

## University of the West of Scotland

## Module Descriptor

Session: 2023-24

<b>Title of Module: Immigration and Asylum Law</b>			
<b>Code: LAWW09028</b>	<b>SCQF Level: 9 (Scottish Credit and Qualifications Framework)</b>	<b>Credit Points: 20</b>	<b>ECTS: 10 (European Credit Transfer Scheme)</b>
<b>School:</b>	School of Business and Creative Industries		
<b>Module Co-ordinator:</b>	Dr Susannah Paul		
<b>Summary of Module</b>			
<p><i>Module descriptor – This module will provide an introduction to immigration and asylum law in the United Kingdom.</i></p> <p><i>The course will be based around the following themes:</i></p> <ol style="list-style-type: none"> <li><i>1. Introduction to the conceptual and legal framework in relation to immigration, asylum and human rights</i></li> <li><i>2. Introduction to the contextual, political and socio-legal dimensions of immigration and asylum law.</i></li> <li><i>3. Migration: UK points-based system for work, business and study</i></li> <li><i>4. Asylum: international refugee law, seeking asylum in the UK, asylum and human rights.</i></li> </ol>			

<b>Module Delivery Method</b>					
<b>Face-To-Face</b>	<b>Blended</b>	<b>Fully Online</b>	<b>HybridC</b>	<b>Hybrid 0</b>	<b>Work-Based Learning</b>
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>See Guidance Note for details.</b>					

<b>Campus(es) for Module Delivery</b>						
The module will <b>normally</b> be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit) (tick as appropriate)						
<b>Paisley:</b>	<b>Ayr:</b>	<b>Dumfries:</b>	<b>Lanarkshire:</b>	<b>London:</b>	<b>Distance/Online Learning:</b>	<b>Other:</b>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Add name

<b>Term(s) for Module Delivery</b>
------------------------------------

(Provided viable student numbers permit).					
Term 1	<input type="checkbox"/>	Term 2	<input checked="" type="checkbox"/>	Term 3	<input type="checkbox"/>

<p><b>Learning Outcomes: (maximum of 5 statements)</b>  <b>These should take cognisance of the SCQF level descriptors and be at the appropriate level for the module.</b>          At the end of this module the student will be able to:</p>	
L1	<i>Demonstrate knowledge and understanding of the legal framework that relates to Immigration and Asylum in the UK.</i>
L2	<i>Identify the main reasons for migratory flows and critically evaluate the existing legal framework in the light of them.</i>
L3	<i>To use and analyse appropriate sources to explain and critique the law as it relates to Immigration and Asylum in the UK..</i>
L4	<i>Utilise learning resources including electronic resources to acquire knowledge and understanding of Immigration and Asylum Law.</i>
L5	Click or tap here to enter text.
<p><b>Employability Skills and Personal Development Planning (PDP) Skills</b></p>	
<b>SCQF Headings</b>	During completion of this module, there will be an opportunity to achieve core skills in:
Knowledge and Understanding (K and U)	<p><b>SCQF Level 9</b>  <i>Understanding the ways in which Immigration and Asylum Law has developed in the UK;</i>  <i>Understanding the main principles of UK Immigration and Asylum Law;</i>  <i>Critically evaluating the existing legal frameworks and the law as it relates to Immigration and Asylum in the UK.</i></p>
Practice: Applied Knowledge and Understanding	<p><b>SCQF Level 9</b>  <i>To be able to apply knowledge of legal frameworks and Immigration and Asylum Law to critique the legal frameworks and the current law.</i></p>
Generic Cognitive skills	<p><b>SCQF Level 9</b>  <i>Using information from a variety of sources to present reasoned opinions.</i></p>
Communication, ICT and Numeracy Skills	<p><b>SCQF Level 9</b>  <i>Communicating effectively orally and in writing;</i>  <i>Interpreting complex primary materials;</i>  <i>Making effective use of information retrieval systems and use information technology applications to present documents in an appropriate form.</i></p>
Autonomy, Accountability and Working with others	<p><b>SCQF Level 9</b>  <i>Working effectively, together with others in groups or teams, taking a leadership role where appropriate.</i>  <i>Systematically identifying and addressing their own learning needs both in current and in new areas, making use of research primary legal source materials as</i></p>

	<i>appropriate.</i>	
<b>Pre-requisites:</b>	Before undertaking this module the student should have undertaken the following:	
	<b>Module Code:</b> <i>LAWW07019</i>	<b>Module Title: Public Law I</b>
	<b>Other:</b> <i>LAWW07020</i>	Module Title: Public Law II
<b>Co-requisites</b>	<b>Module Code:</b>	<b>Module Title:</b>

\*Indicates that module descriptor is not published.

<b>Learning and Teaching</b>	
<b>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.</b>	
<b>Learning Activities</b> During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	<b>Student Learning Hours</b> (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)
Tutorial/Synchronous Support Activity	36
Independent Study	164
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
	Hours Total 200
<b>**Indicative Resources: (eg. Core text, journals, internet access)</b>	

The following materials form essential underpinning for the module content and ultimately for the learning outcomes:

*Clayton, G. (2021) Immigration and Asylum Law, Ninth Edition, Oxford University Press*

Click or tap here to enter text.

Please ensure the list is kept short and current. Essential resources should be included, broader resources should be kept for module handbooks / Aula VLE.

Resources should be listed in Right Harvard referencing style or agreed professional body deviation and in alphabetical order.

(\*\*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:

*Attending and participating in timetabled classes (online and on-campus)*

### **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](#).

Please ensure any specific requirements are detailed in this section. Module Co-ordinators should consider the accessibility of their module for groups with protected characteristics..

(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**

*Accounting, Finance and Law*

<b>Assessment Results (Pass/Fail)</b>	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
<b>School Assessment Board</b>	<i>Accounting, Finance and Law</i>
<b>Moderator</b>	Dr Samuel White
<b>External Examiner</b>	Belen Olmos Giupponi
<b>Accreditation Details</b>	e.g. ACCA <a href="#">Click or tap here to enter text.</a>
<b>Changes/Version Number</b>	

**Assessment: (also refer to Assessment Outcomes Grids below)**

This section should make transparent what assessment categories form part of this module (stating what % contributes to the final mark).

Maximum of 3 main assessment categories can be identified (which may comprise smaller elements of assessment).

**NB: The 30% aggregate regulation (Reg. 3.9) (40% for PG) for each main category must be taken into account. When using PSMD, if all assessments are recorded in the one box, only one assessment grid will show and the 30% (40% at PG) aggregate regulation will not stand. For the aggregate regulation to stand, each component of assessment must be captured in a separate box.**

Please provide brief information about the overall approach to assessment that is taken within the module. In order to be flexible with assessment delivery, be brief, but do state assessment type (e.g. written assignment rather than “essay” / presentation, etc ) and keep the detail for the module handbook. [Click or tap here to enter text.](#)

Assessment 1 – **Essay 100%**

(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.)

**Assessment Outcome Grids (See Guidance Note)**

<b>Component 1</b>							
<b>Assessment Type (Footnote B.)</b>	<b>Learning Outcome (1)</b>	<b>Learning Outcome (2)</b>	<b>Learning Outcome (3)</b>	<b>Learning Outcome (4)</b>	<b>Learning Outcome (5)</b>	<b>Weighting (%) of Assessment Element</b>	<b>Timetabled Contact Hours</b>
	x	x	x	x	x	100%	0