Module Descriptor

Title	International Migration and Diaspora Governance		
Session	2026/27	**Status**	
Code	MPAL 11004	**SCQF Level**	**SCQF 11**
Credit Points	30	**ECTS (European Credit Transfer Scheme)**	15
School	School of Education & Social Sciences		
Module Co-ordinator	K. Camaj		

Summary of Module

This module will examine a range of concepts and patterns of migration and diaspora drawing on various case studies and research across sociology, political science, policy, and cultural studies. This module provides students with the opportunity to critically engage in various perspectives of diaspora governance, and the construction and deconstruction of identities (pre- and post-migration). Moreover, it explores the complex configurations of institutions, politics, and normative claims that underpin migration-related policy. The module explicitly fosters a comparative, intersectional and interdisciplinary perspective. Students are encouraged to explore how different topics of concern are addressed in - and between - different disciplinary fields, and how research is used outside academia to inform policy and inform/shape public opinion. Furthermore, this module draws support from the Centre for Migration, Diaspora, Citizenship, and Identity (CMDCI) of UWS, in form of guest lecturers, academic literature and support, and will create a sense of belonging for all students who are interested in migration and diaspora studies. Further, this module will assist in an in-depth understanding of various UN SDG goals, including (1) No poverty, (4) Quality education, (5) Gender equality, as well as (10) Reduced inequalities. These goals will be analysed via a storytelling and research led seminars that will focus on various migration themes. Lastly, this module allows and encourages students to share their stories and experiences, creating a more inclusive and engaging environment

Module Delivery Method	On-Campus[1] ☒	Hybrid[2] ☐	Online[3] ☐	Work -Based Learning[4] ☐
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	Demonstrate a critical understanding of the process of migration and the impact on sending and receiving societies.
L2	Exhibit the ability to critically analyse academic literatures and debates on international migration and diaspora politics.
L3	Think in inter-disciplinary ways about the impact of migration and relevant policy processes.
L4	Exhibit the ability to critically analyse different concepts, themes, and issues in migration studies.
L5	Reflect and evaluate migrant experiences, and the creation of diaspora groups.

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 Level 11** Students will develop critical knowledge and understanding of key theories and concepts in migration studies and diaspora governance In addition, through knowledge gained, students will develop a deeper comprehension of intercultural acceptance
Practice: Applied Knowledge and Understanding	**SCQF Level 11** Students will apply knowledge and understanding of migration issues in class-based discussions, online forums, and in assessment practice.

[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

Generic Cognitive skills	**SCQF Level 11** Students will develop a range of academic and professional skills including those relevant to critical reflection on assessing evidence on migration governance and policy issues.
Communication, ICT and Numeracy Skills	**SCQF Level 11** Students will engage with a range of modes of communication, oral, literary, and in online forums in the VLE Aula.
Autonomy, Accountability and Working with Others	**SCQF Level 11** Students will have opportunities to work in groups and will work autonomously to discuss and debate issues. In addition, they will be encouraged to share their own experiences with migration. Student will learn to be good listeners of the experiences of others and show empathy and humility when working with others.

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

Learning and Teaching	
In line with current learning and teaching principles, a 30-credit module includes 300 learning hours, normally including a minimum of 54 contact hours and a maximum of 72 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	36
Tutorial/Synchronous Support Activity	9
Practice Based Learning	9
Independent Study	246
TOTAL	300

Indicative Resources
The following materials form essential underpinning for the module content and ultimately for the learning outcomes: Brubaker, R. (2005) *The 'diaspora' diaspora*. Ethnic and Racial Studies, 28(1). Camaj, K. (2024) *In Search of Home*. Studies in Migration and Diaspora, Routledge. Collins, F. L. & Carling, J. (2019). *Aspiration, Desire and the Drivers of Migration*, London: Routledge

Carling, J. (2017) *How does migration arise?. Ideas to inform international cooperation on safe, orderly and regular migration*, pp.19-26.

de Haas, H. (2023). *How Migration Really Works*. Penguin

Hagen-Zanker, J. (2008) *Why Do People Migrate?* A Review of the Theoretical Literature. SSRN Electronic Journal.

MacDonald, J. and MacDonald, L. (1964) *Chain Migration Ethnic Neighborhood Formation and Social Networks*. The Milbank Memorial Fund Quarterly, 42(1), p.82.

(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:

This module requires attendance and active student engagement. In-class activities are formative assignments geared towards accomplishing the learning outcomes. As per UKVI regulations students have to attend all classes (see UWS Student Attendance and Engagement Procedure - 2026). If a student will not be able to attend a class, the student must contact the module lecturer and coordinator beforehand.

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.

In addition, this module in line with the MPA programme EDI policy meaning that it has included inclusivity in four areas: a) Designing course material b) Inclusive Teaching in class c) Assessment and d) Providing extra support to the students. The module places particular focus on decolonisation in its narrative, theories, accounts, and perspectives engaged.

Furthermore, due to its theme and focus, the module actively aspires to the creation of plural, de-hierarchised learning space(s), treating everyone with dignity and presupposing the intellectual equality of everyone.

(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	PG Social Sciences
Moderator	E. Pietka-Nykaza
External Examiner	Claire MacRae
Accreditation Details	
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	1

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Group Presentation (2 students, 15 minutes per person, 40%)
Assessment 2
Written assessment (3000 words, 60%)
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**
Group presentation	☒	☐	☒	☐	☐	40	

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Written assessment	☐	☒	☐	☒	☒	60	

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
Transferred to new module template	28 Mar 25	K. Camaj
Amended for ILQR	29 June 26	A. Gouglas