Module Descriptor

Title	Migration, State & Society		
Session	2026/27	**Status**	
Code	SSPG11021	**SCQF Level**	**SCQF 11**
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: immigration policy and citizenship, securitisation, bordering practices, integration and inequality, and diaspora communities to understand and critically analyse migration process and their impact on wider society and migrants themselves.

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	Demonstrate critical insight into current academic and policy debates about migration
L2	Apply specialist theoretical knowledge to explain migration flows and migrant experience
L3	Demonstrate critical knowledge and understanding and capacity to critically analyse and synthesise 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 11** 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 11** 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 11** 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 11** 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 11** 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	10
Independent Study	154
TOTAL	200

Indicative Resources
The following materials form essential underpinning for the module content and ultimately for the learning outcomes: Bönisch-Brednich et al., (2024). Migrant Narratives: Storytelling as Agency, Belonging and Community. 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.

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

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:

Students 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.

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 line with current legislation (Equality Act, 2010) and the UWS Equality, Diversity, and Human Rights Code, our modules are accessible and inclusive, with reasonable adjustment for different needs where appropriate. Module materials comply with University guidance on inclusive learning and teaching, and specialist assistive equipment, support provision and adjustment to assessment practice will be made in accordance with UWS policy and regulations.

(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	A McKever
External Examiner	U Mukhjerjee
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 1200-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 4,000 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	☒	☒	☒	☐	☐	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 module	Mar 26	E Pietka-Nyaza