realities and supporting them to be mobilised in order to improve their academic awareness, teachers are in a position to bring learning to life in ways which are relevant to both the curriculum and the students. In this sense, learning becomes a form of knowledge creation rather than knowledge transmission. Subero, Vujasinović and Esteban-Guitart developed this idea further in 2017, suggesting that this toolbox can also be used to support students outside of the educational environment.

While building upon the funds of knowledge located within families, peers, communities and popular culture (Barton and Tan, 2009), "students create their own social worlds and funds of knowledge, which may be independent from the social lives of the adults surrounding them" (Esteban-Guitart, 2016, p. 46). As such, only those funds of knowledge which are willingly adopted or adapted from elsewhere and integrated into a student's

sense of self can be called their funds of identity. To transform funds of knowledge into funds of identity, Esteban-Guitart and Moll (2013) observe the importance of learning trajectories, personal networks and prior experiences in taking forwards what has meaning. The idea of personal networks in particular links with the work of Castells (2004) and reflects the value of human interactions in defining identity. However, funds of identity go beyond a single person and their reactions to lived experiences, and link to macro- as well as microsystems. Esteban-Guitart (2012, p. 176) observes how "acts of identity always occur in life contexts that are tainted / designed by economic, social and political structures and interests", and so the social systems which students grow up in will impact their identity development in ways which may be more or less direct.

While Hogg and Volman (2020, p. 862) view all forms of funds of identity work as "breaking down deficit thinking and enhancing the inclusivity and equity of education", they have traditionally been used to counter negative stereotypes made of students who are from socio-economically deprived areas (see, for example, Hattam and Prosser, 2008), who do not possess the dominant language as their native tongue (Franquiz, Ortiz and Lara (2022) document translanguaging practices, while Oikinomidoy and Karam (2020) offer a detailed case study of one child), and indigenous or immigrant students (Turner, Rubie-Davies and Webber, 2015; Saubich and Esteban-Guitart, 2011). In terms of intersectionality, some students may relate to more than one of these characteristics and so be at greater risk of academic underachievement. Drawing upon funds of knowledge and funds of identity within the academic learning environment then becomes particularly important as engaging with "funds of identity can potentially enhance teachers' ability to make education more personally meaningful" (Hogg and Volman, 2020, p. 864). This can be seen as an important way to develop a sense of belonging and trust within the Criminology classroom, with Haddow and Brodie (2023, p. 3) noting that despite the need for the creation of safe spaces within the Criminology classroom given the types of topics under discussion, "very little attention has been given to the notion of belonging" in research relating to this subject discipline.

Vygotskian theory also has a role to play here, with lived experience (or *perezhivanie*) constructing one's identity (Esteban-Guitart and Moll, 2014) and using this to link everyday life with school experiences. Vygotsky himself noted that "the deeper that life, the real world, burrows into the school, the more dynamic and more robust will be the educational process" (1926 / 1997, p. 345). This links with Foucault's technologies of the self in so far as funds of identity are constructed as "techniques that human beings use to understand and produce themselves" (Esteban-Guitart and Moll, 2013, p. 72). Similar concepts have been developed by Nogueira (2014) within the framework of emotional experiences, and also by Moll (2014) and the idea of vivencia as a form of lived experience. Funds of identity arguably sit within lived experience, existing within a specific time and space. Esteban-Guitart and Moll (2013) observe how funds of identity can change over time in relation to contexts, events and interactions with people and artefacts. They bring attention to the dual processes of *sociogenesis* and *ontogenesis*, the former of which reflects the historical development of funds of identity in relation to moments in time where specific artefacts or interactions became personally significant, and the latter of which is more a reflection of how funds of identity are developed and redeveloped in response to personal interactions and changing contexts across the life course. These concepts enable funds of identity to be seen as fluid and responsive, rather than fixed and inflexible. These processes can arguably be seen to relate with Bronfenbrenner's (1979) ecological systems theory, in which the bidirectional influences of self within one's micro- and meso-systems upon and from the exo- and macro-systems allow for the development of one's funds of identity in response to changing local and national contexts.

In 2012, Esteban-Guitart categorised five initial types of funds of identity as geographical, practical, cultural, social and institutional. González-Patiño and Esteban-Guitart later proposed digital funds of identity (2014), with Poole (2017a) developing these digital funds further, adding the idea of ideological funds later the same year (Poole, 2017b), and introducing the concept of existential funds in his work with Huang (Poole and Huang, 2018) the following year. In 2018 the work of Charteris, Thomas and Masters coined the phrase 'dark funds of identity', echoing the work of Zipin on dark funds of knowledge and including "problematic circumstances … as well as more personal issues to do with identity and

belonging" (p. 129). The table below shows the development of funds of identity categories over time.

Types of funds of identity	Examples	Introduced by
Geographical	Knowledge of an area which holds personal significance	Esteban-Guitart (2012)
Practical	Types of activity such as work, sport or music	Esteban-Guitart (2012)
Cultural	Artefacts or dispositions such as food, flags, introversion or extroversion	Esteban-Guitart (2012)
Social	People significant to one's life within family, friendships, wider community or working and cultural lives	Esteban-Guitart (2012)
Institutional	Social institutions such as marriage or places of worship which are personally relevant to how one lives	Esteban-Guitart (2012)
Digital	Young people living in "mobile-centric societies" (González-Patiño and Esteban-Guitart, 2014, p. 64) in which technology can create and disseminate their identities	González-Patiño and Esteban-Guitart (2014); Poole (2017a)
Ideological	Political, cultural or religious beliefs	Poole (2017b)
Existential	Positive and negative experiences incorporated into one's identity	Poole and Huang (2018)
Dark	Challenges of developing and identity which fits in easily with others	Charteris, Thomas and Masters (2018)

(Fig. 2, Development of Funds of Identity over time)

For those who take the time to identify and engage with students' funds of identity, these can then be drawn upon to "build bridges or create continuities between the curriculum and students' prior knowledge, life experiences and interests" (Hogg and Volman, 2020, p. 873).

This can support the reversing of damage caused by deficit paradigms, whereby the informal acquisition of knowledge and skills become valued, and opportunities to support learning by making links with students' lived experiences are highlighted. Such an approach has been shown variously to lead to increased motivation, enhanced agency (Hedges, 2021), improved academic learning (Charteris, Thomas and Masters, 2018) and more empowered student identity (Esteban-Guitart and Moll, 2014). By harnessing the various types of funds of identity to improve students' sense of engagement and belonging with learning which is made relevant to their lives, Polman (2010) suggests they are being moved into their 'zone of proximal identity development', allowing for deeper and more lasting learning to take place. Building on Vygotsky's (1978) 'zone of proximal' development, whereby scaffolding and fruitful interactions are used to develop the next level of knowledge, Polman (2010) sees learning and identity as inevitably interwoven, with adult- and peer-negotiated interactions opening up newly imaginable and explorable identities.

2.3 POWERFUL KNOWLEDGES

Some types of knowledge have more value than others and can be exchanged for more academic advantage or social, economic or political gain. Indeed, there are considerable yet largely unseen power relations around who decides on what curriculum knowledge should be and which viewpoints should be represented (McGregor and Mills, 2022; Rudolph and Brown, 2022; Savage, 2022). In countries such as the UK, where education is largely considered to be a private good (UNESCO, 2018; Riddle, 2014) and vehicle for personal social mobility (Office for National Statistics (ONS), 2022b; The Equality Trust, 2019; Department for Education, 2017), there has been a distinct policy drive towards getting the top grades to do best for oneself, rather than working collaboratively for more prosocial ends. This can be seen, for instance, in the change to GCSE grading from letters (A* to E) to numbers (9 to 1) in 2014, when Michael Gove, then Secretary of State for Education, looked to allow for easier differentiation between the top grades (the A*s), as it seemed that the most exclusive universities could not cope with the abundance of students able to display and profit from the most academically beneficial knowledges.

Exam boards are highly influential regarding the direction and content of Level 3 studies. While subject advisors to the boards are usually required to be teachers with significant experience (see, for example, WJEC, 2023), others employed may be assessment specialists or focus more on the administration of exams. Exam boards may endorse textbooks specifically aligned to their own curriculum, thus allowing them to thoroughly define what 'knowledge' students will come across during their studies, and indeed the publishing company Pearson, which publishes among other things Level 3 textbooks, even owns the Edexcel Exam Board (Bartlett and Burton, 2020, p. 145). This certainly raises questions about the relationship between education as a form of social transmission and control, and education as a generator of commercial wealth. With the curriculum then effectively 'for sale' at Level 3, the question of what counts as powerful knowledge, and for whom, is interesting indeed. Certainly, in Bromley's (2019, p. 112) guidance to designing curriculum intent, he advises of the need to "future-proof your curriculum against awarding-body and Ofqual changes" by asking two fundamental questions. Firstly, "what do we want our pupils to know and be able to do in our subject in ten years' time?", and secondly "what will success look like when pupils are at the next stages of their education, employment and lives" (Bromley, 2019, p. 112). His suggestion is therefore that powerful knowledge is key when considering what will hold value for students in the future.

As a key proponent of the idea of powerful knowledge, Young and his colleagues set out a number of core components, drawing variously upon the works of Dewey (1908), Vygotsky (Moll, 2014; Derry, 2008; Cole *et al.,* 1978) and Bernstein (2000). For Young, powerful knowledge "provides more reliable explanations and new ways of thinking about the world" (2008, p. 14) in relation to a reality which is independent of its observers and social actors (Young and Muller, 2013). As such, the emphasis is on types of knowledge which can be "codified, tested and elaborated by specialist communities" (Young, 2008, p. 15), as traditionally relates to the natural sciences and a positivistic epistemological stance. Young values understanding the world in a way which is "not tied to particular cases and therefore provides a basis for generalizations" (Young, 2008, p. 15). He also elaborates on the difference between powerful knowledge as a form of knowledge, and knowledge of the powerful, as a way of recognising where certain types of knowledge come from. The two

concepts are not diametrically opposed, and are rather referring to different types of concepts, despite the frequent confusion as observed by Muller and Young (2019).

The concept of powerful knowledge, much like the funds of knowledge approach, has been used across many countries, such as Australia (Maude, 2015), China (Gong, Brooks and Duan, 2021), and Finland (Hansen and Puustinen, 2021). Also similar to the funds of knowledge approach, powerful knowledges frequently focus upon the role of teachers in moving their students from non-school to school-based ways of knowing. This links more to the weak funds of knowledge approach where lived experiences are used as a *puente* to school and curriculum knowledge, with gaining powerful curriculum knowledge being seen as the ultimate goal. At times, the concept of powerful knowledge is used in ways which relate purely to curriculum content (see, for example, Beck, 2013, and his discussion of subject-based learning), and at others is taken more widely to suggest the need for incorporation into a pedagogic approach as well (Whitty, 2018, articulates this particularly well). This is somewhat similar to how the funds of knowledge approach has been applied, except that powerful knowledges began with curriculum and developed to influence pedagogy, whereas the funds of knowledge approach began with pedagogy and developed to be applied to curriculum creation. More recent articles on powerful knowledges suggest that they are capable of providing a "future-orientated" education to the extent that they aim at "the formation of autonomous and responsible individuals who can thrive and flourish in the present and future world" (Deng, 2022, p. 599).

In considering the way knowledges can run horizontally across communities in an informal way, and vertically upwards through an education system, Young echoes the work of Bernstein (2000) and his view on requiring strict borders between "knowledge domains", believing these to be supportive of student identities and necessary for their academic progression. For Young and his supporters, these domains are subject-based and gain complexity over the time they are studied. Drawing upon four of Young's key ideas, Maude (2015, p. 18) presents thinking around how each of the types identified "give young people intellectual abilities that they are unlikely to learn from their everyday lives". Maude

considers the extent to which one subject, geography, is deemed a powerful knowledge within the Australian context. These ideas are presented in the table below:

Maude's (2015) 5 types of powerful knowledge, based upon Young's original definitions	Examples of powerful knowledges withing the Geography curriculum (Australia)
Type 1 – knowledge that provides students with 'new ways of thinking about the world'	Place, space and environment
Type 2 – knowledge that provides students with powerful ways of analysing, explaining and understanding	Analysing – spatial distributions on a map Explaining – the different sizes of human settlements Understanding – natural hazards
Type 3 – knowledge that gives students some power over their own knowledge	Researching and evaluating knowledge
Type 4 – knowledge that enables young people to follow and participate in debates on significant local, national and global issues	Sustainability, climate change
Type 5 – knowledge of the world	Diversity of environments, people, cultures, economies

(Fig 3, created based upon Maude, 2015)

Such thinking and mapping of the theory of powerful knowledge to actual subject content is useful in identifying where powerful knowledges sit within any given subject area, and this is developed further in the findings chapter in relation to the Criminology curriculum. Indeed, in their exploration of 'three futures' as a way of conceptualising different approaches to the school curriculum, for Young and Lambert (with Roberts and Roberts, 2020) it is not the knowers themselves who are seen as powerful, but rather the disciplinary subjects, their boundaries and the way in which they interrelate. As such, Young and Lambert (with Roberts and Roberts, 2020, p. 67) suggest that subjects are "the most reliable tools we have

for enabling students to acquire knowledge and make sense of the world" in ways which are reliable and move students beyond their lived experiences.

McLean, Abbas and Ashwin (2019, p. 142) suggest that powerful knowledge is liberatory and supportive of social justice, arguing that no matter how inclusive and culturally aware the pedagogic approach is, "good teaching does not trump substantive disciplinary knowledge". They do however acknowledge that, at its best, pedagogy may allow students to develop an academic identity which enables them to think and act differently, and more powerfully, within society. Hirsch echoes the importance of substantive disciplinary knowledge, noting the existence of "canons of knowledge and vocabulary" (2019, p. 106) which make knowers more powerful. The power of this knowledge can then be exchanged for academic recognition and success, assuming that any form of assessment is built upon the knowledge and vocabulary which has been taught. Without this, Hirsch (2019, p. 107) believes that "if the test is not curriculum based, it will not be productive". However, this assumes that the curriculum teaches all that should be known, measured and examined at a particular age and stage which, given the increasing volume of knowledge available through online sources and as constructed through artificial intelligence (AI), seems an increasingly difficult feat.

Maton (2010) further develops ideas of powerful knowledge, requiring both legitimacy of knowledge and legitimacy of the knower. For the knowledge to be seen as legitimate, it must have a strong degree of epistemic relations with its proclaimed object, and for the knower to be seen as legitimate, they must have a strong degree of relations to be seen as able to define what counts as a knowledge in a given field. Knowledge then can be broken down into one of four categories. Knowledge here refers to legitimised knowledge which is recognised as being 'true' regardless of who displays it. This could be well known scientific 'facts' such as the concept of gravity or Locard's Principle within forensics that "every contact leaves a trace" (Chisum and Turvey, 2011). Elite knowledge is seen as legitimate and true by virtue of what the knowledge is, and by being shown by the 'right' kinds of knowers, for example within a specific field of academia. By contrast, relativist knowledge is seen as holding limited ground due to neither the knowledge itself nor the knowledge holder being

particularly powerful. This could be used to describe funds of knowledge. The knower form of knowledge is seen as legitimate because it is held by the 'right' kind of person, even though the credibility of the actual information displays may be limited. A modern day version of this could be seen as a social influencer or real life crime vlogger. This links with ideas of epistemic justice whereby prejudice in the credibility of the knowledge which one holds (hermeneutical injustice), or indeed one's capacity to be seen as a legitimate knowledge holder at all (testimonial injustice) are questioned (Fricker, 2007).

Alderson however (2020) queries the compatibility of powerful knowledge with social justice, suggesting four conditions which must be met for it be supportive. Firstly, she questions the types of knowledge which should be classified as powerful, whether they are long-term and scientifically 'objective', or whether they change over time through creativity and ongoing research. Secondly, she questions the role of the knowers, acknowledging that even the most objectively 'proven' knowledge is still subject to the social, cultural and linguistic interpretations of its knowers. Knowledge for Alderson is not an inanimate object to be held or transmitted, rather it is actively created and applied through the learner's agency. Thirdly, Alderson considers the social and cultural contexts in which knowledge is held, observing that "knowledge serves power when it is connected into powerful systems" (2020, p. 100) such as schools, the church or the military. She sees how the deliberate avoidance of everyday knowledges in schools, far from advancing social justice, may in fact alienate students and prevent them from developing a love of learning. This leads to her fourth condition for powerful knowledge to enable socially just practices, and this is the application of knowledge. She believes that powerful knowledges can only be used to promote wellbeing and social justice if their intended uses are morally selected for the benefit of both people and planet. Where they allegedly support lies and corruption, such as the Brexit campaign in the UK or the Trump administration in the American White House, or where they are tainted by misinformation, false advertising or personal interpretations promoted by social media, then their usefulness is questioned.

Further questions about powerful knowledges are raised by Rudolph, Sriprakash and Gerrard (2018, p. 21), who offer a reminder of how disciplinary knowledges have been created through "colonial exploitation and racialised erasure", a theme also seen in the work of Delgado Bernal and Villalpando (2002). Their concern is around knowledge 'apartheids', the way in which the very race of the knowledge holder may be seen to discredit the validity of the knowledge being created or shared. The "Eurocentric epistemological perspective" (2002, p. 171) they identified remains contended some two decades later, with concern for the apartheid or 'barrioization' of knowledge excluding the "cultural resources that are based on the epistemologies that many faculty of colour bring to academia" (2002, p. 172). While clearly focusing upon staff rather than students here, Delgado Bernal and Villalpando nonetheless suggest that funds of knowledge, or "pedagogies of the home" (Delgado Bernal, 2001) deserve recognising as real knowledges about real people's lived experiences. Reay (2006, p. 292) further points out that how curriculum is enacted in the classroom, the way in which individual teacher autonomy, history and identity will define what counts as "really useful knowledge", is also "imbued with gender, ethnicity and social class", thus allowing for a complex relationship between the intersectionality of those teaching and those taught.

Over 30 years ago, Apple noted that while educational institutions "preserve and distribute what is perceived to be 'legitimate knowledge'" (1990, pp. 63 - 64), as in Young and Muller's powerful knowledge (2013) noted above, they nonetheless remain subject to and influenced by existing social, political and economic systems. In this way, "their curricular, pedagogical, and evaluative activities … play a significant role in preserving if not generating these inequalities" (Apple, 1990, p. 64). Elliot Major and Briant (2023, p. 9) echo this with their concerns that powerful knowledges are "needed to get on in life", despite the way that middle-class educational norms which tend to dominate the curriculum may well be alienating for some students of working class origins. Simmons and Smyth (2018), and Reay (2017), document factors such as social class and economic privilege playing a significant role in one's ability to acquire and benefit from powerful knowledges, but these may not be the only determinants of academic success. The Education Policy Institute (2022, p. 8) recognises that "disadvantaged students are more likely to take vocational and technical

qualifications", with the Social Market Foundation (2022) further confirming how students from working-class and/or ethnic minority groups are more likely to select (or be funnelled into) vocational courses instead of the more academic A level route.

2.4 ACADEMIC SKILLS

Gee notes how entry into a knowledge community may be an "indirect by-product of teaching-learning" (1998, p. 58) in schools, or a more deliberative process which engages students in a conversation about what is needed to be successful within a given subject area. Successful entry gives students "a sort of identity kit … with … instructions on how to act, talk and write" (Gee, 1990, p. 142). Van Schalkwyk (2007) also considers how students gain entry into their chosen knowledge communities by focusing on the inclusion of academic literacies. These academic literacies incorporate looking holistically at study skills, student identities, and prior learning. The idea of academic literacies is developed by Lea and Street (1998; 2006), initially as a way of clarifying study processes for their own students, and then published more widely. Knowledge domains are seen as social practices which become associated with particular subject areas. To be able to talk, read or write about these areas with any degree of competence, there is a need to understand a given community of practice which values certain ways of communicating and ascribes particular meanings to particular words.

Academic literacies are generally understood to be composed of three specific elements: the study skills required for developing communication about the chosen subject; the academic socialisation required to understand communicative norms of a given subject area; the academic literacies which allow for a more critical level of understanding in relation to power dynamics. These are shown in the figure below.

study skills -
individual process,
cognitive demands,
focuses on surface
features of language

academic
socialisation -
interactive
process of taking
on board the
normalised ways
of working and
speaking /
writing within
the subject

academic
literacies -
overlaps with the
other two, looks
deeper into
issues of power
and identity in
meaning making
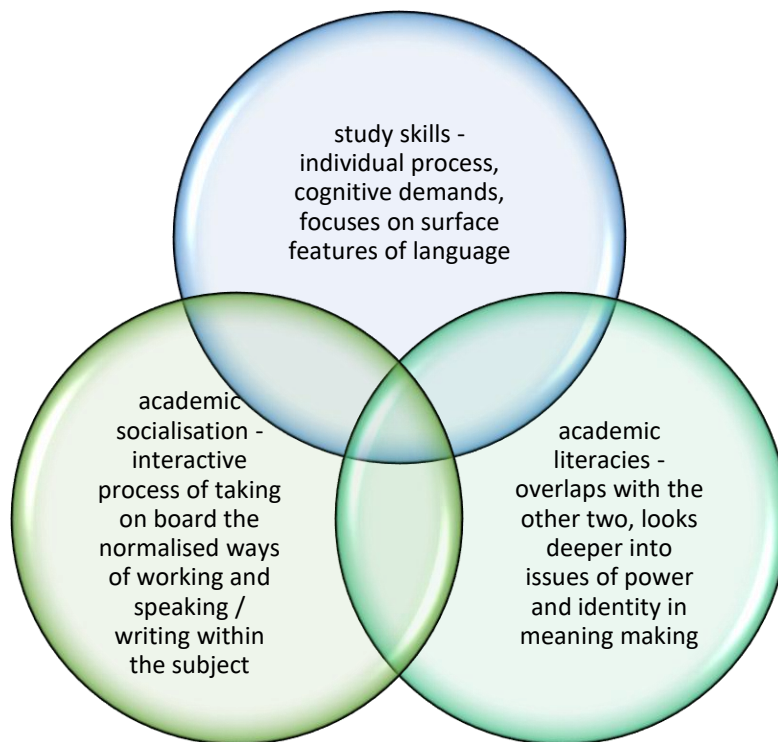
Fig. 4, Visualisation of academic literacies, based on work by Lea and Street (1998; 2006)

Numerous benefits have been suggested for students who begin to engage with academic literacies. For example, Boughey and McKenna (2016) observe how academic literacies are inherently social practices, with mastery of them leading to positive identity development. Wingate (2016) takes a broader view, suggesting that they should be taught across all subject areas and that they are generally an assumed skill when students begin university, so must therefore be developed during Level 3 studies. Gourlay (2009) sees this as a threshold practice, with students requiring a mastery of academic literacies in order to access specialist subject knowledge as well as to develop their academic identity. This is echoed by Carter (2017, p. 26), who recognises that "successful "insider" integration into academia means that students learn the literacies of academic and professional discourse communities". While this may not be fully realised at FE level, thought should nonetheless be given to putting the basic scaffold in place.

Specifically in relation to a focus on the study skills needed for Criminology, the work of Finch and Fafinski (2016) proposes three key areas of skill to support learning, observing in the introduction to their text how easily some students may fall into a gap between not

having been taught them at Level 3, yet being expected to be proficient in them at the start of Level 4. They flag up the importance of being competent in using resources for learning, of developing and displaying academic Criminology skills, and of research skills in Criminology. Where not part of the Level 3 curriculum itself, academic literacies could be usefully applied to creating focus days, extra-curricular study skills classes, or Year 1 to Year 2 transition work. In looking at sources of information, Finch and Fafinski (2016) consider a breadth of options which would be used in both higher level applied, work-based routes such as apprenticeships or for those going straight into related employment, as well as those continuing into higher education. Under 'Books, journals and articles', as well as considering how to plan a university-based literature review, they also consider more everyday skills such as carrying out efficient searches and understanding different types of books. Finch and Fafinski (2016) also promote the ability to evaluate searches and consider how they can be changed to improve the findings. When looking at 'Statistics and official publications', they highlight the two key sources of crime data available nationally, which are also covered within the Level 3 Criminology syllabus, namely Police Recorded Crime data, which is quantitative, and the Crime Survey for England and Wales, which is qualitative. Further sources of official statistics are also presented, including Ministry of Justice updates on prison figures and criminal justice statistics. These wider sources of information also allow for the consideration of intersectionality within the criminal justice system, given that they offer breakdowns of official statistics by age, gender and ethnicity.

Consideration of 'Media and web sources' includes developing a critical approach, focusing upon information's presentation, relevance, objectivity, methods, provenance and timeliness. Given the amount of time spent online by many young people, and how much of their assumed knowledge about the world comes from very mixed quality sources, these skills form the modern day equivalent of essential reading or punctuation pyramids. While for many Criminology students the use of criminal law and case law goes into more depth than they actually require, particularly for those who study law alongside Criminology, or see themselves in a career which uses law directly in some way, the chapter on Criminal law, how to find it and whereabouts within the hierarchy of the criminal justice system it is created will be of (specialised) interest.

In terms of Finch and Fafinski's (2016) six key academic skills, they identify study skills, writing skills, referencing and avoiding plagiarism, essay writing, presentations, and revision and examinations. Study skills, while often reduced to time management or note taking, are given a much broader sweep here, with ideas on being actively present in classes, trying different styles of note taking, working out how to work with others, managing time, and using personal development planning to keep the learning personally meaningful. At Level 3, having good notes is particularly important where 50% of the assessment is carried out in an open book format. The section on writing skills starts off considering level of vocabulary to use, correct person, e.g., first or third, alongside spelling, grammar, punctuation and structure. Effective use of quotations is also explored, reflecting that it is pitched slightly above Level 3 yet is nonetheless where many will need to aim for. The final section is on writing to a word limit, which may well be new for many. Referencing and avoiding plagiarism are highly likely to be completely new skills for students to develop, and there may be mixed messages across courses as to the value of referencing. As students at Level 3 are likely to go on to develop subject specialisms across a range of subjects, all with their own recognised systems of referencing, it does not seem sensible to teach any particular style at this stage. However, an awareness of when to reference and how acknowledging sources is generally seen as positive engagement is nonetheless worth promoting. Artificial Intelligence also introduces a new perspective on plagiarism, as noted by Mindzak and Eaton (2021), who question whether the tools currently being made available to students, and indeed staff, augment or diminish integrity. At what point does a grammar checking, referencing or paraphrasing tool stop being an aide and start becoming a way of cheating? This is very much a developing debate at the time of writing (see, for example, Fyfe, 2023, or Pokkakillath and Suleri, 2023).

Three further areas which Finch and Fafinski (2016) consider to be of particular relevance to Criminology students are essay writing, presentations, and revision and exams. In essay writing, the actual essay itself is seen as the mid-point between researching and planning what to say, and condensing and polishing the final version. Presentations, while not currently part of the Level 3 Criminology assessment schedule, are used in most areas of working life as well as within higher education, so gaining an understanding of how to

successfully plan for and execute them is still a relevant life skill, even if not a curricular one (Kornelakis and Petrakaki, 2020; van Ginkel *et al.,* 2019). Like in the previous section on essay writing, the action itself would normally be considered the whole task, yet this again emphasises the need for research, then creation, then delivery, and finally some reflection upon how it went. While not listed as a separate skill here, the benefits of reflecting upon action are many and considerable, with Stevenson and Willmott's (2008) discussion of whose learning reflection supports and who may be marginalised by it adding a depth of ethical consideration which would need to be applied before it could usefully be woven into the Level 3 curriculum. Finally, Finch and Fafinski discuss the importance of being able to revise effectively and sit exams to gain maximum marks, as failure to do this well will invalidate the prior areas of hard work. They consider a range of revision planning methods, along with different types of activities to suit different types of students. Promotion of effective exam techniques include reading the questions in full and making a plan according to the time available.

The research skills in Criminology suggested by Finch and Fafinski (2016) consist of research ethics; gathering data; quantitative analysis; qualitative analysis; dissertations and research reports. While research ethics are not considered for any project which students will undertake within the current Level 3 curriculum, issues such as confidentiality and anonymity as well as freedom from harm are looked at within the gathering of crime statistics in Unit 1, and this could be usefully developed further to underpin future research opportunities. Gathering data considers a much broader breadth of methods than Level 3 students are likely to come across, and certainly work on sampling strategies offers more depth than the current curriculum would give time to develop. The 'Quantitative analysis' and 'Qualitative analysis' chapters are very in depth and might be hard for many third year university students on Arts-based rather than Science-based Criminology degrees to understand. However, the importance of how to interpret data is a skill which is relevant to Level 3 studies. Finally, the Dissertations and research reports focus looks at the structure of writing and how best to consider your audience when writing. Again, this is a skill which could begin to be scaffolded in FE studies as it has numerous study and work-based applications. An overview of their work can be expressed as below:
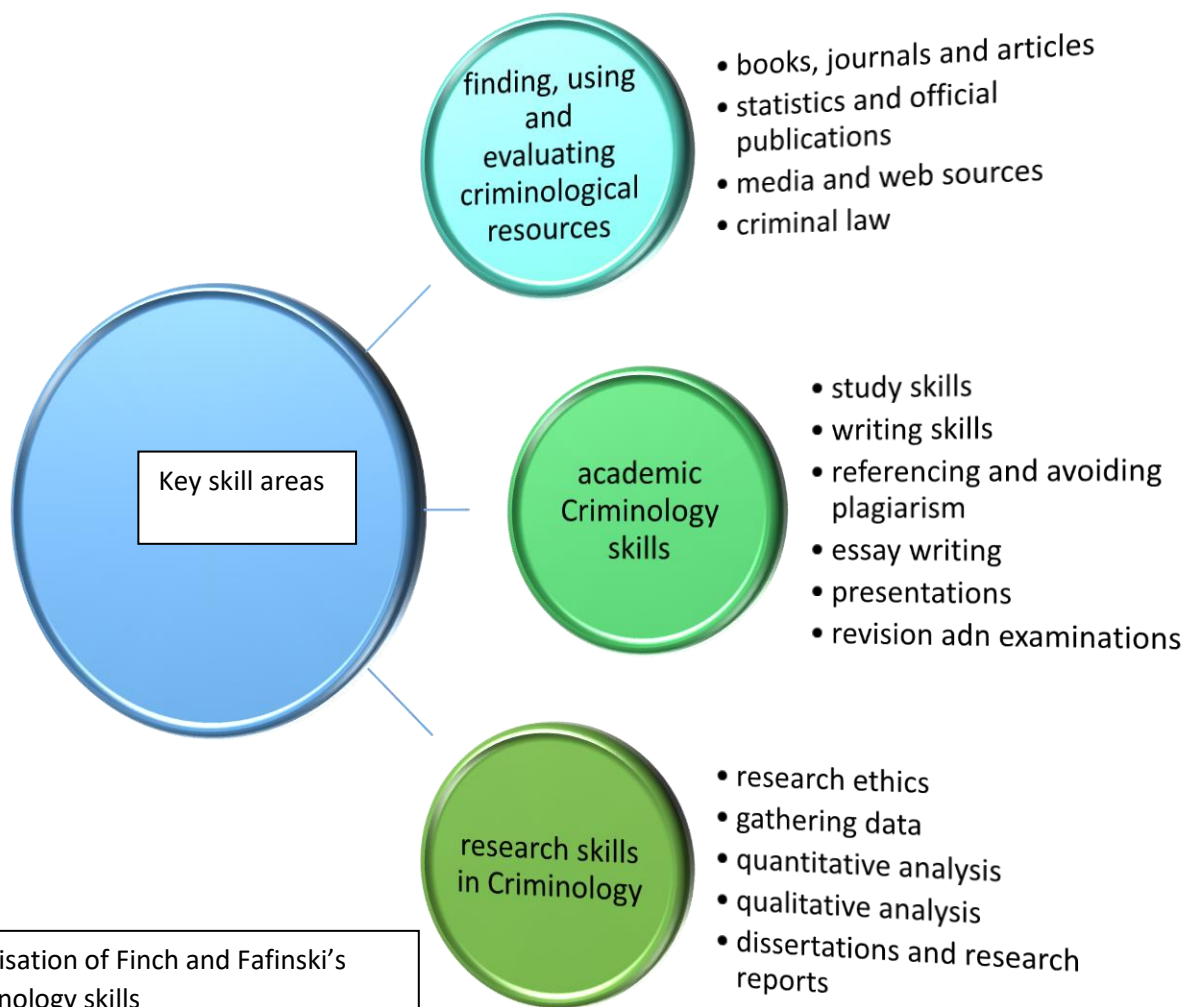
Fig. 5, Visualisation of Finch and Fafinski's (2016) Criminology skills

finding, using and evaluating criminological resources
- books, journals and articles
- statistics and official publications
- media and web sources
- criminal law

Key skill areas

academic Criminology skills
- study skills
- writing skills
- referencing and avoiding plagiarism
- essay writing
- presentations
- revision adn examinations

research skills in Criminology
- research ethics
- gathering data
- quantitative analysis
- qualitative analysis
- dissertations and research reports

Nonetheless, it should be noted that such priorities were drawn up prior to the global pandemic which arguably made lasting changes for learning and learners. Cooker, Cotton and Toft's (2022) book explores the transformations made to teaching during and since the pandemic, setting out a somewhat contrasting ten-point list of academic skills and dispositions which they would hope to develop to create students who: are curious; are adaptable and flexible; are at ease in the world; draw upon their life experiences creatively; interpret data and ideas critically; use new technologies effectively; are empathetic in their relationships with others; act compassionately; use their learning for the benefit of their communities; look after their well-being. While offering a much broader remit here than Finch and Fafinski (2016), and so the two lists are not directly comparable, Cooker, Cotton

and Toft (2022) consolidate the link between academic skills for learning, and the social, emotional and digital elements in their learning environments and wider lives which are required to enable the academic skills to flourish, and indeed texts on powerful knowledges have historically been restricted to subject content and do not generally include how to exchange that knowledge for academic credit. It may then be that 'powerful skills' need to be developed to sit alongside powerful knowledges to ensure that students gain most fully from them.

While having the appropriate academic skills to pass their current course is important for students, so too are ideas of a more 'future-proofed' way of working which develop and embed skills for the next steps in their journey too, be they higher level academic studies or entry into a relevant field in the workplace. Milligan *et al.* (2020) suggest that there are three levels of developing these skills, starting with a supplementary level where they are seen as an add-on to normal teaching, and perhaps reserved for some form of gifted and talented enrichment. At the middle stage, the skills become embedded within way of teaching the existing curriculum, although this may generate some tensions around time allocation. Finally, they suggest a reformist response, whereby the organisation of learning is redesigned so that skills take a more central role.

Milligan *et al.* (2020) suggest that a range of capabilities are what is required to underpin subject specific knowledge, and that these should include basic literacy and numeracy; social knowhow, which incorporates knowledge, skills, attitudes and beliefs; analytical, critical and creative thinking; economic and enterprise skills; collaboration and teamwork; along with perseverance and the ability to use feedback. These capabilities are largely echoed in Whittemore's (2018) White Paper, using the term transversal skills instead. There is the addition of cultural awareness and expression, which draws upon the OECD's global competencies as defined in the PISA handbook (Chernyshenko, Kankaraš and Drasgow, 2018). In addition to effective intercultural understanding and communication, the areas of sustainable development and multiple perspectives are also raised (2018, p. 38), and these could sit well alongside a more international and globally connected view of Criminology.

Abrate *et al.* (2020) develop the concept of future-proofing skills further, noting how these should also form part of subject-specific assessment criteria. While their work is aimed more at university students, ideas around critical thinking and problem solving, clear and meaningful communication, information literacy, cultural competence, the integration of multiple perspectives and the integration of one's personal, professional and ethical self are all arguably relevant within FE, even where depth of disciplinary expertise and academic influence may wait until later years of study.

2.5 CRIMINOLOGY AND CRIME

In addition to significant exposure to real-life and fictional crimes through the plethora of media available (Clifford and White, 2017; Jewkes, 2015), young people's interest in Criminology may also be raised through their direct and indirect experiences of being victimised, of witnessing crime within their family or community, or perhaps through being perpetrators of criminal or deviant acts. While talk in the public domain of young people and crime, particularly young men and crime, tends to position them as the offenders, particularly in relation to knife crime (Brennan, 2022; Simpson, 2020; Shaw, 2019), crimes involving young people as perpetrators have in reality fallen substantially over the past ten years (Youth Endowment Foundation, 2022; Youth Justice Board, 2022). This has led to claims of a 'crime drop' in recent years (Griffiths and Norris, 2019; Farrell, Tilley and Tseloni, 2014). However, despite media portrayals of young people as deviant 'hoodies' (Turney, 2017; Hinsliff, Weitz and Bright, 2005), with involvement in gangs (NSPCC, 2022; Densley, Deuchar and Harding, 2020; Thurrock Council, undated) and who carry knives (APPG on Knife Crime with Barnardo's and Redthread, 2019; Ben Kinsella Trust, undated), young people are statistically more likely to be victims of crime than perpetrators of it (Victim Support, 2021). Such victimisation is not evenly spread by geography (Medina, Aldridge and Ralphs, 2016), gender (Jordan, 2022), ethnicity (Phillips and Bowling, 2017), social class (Davies and Wyatt, 2021), age (Home Office, 2015), experience of the care system (Youth Justice Legal Centre, 2015), sexuality (Dwyer, 2022), religion (Cottee, 2017; Awan and Zempi, 2016) or disability (Chakraborti and Garland, 2012), and intersectionality plays a

significant role in increasing risk for a number of young people with cross-cutting vulnerable characteristics. This would suggest that a number of FE Criminology students may well already be victims of crime through experiences with family, friends or the wider community. As such, it can be argued that young people may well have a great deal to say on the issues raised in any Criminology curriculum, and so creating a sense of epistemic justice in the classroom, where students are seen as knowledge holders with valuable contributions to make to the learning environment, can be a powerful acknowledgement of their lifeworld experiences, skills and prior learning (Kerfoot and Bello-Nonjengele, 2022). Equally, having staff or students who are, for example, victims of domestic abuse or identity theft is not necessarily a reason to avoid the subject, and not just because it will remain on the curriculum regardless. There may be a sense of emancipation generated by studying what happens to 'others' and realising this also applies to oneself (Trebilcock and Griffiths, 2021; Lloyd, 2018). Recent studies, for example, show that education which raises awareness of key crime issues can lead to improved victim support and reporting to the police (BANES Violence Reduction Unit, 2024; Schucan Bird et al., 2023).

Hamilton's (2013, p. 21) suggestion of a move towards a more public orientated Criminology is somewhat aligned to the first topic that students study at Level 3, which involves "a more engaged and outward looking Criminology" that draws upon different texts, teachers, other students' experiences, the media, the local community and varying professional contexts. There is certainly a drive towards the applied, real world context with a focus upon the different types of media and how crime is portrayed within them. However, some of the knowledges are considered to hold a binary position of correct or incorrect within assessments include, for example, how crimes can be categorised, or who constitutes a 'typical' victim or offender. This means that while discussions in class may be broad, that which is valued as 'correct' knowledge is rather limited as any deviation from textbook categories are marked as incorrect. Thurgood (2020) echoes Hamilton's use of peer engagement to discuss perspectives on crime, yet the issue of students as knowledge holders about crime through direct experience of victimisation, witnessing or offending is overlooked. These dark (Zipin, 2009), difficult (Neri, 2020) or troublesome funds of knowledge could potentially be liberating to those students involved, even if kept within

their own private thinking rather than shared as part of a discussion, so acknowledging that these states are not just about 'othering' but can include us all is an important step in the learning process. Indeed, there are many ways in which students may connect to the Criminology curriculum. For example, research by Howes (2016) into personal meaning-making within Criminology in one Australian university suggested that there were three main areas in which this occurred: their general interest in crime and justice; tentative connections with a chosen career path; and self as agent of change (following on from self as victim).

Duggan and Bishop note that the teaching of Criminology is indeed "affective emotional labour" for the teacher (2023, s. 2.2), with the term 'emotional labour' first being identified by Hochschild in the 1980s in relation to people working in service sectors effectively 'trading' control over their emotions relating to difficult customers in return for their salary, with parallels being drawn between emotional labour in the service industries and physical labour in factories (Wu and Wei, 2022). Use of the term in relation to the education sector more specifically began to grow from the 2000s onwards, with Zembylas's work being particularly notable in the first decade of the century for its clarity, gained through ethnographic research, around the gratification teachers feel upon developing emotionally motivating cultures (Zembylas, 2004), how their emotions are linked closely with an identity embedded in power, ideology and culture (Zembylas, 2005), and how emotional capital in education underpins 'affective economies' (Zembylas, 2007). Some later research suggested a relationship between emotional labour and 'sticky' or high stakes teaching issues, with a specific focus upon post-secondary education and the affordance of emotional labour as a form of agency (Benesch, 2017), while others saw it as beneficial in generating emotional capital which could then be used as social and cultural capital through individual and collective reflective practices (Gkonou and Miller, 2021). Kariou *et al.* (2021) echo the possibilities emotional labour opens up for positive emotions, suggesting research in the field also needs to be mindful of the potential benefits, as well as dangers such as distress or burnout.

Criminology is also capable of "rocking [students'] ontological security" (Duggan and Bishop, 2023, s. 2.2) by allowing them to question previously unacknowledged or unquestioned beliefs, as well as echoing traumatic events in one's own life for some. While trigger warnings may be advocated where there are particularly emotive subjects to cover (as advocated by Bugeja, 2021), others (see, for example Cares *et al.,* 2022) suggest that the topic itself should be an adequate signal that difficult topics will occur on a frequent basis, and indeed some warn against the process of 'infantilising' students with the creation of safe spaces (Byron, 2017). Dalton (2020) further problematises trigger warnings, noting how significant learning rarely happens without students being pushed out of their comfort zones. Lukianoff's comment that "discomfort is a necessary part of real, adult-level education" (2016, p. 60) echoes Zembylas's (2015) concern over the possibility and desirability of providing a truly 'safe' classroom, although suitability may be questioned here where learners are older teens but not yet adults. At what point are certain topics such as sexual abuse or honour killings appropriate to discuss? And what does that say about those with lived experience, who may have been forced to consider it from a young age? Given that much of the above thinking is informed by research which is carried out within university spaces rather than an FE context, such questions are rarely raised due to holding a different level of duty of care. As such, the learning environments which may render them in/appropriate are worthy of further consideration. In considering issues which might be felt to be sensitive , controversial or troublesome, there is little guidance within the subject area of Criminology itself. However, the Council of Europe (2018) has created guidance for teaching issues of similar emotional load within the history curriculum, and much can be learnt from this. For example, in embracing potentially uncomfortable topics, students may gain competencies such as valuing human dignity and human rights, empathy, and knowledge and critical understanding of the self (Council of Europe, 2018, p. 23).

In asking "Whose science? Whose knowledge?" with reference to Criminology, Austen and Cowburn (2015) raise a number of important questions about the essence of Criminology as a discipline, and the extent to which the knowledges valued within it are socially constructed and give voice to all aspects of crime in society. They note how postmodern thought has "threatened the ontological security of the discipline as a 'positively' focused

social science" (p. 23). By initially seeking to draw upon the traditions of the natural sciences, Criminology as a field of investigation from which it is possible to build policy has often relied upon more quantitative measures. This has occurred to the point that Hammersley and Gomm (2000, p. 155) question whether the mere presence of statistical calculations can appear to "transform data into valid conclusions", with more qualitative experiences being seen to hold less value. However, as well as looking at the affordances and limitations of crime statistics and data trends, there is also a need to engender a variety of dispositions as well as knowledges within students, as a number of frontline fields such as policing (Joiningthepolice, 2023) or prison and rehabilitation work (HM Prison and Probation Service, undated) consider the type of person one is to be at least as important as the knowledges one holds. Jones (2015, p. 47) asks if this can be promoted by encouraging our students to "think beyond their own experience, question their own beliefs, identify their assumptions and even challenge their own biases". As per her own example, this could be through the study of victimology and questioning ideas of 'typical' victims and offenders. As a subject, Criminology certainly has the potential to support significant personal development and growth for students.

Values within Criminology, and particularly within establishing what counts as criminological knowledge, have faced a certain amount of upheaval in recent decades. Knowledge once considered to be hegemonic has been challenged by more inclusive standpoint knowledges which assert the voices and experiences of socially, economically and politically marginalised groups such as women, ethnic minorities, religious minorities and those with disabilities. Such challenges to the hegemonic outlook actively move away from the "white, male, middle-class, middle-aged, able-bodied and heterosexual" (Austen and Cowburn, 2015, p. 25), although whether this influences all areas of learning, or just those which relate to that specific aspect of crime, e.g., crime and gender (see, for example, DeKeseredy, 2015), has yet to be established. Calls for a greater representation of experiences within the curriculum are gathering. Where research has been carried out on Criminology courses in HE, module content and booklists have been analysed with the perhaps unsurprising conclusion that most knowledges represented on Criminology courses come from a white, male, non-Muslim, European perspective (Stockdale *et al*., 2022; Shaffait, 2019, Ahmed,

2012). Stockdale *et al.* (2022) note that while this does not necessarily invalidate their knowledges, wider, non-hierarchical knowledges should also be studied and the provenance of knowledge discussed and reflected upon to develop critical rather than non-questioning information literacies. Without this, "Criminology curricula and pedagogy must recognise the role it plays in reproducing white privilege and gender norms, as well as harmful discourses and stereotypes" (Stockdale *et al.*, 2022, pp. 28 - 29). The likelihood of this has however been questioned by Barton *et al.* (2010) in light of the commodification of knowledge and concerns of how an overly critical approach to neoliberal law enforcement may be seen at risk of jeopardising the increasingly compliant and 'employment-ready' workers required for the knowledge economy.

2.6 LEARNING ENVIRONMENTS

Physical learning environments

Cleveland (2009) observed that discussions of the learning environment tended towards the social, psychological and conceptual, rather than the physical space itself. This is picked up in his later work with Fisher (2014, p. 2), where they note that "apparently innocent physical aspects of space actually participate in and mediate social relations". This echoes some of the work which the Commission for Architecture and the Built Environment (CABE, 2005) undertook for the Department for Education and Skills (DfES). This made ten overarching recommendations for physical learning spaces, broken down into three categories: Functionality, consisting of access, space and uses; Build quality, consisting of performance, engineering services and construction; and Impact, consisting of the school (college) in its community, within the school (college), form and materials, and character and innovation. Those most relevant to this study largely fall under functionality, with CABE (2005) recommending that teaching spaces should be adequate and appropriate for the curriculum; the grounds should provide for all formal and informal curriculum needs; and the natural light in the building should be of high quality.

In 2009 the Organisation for Economic Cooperation and Development (OECD) began the 'Evaluating Quality in Educational Facilities' project across fourteen countries in total, with a view to "improving understanding of the relationship between educational effectiveness and the physical learning environment" across all of their nations. Countries and regions such as Portugal, Korea, America, South Africa and the Palestinian territories took part, with findings resonating with earlier research by Fielding (2006). This report considered six design elements which prioritised "the foundational skills of literacy and numeracy, along with the demands of a global economy, which require that learners are curious, self-directed, and able to work across platforms" (Fielding, 2006). The first three of these relate to classroom experiences, whereas the final three are at a larger institutional level. Fielding believed that productive learning spaces would support teaching and learning, maximise physical comfort and wellbeing, and demonstrate environmental responsibility (Fielding, 2006). Some researchers in this area have also worked on the development of evaluation tools for learning spaces, including Sanoff's (2001) Informal Social Rating Scale of Learning Spaces, which values the novelty of learning spaces, and the extent to which they are felt to be friendly and inviting.

Research into the ideal physical learning environment seems at present to garner much less interest than the ideal online learning environment. It is also noteworthy in the extent to which it is both culturally specific, and rarely separated entirely from the socio-emotional environment. For example, Baafi (2020) notes that in Ghana the priority is to have sufficient ventilation and lighting, good sewerage disposal and effective waste disposal, alongside a climate which focuses on safety and respect. By contrast, Ramli *et al*.'s (2020) research in Malaysia looked at the impact of infrastructure and services, pollution and healthy environment, and environmental hazard. The self-report surveys of their students suggested that all three influenced their academic performance. Echoing some of these ideas, the work of Barrett *et al.* (2019) for the World Bank gives a list of features which, once adapted to local climatic and cultural conditions, have been shown through their research to improve learning. They summarise by recommending a 'good' learning environment, which draws upon the features listed below, which should also be an environment which "should not be uncomfortable, alienating, chaotic or boring" (2019, p. xii).

Recommendations (Barrett *et al*., 2019, p. xii)	How this might look in the Criminology classroom
Good 'natural' conditions such as lighting, air quality, temperature control, acoustics and links to nature	Some natural lighting from windows, lightbulbs and radiators that work, views of nature, displays which include natural materials, indoor plants
Age-appropriate learning spaces that offer flexible learning opportunities that pupils can adapt and personalize	Options to move tables and chairs, or sit on benches or floors, to work physically or digitally
Connections between learning spaces that are easy to navigate and that may provide additional learning opportunities	Subject posters or student work on display in the corridors, clear and consistent system for numbering classrooms, name of subject or subject timetables on each door
A level of ambient stimulation using colour and visual complexity	Student-created or student-selected displays on walls which support their interests within the subject, teacher-selected displays which reflect Level 3 standards of work
Schools that are designed from the inside out so that each space meets the needs of its inhabitants	Criminology teacher uses their allocated space (whole classroom, wall, shelf etc) to store resources and meet practical teaching needs, as well as prioritising drawing attention to key elements of Criminology studies

(Fig. 6, Physical features to improve the learning environment, annotated for the Criminology classroom, from the original list provided by Bartlett *et al*., 2019, p. xii)

The search for guidance in establishing safe and productive learning environments specifically for the sixteen to nineteen year old FE sector is surprisingly challenging .The vast majority of results focus upon the learner or the learning, rather than the environment itself (see, for example, Gray and DiLoreto, 2016; Zhu, Yu and Riezebos, 2016). There is also a plentiful supply of research which addresses specific types of learning environments (such as Charlier *et al*.'s (2015) exploration of digital learning environments), specific levels of

education (such as Alexander *et al*.'s 2019 report into the changing challenges of delivering HE), and understandably the impact of the Covid 19 pandemic (such as Affouneh, Salha and Khlaif's (2020) exploration of the sudden move to e-learning). Indeed, in wanting something evidence-based, the research examined learning environments across educational stages, eventually settling upon early years practice as having a solid base of research and evaluation of practice in relation to considering learning environments holistically.

The Early Childhood Environment Rating Scale (ECERS-R) pays attention to areas often overlooked or assumed too obvious for research, with their subscales giving depth as to what should be incorporated. While clearly not a direct match for an FE classroom, the concepts of space, personal care, language usage, activities, interactions and programme structure remain nonetheless impactful on students' learning experiences at any age. These are shown in more detail below.

The Six ECERS-R Subscales

Space & Furnishings	Personal Care Routines	Language-Reasoning	Activities	Interaction	Program Structure
1. Indoor space 2. Furniture for care, play, and learning 3. Furnishings for relaxation and comfort 4. Room arrangement for play 5. Space for privacy 6. Child-related display 7. Space for gross motor play 8. Gross motor equipment	9. Greeting/departing 10. Meals/snacks 11. Nap/rest 12. Toileting/diapering 13. Health practices 14. Safety practices	15. Books and pictures 16. Encouraging children to communicate 17. Using language to develop reasoning skills 18. Informal use of language	19. Fine motor 20. Art 21. Music/movement 22. Blocks 23. Sand/water 24. Dramatic play 25. Nature/science 26. Math/number 27. Use of computers 28. Promoting acceptance of diversity	29. Supervision of gross motor activities 30. General supervision of children 31. Discipline 32. Staff-child interactions 33. Interactions among children	34. Schedule 35. Free play 36. Group time 37. Provisions for children with disabilities
Webinar: ECERS-R 102	*Webinar: ECERS-R 103*	*Webinar: ECERS-R 104*	*Webinar: ECERS-R 105*	*Webinar: ECERS-R 104*	*Webinar: ECERS-R 106*

(Fig. 7, Early Childhood Environment Rating Scale, New York City Department of Education, undated)

The lack of availability in terms of what a 'good' learning environment should look like and what it should facilitate for the age group of interest within this study created an unexpected branched piece of research which sought to adapt the well-known ECERS-R scales for the FE environment, so that these could in turn be used to reflect upon the primary record and be adapted for use in the FE Criminology classroom as an exploratory-evaluative tool.

For those who seek to connect the physical learning environment with the technological, Radcliffe *et al.*'s (2008) Pedagogy-Space-Technology (PST) model is perhaps the best known. It situates the physical learning space as a context for embedding technology and encouraging pedagogic development, with technology in turn enhancing pedagogy and affording it a greater range of options. JISC also considered physical learning environments in their 2006 report on Designing Spaces for Effective Learning. They developed six principles which should be incorporated into classrooms, including creative spaces to energise and inspire learners and tutors, and supportive spaces, to develop the potential of all learners (JISC, 2006). They further emphasise the need for physical spaces which 'motivate learners and promote learning as an activity', 'support collaborative as well as formal practice', 'provide a personalised and inclusive environment', and are 'flexible in the face of changing need' (JISC, 2006).

Socio-emotional learning environments

In order to understand factors which support students' social and emotional learning (SEL) within the academic environment, Merrell *et al.* (2008) conducted three pilot studies under the 'Strong Kids' and 'Strong Teens' programmes, including those which reduce stress and anxiety. Their focus was on an additional programme run outside of normal teaching hours, so while the hours of delivery are unlike the research context, the skills they developed are nonetheless relevant. There was a focus upon emotional vocabulary and expression, empathy training and taking perspective, thinking errors and maladaptive beliefs, learning positivism and letting go of stress, conflict resolution and relaxation techniques, and goal setting for future plans (Merrell *et al.,* 2008). They also emphasised the benefits of a

potential "sleeper effect" within educational practices supportive of SEL, whereby students' knowledges and coping mechanisms may last over a much longer period of time than any specific interventions. Whilst conducted over a decade before the global pandemic and resulting mental health crisis currently being experienced in education (Daly, Sutin and Robinson, 2022; Greater Manchester College Group (GMCG), 2022; Newlove-Delgado *et al.,* 2022), their work is nonetheless instructive in thinking at a more granular level about how best to work with students to support their socio-emotional wellbeing. The benefits of this, as argued by Greenberg *et al.* (2003) including improving academic attendance and performance, reducing antisocial behaviour and minimising substance misuse.

The Collaborative for Social and Emotional Learning (CASEL) offer a framework for developing knowledge, skills and attitudes which support social and emotional learning within academic and wider contexts. As well as being integrated within classroom and teacher-family communication practices, it is suggested that this framework also supports a social justice agenda because

> "attention to students' holistic learning and development can promote high-quality educational opportunities and outcomes for all children across race, socioeconomic status, gender, sexual orientation and other differences" (CASEL, 2020).

The suggested purpose of such SEL / SEB skills is to build "capacities to maintain social relationships, regulate emotions, and manage goal- and learning-directed behaviors" (Soto, Napolitano and Roberts*,* 2021), all of which have a productive place in post-sixteen learning environments. By suggesting that these capacities are skills rather than dispositions or personality traits, Soto, Napolitano and Roberts (2021) offer the promise of students being able to develop and work on them to support their learning and wider skills, rather than simply being a 'certain type of person' who does or does not have a particular capacity. These skills are social engagement skills, co-operation skills, self-management skills, emotional resilience skills and innovation skills. Soto, Napolitano and Roberts (2021) propose a domain-level taxonomy of skills relating to social and emotional learning, as well as behaviour regulation, creating a six-part inventory consisting of social engagement skills,

cooperation skills, self-management skills, innovation skills, emotional resilience skills and compound skills.

Digital learning environments

Hogg and Volman bring attention to the importance of considering funds of identity in relation to changing technological environments (2020). Technological environments are generally seen to refer to learning spaces where "ICT tools are used to support and facilitate learning" (Infoscipedia, 2023), although the process of being able to use the affordances of the technology is not in itself an intended learning outcome, and other forms of learning processes are also required. This aligns with the Chartered Institute of Personnel and Development (CIPD)'s (2023) definition of digital learning, which is seen as being "learning that's facilitated, enabled or mediated using technology in organisations. Examples include websites, ebooks, online communities or a distinct piece of online learning" (2023), where they see digital learning as being formal, informal or blended (supported). In 2016 the Government Office for Science commissioned a report into how digital skills should be developed within the Further Education sector (Laurillard, Derreck and Doel, 2016). Its focus was upon ensuring that the sector "keeps up with employers' demands for digital skills" (2016, p. 6), thus reinforcing ideas of education as a private good which is to be used to gain economic advantage. The recommendations of this report support students' lifelong digital learning through pedagogic innovation, developing digital skills across the curriculum, updating assessment methods to more digital forms, supporting teachers in keeping their digital skills capacity updated, supporting leaders and governors in developing digital innovation, and developing a policy for digital skills for the teaching and graduate workforce. However, this may be something of an ideal with a few challenges to operationalise, given the findings of the Association for Learning Technology (ALT) (2014) that the main barriers to developing students' digital skills include lack of resources for incorporating technology, reliance and exploitation of colleagues who are willing to support colleagues in their own time, and lack of direction at a strategic level.
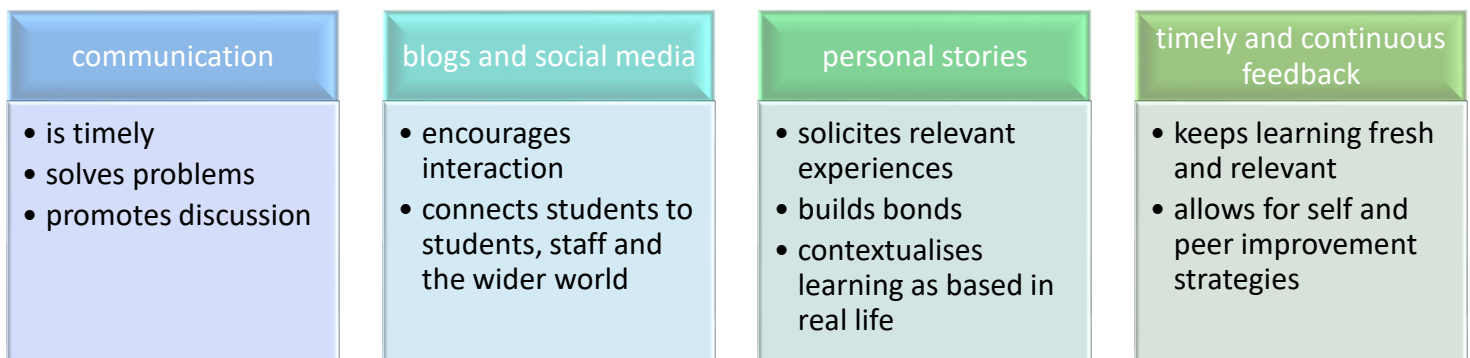
Digital spaces have the potential to be as inclusive or exclusive as any physical or socio-emotional space, and students' access to learning technologies, alongside the knowledges of how to use them for academic purposes, should not be assumed. Poole (2016a, 2016b, 2017a) considers how the household may no longer be the best unit of analysis for funds of knowledge researchers, as many young people's interactions now take place on some sort of portable digital device, and because of this he makes the distinction between analogue social interaction and digital social interaction (Poole, 2017a). For him, analogue interactions focus upon "the development of decontextualised skills" whereas digital ones offer "hybrid learning spaces that allow for the embodiment of myriad identities" (Poole, 2017b, p. 51). Funds of knowledge and funds of identity are seen here through the lens of digital interactions as being "epistemologically commensurate with 21st century ways of knowing which are increasingly mediated by new technology" (Poole, 2017b, p. 51). Poole sees the formal curriculum as having the capacity to "quash the development of learners' emerging identities and roles" (2017b, p. 54), particularly with reference to digital learning and the growing gulf between what they know and can do with their home technologies and those which are engaged with for academic purposes. This digital divide can be problematic, as noted in Lythreatis, Singh and El-Kassar's (2022) authoritative literature review of 50 articles on the subject from the previous five years (and hence including the Covid pandemic). They define the digital divide as "disparities in Information and Communications Technology access, usage, and outcomes" (Lythreatis, Singh and El-Kassar, 2022, p. 1), concluding that the biggest factors are sociodemographic and socioeconomic, with education playing a mediating role. In terms of education, Poole (2017b, p. 55) does observe some opportunities for social justice by allowing critical pedagogies to "leak into the curriculum" by harnessing the home digital learning environment, assuming those digital sources are indeed available.

Digital funds of knowledge and creative processes are drawn upon by Kajamaa, Kumpulainen and Rajala (2018) to more meaningfully engage students with design challenges. Their findings include the way in which the project solicited vertical knowledge maintenance through a focus upon intended learning outcomes rather than the incorporation of home funds of knowledge. They also observed horizontal knowledge

breaking through online interactions with others. They further recorded an expansion in the types of knowledges which allowed for a move through online collaboration from individualistic to more collectivist focused discussions and goals. The affordances of digital technologies are seen as being the facilitation of multiple forms of knowledges, namely home, school, and digital. Kajamaa, Kumpulainen and Rajala (2018, p. 62) suggest that these can be harnessed pedagogically to create future learning actions which allow students to negotiate the multiple areas of their lived contexts. To support students in understanding where different knowledges come from, Carter (2017) suggests the power of creating digital literacy maps to understand the digital- and community-specific knowledges held. Such 'asset pedagogies', that is those which seek to actively integrate all of the knowledges available to an individual, can move students and their teachers towards hybrid or third spaces. These are highly beneficial as they break through the barrier of binary learning, using either home digital knowledges or school digital knowledges, and instead "combine "both-and-also" in ways that generate new ideas and hybrid practice" (Soja, 1996, p. 5). Some of the most cited work on third space is by Moje *et al.* (2004, p. 55), who acknowledge differences in the literature in giving an exact definition of the concept, but nonetheless promote its ability "not to teach youth that academic or everyday funds are more right or wrong, but simply to make a space for multiple forms of knowledges". Wilson-Lopez *et al*. (2016) observe how many skills thought to be specific to a given curriculum area will already be prevalent in students' funds of knowledge engagement with popular culture and digital technologies. Not only are digital learning spaces sites for more equitable pedagogic engagements, they are also an opportunity to draw upon and harness pre-existing knowledges and skills.

Pre-pandemic, there was a great deal of interest in the benefits digital learning could bring. Whether seen to create smarter students (Gee, 2013), boost motivation (Lin, Chen and Liu, 2017) or promote autonomy (van Loon, Ros and Martens*,* 2012), interests were broad and covered a variety of cognitive and affective domains. Since the pandemic, much has focused upon the blended learning which had to be adopted in great haste once it became clear that face to face teaching was no longer a safe option (see, for example Aditya's (2021) work on teacher readiness, Korlat *et al.*'s (2021) work on gender differences, or Scully, Lehane and

Scully's (2021) study of how the whole experience made digital learning 'less scary'). The work of Singh, Singh and Matthees (2022) drew upon the learning during the pandemic to create guidance around how to best generate social, cognitive and teaching presence in synchronous and asynchronous digital activities in post-pandemic times. These offer evidence-based insights into what students and teachers felt held value during the pandemic and wish to maintain even now face to face teaching has been re-established, as can be seen in the figure below.

communication	blogs and social media	personal stories	timely and continuous feedback
• is timely • solves problems • promotes discussion	• encourages interaction • connects students to students, staff and the wider world	• solicites relevant experiences • builds bonds • contextualises learning as based in real life	• keeps learning fresh and relevant • allows for self and peer improvement strategies

(Fig. 8 , adapted visualisation of Singh, Singh and Matthees, (2022, p. 36))

## 2.7 ASSESSING LEARNING

Assessing Learning

In the Criminology classroom, the academic accreditation of lifeworld experiences is arguably easier to achieve in HE rather than in FE. In HE, lecturers are valued as subject experts who, in accordance with a set validation process (Advance HE, 2019), can design their own assessments. These may be reflective pieces which draw upon students' lived experiences and seek to rationalise and compare with competing theories. Or they may be literature reviews based around a topic of the students own choosing, often allowing them to explore difficult personal experiences such as county lines (whereby young people are targeted to transport drugs or drug payments), sexual harassment or domestic violence. Or

perhaps a blog which documents their personal, social and / or academic thinking and development throughout the course and in response to a variety of provocations. In each of those examples, the lifeworld is able to colonise the structure to an extent, and certainly holds academic as well as personal value, in line with the suggested exchange mechanism for funds of knowledge to be turned into academic credit, as posited by Barton and Tan (2009). Yet this value only exists where it is written into the learning outcomes, as it is these learning outcomes which well-aligned assessments test. The relationship between teaching and learning practices, learning outcomes and the assessment practices are described by Biggs and Tang as 'constructive alignment' (Biggs and Tang, 2007) and are often represented in the following relationship to one another:

(Fig. 9 , Constructive alignment, Imperial College London, 2022)

In FE, arguably, this process is somewhat different, because if some sort of timed and controlled exam conditions are required to make it reliable for all students following a course nationwide, then the learning outcomes must allow for ways of working which can be developed, tested and sampled in this way. An undocumented, unrecorded public performance or class debate would not be appropriate. A highly individualised blog which students spend different amounts of time on as and when they feel so inspired would equally not be possible, and if the assessment requires working upwards through Bloom's taxonomy, be it the traditional version (Bloom's taxonomy, undated) or the revised one which prioritises creativity (The E-learning Network, 2020), then this process and attention to the action verbs in examined assessment tasks must be explicitly scaffolded and learnt over time.
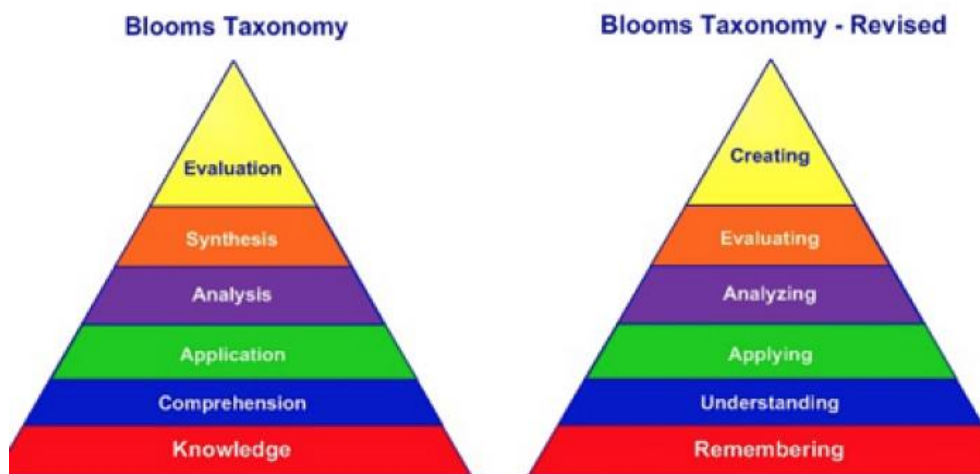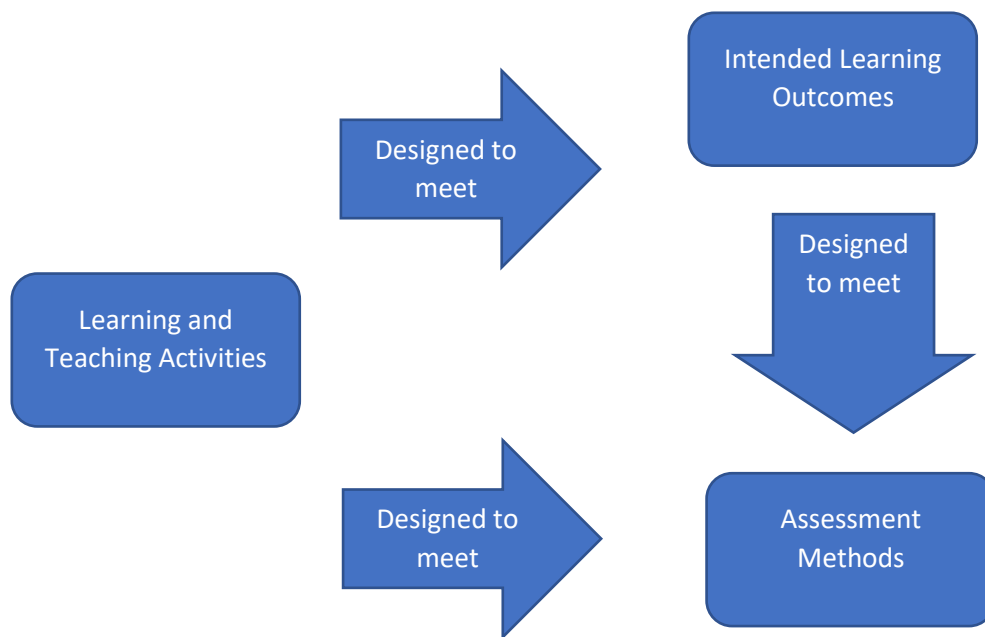
(Fig. 10, Bloom's Taxonomy and Bloom's Taxonomy - Revised, Berger (2018))

It may be, for example, that exam questions require students to demonstrate their ability to remember, understand, apply, analyse, synthesise or evaluate, or to draw on these skills to create something new.

This socially constructed hierarchy is argued to demonstrate increasingly advanced thinking, sometimes divided across the middle into 'lower order' and 'higher order' thinking skills. Some may suggest, however, that understanding a highly advanced concept is more challenging than evaluating basic information, so it is not without criticism (see, for example Pring, 2006). Equally, the updated version offers 'creating' as the highest order thinking skill, in contrast to a controversial UK government campaign which suggested those involved in the creative industries should look for other employment such as cybersecurity (Brewis, 2020), and quite possibly in line with the changing demands of the Organisation for Economic Cooperation and Development's (OECD) comparative global tests of academic competence (OECD, 2022).

Teaching can arguably be seen to diverge between meeting the intended learning outcomes in terms of subject knowledge and application skills on the one hand, and teaching how to be successful in the assessments via fact recall on the other. This may include managing

exam nerves, making accurate notes, avoiding plagiarism and so forth. So even if the intended learning outcomes are stated as, for example, encouraging students to be reflective learners who can apply multiple theories of crime to issues within their own communities, if the assessment marking criteria only gives marks for listing certain theories, with pre-determined and non-student centred benefits and limitations, then students will start to see those answers as being the ones with true 'worth' as they can be exchanged for higher grades. Arguably the FE process might look more like this:

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Learning and Teaching Activities

  Designed to meet →

  Intended Learning Outcomes

  Designed to meet ↓

  Designed to meet →

  Assessment Methods
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(Fig. 11, Relationship between teaching, ILOs and assessment in Level 3 Criminology)

By limiting assessment methods on the Level 3 Criminology course to two varieties of timed exams, students may only develop a relatively narrow skillset compared with that which is likely to be required in later studies or employment. The research of Harris, Jones and Squires (2019) on behalf of the British Society of Criminology seems to back this up, drawing as it does upon over 100 HE Criminology lecturer participants from a range of post-92 and Russell Group universities and higher education providers. Their data (Harris, Jones and Squires, 2019, p. 126) suggests that at higher education level, the most common forms of assessment are essays, exams, dissertations or extended projects, reports, individual presentations, group presentations, posters, projects, online multiple choice tests, and work

placements. A further twelve forms of assessment are also identified, including multi-media presentations, portfolios, reflective diaries and policy commentaries. It would seem beneficial to students to begin to practice a variety of assessment types from Level 3 upwards.

As for the extent to which all students can truly thrive and demonstrate their knowledge within exam conditions, a great deal of research already claims this is not the case (Yusefzadeh, Amirzadeh Iranagh and Nabilou, 2019; von der Embse, *et al.*, 2018; Thomas, Cassady and Heller, 2017; Barrows, Dunn and Lloyd, 2013). Academic self-esteem (Hyseni Duraku and Hoxha, 2018), worry (Steinmayr *et al.,* 2016) and resultant test anxiety (von der Embse and Hasson, 2012) play a large part in this, and concerns in these areas have been on the increase since the pandemic. Greater Manchester Colleges Group (GMCG) (2022) note that "(P)ost-pandemic mental health challenges have intensified, with over a third of students saying their mental health has worsened since Autumn 2021". While there is some suggestion that gender may also play a part in unequal experiences of test anxiety (Ahmad, Hussain and Khan, 2018), there are encouraging reports of this not being reflected in actual results for some assessment types such as multiple choice exam questions (Arens, Becker and Möller, 2017; Núñez-Peña, Suárez-Pellicioni and Bono, 2016). Across a range of relevant literature, girls were generally seen as being more anxious while still performing well, whereas boys who reported test anxiety were fewer in number yet actually did less well in their tests. Research into non-binary and more fluid gender identities in relation to this issue has yet to be seen.

Equally, in relation to assessment, those students with Autism, ADHD, dyslexia, dyspraxia and any other type or combination of neurodiversity are likely to face additional challenges. In relation to building neurodiverse-inclusive post-secondary campuses, Dwyer *et al.* (2022, p. 1) point out in relation to some assessments that, generally speaking, "neurodivergent people are less successful than neurotypical peers; moreover, intersections between neurodivergence and other marginalized groups are associated with even greater inequities". Indeed, given the way that "curriculum policies always mask power relations"

(Moore and Young, 2010, p. 19), Moore and Young suggest that they "neglect the uneven distribution of the experiences learners need if they are to acquire and make use of curriculum knowledge (Moore and Young, 2010, p. 20)". While individualised exam arrangements may be put in place based upon recognised physical and mental health needs, learning differences, stated allowances within Education, Health and Care Plans (EHCPs), and teacher-recorded 'Normal Ways of Working', within FE the emphasis remains solely upon making the student capable of fitting the assessment method, rather than adapting the assessment methods to suit the students. The suggested adjustments include extra time and rest breaks which do not come out of the time allowed.

Within HE this need for diversity in assessment practices has already been explored in some depth, drawing upon multimodal ways of demonstrating knowledge, such as those documented by CAST's (2018) Universal Design for Learning. However, even allowances such as this only look at ways of allowing students who are attending to access an assessment, so those with caring responsibilities, substance dependencies, controlling domestic situations or families who are against their studies, and who may not be in control of how their day unfolds, may be prevented from attending. Equally, commuter students who cannot get in due to road accidents or transport strikes which disrupt their journey, may potentially miss out too. This is particularly challenging in very rural areas where, for example, propensity to flooding, lack of alternative transport, or lack of alternative routes, might delay or prevent travel. This has led to suggestions of "transport deserts" (The Campaign for Better Transport, 2020; The Countryside Charity, 2020), where there is "no realistic alternative to the private car" (Rural Services Network, 2022). Yet the implications of this involve students' having access to an adult with a car, and said adult having both the time and the finances available to provide the journeys. Indeed, as noted by Holton (2015) and Holton and Finn (2018), there seems to exist a privileging of those who are able to be more mobile in their choices of and attendance at more distant institutions of education. As such, assessment which involves a single mode of working, in a single time slot, at a single location, may well not get the best out of all learners, regardless of curriculum design or pedagogic approach.

2.8 QUALITY CRITERIA GOVERNING FE PROVISION

While learners, teachers, managers and exam boards all have their part to play in ensuring student success, there are of course a wide range of more distant stakeholders, regulators and inspection frameworks which shape their experience. Gravells (2022a) suggests that the key ones include the Association of Colleges, the Education and Skills Funding Agency (ESFA), the Education and Training Foundation (ETF), the Federation of Awarding Bodies, Ofqual, Ofsted, and the Society for Education and Training. Each of these offers its own agenda and regulations which impact more or less directly upon the students' study experience. Further stakeholders can also be seen in terms of businesses with whom the college might work. For example, from September 2022, Ofsted included additional criteria into its enhanced FE inspections, ensuring that, "the curriculum offers learners the knowledge and skills that reflect the needs of the local, regional and national context, and whether the curriculum intent takes into account the needs of learners, employers and the local, regional and national economy" (Ofsted, 2022b, paragraph 293). However, this suggests that learners may be directed towards areas which fulfil the need of their local economy, which may not be representative of their own thoughts about where they wish to live and work.
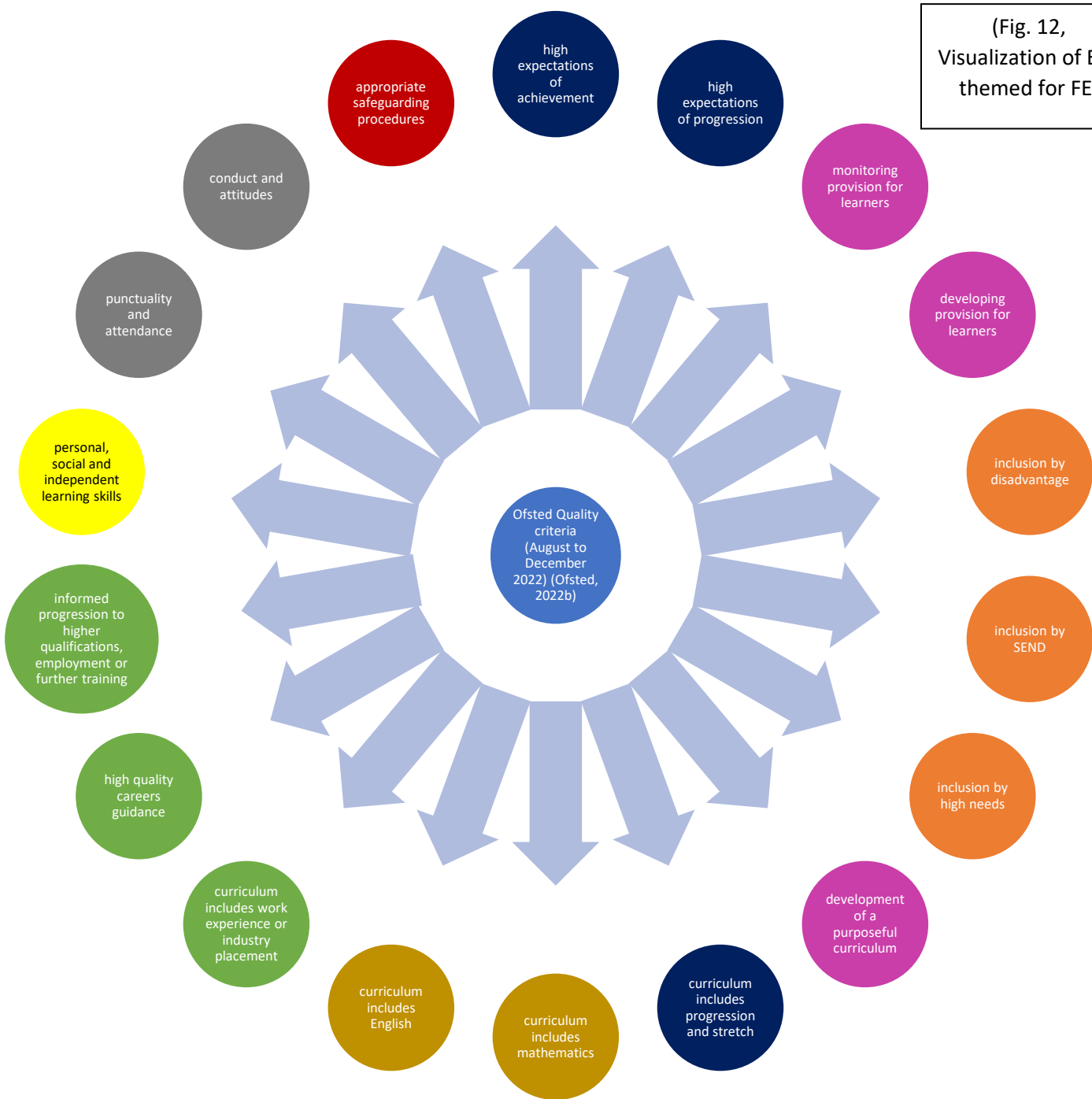
The revised Ofsted inspection framework (Ofsted, 2022a), active from 2019, and updated for 2022, did not simply appear and fill a void, rather it drew upon national and international evidence databases such as the Sutton Trust and the Education Endowment Foundation, as well as articles in respectable journals such as the Oxford Review of Education and the British Educational Research Journal (Ofsted, 2019). However, given that some of the research selected was over 20 years old, one may well question why more recent studies, especially in relation to brain development where there have been considerable advancements in the field, were not used. One might almost cynically suggest that in places the research was found which backed up a pre-determined agenda, although there is little actual proof of this. Indeed, while Naz (2021, p. 1) argues that the current regulatory system is suggestive of "a specific technology of power pertaining to an economic rationality that seeks disciplined institutions that produce disciplined and responsible

consumers for a cost–transaction society", acknowledgement by the inspection framework of the need for critical thinking and personal appreciation of influences upon society may go some way towards countering this.

Ofsted, within the current Education Inspection Framework (Ofsted, 2022a), focus on the areas of quality of education; behaviour and attitudes; personal development; and leadership and management (Ofsted, 2022a). Within the area of quality, intent, implementation and impact form the process of making a value judgement about the success or otherwise of the curriculum content and pedagogic approaches in meeting all students' needs. Intent is about what is taught and why, whereas implementation looks at how the intent is enacted (curriculum as experienced), and the impact focuses upon academic outcomes as well as the development of individual student interests (Ofsted, 2022b). Behaviour and attitudes considers areas such as aspirations, resilience, sense of purpose and building positive relationships for learning within an enabling environment. Personal development in English state schools and colleges covers physical and mental health, confidence, independence and respect for British Values. The remit of leadership and management is seen within their responsibility for ambitious visions, shared values and facilitating engagement with the wider learning community.

The 'Further Education and Skills' handbook (Ofsted, 2022b) was released in response to complaints that the existing EIF neither reflected the remit of FE colleges, nor drew on any evidence which showed how colleges had been considered in its design. Eighteen areas of quality for sixteen to nineteen provision are identified in this document, as shown in the following diagram:

(Fig. 12, Visualization of EIF, themed for FE)

Central text: Ofsted Quality criteria (August to December 2022) (Ofsted, 2022b)

Surrounding circles:
- appropriate safeguarding procedures
- high expectations of achievement
- high expectations of progression
- monitoring provision for learners
- conduct and attitudes
- developing provision for learners
- punctuality and attendance
- inclusion by disadvantage
- personal, social and independent learning skills
- inclusion by SEND
- informed progression to higher qualifications, employment or further training
- inclusion by high needs
- high quality careers guidance
- development of a purposeful curriculum
- curriculum includes work experience or industry placement
- curriculum includes English
- curriculum includes mathematics
- curriculum includes progression and stretch

Key:			
Area of focus	*Colour*	*Area of focus*	*Colour*
Expectations	dark blue	Careers	green
Provision	pink	Student skills	yellow
Inclusion	orange	Student behaviours	grey
English and maths	gold	Safeguarding	red

Teaching in FE

Equally, to support students and create the right environment for them to succeed academically, FE requires a highly skilled and qualified workforce, and this too is governed by quality criteria. While teacher shortages have been well documented in subjects such as maths, sciences and languages for a long time (Education Policy Institute, 2020) and in a wider range of subjects since Brexit (InsideGovernment, 2020), there are nonetheless three domains of practice which are suggested as providing a sound basis for managing teaching and learning in the classroom. These include Professional values and attributes (PVA); Professional knowledge and understanding (PKU); and Professional skills (PS). These are largely echoed in the three Dimensions of Practice as advocated for by Advance HE within the university sector, namely Professional Values, Core Knowledge and Areas of Activity (Advance-HE, 2022). While key areas such as maths and English, safeguarding and employability skills align from both of these frameworks to Osted's FE-specific criteria, there are also some additional areas such as sustainability (as seen in the criteria for Professional Values and Attributes, section 2) which are not picked up elsewhere. It is also notable that digital skills are largely viewed as being just as important as maths and English in much educational documentation, with Derrick, Laurillard and Doel (2016, p. 4) observing how they should be seen as "a crucial complement to essential English and maths skills". The research of Pagani *et al*. (2016) take this a step further, with data from their research demonstrating how digital skills can support the achievement of those with low literacy levels, as well as the maths achievement of those with the highest and lowest abilities. Stronger digital literacy skills were also seen to have the most positive effect on the literacy achievements of those from the lowest socio-economic backgrounds. Yet digital skills remain viewed only through a lens of progression into higher education or employment by Ofsted.

The Minimum Core (ETF, 2022), developed in 2004, updated in 2007 and 2016, and now in its fourth incarnation from 2022 onwards, was designed by the Education and Training Foundation (ETF) to ensure that teachers training to work in the sector achieve the quality criteria of minimum knowledge in how to teach English, maths and digital skills in a way which is accessible and inclusive (Gravells, 2022b). The latest version also includes a focus

upon sustainability, as well as equality, diversity and inclusion (ETF, 2022). Each section is broken down into Planning teaching; Approaches to teaching; Subject- and industry-specific teaching; Developing employability skills; Assessment and feedback; Accessibility and inclusion; and Self-development. While this arguably provides a fairly holistic view of each of the five areas, in terms of aligning with Ofsted's FE-specific factors there is nothing to map Education for Sustainable Development to. Equally, Digital Skills are only explored in their relationship with employability, or to facilitate English and maths. The breadth of ideas within Equality, Diversity and Inclusion go far beyond the small spaces left for them by Ofsted, focusing on the need for a commitment to "a pedagogy of human rights, equality, diversity, and inclusion" (EDI A1, Education and Training Foundation, 2022) which does much to promote student sense of belonging, self-worth and academic self-esteem. Equally under EDI, it is interesting to note the focus on subject content rather than learning environment or pedagogic approach when teachers are reminded to "Ensure that curriculum content supports equality, diversity and inclusion" (EDI B2, ETF, 2022).

This is further echoed by a foregrounding of the need to "Demonstrate the importance of diverse representation in the curriculum content, teaching methods, research evidence, resources and materials used in teaching " (EDI D1, ETF, 2022), "Describe how inequality has impacted on the subject being taught or on the industry learners are being trained for" (EDI D2, ETF, 2022) and "Recognise and celebrate learners' own knowledge, experience and voice in promoting equality, diversity and inclusion (EDI) within the learning and work environment" (EDI D5, ETF, 2022). Here the valuing of learner voice for pedagogic credit is mentioned for the first time in quality criteria, and is a further reminder of the need to consider where curriculum comes from and who is in a position to define it as powerful knowledge. This is also picked up through HE campaigns such as 'Why is my curriculum white?' (University College London, 2014) and the need to decolonise the curriculum. Issues of race, ethnicity, language and culture are particularly relevant, albeit at times discomforting to address within Criminology, and therefore do warrant consideration. Indeed, entire books have been published to guide teachers and lecturers through this complex intersection of crime, victimisation, identity, lifeworld experience and presentation of self within the learning environment (Young and Strudwick, 2022b; Hayes, Luther and

Caringella, 2015). Such contested claims as to what is important within students' academic learning journeys, as well as the ongoing tensions between funds of knowledge and academic knowledge, suggest that this remains an area worthy of further research.

Careers and Progression

Quality criteria relating to Careers Information, Advice and Guidance (CIAG), the Gatsby Benchmarks have been in use since 2013 (The Gatsby Charitable Foundation, undated). They were trialled across six nations and, at an FE level, within three specific colleges. Holman's bespoke criteria for colleges was published in 2018 (Holman, 2018), based upon the same eight criteria as schools and expressed to be more age- and stage-appropriate. Holman (2018, p. 1) notes how "Good career guidance is critical for social mobility. It helps open students' eyes to careers they may not have considered". Such CIAG, which reflects the underpinning concept of powerful knowledge to a certain extent, is to be embedded within the student experience both as part of their course (e.g., Benchmark 5 – Encounters with employers and employees which are 'meaningful' and 'delivered through their curriculum area') and as a wider experience (e.g. Benchmark 8 – Personal guidance which include 'guidance interviews' which are 'timed to meet personal needs').

Safeguarding

Keeping students safe is a broad area of quality and can be identified as one of the eighteen areas of the FE-based EIF. The PREVENT duty is based upon Section 26(1) of the Counter-Terrorism and Security Act 2015 and links funding to ensuring that colleges uphold their duties to prevent people from being drawn into terrorism through "not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit" (Home Office, 2021). The duty acknowledges both the need to monitor premises and those visiting them to ensure they are safe, alongside the need to promote freedom of speech. However, as Alfano, Carter and Cheong (2018) point out, risks are not always externally located, and there is also a need to consider internet usage as a form of self-radicalisation.

Safeguarding in colleges draws upon the 'Working together to safeguard children' statutory guidance from the DfE (2022a), and begins with how staff are recruited, trained and managed. Safeguarding is seen as being everyone's responsibility and must be carried out in the best interests of the child. The four key areas are noted as: protecting children from maltreatment; preventing the impairment of children's mental and physical health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes (DfE, 2022a). Child-on-child abuse is a new addition to this updated version, and reflects changing views in society about how children can be offenders as well as victims of sexual abuse, and indeed any one child may be both victim and offender at the same time. Such concerns include in-person and online threats and harms (DfE, 2022a).

While there is a plethora of information available in response to searches of the PREVENT duty in FE, which focuses upon the specific safeguarding area of preventing terrorism, there is considerably less in response to online keyword searches involving safeguarding. This is perhaps suggestive of how infrequent but high risk radicalisation and related terrorism threats have a much higher level of concern than more 'everyday' safeguarding issues such as bullying, sexual exploitation or self-harm, even though all are harmful. Indeed, in FE News, Miles (2021) reported on how safeguarding guidance is "not clear or consistent and the terminology used can be very much open to interpretation". The actual key document, 'Keeping children safe in education' (DfE, 2022a) only appears four pages into the search, with safeguarding training companies and pages with different colleges' own policies filling in the rest. Given how algorithms promote the most searched-for responses, this certainly is a comment on how rarely such documentation is read directly from policy rather than as interpreted via institutions or service providers.

Digital skills

In terms of the quality criteria which support developing digital skills and managing their related wellbeing issues, JISC (2020a, p. 3) suggests that digital wellbeing should be viewed as "the impact of technologies and digital services on people's mental, physical and

emotional health". The affordances as well as limitations of digital working were highlighted particularly during the Covid pandemic (JISC, 2020b), and during this time the Office for Students (2020) also noted lack of access to appropriate technologies, the knowledge to maintain them, and a quiet space to use them, as a form of "digital poverty" which could leave some students behind. While aimed at university rather than FE students, it can arguably be seen as equally relevant, with the risk being raised further in rural areas with known connectivity issues (Rural Services Network, 2021). JISC (2022) suggest six areas of digital skills to support learners moving into, through and on from FE. These consist of digital proficiency and productivity; digital creation, problem-solving and innovation; digital learning and development; information, data and media literacy; digital communication, collaboration and participation; and digital identity and wellbeing. These are important areas of modern life which link students to their peers, studies and future plans. However, research by Nageswaran *et al.* (2022) suggests that in our increasingly digitally-mediated world, educational institutions should be doing more to support students to manage their social, personal, learning and work needs. It is also worth noting though, that the assumption of 'all' students being part of this picture is misleading, as some families will opt out of digital culture due to a variety of reasons which may include pagan beliefs (Blanton, 2014) or concerns around the health impact of different forms of connectivity (Warren, 2020), as well as having limited finances to access services which are assumed to be universal (NCFE, undated).

2.9 LEARNING FROM THE LITERATURE REVIEW

The Literature Review is able to inform and guide the onwards research process as it sets the scene for that which is already known, the gaps in existing knowledge, and the types of areas the research questions would benefit from engaging with. In terms of Criminology and crime, while the subject itself continues to grow in relation to student engagement, there is relatively little known about the experiences of rural FE students and their experiences of crime, victimisation and witnessing. Gaining some insights in this area would be beneficial in order to plan meaningful and supportive learning opportunities, ones which inform and

engage, rather than alienate or distress. This could then support an understanding of the appropriateness of a funds of knowledge approach, as while valuing wider life experiences is generally seen to be motivating and connect the student to their learning, this is less explored in relation to more troublesome funds. Funds of identity draw upon funds of knowledge, as well as developing through interactions, so understanding how to create positive support for this development through academic identity is important.

Reflecting upon the powerful knowledges valued within the course emphasises the limitations of the Level 3 curriculum, including how academic skills must be overtly taught to enable the conversion of subject knowledge into academic success. Understanding how students view the necessary skills, and their confidence in performing them, will be useful in planning more targeted teaching. Regardless of more inclusive assessment practices across HE in particular, FE remains behind current thinking in relation to student diversity, and so awareness of how Level 3 assessments must be carried out is vital in preparing students for them. The cross-cutting influences of the learning environment are important to recognise, as while emphasis for face to face teaching may be upon the physical learning space, the subject content demands attention to how socio-emotional engagement is sought and managed too. Digital environments for learning about crime and Criminology spread far beyond anything which individual teachers have control over, facilitating the development of individual interests whilst also causing concerns around online literacies and the extent to which 'fake news' and a culture of 'likes' and comments impacts upon understandings of reliable information. And consideration must also be given to students who are left behind by this digital world, be it through lack of skills, equipment or wifi connectivity.

Finally the use of quality criteria in shaping and judging provision offers up some interesting debates. There is a great deal of emphasis upon pushing students forwards academically, yet little is included on developing the underpinning wellbeing measures which allow this to occur. Where there is a focus on inclusion, this relates to disadvantage, high needs and SEND, yet following the pandemic there are a great deal of societal concerns around mental health, social anxiety and self-exclusion from education, and these cut across all abilities and

social classes. There is as much interest in career progression as there is in curriculum development, yet there are no Level 3-wide standards which explain the types of knowledges, skills or dispositions students should be developing. Indeed, there is a question as to the valuing of Level 3 as a stage in its own right, rather than as a facilitator between GCSEs and employment or higher level studies. Finally, the development of English and maths skills continue to be prioritised, while digital skills and self-management are largely overlooked, which may not be in line with the developing needs of students, whilst belonging in FE or when moving on into employment or higher level studies.

Chapter 3 – Methodology

This section considers how the research takes place, including the questions which shape it and the logistical and ethical considerations which place some limitations on the design. In line with the concerns of Atkins and Duckworth (2019, p. 123), there is an awareness that information requested from participants must be meaningful to them and exist within a familiar framework, rather than existing solely to satisfy a researcher's theoretical curiosity. Finding ways of better understanding what matters in student learning on a Level 3 Criminology course is the essence of what is sought. This occurs in terms of what is important to the student in relation to how to succeed academically with both the curriculum content and the ways of being assessed.

3.1 RESEARCH QUESTIONS

Developing the research questions for this project was quite a journey, with many revisions involved as new ideas and information come to light. Swain (2017, p. 36) likens getting the wording right as being akin to formulating the perfect line in a poem – no easy task. The driving force was to understand how academically successful and emotionally supportive learning environments can be created for Level 3 Criminology students.

1. What are the funds of knowledge and funds of identity that Level 3 Year 1 Criminology students bring with them to college?

2. What are the powerful knowledges and academic skills that Level 3 Year 1 Criminology students need to acquire to be successful in the Criminology classroom and in their qualification?

3. How do the physical, socio-emotional and digital learning environments facilitate or hinder these students on their learning journey?

3.2 POSITIONALITY

The term positionality reflects the researcher's world view and how they approach their research project (Holmes, 2020). The two largely need to coincide to produce something coherent and informative about the researcher's chosen focus, particularly where this is linked with some element of personal or professional curiosity. It calls into question the researcher's norms, values and beliefs, including their assumptions about the everyday activities of participants, their capacity for agency, and the socio-political and economic forces which shape the boundaries of their lived experience. Holmes suggests that in order to be robust and allow the reader to understand the lens through which research was initiated, carried out and written up, the sharing of one's positionality should endeavour to include the subject under investigation; the research participants; the research context and its resulting process. In line with the recommendations of Savin-Baden and Major (2013), the subheadings which follow reflect ongoing engagement with some difficult thinking, not about how particular researchers or theorists have arrived at their world view, nor about how participants perceive the research topics, but about how my own lived experiences have created my uniquely subjective perspective on what can be known about the world, how it can come to be understood, the types of research participants who can inform the questions this raises, and to what extent this allows for a full and impartial examination of the findings.

Researcher's lenses

Identifying my precise ontological position is challenging in this research, as while the subjective experiences of students and their parent-carers are what is sought, suggesting a constructivist stance, there is also a deep belief, after over two decades of teaching, that there are some 'facts' which can also be established about student learning journeys in general which allow us to plan effectively for each new cohort based upon generalisable tendencies. These facts, typically associated with a positivist outlook, sit within the realms of educational 'realities', a range of structural constraints which shape the breadth of options available about which it is possible to have subjective experiences. As such this

would most likely sit within a pragmatist paradigm (see, for example, Kelly and Cordeiro, 2020; Patton, 2014; Biesta, 2010; Dewey, 1908) as it is "linked with the pursuit of social justice" and "has the potential to closely engage and empower marginalized and oppressed communities and provide hard evidence for the macro level discourse" (Kaushik and Walsh, 2019, p. 1). This then guides my research tools to those which best answer the research questions, rather than being limited to a given approach. As such, a design which sequences an analysis of the learning environment alongside an initial survey of the participants, with a view to generating more in-depth questions to be explored a/synchronously through multimodal and personally relevant means becomes not only possible, but entirely appropriate. Indeed, as Hammersley and Atkinson (2007, p. x) note, "it is, after all, a particular virtue of ethnographic research that it remains flexible and responsive in local circumstances", and this can be usefully extended to ethnographically-informed case studies.

This research is carried out with the belief that it is not possible to take a neutral stance in the research process, as the questions asked, approaches undertaken and indeed meanings ascribed to findings are all influenced by one's assumptions of epistemology and ontology, human agency and intersectional characteristics (Holmes, 2020). While Savin-Baden and Major suggest that positionality "reflects the position that the researcher has chosen to adopt within a given research study" (2013 p.71), for me this suggests a highly purposive approach from the very beginning. However, in my own experience, this sense of positionality emerged through the research process, and assumptions I would have made at the very beginning did not always hold true. For example, I assumed based on the prior educational settings I have worked at that there would be significant elements of socio-economic disadvantage, and that this research may have a liberatory aspect, yet this is not something which came through in the findings. Sikes (2004, p. 16) reminds us that regardless of epistemological stance, "it is crucial that researchers are clear in their minds as to the implications of their stance, that they state their position explicitly". Whilst carried out as reflectively, reflexively and transparently as possible, Luft and Ingram's Johari's window (cited in Luft, 1961, p. 21) reminds us that it may not always be possible to give a

full picture as there will always be some areas where we are blind and aspects of self-awareness are hidden.

One area of theoretical awareness I hold about myself is the belief in a funds of knowledge-informed approach to education (see Moll *et al*., 1992, as a worthy starting point), whereby students are enabled through solicitation of lifeworld experiences to make links with taught content. During my time in HE as a lecturer in Education, Sociology and Criminology, it was possible to work towards a strong version of this at times, writing modules and assessment methods which valued lived experience and how this could be reflected upon using theory. However, within FE the use of funds of knowledge is limited to the weak version, whereby personal experiences are used to make links to a pre-determined curriculum which contains strongly boundaried assessment criteria. This acknowledgement of the importance of powerful knowledge was originally flagged up at a national conference at which I was fortunate enough to deliver a presentation on the funds of knowledge approach, explaining the affordances of funds of knowledge in areas of educational disadvantage and on university outreach programmes. When the floor was opened to questions at the end, one attendee asked if I felt by focusing upon students' funds of knowledge I was denying them time to explore more beneficial powerful knowledges which could take them further academically. At the time I remember feeling very cross that my chosen view of the world felt under attack, yet after further engagement with the work of Michael Young (1999; 2008) and colleagues (Hordern, 2022; Muller, 2019; Moore, 2010), I understood that this was a really important perspective.

Potential influences on the research

I am a cis-gender white working-class straight woman of middle age, a single parent of two young teens, a disabled person with a fatigue-based health condition, a first-in-family university student with an interest in left-leaning politics, including social and environmental justice, a survivor of domestic abuse and a teacher of twenty years. This gives a certain perspective on the world, and on the field of education in particular. It further influences what I am motivated to research, and how I seek to do this.

- My experiences of being **working class** in an academic world, particularly in the decade recently spent as an HE lecturer and mentor, has led to a certain amount of imposter syndrome (Bolton, 2014).

- My experiences of **disability** by contrast have led to some experiences of ableist microaggressions (Lett, Tamaian and Klest, 2020) and outright institutional discrimination. What gave me the knowledge and policy awareness to fight back, not to mention the vocabulary with which to do so, was taking part in the research of another disabled academic. In this sense, there is an assumption that taking part in research can be emancipatory, even where negative experiences may be part of the focus.

- My experiences of being **middle aged and a parent** influence the research to the extent that as a teacher I am aware of being viewed as approachable and supportive in a 'mumsy' way, and as a researcher I need to be very careful to delineate my roles and ensure that participants are happy telling me about their experiences as a researcher, not a teacher.

- My interest in **social and environmental justice** are close to my heart, and prior teaching experience which enabled me to write them into programme design and assessment is something I miss within the FE context. As such, there may well have been a subconscious desire to 'find' that my participants also shared these interests as a way of justifying why they are promoted through classroom displays, advertised job vacancies and occasional off-textbook focus days.

Being an insider researcher

Insider research poses its own special set of considerations, hence being known as the "double edged sword" by Mercer (2007), with Fleming (2018, p. 311) observing the challenges posed by the role of teacher-as-researcher, where "boundaries along the continuum are often blurred". Chavez (2008, p.474) notes that "the insider-outsider distinction is a false dichotomy" as, in the words of Adler (2004, p. 107), "we are all social beings, insiders in some contexts and outsiders in other situations". This is particularly true within this research context, as being an insider to the institution and Criminology classroom does not make me an insider within the students' social, emotional or digital worlds. While there is already a positive and mutually respectful relationship between the

self-as-teacher and potential participants, this does not include the self-as- teacher-researcher, and this difference needs to be teased out so that students do not feel coerced into taking part, nor complete research tasks under the misapprehension that this is some form of 'homework'.

In order to avoid this, an introduction to the research was given at the end of a lesson via PowerPoint. This explained what doctoral studies are in relation to Further Education, and how at times when I was not busy being their teacher, I was also a student in my own right. It explained how I wanted to understand their experiences of learning Criminology as a college student, but unlike in lessons where everyone is expected to take part, this only required students who wanted to share their thoughts. It was made explicit that teaching and learning relationships would carry on as usual, whether students chose to take part or not, and that anything which non-participants wanted to share in terms of improving practice would still be most welcome. The PowerPoint also clarified why contact to do with the research would come from my university's email account rather than my college account, to further reinforce the idea of different roles, and these were both shown on the whiteboard. There was then a rough estimate of how long it would take students to complete the initial survey questions, so that they could make a realistic appraisal of if this was something they could manage alongside other commitments. It was hoped that the fifteen to twenty minutes timeframe would generate a robust level of information whilst not being overly onerous on the students. The PowerPoint finally explained that due to them sitting within the sixteen-to-nineteen age range, the informed consent of a parent-carer would also be required before I could work with them as a participant, and that they would then also need to give consent themselves to take part, once they had read and if they agreed to give their own informed consent. When initial participant numbers remained lower than hoped for, the slides were shown again several weeks later, and this time paper copies of informed consent and the survey were given out as well, in case the digital format was a barrier for anyone.

As Portelli (2008) notes, building up a rapport with participants prior to the research is key for gaining more insightful answers, and indeed maintaining that relationship after the research window has passed is also important for students to feel an ongoing sense of professional care. To ensure this took place, this research was not introduced to students until the end of the first term of their first year, was completed mostly within the second term, and feedback on the research process was presented towards the end of the third term. Trowler (2016) reminds us that research is an opportunity to create positive changes to practice in the future, not just create a better understanding of student experiences in the present, and this may be more easily achieved as an insider researcher. However, authors such as Bhabba (1990) and Sell and Lynch (2014) contest the very idea of a binary between insider and outsider, academic and practitioner, instead advocating for a conceptualisation of a third space where theory and practice can come together and create new knowledges without one aspect being privileged over the other. This concept was reflected in the way that, having completed the initial surveys and seeing that additional questions were raised through the student-generated responses, an additional and hoped-for arts based approach was then initiated. This was discussed with students as mirroring their own processes of receiving feedback on work and then looking to improve their own work, with myself positioned as the researcher who had learnt that better and more interesting and insightful questions could be asked, hence developing a second phase to the research.

It was challenging to find a balance between respecting student rights to non-participation, whilst also seeking to ensure a suitable number of contributions that would usefully inform future practice. In the end I settled on four sessions of promoting my research, with two lots of two promotional sessions, each spaced approximately three weeks apart. The first two of these introduced the research, and the second two introduced the follow-up questions around six weeks later when initial data had been loosely analysed.

Greene (2014) notes the rise of teachers and lecturers engaging in insider or 'practitioner' research due to professional doctoral programmes such as the EdD. While she observes

many advantages to this, such as knowledge of the research institution, and a pre-existing ability to interact with one's desired participant group, Greene nonetheless notes the challenge of bias and how objectivity can become threatened, particularly when analysing data. One way she suggests to manage this is to keep a research journal or field notes so that the research process is part of situated observations and reflections, thereby tying analysis in closer to what was happening, and attempting to create distance from unconscious hopes or fears in what the data may reveal. The field notes created for this research process may go some way towards this, but would undoubtedly have been more effective if continued throughout the whole of the year of research, rather than just the settling in and initiation stages.

The research-project context

The context for this research project initially felt rather rushed. I was made redundant three years into doctoral studies, and there had been many years of reading and assessments dedicated to a focus upon first generation coastal HE students who studied Education and Early Years. Despite advice from more experienced others that I should take time to understand my new context, including which parts of my previous research ideas could be in some way transferable and which would have to be dropped altogether, due to financial pressures I felt that there was a need to start straight away so that I could afford to finish the programme. Yet the focus was now upon the educational experiences of rural FE students within the sixteen to nineteen age bracket, all of whom studied Criminology. While my general passion for funds of knowledge and powerful knowledges were useful, what I already knew about them had to be re-evaluated in light of the new context.

When, where, how and in what way these influence the research process

As a Modern Languages teacher in secondary schools during my initial teacher training, there were built-in tensions to the lives lived and expected to be lived by my students, and the messages of travel and expanding horizons inherent within my subject. For my students and their families, issues such as gangs, family feuds, drugs, violence, knife crime and

weapons carrying, prostitution, witness protection, attempted kidnapping, arson, suicide and homelessness all made their presence felt. There were often multiple issues occurring daily and yet none were present in the materials they studied, creating a sense of alienation and othering. Nonetheless, these experiences led to a considerable personal and professional interest in what types of environments help and hinder children to engage with their learning, both within and outside of the educational setting. These schools had considerable involvement with the police, one having its own police interview room within the barbed-wire and CCTV-filled premises, the other having frequent visits to train staff in the weapons and substances of choice in the local neighbourhood. There was, with hindsight, a fair bit of tension between the schools as safe spaces for students, and the police who wanted staff to go out on patrols with them to identify the young people committing antisocial, violent and damaging acts in their community. So while Criminology has not always been the topic I have taught, it was of real interest to be able to follow up on how students with an interest in crime experience their learning, what motivates them, what may limit them, and how that developed their own thinking about issues of justice in general and thoughts of their own career development in particular.

3.3 RESEARCH DESIGN

A number of possible designs lent themselves to this research, with action research and evaluation studies initially being of interest. While variations in action research exist, for example collaborative, participatory and emancipatory, which create some difficulties in giving an all-encompassing definition, the key principles of action research may be summarised by Punch's (2009, p. 136) suggestion that "in contrast to the ideas of inquiry for its own sake … action research aims to design inquiry and build knowledge for use in the service of action to solve practical problems". Cohen, Mannion and Morrison add some depth to this in further suggesting that it can support teacher development (2011, p. 346) by allowing teachers to work on problems or issues they have come across in their own practice (2011, p. 344). However, at the time of deciding upon a research design, I did not

possess sufficient familiarity within the field to enable useful or beneficial decisions to be made around what might improve the student experience and how best to harness this in pursuit of discovering answers to the research questions, and so it was ruled out.

The next option was evaluation studies, as these had the potential to answer some of the research questions better than action research could, yet like action research are also acknowledged as having value across the theory-practice divide (Thomas *et al*., 2020). Evaluation research can be defined as "rendering a value judgement" about "learning or decision making" (Wanzer, 2021, p. 41), and in this case could have been employed to judge the usefulness of different pedagogical approaches in achieving curriculum goals. However, this would have narrowed the research focus, and again suggested a greater level of knowledge at the start of the research process than I actually had. In line with BERA guidance (2018, p. 4) that all social science research should "aim to maximise benefit and minimise harm", this did not seem to be the most beneficial approach either.

In returning to key texts around funds of knowledge (González, Moll and Amanti, 2005) and funds of identity (Esteban-Guitart, 2016) as tools for decision-making about an appropriate research design, it was noted that ethnography plays a considerable role in informing this approach. As ethnography is also used to inform a significant amount of research which takes a funds of knowledge standpoint, with Moll *et al*.'s work (1992) offering an excellent and much-cited example, it seemed appropriate from an epistemological perspective to embrace some of this approach too. There was significant appeal in the ethnographic approach itself, the paying of attention to the everyday and relatively mundane experiences which combined to present a wider and more insightful picture. Variously described as "the human capacity for participant observation", (Hammersley and Atkinson, 2007, p. 18), as "complicated and 'messy' humans" who observe and are observed by one another (Madden, 2010, p. 15), and, in critical ethnography, examining "culture, knowledge and action" from a symbolic interactionist perspective (Thomas, 1993, pp. 2 - 3), the core of ethnographic research is the way in which a patchwork of data is drawn from everyday contexts and interactions to form a persuasive image of lived experience within ecological

systems. In this way there is also some drawing on the work of Bronfenbrenner (1979) in establishing the multidirectional influences upon the field of investigation. And as noted by Hammersley (2006, p. 3), not all of the data will always be thick description and qualitative, as ethnography also allows scope for quantitative data and analysis, somewhat echoing the approach of the Chicago School (Deegan, 2001), particularly in relation to researching educational experiences.

The work of Carspecken (1996) initially held a high degree of appeal, given its careful scaffolding of the research process, gradually building wider from the research setting and participants into the wider world. However, given some fairly unique and easily recognisable features of the local area, the initial stages he suggests were felt to go against attempts at anonymity of the institution, so it was decided to align ethnography with an additional approach in the hope of creating something more robust and manageable. Given the boundaries of the research were quite simple in terms of the participant year group and subject of study, it seemed that perhaps there was also a specific 'case' which was being explored, allowing for consideration of ethnographically-informed case study.

In 1978, Smith found terms such as 'educational ethnography', 'participant observation' and 'case study' to be suitable synonyms for one another, drawing as they did upon the incoming paradigm of qualitative rather than quantitative research. While ideas around qualitative forms of data and the differences between them have developed considerably in the intervening years, there are nonetheless two key areas in which Smith's early work remains relevant. Firstly, he felt that the creation of boundaries around the research focus would be provided by Malinowski's 'foreshadowed problems', that is, "initial and partial analyses of the problem" (Smith, 1978, p. 331) which has drawn the researcher's attention in the first place. Secondly, a key part of thinking about the data collection included the three stages of Immersion in Concrete Perceptual Images (the importance of visual data); the Interpretive Aside (the need for field notes); and Conscious Searching (drawing on ideas from theory and literature to cast light upon that which is being witnessed). This seemed to

offer sufficient parallels to Carspecken's (1996) way of working to look like a promising way forwards.

More recent work by Parker-Jenkins (2018) suggests the term 'ethno-case study' as a beneficial middle ground between the time constraints research deadlines often bring, and the many months or years of research often required by traditional ethnography. For her, this allows a case study format to benefit from "a richer, wider context" which "conveys the sense of conducting an inquiry with people, employing ethnographic techniques" whilst also offering "some level of expectation in terms of the project results and claims" (Parker-Jones, 2018, p. 25), which seemed a good fit for the boundaries of this research project. Zakar's (2023, p. 242) ethnographic case study also made suggestions for good practice within this approach, recommending that using observations of surroundings as well as participant data is the best way to "get authentic results without interrupting the natural ongoing process", and this held considerable appeal as a practical and desirable way forwards.

Case study was then considered due to it being an empirical method which "investigates a contemporary phenomenon … in depth and within its real-world context, especially when the boundaries between phenomenon and context may not be clearly evident" (Yin, 2018, p. 15). Overall, Tight's (2017) work echoes the appropriateness of case study within the educational sciences, with Stake (1995), Punch (2005) and others (see, for example, Starman, 2013) however querying the looseness with which the term can be used. As such it was essential to have some defined criteria with which to identify the parameters of this case study, and this research meets Yin's (2018) three criteria; some of the research questions are 'how' or 'why'; there is in numerous ways little control over behavioural events; and the focus of the study is contemporary as opposed to historical. An exploratory case study would have been one possible approach, also drawing upon Hamilton and Corbett-Whittier's (2013) distinctions of reflective, longitudinal, cumulative, collective or collaborative, with a tendency towards cumulative if appropriate pre-existing cases could be established. One particular appeal of this, yet potentially also its biggest challenge, was in

the importance of bounding the case early on, that is to say, ensuring that there were clear boundaries which define 'case' and 'not case' activities and events.

Initially there was some confusion over the extent to which this ethnographically-informed case study should work towards a more positivist and detached researcher position, as per the tradition of educational and sociological ethnographers (a stance questioned by Busher and Fox, 2020), or whether the anthropological tradition, having largely thrown off its problematic post-colonial approach and now fully embracing "entanglements" (Mills and Morton, 2013) within the social milieu, would provide a more comfortable fit. Given my positioning as the participants' teacher, then it was felt that entanglements were inevitable, informal discussions of research progress and our respective homeworks would get discussed, and indeed the use of this study as promoting lifelong learning and the sharing of information about higher level studies would offer more benefits overall than a more siloed approach.

Poth builds on this, problematising the situating of research within traditional boundaries which are decided upon in advance and assume stable research conditions, and advocating for an approach which "situates the research within its problems, members, contexts and procedures (allowing for the adapting to) dynamic influences surrounding the research" (2018, pp. 44 - 45). As such, she sees researchers adopting multiple positions within the research process, such as practitioners, architects, engineers, collaborators and managers, all of whom allow for the answering of the research questions to guide the research process. Mixed methods, as facilitated by ethnography, also reflect the ontological and epistemological position of this research to the extent that while some trends are generally believed to be visible over time in student learning (positivism), students will also perceive the world around them according to their own subjective interpretations (constructivism). To effectively capture both generalisable trends (generalisable within the specific subject and learning environment from year to year, with no claims made beyond this) and subjective factors, a research design which allowed for such a purposeful patchwork of ways of working was needed, with sequencing moving from more quantitative to more qualitative

approaches as knowledge around relevant questions and ways of responding emerged. Fetters calls this the 'explanatory sequential' mixed methods research design (2020), where larger quantities of data are initially collected and examined for trends and prevalence of ideas or behaviours. This is then followed up with the search for an explanation of these findings, usually from a smaller participant base.

Pole and Morrison (2003) note the challenges of observing and recording everything at all times as a single researcher, particularly when one is an insider researcher with a pre-defined schedule of daily tasks – teaching classes, meeting with colleagues, communicating with parent-carers. As well as requiring a degree of reflexivity and focus to make this work, they also note the complex relationship between researching and the researcher, namely that while the researcher inevitably impacts upon the field they are researching, so too is their scope for the emerging information to change the researcher's ways of teaching, observing or reflecting (2003, pp. 28 - 29). It is for this reason, they suggest, that the initial phase, Carspecken's (1996) 'primary record', should be used in tandem with another method. In this case surveys and documentary analysis will also be used. While Mason (1996) would perhaps question the usage of such 'passive' forms of data, Pole and Morrison (2003) maintain that by the researcher actively seeking to make sense of the field by interacting with the data, keeping field notes and making new links to it through use of more 'active' data, then a sense of balance is maintained. While both spatial and temporal proximity to the data are desirable, Marsh (1982) suggests that surveys can play a key part in ethnographically-informed research by acting as a sound 'backcloth' against which other features can be assembled. Pole and Morrison (2003, p. 54) echo their usefulness as part of "the toolbox of methods" which the researcher can draw upon, whilst suggesting that this requires a degree of discrimination by the researcher to understand how different methods will complement each other to form as full a picture as possible.

3.4 RESEARCH TOOLS

As this research seeks to give voice to rural FE students whose academic experiences and geography of study are often unasked or unheard, an ethnographically-informed case study approach was chosen. In terms of creating boundaries for the case in question, this was based upon one cohort of approximately seventy students who were in the first year of their studies of an Applied Diploma in Criminology, alongside two A level subjects. This temporal closeness to their secondary school studies allows for consideration of the academic skills developed there which may help or hinder with transition processes. Their place of study is a rural FE college in the South-West of England. The towns and villages in the main catchment area have similar levels of average household income (Dubas-Fisher and Shepherd, 2023), with this sitting just under the median for the UK (Office for National Statistics, 2023c).

Carspecken's seminal work from 1996 was initially chosen as offering a relevant pathway for collecting the ethnographic information. Typically, stages one and two are known as the primary record (see Fig. 14), setting the background to the research. For the purposes of this research, this is built around image analysis from the learning environment, field notes of significant events, and documentary analysis of key curriculum and quality criteria. Stage three is then the dialogic data collection, with participant engagement and the production of data-rich artefacts. In this case, the use of a student and a parent-carer survey, followed up with a multi-modal response set of questions which sought deeper insights based upon the survey results. Stage four seeks to discover systems relations within the field, focusing on students and their parent-carers, their learning environment and the wider policy field. Stage five builds on this and goes wider, "seeking explanations of (…) findings through social-theoretical models" (Carspecken, 1996, p. 195).

One troublesome issue within the creation of the primary record proved to be the conflict between the desired research design, and ethical considerations such as the need for anonymity (BERA, 2018). While in stage 1 it would usually be appropriate to create a record

of the local area as well as the specific site where the research takes place, due to a number of well-known landmarks and events, as well as the limited distribution of certain features and services within the region, this would have led to a large number of people being able to recognise the group of towns and villages the institution sits within, and therefore by default the institution itself. As such, this stage was amended accordingly and instead focused solely upon the learning environment in order to respect the institution's and participants' right to anonymity (BERA, 2018). This is shown in the figure below.
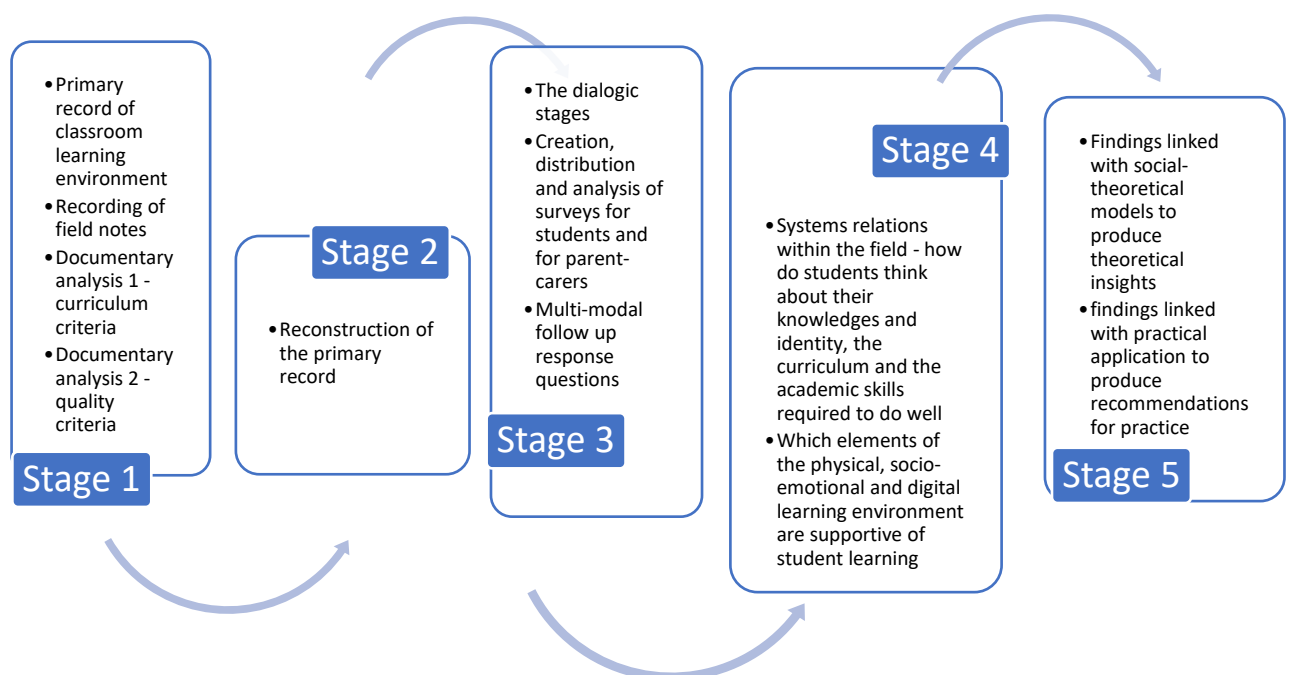
Fig. 13, Visualisation of the revised stages of ethnographically-informed case study research to suit these particular research questions in this particular context, based on Carspecken (1996)

As such the case study element provided the boundaries in terms of institution, timeframe and a specific pedagogic focus, while the ethnographic elements allowed for investigation of a patchwork of influencing factors and a reliance upon students' and their parent-carers' subjective experiences. Both approaches combined were felt to give a stronger research design than either one alone.

<u>Creating the primary record</u>

An interrogation of the learning environment in terms of the physical classroom, the socio-emotional aspects of learning which develop in and from it, and the digital spaces which are created for and from it, in the form of the primary record was required because its importance here is worth more than just noting as a context for the research, and it is instead part of the research itself. What the learning environment looks like, how it facilitates learning and for whom, the extent to which it highlights or silences particular areas of the curriculum and wider elements of Criminology, and indeed society at large, are all of interest. This was studied through the collection of photos of how the classroom was set up, the images on display, alongside field notes of interactions which took place within it or relating to it. These were added to by analysis of the Criminology curriculum, of the Virtual Learning Environment (VLE) and of the FE-specific elements of the EIF to understand specifics of the quality criteria which forms the wider policy context to this research.

The evidence was gathered over the course of the first term, once ethical approval had been granted. In trying to establish the most relevant way to analyse such materials, a search for guidance in establishing safe and productive learning environments was undertaken. Interestingly, the vast majority returned results focused upon the learner or the learning, rather than the environment itself (see, for example, Gray and DiLoreto, 2016; Zhu, Yu and Riezebos, 2016). Further searches revealed a plentiful supply of research which addressed specific types of learning environments (such as Charlier *et al*.'s (2015) exploration of digital learning environments), specific levels of education (such as Alexander *et al*.'s (2019) report into the changing challenges of delivering HE), and understandably the impact of the Covid 19 pandemic (such as Affouneh, Salha and Khlaif's (2020) exploration of the sudden move to e-learning), yet little could be found to suggest or corroborate what a 'good' physical aspects of the learning environment looks like in an FE classroom.

Classroom layout and organisation

As the first area of documentary evidence, a basic outline of the classroom was recorded, along with seating arrangements, teaching technologies, natural lighting, entry / exit points and storage. This was to allow the reader to visualise the physical learning environment and provide transparency around the existence of some of the more visual aspects of the classroom. In wanting something evidence-based upon which to evaluate the physical learning environment, the research examined learning environments across all educational stages, eventually settling upon early years practice as being the only one to offer a solid base of research and evaluation of practice in relation to the physical learning environment. The ECERS-R subscales shown below offer a broad range of areas alongside a depth of precise affordances to look out for, and an age-appropriate version was to be created which mapped to this and considered the same subscales.

Visuals of the classroom

The second area of documentary evidence, in line with Smith's (1978) Immersion in Concrete Perceptual Images, is a range of images taken from the physical learning environment. The images underpinning this were simply taken by starting at the whiteboard and rotating clockwise, taking photographs of each item or display in turn. These included notes on the whiteboard, classroom displays, institutionally obligatory signage, and photographs of tangible resources (worksheets, pens, spare paper and so forth) to support student learning. In addition to an overall breakdown of what types of visual stimuli students are exposed to, the notes of the whiteboard are analysed by the purpose they serve (academic, pastoral and so forth), the promotional posters for different areas of Criminological study are analysed by whether they relate to local, national or glocalised issues of crime, the obligatory signage is linked to key policy documents, and the resources images are analysed by the purpose the serve (to promote independence, reduce material inequalities and so forth).

Field notes

The third area of documentary evidence, again in line with Smith's (1978) concept of the Interpretive Aside, is a range of field notes. The field notes were recorded at times of significant interest or confusion, and usually written away from the research site, sometimes many hours after the thought or action had occurred, but always on the same day. In line with the thinking of Pavedahl *et al*. (2021, p. 3), these were taken to better understand what had been observed or experienced, and included my "own reflections and thoughts about the event". Field notes were taken during the autumn term, based upon events and reflections which felt relevant to the study and significant in some way. These were in keeping with Brookfield's (1995) 'critical incidents' insofar as they were designed to reflect upon strengths and weaknesses of how the teaching and learning process was developing. By not creating field notes at set times or on set days, it may be that some elements were missed out in this process, and it is equally possible that my own experiences and priorities as a teacher and personal tutor will have unfairly influenced the balance of what was recorded. However, as one element of the research jigsaw, rather than the sole method of data collection, it is hoped that any inadvertently introduced bias will be balanced out by the wider data, whilst also providing an honest picture of my subjective construction of events.

Curriculum analysis

The fourth area of documentary analysis was undertaken to analyse what the curriculum implicitly and explicitly values, and how this relates to funds of knowledge and powerful knowledges. There was also consideration of where the Level 3 Criminology curriculum sits in relation to the wider learning which takes place on higher level Criminology courses. Given the assumption that students on A level courses, and by default those studying courses which sit alongside A levels and have the same grading system and UCAS points, will progress to university, there was a desire to find out how well this course would prepare them to progress. As there is only the single exam board currently offering this subject at Level 3, this was taken as the starting point. In terms of higher education courses, these vary considerably in terms of names, modules and key texts, so the QAA Benchmark Statements

(2022) were used instead as these topics must be covered in all Criminology courses at the levels prescribed by the FHEQ (QAA, 2014). In theory, the greater the overlap between the topics and skills at Levels 3 and 4, the easier progression into HE would be, and thus the greater the likelihood that students would feel enabled to stay on their chosen HE course and go on to complete and succeed in their preferred area of employment or research.

The VLE

The fifth area of documentary evidence considers the role of the college-based online virtual learning environment. This digital space exists in Microsoft Office Teams for students to access their learning through lesson materials such as PowerPoints and worksheets, hyperlinks to the ebook textbook, and class group conversations which support learning and wider development. Due to the volume of postings, every third posting was chosen across the year as a sample of the types of information shared. These were then analysed by purpose (academic, wellbeing, careers and so forth) to examine if the assumed teaching-and -learning focus was indeed what the majority of communications related to.

Quality criteria

The sixth area of documentary evidence explored was quality criteria, and just exactly what it is that is considered to provide a 'high quality' education for sixteen to nineteen year olds on an academic pathway through FE. Ofsted was taken as the starting point for this given the prominence of their inspections and judgements, with key sector-specific guidance identified in relation to careers, safeguarding, teacher training, mental health and digital skills. These were cross-referenced with each other to understand and analyse the extent to which Ofsted's FE-specific criteria are echoed in other well used documentation, and to look for any gaps where areas of importance to students or in other sectors may be less documented in relation to FE.

Creating the dialogic data – stage 1 - student and parent-carer survey

For the dialogic stage, a survey was chosen as it became obvious through the first term of teaching that the time and space required for interviews or focus groups was unlikely to be available due to a range of timetabling and transport factors which gave very little overlap of free time between the student cohort of interest and the researcher. A cross-sectional design (Cresswell, 2014) was chosen in order to focus participation into a single, short amount of time. As the research wanted to hear directly from participants – both Year 1 Criminology students, and their parent-carers – then it was important to create something which could be self-administered asynchronously at a time that was best suited to the participants, that was of a familiar enough format that completion rates should be fairly high, and available in both paper and digital formats to allow for personal preference in format. A combination of open and closed questions allowed for a baseline of key information whilst also soliciting some personal thoughts and experiences, generating both quantitative and qualitative data. Fink notes the usefulness of surveys in understanding people's "feelings and perceptions, values, habits and personal background, or demographic characteristics such as age, health, education and income" (2013, p. 5), especially when the best source of information is the participant themselves. Drawing on Punch's (2009; 2003) categorising of survey questions, there was an effort to incorporate each type to facilitate understanding the range of factors which were of interest:

Punch's categories (2003)	Affordances of question types	Incorporated into survey questions
Knowledge	Gain understanding of where student knowledge comes from across a range of topics	Understand about theories of crime, how crime is portrayed in society, cultural differences in defining crime and deviance
Attitudes	Gain understanding of how students feel in relation to a range of topics	Feelings about attendance, grades, friendships, personal organisation, assessments
Behaviours	Gain understanding of student actions in relation to a range of situation	Actions in relation to studying, actions in relation to engagement with criminal activity

(Fig. 14, Annotated version of Punch's survey question categories, 2003)

All Year 1 Criminology students (total n=76) were invited to take part through the showing of a brief presentation about what a doctorate is and what this one hoped to develop a greater understanding of. These slides were also sent to parent-carers, as given the age of the students, voluntary informed consent would also be required from someone with a caring responsibility for them (BERA, 2018). This allowed for a purposeful sample who would have already experienced a term's worth of study and should be able to offer a good range of insights while prior learning and school experiences were still relatively fresh in their minds.

In line with Leavy and Harris (2019), close attention was paid to word usage in question formation, seeking to avoid language which could be misunderstood or interpreted as biased or hierarchical. Where there was the possibility for responses to contain more options than the researcher would be aware of, such as specific terms for participants' own

gender identity, then 'other' was offered as an option, with a prompt to write in their preferred choice so that more could be learnt and understood about them. This self-administering did run the risk of participants selecting responses perceived to be more socially desirable (for a discussion on this, see for example Cohen, Manion and Morrison, 2011), but the risk was considered no greater, and indeed possibly somewhat reduced, compared with face to face questioning. A further possible limitation of survey usage was that response rates can be low (Hillier and Jameson, 2003). Heading into the research with an awareness of this, the following measures were put in place in an attempt to mitigate the possible problems they would cause.

1) varying interpretation of meaning	• using familiar words and phrases from lessons • informally checking how questions would be interpreted
2) social desirability	• emphasising a desire to know and understand students' actual opinions and experiences • listing options alphabetically
3) low response rates	• offering access to the research in physical and digital formats • using QR codes which seem to engage students in class • using appropriate coloured paper • offering a return envelope for privacy • in person and online reminders of the opportunity to take part

(Fig. 15, Mitigating limitations of self-administered surveys)

A fourth limitation was also established during the research, namely that there is no opportunity for follow up questions as once returned, it is an anonymous 'snap shot' of what participants are willing to share at a given moment in time. As such, when a potential 'golden nugget' is spotted, creating the desire to dig deeper, there is no easy way of picking this up. While a second stage of research may allow for the exploration of this topic further, there is no guarantee that the same participants will take part, so that knowledge may become lost. While this could have been avoided with participant interviews, it seemed that

there were virtually no workable spaces in the timetable to carry these out. However, the affordances of being able to ask, clarify and extend responses would have been highly supportive of the research aims, and so perhaps a greater degree of investigation could have been made into the possibility of freeing up my teaching time on a given day in order to carry out the research. With hindsight this would have been a desirable course of action.

Creating the dialogic data – stage 2 - student follow-up with open ended questions for multi-media responses

In the second stage of the research, the topics of interest were inspired by responses to the student and parent-carer survey. They were designed to be answered using a wide variety of media, in line with CAST's Universal Design for Learning (2018). Suggestions were given on the question sheet as to the types of response formats possible, as classroom time with these students suggested that many were not of the read-write preference, and so alternatives such as mind maps, collages or TikTok videos were proposed. Clark and Moss (2011, p. 56) suggest that such possibilities for interactive research where participants (even young children) drive the ways in which their voices are heard and the modes through they become available to others offer the affordance of "new understandings about the priorities of children's lives". It was hoped that this would act as a counterpoint to balance out the limited number of open ended questions in the stage 1 survey, allowing greater freedom of expression and perhaps engaging those who did not find more conventional tick-box methods reflective of their own experiences. Indeed, Kara (2015, p. 22) notes the ways in which a more creative approaches to research "privileges such things as play, intuition, serendipity, imagination and the unexpected as resources for making sense", and this is what it was hoped to tap into. Duncum (2020) digs deeper into the rhizomic nature of the visual cultures created by youth participants and notes how their intertextuality is an opportunity for researchers to understand the complexity and ongoing changes in their lives.

As researchers, it is imperative to understand the norms, values and beliefs which underpin visual, sculptural and audio representations of knowledge and experience, with Deleuze and Guattari's (1987, p. 19) observation that, unlike more conventional, hierarchical and linear approaches to knowledge, the rhizome "connects any point to any other point", allowing for a personalised and personally meaningful expression of knowledge. As it was uncertain the types of responses which would be offered, there was less of a pre-determined plan for analysis, as it was possible the research would be comparing a leaf and stick sculpture with a poem or a collage of reflections on news stories of crime. As such it was decided that analysis would need to be developed in an emic way, based on whatever combination of responses were received.

3.5 CHOICES IN DATA ANALYSIS

With a combination of both documentary and then participant information to analyse, it was important to consider how best to bring them together in order to create a meaningful mesh of data, in line with ???? work around bricolage and ???? work around the importance of sequencing different types of research in order to gain the most insightful answers to the research questions posed.

Blumer's (1970, p. 57) ethnographic tradition of coding to create 'sensitising concepts' was used for the classroom layout, visual data and fieldnotes, permitting the data to be viewed as clues or "directions along which to look". Due to being the first pieces of information researched, it was important to see them as guidance to possible themes, rather than a definitive set of categories which could mislead later enquiries. By contrast, documentary analysis of the curriculum, the VLE and the surrounding quality criteria existing within the policy environment were analysed by seeking Blumer's (1970) 'definitive concepts'. These allow for a benchmarking of findings to pre-existing theoretical or experiential categories. It seemed a more reliable way to creating categories for materials external to the researcher, whereas those generated or influenced by them were seen as potentially too subjective to

set precise categories. The need for fluidity and flexibility was strong, with later information sometimes leading to the recategorization of an earlier category due to gaining more insights as the research journey developed.

With regards to the student and parent-carers' surveys, responses were largely to closed questions whereby content analysis was achieved through creating charts and tallies which allowed for comparison between pre-existing options. Where there were open-ended responses, thematic analysis (Braun and Clarke, 2022) was used to develop code labels which could usefully bring similar ideas together for further discussion. Semantic coding was generally preferred due to its more factual, observable and transparent nature, although at times the coding process did lean towards some latent coding, with a sense of reading between the lines to spot themes such as human rights or social harms. The introduction of allowing for creative and arts-based methods of response to the Stage 2 questions was in line with Kara's thinking about emancipatory research (2015, p. 41), although ultimately the respondents all chose written forms and while at times tallied together, were mostly taken as individual vignettes due to their small number. This bricolage effect may have fallen somewhat short of Bazeley and Kemp's (2012) advocating of bricolage as a way of seeking a complete picture, but data analysis was nonetheless carried out according to the topics under investigation, rather than as a response to any particular method.

3.6 ETHICAL CONSIDERATIONS

This research project is based in an FE college, with student participants being aged sixteen to nineteen. As such, the giving of consent to participate in this research needed to take place on multiple levels. Once the University's Ethics Committee had granted initial approval based upon a detailed breakdown of possible risks and how these should be mitigated, the senior leadership team were approached and asked if, in principle, they agreed to the research taking place, which they did. The researcher was then allocated a senior contact to be used as the main gatekeeper, with any changes to the proposed research or ethical

considerations needing being agreed with them prior to being actioned. The researcher then used a small amount of class time at the end of a lesson to introduce the research and establish the idea of teacher (not researcher) and researcher (not teacher). This enabled their potential participants to understand who they would be giving consent to, and in what role this would be. This is clearly an artificial divide, as safeguarding concerns as a teacher impact upon reactions to data received as a researcher, and researcher questions will evolve from what is seen and heard as a teacher. Nonetheless, students were advised that permission from a parent-carer was required, and that both would be asked to read an information sheet about the research and data protection involved in order to decide whether or not to participate. These were originally made available online via a QR code and a hyperlink in the explanatory email. However, due to a relatively low response rate, even though many of the students spend a considerable amount of time on their smart devices, it was later added to paper copies which were handed out with Stage 2 of the research. This did solicit a few more responses, but it may be that the topic was of less interest to students than myself as their teacher, or that they were suffering from survey fatigue (Fass-Holmes, 2022) due to their opinions be solicited for a wide range of pastoral, subject-specific and campus-specific surveys across the year.

While children are generally considered 'vulnerable' participants within research design (BERA, 2018; von Benzen and van Blerk, 2017; Yeong Cheah and Parker, 2015), the closer they get to adulthood, the more contested this is. For example, while UK Research and Innovation (2023) suggest that older children may be allowed to select whether or not to participate in a given research project independently, when research is based in an educational institution this will most likely require the consent of a parent or carer as well. Within the college where this research is taking place, parent-carers are very much part of the learning journey with Open Days, Progress Review Evenings and inclusion in student support meetings, so this would seem to be in keeping with the research context. It is worth noting however, that many who research with much younger children, particularly within the Early Years, would argue that assent to research is entirely possible through a plethora of verbal and non-verbal means, and not just through written confirmation. Clark and Moss (2011) provide a classic example of this, with Huser, Dockett and Perry (2022) adding more

recently to the conversation with their framework on the interplay between agency, privacy and relationships within physical, creative and social-emotional spaces. Huser, Dockett and Perry (2022, p. 50) observe that the desire to hear and include children's voices "are driven by adult agendas to create opportunities to gain insight into children's perspectives, sometimes without recognising that children may not wish to share these", and this is equally important to acknowledge throughout the research process. Just because the research feels it would benefit from understanding a student's experiences of study, academic challenge or crime, does not necessarily mean it is in the student's best interests to share these experiences. It really comes down to the researcher to use their knowledge of and learning relationships with students to judge if and what to ask, as well as the voice and agency of the student in deciding what to share.

Ongoing observation of such signs of willing participation or otherwise are most highlighted when working and researching with children under two years of age, yet can still be usefully channelled even with much older participants who may be concerned about 'correct answers' and 'teacher pleasing', leading to confirmation bias rather than genuine participation (Peters, 2022). Such safeguarding measures are an essential part of ethical practice and reinforce the bond between teacher-as-research, student and their wider family and community. Arguably different types of research require different levels of understanding around privacy and the potential for harm, and in close-knit communities where students and often their entire families, histories and experiences are common knowledge within the locality, this can be a challenge (BERA, 2018).

In line with the guidance of Brooks, te Riele and Maguire (2014, pp. 80 – 81), there was a need to establish adequate knowledge about the research process for potential participants, reassurance that this research was not to do with the day to day teaching of Criminology, and so decisions to participate or not, and withdraw or not, would have no impact on the classroom experience, and that participation was entirely optional and each individual was free to opt in or out without consequence. This does of course echo BERA's (2018) guidance around the requirement for voluntary informed consent. In relation to

section 10 of BERA, there is a need to provide sufficient information that participants not only understand the specific research they are being asked to take part in but, where such knowledge and experience is likely to not exist, that knowledge about research processes and outcomes are also made available. While there is the risk from the researcher's perspective here that some possible participants will not want or be able to give their time to become informed about and give their consent for the research, Crow *et al*. (2006) nonetheless suggest that by taking the time to bridge the gap in power and information, the overall data shared is likely to be more meaningful due to creating a higher level of trust. Equally, as Miller *et al*. (2012) note, there is an increasing blurring of lines between producers and consumers of data, of argument and opinion, of knowledge and information, so it is beholden upon the researcher to attempt to anticipate any possible confusion and present their work as clearly as possible.

BERA guidance reminds researchers that there should be no excessive demands placed upon participants (2018, s. 34), and this includes time, effort, and physical and emotional risk. Protecting participants' freedom from harm is a key part of the planning and execution process, involving considering potential risks and documenting ways in which they may be mitigated. The baseline is taken as not creating any more risk of harm than everyday interactions, and signposting to college and wider support mechanisms was included in correspondence in order to support any participant who found any topic triggering.

Privacy and data storage involve ensuring that neither the institution nor the individual participants can be identified from the final write up of the research or any further dissemination thereof. Particularly where there is a small and close-knit community, this may involve considerable effort to disguise key features or comments which could act as a giveaway (BERA, 2018, s. 41). Participants also need to be reminded that in discussing their own contributions they are limiting their own anonymity and also compromising that of others. While this is outside the direct control of the researcher, it is still incumbent upon them to point out the risk to their participants. Data in any form must be stored safely, be it digitally using passwords or physically with lockable storage. Bowser *et al.* (2017, p. 2124)

bring attention to the challenges of privacy in "an age of pervasive data", examining how participants in research may have constructed different expectations and understandings around privacy, and indeed how their varying motivations for taking part in the research may change these further. As such, allowing participants to keep access to a paper or digital copy of what has been agreed is useful in building clarity and trust here.

Responsibility as an ongoing process rather than a single event is a concept developed by Doucet and Mauthner (2012). They consider how ethics is not just about gaining and maintaining informed consent, or maintaining confidentiality, but that it is required in the way one works through the entire research process. This includes relationships not only with current research participants, but also with the future users of the research, who need to know that what we are doing is honest and trustworthy. One way of supporting this is to ensure that researchers can be held accountable at all stages, from research awareness and initial approaches, through to data analysis, interpretation and dissemination. This requires a fair degree of reflection and reflexivity, as what may seem an 'obvious meaning' or interpretation due to the researcher's prior experiences or theoretical lens needs to be clarified at every turn in order to maintain transparency.

From a duty of care perspective, Andrew's (2017) work on autoethnography can be usefully adapted to highlight potential areas of harm within an ethnographically-informed case study. How it was adapted to be used in this research is documented in the figure below.

Duties	How to enact	What this looked like in this research
Fidelity	Acting with honour, honesty and truth	Seeking to create transparency by using and discussing written documentation to explain the research, as this could be referred back to
Reparation	Making amends	Acknowledging the time this would take, and possibly the emotional journey it may take students on
Gratitude	Giving thanks to those who offer to help	Giving thanks verbally in class to those considering taking part, but not overly so as it should not seem like a homework task or huge personal favour
Justice	Acting with fairness and egalitarianism	Using multiple methods of communication and allowing for multiple methods of response, providing paper copies on different coloured backgrounds according to student needs, not treating students more favourably because they took part in the research
Beneficence	Seeking to make things better through improved understanding	Promoting the potential of research to improve classroom experiences, whilst acknowledging that the teacher-role would still listen and respond to concerns or suggestions from students who did not wish to take part in the research
Self-improvement	Increasing self-understanding and trying to make oneself better	Attempting to better understand student experiences, along with that of their parent-carers, so that future practice can be informed by their subjective experiences
Non-maleficence	Avoiding harm and not causing injury to others	Allowing for research questions to be skipped in both the survey and the Phase 2 prompts so that no one felt obliged to answer something which they were not comfortable with

(Fig. 16, Duty of care in research, adapted from Andrew's 2017, pp. 81 - 82)

In addition to the guidance of BERA (2018) and institutional ethics processes, this is a

healthy reminder of a number of ways of working which must be born in mind for the

planning, carrying out, analysing, writing up and disseminating of research. Indeed, they reflect in many ways a more Indigenous research paradigm, as described in Kara's (2018) work, drawing upon relational accountability, reciprocity and personal ethics, rather than the more Euro-Westernised rules, guidelines and institutional ethics.

Chapter 4 – Findings

The findings are presented in chronological order, so that there is full transparency about which types of information came to light when. This is important here as much was carried out sequentially, and so the impact of one set of findings upon the questions asked at the next stage is highly relevant.

4.1 FINDINGS FROM THE VISUAL RECORD

Firstly there is a map of the classroom to support visualisation of the learning environment. This is also used as a basis for describing the extent to which it matches up to the Environmental Rating Scales, adapted from Early Years settings and made suitable for considering the physical affordances of an FE site. Then the visual environment is considered in terms of what the students will be able to see which supports their learning, enhances their awareness of Criminology, and offers pause for thought around career paths and wellbeing. This is divided into what the teacher-as-researcher had already chosen to put on display or inherited from the previous teacher, and those items which are institutionally compulsory. There is an interest here in exploring the actual messages which are communicated, rather than assuming they simply support academic learning.

Findings 4.1a – Mapping the physical learning environment

Windows

Window

| 2-person desk | 2-person desk | 2-person desk |

Jobs board

Laptop cupboard for 24 laptops

Storage

2-person desk

2-person desk

2-person desk

2-person desk

2-person desk

2-person desk

2-person desk

2-person desk

2-person desk

2-person desk

Entrance / exit

Teaching materials

Teacher's desk

Plants, tea, spare files

Projector-whiteboard

Write-on whiteboard
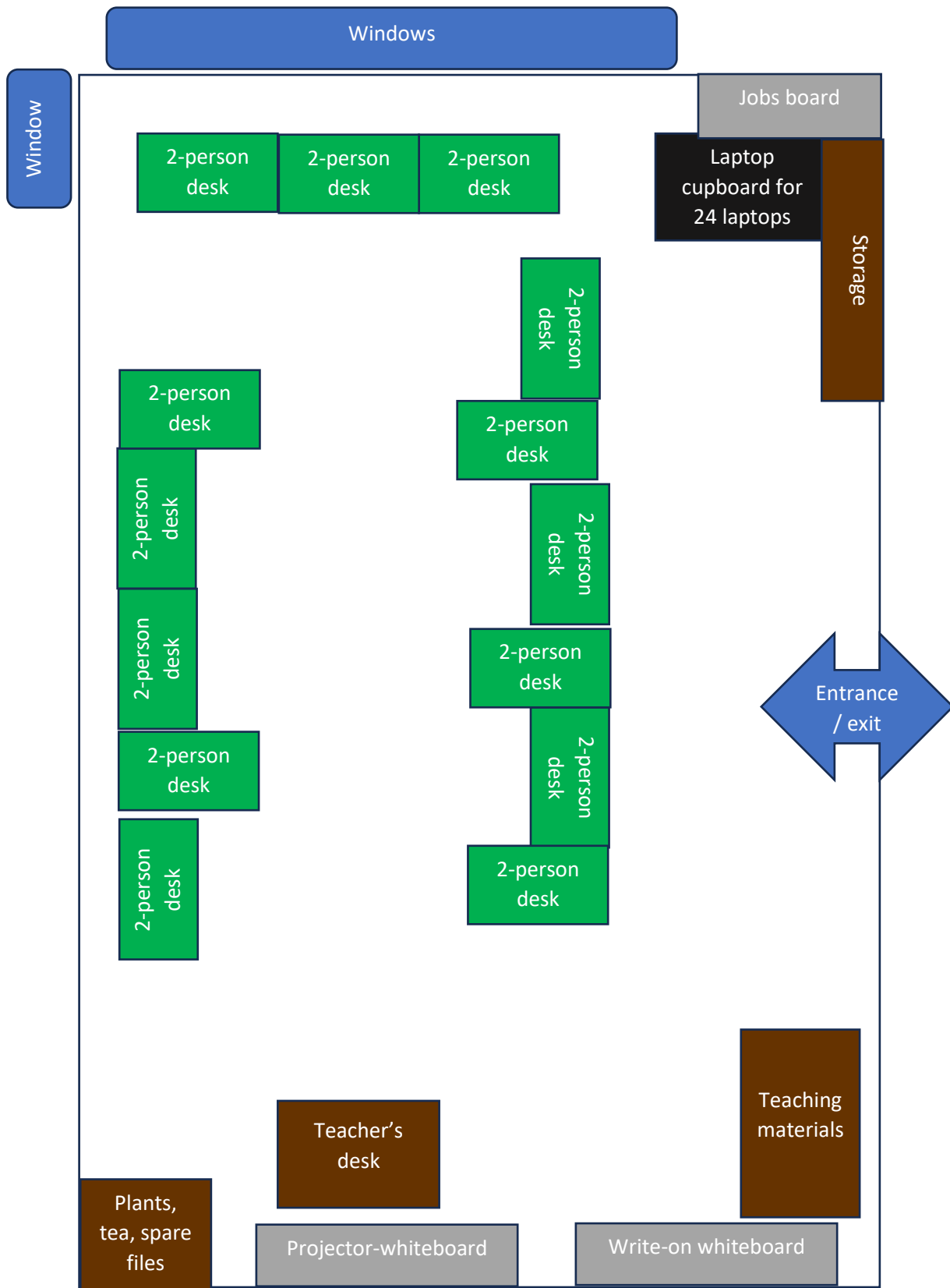
(Fig. 17, Criminology classroom layout for the academic year 2022 – 2023)

Considering the six ECERS-R subscales for creating enabling environments, the table below shows how this can be made age appropriate and adapted to a sixteen to nineteen learning space, including the elements which resonate within the Criminology classroom. This was created through a process of triangulation using documentary analysis of the initial ECERS-R rating combined with observations of the classroom environment. Morgan (2021, p. 64) observes how documentary analysis is an underutilised research tool, yet one which can nonetheless offer a degree of verification of wider data. It purports to unlock observations by suggesting an outsiders framework through which to view one's findings.

Space and furnishings	Personal care routines	Language and reasoning	Activities	Interactions	Programme structure
Adequate personal space	Space for personalised greetings and goodbyes	Books and pictures	Opportunities to present work in a variety of ways	Supervision and promotion of physical safety	Schedule for what the lesson will look like
Comfortable furniture for learning	Opportunities for rest / toilet breaks	Encouraging of multiple modes of communication	Opportunities to access work in a variety of ways	Supervision and promotion of social and emotional safety	Opportunities to take learning in a personally meaningful direction
Room arranged for learning	Promotion of being healthy	Language used to develop reasoning skills	Inclusion of numeric activities (limited)	Supervision and promotion of digital safety	Group time (limited)
Space to speak privately (limited)	Promotion of staying safe	Understanding appropriate choices between formal and informal language	Inclusion of digital activities	Fair and transparent application of discipline policies	Provision for students with highly diverse needs and considerations seen as the norm
Student-related displays			Promoting acceptance of diversity	Staff-student interactions	
Space for movement to aid learning (limited)				Interactions among students	

(Fig. 18, Enabling environments for FE learners, adapted from ECERS-R (New York City Department of Education, undated)

Space and furnishings

These are generally appropriate to the types of learners and learning which take place in the classroom. However, there is limited room for movement, and limited opportunities for private conversation. By extension, if there was a student with a temporary or permanent need for walking supports such as crutches, or a wheelchair, the classroom would not offer an easily accessible space due to the seating layout and number of students to be accommodated. This deserves further thought so that the environment is ready for whoever comes, rather than waiting for someone with a difference to the norm and then making adjustments for them. It is also noted that while there are displays relating to students engagement in Criminology, and the wider college environment, there are no displays at that point in time which are student-created or requested by students. Greater involvement with how their learning environment looks could improve sense of belonging and engagement.

Personal care routines

These are largely set out in advance with encouragement to use the toilets or refill water bottles during break times, but in this classroom students are always allowed to leave the lesson to attend to their personal care needs. The standard secondary school and FE college expectation of greeting all students by name at the door is not always carried out, partly due to the congestion this then causes in an already busy corridor between classrooms, and partly because some students may find this almost confrontational and want to take time to settle into the classroom and 'warm up' to interaction with their teacher. Expectations around eye contact when listening also need to be carefully considered, as those with autism or social anxiety may find this overwhelming or off-putting, and so gaining knowledge of individual preferences is needed.

Language and reasoning

Students are encouraged to participate in multiple ways, be it verbal answers, labelled visual creations, thumbs up or using number of fingers held up to show levels of confidence in an aspect of learning. Important subject specific language is usually recorded on the English board to promote improved specialist vocabulary, and at times student feedback will highlight where work is less formal, for example using slang or not writing in full sentences.

Taught language is predominantly knowledge-based or skills-based, and it may be that inclusion of the affective domain would be useful in allowing students to also develop their emotional literacy in relation to Criminological topics.

Activities

As far as possible, activities are personalisable so that as long as the underpinning knowledges or skills of focus are included, students may record or present this in their own way. Most lessons have an element of independent work, group work, and some sort of tangible activity such as a card sort, matching exercise, dominoes or board game. There is less engagement with books other than the textbook due to how the course is assessed, although guided use of the internet does at least offer engagement with a range of written sources. However, it is rare that student-created activities are used due to concern that they might not include all of the elements which would need to be assessed. As with student-created displays, this is something which could be better developed to promote engagement and belonging. Activities are made inclusive in a range of ways which may include physical adjustments such as using a variety of different background colours which students find easier to read from, they may acknowledge that some people will find it harder to focus than others, for example those with ADHD or who are experiencing traumatic personal circumstances, and offer shorter tasks or 'distraction satisfaction' activities such as simple word searches, or they may offer the chance to work alone, in pairs or in groups. More variations are added as new student preferences and differences come to light.

Interactions

Interactions are certainly used to promote physical, social, emotional and digital safety, although as yet there has been little in the way of checking in how successful this is. Physical safety can largely be observed within the classroom, whereas the other areas may benefit from a more systematic way of checking their effectiveness. Discipline policies are rarely discussed due to students on the whole being motivated and capable of accessing the course content. The exception to this is the constant reminders for students to put their ID lanyards on, as checking that only those individuals who should be on campus are present is part of all staff's safeguarding duty.

Programme structure

Lessons follow a similar pattern to create a sense of safety and predictability, with the aims and objectives for each session discussed at the start of the lesson, and visuals used to signify a change of focus, a no-technology activity or time for a brain break. The focus of each week is sent to students at the start of each term and shared with them on the VLE as well, although this could usefully be shared with parent-carers too. There is very limited opportunity for teacher personalisation away from the prescribed content due to the high volume of curriculum content which must be delivered and which forms part of the end of unit assessments. There could be maybe one or two lessons each term, but there is scope for student personalisation when, for example, researching music, films or gaming which include crimes, when looking into crime statistics for their local area, or when finding out about the design and implementation of crime campaigns.

Findings 4.1b – Overview of visual records

To understand the visual stimuli which students were exposed to, a simple bar chart was initially created, based upon photographs of the learning environment which started at the desk at the front of the class and rotated through 360 degrees. The types of posters and images on view were noted down. These categories were checked several times and reduced further than the initial types, particularly in relation to the institutional notices. This then formed the basis for data input into the pie chart which can be seen below.

Balance of visual stimuli in the learning space
(based on photos of the classroom)
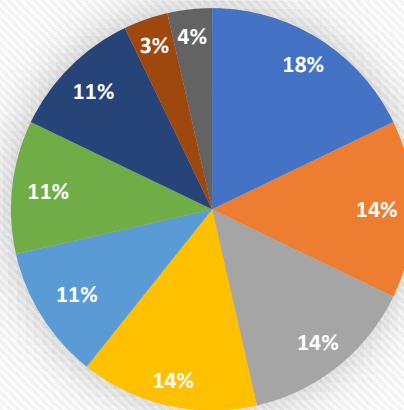
Legend:
- Display - broad variety of Criminology topics
- Display - intersectional approaches to differentiation
- Display - supporting independent learning
- Display - compulsory notices on safeguarding / fire safety / FBV / immediate-threat lockdowns
- Display - work relating to specific units of study
- Display - careers
- Display - importance of motivation / effort
- Display - work experience
- Teacher resources - planning on wall near desk

(Fig. 19, Analysis of the focus of different displays around the classroom)

Just over 30% of visual stimuli related to the topics which encompass the study of Criminology, including those which focused on specific units of study. A further 28% related to a variety of approaches to supporting differentiation and student independence, and 14% represented the obligatory institutional notices. Visual displays relating to careers made up 11% of visual stimuli, although these were focused almost entirely upon a classroom careers board with examples of university courses upon it, and outside the classroom with a display of potential careers. Careers information on the one hand gives a sense of purpose to the learning space and aligns with Gatsby Benchmark Statements (Holman, 2013), but could also signify pushing students through the FE process, perhaps echoing the value of a Level 3 course as being a bridge between school and university, rather than an educational stage in its own right.

Given the commitment required across two years of their lives to achieve their FE Level 3 qualifications, this approach seems to rather undersell FE as a stage to be engaged with and valued for the experiences and knowledges it develops in its own right. Motivating quotes also made up 11% of what students see in the classroom, with work experience and teacher planning taking up just a few per cent each. This may suggest an inadvertent hierarchy of what is valued within the classroom, in terms of working hard in the way that suits each student best, and progressing to university. These priorities were not realised prior to the research, as the classroom had only become available a few days before the start of term, and so some displays had been created by the researcher and others were pre-existing.

Findings 4.1c - Implicit and explicit messages on the classroom whiteboard

Exploring what is typically on the whiteboard is an important part of understanding the types of messages which students see on a regular basis, messages which they know must be important as classroom power arguably tends to centre upon who is allowed to write or put notices here. As can be seen from figure 20 below, working clockwise around the board, there are teacher contact details and a reminder of how a process on Microsoft can also be found under another name on Apple devices. There is a map of the college, reflecting the newness of the researcher in the setting, and a wellbeing rating scale in the form of identifying with a particular hedgehog-shaped cake, these being at different levels of refinement or collapse. The teaching timetable is colour coded to aid a quick visual check, and there are a number of staff names and useful phone numbers. There is also an origami star, which was a gift from one of the students. There is a reminder of grade boundaries for assessed work, even though this can vary year upon year, and details of a conference students may be interested in. There are then three theoretical frameworks: the CAST framework (2018) for Universal Design for Learning; the JISC (2022) guide to individual digital capabilities; and Bloom's taxonomy (Bloomstaxonomy, undated). Finally there are some pastoral reminders about when tutor time happens and a guest who is due to visit. It

is only the space in the middle of the board which is left to be written on for daily teaching usage, and on the occasion the photo is taken, the writing was about exam content. These varied visual inputs can be themed as follows:

- Items of academic value - links to theories and frameworks held to be important in everyday teaching

- Items of organisational value - a copy of the timings of the timetable, a map of the college, key phone numbers, all reflecting the newness of a staff member who does not yet know these things by heart

- Items of pastoral value - useful to share with all students as some may have missed pastoral reminders, but do prevent the board being used for teaching

- Items of emotional value - a wellbeing rating scale originally used pastorally but increasingly with all teaching groups, and an origami star made for the teacher by one of the students
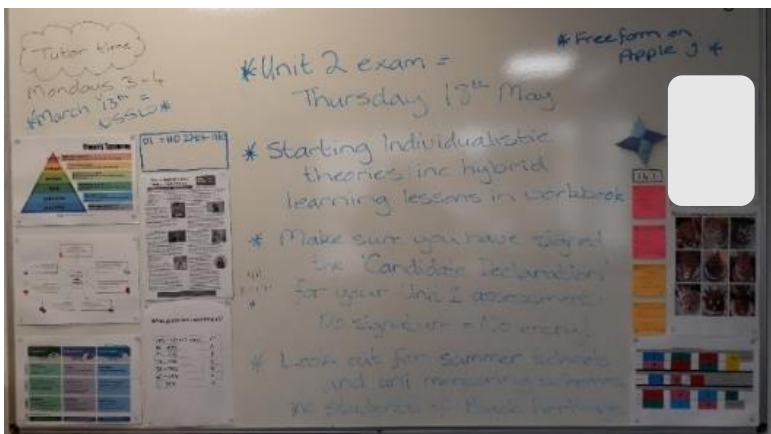
(Fig. 20, classroom whiteboard)

Findings 4.1d – Focus of Criminology displays

The displays which are stuck to the walls tend to remain in place all year, whereas ongoing student-produced content is places in the large windows and is changed regularly. In terms of the topics shown across the wall-based displays, while some are relevant to the FE

curriculum, others covered a broader range of local, national and glocal issues. This was perhaps a slight sense of rebellion at what could be perceived as a rather narrow take on Criminology within the single prescribed sixteen to nineteen curriculum, and the desire to open students' eyes to a fuller remit of what Criminological studies can entail. This may also support a sense of belonging, as some students may be drawn to digital crimes, wildlife crimes or mental health and crime, and seeing their choices validated in the visual learning environment may go some way towards encouraging them in their chosen studies. Some drew specifically on the local area, including issues and data from the regional police forces and issues such as county lines which are acknowledged within the institution as being of concern in the local area, as well as the throwing of Colston's statue into Bristol Harbour as part of the Black Lives Matter protests in the summer of 2020. Others reflected concerns raised in the media about the national crime picture in relation to topics such as gangs or sports, as well as reflecting UK-specific concerns about weapons-carrying and rising prison populations. Global issues which students may be aware of through reading about online, making them global-in-local or glocal, include human trafficking, modern slavery and climate change denial.

Findings 4.1e – Obligatory signage and the visibility of the policy environment

There are a number of institutionally compulsory signs which must be visible in each classroom and which are checked for being present and up-to-date on learning walks. The first two of these focus upon how to keep students safe in an emergency, focusing upon First Aid and fire safety. These link with the basic principles of Working Together to Safeguard Children (DfE, 2022a). Drawing on PREVENT Duty guidance (Home Office, 2021), there are also signs which use the three-part reminder of 'run, tell, hide' if a terror act is suspected, and drills to practice this will occur at least once in each academic year. There is signposting to additional support both within the institution and in case there is concern from students about abuse within the institution. There is a further compulsory poster which names all of the specialist trained

staff Safeguarding team and shows their faces, although for reasons of anonymity that is not shown here. They are also all seen wearing their rainbow lanyards, as opposed to the usual single-colour staff lanyards, so that even staff or students who have only been part of the college for a small amount of time will be able to recognise them.

In addition to keeping students safe, further compulsory information in each classroom relates to Fundamental British Values (FBV) (DfE and Lord Nash, 2014). Brought in at the same time as the PREVENT Duty guidance and designed to complement it, FBV are designed to highlight and celebrate the five principles of Democracy, Rule of Law, Tolerance of different cultures and religions, Mutual respect and Individual liberty. These values should be visible in all educational institutions, with a hand print analogy developed to support younger learners in understanding it. The five elements should be made relevant to all lessons taught, and students at FE level should be able to talk confidently about what they understand each term to mean and how it is developed and reinforced in their learning. In this classroom it is displayed near the Super8 materials (see below) so that it can be pointed to as a reminder for students.
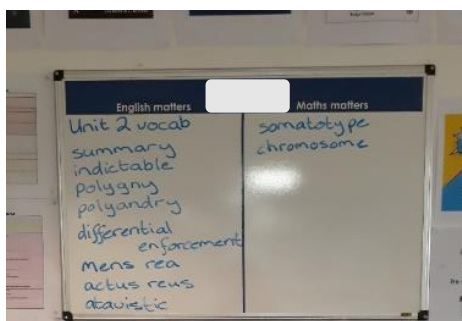
In response to Ofsted's need to view evidence of how English and maths are being embedded into the curriculum (2022a, 2022b), and possibly also as an aide to the actual students who experience learning in the classroom, English and maths boards are now a common feature in many schools and colleges accountable to the Education Inspection Framework. At best, this provides a timely reminder to students of tricky spellings, important equations or topics recently covered. At worst, it is a tick box exercise which simply 'proves' that a given teacher is working in accordance with all Ofsted guidance at all times. In the case of Criminology, it was not possible to complete both sides equally, as while there are numerous challenging spells and essential subject words for the English side of the board, there is almost no coverage of mathematical skills, with the exception of a single week's worth of learning about crime

statistics. This is why there is very uneven coverage across the skills. Had there also been the addition of a digital skills section, then much could have been added about Padlets, Coggles, typing speeds and the use of online searches, but that is not currently seen as being as essential to embed as English and maths.

Super8 is an institutional development which covers a range of soft skills which are seen as desirable by employers. It consists of Communication skills, Number skills, Resilience, Problem solving, Future planning, Living and working in modern Britain, Digital skills and Self-management. Each of these has four to eight subsections, with a further two to five divisions within this. In theory all of these should be tracked for coverage with every student taught, although the logistics of this are somewhat challenging, leading to mixed engagement across teaching staff. It is designed to be used in every single lesson and should be explicitly mapped to all learning outcomes, as well as being tracked by students and their tutors using the internal monitoring to view their progress in all of the areas. It is highly detailed and as yet does not specify where the evidence comes from for these specific skills. To improve transparency and relevance for students, an element of referencing or referral to discussion with employers may help to convince them of its usefulness.

Findings 4.1f – Affordances and limitations of classroom resources

It is perhaps surprising that while there was an awareness of consciously promoting academic skills and independent learners within the physical learning environment, actually the largest number of resources were dedicated to supporting and promoting diversity.

Resources which support and normalise diverse ways of working

The most notable of these are the displays and learning materials stuck up using a variety of coloured paper to support visual preferences, dyslexia and visual fatigue. There are also

boxes of spare pens, scissors, glue and fidget toys on the teacher's resources table to support those challenged by lack of finances or difficulties with organisation skills. There is a rug with handouts on it so that those who need movement breaks can move around to collect or work with resources without being in their seats for the whole lesson. The 'speakey monkey' soft toy is used for soliciting individual responses during class questions by encouraging movement of throwing and catching.

Resources which support whole class learning

The whiteboard where lesson materials are shown is aimed at all students and may be a source from which further differentiation takes places, such as group or individual messages and reminders. The teacher's organisational space next to their desk is used to show planning for the whole year as a reminder as this course and age range are new to them, and it includes reminders of institutionally-specific events such as Year 10 experience days or safeguarding training events.

Resources which support academic skills

The English and maths board are compulsory and checked during internal and external inspections for usage. They should be a familiar source of information for students, and the first place they look for spellings of words related to ongoing topics of study. This is tricky in Criminology as there is almost no maths content beyond crime statistics, but there is plenty of subject-specific vocabulary, so it is partly used. The grammar posters surrounding the English and maths board seem to make a corner of self-help information relating to frequently confused homophones such as it's / its, their / there / they're and use of different types of essential punctuation. While students must have achieved a Level 4 in GCSE English (equivalent to the lower end of the former C-grade) to be accepted onto the course, this does not translate into such knowledges and skills being secure. However, the skills promoted here do not include some of those found to be implicit yet essential, such as being able to type, effective note-taking or managing one's time, and so this will need reconsidering for future years.

Resources which support independence

The small bookcase with past resources makes missed or lost materials available to students, although from a sustainability perspective perhaps a single copy each and then using the digital version might have been more desirable. However, it does free the teacher up to focus on more subject-based and relationship-building tasks, rather than more administrative ones.

4.2 FINDINGS FROM THE FIELD NOTES

This section shows the key themes, ideas and events written about within the field notes. These were taken over a period of three months, for the duration of my first term teaching at the college. There is a total of 21 entries, averaging two per week, but in reality some weeks resulted in several entries due to the array of activities taken place which drew my attention and provoked further thought, whereas other weeks were relatively conventional and promoted little discussion.

A useful snapshot of key concerns and themes from the field notes can be seen through the word cloud analysis shown below, which considers how many times each individual word is used. While clearly fragmentary, it does at least provide a quick overview of topics presented.

(Fig. 21, Word cloud of words used in field notes)

It can be seen that students are clearly at the heart of the thinking and reflections, with vocabulary such as crime, Criminology and teach, teaching much less prominent. Verbs such as knowing, thinking and feeling were all as significant as each other, suggesting a valuing of both cognitive and affective domains, and intensifiers such as 'really' promote its informal and perhaps rather heartfelt nature, more usually of benefit to the self-as-teacher rather than self-as-researcher. Yet there are also a number of hedges, shows of uncertainty such as 'just', 'maybe', 'seem', 'things', 'guess', which reflect a lack of certainty in one's self, practice or institutional norms. There is also a certain emphasis on time words such as time, today and week, reflecting the importance of both newness and deadlines for key events. It can be seen through the use of the gerund verb forms such as coming, going, teaching, and learning, that there is a feeling of ongoing activity, of the events being documented as being part of an ongoing process whose context, demands and constraints are still active. In terms of the highest frequency occurrences, the word 'students' was mentioned 46 times, 'teaching' fourteen, 'Criminology' thirteen, and 'learning' twelve. Interestingly, words such as buses (four), lanyards (three), digital (three) and anxiety (three) were barely mentioned at all, and yet they became in their own ways a major focus of the working year. Wellbeing was not specifically mentioned at all, yet was the absolute key to moving students forwards and keeping them on course. Mental health was only mentioned three times, twice in relationship to course content and once in relation to the researcher's own family and

feeling of constant juggling. Given the overall research focus upon funds of knowledge and powerful knowledge, perhaps most surprising was that knowledge was only mentioned seven times, three in relation to subject knowledge, once referring to the knowledge of in-house trainers, twice on the researcher's own professional knowledge and development, and just once in relation to knowledge for assessment. Figure 22 shows the breadth of topics covered within the field notes.

Topics arising in field notes

Topic	Number of times occuring
Sustainability	1
Juggling	2
Pedagogies of discomfort	2
Relationships for learning	2
Own classroom	3
Self as student	3
Social justice	3
Missing' topics	4
Careers and future selves	4
Rebellion	4
Recruitment	4
Researcher's own lived experiences	4
Safeguarding and PREVENT	4
Communities of practice	5
New in post	5
Student behaviour	5
Digital teaching and learning	6
Fear of showing a lack of professionalism	6
Ofsted	7
Student diversity and learning differences	7

My own positionality was revealed when making links between research values and my own new-yet-returning status within the college, having once studied there many years previously: "They say in research that you need to make the familiar strange, yet nothing feels more like that than today!" (RJEntry1/First_day_nerves). The newness in post also shows up with "Bit of imposter syndrome going on I think!" (RJEntry2/Guiding_them_when_I_don't_know) with reference to concerns around other staff walking in and out of the classroom to collect laptops, and a feeling of being 'found out' as not being in some way good at their job. This is also reflected in feeling very much in "survival mode", having faced the challenge of trying to support students to familiarise themselves with a place the researcher themselves is not familiar with: "Am hoping the Criminology teaching is easier than trying to induct students into a college you're not familiar with yourself!!" (RJEntry2/Guiding_them_when_I_don't_know).

Compared with the previous work environment within HE, where courses run with perhaps ten or fifteen new students each year, there is also shock at FE norms with over 80 students to get to know, commenting that there's "just soooooo many students!!" (RJEntry3/So_many_students). There is concern over not really knowing anything early in the first term about students' lived experiences and yet facing the prospect of having to teach sensitive subjects such as abuse and hate crimes. Underpinning this is a perceived need for a safe learning environment, socially and emotionally, as mediated by positive and supportive relationships for learning. The concern is that learning needs to start on less personally sensitive subjects while students get to know each other and feel comfortable in the learning environment, or indeed in asking to be excused from it: "That does not feel like a safe place to start learning to me" (RJEntry5/Is_it_ok_not_to_follow_the_textbook?). There is equally an awareness of topics which were expected within the curriculum which are not there, such as mental health, substance misuse and geographies of crime, and a reflection on missing the elements of HE which allow for much greater choice over what is taught and how it is assessed.

Full guidance around what can be said and done when Ofsted visit is also felt to be missing, and while the sense of agency and trust is appreciated, it causes concern compared with overwhelming guidance and scripts given in prior employment (RJEntry6/Pre-Ofsted_briefing). Indeed, Ofsted themselves caused concern and brought out a hint of rebellion in an argument about whether a student with particular entitlements within their learning should be forced to use them, or whether as the research argued, making availability known was sufficient and the student should then be allowed to make their own decisions: "They seemed to be getting at how I should ensure they access that support regardless of their personal feelings about it …I talked about agency and respecting their right to choose … but I could see they felt this was the wrong answer" (RJEntry7/Ofsted_obsession).

There is also considerable concern expressed about how the type of learning needed to do well at Level 3 feels like it is totally deskilling them due to the sole focus being upon learning just what is in the textbook, and indeed being marked down for finding alternative explanations of ways of expressing crime-type groupings. As such, student-led research can be a minefield which could actually damage their grades: "What do I do about that? … Split teaching into how to pass your exam versus how to think Criminologically for future life and careers? I just don't know" (RJEntry8/Marking_work).

Sustainability is raised in terms of cutting down on photocopying, as even a single page worksheet for each lesson, when required for over 80 students in four lessons per week, becomes a considerable burden to the environment (RJEntry2/Guiding_them_when_I_don't_know). However, the researcher expresses awareness that some students will choose paper copies over reading online, be it on the large classroom whiteboard, or individually on their own or college digital devices. There are also concerns relating to the rurality of most students, given the known issues over Wi-Fi connectivity and blackspots, as well as the potential for some students not to have access to an appropriate device (RJEntry9/Carpet_time).

Use of social media is seen as a positive, given how it allows access to an otherwise unobtainable community of practice, including those with lived experience of the CJS. This contact raises questions around 'othering', with the researcher wondering what assumptions and prejudices they had been subconsciously holding on to: "So why are so many of their experiences similar to ones many others face, just in a different context" (RJEntry10/Online_communities).

Student behaviour becomes a recurring theme, with a focus on a particular group of students who are hard to settle and engage, speak loudly and frequently, and generally cause concern (RJEntry11/Blooming_windows and RJEntry12/Discipline – carrot_or_stick?). There is a sense of being linked to other A level teachers and personal tutors as part of a physical community of practice, some of whom are seen as being able to provide possible solutions, others of whom are felt to be less active or supportive. These colleagues are also drawn upon for support when there are safeguarding issues, particularly if there are several in the same week, or ones which echo with the researcher's own lived experiences. While perhaps seen as an inevitable extension of teaching difficult topic areas, it is still noted as being "emotionally draining", with support for students being seen as plentiful, yet nothing formal in place for staff: "Surely there should be a way of looking after the staff who are looking at the students – and sometimes their parents or carers as well." (RJEntry13/Safeguarding_home_and_away) .

Recruitment of students onto the course happens largely through Open Evenings which raise their awareness of the workings of the Criminology qualification, and that of their parents-carers too. Most students will visit a range of A level subjects and vocational subject areas during these events. The researcher observed just how very busy these events are compared with recruitment days for HE, with perhaps a hundred families or more coming to enquire about the course. The benefits of the course were suggested to future students as being the relevance of crime to all sectors of society and job sectors, as well as being a recognised pathway in its own right, how it built well upon the many crime-as-entertainment opportunities families took advantage of, and the way that the four separate

assessment points supported "anxiety, time management, busy lives away from college" (RJEntry14/Running_a_recruitment_evening – what_to_say?). These were all seen to offer varying levels of support to different family groups. Parent-carers were also interested in the soft skills such as how study skills, employability and further study are discussed within the course. Potential students were more interested in the types of crime covered on the course, and the types of subjects which might be best studied alongside it. There still remained doubts, however, about its connotations as a not-A-level subject, with some concerns voiced around whether it is "as good as an A level", particularly with reference to UCAS points and onwards progression: "Will their child be disadvantaged by taking a vocational qualification alongside their 2 A levels?" (RJEntry14/Running_a_recruitment_evening – what_to_say?

Opening evenings were run once or twice per term from five to eight-thirty pm, with potential students and their parent-carers being invited in to listen to a welcome talk by the Principal and visit the classrooms of any and all subjects they might be interested in studying. While they seemed to provide a forum for careers talk, actually teaching about transitions into HE during tutor time with Criminology students went very badly, with the researcher describing it as "an absolute disaster!" (RJEntry14/No_careers_guidance_thank_you). While a handful took an interest, the majority were adamant that they did not wish to go to university at all, or certainly not for a good few years. Taking a gap year was of interest to some, with most being interested in getting away from education and getting a job. It is unclear whether this is impacted by Covid, family finances, or the constant culture of testing and measuring within education, or indeed whether the rural context makes work, and the resulting income, driving lessons and freedom of movement perhaps more appealing than they would be in a more urban area. Nonetheless it was still of considerable surprise that there was on the whole a considerable resistance to talk of future selves and future plans.

Planning around the internally-managed Criminology assessments was also a matter of concern, especially in relation to completing all of the paperwork required to ensure that

student learning needs and differences were catered for. This all needed to be completed within the first two months, so large quantities of marked work had to be completed for all students within this timeframe to see where additional needs might sit. The role of the teacher as first line diagnostic for a full range of needs clearly felt rather overwhelming, and there was also some frustration at the lack of diversity within the assessments. The researcher observed that within HE it would be possible to show similar levels of understanding through "a presentation, or a poster, or an essay", which would allow students greater opportunities to "play to their strengths" (RJEntry16/Student_differences_and_exam_access_arrangements). Part of the expected skillset was that these students would be "digital natives", as is so often assumed. However, many could not type and needed support with fairly basic word processing functions (RJEntry17/Digital_natives?). The researcher questioned whether explicit teaching of this was good use of lesson time, yet was aware that without these skills they would underachieve in the Criminology assessments: "I'm sure I've read multiple articles about students of this age being digital natives. So why aren't they?" (RJEntry17/Digital_natives?). There would seem to be a mismatch of assessed skills to learning outcomes, going against Biggs and Tang's (2007) ideas of constructive alignment.

Physically accessing college via the rural bus services which operate within the large catchment area, some public and others run by the college and local council, was at times also a contentious issue. When the weather was bad, some bus services did not run, while others got stuck or missed out the narrower and less accessible villages. This led to issues with accessing lessons remotely, as not all would have access to digital devices or consistent Wi-Fi (RJEntry18/The_day_the_buses_didn't_come). However, at these times when more formal ways of communicating took a back seat, students would communicate more informal sides of themselves with the researcher, offering a greater sense of home and familial funds of knowledge: "But some send pictures of themselves studying, of the work they have done from home, of their pets enjoying some extra company, and that is an unexpectedly nice touch" (RJEntry18/The_day_the_buses_didn't_come).

Creating a new identity for themselves as an FE-focused practitioner who is connected to relevant specialists within their field via online communities of practice was felt to be quite a hurdle (RJEntry10/Online_communities). In addition to being conscious of not pushing to contribute to a new Criminology degree which was being written by the college (RJEntry19/Getting_involved_with_HE_again), as a gesture towards staying focused upon FE, there was a desire to develop personal connections to those who could be learnt from. The challenge of this was that FE teaching hours do not allow for any visits to conferences during term time, and even lunchtime webinars are difficult unless they are an exact match for the existing timetable. The researcher observed "damn the 828 contracts!" (RJEntry10/Online_communities), referring to the contracts which tie FE lectures to in-person teaching for over twenty hours per week, with planning, marking and pastoral work needing to be carried out on top of this. As such, professional development is something of a rare beast, particularly any which is subject-specific.

Some semantics became challenging due to wider readings on social media such as LinkedIn, with the researcher starting to question previously accepted and normalised phrases, and encouraging students to do the same: "I'm really liking all of the lived experience contacts I've developed, and its making me question terms like 'ex-offender'" (RJEntry20/Knowing_who's_who – a _whole_new_field_to_navigate).

The final concern, towards the end of the first term, was in ensuring that students had sufficient notes in their folders to be able to complete the eight-hour internal assessment, with some very real concerns around those who had "a few flimsy bits of paper and the occasional handout", especially where they looked like they had been "literally chewed by a dog" (RJEntry21/For_goodness_sake,_please_organise_your_files!). However, there was an ongoing worry about students who took enough of an interest to carry out their own research beyond the classroom, as this could end up losing them marks: "I've had to remind some students not to do their own research as it might take them away from what the textbook says. Just crazy! I thought I was here to build their skills, not reduce them!"

(RJEntry20/Knowing_who's_who – a _whole_new_field_to_navigate).The frustration at feeling students were being deskilled through assessment practices continued.

4.3 FINDINGS FROM THE DOCUMENTARY EVIDENCE

This section considers the curriculum topics which are compulsory to cover, and how they link with both funds of knowledge and funds of identity theories. The focus then turns to powerful knowledges, and how some aspects of the curriculum can be classed as this in various ways. Thought is then given to how students could move successfully from Level 3 to Level 4 studies and the mismatches in curriculum content between the WJEC Level 3 curriculum and the QAA benchmark statements for higher education. Finally, there is consideration of the implicit skills which are required to enable students to apply their subject knowledge in academically valued ways.

Findings 4.3a - Curriculum topics mapped to funds of knowledge and funds of identity theory

Some topics in the Level 3 Criminology curriculum are able to draw upon students' funds of knowledge, either through a sense of personal relevance, or through contrasting with their own lived experiences. Using Barton and Tan's (2009) typology of four types of funds of knowledge, the links between curriculum and lived experience can be made deliberative and brought into the classroom, as shown in the figure below.

Familial

- domestic abuse
- honour crimes
- lived experience of involvement with the CJS

Peers

- hate crimes
- sexual abuse
- coercive control
- underage drinking
- drugs

Community

- hate crimes
- littering and vandalism
- graffiti
- drugs
- shoplifting
- knife crimes

Popular culture

- true life crime documentaries
- crime dramas
- video games which glorify deviant or criminal behaviours
- drill music
- crime blogs / vlogs

(Fig. 23, Funds of knowledge opportunities within the Level 3 Criminology curriculum, based upon Barton and Tan's (2009) typology)

Funds of identity offer similar affordances for learning, with potential links to all nine of the types introduced over the past decade or so. These are shown in the figure below.

Types of funds of identity	Introduced by	Links with the Level 3 Criminology curriculum
Geographical	Esteban-Guitart (2012)	• Crime rates in the local area • Crime types in the local area
Practical	Esteban-Guitart (2012)	• White collar crimes • Sports crimes • Manufacturing crimes
Cultural	Esteban-Guitart (2012)	• Perceptions of deviant and criminal behaviours
Social	Esteban-Guitart (2012)	• Domestic abuse • Coercive control
Institutional	Esteban-Guitart (2012)	• State crimes • Forced marriages
Digital	González-Patiño and Esteban-Guitart (2014); Poole (2017a)	• Online aspects of crime • Use of the dark web • Online crime campaigns and support groups
Ideological	Poole (2017b)	• State crimes • Islamophobia
Existential	Poole and Huang (2018)	• Experiences of victimisation, witnessing or offending
Dark	Charteris, Thomas and Masters (2018)	• Hate crimes • Honour crimes

(Fig. 24, Funds of identity opportunities within the Level 3 Criminology curriculum)

Findings 4.3b - Curriculum topics mapped to powerful knowledges

If powerful knowledges are seen as those which allow a student to progress academically, then the curriculum topics in the figure below are the most powerful as they are picked up

in the QAA Benchmark Statements (2022) for higher level Criminology studies, as well as being part of the Level 3 curriculum. As such, for each Unit of study, the bullet points below indicate knowledges which are useful both within FE and HE.

Unit 1	Unit 2	Unit 3	Unit 4
• Crime and deviance • Crime statistics – showing trends • Crime statistics – types of surveys • Crime types • Relationships between offending, victimisation and intersectional characteristics	• Legal and social definitions of crime • Theories of crime and their impact on social policy	• The criminal justice system	• Crime and due process • Crime and social control • Crime prevention • Sentencing, prison systems and alternatives

(Fig. 25, Powerful knowledges within the Level 3 Criminology curriculum)

In terms of topics which are not covered at Level 3, for which some kind of bridge to Level 4 studies would be useful, these are detailed below.

Multiple perspectives	• Alternative theoretical approaches as to content and scope of the subject • Comparative penal policies • Legal / political / social / ideological frameworks of sources of data • Offender experiences
Social justice	• Discretion, discrimination and diversity in sentencing and criminal justice • Human rights • Linking political and cultural values with interpreting and responding to issues of crime, safety and justice • Social divisions in relation to crime and deviance • Social harm • Social justice • Types of harm • Youth justice
Personal reflexivity	• Personal awareness of local cultures and politics • Personal biography and social identity in responding to crime and victimisation • Personal reflectivity, critical awareness and values
Study of what defines the subject	• Criminology as interdisciplinary • History of Criminology

(Fig. 26, Topics covered in HE but not FE)

They are arguably the more emancipatory areas of the field. It may be that HE-based summer courses or transition days would wish to focus on some of these areas due to their prior lack of coverage, and Level 3 Criminology providers may wish to create their own transition materials or focus days based upon these topics. Given the otherwise tight sequencing of topic areas, all compulsory for each Unit, then this allows for powerful learning in terms of future selves without negatively impacting upon the learning of powerful knowledges for immediate usage.

As Ashton-Hay and Doncaster (2021) observe, academic skills form a key part of student retention and success, with those who have positive experiences of support in these areas doing significantly better on their courses. In FE colleges this is likely to come in the form of class teachers offering isolated skills sets which relate solely to their own subject areas and exam board preferences, the work of Lea and Street (1998, 2006) is nonetheless instructional in considering the different areas and levels of skills which can be developed.

Based upon the action verbs in the assessments, it can be suggested that the explicit skills required to succeed are broadly reflective of the updated version of Bloom's taxonomy. For example, task one requires application of knowledge, task two requires analysis, task 3 requires evaluation and the final task requires creativity. However, the implicit skills suggest a much more complex picture, and many of them would not sit within Biggs and Tang's (2007) ideas of structural alignment. They consist of organisational skills, emotional skills, IT skills, English skills, creative skills, non/research skills, and time management skills. As can be seen from the analysis below, tasks which look relatively straight forwards, especially when combined with a number of other tasks, often ask for a considerable and complex skillset which could be challenging for teachers to scaffold and learners to develop within just the first term of the qualification. So while the four units do reduce performance pressure on students at the end of the two years, they may actually add to it or damage their academic self-belief earlier in the course if both implicit and explicit needs are not met. While the work of Coombe, Vafadar and Mohebbi (2020) is useful in identifying the need for teachers to acquire assessment literacy so that they are familiar with the skills and protocols involved, this could be usefully extended to students and their need to understand how they are going to turn subject content knowledge into something which gains academic credit. At a surface level, working through command verbs to practice differences between describe, discuss, analyse and evaluate may be useful. However, at a deeper level it is important to recognise the underpinning skills and develop these as well. A comparison on explicit and implicit skills is shown below.

Unit 1 by topic	Explicit skills	Underpinning implicit skills
AC 1.1 Analyse two types of crime evidence in the assignment brief. This means you need to identify their characteristics. For each type of crime, include victims, offenders, level of public awareness, whether it is criminal, deviant or both. Give specific examples [4 marks]	Find and apply appropriate sections from the notes allowed	Regular and thorough note taking right from the start of the course Organisation of notes into a folder which is well labelled Awareness of where notes are strongest in relation to the crimes in the brief Not carrying out further research which suggests alternative categories or definitions
AC 1.2 Give a clear and detailed explanation of the reasons for the two unreported crimes in the brief, such as fear, complexity and lack of public concern. Include examples for each reason, e.g. that victims of domestic violence may not report crime due to fear [4 marks]	Find and apply appropriate sections from the notes allowed	In addition to the skills above, managing emotions to be able to write about potentially triggering topics such as violence, abuse or honour killings under timed and controlled conditions
AC 1.3 Explain the consequences of unreported crime, such as decriminalisation, cultural change and police prioritisation. Include relevant examples such as lack of police prioritisation of under-reported crime such as cannabis use [4 marks]	Find and apply appropriate sections from the notes allowed	Regular and thorough note taking right from the start of the course Organisation of notes into a folder which is well labelled Not carrying out further research which suggests alternative consequences or examples Wider concern – will understanding lack of police priority for some drugs encourage their usage?
AC 1.4 Describe media representation of crime, such as newspapers, television and electronic gaming. Give distinctive features of the representation, such as newspapers focusing on violent crime. Include relevant examples, such as games like Grand Theft Auto [6 marks]	Find and apply appropriate sections from the notes allowed	As above regarding note taking, organisation and sticking to the textbook
AC 1.5 Explain the impact of a range of media representations on public perceptions of crimes, such as moral panic, stereotyping of criminals and changing public concerns and attitudes. Include examples such as the moral panic about mods and rockers [6 marks]	Find and apply appropriate sections from the notes allowed	As above regarding note taking, organisation and sticking to the textbook

AC 1.6 Evaluate crime statistics including Home Office statistics and the Crime Survey for England and Wales. Give and overall assessment of the strengths and limitations of each, with a justification for your assessment. Include reference to reliability, validity, ethics and purpose of each method [6 marks]	Find and apply appropriate sections from the notes allowed	As above regarding note taking, organisation and sticking to the textbook

Evaluation criteria are part of a much larger picture of research, difficult for students to fully understand with 1 to 2 weeks of teaching |
| AC 2.1 Make a clear and detailed comparison of a range of relevant campaigns for change. Make explicit links to the planned campaign with reference to specific and appropriate sources to support your conclusions [10 marks] | Comparing and contrasting a range of campaigns to be found through online searches – may draw from notes or find online on the day | Understanding of how to compare and contrast, what features are to be looked at

Does not mention looking at the aims of campaigns although these are key

Need to understand how many constitute 'a range'

Must be able to search effectively online, make timely decisions

Teacher must remember to sequence this after the students' own campaigns are designed, otherwise the comparison is not possible |
| AC 2.2 Make a clear and detailed evaluation of the effectiveness of a range of media used in relevant campaigns for change. Provide clear evidence of well-reasoned judgements to support your conclusions [15 marks] | Knowing how to evaluate use of media in campaigns, finding relevant examples | Need to understand how many constitute 'a range'

Must be able to search effectively online, make timely decisions |
| AC 3.1 Produce a detailed plan of your own campaign, including aims and objectives, justification of why it is needed, your target audience, methods and materials, finances, timescales and resources. Be clear and accurate in all sections and give realistic timings and costings for your campaign [10 marks] | Have a clearly communicated idea of how to run a crime campaign

Be able to research and evidence key parts | Limited number of students will have actual experience of such planning or costing

Lots of research which needs evidencing

Very challenging for neurodiverse students who may wish to focus on one section for longer, need to frequently chop and change to cover all of the areas |
| AC 3.2 Present designs for your materials, including screenshots of websites, leaflets and posters, designs of merchandise such as t-shirts, mugs, wristbands etc. You should have a range of materials [20 marks] | Creative design challenge across multiple websites | Ability to think creatively and produce designs on demand

Familiarity with a range of word processing and presentation packages, online merchandise design, QR code makers, logo designers etc |

		Sophisticated use of English language to create persuasive marketing materials
		Understanding of how to copy and paste screenshots
		Use of back button to correct minor errors without deleting all work
AC 3.3 Justify your campaign. Explain why it is necessary. Outline the evidence that supports your case. Explain how the language you have used helps to persuade people to support your campaign [15 marks]	Explaining, justifying, finding evidence to support	Decide on and research appropriate statistics as evidence
		Use of metalanguage

(Fig. 27, Explicit and implicit assessment skills)

- *Organisational skills*

These require regular and thorough note taking right from the start of the course, as well as the organisation of notes into a folder which is well labelled. Most A level courses allow two years for the requisite study and organisational skills to be developed, yet in Criminology the implicit expectation is that this is something students are capable of from day one, given how they must take class notes to a high standard over the first three months if they are to pass the end of Unit 1 assessment in the January of their first year.

- *Emotional skills*

Managing emotions to be able to write about potentially triggering topics such as violence, abuse or honour killings under timed and controlled conditions is exceptionally challenging, and even if a student chooses not to write about the topic in detail, seeing it may still cause distress. Equally, the eight hours of the assessment, even when spread over two or three days, can be very challenging for neurodiverse students who may wish to focus on one section for longer, when they actually need to frequently chop and change to cover all of the criteria. This may also be a challenge for students who suffer from anxiety, as having to face exam conditions several days in a row could prove very daunting.

- *IT skills*

There is concern that a student's subject knowledge may be better than their underpinning IT skills in typing and online designing, leading to marks which do not wholly reflect their actual subject knowledge.

- *English skills*

A fairly high level of English skills is also required. For example, in AC 3.2 sophisticated use of English language is needed to create persuasive marketing materials, and in AC 3.3 use of metalanguage is further required to justify persuasive and emotive language in AC 3.2. Arguably a student may be good at Criminology yet not have these English language skills.

- *Creative skills*

These are also required, not just to support language usage, but also the ability to think creatively and produce designs on demand. While an interesting way of drawing out some Criminological knowledge, this may not be the key skillset for some students, who could again be disadvantaged in terms of assessment grades despite sound core subject knowledge.

- *Research skills*

There is a need to warn students not to carry out further research which suggests alternative categories or definitions to the textbook, as these will be marked as wrong.

- *Time management skills*

These are an expected part of the course and there is a great deal of assumption about underpinning techniques that may or may not have been taught at Level 2. Time management and well as self-management are important skills, and when summative

assessments are run just months into the two year course, it is likely that some students may flourish while others may become disadvantaged.

Findings 4.3d - Digital elements on the VLE

For each taught session, a PowerPoint is uploaded with key information, and this largely follows the textbook. The files names are set as questions in the hope of engaging students before they even start the lesson, and all resources are posted on or before the Sunday evening of the week to be taught. This allows early access for those who are anxious about their learning, or who are neurodivergent and benefit from a longer processing time, and those who struggle to make notes at sufficient speed or to an appropriate level of detail in class are able to print them off in advance if they wish. While there is the possibility of setting up 'Posts' next to the Files and sending information out to all students on the course, what seemed to work better as the year went on was the use of teaching group 'Chat' groups, so that information could be more personalised and students were more likely to engage with it. Analysis of every third post to a group chat showed that while subject knowledge and academic skills were included, it was actually posts about relationship-building, inclusion and belonging which were most prevalent. Organisational information and links to future selves were also present, as shown in the table below.

Subject knowledge	- Links to materials relating to topics being covered or those known to be of interest, e.g. limited hours for wife beating, increased executions for drug offences, or female offending as a result of coercive control
Academic skills	- Links to past papers and their grading guides so that students can see how exams are written and marked
	- Signposting to academic study skills support
Relationship-building, inclusion and belonging	- Wishing students luck with exams
	- Relationship-building check-ins after exams
	- Offering of information in a different format to that used in class to enable all learners to find a 'way in' to the learning
	- Links to quizzes on Teams Forms – used variously to be formative, summative (in class), individual or group, and also used as models for students to create their own
	- Links to opportunities specifically aimed at students who are underrepresented in certain universities
Organisational information	- Sharing information on future class learning
Future selves	- Links to future university courses
	- Links to university summer schools

(Fig. 28, Digital elements on the VLE)

While the researcher assumed that the vast majority of materials posted were to do with actual subject content as this was their intention when posting, it would seem that much

more was posted which promoted relationship-building, inclusion and belonging. While something of a surprise finding for me, it does at least offer some insight into how the different types of learning environments blend together, with the digital learning environment being predominantly used to support the social and emotional learning environment.

4.4 FINDINGS FROM THE STUDENT SURVEY

Responses to the stage 1 student survey totalled nine from a total possible sample of 76. The majority were completed online, with one student survey being completed on paper. The results from the paper copy were added to the online Qualtrics survey for ease of analysis.

Questions about choice of college and travel to and from college

Choosing which college to attend drew familial funds of knowledge, with peer funds perhaps surprisingly not being noted (although this does not mean they did not occur). Students reported mostly choosing the college due to the subjects on offer, with some also drawing upon the knowledge and experience of family members. One noted that its close proximity was a key factor. Journey times to get to and from the college varied considerably and were evenly spread between under 30 minutes, half an hour to an hour, and over an hour. This is perhaps to be expected in a rural community, and raises questions about the needs of students with longer journeys, in particular those in socio-economically difficult positions, and those with significant learning differences. While two students were able to get a lift or drive themselves to college, the other seven used either public or college buses. It was interesting to see that even of the students who lived within 30 minutes of the college, none walked in. While this may be because they needed to drive in from the outlying villages and there were no suitable footpaths, from a sustainability point of view this may be worth further exploration.

Question about gender

Funds of identity are taken here to mean those aspects of the Funds of knowledge a student has access to, which they claim as their own and attach personal meaning to. In terms of how the student participants see themselves, the majority identified as female with one identifying as non-binary. It is interesting that no male-identifying students took part, and while there are more female-identifying students on the course, it is still perhaps surprising. This presents another reason for not generalising the results, as certainly by gender they are not representative of Level 3 Criminology students in this setting.

Question about learning differences and health conditions

In terms of their identity as a learner, four of the students did not consider themselves to have a learning difference or mental / physical health condition, and two preferred not to comment. Of the remaining two, one self-reported as having IBS, asthma, anxiety and awaiting a diagnosis for possible ADHD / autism, and the other reported social anxiety and complex PTSD. While anxiety is widely recognised as affecting many of the Covid generation of students (Chen and Lucock, 2022), it is possible that mental health concerns overshadow physical health considerations, and pre-pandemic awareness around conditions such as asthma may be dropping off. The reporting of complex PTSD is perhaps surprising, and a condition one would most likely imagine in someone much older, for example someone who had served in the frontline protective forces. This is a timely reminder that highly traumatic events can happen at any point in someone's life, with students and teachers needing to work together to avoid potential triggers which the student feels unable to process at any given time. As recovery is not a linear process (Llewellyn-Beardsley *et al.,* 2013), then regular check ins rather than a one-off 'fire and forget' format is likely to be more supportive.

Questions about attendance

Most participants felt their attendance at college to be good, or at least good under the conditions they were managing, and this is more positive than the national debate around attendance and school / college refusal as a trauma response to the pandemic, economic

hardship and other ongoing challenges to societal wellbeing (Daly, Sutin and Robinson, 2022).

Question about friendships

In terms of friendships, three of the nine participants said that they found it hard to get to know new people, and three noted friendships across a range of courses and course types. Two mostly knew people studying the same courses as them, and just one said that they know a couple of people. This does perhaps rather upset the assumption that a rural college with a handful of main feeder schools will allow for an 'everyone knows everyone' community. In terms of transitional activities, more time for getting to know you activities should be built into the timetable, as a subject group rather than just as a pastoral activity. Given the sensitivity of some of the topics in Unit 1, and how quickly they appear at the start of the curriculum, for each student to feel that they know and are known in the class to some capacity would be beneficial.

Question about choosing Criminology as a subject

In terms of the sources of knowledge available for students to draw upon when deciding on their courses, much motivation came from crime fiction in written or televised form, along with real life crime documentaries. This led to the majority of students seeing Criminology as useful for their future careers, along with it being a pathway to higher level studies. Only one felt that they had gained knowledge from careers guidance, and that was within their prior school rather than once at college, and only one felt influenced by seeing advertising materials about the course. Family and friends featured less than expected, with just one student selecting these options. This runs somewhat contrary to university course selection, where 'hot' sources of information in the form of people know to the student are seen as the most desirable sources (Slack *et al.*, 2012).

Question about grades

When asked about their grades, most students felt that they were 'good' or 'ok'. One student did not feel happy with their grades at present, and a further student felt that their

grades were highly related to their level of interest in the topic. This is of course a highly subjective measure, given that one student might be disappointed to miss out on an A grade by a few percent, whereas another might be delighted to pass with a D grade. This is why the concept of being a 'good' student is further developed in Stage 2.

Questions about where learning takes place

Students defined where they felt that learning took place within the college, where the physical learning spaces are. The classroom was seen as the main location, for taught content, formal knowledge about study skills and exam practices, and also through informal chats. The acknowledgement of a mix of formal and informal occasions for both contributing to the development of powerful knowledge was useful to observe, as sometimes the 'spin off' conversations about a particular case in the news or piece of exam board training are seen by students as just as useful as taught content. These are also the types of knowledges and links between classroom and everyday reality that those with lower attendance will miss out on as they are rarely captured and cannot be caught up on in the same way as curriculum content. Discussions and debates were also seen as contributing to learning, but somewhat less than teacher-led activities, as students are perhaps still learning to conceptualise themselves and their peers as knowledge holders. The learning zone (library) was viewed as somewhere for learning to take place, as was the act of independent learning – although there was no specification of where this would physically take place. One student even rated the loud and busy canteen as a place for learning to take place, thus reflecting the way that not everyone needs a quiet space to feel that they are learning 'properly'. Outside of college, the most learning about Criminology was seen to take place through engagement with crime dramas, closely followed by reading online materials, watching or listening to podcasts and news programmes, and reading physical or e-books. While watching and listening seem to be the mediums of choice, reading is still popular, and the diversity of self-selected medium reflects the ongoing need for diversity in delivery (CAST, 2018). Three of the nine respondents felt that learning took place through social media, talking about Criminology with friends from the course, whereas only two out of nine felt that they learnt through social media from people outside of the course.

Questions about what is useful and important in learning

There were a range of knowledges which students valued, some relating directly to the curriculum and others relating more underpinning pedagogies. Almost all of those who participated felt it was important to know about theories and theorists, know how to find reliable information about crimes and crime data, understand how crime is portrayed in society, and understand how different cultures and societies see crime and deviance differently. Seven of the nine students also felt it was important to know about real crimes and criminal cases, and understand who is most likely to commit or be a victim of a criminal act. Perhaps surprisingly, only two students felt that reflecting on or sharing personal experiences was useful. An alternative way of framing powerful knowledges draws upon Maude's (2015) work, as adapted here in the figure below to students' responses to the above question about what it is useful to learn when studying Criminology.

Maude's (2015) 5 types of powerful knowledge, based upon Young's original definitions	Examples of powerful knowledges within Criminology
Type 1 – knowledge that provides students with 'new ways of thinking about the world'	• Media news priorities – why some types of crime are heard about in great detail and others rarely mentioned • The link between 'typical' victims and offenders, and actual information on crimes committed • Understand that different countries and cultures will view crime and deviance differently
Type 2 – knowledge that provides students with powerful ways of analysing, explaining and understanding	• Understanding the differences between qualitative and quantitative ways of developing crime statistics • Consideration of the dark figure of crime (the gap between actual crimes committed and those which appear in official statistics)
Type 3 – knowledge that gives students some power over their own knowledge	• Legal and social definitions of crime and deviance • Discussions of crime types, including those of which they may have some lived experience • Examining multiple perspectives in relation to why crimes are committed
Type 4 – knowledge that enables young people to follow and participate in debates on significant local, national and global issues	• Researching and comparing regional crime statistics • Some awareness of more global issues through investigating crime campaigns

Type 5 – knowledge of the world	• Mostly limited to knowledge of England and Wales, although global issues are flagged up as relevant
	• Showing how theories of crime influence social policy and social control
	• Studying real crimes and criminal cases

(Fig. 29, Maude's 5 types of powerful knowledge adapted for Criminology)

In terms of the value placed on concepts which could broadly be considered socially just, being able to safely discuss alternative points of view, even when they are controversial, was valued by all of the participants (scored 3, 4 or 5 on a scale of 0 to 5 where 0 is 'not at all important' and 5 is 'very important'). Thinking about those who have committed a criminal act and how language can label them for life, e.g., 'ex-offender', provided the second most homogenous response, with all students viewing this as personally important. Thinking about the experiences of victims and whether terms like 'survivor' are sometimes more empowering was generally viewed as important, although one student did not see this as so personally relevant. Using language in a non-binary way, so that people aren't always classed as 100% victim or 100% offender was seen as personally important to six of the eight respondents, with two respondents not viewing it as so important to them. The concept which seemed to divide the participants was expressed as 'seeing people with similar identity concepts to myself represented fairly in the course', with two students rating this as 'very important', and the remaining six respondents rating it towards the 'not important' end of the scale. Given the variety of campaigns for fair representation within higher education and across society more broadly (see, for example, UCL, 2014), this was something of a surprise and would be worthy of further investigation.

Question about knowledge and confidence in relation to what to study and how to study

Understanding powerful knowledges in relation to the academic skills required to apply powerful knowledges successfully and exchange them for academic credit allows students

to do well at Level 3. Moving into higher level studies these powerful knowledges and academic skills also have the potential to inform in-course study programmes and transitional summer tasks aimed at supporting students to do well within their current programme, and to transition successfully to and through university. The areas in which students felt the most confident, with seven out of nine respondents selecting the options, were knowledge of how to manage to work to a deadline, how to manage their notes and learning resources, ability to use digital technologies to find resources from lessons, access appropriate digital technologies and Wi-Fi connection when away from college, and also from a socio-emotional perspective, able to access people who support their studies. In terms of feeling unconfident, no more than two out of nine respondents selected this option for any given skill. Where they did, this related to knowledge of how to write to a word count or time limit, knowledge of how to present to a time limit, knowledge of how work is marked and graded, and confidence in presentation skills. While those responses which were presentation-related do not impact upon the summative assessment for the course, they are nonetheless important as a wider skillset which underpins further and higher levels of study, as well as being part of the workforce as an employee or apprentice. This would suggest that it is worth creating time within the rather tight curriculum for shows of knowledge which are verbal rather than written. There were nine areas where students reported feeling either neutral or fairly confident, so these could be viewed as being relatively effectively embedded, as shown below:

Knowledge-based academic skills	Confidence in academic skills	Learning environments to support academic skills	Digital skills to support academic skills
•1 - Knowledge about assessments and exams •2 - Knowledge of how to proofread my own work	•3 - Confidence in my writing ability •4 - Confidence with research skills •5 - Confidence in making links between classroom learning and real life events	•6 - Knowledge of who to ask if I get stuck •7 - Access to a quiet place to work •8 - Access to people who support me in my studies	•9 - Ability to use digital technologies to find resources from my lessons

(Fig. 30, Academic skills identified positively by students)

While there were no areas where all of the students were between neutral and fairly unconfident, two had six of the nine of respondents selecting these options, and so are worth considering as the areas most in need of supporting and developing. These were 'Knowledge of how to structure my ideas' and 'Knowledge of how my work is marked and graded'.

These results are to be treated with a degree of caution, however, as students' own perceptions may vary quite considerably from how their knowledges and skills are viewed by teachers or in relation to exam board criteria. Some may be underconfident and lack awareness of how they have successfully developed these skill areas in ways which their current course rewards. Equally, some may be overconfident and the skills and knowledges may not translate to good grades and academic success. Where expectations change between educational levels, such as the growing need to reference, write to a time or word limit, or make decisions about the sequencing of ideas or quality of materials used to inform one's thinking, prior ways of working and which brought academic success may not match up with current academic needs and performance. This would suggest that some sort of pre-course or early on-course skills assessment is required to understand and address any gaps in perceptions of academic knowledges and skills.

Question about areas of Criminology students are most interested in

Human rights and forensics were seen as the most interesting areas (eight students), closely followed by criminal psychology and domestic crimes such as abuse, violence and honour crimes (seven students). Also of considerable interest were crime and mental health, crime and the media, prisons, punishment and rehabilitation, serial killers and violent crimes (six students). This was closely followed by drugs supply, trafficking and dealing (five students). It is interesting as the relationship between crime and mental health, and by extension substance misuse, is not explored in this Level 3 curriculum in any way, yet the majority of participants find it to be of interest. Given the links between poor mental health and crime (for a metareview of the literature, see Polanin *et al.,* 2021) and the recent notification given by the Metropolitan Police that they will no longer be responding to calls relating to

mental health as this takes up too much of their time (Iftikhar, 2023), then perhaps this is a topic which should be brought in through curriculum change or specialist focus days. By contrast, crimes largely viewed to be growing, such as digital crime, and those of specific relevance to this local, rural community, such as county lines, were not noted as being of interest to a single student. Equally, areas looked at within undergraduate courses but not at Level 3, such as international crimes and crimes related to protected characteristics, held interest for only one or two students. It is notable that the crimes reported as being of most interest to students is almost the inverse of crimes which parent-carers report being interested in. Crimes relating to gender identity, religion, substance misuse, international crimes and sports were not identified as causing any particular concern.

Questions about if students have ever been victims, witnesses or offenders

All of the students who chose to take part in the research shared that they had either committed an offense, been a victim of one, or witnessed one. Admittedly, this may be the reason why they were motivated to take part, to share their experiences and have their voices heard, and it could be that no other students have experiences of crime and hence were not motivated to take part. However, if this ten percent of students are experiencing offending, witnessing or victimisation, then institutions and subject teachers must still take this into account when offering learning experiences, and build in opportunities for such pedagogies of discomfort to be developed. Romano (2021) posits that the impacts of crime should be explored in the classroom "not simply as voyeurs or spectators but as ethically engaged citizens", observing that to do so we must "promote both critical analysis and difficult self-reflection". This may involve scaffolding support pathways for both students and staff to ensure it occurs within an emotionally recognised and boundaried space, with Millner (2021, p. 805) seeing that "it is clearly part of the responsibility of an educator to create spaces that feel "safe" for students, and do not induce or trigger trauma". She goes on to suggest that discomfort can be scaffolded by "acknowledging the inherently emotive and emotional aspects" of a given topic, and giving time, space and energy for "crafting spaces that are safe without being too safe" (Millner, 2021, p. 807), thus allowing students to grow rather than remain unchanged.

Labels such as 'offender', 'victim' or even 'witness' can be very powerful (The Fortune Society, 2023), so there was an interest in seeing if within the students' own funds of identity they saw themselves or their family or friends in any of these roles. Given the curriculum time dedicated to considering typical offenders and typical victims, this felt relevant so that future teaching had a frame of reference for whether these labels were a form of 'othering', or whether they belonged to the students. For example, students who had experience of underage drinking might see themselves as an offender as legally this is how their actions would classify them, yet their own subjective perceptions of offenders may be something which is only applied to the actions of others, and not oneself. Sexual harassment / abuse was rather worryingly the one which most students had experience of, five as a victim and two through witnessing. While a great deal of work has been done about sexual violence on university campuses (Bovill, McCartan and Waller, 2022) and the sexual targeting of university students (Anderson and Naidu, 2022; Roberts, Donovan and Durey, 2019; Sundaram, 2018), there seems to be little available on college students and this may well need to change. Involvement with improper underage acts was also highly responded to, with four students being a victim and two students being offenders. Whilst in line with open classroom discussions which were not part of this research, such safeguarding issues nonetheless had to be addressed, and at this point anonymity was more of a hinderance than a help. However, by reminding all students of internal and external sources of information and support in relation to experiences of crime, and by suggesting to all students that anyone taking part in the research might like to look back at the sources of support specifically flagged up in light of the questions to be asked, then those wishing for help would be aware of who to contact.

It may also be, as will be seen in the next question, that they had not been aware of the legal status of their acts at the time. For the taking of illegal or limited substances, one student had been a victim, one an offender and three had witnessed it. Of the five who reported involvement with violent crimes with or without weapons, all had been witnesses. A further four had witnessed some form of online scam, with one being a victim. Three has witnessed domestic abuse, with one being a victim. Three had been victims of hate crimes, and two had witnessed hate crimes. While the combination of curriculum content and duty

of care ensures that there is signposting available for offenders and victims, these results would suggest that more should be done to raise awareness of witnessing different types of crimes, how this might make people feel, and what can be done about it. This seems to be an area of crime which is experienced more frequently than expected by young people, and the questions and needs raised by it should be addressed. For some, it is their Criminology studies themselves which raised awareness of the 'victim', 'witness', 'offender' labels. Six reported having previously been unaware that they had been a victim of crime, two did not realise they had witnessed a crime, and three did not realise they had engaged in offender behaviours. A worthwhile follow up to this could seek to find out if, once this was known, there was any sort of behaviour change such as stopping the offending behaviours, seeking wellbeing support, or even reporting the activity they had witnessed or been a victim of.

Question about what success in Criminology looks like

In terms of perceptions of success in Criminology, all participants either referred to the grades themselves or the grades required to access higher level learning or a specific job opportunity. Knowledge, if mentioned at all, was seen in line with Barton and Tan's (2009) view on what it can be traded for, rather than as being of use or interest in its own right. This echoes much broader discussions about the datafication of our students and the measurability of their outcomes (Jarke and Breiter, 2019), moving the focus of education from 'being' to 'becoming'.

Question about challenges to success

Students reported some potential challenges to achieving their goals, half of which related to academic skills for exams (four students), and half of which related to motivation and anxiety (two students each). There was also concern expressed about keeping up with workload (one student). As such, a focus upon how to apply subject knowledge for academic credit remains a priority, alongside the need to support students' wider socio-emotional needs.

Question about facilitators of success

Students identified a number of supportive strategies which they saw as helping them work towards their goals. Improving on their revision methods / strategies / resources was a key theme, with subject teachers seen as the next most useful. Working with peers and family, managing time and emotions, and considering where learning most usefully takes places were all mentioned as well, and all of these elements should feed into early discussions around studying at college, as no one element is the key to success for all students. Responses are shown in the figure below.

Student-identified support mechanisms to reach their goals
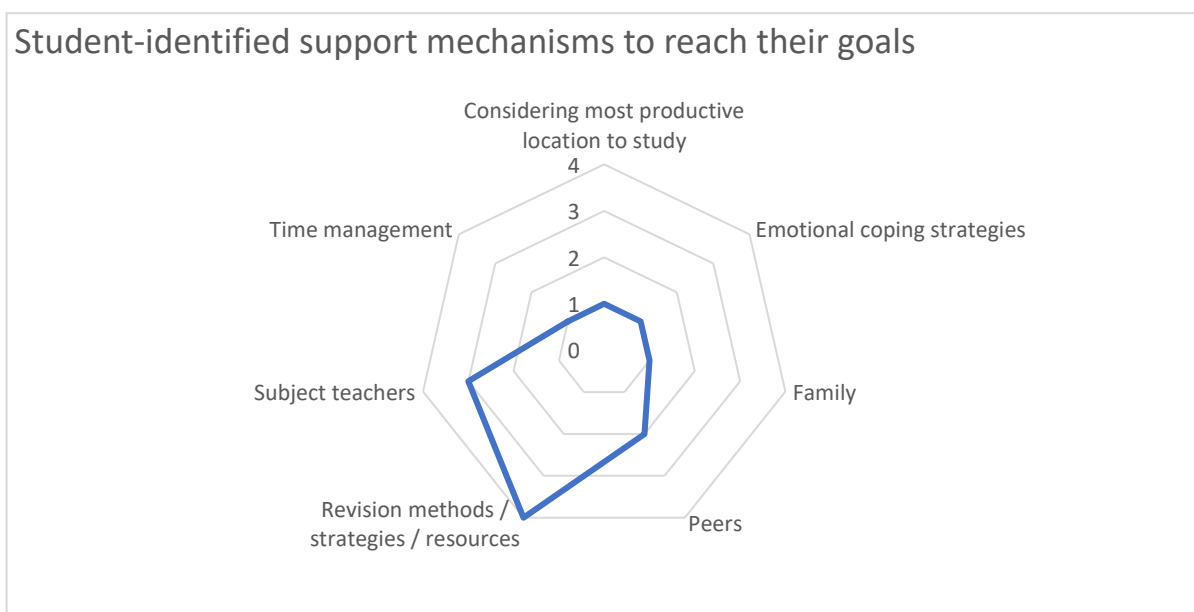
(Fig. 31, Support mechanisms identified by students to help them reach their goals)

4.5 FINDINGS FROM THE PARENT-CARER SURVEY

These surveys were sent out alongside the permission email asking for their voluntary informed consent to include their child as a participant. Out of just over 80 possible participants (as some students had more than one parental / carer contact), there were five responses.

Question about choice of college

From a parent-carer perspective, having the right choice of subjects was seen as the key reason for choosing the college (three), followed by other family members having already attended it (one), and the possibility of a fresh start away from prior schooling (one).

Question about settling in

Parent-carers reported that their child had settled well, or was at least sometimes settled and sometimes unsettled, suggesting college is a topic of discussion in the home environment. One noted a subject-based concern but otherwise felt that they had settled well. Benner (2011, p. 303) notes that "pre-transition friendships and social supports are often disrupted by the move to a new educational context", so this was overall a positive outcome.

Question about choice of Criminology as a subject

Parent-carer perspectives on sources of knowledge for selecting Criminology were very different to that of the students, with much more of an assumption that decisions were based upon advertising materials and in-college careers guidance, and much less focus upon crime fiction and real-life crime documentaries.

Question about types of topics expected

Parent-carers drew on their own funds of knowledge to suggest what they assumed the course would consist of, with forensics and the psychology behind criminal acts being most commonly noted. This is perhaps linked with the CSI generation (Cole and Porter, 2017) and the areas of crime and criminal investigation most easily accessed through entertainment modes such as books, television series and films.

Question about their child studying uncomfortable / difficult topics such as violent crimes, sexual crimes or domestic abuse

In terms of providing a safe space to discuss these challenging issues, parent-carer responses suggested that coverage and discussion within the learning environment was both acceptable and desirable. One was less comfortable that it would be a high-profile area within the course because they did not consider it healthy to take up too much of their thinking. Equally, they felt that some issues covered within the course to which their attention was drawn in the question would benefit from wider discussion and being out in the open: "Crimes such as domestic violence are so devastating because of the silence". There was also an awareness that certain characteristics and types of neurodiversity meant that some people were more likely to be targeted or become victims, and so because of an ongoing diagnosis for their daughter, they were glad these topics were to be part of the curriculum.

Question about on-course skills development

Parent-carer responses around the types of skills their child was developing on the course varied. One was unsure, and one talked about knowledge (of the criminal system and law) as well as academic skills. Key skills were seen as being analytical (two responses), communication and writing skills (one response), compassion (one response) and attention to detail (one response). It is interesting to see compassion here, and while it is not an academic skill per se, it is certainly one which the course lends itself to developing, along with drawing upon the work of Jones (2015) and her ideas around building empathy.

Question about the types of jobs or studies Criminology could lead to

Parent-carers were asked to share their thoughts on where a qualification which included Criminology could lead. Jobs involving the word Criminology came up, as did other subjects of interest / under study. Wider job roles were also mentioned, such as policing and forensics, and there was one part of a response which focused upon the specific skill of 'analytics' rather than a given job role or area. Despite the research which suggests that rural students are less likely than their urban peers to want to go to university (Melvin, 2021), all of the roles suggested were graduate roles, with the exception of policing which

has just recently moved to having a non-graduate pathway again (Joiningthepolice, 2023).The full range of responses is shown in the figure below.

(Fig. 32, Parent-carer perceptions of types of careers with Criminology)

Question about their child working within the criminal justice system, crime prevention or victim support

In terms of parent-carer perceptions of future pathways with Criminology, all participants agreed that either they would support their child if that was their chosen path, or they would support their child because it is an important area of work. This suggests that parent-carer's own funds of identity value the agency of their child and the work sector they may wish to move into.

Question about what Criminology topics, if any, get talked about at home

Where students talk about their studies with their parent-carers, some topics seem more prevalent than others, with theories of crime and types of crime being the most frequently cited. This may be due to them occurring at a particular point in the curriculum, or because they resonate more than other topics with the child, or else they may resonate more with the parent-carer. As such this is unlikely to present the whole picture, but does provide a useful snapshot of powerful academic knowledges which make it into home discourses,

potentially providing funds of knowledge for siblings and wider family. These are shown in the figure below.

CRIMINOLOGY TOPICS DISCUSSED IN THE HOME

Pie chart showing:
- Theories of crime 25%
- Types of crime 25%
- Local crimes 9%
- Legal / illegal distinction 9%
- Crime and punishment 8%
- Nothing was of interest 8%
- Laws 8%
- Using subject knowledge in assessments 8%
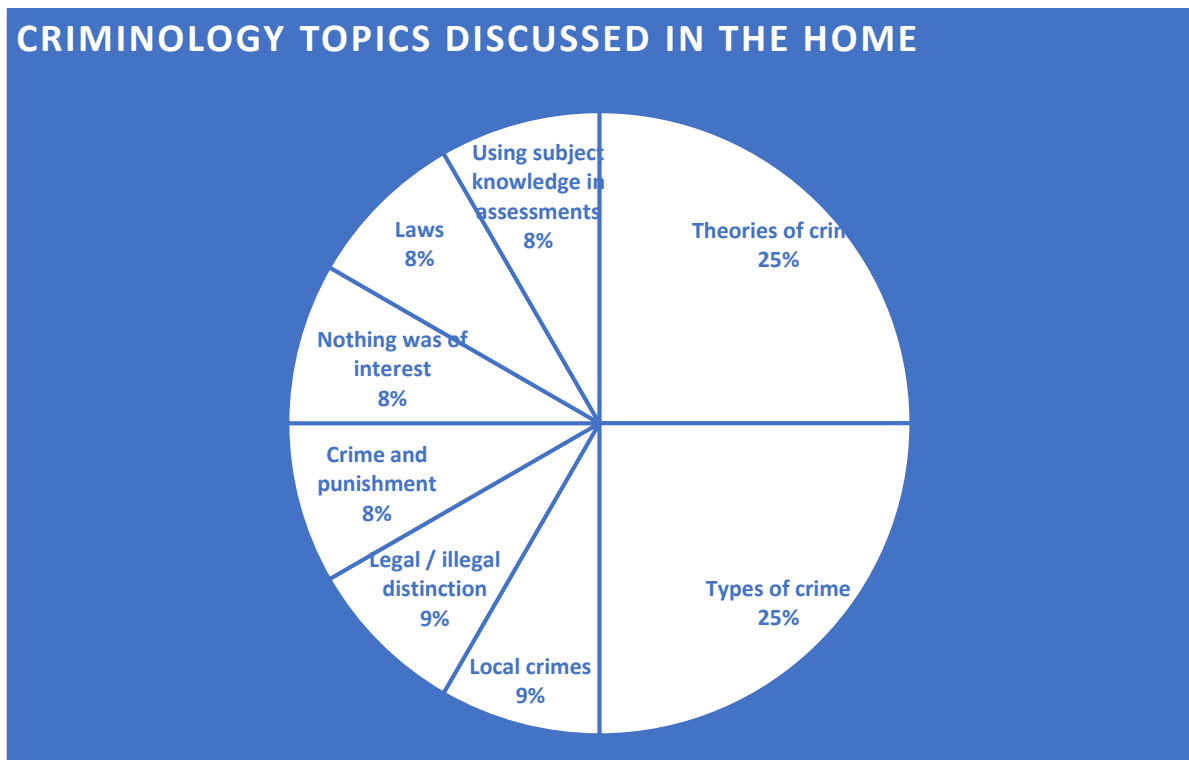
(Fig. 33, Criminology topics discussed in the home)

Question about which areas of crime in society they are most worried about in general

Parent-carer funds of knowledge include knowledges and perceptions about which crimes are most prevalent society. These may be through personal knowledge, community funds of knowledge or reports of crime in the media. As is studied in Unit 1 of the course, media portrayals of crime can greatly impact upon public perceptions of how much at risk they are. In response to the Stage 1 research questions, this research shows that digital crimes are seen as causing most concern to parent-carers, closely followed by county lines, sexual crimes, and crimes relating to sexuality. It is notable that this is almost the inverse of crimes which students report being interested in. Crimes relating to gender identity, religion, substance misuse, international crimes and sports were not identified as causing any particular concern.

Question about which areas of crime they are most worried about in their local area

With regard to crimes in their local area, parent-carers noted of particular concern county lines, the current mental health crisis, and sexual crimes including spiking of drinks. While following their concerns on the previous question around which types of crime cause the most concern in society in general, they therefore also remain the areas of crime which students find the least interesting.

Question about what they feel success in Criminology looks like for their child

When parent-carer participants were asked about how they perceived success for their child in Criminology, three referred directly to the grades they could get and how this would facilitate their journey to university. As such this shows a similar picture to that from the students themselves, whereby the qualification is itself largely seen as a bridge to the next stage, rather than a stage in its own right. One parent-carer did see it as affording the change to gain "more of an understanding of our world and the people in it", suggesting a holistic view of Level 3 studies in which they serve benefits in their own right. Use of the word 'our' rather than 'the' preceding 'world' also suggests a sense of belonging and connectedness to wider society from the participant.

Question about any challenges to course success

Whereas students' own sense of challenges to reaching their goals focused upon academic study skills, anxiety and motivation, this was less prevalent among parent-carers, although these were still of concern. One response hoped there would be no challenges, and another talked about giving the "support, resources and opportunities" that are needed to succeed. Of the other two responses given, one mentioned mental health and the other mentioned motivation. It may be that some sort of curriculum update or topic awareness could be sent to parent-carers in future to allow for parent-carers being better informed about what is covered within Criminology, and this could include ideas around supporting academic skills, reducing anxiety and staying motivated.

Question about any facilitators of course success

When looking at support mechanisms to help students in reaching their goal, the students' own ideas were mainly around developing their academic skills and working with the subject teacher. Peer support also featured for a number of participants. Interestingly there was less diversity of responses from parent-carers, with key ideas being the teaching and the teaching resources. It may be that while academic subject knowledge is viewed as important to develop, awareness of the peculiarities of the assessment pattern for the Level 3 Criminology course is not widely understood, and hence awareness of the need for possessing the appropriate academic skills with which to actually exchange the subject knowledge for good grades is less likely to be considered. Again, this suggests that college-home communications could be improved with more tailored information not just about what is being learnt, but also how it will need to be applied in order to be academically successful.

4.6 FINDINGS FROM THE STAGE 2 'DIGGING DEEPER' SURVEY

The Stage 2 questions were completed by four students, all of whom chose to answer in writing, some with full sentences and others through bullet points, some hand written and others typed. It was something of a surprise that none chose to engage with the more multi-media, arts-based options, and due to anonymity measures it was not possible to know if they had taken part in Stage 1 of the research.

What does Criminology mean to you?

While two of the participants made links to their own interests in the subject, and one noted they now wish to study it further, the other two participants considered it to be more about the link between criminal theories and criminal behaviour, with one also concerned about the impact upon society. Arguably this moves understanding of Criminology into the area of social harm (Canning and Tombs, 2021) and arguably demonstrates a social justice

perspective. This reflects the work of Howes (2017) to a certain extent, insofar as their personal meaning-making did include a general interest in crime and justice, tentative connections with their chosen career path, and self as agent of change, albeit within society rather than necessarily following on from victimisation.

What types of crimes should we study and why?

The open-ended nature of questions and response formats dug deeper into students interests in crime, asking what types of crime should be studied and why. Of the four respondents, three were interested to find out more about the types of crimes rarely heard of, with one citing Female Genital Mutilation (FGM) as an example of this. Two wanted to know about as many types of crime as possible, one wanted to look into technological crimes in more depth due to the frequency with which young people are on their mobile devices, and one was interested in gaining a comparative approach as would happen on an undergraduate course, examining what different countries and legal systems class as crimes and how they are dealt with.

How should crimes be dealt with? What should happen to offenders, victims and witnesses?

In asking about how students felt that crimes should be dealt with, there was a desire to find out if students would focus on different types of crime, different types of victims, witnesses or offenders, and if there was any consideration of a rehabilitative approach. In terms of offenders, all participants felt that rehabilitation was key, along with an understanding of what drove people to commit their crimes in the first place. As Rollins (2011) notes in his book 'The Lost Boyz', which he then presented at a Criminology conference in London which was attended by about a quarter of the students on the course, sometimes committing a particular crime may be viewed as a bad choice, but this may actually be a rational choice given the range of other options or consequences available. It would have been useful to ask if these students had been to the conference, as such speakers may well have influenced their thinking. Witnesses were seen as needing signposting to help and support in much the way that crime victims were, with the

observation that: "Witness support needs to be more prominent – things people see can affect them for life".

There was also an interest in seeking greater responsiveness to individual needs, and allowing offenders to be seen as people first, not defined by their crimes. The suggested leniency of one student towards crimes involving alcohol and drugs could be a result of experiences with or through family or friends, where they are not seen as particularly serious. One felt that prison programmes were often too punitive and instead noted that: "More social programs should be used to prevent offending in the first place".

Where does knowledge about crime come from?

In terms of where students identify their own funds of knowledge coming from for Criminology, a particularly insightful comment was made by one student who noted that many people may no longer read or watch entire news reports, and may instead base their understanding on either the headline alone, or the comments other people make about the story. In terms of developing robust academic and wider life skills, this is worthy of further investigation as it may be that reading or watching a news report in full is now a skill which needs explicit teaching. The rise of social media and people having their own news / crime channels was also noteworthy and raises more questions for teaching around identifying bias and understanding fact versus opinion as a means to developing a more critical approach to the plethora of information available. Student-identified sources of funds of knowledge about Criminology are shown in the figure below.

Source	Number of mentions	Source	Number of mentions
The news	4	Just the news headlines or comments on the stories	1
Books	2	Research	1
Google / online / podcasts	2	Social media	1
Events	1	Teachers	1
Eye witnesses	1	TV and film	1

(Fig. 34, Tally of where knowledge about crime comes from)

What do you think a 'good' Criminology student looks like? What are their attitudes, habits and experiences? Why are they studying Criminology and what will they do next? To what extent do you see yourself as a 'good' Criminology student?

In terms of the extent to which students see themselves as a 'good' student, Stage 2 wanted to explore this a little further to understand what they prioritised as key knowledges, skills or dispositions. Motivation and willingness to learn were seen as important by all participants, running somewhat contrary to the desirability seen in some studies to appear to be learning effortlessly (see, for example, Archer, Moote and MacLeod, 2020). Being able to revise effectively also seen as important. Interestingly, trying hard was viewed as just as important as gaining good grades and wanting to work in the field. Working beyond the curriculum was also viewed as important to gain a more rounded and deeper view of the subject, suggesting that more open-ended homework tasks might be welcomed as giving students opportunities to follow their interests further.

What makes a 'good' Criminology student?

Categories (left to right):
- Able to analyse — 1
- Completes work on time — 1
- Does work beyond the curriculum - academic... — 1
- Does work beyond the curriculum - real life... — 1
- Engages with enrichment opportunities — 1
- Works to a high standard / good grades — 2
- Tries hard — 2
- Wants to work in the field of Criminology — 2
- Is able to revise effectively — 3
- Willing to learn / motivated / interested — 4

(Fig. 35, What makes a 'good' Criminology student)

Has the pandemic changed education for you? If so, how? Describe things which we do or could do to help.

This highlighted a number of academic skills which had changed since the pandemic, some being viewed as supportive of learning, others less so. One student liked the move away from textbooks to more video-based and technological ways of learning. One felt that there was a greater expectation of independence. One observed the way that: "Having to manage my own learning in lockdown probably helped me get used to revision and college style learning".

They also felt that the accommodations made by exam boards at the time were helpful then, but possibly detrimental now, as they felt that students are now "completely on our

own". This was felt to be a cause of slight anxiety. A further student observed that teaching styles had changed since the pandemic, but with no further indication of how this may have occurred, it is difficult to analyse. It is these types of responses which leave the researcher wondering, and perhaps offering follow-up interviews would have been a way to explore the answers in more depth. With the benefit of hindsight, I could have asked to follow these questions up with an online individual or small group discussion to really unpick these emerging issues. At that point I was just beginning to appreciate the fully cyclic pattern of research, wherein even attempts to answer more questions result in more questions.

Chapter 5 –
Discussion of the findings

5.1 <u>FUNDS OF KNOWLEDGE AND FUNDS OF IDENTITY</u>

Research question one asked: What are the funds of knowledge and funds of identity that Level 3 Year 1 Criminology students bring with them to college? In terms of what attracts students into studying Criminology, it would seem to be popular culture funds of knowledge (Barton and Tan, 2009) in the form of crime fiction in books and on television, as well as true life crime documentaries. These were much more frequently rated than careers guidance or advice from family or peers, despite the parent-carers survey suggesting the later was their assumed inspiration. It is, however, according to the student survey the familiarity of the college through family and peers that led students to select this particular college to study at. While parent-carer funds of knowledge assumed the course content would include information on forensics and the psychology of crime, the course content students later shared back into the familial funds of knowledge included theories of crime and types of crime.

In terms of where knowledge about crime comes from, students taking part in the stage 2 questions agreed upon the news, although noted that this may be in the form of headlines only, other people's comments and reactions to news stories, and people who had set up their own crime reporting channels. Students own funds of knowledge about crime in the student survey suggested key areas they interested in learning more about included human rights, forensics, criminal psychology and domestic crimes such as abuse, violence and honour crimes. The types of knowledge students were most keen to develop in the stage 2 survey was somewhat broader, around criminal theories and behaviours, and how crime impacts upon society. Responses from the parent-carer survey about areas of crime they felt concerned about included digital crimes, country lines, the mental health crisis and sexual crimes including drink spiking. None of these were areas in which students expressed an interest.

One of the most pertinent finding was that all of the participants of the student survey identified with one or more of the labels of being a victim, a witness and / or an offender. This was unexpected, and concerning given the crimes this was reported as being in relation to included sexual harassment and abuse, and improper underage acts. Perhaps more

significantly, many had not realised they were involved with criminal acts at the time they occurred, and it was only during the course of their studies that their funds of identity shifted to accommodate this new information about themselves. Such experiences may have also influenced their attitudes to crime and justice, as in the stage 2 survey all four of the participants believed in a rehabilitative rather than punitive approach to crime, including giving more support to those who witness crime.

Interestingly, when it came to the language of crime, participants in the student survey were generally in favour of avoiding terms such as 'ex-offender' due to its long-term negative connotations, and saw merit in using the word 'survivor' rather than 'victim' in relation to domestic abuse. By contrast, given the import placed upon curriculum development in higher education to ensure that all students' funds of identity are supported by being able to see 'people like me' represented within their course, the majority of responses to the student survey did not consider this to be important.

In terms of holding positive academic funds of identity, this student survey suggested this was closely related with gaining good grades. Interestingly, the majority of participants in the student survey felt their own grades to be either 'good' or 'ok', which poses the question, had they not held positive academic funds of identity, would their responses have differed significantly from those actually given.

5.2 POWERFUL KNOWLEDGES AND ACADEMIC SKILLS

Research question two asked: What are the powerful knowledges and academic skills that Level 3 Year 1 Criminology students need to acquire to be successful in the Criminology classroom and in their qualification? Responses to the student survey showed that the areas of crime theory and theorist were seen to be important, alongside how crime is portrayed in the media and wider society, and being able to consider multiple cultural perspectives on crime and deviance. These link with Maude's (2015) Type 1 of powerful knowledge, whereby the content studied offers students 'new ways of thinking about the world'.

Documentary analysis further showed that there was powerful knowledges in all four of the units of study, defining it so by where those topics are also part of criminological studies in higher education, allowing students to make sustained academic progress. These included a variety of perspectives on who commits crime and why, alongside theoretical knowledge of the criminal justice system of England and Wales.

In terms of developing supportive academic skills for turning subject knowledge into exam success, in the student survey participants highlighted knowing how to find reliable crime data, and in the stage 2 survey this was extended to include possessing effective revision techniques and having a willingness to learn. Documentary analysis suggested that while good grades were supported by an understanding of Bloom's taxonomy (Pring, 2006) and an ability to be able to research specific areas of information (and avoid researching others), there were wider implicit academic skills which were equally significant. These include being organised, managing one's emotions, having a strong command of both digital skills and literacy skills, being able to be creative upon demand, understanding when wider research is not going to gain credit, and managing one's time.

Students taking part in the first survey noted they were most confident in the areas of working to deadlines (time management), managing their notes and learning resources (being organised) and using digital technologies to find learning resources. Some participants did feel that exam skills were a challenge to their success, while facilitators of success involved being able to prepare well for exams through developing effective revision methods. The parent-carers survey highlighted an assumption that students would be developing skills such as analysis, communication and attention to detail, which is only a small part of the whole picture. They saw final grades as the measure of successful student academic skills, and this was mostly in relation to paving the way to university studies.

5.3 PHYSICAL, SOCIO-EMOTIONAL AND DIGITAL LEARNING ENVIRONMENTS

Research question three asked: How do the physical, socio-emotional and digital learning environments facilitate or hinder these students on their learning journey? In relation to the physical learning environment, the student survey identified the Criminology classroom as the main place of learning, with further learning sites within the college also including the Learning Zone and the canteen. At home, learning was felt to take place when watching crime on television or reading about it in novels. Identifying places for effective study was also noted in the student survey as a facilitator of academic success.

With regards to the socio-emotional learning environment, the student survey suggested that participants felt confident in being able to access people who would support them emotionally with their studies. In relation to pedagogies of discomfort, the parent-carers survey suggested that it was both acceptable and desirable to study difficult topics, with a series of field notes (RJEntry5, RJEntry13 and RJEntry20) both recognising the challenge of beginning Year 1 of study with some very emotive topics, and also commenting upon the importance of developing relationship for learning which gave students an emotionally safe place. Given that the student survey highlighted challenges to student success in terms of both anxiety and lack of motivation, this safe space was very much needed.

The digital learning environment was commented on numerous times within the field notes (RJEntry8 / RJEntry9 and RJEntry17), in particular within RJEntry17/Digital_natives, where considerable frustration and surprise was expressed in relation to the amount of students who seemed to possess a rather limited range of skills. Nonetheless, participants in the student survey made a number of observations about use of technology when learning at home. These included the value of the internet for finding information, the accessibility of podcasts as an alternative to books or television, engagement with news programmes (or at least their headlines) to understand what crimes are taking place, and the use of social media to have conversations with interested others about crime and deviance. One of the Stage 2 participants also commented on a preference for greater use of videos and technology-based learning since Covid.

5.4 TURNING FINDINGS INTO ACTIONABLE THEMES

The desire to create actionable themed outcomes from this research led to consideration of how they could best be grouped together in ways which would allow for specific types of professional response. After numerous experimentations involving funds of knowledge, funds of identity, powerful knowledges and academic skills, the groups below were finally decided upon as they referred to when in the student lifecycle the information was relevant, and as such kept the findings linked with practical application rather than theoretical exploration. These can be subdivided into:

1) how students are inducted onto the course
2) how students and their parent-carers are worked with during the course
3) the types of activities which would be beneficial for moving students on from the course into higher level studies or employment
4) the topics which would be beneficial for Level 3 research or bridging projects into higher level studies or employment

Both funds of knowledge theory and powerful knowledges are drawn upon across the three themes, creating a rich picture of what matters to rural FE Criminology students and their parent-carers. Clearly due to the small numbers of participants involved in this initial, exploratory study, claims to knowledge are necessarily limited to having value within the given setting and cohort, and suggesting areas of interest for future research and professional reflection. However, it is possible that the creation of resources which support these practices may be useful for some to adapt or adopt to their own institutional ways of working, and for this reason they have been included in the appendices.

The upcoming discussion areas will look at each of these themes in turn. Looking initially at pre-course activities and how students are inducted onto the course, there are three key areas which showed up in multiple areas of the research. These are the use of popular culture as a funds of knowledge which operated as a bridge into course content;

considerations around assessment, academic skills and course success; and the considerations required for teaching sensitive topics, including teacher knowledge of their students and the importance of developing a sense of group belonging. Moving on to on-course development and support, key areas emerging were students as victims, offenders and witnesses; the importance of student motivation and choice through self-selected tasks; parent-carer home communications and support; rurality; sustainability; and the role of the lecturer, including their communities of practice and the multiple professional 'hats' which must be juggled. Key areas of support and guidance for post-course success were the role of powerful knowledge and academic skills are in securing a successful transition from FE into higher level studies or work; and whether FE is valued as an educational stage in and of itself, or whether it is viewed as more of a gateway to university. In addition to these three areas which emerged from the findings, there was a sub-theme of Criminology topics which were of interest to students and / or part of the HE Benchmark statements, yet missing from the current Level 3 curriculum. These could serve as possible research or bridging projects into higher education or the workplace, and consisted of terrorism; comparative criminal justice systems; the relationship between mental health and crime; comparative perspectives on criminal justice – victims and offenders; social harms and social justice; and reflective practice and positionality. The drive for some level of independent research would be highly supportive of undergraduate studies in any of the social sciences and could provide a more meaningful way of embedding Maths and English in the curriculum, alongside supporting finding out more about potential career pathways and workplace practices, so these topics will also be briefly considered below.

5.5 DOCTORAL LEARNING AND THE STUDENT LIFECYCLE

Most students leaving a Level 2 course will know by the July prior to the new academic year which institution they will be moving on to and the courses they will be studying. Often this is facilitated by Open days, Open evenings and a range of Taster activities run by the Level 3 providers. This means that for the majority of incoming students, the summer holidays are a reasonable time to engage them in pre-course materials and start to show them subject-

specific ways of thinking and working. The first week or so of term time is often also spent engaging in induction activities rather than the full timetable, and this is also an opportunity to sharing knowledge of the discipline with the students to check that they are on the right course, while also getting to know them personally, and understand their context socially, emotionally and digitally.

1a) Using funds of knowledge (popular culture) as a bridge to Level 3 studies

Given the amount of influence student data suggested came from their funds of knowledge which drew upon popular culture and the use of crime as entertainment, be it dramatised or true life, this would seem an obvious *puente* or bridge from their everyday world into being self-as-student. Equally, expectations of the course content, particularly from parent-carers, suggested a significant influence from such popular culture. As such, early communication with both students and their parent-carers about the full knowledge and skills remit of this social sciences course is important. However, harnessing what may well be a shared fund of knowledge, such as the crimes committed within television series such as Breaking Bad or real life crime documentaries such as Jeffrey Dahmer or Ted Bundy, provides a comfortable way into the subject. Discussions, mind maps or topic boards which allow students to share what they already know can promote group belonging and provide a springboard for later analysis by factors seen as contributing to powerful knowledge, such as binary media representation of offenders and victims, the types of forensic evidence which can be collected and processed, or how different types of court deal with different levels of crime, which in turn are subject to varying tariffs of sanctions. By keeping crime at arm's length, as an event which involves third parties, students are also able to develop a sense of comfort and neutrality with one another, without necessarily dipping into topics which are potentially emotionally triggering right from the start of the course. Whilst easier to work with students' funds of knowledge when they are in the classroom, the digital affordances of institutional Virtual Learning Environments (VLEs) could allow for online sharing prior to the course beginning, offering both social and academic connections which would help with induction processes.

1b) Planning for assessment, academic skills and course success

While students may be interested in course success at a theoretical level, they will not all think about what that means for them in terms of actions to be taken, skills to start improving and so forth, so some kind of self-assessment may be useful early in the course. Given the mono-format of the assessments, all embedded in read-write skills, these may need to be developed in ways which were not required or well-practised at Level 2. For example, data from the field notes suggested that a significant variety of digital skills which were assumed, were not well developed in all students, and this should be picked up close to the beginning of term. This also lends itself to quality criteria relating to English skills, and Maths to a much lesser extent, as the use of informal language and fragmented sentences is something students may not be aware of in their own work due to different norms on social media. Students' data suggested that alongside staying motivated, having the appropriate academic skills to do well in their course was felt to be a barrier to success. These were identified more specifically as having appropriate revision strategies, methods and resources, understanding how they learn best in terms of working with peers or family members, managing their time well, and being able to regulate their emotions in a way which made high pressure contexts manageable. Skills they felt they most needed to develop were planning and giving presentations, working to word counts and time limits, understanding the marking and grading criteria, and how best to structure ideas. While presentations do not form part of the actual course success criteria, being able to plan how to articulate ideas for an audience in a time -limited way is a skill they would be expected to have developed at Level 3, so is important to include.

1c) Considerations for teaching sensitive topics, including teacher knowledge of students and developing group belonging

One distinct area of concern was in the sequencing of topics considered to be powerful knowledge so that they began with areas such as domestic violence, sexual abuse, hate crimes and honour killings, which for some students may well be too triggering to access. While drawing on students' funds of knowledge and funds of identity to create a bridge to their learning is arguably positive in many ways, questions must be raised around the dark

funds of knowledge identified by Zipin (2009). This is not to suggest that such topics should not be studied, indeed as one parent-carer pointed out 'Crimes such as domestic violence are so devastating because of the silence' and so their discussion is seen as welcome, perhaps even liberating. However, their sequencing should come later in the course, when the students have a sense of group belonging and mutual trust, the teacher is aware of what may be troubling and to whom, and students have been in their institution long enough to be able to ask for support or negotiate completing their studies elsewhere whilst a troubling topic is studied in class. While Lukianoff (2016) does suggest that discomfort is an essential part of academic growth, this still needs to be managed and scaffolded safely so as not to damage the wellbeing of the student. It may be that students do not see themselves as victims of crime until a particular topic is covered in class, so it will not always be possible to address the challenges of sensitive topics in advance. However, where possible any pre-course study should flag up generically challenging issues within crime, perhaps through a selection of case studies to be analysed, and certainly some sort of settling in form which briefly shares perceptions of the course and motivations for studying it, alongside any specific learning differences or awareness of sensitive topics.

The planned curriculum should also be shared with students so they understand what classifies as powerful knowledge within the classroom and they are given an opportunity to ask about how certain topics will be developed and consider how the funds of knowledge they have acquired to date may relate to them. Particularly in relation to the topic of hate crimes, time also needs to be taken to build a basis of mutual trust so that for example racial microaggressions or slurs relating to one's sexual identity may be discussed and reflected upon freely. Facilitating the discussion of such issues takes time, with Zembylas noting how attempts at ethical listening are "full of tensions which cannot, if ever, be easily resolved" (2015, p. 163), as echoed by Taylor who suggests that part of ethical listening in pedagogies of discomfort comes from the "de-centring of teacher authority and its repositioning of the teacher as learner" (Taylor, 2015, p. 115). Planning for lessons which involve learning from one's students rather than offering knowledge to them is rarely seen as part of FE culture, yet offers a much richer and more genuine way of bringing together funds of knowledge and powerful knowledge.

Once students are on their chosen course there is a 42-day window to ensure they are on the correct course for their abilities, interests and career plans. This equates to approximately the first Half Term. If students change or leave after this window then in addition to there being a considerable challenge at an individual level in terms of catching up with missed work, there are also financial penalties for the college. Indeed, over half of all colleges claim they are not in a financial position to allow A level students to drop down to two subjects instead of three as it is too costly to them at an institutional level (Belgutay, 2017), even if the student's physical health or mental wellbeing is suffering. Hence the first few weeks of a course, far from being a gentle and encouraging introduction, are often seen as a time to ensure they understand the full rigours of the course, alongside any potential challenges of the course topics or assessment methods.

2a) students as victims, offenders and witnesses

This research showed that of the student responses given, two thirds (six out of nine) said that studying Criminology had made them realise that they, their family or friends had been a victim of a crime, a third (three out of nine) had been an offender, and two out of nine had been a witness to crime. As such, powerful curriculum knowledge informed their understanding of their lived experiences. Equally, their funds of knowledge already suggested most were crime-experienced in some way, with five reporting being a victim of sexual harassment or abuse, and two reporting witnessing it. Involvement with underage acts was also fairly common, with four reporting themselves as victims and two as offenders. While it is not possible to know how representative of the full cohort these responses are, even these numbers raise some concerns and suggest the need for signposting to further support services as an absolute minimum level of care. In considering students' experiences of the types of involvement they have had with crime, victimisation apart from the categories above included from hate crimes (three), online scams (one), domestic abuse, violence of honour crimes (one) and the taking of illegal substances (one). In the role of being an offender, there was just one instance of taking illegal substances. In terms of relationship with the curriculum, the idea of being a victim or offender is both binary and all-encompassing. Yet it may well be more blurry in real life, with some students reporting themselves as both.

A category which only comes into curriculum knowledge in relation to giving testimonies for criminal trials is that of being a witness. Yet this data, albeit of a very small sample, suggests that witnessing crime is, for this age group, much more common than either being a victim or offending. Five students had witnessed a violent crime with or without a weapon, four had witnessed online scams, three had witnessed the taking of illegal substances, and also domestic abuse, violence or honour crimes, and two had been witness to hate crimes. That gives an overall understanding then, that of the three categories, there are three incidents of offending, fifteen of being a victim, and twenty of being a witness. At present very little is mentioned about any sense of vicarious trauma from witnessing, and indeed in the curriculum it is largely seen as a non-category throughout the first year of study. This research suggests that it needs to be addressed explicitly, as students' funds of knowledge here may well affect their ability to process powerful knowledges. This is one of the topics where it may not be appropriate to solicit or draw upon students' funds of knowledge in class without already having thought through support mechanisms. This is an area which requires further research and consideration, as Priniski, Hecht and Harackiewicz (2018) suggest that personal experiences increase motivation, which aligns with Singh, Steele and Singh's (2021) thoughts on the benefits of sharing personal stories, yet caution here remains in line with DfE (2022a) guidance on safeguarding provision.

2b) student motivation and choice through self-selected tasks

Student motivation was reported by both students and parent-carers as being a potential barrier to academic success, with one specifying staying motivated in the home learning environment as being particularly challenging. This is interesting as it is also doubtless in the home that many students will engage with crime-as-entertainment as part of the so-called CSI generation (Cole and Porter, 2017; Cavender and Jurik, 2016; Alldredge, 2015), and linking learning to their popular culture funds of knowledge is noted by Hogg and Volman (2020) as being likely to increase motivation. Lin, Chen and Liu's (2017) work also suggests that motivation is increased in working digitally, so it may be that links to more online sources for independent learning could be made available. From the Stage 2 data, there are suggestions that motivation could link with being able to learn beyond the curriculum, so again the prospect of students self-selecting areas for personally meaningful

research is a possibility. In terms of the areas students reported as holding the greatest interest, Forensics, Criminal Psychology, Domestic Abuse, Crime in the Media, Punishment and Rehabilitation and, to a certain extent Serial Killers are all covered across the two years of the qualification, which should promote motivation. Yet topics such as Human Rights, Mental Health and Crime, and Violent Crimes are not part of the curriculum, so opportunities to investigate these areas could be beneficial. Choice-making and the chance to operationalise one's agency within this course are really quite limited, despite the work of Vanderbroeck and Bie (2006) in suggesting its importance, alongside Crowley's (2015) and Clark's (2006) suggestions that developing student voice and interests should be a fundamental part of the student learning experience. Moreover, Alderson's (2020) assertion that the learner's agency is required to actively create knowledge, rather than it being a passive object for transmission and acquisition, leaves plenty of scope for individualisation at a classroom level, assuming the time commitment to this does not diminish the chance of developing the powerful knowledges valued in assessments.

2c) parent-carer home communications and support

Responses from parent-carers showed them to be supportive of their child studying Criminology both now and in the future, and also of Criminology addressing challenging subjects such as domestic abuse. Carrying out the research was the first time, to the researcher's knowledge, that their opinions had been solicited on these matters. This somehow did not feel good enough in a community college where 'everybody' is included. As such, the researcher decided that as an outcome of this research, termly communication with both students and home in the form of a newsletter would be a good idea. It could be used to clarify topics currently under study, offer suggested signposting to information and support services for where these could prove triggering, recap assessment dates and give some pointers for study success. In this way parent-carers would have opportunities to ask questions or perhaps even seek support for themselves or their child, as well as still feeling involved if they wanted to be around support for assessment and exam preparation.

2d) rurality

Rurality expressed itself in a number of ways throughout the research. The number of students, for example, who were dependent on buses was significant, with seven out of the nine student participants having this as their main or only form of transport. This is perhaps slightly higher than across the college as a whole, yet this dependence has impacts on attendance, particularly in poor weather, with many areas prone to flooding and bus services being withdrawn or unable to get through. Had such a study been carried out with Year 2 students, those old enough to have passed their driving test, this may have presented a different picture and given a perception of greater independence and self-sufficiency when travelling. In this sense, the boundaries created for the selection of participants shows a very particular view of certain issues, being true to the chosen focus of Year 1s, whilst remaining inappropriate to generalise, even within the institution. It also reflects the assumptions the researcher carried into the research, having lived close to the college and walked in when they were a teenager. There was perhaps an unrecognised sense of their experience being the norm, and that this would be the experience of the majority now. Students reported engaging in ideas about Criminology through television, online and through their mobile devices, suggesting fewer internet blackspots then would maybe have been assumed, albeit this is a very small sample size. This perhaps echoes some of the ideas of Echazarra and Radinger (2019) insofar as the assumptions which problematise rurality are not always reflected in people's lived experiences. However, one area where Echazarra and Radinger's (2019) work does seem to translate well as an explanation of this research, is in the idea that rural students are much less likely to aspire to go to university than their urban colleagues. This was certainly recognised in the field notes, and could perhaps influence future classroom décor, with more pathways being assumed and promoted.

2e) sustainability

Sustainability was raised in the field notes, as a consideration based upon paper consumption, and through The Minimum Core (ETF, 2022), focusing upon identifying sustainability action being taken in sectors relevant to the subject specialism/occupational pathway. The former overlooks the oft-ignored environmental costs of working online

rather than with paper copies. For example, Rossiter (2023) notes the importance of giant undersea networks in supporting the global communications infrastructure, with Bojczuk, Starosielski and Pasek (2023) expressing concerns about the sustainability and environmental impact of these. As such, suggesting that a move to digital resources is better for the environment may be to underestimate the lesser known areas of sustainability. The focus of investigating sustainability within one's chosen field is, however, a useful way of bringing in thoughts about careers and future selves without this being the sole focus, and thereby reducing the stress some students felt when forced to talk about future plans. As well as looking at careers such as crime prevention through environmental design, where urban landscapes (rarely, if ever, rural ones) are reimagined in ways which 'design out' opportunistic crimes and 'design in' sustainable feature (Cozens, 2011), there are also considerable opportunities within the fields of sustainable development goals such as building just societies, reducing gender-based violence and promoting environmental justice (Blaustein *et al.*, 2018). As a focus in HE but not within FE, the ideas of green criminology focus upon ecological justice, species justice, environmental harms, social harms and laws around protection and pollution (Nurse, 2017), with implications for future financial crimes based upon the decline of natural capital (Ruggiero, 2022). Europol (2022) further note a range of issues relating to crime and environmental sustainability, including how a quarter of the most financially rewarding transnational crimes include illicit trafficking in wildlife, timber and fish, and white collar corporate and potentially state crimes which focus upon the improper collection, transport, recovery or disposal of waste. As such there is plenty of food for thought around issues of sustainability, be it in terms of what is taught, how it is taught, or the suggested pathways which may be developed after the course.

2f) the role of the lecturer, including multiple professional 'hats' and engagement with communities of practice

Certainly there is much to reflect on here in terms of the work of Rose and Rogers (2012) and the 'seven selves of the plural practitioner'. Some of the more obvious 'selves' within FE teaching roles include being the 'communicator' (of subject content), 'facilitator' (of class learning and skills development), 'observer' (of learning growth, learning gaps and learning needs) and 'assessor' (of application of skills). Yet the remaining roles also offer great

benefit to students, where for example the 'creator' can be creating learning environments which nourish and inspire everything from correct use of SPAG or development of typing skills through to personally-relevant subject knowledge and appropriate career guidance. Creating may also be seen in breaking away from the norm to embed knowledges and skills which go beyond the taught curriculum, or which work in ways guided by CAST's (2018) UDL rather than simply remaining textbook-led. Given students' inspiration for studying Criminology largely originates from multimedia sources, it therefore makes sense that teaching builds on this. The role of 'carer' is also largely hidden behind lesson resources, schemes of work and students as comparative data points, yet Maslow's (1943) hierarchy continues to remind us that physical and emotional needs must be met for learning to take place. While students may use their college learning as escapism for small amounts of time, seeming to temporarily disrupt the hierarchy, this is not truly sustainable without not just food and shelter, but also the knowledge and belief that this will be available throughout their studies and beyond.

The final suggested role is that of the 'critical reflector', with reflective practice arguably being something which many educators across the ages and stages may feel is a luxury for which there is little time, a case of indulgent navel-gazing which Dallos and Stedman (2009, p. 1) suggest may be frowned upon in these "target-driven times". However, the benefits of reflecting upon practice to establish insight into one's successes and failures, alongside a reasoning as to why this was so and how such events may inform one's future planning and actions are well noted by, for example, Dewey (1910), Schön (1987) or Seitova (2019), and indeed this is a skill which is valued within HE Criminology, so being encouraged to engage with it, or at the very least hear how teachers reflect upon their own lessons, would be a valuable tool indeed. This ability to reflect in and on practice (Schön, 1987) is often facilitated in an everyday way by discussion with colleagues, as noted in the field notes. This could be considered the first step towards creating an FE-based community of practice in person, for in-the-moment support and reflection, rather than more subject-based online communities where due to numbers belonging is almost guaranteed to be peripheral rather than active (Abedini, Abedin and Zowghi, 2021; Wenger-Trayner *et al.,* 2015; Wenger, 1998; Lave and Wenger, 1991). Indeed, engagement here could be beneficial long-term within FE,

which is blighted with being under-researched and would benefit considerably from a strong evidence base (Trotman, 2023).

While students remain within FE, thought also needs to be given to what might be supportive of their onwards journey into HE or employment. The types of knowledge and skills deemed most powerful to support this onward journey may well vary by student, depending upon their chosen path, so an understanding of a range of future options is necessary.

3a) powerful knowledge and academic skills for progression from Level 3 to Level 4

As seen in figure 32, each of the four units of the curriculum provide a certain amount of powerful knowledge, and this is defined by knowledge which has value both in passing the qualification at Level 3 and creating underpinning knowledge for Levels 4 and higher in accordance with the QAA Subject Benchmark Statements. What this research also suggests is that students require course-specific academic skills, ones which could perhaps be referred to as 'powerful skills', which enable them to exchange their curriculum knowledge for academic credit. As explored above, academic skills which must be developed alongside course content if students are not to be disadvantaged include organisational skills, emotional skills, IT skills, English skills, creative skills, research skills and exam skills. Therefore, it is not enough to have content knowledge alone, there is a need to understand how to apply it for a given purpose. Student data suggested that having positive ways of managing revision methods, resources and strategies was their most useful study skill, and equally a lack of academic skills was noted as causing the most concern. There is perhaps something to be said for labelling these skills whilst teaching them so that students can put a name to what they are doing and reflect upon how well it is working for them. However, where they are very specific to a particular exam board and current style of assessment criteria, these 'powerful skills' may struggle to meet Bromley's (2019, p. 112) criteria around "what do we want our pupils to know and be able to do in our subject in ten years' time?", and "what will success look like when pupils are at the next stages of their education, employment and lives". From this perspective, being adaptable to new technologies and

ways of knowing, as well as the critical thinking and analytical skills to evaluate such presentations of knowledge would arguably be of high value too. Given the lack of any broad or subject-specific equivalent of graduate competencies within Level 3 education the addition of group tasks (Milligan *et al.*, 2020) or the accredited recognition of multiple perspectives (Whittemore, 2018) to assessment criteria may have some future-proofing relevance for both higher level studies and workforce development.

3b) FE as a stage in itself or simply a gateway to the next stage

The discussion as to the purpose of FE has already been developed in some detail above, with the DfE (2023a) noting that in terms of A levels at least, it is largely a bridge between GCSEs and undergraduate studies. Indeed, even the government defines it more in terms of what it is not, rather than what it actually is, when they describe FE as "any study after secondary education that's not part of higher education" (DfE, undated). CareerPilot (undated) notes that it is a place where young people can "develop their skills and qualifications before they progress into a job or higher education course", although the exact set of skills or attributes to be developed have yet to be defined beyond at a subject level. If FE is to be a successful step towards university, then subjects need to prepare students for a successful transition into studies at Level 4 through engagement with powerful knowledges. The Level 3 Criminology curriculum does this to a certain extent, with around half of the QAA Benchmark statements (2022) for Criminology being met, albeit in a more surface-level way.

However, if A levels were to also apply to entering the workforce, then aligned professions would seem to focus upon desirable dispositions rather than specific knowledges or skills. For example, the Policing Code of Ethics (College of Policing, 2014) values nine underpinning principles, namely accountability, fairness, honesty, integrity, leadership, objectivity, openness, respect and selflessness. It would be difficult to see where these are given classroom time within the Criminology curriculum, with the possible exceptions of respect (for rule of law, for classmates and college environment) and accountability (for one's behaviour, time management, submission of work). Equally, the ten standards of

professional behaviour also cited within the document make a minimal appearance at best. The standards consist of honesty and integrity; authority, respect and courtesy; equality and diversity; use of force; orders and instructions; duties and responsibilities; confidentiality; fitness for work; conduct; and challenging and reporting improper conduct. While equality and diversity should be embedded within teaching, there are as noted above some gaps whereby individuals with certain characteristics are much more likely to be seen as being either criminals or victims, with language usage and binary definitions already noted as being problematic and considered personally important to six of the eight respondents to the Stage 2 research questions.

For a role in prison and probation services, the prior study of criminal justice systems, understanding crime and criminal behaviour, penal policy and punishment and rehabilitation are all a pre-requisite (HM Prison and Probation Service, undated), the first three of which are all covered at Level 3. Interesting, the capacities for self-management and commitment to work are seen as desirable both within the desired skills for this sector, and also as noted by students in Stage 2 of the research when considering what makes a 'good' student. Excellent report-writing skills are also highly desirable, so assessment skills around typing and structuring would be beneficial. Essential qualities are stated as having emotional intelligence, resilience, the ability to stay calm under pressure, being able to build rapport quickly, and being able to de-escalate potentially volatile situations. None of these are discussed as part of the curriculum, and so students may be left much less prepared for the world of work than that of higher level studies, as the emotional impact of working in such environments is unlikely to come up unless guest speakers from specific sectors are actively sought. The final area of experience, which college students are unlikely to have experience of, is of "working with challenging individuals whose lives are in crisis and display challenging behaviour" (HM Prison and Probation Service, undated). While clearly highly relevant to the sector, the relationships between crime, poverty, mental health, substance misuse, abusive relationships and challenging behaviours are barely considered within the curriculum, so what is perhaps foremost in a working environment is not viewed as

powerful knowledge from an academic context. If students are to be equally prepared for work of higher level studies, then this is worthy of further consideration.

There are a range of topics covered in higher level studies which are absent from the FE curriculum, and also a somewhat overlapping range of students' own professed interests from the open-ended Stage 2 questions about areas of criminological exploration. It therefore seems prudent to make some suggestions as to how these topics could be harnessed and used either as on-course research projects, given and marked by the college, or as bridging topics, given and marked by HE colleges during summer schools, collaborative outreach work with colleges, or as their own induction activities.

Terrorism

As a generation growing up in the shadow of 9/11, the London bombings, the bombing at an Ariana Grande concert and possibly regarded with more suspicion that at any time previously thanks to the Prevent Duty Guidance (Home Office, 2021) and society's constant fear of radicalisation, it is perhaps no surprise that there is a very real fear of and interest in terrorism. Eisenberg and Silver (2011) noted an increase in anxiety among American teenagers who had both direct and indirect awareness of terrorist attacks. In 2017, Griffiths, Johnson and Chetty defined terrorism as "a real and present danger" (p. 2) and this has led to some similar pathways such as Public and Protective Services now offering topics around dealing with Major Incidents (Pearson, 2011). As the current Criminology curriculum does not cover international issues, this presents some challenges in terms of considering issues such as religion-based hate crimes and Islamophobia when the wider global context is ignored.

Comparative criminal justice systems

In coming to understand some key workings of the criminal justice system in England and Wales, there is a natural curiosity, perhaps especially by students also studying Law, to ask whether what we do and how we do it is a universally accepted way of working. Popular

culture plays a role here too, with some students' funds of knowledge encouraging questions around how bail is paid or whether the death penalty exists, all in relation to what is viewed in terms of American crime dramas and documentaries. Being aware that there are legal systems predicated upon Civil Law, Common Law, Sharia Law and local Customary Systems, as well as a mixing and matching of the above (Pakes, 2019) is a step towards promoting intercultural understanding (Williams-Gualandi, 2015) and would be supportive of higher level study by linking to the QAA Benchmark statements (2022) around comparative penal policies. Assuming indigenous experiences and Southern theories were taken into account, this would also support wider QAA criteria around more global understandings and support opportunities to decolonise the curriculum (UCL, 2014) and reduce the potential risks of encouraging an ethnocentric perspective.

Mental health and crime

Given the concerns for both mental health challenges within the target age group of the Level 3 Criminology qualification (Bolton and Hubble, 2021), and the well-established relationship between mental health and crime (Iftikhar, 2023; Aked, Younis and Heath-Kelly, 2021; Trebilcock and Weston, 2020), this would seem to be an appropriate focus for a bridging project into work or higher level studies. Perhaps the more pressing need is to cover this topic for those looking at working in the sector, as while training would be available as part of any frontline-role induction, it would be desirable to build in some time to consider the theories and implications relating to working with people who may be at crisis point. There is also a gendered element to this, with over half of all women in prison in England reporting a history of physical, sexual or emotional abuse, and women making up almost a third of all self-harm incidents despite making up less than five per cent of the prison population (Prison Reform Trust, 2023).

Research skills including purposeful maths, English and careers research

A research project would allow students to develop their interests further, and this could be guided towards an area in which they would consider working in the future. Bachman and

Schutt (2015, pp. 7 – 8) suggest that selection of research topics may relate to personal motivations, academic motivations or policy motivations, and these in turn could be linked with future plans and ideas of self. Given that crime occurs across all sectors, even if they plan to move into a different field, such as sports or environmental development, there is still the potential for a criminological perspective. Planning the writing structure and writing at length would be useful skills in both the workplace and higher level study, and there are plentiful opportunities to embed maths in meaningful ways through the inclusion of some quantitative data collection and analysis. Fitch and Fafinski (2019) also highlight the benefits of beginning to understand the role of ethics in research.

Comparative perspectives on criminal justice – victims and offenders

In addition to considering comparative criminal justice systems as seen above, understanding one or more criminal justice systems from different user perspectives is also of value and recognised within the QAA Benchmark Statements (2022). The rise of Victimology (Davies, Francis and Greer, 2017) offers a sound starting point for exploring crime and justice from the perspective of victims, yet there remains relatively little written on witnessing crime, beyond guides for what to expect in Court. There are some emergent perspectives on criminal justice from the perspectives of those who have been found guilty of crimes and spent time in prison (Berg and Schreck, 2022; Topalli, Dickinson and Jacques, 2020), and it is seen as an important area of future research in order to understand more effective ways of preventing crime and recidivism (Jacques and Bonomo, 2016).

Social harms and social justice

Further to the work of Hillyard *et al*. (2004), there has been a desire by some academics to go 'beyond Criminology' and "reconcile crime with harm" (Copson, 2018, p. 7). As such, the emerging field of zemiology (the study of harm) is part of numerous university courses. The focus upon seeing what harm is done rather than which laws have or have not been broken is often used in fields such as green crimes (Spapens *et al.*, 2020), wildlife crimes (Nurse and Wyatt, 2021) and migration (Buschell, 2023), but can also be used in more individualistic

rather than societal cases such as stalking (Logan, 2023) or prostitution (Armstrong, 2021). Tombs (2016) suggests that this is a development more within the field of critical Criminology rather than across the subject as a whole, given its nature of largely (but not solely) considering crimes committed by state and corporate actors. Given the lack of international aspects of study as well as limited coverage of crimes of the powerful within the Level 3 curriculum, this could add a new dimension to students' understanding of crime perpetration and outcomes.

<u>Reflective practice and positionality</u>

There is nothing in the Level 3 curriculum which binds the student to that which they are studying and asks them to reflect upon their assumptions of crime and where these assumptions come from, their experiences of crime and how these affect their daily interactions, or their general positioning in terms of the axes of power, privilege and disadvantage upon which their personal characteristics sit. Yet both reflective practice (Lee and Leverso, 2023) and understanding one's own positionality (Richardson, 2021) are valuable and insightful tools for understanding oneself in the present, as well as unpicking past actions, reactions or assumptions. By beginning to teach reflection and acknowledge the characteristics which make up one's intersectionality and positionality, students would develop powerful skills relating to self-knowledge.

Chapter 6 – Conclusion

6.1 REFLECTIONS

This research process has led to a considerable journey of learning and reflection. It is perhaps useful here to draw upon Brookfield's (1995) lenses to consider the impact from the lenses of being autobiographical, seeing through my students' eyes, considering colleagues experiences and reflecting upon engagement with theoretical literature.

Lens 1 – autobiographical

In writing field notes on significant incidents, it was helpful to look back upon how different aspects of teaching, learning and wider college experiences had felt at the time. However, the most challenging and powerful process was writing the positionality statement. Having previously focused upon working class HE students throughout Phase 1 of the doctoral process, I realise with hindsight that I was overly drawn to literature which discussed class and class disadvantage, whereas this was not necessarily a true reflection of the participants in this research. Having spent several years with class and academic disadvantage as an underpinning interest, I had completed much of my research before realising that little thought had been given to middle or upper class students.

A secondary reflection is how time pressures made me change my preferred ways of working, ultimately gaining new skills along the way. During my MA and in Phase 1 of this EdD, I had always read physical copies of books and printed off journal articles, often annotating them in the process before applying them to my research. However, this is a time-consuming process which duplicates the workload in places. In the past year I have learnt to engage meaningfully with journal articles online, and also benefitted from inbuilt timesavers such as 'cite this article' functions. Previously I would never have done this, and would always have completed a section at a time by hand. The awareness of how references should be formatted remained beneficial though, as not all of the automated citations were correct. A by-product of this is learning how to proofread online, rather than feeling the need to print off every draft and alteration, manually annotate changes needed, and then

type them up. This has enabled me to work more efficiently and sustainably, both within my studies and in wider life.

Lens 2 – through students' eyes

By understanding the experiences of students, there comes a duty of care which suggests that action needs to be taken in order to respond to them ethically. Some of the elements which could be responded to quickly and easily are clarified below, with longer term and more complex ones being described within the Recommendations section.

a) *Identifying student needs from the very beginning*
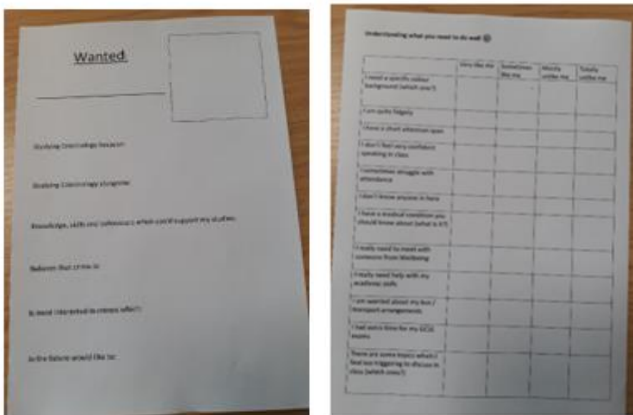
It became clear that not only were students' academic needs required to be identified early on in the course to maximise alternative teaching strategies and support available, but students' emotional needs also required identification and support. As such, a new induction sheet was created which asked specifically about student ideas and motivations on the front, and their learning habits on the back, as well as asking if any topics would be "too triggering" for them to study in the classroom.

b) *Displays suggesting the types of questions students should be asking of news stories*

This display was designed to support students with their analytical and critical thinking, whilst also encouraging regular reading of news stories to understand real-life applications of topics covered

in class. It also models the reading of whole articles, not just headlines, which one participant suggested may be a new approach for some students.

c) Course overview
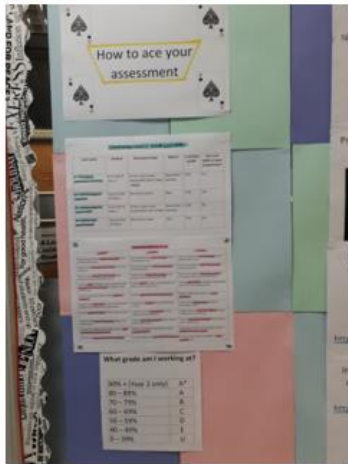
This included how-to-do-well criteria and wider course information such as grading criteria, percentage value of each Unit, and possibilities for resitting. This was in response to some students expressing concern that they did not feel fully familiar with the structure and marking of the qualification, so now this is more visible and students are encouraged to take pictures of it with their phones if they wish.

d) Promotion of typing games

The previously overlooked skill of being able to type quickly and accurately on a full keyboard rather than with two thumbs on a mobile phone was addressed through a classroom display which promoted different varieties of typing games, from single words through to whole paragraphs. The gamification is aimed to make this skill feel more accessible, and at times these games are used as part of class work.

e) Wellbeing wall

Given student acknowledgement of anxiety and stress, as well as information gained around the experiences of some students as being victims and witnesses to crimes, this felt a responsible and

proportionate response. It largely consists of signposting to internal and external sources of information and support.

Lens 3 – through colleagues' experiences

While there is acknowledgement of colleagues through the field notes and thoughts on the value of communities of practice, colleagues were not part of this research. With hindsight, it would have added a worthwhile piece to the puzzle to ask in-person Criminology colleagues, as well as those communicated with via online subject discussion forums, about their experiences of teaching and learning.

Lens 4 – theoretical literature

By drawing on relevant concepts from the literature review to develop a more informed discussion of the findings, theoretical literature has been able to offer different perspectives on the data. Brookfield (1995, p. 30) suggests that the strength of this is that the literature can support our understandings by "illuminating generic aspects of what we thought to were idiosyncratic events and processes", and in this way it is possible to develop an overall research picture, as opposed to fragmented parts. As such, I have had to concede that the strong version of the funds of knowledge approach is not suitable in all educational settings, particularly at Level 3 where assessment-related powerful knowledges and their related academic skills are of prime importance. The use of weak funds of knowledge to create bridges from students to their learning, to each other and to their teachers remains important nonetheless, and their funds of identity can inform and be informed by these *puentes.*

6.2 LIMITATIONS

The main limitation of this research is the low number of student and parent-carer participants, and while the responses from those who did take part are very much valued

for the insights they offer, this nonetheless sets clear boundaries for the applicability and suitability of generalising findings. Findings are only applicable to those who chose to take part, albeit with the potential to inform wider discussions and future research. While more students indicated that they would be willing to take part, and indeed a number of parent-carers sent informal messages that they were happy for research to include their child, by ensuring that they be fully informed of the research by reading and signing the voluntary informed consent agreement, around half of the potential participants who expressed an interest did not progress to taking part. In terms of power relationships, it is concerning to observe that many students would most likely to have completed the survey and 'digging deeper' questions had they been unethically set as classwork or homework. Informal discussions following the PowerPoint presentations of the different stages of research were largely felt to be interesting and relevant to their journeys. To increase participation in any future research, perhaps more stages of communication with students and their parent-carers could be made, as there was concern about putting unfair pressure on potential participants by mentioning the research too often in face to face or online communications, or using too much class time for personal research interests . The extra stages of communication could sensitise them to the research and potential benefits, as well as accepted research processes, as much of this would have been unusual and not really known about within the FE environment.

A further limitation is with the researcher's lack of awareness of their own blind spot about working with non-marginalised students. This may have led to missed opportunities to identify relevant literature or reports that could have informed this research process. After two decades of working with students who could be in some way (and often in multiple ways) be classified as marginalised or non-traditional, it was only after the data had been collected that the researcher realised this model did not apply to all of the rural Criminology cohort. This realisation came from the additional time in the research setting, rather than the findings themselves. While then actively looking for literature which could shed a different light on the findings, the research design, survey questions and findings themselves were not informed by this and so may have missed some important aspects of more middle class yet equally valid experiences. Issues such as post-pandemic mental health

challenges, learning differences, and experiences of crime, victimisation and witnessing do not appear to be as boundaried by class as some other areas of experience such as having access to appropriate materials and technologies for learning.

In line with a lack of findings relating to classed thoughts and experiences of Criminology and crime, there was additionally a more conscious avoidance of too many intersectional identifiers. In a relatively ethnically and linguistically homogenous setting such as the one where the research took place, information on a participant's ethnicity or home languages are likely to have compromised efforts to maintain anonymity. There was nonetheless an interest in this, and perhaps research with a much larger cohort could have explored this while still working ethically.

A final aspect which was not asked about yet would have been of interest without compromising anonymity is religious beliefs. There are numerous significant studies about the role of religion in dealing with experiences of crime (see, for example, Sumter *et al*., 2018, or Adamczyk, Freilich and Kim, 2017), and it would have created a relevant insight to understand whether many students drew upon religious beliefs, and if so which ones and whether this had an impact upon their perceptions of or involvement with crime, victimisation and witnessing.

6.3 RECOMMENDATIONS FOR PRACTICE

This research suggests on a practical level that some academic skills are particularly powerful in converting subject knowledge into exam board success, and some of the more troubling and troublesome funds of knowledge relating to offending, victimisation and witnessing need careful consideration before eliciting in the classroom. These considerations should be acknowledged before, during and after the Level 3 Criminology

qualification itself in order to best support the student learning journey. They would support a smooth, skilled and aware transition onto the course, an organised, agentic and engaged approach during the course, and a knowledgeable, reflective and resourceful continuation into the world of work, travel, apprenticeships or higher levels of study. This may be viewed as induction onto the course, being on course, and looking to progress after the course. The knowledges and skills to be engaged with can be seen in terms of acquired knowledges, with both the wrap-around consideration in relation to the course, as well as greater inclusion of parent-carers viewed as extended responsibilities.

On a policy level, this research suggests that assessment types can become drivers of entire courses, and if this is to be the case then not only are action verbs for exam questions important to learn, but so too are the implicit academic skills which must be shown, as well as those which should not. Assessments also need to become more diverse and accessible, in line with the needs of our student body. This implies that the timeframe in which assessments are taken could become more flexible, and the ways of demonstrating knowledge should reflect the multimodal society in which we live. The planning of assessed skills by exam bodies should also take into consideration the broader skills needed for employment and higher level studies in related sectors and seek to scaffold and value them. By considering post-college trajectories, bridging projects could become valuable in showcase or developing wider knowledges and skills than those valued on Level 3 courses.

There is a further recommendation for more research into the experiences of rural students, of FE students, and of young Criminology students, as all would seem to be the poor relation, be it compared with urban students, with school or university students, or with older Criminology students with lived experience of the criminal justice system. Some of this additional research would benefit from working with much larger groups of participants in order to be able to understand more intersectional dimensions of their experiences, such as socio-economic class, gender identity, faith and ethnicity. All recommendations are shown in the figure below at the points in which they would impact on the student as part of their academic journey.

Induction onto the course:

a) Reflect upon where own knowledge and beliefs come from in relation to crime and deviance

b) Develop quick and accurate typing skills

c) Identify socio-emotional learning needs, including identifying where troublesome funds of knowledge may be triggering

d) Identify academic learning needs, including making implicit skills explicit and available for discussion

e) Understand course structure, organisational and assessment skills needed and marking criteria

During the course:

- a) Use of funds of knowledge from popular culture to draw upon to create a bridge to learning
- b) Subject newsletter sent to students and parent-carers
- c) Reading news stories in full to acquire a greater balance of information; critical thinking about sources and bias
- d) Wellbeing and diversity issues arising viewed as an essential part of learning rather than a distraction from it
- e) Ongoing opportunities to personalise learning as far as possible
- f) Development of non-assessed skills such as presentations, groupwork and research

Transitioning away from the course:

- a) Display, discuss and value a variety of post-study routes
- b) Promote engagement with non-FE Criminology topics for those who wish to progress to university
- c) Promote awareness of the dispositional elements of work in policing, prison and probation services

(Fig. 36, Recommendations for practice in Level 3 Criminology)

6.4 CONCLUSIONS

In summary, this research contributes to the growing body of work on funds of knowledge theory, situating it in the lived experiences of a small group of Level 3 Year 1 Criminology students and their class teacher. Funds of knowledge are celebrated in their weak form for creating a *puente* to learning, as well as being examined in terms of the crime-related troublesome knowledges with which students or teachers may be uncomfortable, or equally may be able to harness to create deeper and more personally meaningful learning experiences. While troubling at times, the potential for emancipatory learning is not overlooked, allowing students who have been victims, witnesses and offenders to situation their actions within a broader theoretical and legislative context. Changes to funds of identity through this are noted by all students who chose to participate, echoing theories that participation is most likely when people have a personal interest or experience of the issue under discussion. Students' funds of knowledge for learning about crime embrace the digital world through popular culture just as much as the in-person one through family and peers. However, the former may not always been engaged with in depth, or selection of sources may not be reliable, and so digital literacies are also important to develop.

Powerful knowledges meanwhile are seen to be most beneficial to students when taught alongside the powerful academic skills which allow them to be converted into academic credit. These powerful skills demand that teachers look beyond the surface-level use of different types of verbs in assessment tasks, and instead call for an unpicking of the implicit skills required to demonstrate the knowledges being credited. These may not always be well aligned with the subject itself, and Criminology for example also demands good typing skills, business planning and financing skills, graphic design skills, and an unlearning of research skills, as alternative ways of thinking to those in the textbook are unlikely to be credited. However, each unit of study throughout the Level 3 Criminology qualification contains powerful knowledges insofar as they facilitate progression to higher levels of learning, whilst also permitting students to consider the world around them from other perspectives.

The socio-emotional learning environment plays and important role in facilitating this, as it does with discussions of potentially traumatic topics. Funds of identity are recognised for how they can develop during a Criminology course, as students may start to recognise elements of offender, victim or witnessing experiences in their own lives. Rurality is noted as being largely absent from the majority of literature about crime and Criminology students, and so the use of *puentes* becomes foregrounded in creating a common ground for thinking about crime. Student interests in crime are fed through a wide variety of popular culture, and this may also engage parent-carers and others within their micro- and exosystem. The current Level 3 Criminology qualification offers a number of insights into important topics, while leaving scope (but not time) for personalisable research elements which could include looking into topics central to higher level studies, such as terrorism, social harms or the relationship between mental health and crime. Overall there is great scope for personal and academic growth across the two years of the course, and so it would be a mistake to view FE as merely a pathway between school and university, and it should instead be valued and researched for the affordances it brings in its own right, embracing even the more troublesome elements.

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Appendices

Appendices

Appendix 1 – Primary record – Sample images from the learning environment

Display based upon Unit 1 – Crime campaigns which changed the law

Main display with 'typical' Criminology topics

Criminology outside the classroom –

jobs board

Criminology outside the classroom –

volunteer work
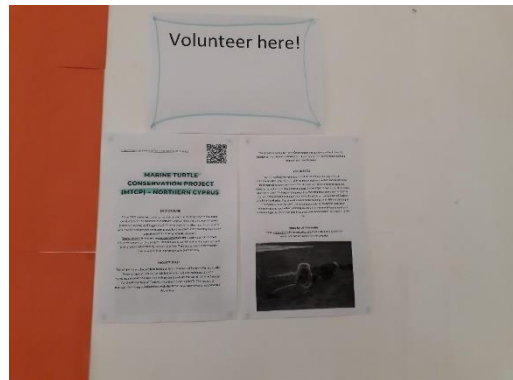
Fidget toys / concentration devices

Coloured paper

Motivational quotes
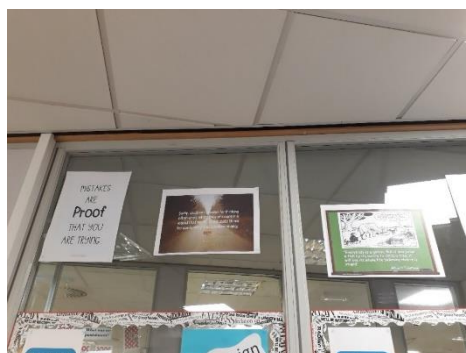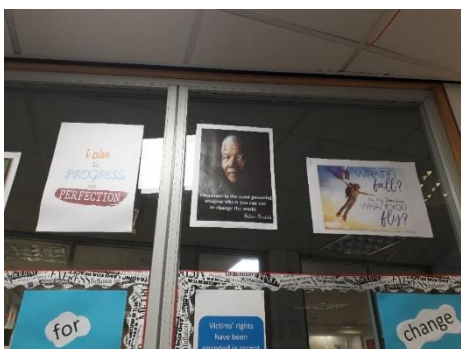
Appendix 2 – Primary record – Overview of field notes and sample entries

Overview of field notes by entry and topics

	New in post	Self as student	Fear of showing a lack of professionalism	Own classroom	Researcher's lived experience	Safeguarding and PREVENT	Digital teaching and learning	Student diversity	Pedagogies of discomfort	Ofsted	Researcher's rebellion	Lanyards	'Missing' topics	Social justice	Sustainability	Student behaviour	Communities of practice	Recruitment	Careers and future selves	Relationships for learning	Juggling multiple roles	Transport and rurality
RJEntry1/First_day_nerves	X	X		X																X	X	
RJEntry2/Guiding_them_when_I_don't_know	X		X					X								X				X		
RJEntry3/So_many_students	X		X													X	X			X		
RJEntry4/Lanyards!	X							X		X		X				X						
RJEntry5/Is_it_ok_not_to_follow_the_textbook?	X				X	X		X	X		X		X	X						X		
RJEntry6/Pre-Ofsted_briefing	X		X							X												
RJEntry7/Ofsted_obsession	X		X					X		X	X			X						X		
RJEntry8/Marking_work	X		X				X							X						X	X	
RJEntry9/Carpet_time		X	X				X	X							X	X	X			X		
RJEntry10/Online_communities		X												X			X					
RJEntry11/Blooming_windows				X				X								X				X		
RJEntry12/Discipline – carrot_or_stick?								X								X	X			X		
RJEntry13/Safeguarding_home_and_away					X	X		X	X								X			X	X	
RJEntry14/Running_a_recruitment_evening – what_to_say?																		X	X			
RJEntry14/No_careers_guidance_thank_you								X											X	X		
RJEntry16/Student_differences_and_exam_access_arrangements	X							X													X	
RJEntry17/Digital_natives?							X	X														
RJEntry18/The_day_the_buses_didn't_come		X				X		X												X		X
RJEntry19/Getting_involved_with_HE_again					X								X	X			X				X	X
RJEntry20/Knowing_who's_who – a_whole_new_field_to_navigate	X	X							X					X			X					
RJEntry21/For_goodness_sake,_please_organise_your_files!								X							X	X				X		

First day nerves

They say in research that you need to make the familiar strange, yet nothing feels more like that than today! So here I am, back in the college I attended as an A level student some 30 years ago, but now as a member of staff. Some of the buildings and pathways look the same – the canteen, that 'hangout' area in front of what was the student common room – but it's now taken down, and the smell of cannabis gone with it! Very different times! Fences now between us and the school, no casual wanderings from one to the other and back again. The weather still feels like summer, I feel like if I sat out on the grassy area now, my friends could still turn up! I've messaged the old 'gang' and sent pictures. They think it's very cool that I am here now, back in my local community. Not sure it's felt such a positive choice for me. Not that I'm not excited, but on the back of a redundancy from my old job, finding a full-time replacement that was physically commutable around childcare was an absolute necessity, and very scary in the weeks when I didn't know if I'd have a job, be able to pay the bills, even be able to keep my home. Rubbish times, didn't sleep for about a month. Nice not to be feeling sick about it all now. Although I am pretty nervous. Not taught this age group for about 18 years. Not taught Criminology full time either. It sounds like I have several groups that I'll teach the same lesson to. How will that work? Will I get confused?! What if they end up out of sync, or I miss bits with some and do it twice with others? I'll have to make myself lots of notes about what's happened with who. Not sure what my teaching days will look like yet, but CrimColleague who I spoke to before applying was fab when we met up in the holidays, and it probably feels manageable?! I love that I have my own classroom. Not had that in over a decade! Feel bad that CrimColleague is having to move all her stuff out to set up next door, but I'm excited to have somewhere to decorate and make my own. It'll make my fibromyalgia easier to manage too, as it's not on the top floor and I won't have to keep carrying lots of teaching materials up and down. There was a group of about 10 of us who all had out inductions today, the safeguarding was incredible! DesignatedSafeguardingLead was just so knowledgeable, and really brought it home how we are all responsible. So much better than the blessed online tickbox training I used to have to bore myself with every year. Learnt loads about the local threats of county lines and self-radicalisation threats, as well as INCEL down on the south coast and what this means we need to look and listen out for in class and around campus. Feeling really up for the

challenge, good to know what to look out for and pleasantly surprised how well a lot of the safeguarding work falls into areas I'll probably teach about. The digital induction was a bit weird as it was done on paper?!? This feels so far behind the rest of the world! I asked about using Teams as I'm not sure I can learn Moodle as well, and it seems I'm fine to use anything as long as I show the students how to sue it as not many people know how Teams works. Wow! I remember having to do a half-day crash course just before lockdown so that we could all teach from home indefinitely. Alongside homeschooling my kids who were also learning new systems. All off of 1 laptop. Thank goodness that's over! In between the induction sessions, which seem really very casual – and get signed off physically with bits of paper that have to be physically carried over and handed in for HR to put in a physical staff folder! – I'm getting my new classroom set up. How is this ever going to be done in time?! Students arrive next week! There's lots of obligatory posters around Prevent Duty, British Values, Safeguarding leads etc. Not seen many QR codes or interactive elements up around the college. Will try them on some of my stuff and see if anyone uses them. Was lucky to be able to prepare some posters to bring with me. And research actual jobs that this course could lead to. Think I'd have loved to do some of them myself at their age. All of the environmental crime and wildlife stuff excites me, a whole new area to investigate. Getting fed up of blutack now though, seem to have been rolling it up for hours! Think it'll all come together well. Might rearrange the tables tomorrow as apparently we're expecting quite big classes – 25 to 30 students in each. How will I remember all of their names? I'll have to ask them to wear name labels for weeks!

Lanyards!

Ok, so Ofsted are coming. English and Maths board need to be seen to be in use. English is fine as there's loads of subject-specific words we use. But maths?! Maybe some crime statistics?! Not sure where else that comes in. May have to force it! Seating plans must be drawn up and colour coded for student differences. Blowed if I even know everyone's name at this point so that'll be fun! And lanyards. Dear goodness the lanyards! They should be wearing them every day. All day. Not in their bags. Or pockets. Actually around their necks. Currently I guess around 90% just do. Especially my tutor group as I nag them! But what

happens if they've not got it? Where do they go? And how can they get in buildings without being able to bip in? Hope I never forget mine!

Ofsted obsession

So Ofsted are in, and we knew our lessons would be hit as Criminology is one of the biggest areas in the college. We teach about a quarter of all A level students, so if we're getting it wrong, that's going to be a lot of students doing badly – no pressure! It took so many late nights but I finally sorted out all my seatings plans, learning needs and differences, coloured paper etc. I even knew of some which weren't on the internal system, but because we already have to start asking about exam arrangements and individual differences, then some are coming forwards with things like anxiety, suspected dyslexia etc. Ofsted have been an absolute pain so far and I've met with them twice already in 2 days. They are doing a deep dive into a couple of students, including 1 I teach. They haven't seen them in class with me, just keep asking questions about if I can recite certain facts about them. But in working with the student, I am learning how they actually like to work, and checking with them what they need. It's more of a negotiation than anything else. I admit I've only recently found out where some of the information can be found on the system, but with almost 90 students to plan lessons for and mark work for every week, I've not exactly been browsing all of their personal files too just in case there's something I need to know. The inspectors seem to be after some specific wording or type of answer, but I'm clearly not giving it to them as they just keep on asking. It does make me feel quite vulnerable as I'm on my own with them and am used to an army of people telling me what I can and can't say. I don't want to let the college down but there's clearly something they are trying to get at which I'm not giving them. I did also get into a bit of an argument, which is probably not great. I suggested that if a student has an entitlement to a particular type of support, but choose not to sue it, then that is fine. But they seemed to be getting at how I should ensure they access that support regardless of their personal feelings about it. I talked about student agency, and respecting their right to choose as long as it wasn't compromising their ability to learn. I also thought it was important that the student felt they were able to fit in and choose to do things like their friends did, but I could see they felt this was the wrong answer. I have messaged my Head of Faculty to tell them this too, as it just felt really uncomfortable. I do hope that championing

student voice and agency isn't seen as a bad thing at this level. The inspectors certainly made me feel as if it might be.

Safeguarding – home and away

Funnily enough it's not the days when we talk about a particular subject that the safeguarding concerns come in. They are raised through casual conversation, a student or students arriving early or staying late. Happy to chat. But in there somewhere is a story. A danger. Something which has to be shared with the safeguarding team. I asked a couple of long-standing colleagues if this is how it happens with them. But they don't get disclosures. Or not at this rate. Maybe it's the way that we have to cover all subject matter, so nothing is off limits. Nothing is taboo. It can't be. And I have to feel comfortable talking about it, otherwise my teaching would be a mess. So maybe it does encourage people to share. There is tremendous support here, and the safeguarding team will arrive before a student even leaves the lesson if needed. But emotionally it's draining. There's no peer counselling or supervision. It's like vicarious trauma some days. And if it echoes my own lived experiences, then it is so much harder to park until the end of the day. Thank goodness for good colleagues, good listeners. But surely there should be a way of looking after the staff who are trying to look after the students – and sometimes their parents or carers as well.

Student differences and exam access arrangements

Oh my goodness! Why do we have to have our exams so early?!? No one else is running anything by mocks this year. So I am the only member of staff who needs to make sure exam arrangements are in place. For all my students. All 86. Those coming through from secondary with a record of personalised access arrangements, anything from extra time to a reader, a scribe or even just some blue paper or a yellow reading sheet. Let alone medical conditions, anxiety, ADHD, the need for breaks. There's so much to think about. So much I don't know yet. So much that comes down to me to get right. I am really feeling the pressure! I want to do right by my students but am scared I don't have the time to do everything. When does it all fit in around teaching, meetings, more meetings, planning

lessons and marking homeworks?! Why can't it be more flexible, like HE? If they could show their knowledge through a presentation, or a poster, a video recording or an essay, very little of this would be needed. They could play to their strengths. Then they'd only need to be taught the subject content, not how to pass the assessments too. Just so blooming frustrating.

Getting involved with HE again

In September, if you'd asked me whether I'd prefer to teach HE or FE, I'd have said HE like a shot. It is just much more familiar, more recent, more comfortable and less unknown. But after almost a full term of FE, and the growing reassurance of being able to develop what feels like an interactive, productive, comfortable atmosphere with those somewhat younger than I am used to, I find myself holding back from getting involved with the writing of the new HE Criminology programme. Partly perhaps because I am drowning in marking, panicking about having appropriate lessons to teach, wondering when the hell this doctorate is going to have time to be written, and stressing about family mental health issues. But the ideas that were so familiar when we somehow had to write entire degree programmes around lecturing because they wouldn't pay for any development time, are already starting to fade. I remember the importance of Advance HE, Subject Benchmark Statements and FHEQ for getting the correct types of objectives to match the correct levels of learning, but everything else is kinda hazy now. I would be excited to teach on it, but in not writing the modules I'm not sure what would be my 'thing' – maybe something sociology-based? Or around social justice? Maybe developing the international elements which never seem to come up on the textbook? Or the wider influences of crime and justice, the drugs, the alcohol, the mental health, the neurodiversity, the school-to-prison pipeline. Even just Chicago school and geographies of crime would be good. Although here in the rural outback, maybe understanding different zones of the city doesn't mean so much. How would that theory adapt to our local crime hotspots I wonder?

For goodness sake, please organise your files!

So much pressure to get their folders organised! So much for teaching and learning, at this level everything seems to depend upon how the students are assessed! Because Unit 1 has an open book exam, they can take in everything with them – except for teacher-marked work or photocopies of the textbook. But if they handwrote or chose to type up those 2 things, they could bring them in too. Madness! So I have my more organised / motivated students with full, neat, carefully labelled folders, and my less organised / motivated students with either a few flimsy bits of paper and the occasional handout (one of which literally looks like it's been chewed by a dog!), or with nothing to actually show at all. I am so worried for them – 8 hours is a long time to work off of no notes or very poor ones! And at the same time those with full files are trying to overthink the assessment and saying surely it can't just be a case of taking your notes, applying them to the case study scenario in the assessment, and copying out the relevant sections. But it really is! Even to the point I've had to remind some students not to do their own research as it might take them away from what the textbook says. Just crazy! I thought I was here to build their skills, not reduce them! I'm definitely going to have to come up with some kind of revision booklets, despite the sustainability push, just to make sure they all have something to take in with them!

Appendix 3 – Primary record – Level 3 curriculum compared with QAA Benchmark statements for Higher Education Criminology courses

QAA Benchmark statements	WJEC Level 3 Criminology Curriculum
pp. 4 – 5 1.8 Characteristics of a Criminology degree NB this is seen as being more relevant than pp. 18 – 21 4.5 Threshold levels of a Criminology degree, as the later relates only to outcomes after the course is complete	pp. 18 - 57
https://www.qaa.ac.uk/docs/qaa/sbs/sbs-Criminology-22.pdf?sfvrsn=3b3dc81_2	https://www.wjec.co.uk/media/21xjkr24/wjec-applied-diploma-in-Criminology-spec-e-22-06-22-1.pdf
• the development of Criminology as a distinct area of study and inquiry, and its interdisciplinary nature	Not covered
• alternative theoretical approaches within Criminology, and contemporary debates about the content and scope of Criminology	Not covered
• how crime, social harm, deviance and victimisation are socially and legally constructed	Unit 1, Unit 2 – considerable focus on crime and deviance, some consideration of victims in the sense to which they are 'typical', no consideration of social harm
• the different sources of information about crime, harm and victimisation, both quantitative and qualitative, and how they are produced - including their location in particular legal, political, social and ideological frameworks - and how they can be interpreted	Unit 1 looks at the media and qualitative and quantitative crime surveys in England and Wales, no consideration of their legal, political, social or ideological frameworks
• trends in crime, harm and victimisation	Unit 1
• different forms of crime and their social organisation	Unit 1
• relationships of crime, harm, deviance and victimisation to social divisions such as age, gender, sexuality, social class, race, ethnicity, disability and religious faith	Briefly in Unit 1
• the development, role, organisation and governance of efforts to reduce and prevent crime, deviance, harm and victimisation, and to ensure personal and public safety and security	Policy is covered as a small part of Unit 2, as well as social control / due process being covered in Unit 4

in different locations, including the role of the state and non-governmental agencies	
• human rights and social justice issues in relation to preventive and pre-emptive measures	Not covered
• the social and historical development of the main institutions involved in crime control and criminal justice in different locations	Covered in Unit 4
• the philosophy and politics of criminalisation, victimisation, criminal justice, crime control and modes of punishment	Covered in Unit 4
• the use of discretion in relation to justice processes, including issues of discrimination and diversity	Not covered
• the development of penal and alternative policies in different locations and their relationship to social change	Not covered
• the main forms of sentence and alternatives; the governance, roles and structure of the agencies involved; and offenders' experiences of adjudication and sentence	Partly covered in Unit 4, offenders experiences not taken into account
• representations of victimisation, crime, harm and deviance, and of the main criminal justice and other agents and institutions as found in the mass media, new media, in official reports and in public opinion	Unit 1 covers in some depth
• how to develop a reflective approach and a critical awareness of the values of local cultures and local politics, and of the student's own values, biography and social identity, and how to bring these skills to bear in an informed response to crime and victimisation	Not covered
• awareness of how political and cultural values - including the student's own - have an impact on responses to and rival interpretations of crime, harm, safety and security, policing, criminal and youth justice, sentencing, and alternative responses to offending	Not covered
• how to make ethically sound judgements in relation to research carried out by others or oneself.	Not covered

Appendix 4 - Primary record - Full mapping of quality criteria

Ofsted (August to December 2022) (Ofsted, 2022b)	Minimum Core (ETF, 2022)	Safeguarding (DfE, 2022) and PREVENT duty (Home Office, 2021)	Careers guidance (Holman, 2018)	Wellbeing (AoC, 2019)	Jisc	ETF (undated)
High expectations of achievement	EDI - A1 Commit to a pedagogy of human rights, equality, diversity, and inclusion					PVA 3 - Inspire, motivate, and raise aspirations of learners by communicating high expectations and a passion for learning
High expectations of progression			B3: actively seek to raise aspirations.			PKU 8 - Develop and update knowledge of your subject specialism, taking account of new practices, research and/ or industry requirements
Monitoring provision for learners	EDI - B7 Ensure that EDI is embedded within other core skills development such as English, maths, digital skills and sustainable development	PREVENT – safe learning environment				
Developing provision for learners	English - B2 Design, create and adapt inclusive resources and assessment			Commitment 5 - Encouraging and collecting student views on mental		PKU 9 - Critically review and apply your knowledge of

	materials to use with learners			health and wellbeing by working with the Students Union and other student representative bodies		educational research, pedagogy, and assessment to develop evidence-informed practice
Inclusion by disadvantage	EDI - A4 Ensure that learning opportunities are inclusive (noting the difference between inclusion and inclusive)	Safeguarding - taking action to enable all children to have the best outcomes		Commitment 4 - Promoting equality of opportunity and challenging mental health stigma through curriculum teaching and also by promoting wellbeing through tutorial programmes	
Inclusion by SEND	English - B2 Design, create and adapt inclusive resources and assessment materials to use with learners English - F3 Utilise current research to support learners with learning differences EDI - A4 Ensure that learning opportunities are inclusive (noting the difference between inclusion and inclusive)	Safeguarding - taking action to enable all children to have the best outcomes			PKU 11 - Develop and apply your knowledge of special educational needs and disabilities to create inclusive learning experiences
Inclusion by high needs	EDI - A4 Ensure that learning opportunities	Safeguarding - taking		Commitment 8 - Providing	

	are inclusive (noting the difference between inclusion and inclusive) EDI - A6 Create trauma-informed learning environments	action to enable all children to have the best outcomes	targeted individual mental health support where appropriate or alternatively signposting to external support services		
Development of a purposeful curriculum	Digital skills - A3 Support for learning and support activities including initial assessment – empowering learners through technology				
Curriculum includes progression and stretch					
Curriculum includes mathematics	Maths - B4 Break down maths concepts into small, connected steps		B4: reflect the importance of maths as a key expectation from employers		Digital creation, problem-solving and innovation - collect and analyse data from clients, users, participants etc using appropriate professional methods (e.g. surveys, polls, interviews, forms, data capture) with an awareness of professional data ethics	PS 17 - Develop learners' mathematics skills
Curriculum includes English	English - C2 Explain the importance of English in different contexts English - E3 Enable learners to evaluate and interpret the results of formative, summative, self and peer assessments		B4: reflect the importance of maths as a key expectation from employers		Digital communication, collaboration and participation - respect the norms of communicating in different digital spaces (e.g. social, learning, professional), and how these differ from in-person settings	PS 17 - Develop learners' English skills

	ESD - B5 Identify and use ESD examples to build learners' skills in other areas (e.g. Maths, English, communication)					
Curriculum includes work experience or industry placement	Digital skills - D2 Raising learners' digital employability and self-employability skills ESD - D3 Identify innovation and sustainability action being taken in sectors relevant to the subject specialism/occupational pathway EDI - C1 Use data to build awareness of equality, diversity and inclusion in the workplace		B5: at least two meaningful encounters with an employer each year B6: e first-hand experiences of the workplace through work visits, work shadowing and/or work experience		Digital proficiency and productivity - understand how digital technology is changing practices at work, in subject-specialist and professional contexts, and in society Digital creation, problem-solving and innovation - produce a range of digital media content relevant to scholarly or professional communication (e.g. presentations, posters and infographics, digital and hyper-media texts, videos and screencasts) Digital creation, problem-solving and innovation - choose new digital applications or put them to new use in an area of study or workplace/professional practice Information, data and media literacy - understand how data is used to construct arguments and cases; critique specific uses	PS 20 - Develop enrichment and progression opportunities for learners through collaboration with employers, higher education and/or community groups

					of data, recognising the potential for bias and partiality	
High quality careers guidance			B1: an embedded programme of career education and guidance B8: opportunities for guidance interviews with a careers adviser			PS 18 - Provide access to up-to-date information, advice and guidance so that learners can take ownership of their learning and make informed progression choices
Informed progression to higher qualifications, employment or further training	English - D1 Identify the English skills required in your subject area, on your course and in your industry Maths - D1 Identify the maths skills required in your subject area, on your course and in your industry		B2: access and use information about career paths and the labour market to inform their own decisions on study options B4: experience how their subjects help people gain entry to (and be more effective workers within) a wide range of occupations		Digital identity and wellbeing - take responsibility for collective benefits and harms arising from digital practice, particularly in subject specialist and workplace/professional contexts	PS 17 - Develop learners' wider employability skills

			B7: a meaningful encounter with a range of providers of learning and training that may form the next stage of their career			
Personal, social and independent learning skills	English - B8 Promote learner independence to developing English skills

Digital skills - C2 Supporting study skills

Digital skills - C3 Communication and collaboration with and between learners

ESD - B3 Model sustainable practices and promote sustainable development principles, values and goals

ESD - D2 Identify environmental, societal and economic trends both locally and globally | PREVENT – students kept safe from activities which may draw them into terrorism

Safeguarding - protecting children from maltreatment; preventing the impairment of children's mental and physical health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care | B3: actively seek to challenge stereotypical thinking
B5: take account of learners' own part-time employment and the influence this has had on their development. | | Digital learning and development - share know-how, expertise and good practice through digital means (e.g. develop guides, practice online coaching or mentoring)

Information, data and media literacy - critically assess whether digital information is trustworthy, timely and relevant; distinguish different kinds of information (e.g. professional, personal, political)

Digital communication, collaboration and participation - work productively in digital teams, groups and projects to produce shared outcomes (short term) or meet shared goals (longer term) | PVA 4 - Support and develop learners' confidence, autonomy and thinking skills, taking account of their needs and starting points |

					Digital identity and wellbeing - use digital devices and applications in ways that align with personal and workplace/profession al values Digital identity and wellbeing - develop and maintain suitable profiles in online networks (e.g. personal, workplace/profession al)	
Punctuality and attendance		Safeguarding and attendance – clear and consistent response to children who go missing from education				
Conduct and attitudes		PREVENT – students kept safe from activities which may draw them into terrorism Safeguarding and behaviour - behaviour policy includes measures to prevent bullying, including		Commitment 3 - Creating an open and inclusive college ethos which includes respect for those with mental ill health	Digital communication, collaboration and participation - identify and respond appropriately to false, harmful or damaging communications (e.g. reporting, blocking) Digital communication, collaboration and participation - contribute to shared rules and norms, according to personal values and professional ethics	PVA 5 - Value and champion diversity, equality of opportunity, inclusion and social equity PS 13 - Promote and support positive learner behaviour, attitudes and wellbeing

		cyberbullying, prejudice-based and discriminatory bullying Safeguarding and protection - child protection policy which includes dealing with child-on-child abuse			Digital identity and wellbeing - reflect on the broader impacts of digital technology for human wellbeing, particularly in subject-specialist and workplace/professional contexts	
Appropriate safeguarding procedures		PREVENT – students kept safe from activities which may draw them into terrorism Safeguarding - taking action to enable all children to have the best outcomes Safeguarding – keeping children safe from child sexual abuse and child criminal exploitation		Commitment 1 - Ensuring that wellbeing and mental health work is led by a senior manager supported by a member of staff with particular responsibility for mental health Commitment 2 - Having a wellbeing and mental health policy accompanied by a clear implementation action plan which is monitored regularly and reviewed annually		PS15 - Plan and deliver learning programmes that are safe, inclusive, stretching and relevant to learners' needs

Sally Tazewell's doctoral research project: What supports Criminology students to thrive in a rural FE college?

This consent form should be read alongside the Participant Information Sheet for Students, the Participant Information Sheet for Parents / Carers, and the Privacy Notice for research participants, links to which are available in the email dated 24.03.2023 or by following the QR codes here:

Please ensure that you have read and understood all of the information contained in these documents and asked any questions before you sign this form. If you have any questions please contact the student researcher sally2.tazewell@live.uwe.ac.uk or their Director of Studies, whose details are set out on the Participant Information Sheet.

Consent to taking part as a student:

If you are happy to take part in the research, please ensure you have signed consent from a parent / carer, sign and date this form for yourself, complete the survey and return it in the envelope provided.

- I have read and understood the information in the Participant Information Sheet which I have been given to read before being asked to sign this form;
- I have read and understood the information in the Privacy notice for research participants which I have been given to read before being asked to sign this form;
- I have been given the opportunity to ask questions about the study;
- I have had any questions answered satisfactorily by the student researcher;
- I agree that anonymised quotes may be used in the final report of this study (e.g. thesis) or in any subsequent publication or dissemination event;
- I understand that my participation is voluntary and that I am free to withdraw in part or fully at any time until the data has been anonymised, without giving a reason and without penalty;
- I agree to take part in the research.

Parent / carer name (Printed)……………………………………………………………………….

Signature…………………………………………………… Date…………………….

Student name (Printed)………………………………………………………………………….

Signature…………………………………………………… Date…………………….

Criminology survey for students

Q23 What made you choose

○ Easy to get to (1)

○ My friends were going there (2)

○ My family went there (3)

○ It had the subjects I wanted (4)

○ Other, please state (5) _____

Q1 How long does it take you to get to college?

○ No more than 30 mins (1)

○ 30 mins to 1 hour (2)

○ More than 1 hour (3)

Q2 How do you usually get to college?

○ Bus (1)

○ Car (2)

○ Cycle (3)

○ Moped (4)

○ Walk (5)

○ Other, please state (6) _____

Q24 In terms of friendships, which best describes you? (Please tick all which apply)

○ I've come with quite a few friends from school (1)

○ I know a couple of people (2)

○ Everyone was new to me (3)

○ I've found it quite easy to get to know new people (4)

○ I've found it quite hard to get to know new people (5)

○ Most people I know study the same subjects as me (6)

○ Most people I know study A levels (7)

○ I know a mix of people, some doing the same subjects and some on different courses (8)

○ Most people I know are following a vocational course, e.g. BTEC, T levels (9)

Q3 Which most closely aligns to your gender identity?

○ Female (1)

○ Fluid (2)

○ Male (3)

○ Non-binary (4)

○ Prefer not to say (5)

○ Other, please state (6) _____

Page Break

Q4 Do you see yourself as having a learning difference or specific mental / physical health condition?

○ ADHD (1)

○ Anxiety (2)

○ Autism (3)

○ Caring responsibility (4)

○ Depression (5)

○ Dyslexia (6)

○ Dyspraxia (7)

○ Medical health condition (8)

○ Mobility difficulties (9)

○ Sensory difference (10)

○ Prefer not to say (11)

○ No, I don't see myself has having a learning difference or specific mental or physical health condition (12)

○ Other, please state (13) _____

Q17 How do you feel about your attendance?

○ It's good (1)

○ It's good given that I have a few challenges in my life (2)

○ It's ok (3)

○ It's not great (4)

Q18 How do you feel about your grades?

○ They're good for me (1)

○ They're good compared with my friends (2)

○ They're ok (3)

○ They're not great (4)

○ They vary depending on what else is happening in my life (5)

○ They vary depending on how interested I am in the topic (6)

Q8 Who or what influenced your decision to study Criminology? (Please tick all which apply)

☐ Career guidance - at school (1)

☐ Career guidance - from the college (2)

☐ Family (3)

☐ Friends (4)

☐ Future plans - wanting a job relating to Criminology (5)

☐ Future plans - wanting to study a course at university relating to Criminology (6)

☐ Reading crime books - fiction (7)

☐ Reading crime books - factual (8)

☐ Seeing marketing materials for the course, e.g. on the website, in the prospectus, on Open Days (9)

☐ Watching crime fiction (10)

☐ Watching real-life crime documentaries (11)

☐ Work colleagues (12)

☐ Other, please state (13)

_____

----

9 Within the college, where does learning about Criminology take place? (Please tick all which apply)

☐   In the classroom - formal taught content (1)

☐   In the classroom - discussions and debates (2)

☐   In the classroom - informal chats (3)

☐   In the classroom - formal study skills and knowledge about exams (4)

☐   In the learning zone (5)

☐   In the canteen (6)

☐   Other, please state (7) _____

Q10 Outside of college, where does learning about Criminology take place? (Please tick all which apply)

☐   Through reading, e.g. physical textbooks, ebooks (1)

☐   Through reading, e.g. websites, Google searches (2)

☐   Through listening or watching, e.g. Ted Talks, podcasts, news programmes (3)

☐   Through listening or watching, e.g. crime dramas (4)

☐   Social media, e.g. communicating with classmates and other Criminology students (5)

☐   Social media, e.g. communicating with non-Criminology friends and family who are interested (6)

☐   Other, please state (7) _____

Q19 In learning about Criminology, it's useful to ... (Please tick all which apply)

☐ Know about theories and theorists (1)

☐ Know about real crimes and criminal cases (2)

☐ Know how to find reliable information about crimes and crime data (3)

☐ Reflect on personal experiences (4)

☐ Share personal experiences (5)

☐ Understand how crime is portrayed in society (6)

☐ Understand who is most likely to commit or be victim of a criminal act (7)

☐ Understand how different cultures and societies see crime and deviance differently (8)

Page Break

Q20 How important are the following to you personally? (Where 0 is not at all and 5 is very)

	0	1	2	3	4	5
Seeing people with similar identity characteristics to myself represented fairly in the course ()			▮			
Being able to safely discuss alternative points of view, even where they are controversial ()			▮			
Using language in a non-binary way, so that people aren't always classed as 100% victim or 100% offender ()			▮			
Thinking about the experiences of victims and whether terms like 'survivor' are sometimes more empowering ()			▮			
Thinking about the experiences of those who have committed a criminal act and how language can label them for life, e.g. ex-offender ()			▮			

Q11 How confident are you with these areas of your studies?

	Fairly confident (1)	Neutral (2)	Fairly unconfident (3)
Knowledge about assessments and exams (1)	○	○	○
Knowledge about plagiarism (2)	○	○	○
Knowledge of how to structure my ideas (3)	○	○	○
Knowledge of how to write to a word count or time limit (4)	○	○	○
Knowledge of how to present to a time limit (5)	○	○	○
Knowledge of how to manage to work to a deadline (6)	○	○	○
Knowledge of how to proofread my own work (7)	○	○	○
Knowledge of how my work is marked and graded (8)	○	○	○
Confidence in my writing ability (9)	○	○	○
Confidence with presentations (10)	○	○	○
Confidence with research skills (11)	○	○	○
Knowledge about how to manage my time (12)	○	○	○
Knowledge about how to manage my notes and learning resources (13)	○	○	○
Knowledge of who to ask if I get stuck (14)	○	○	○
Ability to use digital technologies to find learning resources from my lessons, e.g. the slides, workbooks shared online (15)	○	○	○

Ability to use digital technologies to support how I learn best, e.g. coloured backgrounds, voice to text software (16)	○	○	○
Access to appropriate digital technologies and Wi-Fi connection when I am away from college (17)	○	○	○
Access to a quiet place to work (18)	○	○	○
Access to people who support me in my studies (19)	○	○	○
Confidence in making links between classroom learning and real life events (20)	○	○	○

12 Which areas of Criminology are you most interested in?

☐ Comparative criminal justice systems (1)

☐ County lines (2)

☐ Crime and ethnicity (3)

☐ Crime and gender identity (4)

☐ Crime and mental health (5)

☐ Crime and nationality (6)

☐ Crime and religion (7)

☐ Crime and sexuality (8)

☐ Crime and substance misuse (9)

☐ Crime and the media (10)

☐ Crime charities and victim support (11)

☐ Criminal psychology (12)

☐ Crime statistics (13)

☐ Digital crimes, e.g. fraud, phishing, romance scams (14)

☐ Domestic crimes, e.g. abuse, violence, honour crimes (15)

☐ Drugs supply, trafficking and dealing (16)

☐ Environmental crime, e.g. pollution, climate change (17)

☐ Forensics (18)

☐ Gang culture (19)

☐ Guns, knives and offensive weapons (20)

☐ Human rights (21)

☐ International crimes (22)

☐ Prisons, punishment and rehabilitation (23)

☐ Serial killers (24)

☐ Sexual crimes (25)

☐ Social control, e.g. policing, CCTV (26)

☐ Sports Criminology (27)

☐ State crimes (28)

☐ Terrorism (29)

☐ Violent crimes (30)

☐ White collar crimes (31)

☐ Other, please state (32)

_____

Page Break

Q21 Have you, your family or friends ever been a victim, witness or offender in any of these crimes? (If yes, please see signposting to sources of support in the email which contained this link)

	As a victim (1)	As a witness (2)	As an offender (3)
Improper underage acts such as drinking, driving or sharing / receiving inappropriate image (1)	○	○	○
Taking illegal or limited substances, e.g., cannabis, ketamines, prescription drugs that haven't been prescribed to you (2)	○	○	○
Violent crimes with or without a weapon (3)	○	○	○
Fraud, phishing or other online scams (4)	○	○	○
Domestic abuse, domestic violence or honour crimes (5)	○	○	○
Hate crimes (6)	○	○	○
Sexual harassment and / or abuse (7)	○	○	○
Any other you wish to share (8)	○	○	○

Q22 Have your Criminology studies or wider readings ever made you realise that you, your family or friends have been involved with a crime, where previously you / they had been unaware?

☐ Yes, as a victim (1)

☐ Yes, as a witness (2)

☐ Yes, as an offender (3)

Q14 What does success in your Criminology course look like to you?

_____

Q15 Are there any challenges to achieving this?

_____

Q16 What is helping or will help you achieve this?

_____

End of Block: All about you

Thank you for your time and thoughts, they are greatly appreciated.

Sally Tazewell's doctoral research project: What supports Criminology students to thrive in a rural FE college?

This consent form should be read alongside the Participant Information Sheet and Privacy Notice for research participants, links to which are available in the email dated 24.03.2023 or by following the QR codes here:

Please ensure that you have read and understood all of the information contained in both documents and asked any questions before you sign this form. If you have any questions please contact the student researcher sally2.tazewell@live.uwe.ac.uk or their Director of Studies, whose details are set out on the Participant Information Sheet.

To consent to taking part as a parent / carer

If you are happy to take part in the research, please sign and date this form, complete the survey and return it in the envelope provided.

- I have read and understood the information in the Participant Information Sheet which I have been given to read before being asked to sign this form;
- I have read and understood the information in the Privacy notice for research participants which I have been given to read before being asked to sign this form;
- I have been given the opportunity to ask questions about the study;
- I have had any questions answered satisfactorily by the student researcher;
- I agree that anonymised quotes may be used in the final report of this study (e.g. thesis) or in any subsequent publication or dissemination event;
- I understand that my participation is voluntary and that I am free to withdraw in part or fully at any time until the data has been anonymised, without giving a reason and without penalty;
- I agree to take part in the research.

Name (Printed)……………………………………………………………………………

Signature…………………………………………………………. Date……………………..

Criminology survey for parents and carers

Start of Block: All about you

Q23 Why did your child choose [   ] ?

○ Easy to get to (1)

○ Their friends were going there (2)

○ Other people in our family have been there (3)

○ It had the subjects they wanted (4)

○ Other, please state (5) _____

Q3 How well do you feel they have settled?

○ They seem to have settled well (1)

○ There are a few issues with one or more of their chosen subjects, but otherwise okay (2)

○ There are a few issues with their friends, but otherwise okay (3)

○ There are a few issues with transport, but otherwise okay (4)

○ They are sometimes settled and sometimes unsettled (5)

○ They seem quite unsettled (6)

○ It can be hard to tell! (7)

Q8 What do you feel influenced their decision to study Criminology? (Please tick all which apply)

☐   Career guidance - at school (1)

☐   Career guidance - from the college (2)

☐   Family (3)

☐   Friends (4)

☐   Future plans - wanting a job relating to Criminology (5)

☐   Future plans - wanting to study a course at university relating to Criminology (6)

☐   Reading crime books - fiction (7)

☐   Reading crime books - factual (8)

☐   Seeing marketing materials for the course, e.g. on the website, in the prospectus, on Open Days (9)

☐   Watching crime fiction (10)

☐   Watching real-life crime documentaries (11)

☐   Work colleagues (12)

☐   Other, please state (13)
_____

Page Break

Q21 What types of topics did you expect their Criminology course to cover?

_____

Q27 How do you feel about them studying topics which may be uncomfortable for some, such as violent crimes, sexual crimes or domestic abuse?

_____

Q22 What types of skills do you see your child developing on this course?

_____

Q23 What types of future jobs or studies do you see this course being useful for?

_____

Q24 How would you feel if your child wanted to work within the criminal justice system, crime prevention or victim support?

_____

Q19 If your child ever talks about Criminology with you, what sorts of topics are mentioned?

_____

Page Break

Q12 Which areas of crime in society are you most concerned about in general? (Please tick all which apply)

☐ County lines (2)

☐ Crime and ethnicity (3)

☐ Crime and gender identity (4)

☐ Crime and mental health (5)

☐ Crime and nationality (6)

☐ Crime and religion (7)

☐ Crime and sexuality (8)

☐ Crime and substance misuse (9)

☐ Crime and the media (10)

☐ Digital crimes, e.g. fraud, phishing, romance scams (14)

☐ Domestic crimes, e.g. abuse, violence, honour crimes (15)

☐ Drugs supply, trafficking and dealing (16)

☐ Environmental crime, e.g. pollution, climate change (17)

☐ Gang culture (19)

☐ Guns, knives and offensive weapons (20)

☐ Human rights (21)

☐ International crimes (22)

☐ Serial killers (24)

☐ Sexual crimes (25)

☐ Sports crimes, e.g. taking steroids, match fixing (27)

☐ State crimes (28)

☐ Terrorism (29)

☐ Violent crimes (30)

☐ White collar crimes (31)

☐ Other, please state (32)

_____

Q29 Which areas of crime are you most concerned about in your local area?

_____

Page Break

Q14 What does success look like for your child in their Criminology course?

_____

Q15 Do you think there could be any challenges to achieving this?

_____

Q16 Do you think there is anything which is helping or would help them to achieve this?

_____

End of Block: All about you

Thank you for your time and thoughts, they are greatly appreciated.

Appendix 7 – Consent letters and research questions – Stage 2

What supports Criminology students to thrive in a rural FE college?

(A doctoral research project by Sally Tazewell)

This consent form should be read alongside the Participant Information Sheet for Students, the Participant Information Sheet for Parents / Carers, and the Privacy Notice for research participants, links to which are available in the email dated 24.03.2023 or by following the QR codes here:

Please ensure that you have read and understood all of the information contained in these documents and asked any questions before you sign this form. If you have any questions please contact the student researcher sally2.tazewell@live.uwe.ac.uk or their Director of Studies, whose details are set out on the Participant Information Sheet.

Consent to taking part as a student:

If you are happy to take part in Stage 2 of the research, please ensure you have signed consent from a parent / carer, sign and date this form for yourself, and submit your responses to the questions.

- I have read and understood the information in the Participant Information Sheet which I have been given to read before being asked to sign this form;
- I have read and understood the information in the Privacy notice for research participants which I have been given to read before being asked to sign this form;
- I have been given the opportunity to ask questions about the study;
- I have had any questions answered satisfactorily by the student researcher;
- I agree that anonymised quotes or images may be used in the final report of this study (e.g. thesis) or in any subsequent publication or dissemination event;
- I understand that my participation is voluntary and that I am free to withdraw in part or fully at any time until the data has been anonymised, without giving a reason and without penalty;
- I agree to take part in the research.

Parent / carer name (Printed)……………………………………………………………………….

Signature……………………………………………………. Date…………………..

Student name (Printed)……………………………………………………………………….

Signature……………………………………………………. Date…………………..

What supports Criminology students to thrive in a rural FE college?

(A doctoral research project by Sally Tazewell)

Huge thanks to all of you who took part in the Stage 1 survey for my doctoral research into your thoughts and experiences of Criminology.

> If you meant to do the survey for Stage 1 but didn't get around to it, don't worry, there's still time.
>
> A paper copy of the student survey and parent / carer survey are available in this research pack.

The results so far have thrown up some very interesting ideas which I'd like to explore further in Stage 2 of my research. You are welcome to take part in this regardless of whether or not you have completed the survey.

To take part in Stage 2, you need permission from a parent or carer. You also need to give your own consent. This should be done by signing and dating the consent form attached.

> You can answer as many or as few of the questions overleaf in whatever format you choose, for example:
>
> - Bullet points or a paragraph
> - Pictures with labels to explain
> - A poster or PowerPoint
> - A TikTok or VoiceMail
> - A mindmap
> - A collage of news stories
> - Photos of where / when / how you study, with notes to explain
>
> You can use the question sheet to answer, go on to the back if needed, or add more sheets if you want to.

Responses on paper can be returned in the envelope provided. Digital responses should be sent to sally2.tazewell@live.uwe.ac.uk. It's fine if they do end up in my teacher's email / Teams Chat, I can save to my UWE account.

a) What does Criminology mean to you?

b) What types of crimes should we study and why?

c) How should crimes be dealt with? What should happen to offenders, victims and witnesses?

d) Where does knowledge about crime come from?

e) What do you think a 'good' Criminology student looks like? What are their attitudes, habits and experiences? Why are they studying Criminology and what will they do next? To what extent do you see yourself as a 'good' Criminology student?

f) Has the pandemic changed education for you? If so, how? Describe things which we do or could do to help.

<u>Wanted</u>:

_____

Studying Criminology because:

Studying Criminology alongside:

Knowledge, skills and behaviours which could support my studies:

Believes that crime is:

Is most interested in crimes which:

In the future would like to:

Understanding what you need to do well 😊

	Very like me	Sometimes like me	Mostly unlike me	Totally unlike me
I need a specific colour background (which one?)				
I am quite fidgety				
I have a short attention span				
I don't feel very confident speaking in class				
I sometimes struggle with attendance				
I don't know anyone in here				
I have a medical condition you should know about (what is it?)				
I really need to meet with someone from Wellbeing				
I really need help with my academic skills				
I am worried about my bus / transport arrangements				
I had extra time for my GCSE exams				
There are some topics which I find too triggering to discuss in class (which ones?)				

Appendix 9 - Resources developed based on this research 2: Newsletter for parent-carers

Welcome to the XXXXX College Criminology newsletter. This will keep you up to date about the topics to be studied each term, any events which we are running, assessment information, links to resources for learning, further sources of information relating to the topics studied, future career interests, and signposting to support services if any of the topics are of personal significance or distress.

** *These are our Units and topics across the 2 years of the course:*

Year 1 Unit 1

Crime types
Crime in the media
Crime statistics
Crime campaigns

Year 1 Unit 2

Biological theories of crime
Psychological theories of crime
Sociological theories of crime
Social policy

Year 2 Unit 3

Investigating crime scenes
Forensics
Types of evidence
Going to trial
Miscarriages of justice

Year 2 Unit 4

The Criminal Justice System
Making laws
Punishments and sentencing
Social control

** *What's happening in Year 1?*

We are just starting Unit 1, focusing on AC 1.1 Types of Crime. Within this we consider the difference between crime and deviance, State Crimes, White Collar Crimes, Moral Crimes, Technological Crimes, Hate Crimes, Domestic Abuse and Honour Crimes. Students may wish to watch the popular 'I think therefore I teach' video below in the topic, but should listen out in class for a few minor changes based on updates to the Vagrancy Act and the Domestic Abuse Bill.

Criminology Unit 1 AC 1.1 (WJEC) - YouTube

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** Sources of information and support

We appreciate that while some of these topics may be an area of interest and possible future employment for some, working with victims, witnesses or offenders, for others they may be distressing due to personal experiences or those of family and friends. Useful sources of further information an[...]

** What's happening in Year 2?

We are working on Unit 3. We completed AC 1.1 on personnel in criminal investigations and AC 1.2 on investigative techniques before the summer holidays, and are about to start AC 1.3 on processing evidence from a crime scene. Students may wish to watch the popular 'I think therefore I teach' video below as a refresher and to highlight key themes in the new topic.

Criminology Unit 1 AC 3.1, 3.2 and 3.3 (WJEC) - YouTube

Assessment dates:

Each assessment falls at the end of the topic and is worth 25% of the final grade. While Criminology is an Applied Diploma, the grading and UCAS points available are the same as A level courses. Year 1 assessments may be resat in Year 2 if the student does not achieve their required grade. All units must be passed for the qualification to be awarded.

Unit 1 – open book, typed, 8 hours over 3 days - Week commencing 15th January 2024

Unit 2 – traditional exam, handwritten, 90 minutes – Thursday 16th May 2024

Unit 3 - open book, typed, 8 hours over 3 days - Week commencing 4th December 2023

Unit 4 - traditional exam, handwritten, 90 minutes – Wednesday 5th June 2024

Year 1 information

If you are likely to need exam access arrangements due to physical or mental health reasons, learning differences or for medical reasons, please speak with your personal tutor or Criminology teacher at the earliest opportunity to ensure that we have time to apply for them and get them in place by your first assessment. October Half Term is usually the latest we can apply for adjustments to the first assessment.

Year 2 information

Cost of resits = admin charge of £18 per unit

Deadline to apply to resit = End of November, application form will be available on Teams

End of thesis