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# **Rehabilitation in the UK Criminal Justice System: Can offender's change?**

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***Yr Athrofa: Education and Humanities***



## DECLARATION FORM



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### DECLARATION

**I certify that the whole of this work is the result of my individual effort, and that all sources have been acknowledged.**

**Signed .....R.J. Dunne..... (Student)**

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**I am satisfied that this work is the result of the student's effort.**

**Signed ..... (Lecturer)**

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## **ABSTRACT**

*This assignment we look at the rehabilitation system within the United Kingdom in the context of can offenders change in society. It will look at the attitudes towards offenders, the criminal justice system within the United Kingdom and the vast majority of other topics that will help explain the idea of rehabilitation.*

**ACRONYM.**

EO            Education Otherwise

LA            Local Authority

## **1. INTRODUCTION**

This dissertation will focus on the rehabilitation of criminals within the UK. This dissertation focuses on finding out if criminals can change their behaviour. There are three aims for this dissertation. The first is to discover if prisons reform an individual. The second aim is to see how prisons have changed over the last twelve years of a Tory government and the issues that have happened because of this. Finally, the third aim is to discover if bias exists for individuals who have been or are in prison. To reach these aims, the researcher will look at the theory that is relative to offenders and see what policies and legislation are to hinder and support offenders. This topic is important to research because some criminals change after finishing their sentence in prison. However, once an individual has been in prison, society will always label them as criminals, and some people do not give others second chances at life.

CSEW has projected for the year ending in June 2022 that, young people aged 16 and older have faced 9.4 million offences. There has been a decrease of 19% from 3.3 million to 2.7 million offences within England and Wales. The knife crime recorded by the police has said that it is 9% lower, roughly 49,991, than before Covid. In 2020 there were 55,076 recorded knife crimes (Office for National Statistics, 2022).

If they are compared to the recordings on the governmental website, 81,309 prisoners within Wales and England, this is a 3% increase. Fifteen thousand nine hundred forty-four first receptions into United Kingdom prisons between April to June, there was a 5% rise. Eleven thousand four hundred seventy-eight offenders were released from their sentences. This was a 1% decrease from the previous year. Five thousand seven hundred twenty-six licences were recalled in the UK. This was a 7% rise. Also, 243,127 offenders are on probation an increase of 5% (GOV.UK, 2022).

According to the Home Office, research was conducted on crime and justice within England & Wales in 2003. It was estimated that 4 out of 10 and 10- to 65-year-olds living in private residents within England and Wales had reported committing at least 1 out of 20 minor offences within their lifetime. There is no data for the number of adults who reside within the general population committing a crime each year. When looking at the 10-to-65-year age of the population of England, it showed that 241,776 individuals may have performed an offence in

their lifetime. Due to the nature of self-reporting for the original survey, this likely contains a proportion of very low-level offences. This volume does not take into consideration its contact with the criminal justice system (Strategic Needs Assessment, 2017)

## **1. LITERATURE REVIEW**

### **1.1. Introduction**

This section is the literature review, and it will look at how the criminal justice system in the United Kingdom operates. To look at how it operates, the researcher has decided to look back at different decades. This begins with where a justice system began all the way to contemporary society. This is important because it has changed from decade to decade, but this also has changed due to norms and values that have changed in society. It is important to acknowledge and understand that the criminal just system has at times become stricter and at other time it has been abit too lenient. It will then describe and explain what will cause a person to offend by looking at different theories of crime. Finally, this literature review will look at how society views offenders in the United Kingdom and compare it to a different country such as America and Norway that hold different values.

### **1.2. The Criminal Justice System within the United Kingdom**

The definition of the criminal justice system is a group of different institutions that create legislation and enforce policy and legislation that protect a larger society (Sociology Dictionary, No Date). Criminal justice system is a multi-agency process including police, courts, ministry of justice and the home office. Working together these individuals involved are responsible for prosecuting individuals and preventing future crime. These agencies also have the responsibility to convict and sentence those that are guilty (Criminal Justice Alliance, ND).

The United Kingdom has multiple stages of the social justice system. The first stage of the criminal justice system is reporting a crime (Gov.UK, ND). Following the report, there will be an investigation, and if the investigation finds the accusation or report is

true. This will result in the individual being placed in court for a jury and judge to hear the case. After this stage, they will need to pass two tests for the legal framework. The two tests are there to check for enough evidence and interest to prosecute. (CPS, ND). The individual will then be summoned go to court. This will depend on the level and seriousness of the crime. It will come under the magistrate court if it is a low-level crime, such as speeding whilst driving or low-level assault. Magistrates court also deal with cases surrounding substance use, this can include providing or consuming. The criminals attending magistrates court will have no jury. The magistrate can issue fines, bans, and 6 to 12 months within a low-risk prison (Gov.UK, 2002).

An individual will be deemed as driving dangerously under section 1, and section 2 of the system. These sections state that a person is responsible for the upkeep and maintenance of their vehicle and is a competent individual, but not drive a vehicle that is unsafe for other road users and themselves if a person does decide to drive dangerously or if he called us and fit for reduce it could lead to property damage minor injury or even death. The Crown Court will have the choice to dismiss and allow the appeal of the case (Courts and tribunals judiciary, No Date).

The United Kingdom system has evolved over time into the current form as we know it today. Society has always required a measure of protecting other sins by incarcerating those who cause harm to others of the prison system. As we know today during the 16th to 17th century sentencing that was carried out to punish criminals was often the death penalty, but also deportation from the United Kingdom to other continents are in the world (University of Glasgow, ND).

Once the court is decided the suspect will have a fair trial, a verdict will be given that will lead to the individual's sentencing. Once this is completed, they will be transferred to their holding cell and transported to prison (CPS, ND).

The criminal justice system that the United Kingdom has introduced has two different systems that have three different procedures. They are the Home Office for England and Wales, the justice department for Scotland and Northern Ireland office. England and Wales have criminal justice agencies such as the police, probation, and prisons. These are funded by the central government that has power and control within a democratic society. The police have 43 regional forces that the chief constable controls. The only two that do not come under the control of the chief constable are the metropolitan and the city of London police (David, Croall, Tyres, 2005).

A country that has a democracy will be represented by a selection of individuals that have been voted into their roles in running the state. A democracy will represent the lowest within a society; this will be because of the lower economic and social class revolting for more rights within the macro, meso and micro societies they will be shaped by revolting (Precht, 2017).

Justice has many different sociological theories, such as natural law by J. Locke 1955, the creator of liberalism; he believed that justice is the safeguarding of humankind. Natural law will look through the social lens of observation of human nature (Sharma and Sharma, 2006).

Looking at the history of the criminal justice system. One of the earliest forms of social justice is Plato's Republic. During 375 BCE, he believed an enlightened republic should be led by a philosopher leader within society (Plato,2020).

The history of the United Kingdom's justice system has been evolving for over 1000 years and is currently changing to meet the necessary needs of a multicultural society. The system that the British use is regarded as one of the best and most independent systems on a global scale. That supports a person innocent until they are proven guilty United Kingdom's justice system dates to Anglo-Saxon times combined local and royal

government bodies preceded over by Lords or even one of his helpers. The number of not-guilty verdicts was recorded under the trial by ordeal. The system was instigated by William II during 1087- 1100. Also, for a person to be free in the criminal justice system, an individual could demand physical combat. This was banned in 1818. It was Henry II who created a jury of 12 knights.

There was any significant social change in the 300-year-old, courts. There are 1956, judges of the Central Criminal Court were then given the right to hear cases outside of the Court's jurisdiction to ensure that a fair trial was offered to any offenders. The Judicature Act of 1873, Parliament passed an adjudication that merged both common-law equity and common law courts, and the county court of Chancery. All courts were to know to administer the common law. Judicature Act created the High Court and the Court of Appeal that provided a significant rate of appeal in cases of a civil matter, the Court of Criminal Appeals lasted for sixty years until it was ended as a separate body by the Criminal Procedures and Investigation Act of 1966. The Crown Court was not established until 1956, but this is only London, Liverpool, and Manchester; then, these courts had taken over the court to work within the cities in the Royal Commission of Assets and quarter sessions from 1966 to 1968. (Courts and Tribunals Judiciary, n.d).

To see how prisons have changed over the last twelve years of a conservative government and the issues that have transpired due to this. The Ministry of Justice has released figures showing the number of individuals dying behind bars in the United Kingdom. There were 371 individuals died whilst being in prison in 2021 (The Guardian, 2022).

During the Conservative government leadership in the United Kingdom, they've created new legislation and policies such as the prison called bills. Since 2016 this bill covers, prisoners and courts and is a large overhaul of prisoners. In a generation, and

the delivery of the court system means of victims and vulnerable witnesses are central to the prisons and couples with a large range of measurements that will bolster and protect them in court. This is a new framework and system of accountability for prisoners. The key purpose of prison is to reform and rehabilitate offenders, as well as punish them for the crimes that they have committed against individuals and society. Government has taken financial control of budgets for education, employment health and they will be held personally accountable for getting individuals off addicted substances, but also to get them into full-time employment and help them achieve, English and maths at statutory levels. If this build is viewed from the court reform section, it allows victims and the most vulnerable to have easy access to the court system and approve it for daily use. From this it allows victims to appear in video or telephone conference that will allow justice to be delivered more swiftly, but also the offenders to have more options to plead their case. In a case of speeding ticket, the individual will be able to play guilty via online and pay penalty (GOV.UK.2017).

### **1.3. What causes offending behaviour?**

What can cause a crime is a very complex question and has different factors that contribute to it. According to the United Kingdom Government, some criminal offences will have possible causes for committing a crime and show better statistical data on different areas of the type of crimes that are committed such as profit changes in the criminal justice system persons characters, such as morals and values. This could also incorporate upbringing into this alcohol in which will cause violence and antisocial behaviour than the lack of opportunity that will increase criminal behaviour in low economic areas (Taylor. R, 2022).

According from a vast majority of prison sectors they have said that the prison estate within England and Wales is in current crisis. Most prisons across the United Kingdom only had to cope with overcrowding a higher level of violence quick and easy access to illegal drugs and weapons. Also, the change in staff benefits, pay, rules and regulation have changed in which has led to a multitude of people leaving the prison sector for different job opportunities. Multitude of different factors that have contributed to a decline in the living conditions of Prisons in the United Kingdom such as the location of prisons in which are in rural areas, suburban areas and cities is also reported that a quarter of prisons have been built within the last 20 years. Majority of the United Kingdom the prisons were built within the mid-20th century and a third of the prisons were built during the Victorian era. During 2015 the maintenance of the prisons had been contracted to private sectors. The public information shows that there are thousands of outstanding maintenance issues across the prison system in 2018 (Brown, J. 2019). Two-thirds of the United Kingdom prisoners have been in solitary confinement for 23 hours a day. According to the Prison Reform Trust it has been shown that being in solitary confinement will conflict mental health issues. The United Kingdom's prison record at present, is among one of the worst of any other country who exist in Europe. The UK compulsion to incarceration offenders has been increasing throughout the decades. If it was not for the coronavirus, the United Kingdom prison population would roughly be 100,000. During 1939 it was over 15,000. It then topped 40,000 during Margaret Thatcher's time and then reached 80,000 under Tony Blair. This shows that the crime is rising but a political approach to appear tough on crime, to the wider criminalisation of societal misbehaviour for extensive sentences. It is not just adult prisons that have a negative reputation, but also British young offender institutions known as YOIs. They have been reported to have negative

connotations attached to them, they also have a suicide at least a month (Jenkins, S. 2020).

Deviance coming illegal attachment to syntax for individuals who commit such an axe that needs to be harmful to be designated as bad and those people who may have not done these acts in question, but it is labelled judgement that will render the acts and the people who commit them as deviance other acts, maybe more harmful, but considered less heinous (Goode, E.2014).

If one uses labelling theory to show how it will increase criminal behaviour? This theory suggests that children with parents who have been convicted of a criminal offence will have a higher rate of offending. This will have a direct link to governmental policy legislation that will be Pashley responsible for the stigma and Liebling of criminal behaviour. Labelling theory believes that people's behaviour will be influenced by the label that will be attached to offenders. Howard Becker (1963 Cited in Revise Sociology, 2016) is an interactionist theorist, and he states, "Deviancy is not a quality of the act a person commits, but rather a consequence of the application by others of rules and sanctions to an 'offender'. Deviant behaviour is behaviour that people so label". Certain individuals will be more susceptible to being labelled on the effects that come with being labelled. Many criminals in the justice system have admitted they were labelled as young, which has a strong effect on a younger individual, for homes, personality, and behaviour will be presumed more malleable. Another theory that will relate to the labelling theory is the defiance theory. This is a theory that was created by Sherman (1993) believed that there were three types

of punishment. The first is if the punishment is successful, which allows individuals to change their ways and continue following the law. The second type is punishment can be ineffective, which means the individual will continue in their criminal journey. Finally, the third type of punishment can cause a reaction of defiance which intensifies the individual's deficiency. Defiance theory will explain how a sentence can create a feeling of exclusion for the offender, such as them being taken from society and then punished. According to Sherman, defiance will happen. When certain conditions are present within the defender, they receive a punishment to be unfair. The offender will feel elevated and poorly bonded to the person or sanction in agreement. The criminal will receive the sanctions as stigmatization as his personal instinct over his lawbreaking act, and the final one is that defendant does not acknowledge a shame and punishment at quarter to suffer (Besemer, S., Farrington, D.P. and Bijleveld, C.C.J.H, 2017).

Emile Durkheim is a functionalist theorist, which he influenced significantly. He believed that a certain amount of crime is needed to understand how society worked and changed (Lau, 2020). Durkheim argues that deficiency allows social change to take place. Everyone does not agree with this argument. Some people disagree with Durkheim because the theory does not state what crimes or how much crime should be committed to benefit society (Ziyanak and Williams, 2014). Merton argues that crime happens when a strain between two goals an individual needs to meet and not enough opportunities to achieve these goals legitimately. Therefore, crime is

committed to achieve these goals (Featherson and Deflem, 2003). Merton believes that there are five adaptations to strain theory. First is conformity, which means achieving goals through socially approved means. Secondly, an innovation uses illegal means to achieve the goal, for example, stealing or dealing drugs. Thirdly, ritualism means achieving the goal by socially approved means but achieving less elusive goals. Next is retreatism, which is when they reject both the cultural goals and means. Finally, rebellion is when an individual rejects the cultural goal and means but then works hard to replace them (Murphy and Robinson, 2008).

Poverty can be a significant factor whilst looking at crime rates, looking at crime recorded in London. Overall, 52% of crimes were recorded in low-income or deprived areas around London in 2022. Thirty-nine thousand two hundred fifty-nine crimes committed in the most deprived areas were related to anti-social behaviour. Thirty-five thousand ninety-eight crimes committed were related to violence, robbery, and sexual offences. Nineteen thousand five hundred six crimes committed were related to theft and shoplifting. Thirteen thousand five hundred seventy-five crimes were related to arson, burglary, and criminal damage. Eleven thousand three hundred twenty-eight crimes were connected to vehicle crime, and finally, 7,616 crimes were connected to drugs and weapon offences (Trust for London, 2022).

The Probation Service is a statutory criminal justice service that oversees offenders being released back into society while protecting the people who resign

in that society. The probation service has 28,000 staff employed; they will cover England and Wales. In June 2021, the government announced that it wanted to recruit an extra 1,000 probation officers that would meet the targets that were set for 2020. The probation service is responsible for sentence management within England and Wales, alongside Accredited Programmes, Unpaid Work, and Structured Interventions. The probation service aims to strengthen the probation practitioner's relationship with other individuals on probation. This is done by learning new skills, activities, and therapies, which will have a positive impact on the individual's behaviour and empower offenders to make positive changes to their lives. This will include consistent management and delivery of judgment, better assessment, risk management, and a better caseload. Commissioned Rehabilitative Service presents additional interventions that meet rehabilitative and resettlement requirements that provide cases managed by the risk, need and sentence type. In May 2021, the United Kingdom government announced an investment of £195 million. This has been given to 26 organizations throughout England and Wales that deliver a range of different services, such as

employment, training, accommodation and well-being, that will attempt to reduce reoffending. The probation service's aim is to protect the public by supporting the effective rehabilitation of offenders, by lowering the causes which contribute to offending and enabling offenders to turn their lives around (GOV.UK. n.d.). According to the Courtyard, in part inspection, 268,062 is the total number of offenders that have been subject to the probation service throughout Wales and England. 59% of the overall proportion of offenders were

recorded as having fully completed that probation license or post-sentence supervision, which covers Wales and England, with a target of 65%. This was due to the lack of structure in cases that impact the overall effect of rehabilitation, such as mental health, drug and alcohol services, employment, and training, but also their services for women were incredibly poor, according to their review (Webb. T, 2018).

An organization that supports offenders to change is Apex Charitable Trust, which supports individuals who have a criminal record. They support them by obtaining appropriate occupations by teaching them the skills they will need to compete in a labour market, and by working with employers to break down the barriers they will face (Apex Trust, n.d.). Breakthrough is another service that supports former offenders. Breakthrough supports them in finding apprenticeships by offering support and guidance throughout the process (Breakthrough Transformation Trust, 2022).

Nacro is an organization that believes that every person warrants a good education, a safe and secure home to reside in, the right to listen to, and the chance to start their life again with support around them. Their goal is to assist individuals to improve their life and to be independent and crime-free, and stop or decrease reoffending. They provide a selection of services to groups of individuals who are in the justice system. This will include people who resign in police custody and the court system. Nacro will provide supported housing assistance for people in the justice system. Nacro provides housing and support

to individuals who are on bail or have been released from prison and are on licences throughout England and Wales. Nacro. n.d.).

Unlock is another organization with the aim that people who have been to prison are included in society where they can have a positive life. Their mission is to support individuals to overcome the long-term disadvantages that were caused by their own criminal records and to create a positive change in the form of work and education. It is known that companies admit to obtaining criminal record information. Two-thirds of current vacancies are denied because they are ex-offenders 90% of vacancies from this demographic are thrown away. Roughly 12 million

people in the United Kingdom will have a criminal record. 1 in 3 men and approximately 1 out of 10 women have a criminal conviction by age 53. 26% out of the 4.9 million claimants who do not have full-time or part-time employment are on benefits; these all have criminal convictions. This will have a knock-on effect because this will be discrimination. (Unlock. N.D.).

A weapon surrender bin is a location where you can safely discard a knife, blade, or any other weapon. Once left in the bin, it will then be protected until it is removed by the local authorities. The bin has been explicitly designed to offer maximum safety. Every knife surrendered into one of our bins is one less potentially dangerous weapon on the streets of the United Kingdom. The West Midlands Police and Crime Commissioner has supported the installation of weapon surrender bins in cities such as Birmingham, Dudley, and Liverpool (The

Ben Kinsella Trust, ND). West Midlands Police are endorsing the use of knife bins and have held recurring weeks of rigorous activity in relation to knife crime. This will be included conducting sweeps of parks and public areas to remove and reduce hidden knives. They are also working with retailers such as Tesco, Asda, and Trading Standards to prevent young individuals from being sold knives within stores (College of Policing, 2021). The legislation on knife crime is that it is illegal to carry and use a knife of any size or width, even if the blade is used or intended for use as a physical weapon. It is also illegal to keep a knife in a public place if the knife is longer than three inches unless it is used for a trade, such as a builder, for example. It is against the law to sell a knife to any individual who is under the age of 18. If the police catch a person with a knife in a public setting, an individual will have to prove that they were carrying it for a good reason. (West Midlands Police & Crime Commissioner. n.d.)

#### **1.4. Attitudes to Offenders.**

In the most accepted terms, it is known that the legal system in the United Kingdom operates in cannot function correctly without a large acceptance of public support (Dicey, A.V.1962). Public support is vital since the public relies on public bodies to support arrest and punish those guilty of offending to stop any future crime and victimisation (Cullen. F.T, Wright. J.P, *etal.* 1999).

Since the importance of the public attitude towards crime and punishment has steady growth within the last two decades (Jacoby, 1998), it could be argued that most of the research has been published in journals, that had a bias towards a more sociological

bias set of the people written by. Melossi believes that the criminal will change in a prosperous society. He also believes that society will have a more sympathetic approach towards criminals (Melossi, D. 2000).

Why do certain individuals commit violent crimes/offences, and others control themselves to commit nonviolent criminal offences? Criminal motivation is not well studied in the field of criminology, but Jacob and Wright (1999) highlighted that motivation is the central yet arguably the most assumed. They also noted that there is no general agreement about the meaning of criminal motivation, and there are no standard measures to measure this. When looking at the motivational series of crime strain theory will ponder how society will set the range of targets and means for achieving these targets. Agnew 1992 offered other forms of strain theory, such as introducing negative stimuli, which is the removal of positively valued stimuli and the failure to gain these positive values goals. When crime is viewed individuals and groups will view the data and indicate that the crime is not randomly distributed across an area. Rather scholars believe that criminal and deviant behaviour will behave in clusters that reside in low economic areas that have characteristics of being in forms of a disadvantage (Savage, J., and Wozniak, K.H. 2016)

There are three other factors that will cause an offending behaviour. They can be economic factors, poverty, social environment, and family structure. An additional factor is a lack of financial resources that will result in the lack of education opportunities or meaningful employment opportunities, and led to poor housing, lack of self-actualisation and prejudice against those who reside in poverty. The family structure, according to this CS&CPC are an Alliance for Children and Youth of Waterloo Region which they believe that the families are placed in contributing to raise in healthy and responding to members of society, but the task of placing children first

goes well beyond the family to include communities and societies, dysfunctional families. It will constantly contribute to the future of delinquency within the family structure. The social environment is a large part of the reason why people commit offences, what society values and how they set the parties. The social route can cause crime. This could be the lack of sharing power reduction in supporting families, low value placed on children and individuals, also, and overexposure to social media and television as a means of recreation (CS&CPC.2005).

Looking at offending in the form of gender, females have had a slight increase in the most recent years, but that is likely to be involved in crime that involves aggression, mistaking and more predatory behaviour (CS&CPC.2005).

According to the University of Bristol, the major causes of offending in the United Kingdom are substance abuse, easy access to weapons, peer pressure, lack or non-existence of parental guidance, but also the tendency of the correct education and support services for every individual (University of Bolton, n.d.).

A key factor to individuals that could cause offending behaviour is childhood trauma, which has strong connections to adult crime. It is known that Adverse childhood experiences that relate to such factors as poverty and absolute and relative school exclusion police association. A negative aspect will have a worse outcome for the individual and led them to becoming offenders. According to the University of Edinburgh, they conducted a study with more than 4300 individuals to review their personal involvement in crime and antisocial behaviour from ages 12 to 35. They found that a quarter of the individual who had taken part in this experiment had at least one criminal conviction by the overall age of 35; offending crimes range from mine offences, such as theft, to the higher band of crime, such as violent offences (The University of Edinburgh, 2022).

ACEs stand for adverse childhood experiences. This term will include such things as physical or emotional abuse, neglect, caregiver mental illness and household violence. It is known that a child who experiences the first 10 experiences is more prone to suffer from heart disease, poor academic achievement, and skills, but also substance abuse, life of crime, and choosing a negative partner that will lead to physical or emotional abuse (Harvard University, 2019). Adverse Childhood Experience was created in 1985 by the Centre for disease control. They discovered from the theory known as adverse childhood experiences has three specified kinds by a child. Will face there are physical abuse and emotional abuse, neglect, and household dysfunction. The study found that adverse childhood experiences can appear in any family who resign in any social class, middle class.

ACEs have a core link to offending for children who have experienced this national study of 4000 individuals within England found that four or more children who would have ACEs were seven times more likely to have been victims of physical or mental violence within past. They are also eight times more likely to have to commit a violent act than individuals who have never experience adverse childhood experiences. Children in Wales show they are 14 times more likely to have been a victim of violence, and they are 15 times more likely to have been the main perpetrator of a violent incident (Vaswani, N. 2018).

Within the UK there are only 5 Juvenile detention centres (Youth Justice Legal Centre, ND). In the year ending March 2022 there 33,000 offences committed by children that were convicted and placed in a youth detention centre. This was a fall of 14% compared to the year before. Children that commit crimes at a young age tend to be around

criminal behaviour by their family members. However, in rural areas children can join gangs which pressure them into committing crimes (Gov.UK, ND).

The United Kingdom government has claimed a raft of laws to increase prison sentences this will reduce crime and increase public safety, after this was announced an MP said that harsher sentences will have limited or no deterrent influence. The Police, Crime, Sentencing and Courts Bill, in which has been introduced into parliament, includes an assortment of different proposals that is including a 10 year prison for individuals who damage memorials (GOV.UK. 2017).

It would also establish tougher penalties for serial burglars, knife carriers, and children who commit manslaughter, it will also change the release provisions to keep various prisoners inside the prison system for a longer period. The justice secretary during this time was R. Buckland, he said in his statement that “This government has pledged to crack down on crime and build safer communities. Today, we are delivering on that commitment.” Priti Patel, the home secretary, also believes that this bill will reduce crime and make the public streets safe. Nonetheless the law was unveiled a week after a justice minister appeared to contradict their position. Ministry of Justice statistics illustrate that the typical prison sentence in England and Wales is at present the longest it has been for a decade, on average at 19 months. Although prison terms have been increased specific offence types such as knife crime have hit record high. while prosecutions have fallen to a record low of 7 % of criminal activities. Legal communities attribute government finances cuts for reducing the criminal justice system across the sector, that has contributed to an ever-growing backlog of court cases that is having a direct impact on the justice system, this has led to victims dropping out. The Conservative government unsuccessful part-privatisation of the probation service, in which has been reversed, this was one if the contributing factors for an increase in

reoffending, among a rising self-harm, violence and disorder within the prison service. Peter Dawson, who is the director of the Prison Reform Trust, has directly accused the United Kingdom's government of manipulating sentencing in the aspect of using legislation to play politics. P. Dawson also said that sentences for serious crime have been progressing over two decades, which has led to the prisons in the UK becoming institutions of despair, he then stated that the infliction of harder sentences will not reduce crime this is shown through data. James Mulholland QC, chair of the Criminal Bar Association, indicating to statistics that show that more than 40% of rape and violence cases fail because of the lack of evidential difficulties this could be because the victim does not support the action in the legal system and fast response of the UK police. James Mulholland believes that to safeguard the public, charges need to be brought in the first place for the myriad of serious crime that has been reported to the police, every time this is not done this will fail in any result or form of prosecution through the legal system. (Dearden, L, 2021).welsh

### **1.5. Interventions Promoting Rehabilitation:**

This theory of natural law will hold a core to ethics that mankind will possess values that will control reasoning and human behaviour as unwritten norms. (Anstey, P.R. 2011).

If Natural Law is compared to social exchange theory by G.C. Homans, are two different theories in which the beginning of justice will be that every person should receive benefits that will be proportionate to their contribution to society (C. Knox,1963).

Organisations that help to try and promote rehabilitation is the Preform Trust. The prison preform trust has been helping former offenders since 1981. By supporting

People who are currently in the prison system, but also the families to make sure their voice gets heard. It is an independent charity that is based within the United Kingdom? The PRT help to inform an influence on the public debate on prison conditions and the overwhelming treatment of prisoners. This is due to a prison population of 40,000 in 1984. In modern-day Britain, the prison population is now rising to over 82,000 and is projected to significantly rise to 86,400 by 2023. The three overarching objectives of the prison reform trust are to reduce unnecessary imprisonment and to create a cohesive, strong community that has positive solutions to crimes. The second goal is to improve the treatment and conditions for prisoners and their families. Then the third goal is to promote equality and human rights within the United Kingdom. Justice system (Prison Reform Trust, n.d.).

Within the United Kingdom there is a large amount of public support for more tough sentences for fences but also there is equal amount of support for rehabilitation. It will cost roughly £40,000 per year for each prisoner who resigns within the United Kingdom. This is why vast majority of supporters would like alternative prisons. The rehabilitation rate in United Kingdom is lacking on that front roughly 50% of offences are recommitted within a year within the United Kingdom. If we compare to Norway, it is around 25% of the reoffending rate that will happen in five years. If you view, economic offences and link it to the three pillars of sustainability is clear evidence that shows that prison is not economically viable for society rather rehabilitation for lower crime offences. He said he was conducted within England and Wales that provided changes and say more people to prison Versus a community sentence, the data revealed that rehabilitation would be better than a longer incarceration for minor crimes. If this approach with implemented, it would cut down the prison population by 3590 if you did this to 1% of the prison population (Prison Insider. n.d.).

The Welsh Government wants to improve the quality of life for prison offenders and the criminal justice system. They will do this by introducing early intervention techniques to children and adolescents to prevent criminal behaviour. To be able to present these interventions, staff need to be trained correctly in psychology, including those young people affected by adverse childhood experiences and behaviour. The Welsh Government want also to introduce broader integrated services across the UK. This will allow the children or adults to have access to different professionals, and it can help build transferable skills. New rehabilitation resources will be needed to provide this new and updated service across Wales and the UK (Gov. Wales, 2017).

In November 2016, Liz Truss, the former United Kingdom Government Justice Secretary, announced the publication of a white paper that set out steps that the United Kingdom Government will undertake a new strategy to make prisons a place of safety and reform them.

This will include taking instant action to resolve threats to prison security and change the social culture of the prisons by investing supplementary funding and altering the way of working so offenders are coordinated with named, enthusiastic officers with the suitable training and ability to offer the support needed. In addition, changing the whole prison system and setting in place a clearly defined legal framework for prisons to operate in are putting in place a new trigger for emergency intervention by the Justice Secretary into failing prisons and giving better power to the inspection.

This gives a clear standard for what is expected from prisons and will allow all governors the power and authority to resolve how they deliver these services. Such as a create a modern, fit-for-purpose prison system that will empower and give opportunities to offenders. The government has said they will build six new adult male prisons and five new community prisons for women. The annual cost of re-offending in the United Kingdom is estimated at £7 to 10 billion. The economic cost of crime highlights the interference to offenders that can cause to their communities because of this and the demand to safeguard communities from danger. This will mean a demanding level of multi-agency support and resource that is expected in order to effectively reduce these negative consequences of crime.

Public Health Wales has made available a report about the effects of Adverse Childhood Experiences. Adverse Childhood Experiences can affect a child as they develop through their lives, including alcohol abuse, drug abuse, domestic violence, sexual abuse, physical abuse,

verbal abuse, incarceration, parental separation, and mental illness. The Framework presents a guide for organisations to direct their activities and programmes in the priority areas that have been identified. The Public Health Wales report finds that an adult who was physically or sexually abused as children or was brought up in homes where there was violence, alcohol, and drug abuse are more likely to adopt health-harming and anti-social behaviours when they are adults later in life (Gov. Wales, 2017)

An argument for prison is that it is a successful deterrent. Prison can be seen as a problematic type of punishment because it takes away a person's freedom and support networks, and, in many ways, it takes away an individual's identity. The thought of prison is enough for some people to not even contemplate committing a criminal act. Prison sentences are also a lesson to the wider public that this is what will happen if you commit a crime. Prison advocates would say this is a message to wider society regarding what is right and wrong and what will happen if you commit a criminal offence. Furthermore, prison advocates will argue that prison is such a difficult time for people that the occurrence should then deter them from committing any future offences.

Nevertheless, it is known that this is not the case because many people who have committed an offence will go to prison and then commit further offences. This then makes the question, what is effective, and is it a deterrent? Another disagreement for prison is that by putting individuals in prison; we are protecting the public by ensuring these individuals cannot and will not commit any further offences. In addition, prison sentences provide a sense of justice for the victims that have been affected by the crime. The first case would be that prisons do not work. Those advocating for prison reform emphasise that reoffending statistics as an example of the ineffectiveness of prisons. The adult reoffending rate in 2018 was 27.5%. Roughly 101,000 proven re-offences were committed over the one-year follow-up period by around 25,000 adults. Those that reoffended will be committed, on average, 3.97 re-offences. Research demonstrates that long prison sentences have little effect on crime. Time in prison can make a person

more prone to commit a crime by exposing them to all sorts of criminal factors. Prisons are also costly, using up funds that could go to other government programs that are more effective at fighting crime, such as knife bins.

Furthermore, there are arguments that prison does not rehabilitate prisoners. While there are some openings in prison, this does not always meet the needs of the prisoners and will not solve or help them on their release due to the views that groups within society have about

imprisonment and criminal records. On release from prison, 3 out of 5 prisoners have no identified employment full-time or part-time, education or even training. If prison punishes individuals through the experience itself but then does not offer those individuals the chance to improve and change their lives once they are released, can society expect individuals to be rehabilitated and not return to crime if they do not have the opportunities to better themselves (The University of law. ND).

## **1.6. Conclusion**

To conclude this section offenders must face barriers within society. Such as being labelled by communities as criminals and deviant. Also, how the history of the social justice system has changed thought out the history of the United Kingdom. Therefore, this has had a direct influence on the political system that creates the legislation and policy that controls society and conducts societal norms and values. This assignment

has also shown how the government has changed the legislation that is relevant to crime and offenders, therefore it has also shown what support and options there are for people who have committed a crime or think about it such as knife crime with the use of knife bins.

This next section of this academic work will discuss the finding that came out of this part of the body of work.

## **2. DISCUSSION AND RESULTS**

### **Introduction**

This section of the discussion and results will have three themes. Each theme is an issue or concern that has risen from the literature review above. The first theme is the rise in prison statistics. The second theme focuses on rehabilitation for offenders. The third and final theme is looking at what causes people to offend. Throughout the themes, there will be cross-information between government legislation, statistics, and theories.

#### **1.1. Theme 1**

This theme will focus on the rise in statistics surrounding prisons and crime. This theme is important to understand at what point over the years did crime rise or decrease. As shown in the literature above, in 1939, there were over 15,000 people in UK prisons, which grew to over 40,000 people whilst Margaret Thatcher was Prime Minister between 1979 and 1990. However, the number of people in UK prisons rose to over 80,000 people when Tony Blair was Prime

Minister between 1997 and 2007 (Jenkins, S. 2020). That indicates how the prison system has changed over time. This could be because the United Kingdom's Government has created legislation and policy that has led to an increase in the number of offenders that have had custodial sentences (Brown, J. 2019). Therefore, this has, in turn, led to the prison population becoming an economic burden. That has led to offenders becoming labelled (Besemer, S., Farrington, D.P. and Bijleveld, CCJH (2017). This current Conservative Government have also reduced the funding that prisons receive; this has led to a deterioration of the building that has led to a depressive state for the workers of the prison and the prisoners.

The issue is that the United Kingdom Government has caused a rise in the offending rate because of new legislation. That has also been a shift in how Probation officers must deal with their individual caseloads and how the United Kingdom has attempted to privatise this public sector. (UK. n.d). Also, the Conservative Party has wanted to create the image of being tough on crime. But also, the conservative party wanted to privatise public services since the time of Margaret Thatcher, who was known as the iron lady. Her prison system reached 40,000 people.

The United Kingdom's Government has published statistics establishing that the number of people that are incarcerated has died whilst being in prison; the data shows that 371 died in 2021. To argue with this that the data does not state how

these deaths occurred but also what section of the prison they were in and what crime did they commit. (The Guardian, 2022).

The people, Government and society are all involved in the prison system because it will come under the three pillars of sustainability (United Nations, 2023). That is vital for a society to function.

From the evidence above, it could be identified that offenders and former criminal offenders are being punished. This could be because societies will vote for a political party with a tough stance on criminal behaviour. Because of this, groups such as the prison reform trust that has been able to promote change for the men and women who have been or are still currently in the prison system. It also means that the more individuals that are housed in prisons, the more it will cost the people who pay into the tax system; it will roughly cost £40,000 each year. (Prison Insider. n.d; Prison Reform Trust. n.d.).

The current system of punishment needs to change because the conservative Government has increased the population, which has had a direct effect on society. Such as individuals who come from low economic backgrounds or areas these types of people will tend to have adverse childhood experiences that will have a direct link to crime (Vaswani, N. 2018). Therefore, this Conservative Government has punished individuals with harsh and less lenient incarceration rather than rehabilitation (Prison Insider. n.d) (Webb, T. 2018). If the Government within the United Kingdom takes more of a rehabilitation approach,

it would reduce the prison population and create a less financial burden for individuals within society (Prison Insider. n.d).

### 1.1. Theme 2

Theme two will look at rehabilitation for offenders. This theme is important to explore because society becomes judgemental and labels individuals even after completing their sentence and rehabilitation.

Rehabilitation is vital for a person who has or still is currently within the prison system in the United Kingdom; the rehabilitation rate within the United Kingdom is very low compared to other countries, such as Norway and Denmark, which have a better approach to crime that will have a different approach to rehabilitation (Webb, T. 2018). Therefore, the United Kingdom has been known to have a lack of rehabilitation when it comes to offending since the beginning of the justice system.

### 1.2. Theme 3

Finally, theme three will focus on understanding and explaining What causes a person to offend. This is a complex issue that has a multitude of factors that would contribute to why a person will commit a crime. This is vital for sociologists, criminologists, psychologists and the Government to find and release data; therefore, it is important for society to know because it outlines what groups and sections of people commit criminal offences.

Anyone and everyone prone to offending highlight that children that have adverse childhood experiences are more prone to commit crimes, but also any person who comes from an area with low economic and educational factors is also more likely to commit offences. (The University of Edinburgh 2022). Also, other factors that will play a significant role in why people offend are lack of a family structure, learnt behaviour, alcohol and subsentence misuse. This means that individuals who commit a crime are more likely to be men, women, and young adults (CS&CPC.2005; Vaswani, N. 2018).

Adverse childhood experiences are seven times more likely to have been or become victims of physical or mental violence in the past; they are also eight times more expected to have to commit a violent criminal offence if compared to other people who have never experienced adverse ACE within Wales a person who has adverse childhood experiences they will be fourteen times more likely to have been a victim of a violent act. They are also fifteen times more likely to have been the main culprit of a violent occurrence.

From the evidence in the literature review above, it has shown how a person can cause an offence but also how different factors will contribute to this. However, it also shows how budget cuts have influenced why people offend, such as the lack of funding that has been reduced for the upkeep of youth offending units and the probation service that was reduced and outsourced to a third party company, then due to the lack of skills and control the British Government had brought it back into the public domain. The probation service is being

overworked and underfunded or mismanaged. The United Kingdom's Conservative Government has announced that they will be training new staff to enter into this sector and take a person-centred approach to support offenders and former offenders who have been in the prison system (GOV.UK. n.d).

### 1.3. Conclusion

In section 2 it has highlighted any issues that arose in the literature review. This section was about expanding on the issue and highlighting what went wrong or where it went wrong in the past. The information provided in section 2 will lead straight to section 3, where recommendations will be made for future research and change.

#### Theme from section above

This section will conclude the dissertation paper. Throughout this section, the researcher will be highlighting the issues from above in section 2 and making some clear recommendations on how to improve the concern or issue. It is important to highlight the issues and make recommendations because the issue can be addressed and hopefully resolved.

Throughout this research, information has been identified connected to the criminal's behaviour. Criminals commit crimes for a reason; as shown above,

behaviour theory believes that criminal acts/behaviour is learnt through family or friends. However, if families are known in the neighbourhood to be criminals, the children are automatically labelled as future criminals. This can impact a child's development since they may not understand the reasoning behind learning or succeeding in education.

There were two themes that emerged from the literature review, and they were the rise in prison statistics and rehabilitation for offenders. These will now be considered as recommendations and future policies. Looking at the research question, does prison reform male offenders within modern British society? The information provided above highlights relevant information to answer this question.

Theme from the section above

This first section will be focused on the rise of prison statistics. As shown above, there has been a massive increase in prisoners over the years. Prisoners may not be free in society again, or they may only spend a couple of months to years in prison. This depends on the crime they have committed. However, in society, that individual will not be accepted due to the fact they have spent time in prison. The main issue of having so many prisoners is that the Government fund prisons to ensure they are safe to use. However, the Government receive their funding from taxpayers in society.

· *Recommendation 1: For low-risk crime, there needs to be more programmes available for them instead of prison.*

· *Recommendation 2: Society needs to be more accepting and support ex-prisoners in reforming their life after prison.*

Theme from the section above

The second theme that became apparent from the literature review was rehabilitation for offenders. The main issue with this theme is that most prisoners want to reform their lives and make a positive change. Rehabilitation is a vital part of the prisoners reforming their life. Depending on what services are available in the prison, the offender may have to rehabilitate within society.

· Recommendation 1: Offer more support to rehabilitation groups in prison.

· Recommendation 2: Prepare offenders for the isolation feeling they may feel whilst in society.

As the researcher, my final comments would be for prisons to be investigated in the future. Hopefully, following these offenders may have a better opportunity to make a positive change in their life.

Further research will need to be conducted to ensure offenders are receiving the correct level of support.

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## **APPENDICES**

### 3.1. Appendix 1: Proposal



Institute of Education and Humanities/  
Yr Athrofa Addysg a'r Dyniaethau

#### **ECGE6003Q Dissertation Approval Form/ Ffurflen Gymeradwyo Traethawd Hir ECGE6003Q**

|                                           |                   |
|-------------------------------------------|-------------------|
| Student Name/<br><i>Enw Myfyriwr</i>      | Reuben Jack Dunne |
| Degree<br>Scheme/<br><i>Cynllun Gradd</i> | BA: Sociology     |
| Start date/<br><i>Dyddiad<br/>cychwyn</i> | 26/10/2022        |

I have completed about to complete\* Part 1 of my degree.

\*Please delete as appropriate.

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Title of Dissertation:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Can offender's change?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Research Question<br><i>Cwestiwn Ymchwil</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Does prison reform male offenders within a modern British Society?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Aims and Objectives:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <ul style="list-style-type: none"><li>• Aims:<ul style="list-style-type: none"><li>○ To discover if prisons reform an individual?</li><li>○ To see how prisons have changed over the last twelve years of a tory government and the issues that have happened because of this.</li><li>○ To discover if bias exists for individuals who have been or are in prison.</li></ul></li><li>• Objectives:<ul style="list-style-type: none"><li>○ To look at theory that is relative to offenders,</li><li>○ To see what policy and legislation is to hinder and support offenders.</li></ul></li></ul> |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>○ To see the statics on how many individuals go to prison and reoffend</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Dissertation Plan                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <u>Literature Review</u> <ul style="list-style-type: none"> <li>• Theme 1: The function of the Criminal Justice System within the United Kingdom<br/>The positive goal that the criminal justice system.</li> <li>• Theme 2: What is an Offender? <ul style="list-style-type: none"> <li>▪ How many offenders come from a low- economic family or a deprived area.</li> <li>▪ Offenders and the different types of offences they commit.</li> <li>▪ The legal definition</li> <li>▪ Offender custodial sentence</li> <li>▪ Offender on licence (probation)</li> </ul> </li> <li>• Theme 3: Interventions that function <ul style="list-style-type: none"> <li>○ Theories on why individuals offend and reoffend within society.</li> <li>○ The programmes that are available to individuals</li> <li>○ the cost of the programmes to support individuals.</li> <li>○ why are the programmes most regularly discontinued or underfunded within society. <ul style="list-style-type: none"> <li>▪ Reductions to the prison service within the last twelve years</li> </ul> </li> </ul> </li> <li>• Theme 4 Attitudes to Offenders: <ul style="list-style-type: none"> <li>• How society values an individual who has been to prison?</li> </ul> </li> </ul> |
| Short Introductory Bibliography:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <ol style="list-style-type: none"> <li>1. Crighton, D.A. and Towl, G.J. (2005). <i>Psychology in probation services</i>. Malden, Ma: Blackwell.</li> <li>2. Crisp, R.J. and Turner, R.N. (2017). <i>Essential social psychology</i>. Thousand Oaks: Sage Publications India Pvt Ltd.</li> <li>3. Giddens, A. and Sutton, P.W. (2020). <i>Sociology</i>. 8th edition ed. Cambridge: Polity Press.</li> <li>4. Muncie, J. (2021). <i>Youth and Crime</i>. 5th edition ed. London.</li> <li>5. Newburn, T. (2017). <i>CRIMINOLOGY</i>. 3rd edition ed. Oxon: Routledge.</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |

|                                                                       |
|-----------------------------------------------------------------------|
| 6. Whiting, R. (1986). <i>Crime and Punishment</i> . Stanley Thornes. |
| Proposed Supervisor:<br><i>Goruchwyliwr awgrymedig</i>                |
| N/A                                                                   |

- Ethics Form will be required.

The above topic, proposal, and supervisor have been agreed:  
*Cytunwyd ar y pwnc, y cynnig a'r goruchwyliwr uchod:*

Signed: ..... Student/  
 Llofnod Myfyriwr

Date:.....  
 Dyddiad

Signed: .....P Morgan .Programme Director/  
 Llofnod Cyfarwyddwr y rhaglen

Date:.....27.10.2022.....  
 Dyddiad

**Please return this form to your Module Coordinator/Supervisor.**  
**Dychwelwch y ffurflen hon at eich Cyfarwyddwr Rhaglen.**

### 3.2. Appendix 2: Ethics Form

#### APPLICATION FOR ETHICAL APPROVAL

**In order for research to result in benefit and minimise risk of harm, it must be conducted ethically. A researcher may not be covered by the University's insurance if ethical approval has not been obtained prior to commencement.**

The University follows the OECD Frascati manual definition of **research activity**: "creative work undertaken on a systematic basis in order to increase the stock of knowledge, including knowledge of man, culture and society, and the use of this stock of knowledge to devise new applications". As such this covers activities undertaken by members of staff, postgraduate research students, and both taught postgraduate and undergraduate students working on dissertations/projects.

The individual undertaking the research activity is known as the "principal researcher".

Ethical approval is not required for routine audits, performance reviews, quality assurance studies, testing within normal educational requirements, and literary or artistic criticism.

**Please read the notes for guidance before completing ALL sections of the form.**

**This form must be completed and approved prior to undertaking any research activity.** Please see Checklist for details of process for different categories of application.

#### SECTION A: About You (Principal Researcher)

|                      |                                       |                                     |                             |                           |                               |
|----------------------|---------------------------------------|-------------------------------------|-----------------------------|---------------------------|-------------------------------|
| 1                    | Full Name:                            | Reuben Jack Dunne                   |                             |                           |                               |
| 2                    | Tick all boxes that apply:            | Member of staff:                    | <input type="checkbox"/>    | Honorary research fellow: | <input type="checkbox"/>      |
|                      | Undergraduate Student                 | <input checked="" type="checkbox"/> | Taught Postgraduate Student | <input type="checkbox"/>  | Postgraduate Research Student |
| 3                    | Institute/Academic Discipline/Centre: | Campus, Carmarthen SA31 3EP         |                             |                           |                               |
| 4                    | Campus:                               | Carmarthen                          |                             |                           |                               |
| 5                    | E-mail address:                       | 1804552@student.ac.uk               |                             |                           |                               |
| 6                    | Contact Telephone Number:             | 07581341734                         |                             |                           |                               |
| <b>For students:</b> |                                       |                                     |                             |                           |                               |
| 7                    | Student Number:                       | 1804552                             |                             |                           |                               |
| 8                    | Programme of Study:                   | BA: Sociology                       |                             |                           |                               |
| 9                    | Director of Studies/Supervisor:       | Ken Dicks                           |                             |                           |                               |

## SECTION B: Approval for Research Activity

|   |                                                                                                                                                                                                              |                              |                                     |            |                          |
|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|-------------------------------------|------------|--------------------------|
| 1 | Has the research activity received approval in principle?<br>(Please check the Guidance Notes as to the appropriate approval process for different levels of research by different categories of individual) | YES                          | <input checked="" type="checkbox"/> | NO         | <input type="checkbox"/> |
|   |                                                                                                                                                                                                              |                              |                                     |            | <b>Date</b>              |
| 2 | If yes, please indicate source of approval (and date where known):<br><b>Approval in principle must be obtained from the relevant source prior to seeking ethical approval</b>                               | Research Degrees Committee   | <input type="checkbox"/>            |            |                          |
|   |                                                                                                                                                                                                              | Institute Research Committee | <input type="checkbox"/>            |            |                          |
|   |                                                                                                                                                                                                              | P Morgan                     | <input checked="" type="checkbox"/> | 10.11.2022 |                          |

## SECTION C: Internal and External Ethical Guidance Materials

|                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                            |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|
| Please list the core ethical guidance documents that have been referred to during the completion of this form (including any discipline-specific codes of research ethics, location-specific codes of research ethics, and also any specific ethical guidance relating to the proposed methodology). Please tick to confirm that your research proposal adheres to these codes and guidelines. You may add rows to this table if needed. |                                                                                                            |
| 1                                                                                                                                                                                                                                                                                                                                                                                                                                        | <a href="#">UWTSD Research Ethics &amp; Integrity Code of Practice</a> <input checked="" type="checkbox"/> |
| 2                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>UWTSD Research Data Management Policy</b> <input checked="" type="checkbox"/>                           |
| 3                                                                                                                                                                                                                                                                                                                                                                                                                                        | British Sociological Association (BSA) <input checked="" type="checkbox"/>                                 |
| 4                                                                                                                                                                                                                                                                                                                                                                                                                                        | British Educational Research Association (BERA) <input checked="" type="checkbox"/>                        |
| 5                                                                                                                                                                                                                                                                                                                                                                                                                                        | British Psychological Association (BPA) <input checked="" type="checkbox"/>                                |

## SECTION D: External Collaborative Research Activity

If there are external collaborators then you should gain consent from the contact persons to share their personal data with the university. If there are no external collaborators then leave this section blank and continue to section E.

|   |                                           |                                                                     |
|---|-------------------------------------------|---------------------------------------------------------------------|
| 1 | Institution                               | N/A                                                                 |
| 2 | Contact person name                       | N/A                                                                 |
| 3 | Contact person e-mail address             | N/A                                                                 |
| 4 | Is your research externally funded?       | YES <input type="checkbox"/> NO <input checked="" type="checkbox"/> |
| 5 | Are you in receipt of a KESS scholarship? | YES <input type="checkbox"/> NO <input checked="" type="checkbox"/> |

|   |                                                                                                             |                                                                         |     |                          |    |                                     |
|---|-------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|-----|--------------------------|----|-------------------------------------|
| 6 | Are you specifically employed to undertake this research in either a paid or voluntary capacity?            | Voluntary                                                               | YES | <input type="checkbox"/> | NO | <input checked="" type="checkbox"/> |
| 7 |                                                                                                             | Employed                                                                | YES | <input type="checkbox"/> | NO | <input checked="" type="checkbox"/> |
| 8 | Is the research being undertaken within an existing UWTSD Athrofa Professional Learning Partnership (APLP)? | If YES then the permission question below does not need to be answered. | YES | <input type="checkbox"/> | NO | <input checked="" type="checkbox"/> |
| 9 | Has permission to undertake the research has been provided by the partner organisation?                     | (If YES attach copy)<br>If NO the application cannot continue           | YES | <input type="checkbox"/> | NO | <input checked="" type="checkbox"/> |

**Where research activity is carried out in collaboration with an external organisation**

|    |                                                                                                                                                 |     |                          |    |                                     |
|----|-------------------------------------------------------------------------------------------------------------------------------------------------|-----|--------------------------|----|-------------------------------------|
| 10 | Does this organisation have its own ethics approval system?                                                                                     | YES | <input type="checkbox"/> | NO | <input checked="" type="checkbox"/> |
|    | If yes, please attach a copy of any final approval (or interim approval) from the organisation (this may be a copy of an email if appropriate). |     |                          |    |                                     |

**SECTION E: Details of Research Activity**

|   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                 |                    |                           |
|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|--------------------|---------------------------|
| 1 | Indicative title:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Can offender's change?          |                    |                           |
| 2 | Proposed start date:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 15 <sup>th</sup> September 2022 | Proposed end date: | 19 <sup>th</sup> May 2023 |
|   | <p><b>Introduction to the Research (maximum 300 words per section)</b></p> <p><b>Ensure that you write for a <u>Non-Specialist Audience</u> when outlining your response to the points below:</b></p> <p><i>Purpose of Research Activity</i><br/><i>Proposed Research Question</i><br/><i>Aims of Research Activity</i><br/><i>Objectives of Research Activity</i></p> <p>Demonstrate, briefly, how <b><u>Existing Research</u></b> has informed the proposed activity and explain.</p> <p><i>What the research activity will add to the body of knowledge</i><br/><i>How it addresses an area of importance.</i></p> |                                 |                    |                           |
| 3 | <p><b>Purpose of Research Activity</b></p> <p>The purpose of this research activity is to discover if prisons reform a male individual within the United Kingdom.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                 |                    |                           |

|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <p>To see how prisons have changed over the last twelve years of a tory government and the issues that have transpired due to this. Ministry of Justice have realised figures that showed the number of individuals that are dying behind bars in the United Kingdom. The figures are 371 individuals have died whilst being in prison during 2021(The Guardian, 2022).</p> <p>Then to see if bias exists for individuals who have been or are in prison within British society.</p> <p>It will also include theory's that are related to offenders and legislation. The school to prison pipeline is a phrase that was popularised in the United States of America. It describes the disproportionate nature of youth incarceration that begins in the education system (Warren, M, R, 2022).</p> <p>There will also be section on what policy and legislation there are that hinders and support offenders. <u>The rehabilitation of offender's act</u> will allow most convictions and all cautions, reprimands, and final warnings. To be considered spent after a certain period. The <u>rehabilitation of offender's act</u> will allow people with convictions, cautions, reprimands and final warnings the lawful right not to disclose them when applying for certain employment and courses (Nacro, No date).</p> <p>The last part will to discover the statics on how many individuals go to prison and reoffend. Adult offenders had a proven reoffending rate of 22.7%. This is a decrease of 1.9 percentage points since the same quarter in 2019. Over time, the overall proven reoffending rate has fluctuated between 22.7% and 30.6%. The adult reoffending rate had remained broadly flat from 2009 until 2018. However, the latest figure for the October to December 2020 cohort was 22.7%, a 1.9 percentage point decrease since the same quarter in 2019 and the lowest rate in the timeseries (GOV, UK, 2022).</p> <p>The criminal justice system has no singular system there are three distinctive systems in the United Kingdom. (Newburn, T, 2017).</p> <p>The reference lists.</p> <ol style="list-style-type: none"> <li>7. Newburn, T, 2017, <i>CRIMINOLOGY</i>. 3rd edition ed. Oxon: Routledge.</li> <li>8. Warren, M.R. 2022 Willful defiance: the movement to dismantle the school-to-prison pipeline. New York, New York: Oxford University Press.</li> <li>9. GOV, UK, 2022, <i>Proven reoffending statistics: October to December 2020</i>, Available At: <a href="https://www.gov.uk/government/statistics/proven-reoffending-statistics-october-to-december-2020/proven-reoffending-statistics-october-to-september-2020#:~:text=and%20juvenile%20offenders-">https://www.gov.uk/government/statistics/proven-reoffending-statistics-october-to-december-2020/proven-reoffending-statistics-october-to-september-2020#:~:text=and%20juvenile%20offenders-</a></li> </ol> |
|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|   | <p><a href="#">.The%20overall%20proven%20reoffending%20rate%20was%2023.1%25%20f or%20the%20October,lowest%20rate%20in%20the%20timeseries.</a> (Accessed On:17/11/2022)</p> <p>10. Nacro, No date, <i>The rehabilitation of offenders act</i>, Available At: <a href="https://www.nacro.org.uk/criminal-record-support-service/support-for-individuals/disclosing-criminal-records/rehabilitation-offenders-act/">https://www.nacro.org.uk/criminal-record-support-service/support-for-individuals/disclosing-criminal-records/rehabilitation-offenders-act/</a> (Accessed On: 16/11/2022)</p> <p>(This box should expand as you type)</p> |
| 4 | <p><b>Research Question</b></p> <p>Does prison reform male individuals within a modern British society?</p> <p>(This box should expand as you type)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| 5 | <p><b>Aims of Research Activity</b></p> <p>The aim of this research activity is to critically examine if custodial sentences are an effective means of reforming prisoners.</p> <p>(This box should expand as you type)</p>                                                                                                                                                                                                                                                                                                                                                                                                               |
| 6 | <p><b>Objectives of Research Activity</b></p> <p>The objectives of this research activity are:</p> <ol style="list-style-type: none"> <li>1. Examine contested definitions of an offender.</li> <li>2. Critically examine the current justice system</li> <li>3. Statistics to re-offending rates</li> <li>4. Attitudes to Offenders</li> </ol> <p>(This box should expand as you type)</p>                                                                                                                                                                                                                                               |
|   | <p><b>Proposed methods (maximum 600 words)</b></p> <p>Provide a brief summary of all the methods that <b>may</b> be used in the research activity, making it clear what specific techniques may be used. If methods other than those listed in this section are deemed appropriate later, additional ethical approval for those methods will be needed. You do not need to justify the methods here but should instead describe how you intend to collect the data necessary for you to complete your project.</p>                                                                                                                        |
| 7 | <p>This research activity will be desk based and will be a literature review that will investigate other researchers' discoveries to obtain the information I will need to meet my aims and objectives. This literature review will be a critical review to understand both ideas of the situation. Some of the theory's I will be considering using are the hierarchy of needs theory, modern control theory, the criminal justice system and victimology: theories and applications. These are just some of the theory's that i will attempt to incorporate into the literature review. I will collect the</p>                          |

information from books, internet, journals, websites and from other forms of information. (Dillon, 2020).

The theory of reflection I will use within this essay is experiential learning by Kolb. In 1984, Kolb created a learning cycle. That created a structure of reflective writing aimed at four distinct stages. They are experience, reflect, conceptualize, and apply experience, that I will use in the conclusion but also to use whilst thinking about my subject (Kolb, D. A. (1984).

Functionalists would argue to the positive functions of prison might perform in a meso society. Prison could act as a deterrent consequently reinforcing social regulation; and it should also work to maintain equilibrium and balance in society. Making up for the failings of other institutions such as the family and education regaining order through incapacitating those who break the law. Ultimately however, there are counter arguments that criticize the effectiveness of prison it can be argued that prison re-socialise individuals into criminal norms, in the extreme people can often become institutionalized and unable to reintegrate into society once they are released. Marxists argue that by relying on prison, society will ignore the failings of the system that lead to the conditions of inequality and poverty which can lead to crime. The imprisonment of selected members of the lower sociology economic class neutralises opposition to the system; the imprisonment of many members of the underclass also are removed out of sight. The capitalist society may also add advantage such as the police, court and media that will focus on working class street crime. In which means our attention is diverted away from the real issues within society and the greed of the elite classes (Sensei, 2019).

### Reference List

1. Kolb, D. A, (1984) *Experiential learning: experience as the source of learning and development*. Englewood Cliffs: Prentice-Hall.
2. Sensei, (2019), *Evaluate Sociological Perspectives on Prison as a Form of Punishment*, Available At:<https://revisesociology.com/2016/05/03/examine-sociological-perspectives-on-prison-as-a-form-of-punishment-essay-plan/#:~:text=Functionalists%20would%20point%20to%20the,the%20family%20and%20the%20education> (Accessed On 17/11/2022).
3. Dillon, M. (2020). *Introduction to sociological theory*. 3rd ed. Oxford: John Wiley and Sons LTD. pp.31-451. [ Accessed on 17/11/2022].

|   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|   | <b>Location of research activity</b><br>Identify all locations where research activity will take place.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| 8 | United Kingdom<br>University of Wales Trinity Saint David's Desk based.<br><i>(This box should expand as you type)</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|   | <b>Research activity outside of the UK</b><br>If research activity will take place overseas, you are responsible for ensuring that local ethical considerations are complied with and that the relevant permissions are sought. Specify any local guidelines (e.g., from local professional associations/learned societies/universities) that exist and whether these involve any ethical stipulations beyond those usual in the UK (provide details of any licenses or permissions required). Also specify whether there are any specific ethical issues raised by the local context in which the research activity is taking place, for example, particular cultural and/or legal sensitivities or vulnerabilities of participants. If you live in the country where you will do the research then please state this. |
| 9 | N/A<br><i>(This box should expand as you type)</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

|    |                                                                                                                                                                                                                                                                                                         |     |                                     |
|----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|-------------------------------------|
| 10 | Use of documentation not in the public domain: Are any documents <b>NOT</b> publicly available?                                                                                                                                                                                                         | NO  | <input checked="" type="checkbox"/> |
|    |                                                                                                                                                                                                                                                                                                         | YES | <input type="checkbox"/>            |
| 11 | If yes, please provide details here of how you will gain access to specific documentation that is not in the public domain and that this is in accordance with the current data protection law of the country in question and that of England and Wales.<br><i>(This box should expand as you type)</i> |     |                                     |

|    | Does your research relate to one or more of the seven aims of the Well-being of Future Generations (Wales) Act 2015? | YES                      | NO                                  |
|----|----------------------------------------------------------------------------------------------------------------------|--------------------------|-------------------------------------|
| 12 | A prosperous Wales                                                                                                   | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 13 | A resilient Wales                                                                                                    | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 14 | A healthier Wales                                                                                                    | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 15 | A more equal Wales                                                                                                   | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 16 | A Wales of cohesive communities                                                                                      | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 17 | A Wales of vibrant culture and thriving Welsh language                                                               | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 18 | A globally responsible Wales                                                                                         | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 19 | If YES to any of the above, please give details:                                                                     |                          |                                     |
|    |                                                                                                                      |                          |                                     |

|  |                                      |
|--|--------------------------------------|
|  | (This box should expand as you type) |
|--|--------------------------------------|

## SECTION F: Scope of Research Activity

|    | Will the research activity include:                                                                                                             | YES                      | NO                                  |
|----|-------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|-------------------------------------|
| 1  | Use of a questionnaire or similar research instrument?                                                                                          | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 2  | Use of interviews?                                                                                                                              | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 3  | Use of focus groups?                                                                                                                            | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 4  | Use of participant diaries?                                                                                                                     | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 5  | Use of video or audio recording?                                                                                                                | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 6  | Use of computer-generated log files?                                                                                                            | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 7  | Participant observation with their knowledge?                                                                                                   | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 8  | Participant observation without their knowledge?                                                                                                | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 9  | Access to personal or confidential information without the participants' specific consent?                                                      | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 10 | Administration of any questions, test stimuli, presentation that may be experienced as physically, mentally or emotionally harmful / offensive? | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 11 | Performance of any acts which may cause embarrassment or affect self-esteem?                                                                    | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 12 | Investigation of participants involved in illegal activities?                                                                                   | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 13 | Use of procedures that involve deception?                                                                                                       | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 14 | Administration of any substance, agent or placebo?                                                                                              | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 15 | Working with live vertebrate animals?                                                                                                           | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 16 | Procedures that may have a negative impact on the environment?                                                                                  | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 17 | Other primary data collection methods. Please indicate the type of data collection method(s) below.                                             | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
|    | Details of any other primary data collection method:<br><br>(This box should expand as you type)                                                |                          |                                     |

If NO to every question, then the research activity is (ethically) low risk and **may** be exempt from **some** of the following sections (please refer to Guidance Notes).

If YES to any question, then no research activity should be undertaken until full ethical approval has been obtained.

## SECTION G: Intended Participants

If there are no participants then do not complete this section, but go directly to section H.

| Who are the intended participants:   |                                                                                                                    | YES                      | NO                                  |
|--------------------------------------|--------------------------------------------------------------------------------------------------------------------|--------------------------|-------------------------------------|
| 1                                    | Students or staff at the University?                                                                               | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 2                                    | Adults (over the age of 18 and competent to give consent)?                                                         | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 3                                    | Vulnerable adults?                                                                                                 | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 4                                    | Children and Young People under the age of 18? (Consent from Parent, Carer or Guardian will be required)           | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 5                                    | Prisoners?                                                                                                         | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 6                                    | Young offenders?                                                                                                   | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 7                                    | Those who could be considered to have a particularly dependent relationship with the investigator or a gatekeeper? | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 8                                    | People engaged in illegal activities?                                                                              | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 9                                    | Others. Please indicate the participants below, and specifically any group who may be unable to give consent.      | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
|                                      | Details of any other participant groups:                                                                           |                          |                                     |
| (This box should expand as you type) |                                                                                                                    |                          |                                     |

| Participant numbers and source                                                                                                 |                                         |                                             |
|--------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|---------------------------------------------|
| Provide an estimate of the expected number of participants. How will you identify participants and how will they be recruited? |                                         |                                             |
| 10                                                                                                                             | How many participants are expected?     | N/A<br>(This box should expand as you type) |
| 11                                                                                                                             | Who will the participants be?           | N/A<br>(This box should expand as you type) |
| 12                                                                                                                             | How will you identify the participants? | N/A<br>(This box should expand as you type) |

| Information for participants: |                                                                                                                                          | YES                      | NO                       | N/A                                 |
|-------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|-------------------------------------|
| 13                            | Will you describe the main research procedures to participants in advance, so that they are informed about what to expect?               | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 14                            | Will you tell participants that their participation is voluntary?                                                                        | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 15                            | Will you obtain written consent for participation?                                                                                       | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 16                            | Will you explain to participants that refusal to participate in the research will not affect their treatment or education (if relevant)? | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |

|    |                                                                                                                                                     |                          |                          |                                     |
|----|-----------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|-------------------------------------|
| 17 | If the research is observational, will you ask participants for their consent to being observed?                                                    | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 18 | Will you tell participants that they may withdraw from the research at any time and for any reason?                                                 | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 19 | With questionnaires, will you give participants the option of omitting questions they do not want to answer?                                        | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 20 | Will you tell participants that their data will be treated with full confidentiality and that, if published, it will not be identifiable as theirs? | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 21 | Will you debrief participants at the end of their participation, in a way appropriate to the type of research undertaken?                           | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 22 | If NO to any of above questions, please give an explanation                                                                                         |                          |                          |                                     |
|    | <i>(This box should expand as you type)</i>                                                                                                         |                          |                          |                                     |

|    | Information for participants:                                                                                                                      | YES                      | NO                       | N/A                                 |
|----|----------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|-------------------------------------|
| 24 | Will participants be paid?                                                                                                                         | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 25 | Is specialist electrical or other equipment to be used with participants?                                                                          | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 26 | Are there any financial or other interests to the investigator or University arising from this study?                                              | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 27 | Will the research activity involve deliberately misleading participants in any way, or the partial or full concealment of the specific study aims? | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 28 | If YES to any question, please provide full details                                                                                                |                          |                          |                                     |
|    | <i>(This box should expand as you type)</i>                                                                                                        |                          |                          |                                     |

## SECTION H: Anticipated Risks

|   |                                                                                                                                                                           |     |                                     |
|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|-------------------------------------|
|   | Outline any anticipated risks that may adversely affect any of the participants, the researchers and/or the University, and the steps that will be taken to address them. |     |                                     |
|   | If you have completed a full risk assessment (for example as required by a laboratory, or external research collaborator) you may append that to this form.               |     |                                     |
| 1 | Full risk assessment completed and appended?                                                                                                                              | Yes | <input type="checkbox"/>            |
|   |                                                                                                                                                                           | No  | <input checked="" type="checkbox"/> |
| 2 | <b>Risks to participants</b>                                                                                                                                              |     |                                     |

|   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                      |
|---|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|   | For example: sector-specific health & safety, emotional distress, financial disclosure, physical harm, transfer of personal data, sensitive organisational information                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                      |
|   | Risk to participants:<br>N/A<br><br><i>(This box should expand as you type)</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | How you will mitigate the risk to participants:<br>N/A<br><br><i>(This box should expand as you type)</i>                                                                            |
| 3 | If research activity may include sensitive, embarrassing or upsetting topics (e.g., sexual activity, drug use) or issues likely to disclose information requiring further action (e.g., criminal activity), give details of the procedures to deal with these issues, including any support/advice (e.g., helpline numbers) to be offered to participants. Note that where applicable, consent procedures should make it clear that if something potentially or actually illegal is discovered in the course of a project, it may need to be disclosed to the proper authorities |                                                                                                                                                                                      |
|   | N/A<br><br><i>(This box should expand as you type)</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                      |
| 4 | <b>Risks to the investigator</b><br>For example: personal health & safety, physical harm, emotional distress, risk of accusation of harm/impropriety, conflict of interest                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                      |
|   | Risk to the investigator:<br>Finding sensitive information whilst investigating information. It may trigger memories of a traumatic experience.<br><br><i>(This box should expand as you type)</i>                                                                                                                                                                                                                                                                                                                                                                               | How you will mitigate the risk to the investigator:<br>will self-refer to student services for professional help if required.<br><br><i>(This box should expand as you type)</i>     |
| 5 | <b>University/institutional risks</b><br>For example: adverse publicity, financial loss, data protection                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                      |
|   | Risk to the University:<br>Student uploading inappropriate content online.<br><br><i>(This box should expand as you type)</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                    | How you will mitigate the risk to the University:<br>I will attend all of my supervisions and discusses this with the supervisor.<br><br><i>(This box should expand as you type)</i> |
| 6 | <b>Environmental risks</b><br>For example: accidental spillage of pollutants, damage to local ecosystems                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                      |
|   | Risk to the environment:<br>Paper copies could be created of this document.<br><br><i>(This box should expand as you type)</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                   | How you will mitigate the risk to environment:<br>I will not create any paper copies of the document.<br><br><i>(This box should expand as you type)</i>                             |

|   | <b>Disclosure and Barring Service</b>                                                                                                                                                                             |                                     |                          |                          |
|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|--------------------------|--------------------------|
|   | If the research activity involves children or vulnerable adults, a Disclosure and Barring Service (DBS) certificate must be obtained before any contact with such participants.                                   | YES                                 | NO                       | N/A                      |
| 7 | Does your research require you to hold a current DBS Certificate?                                                                                                                                                 | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8 | If YES, please give the certificate number. If the certificate number is not available please write "Pending"; in this case any ethical approval will be subject to providing the appropriate certificate number. | <b>Pending</b>                      |                          |                          |

## SECTION I: Feedback, Consent and Confidentiality

|   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|---|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | <b>Feedback</b><br>What de-briefing and feedback will be provided to participants, how will this be done and when?<br><br>N/A<br><i>(This box should expand as you type)</i>                                                                                                                                                                                                                                                                                                     |
| 2 | <b>Informed consent</b><br>Describe the arrangements to inform potential participants, before providing consent, of what is involved in participating. Describe the arrangements for participants to provide full consent before data collection begins. If gaining consent in this way is inappropriate, explain how consent will be obtained and recorded in accordance with prevailing data protection legislation.<br><br>N/A<br><i>(This box should expand as you type)</i> |
| 3 | <b>Confidentiality / Anonymity</b><br>Set out how anonymity of participants and confidentiality will be ensured in any outputs. If anonymity is not being offered, explain why this is the case.<br><br>N/A<br><i>(This box should expand as you type)</i>                                                                                                                                                                                                                       |

## SECTION J: Data Protection and Storage

|   | Does the research activity involve personal data (as defined by the General Data Protection Regulation 2016 "GDPR" and the Data Protection Act 2018 "DPA")?                                                                                                                                                                                                                      | YES                      | NO                                  |
|---|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|-------------------------------------|
| 1 | <b>"Personal data"</b> means any information relating to an identified or identifiable natural person ('data subject'). An identifiable natural person is one who can be identified, directly or indirectly, in particular by reference to an identifier such as a name, an identification number, location data, an online identifier or to one or more factors specific to the | <input type="checkbox"/> | <input checked="" type="checkbox"/> |

|   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                          |                                     |
|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|-------------------------------------|
|   | <i>physical, physiological, genetic, mental, economic, cultural or social identity of that natural person. Any video or audio recordings of participants is considered to be personal data.</i>                                                                                                                                                                                                                                                                                                            |                          |                                     |
|   | If YES, provide a description of the data and explain why this data needs to be collected:                                                                                                                                                                                                                                                                                                                                                                                                                 |                          |                                     |
| 2 | <i>(This box should expand as you type)</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                          |                                     |
|   | Does it involve special category data (as defined by the GDPR)?                                                                                                                                                                                                                                                                                                                                                                                                                                            | YES                      | NO                                  |
| 3 | <b>“Special category data” means sensitive personal data consisting of information as to the data subjects’ –</b><br>(a) racial or ethnic origin,<br>(b) political opinions,<br>(c) religious beliefs or other beliefs of a similar nature,<br>(d) membership of a trade union (within the meaning of the Trade Union and Labour Relations (Consolidation) Act 1992),<br>(e) physical or mental health or condition,<br>(f) sexual life,<br>(g) genetics,<br>(h) biometric data (as used for ID purposes), | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
|   | If YES, provide a description of the special category data and explain why this data needs to be collected:                                                                                                                                                                                                                                                                                                                                                                                                |                          |                                     |
| 4 | <i>(This box should expand as you type)</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                          |                                     |

|    |                                                                                                                                                                                                                                     |                          |                                     |
|----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|-------------------------------------|
|    | <b>Will data from the research activity (collected data, drafts of the thesis, or materials for publication) be stored in any of the following ways?</b>                                                                            | YES                      | NO                                  |
| 5  | Manual files (i.e., in paper form)?                                                                                                                                                                                                 | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 6  | University computers?                                                                                                                                                                                                               | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 7  | Private company computers?                                                                                                                                                                                                          | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 8  | Home or other personal computers?                                                                                                                                                                                                   | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 9  | Laptop computers/ CDs/ Portable disk-drives/ memory sticks?                                                                                                                                                                         | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 10 | “Cloud” storage or websites?                                                                                                                                                                                                        | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 11 | Other – specify:                                                                                                                                                                                                                    | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 12 | For all stored data, explain the measures in place to ensure the security of the data collected, data confidentiality, including details of backup procedures, password protection, encryption, anonymisation and pseudonymisation: |                          |                                     |
|    | <i>(This box should expand as you type)</i>                                                                                                                                                                                         |                          |                                     |

|  |                                                                     |     |    |
|--|---------------------------------------------------------------------|-----|----|
|  | <b>Data Protection</b>                                              |     |    |
|  | Will the research activity involve any of the following activities: | YES | NO |

|    |                                                                                                                                                                                                                                            |                          |                                     |
|----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|-------------------------------------|
| 13 | Electronic transfer of data in any form?                                                                                                                                                                                                   | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 14 | Sharing of data with others at the University outside of the immediate research team?                                                                                                                                                      | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 15 | Sharing of data with other organisations?                                                                                                                                                                                                  | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 16 | Export of data outside the UK or importing of data from outside the UK?                                                                                                                                                                    | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 17 | Use of personal addresses, postcodes, faxes, emails or telephone numbers?                                                                                                                                                                  | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 18 | Publication of data that might allow identification of individuals?                                                                                                                                                                        | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 19 | Use of data management system?                                                                                                                                                                                                             | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 20 | Data archiving?                                                                                                                                                                                                                            | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 21 | If YES to any question, please provide full details, explaining how this will be conducted in accordance with the GDPR and Data Protection Act (2018) (and any international equivalents, where appropriate):                              |                          |                                     |
|    | N/A<br><i>(This box should expand as you type)</i>                                                                                                                                                                                         |                          |                                     |
| 22 | List all who will have access to the data generated by the research activity:                                                                                                                                                              |                          |                                     |
|    | N/A<br><i>(This box should expand as you type)</i>                                                                                                                                                                                         |                          |                                     |
| 23 | List who will have control of, and act as custodian(s) for, data generated by the research activity:                                                                                                                                       |                          |                                     |
|    | N/A<br><i>(This box should expand as you type)</i>                                                                                                                                                                                         |                          |                                     |
| 24 | Give details of data storage arrangements, including security measures in place to protect the data, where data will be stored, how long for, and in what form. Will data be archived – if so how and if not why.                          |                          |                                     |
|    | N/A<br><i>(This box should expand as you type)</i>                                                                                                                                                                                         |                          |                                     |
| 25 | Please indicate if your data will be stored in the UWTSD Research Data Repository (see <a href="https://researchdata.uwtسد.ac.uk/">https://researchdata.uwtسد.ac.uk/</a> ). If so please explain. <i>(Most relevant to academic staff)</i> |                          |                                     |
|    | N/A<br><i>(This box should expand as you type)</i>                                                                                                                                                                                         |                          |                                     |
| 26 | Confirm that you have read the UWTSD guidance on data management (see <a href="https://www.uwtسد.ac.uk/library/research-data-management/">https://www.uwtسد.ac.uk/library/research-data-management/</a> )                                  | YES                      | <input checked="" type="checkbox"/> |
| 27 | Confirm that you are aware that you need to keep all data until after your research has completed or the end of your funding                                                                                                               | YES                      | <input checked="" type="checkbox"/> |



## SECTION K: Declaration

|   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |            |                                   |
|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|-----------------------------------|
|   | <p>The information which I have provided is correct and complete to the best of my knowledge. I have attempted to identify any risks and issues related to the research activity and acknowledge my obligations and the rights of the participants.</p> <p>In submitting this application I hereby confirm that I undertake to ensure that the above named research activity will meet the University's Research Ethics and Integrity Code of Practice which is published on the website: <a href="https://www.uwtsd.ac.uk/research/research-ethics/">https://www.uwtsd.ac.uk/research/research-ethics/</a></p> |            |                                   |
| 1 | <b>Signature of applicant:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | R.J. DUNNE | <b>Date:</b><br><b>26/10/2022</b> |

### For STUDENT Submissions:

|   |                                 |          |                            |
|---|---------------------------------|----------|----------------------------|
| 2 | Director of Studies/Supervisor: | P Morgan | <b>Date:</b><br>18.11.2022 |
| 3 | Signature:                      | P Morgan |                            |

### For STAFF Submissions:

|   |                                    |  |              |
|---|------------------------------------|--|--------------|
| 4 | Academic Director/ Assistant Dean: |  | <b>Date:</b> |
| 5 | Signature:                         |  |              |

**Checklist:** Please complete the checklist below to ensure that you have completed the form according to the guidelines and attached any required documentation:

|                                     |                                                                                                                                                                                                                                                            |
|-------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <input checked="" type="checkbox"/> | I have read the guidance notes supplied before completing the form.                                                                                                                                                                                        |
| <input checked="" type="checkbox"/> | I have completed <b>ALL RELEVANT</b> sections of the form in full.                                                                                                                                                                                         |
| <input checked="" type="checkbox"/> | I confirm that the research activity has received approval in principle                                                                                                                                                                                    |
| <input type="checkbox"/>            | I have attached a copy of final/interim approval from external organisation ( <b>where appropriate</b> )                                                                                                                                                   |
| <input type="checkbox"/>            | I have attached a full risk assessment (where appropriate) <b>ONLY TICK IF YOU HAVE ATTACHED A FULL RISK ASSESSMENT</b>                                                                                                                                    |
| <input checked="" type="checkbox"/> | I understand that it is my responsibility to ensure that the above-named research activity will meet the University's Research Ethics and Integrity Code of Practice.                                                                                      |
| <input checked="" type="checkbox"/> | I understand that before commencing data collection all documents aimed at respondents (including information sheets, consent forms, questionnaires, interview schedules etc.) must be confirmed by the DoS/Supervisor, module tutor or Academic Director. |

**RESEARCH STUDENTS AND STAFF ONLY**

All communications relating to this application during its processing must be in writing and emailed to [pgresearch@uwtsd.ac.uk](mailto:pgresearch@uwtsd.ac.uk) , with the title 'Ethical Approval' followed by your name.

You will be informed of the outcome of your claim by email; therefore, it is important that you check your University and personal email accounts regularly.

**STUDENTS ON UNDERGRADUATE OR TAUGHT MASTERS PROGRAMMES** should submit this form (and receive the outcome) via systems explained to you by the supervisor/module leader.

**This form is available electronically from the Academic Office web pages:**

<https://www.uwtsd.ac.uk/academic-office/appendices-and-forms/>



### **3.3. Appendix 3: xxx**