

[MUSIC PLAYING]

KAREN FOLEY: Our next section is about criminology. And I'm joined by Steve Tombs and Deborah Drake. Thank you for joining us today. Steve, what is criminology.

STEVE TOMBS: Oh, OK, what a nice question to begin with, what is criminology?

KAREN FOLEY: Well, I hope so because there are so many interchangeable words and there's so much language around a lot of this.

STEVE TOMBS: There are criminology is in many ways quite diverse, so there are different ways of thinking about crime and criminals and criminality. And there are different ways of teaching and learning criminology. So some criminology courses will focus much more on different kinds of crime, others will try and understand what motivates the criminal, what are the causes of crime, trying to understand the criminal mind. Some will focus more on profiling, the kind of stuff that's activities that's the stuff of TV detective series, finding clues about who the criminal is. Then there are courses which focus much more on the institutions of criminal justice, like police, courts, prisons, youth justice, and so on.

And of course, anything called criminology will have some bits of those. But at the OU, I think our particular brand of criminology, if I can use that word, is in the genre of what's become known as critical criminology. So critical criminology much more focuses on process of criminalisation. How is it that certain kinds of people and certain kinds of activities end up being labelled as criminal and people get treated as criminals and what being treated as a criminal and labelled as a criminal means, those kinds of processes. And why is it that some kinds of people and some activities don't end up being criminalised or subject to criminal justice processes?

So the criminology we do is very much in that kind of introduction critical criminology mode. And for anybody watching if they want to find out a bit more about our brand of criminology, they can look at our OpenLearn free course, have a taster, introduction to critical criminology, spend a couple of hours spinning around that, and they'll get a good flavour of the kind of criminology that we do here at the Open University.

KAREN FOLEY: And I guess a lot of Level 1 students might find that useful maybe if they're doing psychology or something that would complement it.

STEVE TOMBS: Absolutely. It gives a very gentle overview, introduction to the terrain, which kind of constitutes that genre of criminology. I should say, of course, that we can't just do what we want in terms of deciding what criminology is. So every discipline, criminology included, has to meet certain requirements externally validated, so we have to cover certain things to call our programme a criminology programme. It's just we give it our own flavour, as other institutions will give their criminology to their own flavour.

KAREN FOLEY: I mean, your department has grown phenomenally over the last couple of years, hasn't it?

STEVE TOMBS: Yes, it has. It's grown significantly, almost doubled I think. But the composition of the department has changed. So we do have many more bespoke criminalologists, so to speak, and many more people working specifically on this terrain of criminology. We also have many people, I include myself, who associate with a particular brand of critical criminology, which is around known as the social harm perspective, focuses around the idea of social harm.

I mean, we have a research centre called the Harm and Evidence Research Collaborative. And if you look at our blog, the HERC blog site, look at some of the blogs that myself and colleagues have posted. That will give you a very good idea, again, another good why of both accessing criminology material but also getting a sense of the kind of criminology that we do, focusing in particular around a critical analysis of social harms.

KAREN FOLEY: Excellent. So we're just showing the link for that. And we'll also put the link on the Resources page of the website if you'd like to take a more detailed look at that later. So different sort of areas that you are involved with. And as you say, Steve, you're really into the area around social harm. So how might that sort of link? I mean, when you were talking about what is criminology, you mentioned a lot of things that I think people would traditionally outside criminology think, yeah, it's this. It's the profiling. It's this, that, and the other. And I imagine that a lot of students wanting to go into it would want to be focusing on those areas, but it's a lot more broad.

STEVE TOMBS: Yes, it is. As I said, Karen, I mean, of course, we do know we do have to cover the standard elements of criminology to call ourselves a criminology degree. But it is broad. And I think it's a critical criminology perspective of focus on social harm allows you to question why certain activities, why certain processes end up being dealt with through the criminal justice system.

And also, what are the consequence of that?

So, for example, one of the areas of focus that we have is on harms associated with using the criminal justice system. What harms does the criminal justice system itself produce? And again, it's referred to some online material that we have.

We have we have a focus on, by one of our colleagues Vickie Cooper, on the harms associated with imprisonment. It's an interactive tool called Finding the Truth, which people can access. And that says this, OK, it's a scenario base around a woman who's caught for shoplifting. And you're asked to follow the case through to determine whether or not she's guilty, and if she's guilty, whether or not she should go to prison. So it looks on the face of it.

This woman is guilty, should she go to prison? And the immediate response is yes because that's what happens when people are found guilty of crimes. But then if you take a social harm perspective, you start to ask other questions. OK. What was the crime in the first place? This woman was shoplifting. It's a crime, it's illegal, but it's not a violent crime. Is she a danger to society? Probably not.

Is she a danger to local shopkeepers? Probably. But she has needs. And she has needs often related to family, to bringing up kids, which are financial needs. So you might think, OK, would it make more sense for the state, the government to support this young woman bringing up her family financially, rather than to go through the expense of incarcerating her for a year or two years or whatever the sentence may be. And then we will start to think about the other harms associated with imprisoning this young woman.

So in British prisons as we sit here and speak, there are about two suicides a week at the moment and disproportionate of that by women. Disproportionately, women self-harm inside prison. So sending a young woman to prison can have dangerous, indeed, fatal or physical consequences. It can have long-term psychological consequences. It can destroy her relationship with her family.

And all of those detrimental consequence of sending someone to prison, which looks like a very straightforward criminal justice response, creates, what we would say, ripples of social harm through her family, through the community, and indeed, through society. So is a broader and slightly different way of looking at the phenomena called crime and the way in which we deal with it.

KAREN FOLEY: Gosh. So you've given us an outline of some of the areas of criminology and also some of the complexities. But, Deb, I wonder if you could sort of talk us through the undergraduate curriculum because with the growing department is increasing curriculum. And it's an area that's been very popular for students.

DEBORAH
DRAKE: Yes. And I think what Steve has said is really important. And I think it's also important for students to think about what's criminology and what's forensic psychology. Because some of the things you mentioned earlier, Karen, are more probably associated with thinking about forensic psychology. And we do have courses in that area as well. But our criminology programme, it's not going to launch until October 2019. And it'll be a single honours crim, the first time we've offered this at the Open University.

So it's quite exciting for all of us. There'll be six 60-point modules that students will need to do. So they'll start with our introduction to social sciences, which is DD102 and then they'll go on to do at level 1 also DD105, which will be the new introduction to criminology module. And then there'll be two more at level 2 and two more at level 3. So it will follow a pattern that is recognisable I think, too, in other criminology programmes elsewhere, where you get a broad introduction at level 1.

At level 2, you start thinking a bit more in depth. You think about how you study problems of crime, how you research them, how you maybe start to think a bit more theoretically about them, how you postulate, oh, why is this happening this way and not that way. And then at level 3, it goes even deeper again, where you're trying to really get to the bottom of some of these deeper questions that Steve was talking about earlier. And then also hopefully having some space for students to be able to choose more what topics they might like to explore further at level 3.

KAREN FOLEY: Excellent. So that sounds really exciting. And you're clearly developing that at the moment. I wondered if you could also tell us a little bit about the postgraduate curriculum. And for those of you, by the way, who are interested, we have an event on this afternoon where we're looking at some of the not criminology but some of the other post-graduate options available from the faculty of Arts and Social Sciences, so do join us for those sessions later. So, Deb, when is the post-graduate coming through?

DEBORAH
DRAKE: The post-graduate programme will get launched, actually, this October 2017. And so but it's a bit different from previous, I don't know if people might know what we previously offered at

post-graduate level, but the model is a 2-year course, which is unusual I think, for us. And so in some ways, it's quite rapid, a very heavy form of study, but hopefully well-supported. And they do first a 60-point module, which is an introduction to social science principles. So it includes things that will be interesting to people interested in psychology but as well as crime and justice, which is it's an MA in crime and justice that we'll be offering.

So they'll do 60 points of this more generic, let's think about things at post-graduate level, more evaluative critical reading, critical research. And then they move on to a 120-point module, which sounds like quite a lot. But it's fairly condensed and, as I say, I think we've worked at trying to find ways of supporting it well. And the crime and justice element of it is, the model is called crime and Global Justice, so it should be quite an interesting and broad ranging module that covers things that are happening right the way around the world in terms of crime and justice issues. And students will do a project as part of that module. It won't be quite a traditional dissertation because we're trying to think more about employability skills and what students might be needing to do in their jobs or if they're trying to change jobs, the actual practical skills that you might need in today's world. So it's not a traditional masters in the sense that you're going to have to do loads of research, it's sort of trying to think about things in a more practical and applied way.

KAREN FOLEY: Excellent. And I guess that project is going to be of real interest to students. So join us Casey will be talking us through the first level of that this afternoon. So if you are interested in that, she will be outlining the first stage of that master's programme. What sort of things might people expect to do in the project?

DEBORAH Well, I think they're going to be offered a number of, a range of things to do. But it will be
DRAKE: generally case-study based so that you can really get into a story or a topic that you're really interested in and focus on it. And it might be that you develop campaign materials for something that you want to promote. It might be that you work on creating a policy. It could be that you work on doing a report.

It's various kinds of outputs or project-based topics that you might in your own work or just be interested in, in general, to pursue. And so students could focus on virtually anything in terms of their interest, I think, because of criminology, the expertise that we have in the department would be able to support most topics that students would want to pursue in terms of thinking about crime and justice issues.

STEVE TOMBS: I think, just to say though, going back to some of the social harm aspects I was talking about earlier on, the fact that many of us and many of our students, prospective students taking this project might not feel personally affected by crime but will feel affected and be able to relate to many of the forms of social harm that were introduced during the post-graduate qualifications. So there are a whole plethora of ways, as consumers, as workers, as people living in the community and in the neighbourhood, that our students can think of themselves as involved in some aspect of social harm, which means they can undertake a project, which means something to them in their lives and their communities and their workplace and their families and their friends and so on.

KAREN FOLEY: Excellent. I want to take a quick trip to the Hot Desk because we've got lots of questions through from prospective students as well. Sophie and HJ, can you tell us some of the questions that we can hopefully try and answer.

HJ: I think there's a main theme of the questions of how to actually get into something related to criminology. So Gareth said about doing a criminology module as part of a combined social sciences degree and would love to work in the area and have no idea how to get started. So perhaps, I think that's the main thread to some of these questions. So I think that's the main one we would really want to know about at the moment.

KAREN FOLEY: Excellent. Well, we have somebody joining us very soon from the career service who may have some tips about that. But what would you two suggest getting started?

STEVE TOMBS: Getting started in career terms?

KAREN FOLEY: Yeah.

STEVE TOMBS: I think one of the things to say, but clearly we will have our expert voice coming in. One of the things to say is that a criminology degree will provide you with or working in the criminological field because of the breadth that we've just described in terms of how we do criminology. And working in the field is also a pretty diverse terrain.

One of the easy ways in which one might do that is to work as a volunteer in organisations that are dealing, for example, with aspects of social harm. So one of the things that comes to mind is one of our colleagues, Dr. Cooper in the department, her work is around the harms associated with housing policy and homelessness and often homelessness, which is produced by housing associations or private landlords when they are breaking some relevant law, so

that kind of link with the criminal law and the legal system.

And one of the things that Vickie also does is work with homeless people. And it seems to me that whether it's kind of supporting people in shelters or working a food bank, these are things which are accessible to most of us in terms of beginning to get into the field and working criminologically, even though it might not at first seem to be working criminologically.

KAREN FOLEY: And also, those are areas that could be very easy to fit around OU studies, so doing the odd evening or weekend volunteering might work really well in those settings.

STEVE TOMBS: Absolutely.

DEBORAH And it can often be a stepping stone into other sorts of jobs or other actual paid employment if
DRAKE: you've got that voluntary service on your CV, it can really add to your application if you're trying to apply into criminal justice agencies or probation or things like that that some people might be interested in.

KAREN FOLEY: I do want to talk more about the social harm in a second. But are there any other questions, Sophie and HJ, that we need to address right now?

HJ: I think they are very happy with your answer. And Careers Advisors are also posting some great links to look at. But I think we'd just like any advice to do with experience and gaining extra skills, that's generally what we like to hear from the chat, I think.

KAREN FOLEY: Well, that's a good chance, then, to talk about some of these things, Steve, because you suggested some things that people can do. And there are a range of free materials that the OU produce, which you mentioned may be really useful for people to get involved with.

STEVE TOMBS: Absolutely.

KAREN FOLEY: Lots of other things as well. What would some of your advice be about reading around the subject, exploring, looking at blogs, looking at various things on OpenLearn, et cetera, where would you direct students?

STEVE TOMBS: Well, I would certainly reiterate the point I made earlier on about looking at the harm and evidence research collaborative blogs, a range of subjects from homelessness to the harms associated with imprisonment to problem gambling to police ethics to corporate crime, crime and the banks, and so on and so forth. I suggest that people could usefully familiarise themselves

with some of those. They're short pieces, about 1,000 words, very accessible.

KAREN FOLEY: Are blogging something that academics are doing? I know your department blog is very good and very popular. And it's a nice way to get regular feeds for students. Students are getting, I think, more savvy with using social media to sort of generate information along the way without having too much hard work to do. It's something you can read on the train.

STEVE TOMBS: Yeah. And it's a nice way for us to make relationships. And we meet people through blogging and people respond via Twitter and Facebook and social media. And we make connections with people outside the university. It's fantastic. So I would encourage people to access the blog site. I would also encourage people, there was one particular pamphlet associated with a group of people, a pamphlet.

It was a book of about 20 pages called criminal obsessions. You may be able to see a screenshot of that. But if not, if you were to use a search engine, Criminal Obsessions, put my name in, Steve Tombs.

KAREN FOLEY: Yep. There we've got that on the screen there.

STEVE TOMBS: OK. That will come up as a free download. Now, that was something which I and several colleagues wrote the first version of in 2005 and then this is the second edition, which is in 2008. And what this does is it sets out a range of harms. Let me go back, if I may.

What crime does, what the label crime does is it kind of says to all of us that there are some harms in society which are more significant than others, which are more worthy of being eradicated, treated punitively, or responded to punitively than others. So one of the things we do individually and collectively in the Criminal Sessions pamphlet is to say, OK, let's take, for example, deaths. Now, deaths associated with criminal justice system tend to be murders. And there are about 600 to 750 murders in England, Wales, and Scotland in any one year.

It's not insignificant. And we're not saying murder isn't important. But in terms of the kinds of ways in which people can have their life ended prematurely, can die, murder is a pretty rare phenomenon. So my own interest, for what it's worth, is in people who lose their lives at work. And each year in this country, the estimates vary, but the figures tell us it's something between each year in Britain between 40,000 and 50,000 people lose their lives as a result of work, either for a fatal injury or, more generally, through exposure to some kind of toxic substance which kills them or disease which kills them.

Yet, we don't think of the workplace as a dangerous place. And we don't have an elaborate system like the criminal justice system built around the workplace in order to prevent and then to respond to those deaths. Even though, in fact, we do have criminal law, which applies in the workplace. So that's kind of one of the areas where we say, look, murder is important. But let's think about this in a more holistic way. Another way to which the pamphlet refers and which is even more of under the radar, I think, is our deaths a [INAUDIBLE]? Well, the government each year counts something he calls excess winter deaths.

And excess winter deaths are the numbers of people over 75 who die in this country every year between the 1st of December and the end of March. And they might die, essentially, through conditions related to the cold. They die because they can't afford to heat their houses properly. And they die because the housing stock is in poor condition. And they also die partly because of their lack of access to a healthy diet.

That's between 35,000 and 40,000 people, old people, who die every year in this country routinely. Now, no one's saying murder isn't important, but I think that I and colleagues, we'd introduce people, students to this material, would say that just allowing 35,000 older people to die every year in the 5th most developed economy in the world is something of a social problem or a social harm.

KAREN FOLEY: Wow. [LAUGH]

DEBORAH Well, I just want to do a little plug for 105 in that.

DRAKE:

STEVE TOMBS: [INAUDIBLE].

[LAUGHTER]

DEBORAH To do a little plug for DD105 in that, the new Introduction to Criminology module is that there's
DRAKE: going to be a whole week on exactly what Steve's talking about here, talking about different forms of killing and death and murder, in this exact kind of social harm sort of way, but also which takes murder seriously too.

KAREN FOLEY: Yeah. So very early on, then, at the second year of study.

DEBORAH First.

DRAKE:

KAREN FOLEY: Well, level 1 module. But in your second year after, you've done the broad module, students are going to really get to grips with some of these issues, which is wonderful because that's often what students really want to get very early on.

DEBORAH
DRAKE: Yeah. Straight away. So we're excited about actually being able to do that for students because we know they've been asking for that for some time from us.

KAREN FOLEY: Excellent. Lovely. All right. Let me take a quick trip to the Hot Desk and then we're going to get our careers advisor in and talk a little bit about some of the things that students may want to do and how they can access help and support from the service. Sophie and HJ.

SOPHIE: It's been lovely in the chat. There's some really nice links being shared. [? Leslie ?] shared the [INAUDIBLE] site link for some voluntary work, which deals with ex-offenders, mental health, things like that, which is a really nice one, so thank you very much for that, Leslie. And we're discussing criminal careers and how it needs to be phrased on your CV.

[LAUGHTER]

Yeah. So it's lovely. There's also a LinkedIn thing that we've been posted by one of the advisors, which is a LinkedIn Alumni Association, which is such a good idea. So you can go on and see what fellow students have gone on to do, so past OU students, and see where their degree has led them. And I think that's a really nice idea. So the link is in the chat for that, but we'll put it on our Resource page as well.

HJ: And one of the great things about the LinkedIn ones is because it's really good community, you can actually message OU graduates in those fields and perhaps ask them what their routine was or if they have any ideas for volunteering in those organisations or placements or things like that. So yeah.

[INTERPOSING VOICES]

HJ: It's very useful. And, yeah, we'll save that for everyone to check out later.

KAREN FOLEY: Lovely. Thank you very much. And great keeping all those links in the chat. Thank you all the Careers Advisors at home for doing that. OK. So we asked you what you could do with your joint criminology degree. And we've also asked about on a scale to what extent you agree or disagree with the question, to work in criminology, the job title or role is more important than

the tasks. So let's see what you said in response to that first question about what could you do with your joint criminology degree.

So we've got social research coming in at 36%, but a fairly broad spread here. I think maybe because, Steve, as you've been pointing out, there are a lot of different areas that people could go into. Siobhan, welcome to the studio. And thank you for coming in.

You've perhaps got the hardest job of everybody because we've been looking at what people could do who are enthusiasts, we've got about 20% of the students out there who already studying criminology, but a lot who aren't and a lot who are interested. So what's your sort of feedback in terms of the jobs that people can think about doing? Oh, and by the way, I must tell you that in terms of the second question about the extent to which they disagree, it tended to be more towards the disagree end, so they disagree. Let's actually take a look at that quickly, save me reading it out. So the question is, to work in criminology, the job title or role is more important than the tasks or actions. So very strongly disagree with that particular question.

SPEAKER:

OK. I think that's a really key point. And it's great that students have picked up on that already. Yeah. You need to look beyond the job title, basically, because it can be phrased in a certain way you think, oh, I can't do that. I don't know what that's about. And so on.

So it's really key to kind of look more in detail at the person's specification job description, what the job will involve, who you'll work with, what skills essential and desirable are they looking for. So I would definitely say, they're on the right tracks there, do look beyond job title because it's not always obvious what that role entails. In terms of the range of careers that you can go into, as Steve and Deborah said earlier, it's very widespread.

There are some roles that are quite more directly related to the field of criminology and so on, for example, working in the prison or police service and so on. And then you start to move into some that are more widely related to what you've studied at your degree, could be something like social work and youth work, using some of the skills and knowledge that you've got in that career area. But then it's also just to be aware that there's a whole range of careers out there that are open to practically students of any discipline.

There's not many roles that specify what discipline you have to have studied. So really, yes, many employers or post-graduate providers may specify to one or above, but really they're looking for that you've got the right skills and you can evidence them from your studies, maybe

from volunteer work or caring responsibilities or whatever it is that you do. So looking at you as an individual, what you can present to an employer is really important. Yeah. There's loads of options. Lots of transferable skills.

KAREN FOLEY: Steve mentioned before this whole aspect of criticality, which I think is such an important skill, irrespective of whether you want to go into something. It just strikes me that this is such an interesting area I. I can't imagine many people who wouldn't want to sit down and grapple with some of these issues and maybe not get the answers to them, but certainly the way of thinking about these and the skills that we're looking at is arguably possibly more beneficial than the actual subject area in terms of what you're getting. And we've spoken a bit about how to recognise some of those skills as they're being developed. I wonder if we could sort of take a look at that in terms of how students get that.

Critical thinking is one that's notoriously difficult and particular in distance education, I think, because you need to do a lot of it and see a lot of it being done because you can't just go around and don't criticise things, but do a bit of this and a bit of that. Like you say, it's that whole process, which it sounds like students already walked through in terms of how to start looking at those issues and how there's a scaffolding in terms of employability skills. So Deb, would that sort of start to happen in that first level 105?

DEBORAH Absolutely. Absolutely. And we are building on an evidence base in order to do this in that
DRAKE: we've had successful criminology modules at the Open University for a number of years. And we've successfully taught criticality. And that's been the main, when Steve was talking earlier, about our brand of OU criminology, that's really what it was.

And it was in our previous course, D315, which was Order and Social Control, and our current third level module, which is DD301, which is Crime and Justice, the students at the end of this module show a level of thinking that is comparable to post-graduate students already. So we know it works. We've already taught this for many, many years at the Open University.

And I think being able to start teaching it at Level 1 is a privilege. And I think we'll do well and the students who come onto the modules will do well because they will be thinking out of the box. They will be that person who's working somewhere that can suggest an innovative solution or to think about things in a different way. And I think it's just so valuable to be able to open up your mind to tackle a problem from a different direction. And we know we teach that well.

STEVE TOMBS: I think, sorry, just to jump in very briefly. I was thinking about watching the TV news this morning as I was getting ready to come to work and, well, have it on in the background. And I'm thinking that these are skills that we can all practise all of the time. And so, again, for an OU student living a busy life, these are things that they can practise or will practise in their everyday life. So the news juxtaposed to two stories of a very different order this morning.

One was the death of Ian Brady, that was so-called moors murderer who's died in a prison hospital. And there was a kind of recalling of what are clearly quite horrendous crimes, the killing of five children. And then there was a story about the numbers of young people who are killed on the roads worldwide, but also in terms of Britain on an annual basis. It was hundreds of people, mostly killed on bicycles. And this was treated as something of a social problem, but it wasn't treated as at all criminal.

And so one's immediately thinking, well, OK, again. Brady's are awful, but where here is the biggest danger to society? What's the real social problem here? Where should we be putting our resources here?

And I think once you start doing DD105, for example, you can't let those things pass. You'll immediately be doing those. You'll find yourself doing those voluntarily.

KAREN FOLEY: Yeah. No, absolutely. And I guess one of the nice things here in terms of students, especially early days starting to look at careers, you mentioned the volunteering things. This criticality is something you can employ, but also how nice to be able to go in, do things that are practical. So you're really building on a lot of skills as you're going through. I don't know if you saw, Siobhan but Steve had mentioned certain sectors that people might want to go in and volunteer for to get a sense of what those settings were like, what the people were like, what the processes were like.

And our students have said that the skills and that sort of action is more important necessarily than maybe the brand or the company that you're working with. What advice would you give students about finding out more and doing practical things in addition to some other stuff, like research in OpenLearn and volunteering.

SPEAKER: Again, I think, as was picked up from the chat box, making connections, perhaps, for your LinkedIn. It's a good way to know more about the industry or area you're interested in, make connections and networks, that's really key. And trying to be more creative in work experience

or voluntary work and looking at your local area. But I suppose some of the immediate ones might be those organisations or charities that maybe worked victims of crime or perhaps support offenders in some way can be a good starting point and a way in. So, again, and I think voluntary work, work experience is really key.

Because, A, it's a good way of trying out a career area to gain more of an understanding and see if that really is for you and the pathway you want to take in the future. But it's also it's often a requirement for many jobs or post-graduate study as well. It's a really good way of, again, developing your skills further, giving more confidence and understanding of that sector for when you go to do applications in the future to try to make yourself stand out. So it's really important.

KAREN FOLEY: But working with vulnerable people obviously has issues of red tape. And sometimes it can be difficult, there can be quite solid processes, and rightly so. So that can sometimes off put students. How could the Careers Service help students maybe identify some of those areas and actually go through what can be quite a challenging process comparatively?

SPEAKER: I think, obviously there's our website for information. There's a section there on work experience and networking and so on. I think that may, to an extent, need to be looked on an individual basis for each person based on their situation, what they want to do, where they live, that type of thing. So with that, we do offer service for one-to-one consultation with a careers advisor that's open to students while you're studying and up to three years after you graduate as well. So that's the opportunity to really talk more in depth about your own situation, the kind of organisations you might approach, particularly if your local area, if you're perhaps a bit restricted within reason for that. So we can really give lots of support to students, basically.

KAREN FOLEY: Yeah. Anything either of you two want to say about those skills and how they may not be in the places you expect to find them?

DEBORAH
DRAKE: Well, I'd say, especially thinking about things through a social harm perspective and also thinking about things from just a general more socially broad perspective that some places that you might not see at first as a criminal justice sort of organisation might underneath actually be such a place. Like I don't know if I can mention, but some place like the Citizens Advice Bureau end up collecting quite a lot of people in all sorts of distressing, very distressing circumstances that their lives have gone into a terrible direction. And places like a CAB have a huge voluntary programme and an amazing training programme.

I've done research with them. And they're very welcoming to people who want to get their experience there that could lead to criminal justice issues. You can become a specialist of that within the CAB. So I think broaden your scope in terms of thinking about the places you'd like to volunteer because social problems come in all sorts of organisations and it can definitely lead toward thinking about things in criminology.

STEVE TOMBS: One often finds that public buildings are places where activities are going on that we know nothing about. And you can literally just wander in and look on the door and find out across the road from my house, not that people are worried about my house, but across the road from my house is a church. And the churches are built on [INAUDIBLE], they have services. But the church is used by local community groups for much of the time, for example, working with young people, providing activities for young people. Now, these aren't criminal justice activities, per se, but they certainly find by supporting those kinds of activities in communities certainly links into many of the concerns that we'd ask students to think about on our criminology degrees.

KAREN FOLEY: Excellent. You've given us a long list of sorts of roles and sectors that people could go into, things like voluntary or third sector work with communities and victims. And we've talked about some of those non-governmental organisations, social research, community development work, social work, social services, civil service, criminal justice work, a local government office, private risk and security, [INAUDIBLE], human rights, and other advocacy NGOs, legal work, et cetera. So there's a whole range of prospective areas that people could go into with their criminology degree.

DEBORAH Yeah, absolutely. And some of those organisations are really calling out for people. And if
DRAKE: you're happy to move different places and go to other countries and explore the world, those opportunities are there for you too.

KAREN FOLEY: And I guess you could have that flexibility to change settings. So once you got those core skills, you could work in one area and then have an entirely almost different career but whilst using some of the skills.

DEBORAH Absolutely.

DRAKE:

KAREN FOLEY: So when might people want to then think, OK, apart from it being really interesting post-graduate study might be right for me in terms of employability, when might that matter more?

Is it more in terms of doing things like the research and the academic side of things or are there certain roles that would really warrant that sort of project-based approach that you would benefit from?

DEBORAH

DRAKE:

I think it is important to point out that the current post-graduate programme that we're offering really isn't suitable for somebody who wants to go onto a research career or to do a PhD, it's not really designed for that. It's more designed for people who want to maybe commission research or evaluate it or become an internet sensation in terms of blogging their amazing skills at evaluating other people's work. So I think there's the skills that this particular post-graduate programme is trying to teach is more finely tuned to practical and maybe workplace-oriented problems rather than a research career, per se.

KAREN FOLEY:

Excellent. Thank you all for coming in. That's all we've got time for. But Steve, Deb, and Siobhan, thank you so much for coming in. You've given us such an inspirational outline about some of these various aspects and some really practical tips that people can go off and look up and go and do. And Siobhan, I know we've really only briefly covered some of the aspects but we've had a lot of advisors in the chat. So you can go to the Career Section on the website, book in one of those consultations if you'd like a bit more of a bespoke approach to something. Ideal time over the summer as well, perhaps if you've done your EMA and then you could book that and then start having a look around for some volunteering opportunities, do a MOOC, et cetera, get sorted and organised because we may not have sunshine. Right. Steve, Deb, and Siobhan, thank you very much. Sophie and HJ, let's just have a few minutes to wrap up from this session this morning.

SOPHIE:

It's been lovely. Thank you, again, to our education advisors and all the links and things in the chat. You've all been really helpful. I know there's a lot of people now seem more like they know what they want to do a, more focused on where they're going, which is lovely. And it'd be great if you could keep us up-to-date, so attend some future Student Hub Live events and let us know how you're getting on.

HJ:

Especially, Gareth said he's applying for the civil service first stream this year, so it'd be great to see how you get along with that, so you'll have to pop over to--

SOPHIE:

Bit of competition there.

HJ:

Yes.

[LAUGHTER]

SOPHIE: We really get to see how you get on.

[LAUGHTER]

HJ: But, no, it's always good to catch up with people, we've had some new people and some people who've been to events before. But, yes, exactly what Karen said, the careers advisors are absolutely lovely. And it's not just careers, they help me out with post-graduate application as well.

So they looked over it. And I have to say, that is so lovely and friendly. But yeah, we've been posting links in the chat for Twitter and that page, so definitely take a look. Anything we missed, remember, just email us, studenthub@open.ac.uk and we'll get back to you with a very informed answer.

SOPHIE: Yes. And hopefully, we'll see many of you in the afternoon session, the first this afternoon. We're back at 1:00 for that one.

HJ: Yes, lots of exciting modules. So some people were saying they're doing creative writing and criminology. I'm very interested in hearing about the new Welsh history module, particularly interested me. But, yes, lots of great stuff that I'm sure everyone will like this afternoon as well.

KAREN FOLEY: Excellent. Sophie and HJ, thank you very much. And thank you at home for participating, for sharing advice, and for being positive and enthusiastic. I hope you've enjoyed the show. Let us know what you think.

There's a little feedback section on the website. So if you'd like to offer us any suggestions, we'd love to hear from you. And also, if you're a prospective student and we haven't answered your questions or you're interested in finding out more, drop us an email and we'll forward it to the correct department for you, that's studenthub@open.ac.uk. So send us a line and we'll get that all sorted you can find out a bit more.

But go back to the website and enjoy the links there. We'll see you at 1 o'clock for our first showcase, where we're looking at nine of the new modules that are coming out this September. Whether or not you have a choice to make, they'll be something of interest as we look at the undergraduate and post-graduate options available to you. We'll leave the chat room open for a little while so you can continue to talk to each other if you would like to.

But to engage with the FASS event, you need to log back out and then log in again because there are separate links on the website. So don't forget to do that or you'll miss all the action. I'll see you at 1:00 today. Thank you for watching. And that's all from us at the Student Hub Live. Bye for now.

[MUSIC PLAYING]