Module Descriptor

Title	Migration, State and Society		
Session	2025/26	**Status**	
Code	SOCY10022	**SCQF Level**	10
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Education and Social Sciences**		
Module Co-ordinator	E Pietka-Nykaza		

Summary of Module

The issue of migration is a publicly volatile topic in most countries, expressed in media metaphors of 'floods' and 'spongers', and institutionalised in policies to build 'fortresses' and force assimilation. What is distinctly lacking in these public discourses and policies is a conceptual, historical and comparative understanding of migration processes. This module encourages students to investigate a range of migration themes in the contemporary world through a combination of conceptual analysis, thematic focuses, and empirical case-studies.

The module begins with an examination of migration patterns and key concepts in migration theory. The second part of the module explores key themes related to migration including: human rights, immigration policy and citizenship, forced migration, securitisation, development and integration. Finally, this module focuses on the national case-studies of high-income countries, and inter-relationships between specific countries or regions of the world with respect to migration.

The objectives of the course are: to examine the main theories and concepts in the fields of migration studies; to foster a critical understanding of migration processes topics in contemporary societies; and to highlight the need for a better informed public discourse and policies to address these increasingly significant policy issues in the modern world.

Module Delivery Method	**On-Campus[1]**	**Hybrid[2]**	**Online[3]**	**Work -Based Learning[4]**
	☒	☐	☐	☐

[1] Where contact hours are synchronous/ live and take place fully on campus. Campus-based learning is focused on providing an interactive learning experience supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus contact hours will be clearly articulated to students.

[2] The module includes a combination of synchronous/ live on-campus and online learning events. These will be supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus and online contact hours will be clearly articulated to students.

[3] Where all learning is solely delivered by web-based or internet-based technologies and the participants can engage in all learning activities through these means. All required contact hours will be clearly articulated to students.

[4] Learning activities where the main location for the learning experience is in the workplace. All required contact hours, whether online or on campus, will be clearly articulated to students

Campuses for Module Delivery	☐ Ayr ☐ Dumfries		☒ Lanarkshire ☐ London ☒ Paisley		☐ Online / Distance Learning ☐ Other (specify)	
Terms for Module Delivery	Term 1	☒	Term 2	☐	Term 3	☐
Long-thin Delivery over more than one Term	Term 1 – Term 2	☐	Term 2 – Term 3	☐	Term 3 – Term 1	☐

Learning Outcomes	
L1	Exhibit the ability to critically analyse the current academic and policy debates about migration
L2	Evaluate theoretical perspectives to explain migration flows and migrant experiences
L3	Demonstrate an understanding and capacity to critically analyse different concepts, themes and issues in contemporary migration studies
L4	
L5	

Employability Skills and Personal Development Planning (PDP) Skills	
SCQF Headings	**During completion of this module, there will be an opportunity to achieve core skills in:**
Knowledge and Understanding (K and U)	**SCQF 10** The specific knowledge and understanding that students gain from this module will be highly relevant and useful in terms of employability and their PDP skills. The module deliberately adopts a holistic, global and interdisciplinary perspective and employers are increasingly interested in such skillsets, especially when applied to the highly relevant focus on migration policy. Students will develop a depth of understanding of the values, principles and ideological underpinnings of theories of migration which impact on society at a global level.
Practice: Applied Knowledge and Understanding	**SCQF 10** Retrieving and examining relevant information from a variety of primary and secondary sources relating to migration through the use of global and interdisciplinary case studies. This applied/practice knowledge and understanding will also be supported by direct engagement with organisations working on these issues. Students will also be expected to apply knowledge and understanding from practice-based work in their assessments.
Generic Cognitive skills	**SCQF 10** For this module, students will be required to evaluate and develop a critical understanding of competing beliefs, ideas, concepts and issues related to migration narratives and policy .

	They will draw on logic and reasoning skills to examine these topics within seminars and will use their visual/auditory processing skills to present their understanding of these issues in assessments
Communication, ICT and Numeracy Skills	**SCQF 10** Students will be tested via the two assessments on their ability to communicate complex and contested ideas and theories regarding migration. Oral communication will also be developed through seminars to facilitate discussion on different topics and using tact and diplomacy to critically analyse viewpoints through a persuasive argument.
Autonomy, Accountability and Working with Others	**SCQF 10** Taking responsibility for planning time and meeting deadlines for assessments. Exercising autonomy and individual learning through seminar and coursework preparation

Prerequisites	**Module Code**	**Module Title**
	Other	
Co-requisites	**Module Code**	**Module Title**

Learning and Teaching	
In line with current learning and teaching principles, a 20-credit module includes 200 learning hours, normally including a minimum of 36 contact hours and maximum of 48 contact hours.	
Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	**Student Learning Hours** (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture / Core Content Delivery	30
Tutorial / Synchronous Support Activity	6
Asynchronous Class Activity	14
Independent Study	150
Please select	
Please select	
TOTAL	200

Indicative Resources
The following materials form essential underpinning for the module content and ultimately for the learning outcomes: de Haas, H. (2023). How Migration Really Works. Pengiun

Bönisch-Brednich et al., (2024). Migrant Narratives: Storytelling as Agency, Belonging and Community. London: Routledge

Collins, F. L. & Carling, J. (2019). Aspiration, Desire and the Drivers of Migration, London: Routledge

Bosniak, L. (2006) The Citizen and the Alien: dilemmas of contemporary membership, Princeton: Princeton University Press

Castles, S. and Miller, M. (2019) The Age of Migration: International Population Movements in the Modern World. 5th ed. Basingstoke: Palgrave Macmillan.

McKeever, A. (2020). Immigration Policy and Right-Wing Populism in Western Europe. Palgrave Macmillan.

Key Journals:

Journal of Ethnic and Migration Studies

Ethnic and Racial Studies

Race & Class

Journal of International Migration and Integration

Forced Migration Review

International Migration Review

International Migration

Journal of Refugee Studies

(N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk*) to wait until the start of session for confirmation of the most up-to-date material)

Attendance and Engagement Requirements

In line with the Student Attendance and Engagement Procedure, Students are academically engaged if they are regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time.

For the purposes of this module, academic engagement equates to the following:

All fulltime students (part-time and distant learning students should check with their programme leader for any queries) are required to attend all scheduled classes and participate with all delivered elements of the module as part of their engagement with their programme of study. Consideration will be given to students who have protection under the appropriate equality law. Please refer to UWS Regulations, Chapter 1, 1.64 – 1.67.

Equality and Diversity

The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: UWS Equality, Diversity and Human Rights Code.

Aligned with the overall commitment to equality and diversity stated in the Programme Specifications, the module supports equality of opportunity for students from all backgrounds and with different learning needs. Using Aula, learning materials will be presented electronically in formats that allow flexible access and manipulation of content (part-time and distant learning students should check with their programme leader for any queries). The module complies with university regulations and guidance on inclusive learning and teaching practice. Specialist assistive equipment, support provision and adjustment to assessment practice will be made in accordance with UWS policy and regulations.

Our partners are fully committed to the principles and practice of inclusiveness and our modules are designed to be accessible to all. Where this module is delivered overseas, local equivalent support for students and appropriate legislation applies. UWS Equality and Diversity Policy
(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)

Supplemental Information

Divisional Programme Board	**Social Sciences**
Overall Assessment Results	☐ **Pass / Fail** ☒ **Graded**
Module Eligible for Compensation	☐ **Yes** ☒ **No** **If this module is eligible for compensation, there may be cases where compensation is not permitted due to programme accreditation requirements. Please check the associated programme specification for details.**
School Assessment Board	UG Social Sciences
Moderator	A McKever
External Examiner	U Mukherjee
Accreditation Details	
Module Appears in CPD catalogue	☒ **Yes** ☐ **No**
Changes / Version Number	

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Case Study Plan (20%) A 1000-word (excluding bibliography) plan that will outline the student's case study.
Assessment 2
Case Study (80%) The researching and writing of a case study report (up to 3,000 words) on a particular migrant 'group' or type in particular location.
Assessment 3
(N.B. (i) Assessment Outcomes Grids for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed. (ii) An indicative schedule listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Module Handbook.)

Component 1							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Case study plan	☒	☒	☒	☐	☐	20	

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Case study	☒	☒	☒	☐	☐	80	

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☐	☐	☐	☐	☐		
Combined total for all components						100%	hours

Change Control

What	When	Who
New template, no changes 25/26	Mar 25	E Pietka-Nykaza