

## Programme Specification

A Programme Specification provides a concise summary of the main features of a programme and its intended learning outcomes. It is intended to be used by prospective students, current students, academic staff and potential employers.

<b>Programme Title:</b>	
<b>MSc Migration Studies: Policy and Practice</b>	
<b>Programme (AOS) Code(s):</b>	<b>MH1MIG9 (Full Time); MH2MIG9 (Part Time)</b>
<b>UCAS Code:</b>	<b>N/A</b>
<b>Name of Final Award:</b>	<b>Master of Science, MSc</b>
<b>Level of Qualification:</b>	<b>Level 7</b>
<b>Regime of Delivery:</b>	<b>Flexible &amp; Distributed Learning: Blended Learning</b>
<b>Mode(s) of Delivery:</b>	<b>Full time, Part Time</b>
<b>Typical Length of Study (Years):</b>	<b>1 year (full time) 2 years (part time)</b>
<b>Professional Body Recognition / Accreditation (including specific requirements where applicable):</b>	<b>N/A</b>

### Brief Description of the Programme

The United Nations Research Institute for Social Development wrote, back in 2007, that there was a “*need to engage in informed debates on the impact of migration on social development in general, and on ... the implications for all spheres of social policy, including gender roles and care regimes, social protection and redistribution as well as the relationship between citizens and the state in both destination and origin countries. Migration impacts on all the spheres with which social policy is concerned, and because it has both a national and an international, or transnational dimension it also affects policy at all levels.*” In addition, there is recognition of the necessity for increased levels of informed, nuanced policy and practice awareness as outlined by Centre for Global Policy Development in 2018 in their set of informative notes entitled “Migration Is What You Make It: Seven Policy Decisions that Turned Challenges into Opportunities”.

The MSc. Migration Studies: *Policy and Practice*, provides students with postgraduate learning regarding all aspects of migration. In addition, the MSc. tackles the implications of the well documented increase (and complexity in pathways) of international migration as well as the anticipated growth in international human movement in future decades. There is the consideration of the national and global wellbeing outcomes which will (and do) vary depending on how policymakers choose to regulate labour markets, benefits systems, and mobility itself. This complex interplay enables ‘receiving’ and ‘sending’ states to either receive positive benefits from immigration or create negative outcomes for the citizens of host countries, migrants, and immigrants’ home countries/economies; as interrogated in depth by the *United Nations Social and Economic Affairs* 2013 reports on International migration policies and the adoption by UN member agencies of the *International Compact on Migration* in December 2018 in recognition of the fact that approximately 3.4% of the world’s population are now international migrants. The UN International Office of Migration and the European Border and Coastguard Agency (FRONTEX) offer

specialist services to a wide variety of Government agencies and engage with international standards of training and awareness of issues impacting migrants as well as state security concerns.

The above all highlights the complexity of studies in this area. There is a necessity for multiple perspectives: Sociology; Policy; Law; Human Rights; Health; Psychology; Media; the Arts. The flexible design of the MSc. allows students to choose modules in all of these disciplines and seek to specialise in a particular one, or ones, which may become the focus for their year-long Dissertation.

#### **Who is it for?**

The MSc. Migration Studies provides the student with the relevant skill sets pertaining to working with migrant populations and agencies engaged with them and it would prove particularly attractive for entrants to this burgeoning sector of practice. Moreover, the demographic increase in post-diasporic communities domiciled in London and South East UK further suggests the need for increasing levels of high level competency amongst practitioners engaged with minority and migrant groups as well as an increasing number of BAME professionals coming through academic training.

Further, as has been increasingly evidenced in higher education debates there is an increasing demand from BAME students to engage with curricula and pedagogic practice which is relevant and accessible in relation to both personal experience, and which supports learning for necessary professional qualifications (e.g. particularly pertinent in terms of BNU student body/programme offer to nursing, social work, early years education students etc.).

The MSc. is for graduates of degrees in: Politics & International Relations; Sociology; Social Policy; Criminology; Law; Health; Policing; Forensic Studies; Geography; Hospitality, Leisure & Tourism; Communication & Media Studies; Economics. It is also for those who may currently be working within: NGOs/charities (addressing refugee, diversity, housing, poverty, human rights issues, etc); social enterprises; national or local government; health services; the criminal justice system; intelligence agencies, etc.

## **Programme Aims**

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|---|---|
| 1 | Provide a critical awareness and systematic understanding of the current knowledge, theory and evidence based practice relevant to the field of migration studies, as well as current areas of scholarly interest and policy relevance.               |
| 2 | Offer students opportunities to develop skills and capabilities relevant to progress into, or enhance performance in, professional practice or policymaking addressed to migration and migrants.  |
| 3 | Develop a comprehensive understanding of techniques and research methods (quantitative & qualitative data analysis, interpretation, evaluation and synthesis) applicable to research or advanced scholarship on international migration and migrants. |
| 4 | Develop communication skills in preparation for the dissemination of work to a wide range of written (e.g. professional reports, journal papers, conference posters) and oral (e.g. presentations, one-to-one feedback) formats.                      |

## Programme Learning Outcomes

The Bucks Graduate Attributes focus on the development of innovative leaders in professional and creative capacities, who are equipped to operate in the 21st Century labour market and make a positive impact as global citizens. The attributes are developed through the programme.

ID	Learning Outcome
<b>Graduate Attribute: Knowledge and its application (K)</b>	
K1	Demonstrate a critical awareness of contemporary trends, issues and debates in international migration and human mobility that are salient in current research and/or professional practice.
K2	Demonstrate a systematic understanding of causes, modalities and consequences of various types of international migration.
K3	Critically evaluate theories and methodologies that inform research on issues relating to international migration, and their application in examples of current scholarship and enquiry.
K4	Demonstrate a critical awareness of the lived experiences of migrants in society, the social construction of their identities, and their agency.
K5	Develop a systematic and critical understanding of processes through which policies impacting migrant and minority/diasporic communities are formulated, implemented, developed and evaluated.
K6	Evaluate migration policy formulation/interventions whilst demonstrating an awareness of the wider policy and political context at local, national and supranational level which impact decision making processes.
K7	Effectively communicate (in written, verbal or creative performing arts) the implications and practical applications of their research.
<b>Graduate Attribute: Creativity (C)</b>	
C1	Employ established techniques of research and enquiry to analyse issues relating to international migration, showing originality in the application of knowledge.
C2	Show practical understanding and insight in using appropriate scholarly knowledge and methods of enquiry to pose policy solutions to challenges relating to migrant experiences in society.
C3	Identify, understand, evaluate and apply relevant theory to real world issues around the refugee experience.
C4	Synthesize their knowledge to provide an original group output (presentation, performance, report) as part of an entrepreneurial task.
<b>Graduate Attribute: Social and ethical awareness and responsibility (S)</b>	
S1	Critically evaluate ethical perspectives on issues relating to various types of international migration, migrant incorporation and identities in receiving societies.
S2	Demonstrate comprehensive knowledge of health institutions, regulations in relation to health access, statutory public health duties, processes and actors involved in the governance of health which impact international migrants and refugees at both national and supra-national levels.
S3	Develop an ethical, empathetic, empowering, human rights-aware, solution-focused approach with people who are forced to migrate and seek refuge

**Graduate Attribute: Leadership and self-development (L)**

L1	Show practical understanding and insight into the challenges and solutions pertinent to developing interventions for migrant/refugee and diasporic communities demonstrating appropriate scholarly knowledge and methods.
L2	Critically evaluate and reflect upon their participation in an entrepreneurial task.
L3	Demonstrate the ability to work independently and in a collegiate way to source key documentation, research and other evidence in order to systematically present it verbally and in a concise, written format to a formal academic standard

**Programme Structure**

Programmes are structured in stages. The number of stages will vary depending on the mode (e.g. full-time, part-time), duration and location of study which will be detailed in the Programme Handbook.

Modules are set at a specific academic level and listed as either core (compulsory) or optional. The level indicates the relative academic difficulty which will increase through the programme. Passing modules will reward you with academic credit. The amount of credits will depend on the complexity of the module and the level of effort required, which is measured in 'notional learning hours'.

Our [Academic Advice webpages](#) provide more information on the structure of taught awards offered by the University.

*Please note: Not all option modules will necessarily be offered in any one year. Other option modules may also be introduced at a later stage enabling the programme to respond to sector developments.*

**Level 7**

Code	Module Title	Credit	Core / Option	Compensable (Normally Yes)
LC744	Migration Studies: <i>Issues &amp; Perspectives</i>	15	Core	Yes
LC745	Migration Studies: <i>Inclusion, Inequality &amp; Identity</i>	15	Core	Yes
Students choose 30 credits of optional modules (from list below)				
LC748	Policy & Governance (Migration)	15	Option	Yes
LC751	Case Studies: <i>Working with Communities</i>	15	Option	Yes
LC746	Racism, Migration & Health	15	Option	Yes
LC747	Refugee Studies	15	Option	Yes
LW726	European Human Rights	15	Option	Yes
Students choose a combination of optional modules (from list above) and/or optional modules (from list below) (60 credits in MH1MIG9; 30 credits in Year 2 of MH2MIG9)				
LC749	Migration, Media & the Arts	15	Option	Yes
PS737	Positive Psychology in Practice	15	Option	Yes
PS767	Vulnerable Groups in Forensic Settings	15	Option	Yes
PS773	Family Intervention Skills	15	Option	Yes
SE703	Civil Protection Crisis & Emergency Management	30	Option	Yes
LW727	International Human Rights	15	Option	Yes

PS738	Applied Research Skills	15	Core	Yes
PS739	Data Analysis and Interpretation	15	Core	Yes
LC750	Postgraduate Migration Dissertation	60	Core	No

## Learning and Teaching Activities

Please see the [Academic Advice pages](#) for a description of learning and teaching activities that are recognised by the University. Detailed information on this specific programme is outlined below:

The programme will be delivered via ‘flexible and distributed learning’ (FDL), which is defined by the QAA as education via means that do not require the student to attend specific weekly classes at specific location, thus, covering terms such as ‘blended learning’ and ‘distance learning’. Learning and teaching processes will be offered through Blackboard™ (Bb), the University’s Virtual Learning Environment.

Teaching methods utilised will include: online lectures, online classroom-based activities (utilising Blackboard Collaborate), independent learning methods, practical online based sessions (including role-playing and simulation).

**Online lectures** enable dissemination of knowledge to large numbers of students. They typically provide structure to the topic area in order to facilitate understanding and inspire students to think critically about the issues, promoting further independent learning.

**Online seminars and discussion boards (BB Collaborate)** will provide a forum in which students can engage with the subject, clarify issues and begin to discuss the subject matter critically via various pre-set activities.

Students will be expected to prepare in advance for each week’s topic, and be involved in the learning process, to demonstrating their independent learning and critical evaluation skills.

**Student presentations** will also encourage students to critically examine the application of sociological theory to decision making and/or behaviour. Students are encouraged to work as a group to coordinate presentations to a professional standard.

**Online Workshop** activities can include the practical use of the statistics software package SPSS, which is used by social scientists for the analysis and presentation of quantitative data. Students will be able to follow along with demonstrations, as well as live screen mirroring exercises wherein they will develop their data analysis and evaluation skills to an advanced level. In addition, other workshops can incorporate simulations, cross-examinations (e.g. vivas), debates etc.

The University has a **Virtual Learning Environment** called ‘Blackboard’, which is a digitally based programme that offers an abundance of supportive features used by lecturers teaching on this programme. Additional resources beyond lecture and activity materials will be available here in the forms of:

- *Peer support* – facilitated through the use of the discussion board facility
- *Self-assessment* - quizzes
- *Notices* – maintains communication between lecturer and students between teaching sessions.

- *Resources page* – on-line links to good academic articles of relevance to the module
- *E-Journals* – students registered on Blackboard have the ability to access full-text e-journals that the library subscribes to from anywhere that they have Internet access.
- *Course documents* – such as; lecture handouts, seminar activities, module guides, seminar readings, assessment guidelines, reading list etc.

### Additional Course Costs

There are costs associated with all studies, additional to the tuition fee, which require consideration, when planning and budgeting for expenditure. Costs are indicative and for the total length of the course shown unless otherwise stated and will increase with inflation; depending on the programme they may include equipment, printing, project materials, study trips, placement activities, DBS and/or other security checks.

While a primarily online based learning course, there will be the encouragement of travel to various settings of relevance to studies in migration. Any associated costs will be incurred by the students.

Whilst every attempt will be made to provide students with book recommendations that are accessible online, some students may wish to purchase text versions so estimated book costs of £100 annually are indicated.

### Contact Hours

1 unit of credit is the equivalent of 10 notional learning hours. Full time undergraduate students study 120 credits (1200 hours) and full-time postgraduate students study 180 credits (1800 hours) per year or 'stage' of the course.

Course Stage	Scheduled Activities (Hours)	Guided Independent Study (Hours)	Placement / Study Abroad (Hours)
Full time (Year 1)	288	1512	
Part time (Year 1)	124	476	
Part time (Year 2)	164	1036	

### Assessment Methods

The [Assessment and Examination webpages](#) provide further information on how assignments are marked and moderated, including a description of assessment activities. These also include further information about how feedback on assessed work is provided to students, including our commitment to ensure this is provided to students within 15 working days (the 'three-week turnaround').

### Assessment methods

Summative assessments are designed to test the achievement of the learning outcomes. Some modules include formative assessments. Whilst these do not give marks towards the final module grade, they offer students a valuable learning resource by way of feedback from the tutors, which can offer direction for improved performance on the summative assignments.

A range of summative assessment methods may be employed on this course, as follows:

- **Time-constrained assignment** will enable the students to demonstrate the breadth of knowledge gained on a module. It will familiarise the students with examination style questions with which they will be confronted, either in the same module or subsequent modules.
- **Poster presentation** will enable the students to demonstrate the skills to present a complex piece of research in a brief, concise and visual format. Students may be required to work independently or in groups to coordinate a presentation to a professional standard.
- **Oral Presentations** will permit students to demonstrate their knowledge through effective communication skills, and to demonstrate sensitivity to contextual and interpersonal factors.
- **Examinations** will allow the students to demonstrate their ability to synthesise a plethora of theoretical, empirical and applied literature in their examination answers. It will examine their capacity for independent thought, and ability to analyse and evaluate the information they are presenting in an original manner. Most examinations are unseen; however, some modules utilise a 'seen' examination, where the questions are released to the students two weeks prior to the examination date. These foster a higher level of analysis and evaluation than is possible in an unseen situation.
- **Essays** will provide the opportunity for students to demonstrate in-depth understanding of a particular aspect of their learning. It will encourage them to engage in conducting a systematic literature review and provide the opportunity for them to demonstrate their capacity to critically analyse, synthesis and evaluate the principles, processes and debates inherent in the material, and to present a rational, coherent, information-based argument.
- **Research Reports** will be required in some modules. It will enable students to demonstrate their ability to: define a research problem, critically review relevant academic literature, formulate relevant hypotheses, operationalise variables and design a study, analyse and interpret the forthcoming data, to discuss the findings in relation to the literature, evaluate the contribution of the study to the knowledge area, and write the report in a formal style.
- **Professional Style Reports** will be required for some modules, allowing students to develop highly useful transferable skills. Examples of these include policy reports, court reports, expert witness reports and risk assessment/management reports, all important aspects of required within day-to-day working.
- **Reflective Accounts** will be incorporated into some modules. Such assessments will ensure students maintain a high level of self-awareness throughout the degree, and actively engaging in ethical practice throughout, as per the Health and Care Professions Council's



Guidance on Conduct & Ethics for Students. Students will be required to reflect on aspects of their studies including their own position established as part role-playing, simulation exercises or group presentations.

- **Empirical Dissertation** represents a major piece of independent research activity within the field of migration chosen by the student This will involve a number of options including collecting original empirical (quantitative or qualitative) data from participants, or equivalent alternatives such as computational modelling of empirical or secondary data analysis, making use of large data sets, or an extended literature review or a performance (or other creative output). It will be undertaken with support from an academic supervisor and with regular meetings throughout the academic year.

## Classification

**Calculation of final award:** Level 7 – 100%

For full details of assessment regulations for all taught programmes please refer to our [Results webpages](#). These include the criteria for degree classification.

## Admissions Requirements

Please see the [Application webpages](#) for more information on how to apply, including a statement on how we support students from a variety of backgrounds. Please also see our [general entry requirements](#) for taught programmes. Applicants who do not meet our published entry requirements are encouraged to contact our admissions team for further advice and guidance.

## Typical applicant profile and any programme-specific entry requirements

Given that the HESA statistical bulletin (January 2019) reports an increase in numbers of students across all ethnicities studying at M and Doctoral Level (particularly amongst non-EU nationals) with a 3% increase since 2016/17 each in social sciences and law/legally related programmes, and that ONS (2017) data reveals that the largest number of UK domiciled social sciences graduates are employed in the public sector; the programme, therefore, provides a tailored offering of an ever-increasingly relevant skill set pertaining to working with migrant populations and agencies engaged with them.

Moreover, the demographic increase in post-diasporic communities domiciled in London and South East UK (see AccessHE's, 2018 study on hyper-diversity amongst London based students for example ) further suggests the need for increasing levels of high level competency amongst practitioners engaged with minority and migrant groups as well as an increasing number of BAME professionals coming through academic training.

There is an increasing demand from BAME students to engage with curricula and pedagogic practice which is relevant and accessible in relation to both personal experience, and which supports learning for necessary professional qualifications (e.g. particularly pertinent in terms of BNU student body/programme offer to nursing, social work, early years education students etc.).

The MSc. is for graduates of degrees in: Politics & International Relations; Sociology; Social Policy; Criminology; Law; Health; Policing; Forensic Studies; Geography; Hospitality, Leisure & Tourism; Communication & Media Studies; Economics. It is also for those who may currently be working within: NGOs/charities (addressing refugee, diversity, housing, poverty, human rights issues, etc);



social enterprises; national or local government; health services; the criminal justice system; intelligence agencies, etc.

**Do applicants required a Disclosure and Barring Service (DBS) Check?**

**No**

### Opportunities for students on successful completion of the programme

Understanding the complexities of international migration and ethnic relations both pre-and post-diasporic community formation are increasingly recognised as essential to ensuring reflective decision-making in a variety of fields. For example these issues are key to policy and practice leadership and strategic development within international organisations, for those working in:

- Academia
- National and local governments,
- NGOs, Third Sector and Front Line Response agencies
- Border Agency
- NCA/Police
- Media.
- Policy advisers, lobbyists
- Advocacy and Diversity and Inclusion.

Undertaking a programme of this type will also act as a feeder pathway to Level 8 studies providing eligibility to provide for a PhD or Prof Doc. in a related research field.

### Recognition of Prior Learning

Previous study, professional and / or vocational experiences may be recognised as the equivalent learning experience and permit exemption from studying certain modules. Please refer to our [Credit Accumulation webpages](#) for further guidance.

### Student Support

During the course of their studies, students will be supported in the following ways:

- At the start of their studies all students will receive a full **induction** to the programme which will include introduction to the staff responsible for delivering the course, and access to library and IT facilities
- The **Programme Handbook** will outline the exact nature of the course and how it is structured, including the availability of option modules
- Each student will be allocated a **Personal Tutor** who will support their academic development, be able to advise and guide them with their studies and, where necessary, give advice on study options

- Students will be able to access our full range of **support services**, including the Learning Development Unit for skills and study support, the Library, the Careers and Employability Team, Student Finance Team, Accommodation and Counselling Services

## Appendices

### Quality Assurance

<b>Awarding Body:</b>	Buckinghamshire New University
<b>Language of Study:</b>	English
<b>QAA Subject Benchmark Statement(s):</b>	QAA Subject Benchmark Statement (Health Studies) 2019 <sup>1</sup> QAA Subject Benchmark Statement (Sociology) 2019 QAA Subject Benchmark Statement (Criminology) 2019 QAA Subject Benchmark Statement (Law) 2019
<b>Assessment Regulations:</b>	<i>Academic Assessment Regulations</i> , accessible via the Academic Advice webpages ( <a href="https://bucks.ac.uk/students/academicadvice">https://bucks.ac.uk/students/academicadvice</a> )
<b>Does the Fitness to Practise procedure apply to this programme?</b>	No
<b>Date Published / Updated:</b>	September 2020

### Other awards available on programme (Exit Qualifications)

Please refer to the *Academic Qualifications Framework* for Exit Qualifications recognised by the University and credit and module requirements.

<b>Name of Exit Qualification:</b>	Postgraduate Certificate (PGCert)
<b>Full name of Qualification and Award Title:</b>	Post Graduate Certificate in Migration
<b>Credits requirements:</b>	60
<b>Module requirements:</b>	Two core modules passed (LC744 & LC745) and two optional modules passed
<b>Learning Outcomes</b>	
Demonstrate a critical awareness of contemporary trends, issues and debates in international migration and human mobility that are salient in current research and/or professional practice.	
Demonstrate a systematic understanding of causes, modalities and consequences of various types of international migration.	
Critically evaluate theories and methodologies that inform research on issues relating to international migration, and their application in examples of current scholarship and enquiry.	
Develop a systematic and critical understanding of processes through which policies impacting migrant and minority/diasporic communities are formulated, implemented, developed and evaluated.	
Effectively communicate (in written, verbal or creative performing arts) the implications and practical applications of their research.	
Employ established techniques of research and enquiry to analyse issues relating to international migration, showing originality in the application of knowledge.	
Critically evaluate ethical perspectives on issues relating to various types of international migration, migrant incorporation and identities in receiving societies.	

<sup>1</sup> Note: Used only as a reference for QAA expectations of what is expected of Migration Studies students

Develop an ethical, empathetic, empowering, human rights-aware, solution-focused approach with people who are forced to migrate and seek refuge

Show practical understanding and insight into the challenges and solutions pertinent to developing interventions for migrant/refugee and diasporic communities demonstrating appropriate scholarly knowledge and methods.

Demonstrate the ability to work independently and in a collegiate way to source key documentation, research and other evidence in order to systematically present it in a concise, format to a formal academic standard

<b>Name of Exit Qualification:</b>	<b>Postgraduate Diploma (PGDip)</b>
<b>Full name of Qualification and Award Title:</b>	<b>Post Graduate Diploma in Migration Studies</b>
<b>Credits requirements:</b>	120
<b>Module requirements:</b>	Two core modules passed (LC744 & LC745) and any combination of modules (totalling 90 credits), <b>without</b> individual dissertation.

#### **Learning Outcome**

*All Learning Outcomes for the PGCert plus the following:*

Evaluate migration policy formulation/interventions whilst demonstrating an awareness of the wider policy and political context at local, national and supranational level which impact decision making processes.

Show practical understanding and insight in using appropriate scholarly knowledge and methods of enquiry to pose policy solutions to challenges relating to migrant experiences in society. Identify, understand, evaluate and apply relevant theory to real world issues around the refugee experience

Synthesize their knowledge to provide an original group output (presentation, performance, report) as part of an entrepreneurial task.

Demonstrate comprehensive knowledge of health institutions, regulations in relation to health access, statutory public health duties, processes and actors involved in the governance of health which impact international migrants and refugees at both national and supra-national levels.

Critically evaluate and reflect upon their participation in an entrepreneurial task.