Module Descriptor

Title	Modern Slavery and Human trafficking		
Session	2025/26	**Status**	
Code	SOCY09063	**SCQF Level**	9
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Education and Social Sciences**		
Module Co-ordinator	N Hay		

Summary of Module

This module introduces students to the global challenge of modern slavery and human trafficking. Students will develop a critical understanding of the different foms of modern slavery, the geo-political policy responses, and the implications of existing policies and practices. It will adopt a multidisciplinary approach drawing on criminology, social policy, human rights, and law to provide students with opportunities to engage in academic debates exploring the reasons for modern slavery, the experiences of different populations, and the 'survivor-led' approaches seeking to tackle these issues. In doing so, the module will incorporate a series of global comparative case studies.

Topics will be underpinned by an intersectional lens aimed at deepening understanding of the gender and racial factors that impact victims. Upon completing the module, students will have developed the transferrable skills to reseach the scale and forms of modern slavery; to analyse the impact of policy changes; and to identify evidence-based practice addressing these contemporary challenges.

The module aims will be focused across four key areas of study and will introduce students to the following areas of investigation. (These are subject to change depending on staff availability for contributions):

1: Introduction and Types of Modern Slavery

What do we know about Modern Slavery and Human trafficking?

Modern Slavery and the Online Environment: Sexual Exploitation and Pornography

Child Exploitation and Trafficking

 2: Why are people forced into modern slavery?

Modern slavery and global supply chains: forced labour

Domestic servitude

 3: UK and International policy and practice:

Modern slavery, human rights and immigration policy (incl.the Nationality and Borders Act 2022 and its impact on trafficked sex workers)

Prosecution of the traffickers: examining the role of criminal justice.

4: Support provisions for victims of trafficking

Protection of survivors: responses and case studies

The module aims to develop transferrable skills, including critical thinking, policy analysis and effective policy development. This will prepare students to understand underlying policy decisions in potential future career sectors, including:

- Frontline victim support

- Charitable sector

- Law enformcemnt agencises including Police, National Crime Agency, Immigration

- Civil service -policy and research

- Social work

For Social Science and Criminal Justice students, this module will build on the study of criminal justice and immigration racialised policy responses in the L9 module Ethnicity, Race and Social Relations. It will further complement a number of existing L10 modules across the two programmes, including Victimology, Crime as Social Harm. Finally, the module will highlight many of the conditions including policy responses that lead to situations of trafficking and forced labour with a focus on Sustainable Development Goals 4 and 8.

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	Students will learn to identify and conceptualise the many different forms of modern slavery, including a focus on human trafficking.

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[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

L2	Students will develop a deep understanding of the intersectional and structural factors and processes that lead to modern slavery and human trafficking.
L3	Students will be able to develop evidence-based policy and practice in response to the different geo-political contexts within which modern slavery exists.
L4	Students will be able to research, analyse and communicate complex experiences and ideas in a clear and concise way.
L5	Students will learn to critically analyse immigration, human rights and criminal justice policy and the implications thereof on human trafficking and exploitation.

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 9** The specific knowledge and understanding that students will cultivate from this module will yield great utility in terms of employability and PDP skills in preparing them for the future world of work. As the module will adopt a global and interdisciplinary approach, employers will be interested in such a skill set, particularly the application of research and evidence to policy.
Practice: Applied Knowledge and Understanding	**SCQF 9** Given that modern slavery and human trafficking is predicted to increase in the coming years, having the ability to critically analyse research and evidence in order to develop programmes and policies to address modern slavery and human trafficking is vital. Moreover, students will be learning to look across policy areas such as criminal justice, immigration and human rights, in order to apply best practice approaches to problem solving. These core skills will be essential for future employers. The applied knowledge and understanding will be supported by direct engagement with organisations working in the field who will provide insights into both lived experiences and practice-based support. This information will be incorporated into the module assessments.
Generic Cognitive skills	**SCQF 9** During the module, students will learn to identify, collect and analyse relevant research from a variety of academic, policy and other sources relating to modern slavery and human trafficking. They will also develop core communication skills by presenting their work on these sensitive topics. This will be attained and enhanced through the use of global and interdisciplinary case studies.
Communication, ICT and Numeracy Skills	**SCQF 9** Students will be assessed via two assessments on their ability to clearly and concisely covery and communicate complex and contested ideas and theories regarding modern slavery and human trafficking and exploitation.
Autonomy, Accountability and Working with Others	**SCQF 9** The development of responsibility and self-efficacy through time management planning and meeting submission deadlines for assessments.

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	36
Tutorial / Synchronous Support Activity	6
Asynchronous Class Activity	14
Please select	144
Please select	
Please select	
TOTAL	200

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

Asquith, W., Kiconco, A. and Balch, A., 2022. A review of current promising practices in the engagement of people with lived experience to address modern slavery and human trafficking. Modern Slavery & Human Rights Policy & Evidence Centre, London.

Broad, R. and Turnbull, N., 2019. From human trafficking to modern slavery: The development of anti-trafficking policy in the UK. European Journal on Criminal Policy and Research, 25, pp.119-133.

Cameron, E.C., Hemingway, S.L., Cunningham, F.J. and Jacquin, K.M., 2021. Global crises: Gendered vulnerabilities of structural inequality, environmental performance, and modern slavery. Human Arenas, 4(3), pp.391-412.

Cameron, E.C., Hemingway, S.L., Tschida, S.L., Heer, R.K. and Jacquin, K.M., 2023. Gender inequality in national laws predicts estimated prevalence of modern slavery victims across countries. Journal of Human Trafficking, 9(4), pp.474-490.

Charnley, H. and Nkhoma, P., 2020. Moving beyond contemporary discourses: children, prostitution, modern slavery and human trafficking. Critical and Radical Social Work, 8(2), pp.205-221.

Giammarinaro, M.G., 2022. Understanding severe exploitation requires a human rights and gender-sensitive intersectional approach. Frontiers in Human Dynamics, 4, p.861600.

Hynes, P., 2022. Exploring the interface between asylum, human trafficking and/or 'modern slavery' within a hostile environment in the UK. Social Sciences, 11(6), p.246.

Jovanović, M., Topp, V. and Fluhr, F., 2024. The Hierarchy of Victimhood: Prisons and States' Responsibility to Protect Every Victim of Modern Slavery and Human Trafficking. International Criminology, 4(4), pp.383-395.

Kara, S., 2017. Perspectives on human trafficking and modern forms of slavery. Social Inclusion, 5(2), pp.1-2.

Keighley, R. and Sanders, T., 2023. Prevention of modern slavery within sex work: Study protocol of a mixed methods project looking at the role of adult services websites. PLoS one, 18(5), p.e0285829.

Mordeson, J.N. and Mathew, S., 2021. Mathematics of uncertainty for coping with world challenges: Climate change, world hunger, modern slavery, coronavirus, human trafficking (Vol. 353). Springer Nature.

Nersessian, D. and Pachamanova, D., 2022. Human trafficking in the global supply chain: Using machine learning to understand corporate disclosures under the uk modern slavery act. Harv. Hum. Rts. J., 35, p.1.

Wright, N., Jordan, M. and Lazzarino, R., 2021. Interventions to support the mental health of survivors of modern slavery and human trafficking: A systematic review. International journal of social psychiatry, 67(8), pp.1026-1034.

Weitzer, R., 2020. Modern slavery and human trafficking. Great Decisions, pp.41-52.

(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:

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.

(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	Please select
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	TBC
External Examiner	TBC
Accreditation Details	
Module Appears in CPD catalogue	☒ Yes ☐ No
Changes / Version Number	

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Assessment 1 – Presentation on a current issue related to modern slavery and human trafficking (40%)   This assessment will require students to present their understanding of a current issue related to modern slavery and human trafficking underpinned by intersectionality. This can either be presented in the form of: a podcast, a vlog, a blog post or an academic poster. A podcast or vlog should be 10 minutes long max. Blog posts should be 1200 words max, and an academic poster should include no more than 500 words.
Assessment 2
Assessment 2 Essay/Policy Memo (60%)   The researching and writing of a 2500-word essay/policy memo will require students to   draw upon their knowledge and understanding of modern slavery and human trafficking in relation to a policy proposal. Writing of the essay/policy memo will require students to analyse a rangeo f material, to construct a clear argument and to communicate their ideas effectively.
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**
Presentation	☒	☒	☒	☐	☐	40%	

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Policy Memom	☒	☒	☒	☒	☒	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
New Module	Mar 25	N Hay