

## Programme Specification

### I. Programme Details

<b>Programme title</b>	Migration and Diaspora Studies +  Migration and Diaspora Studies  & Intensive Language (any available)	
<b>Final award</b> ( <i>exit awards will be made as outlined in the <a href="#">Taught Degree Regulations</a></i> )	<b>UG – FHEQ level 6</b>	<b>PGT – FHEQ level 7</b>
	BA <input type="checkbox"/>	MAX <input type="checkbox"/>
	BSc <input type="checkbox"/>	MSc <input type="checkbox"/>
	LLB <input type="checkbox"/>	MRes <input type="checkbox"/>
		LLM <input type="checkbox"/>
	Other ... <input type="checkbox"/> If other, please specify FHEQ level: ...	
<b>Mode of delivery</b>	Distance-learning <input type="checkbox"/>	On-campus <input checked="" type="checkbox"/>
<b>Professional body accreditation</b> ( <i>if applicable</i> )		
<b>Academic year this specification was created</b>	2016-17	
<b>Dates of any subsequent amendments</b>	2020-21	

### II. Programme Aims: What will the programme allow you to achieve?

<ol style="list-style-type: none"> <li>1. To introduce students to important areas of contemporary social theory which deal with issues of migration, globalisation, the postcolonial world, and cultural transformations.</li> <li>2. To ground students in the anthropological basis of these issues</li> <li>3. To encourage transdisciplinary thinking on issues of migration</li> <li>4. To enable students to translate theoretical perspectives for practical application in the material world.</li> <li>5. In the two-year pathway, the student will also be provided with a near proficient ability in a language.</li> </ol>
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### III. Programme Learning Outcomes: What will you learn on the programme?

There are four key areas in which you will develop:

<b>Learning Outcomes: Knowledge</b>
<ol style="list-style-type: none"> <li>1. To grasp the key debates in migration and diaspora studies from a critical perspective.</li> <li>2. To understand the global/historical/political and cultural background within which issues of migration and diaspora occur.</li> <li>3. To acquire a critical understanding of the ways that migration has shaped the modern world, and the implications of this for future research.</li> <li>4. To bridge theories of diaspora and migration with practical skills, aiming at making an</li> </ol>

<p>impact in policy and practice.</p> <p>5. Re. + Intensive Language: To acquire/develop skills in a language spoken in the Near and Middle East to Effective Operational Proficiency level</p>	
Typical Teaching Methods	Typical Assessment Methods
<p>Lectures and seminars</p> <p>Workshops</p> <p>Public lectures and seminars</p> <p>Field visits</p>	<ul style="list-style-type: none"> <li>• Essays</li> <li>• Blogs</li> <li>• Creative art and practice work</li> <li>• Reflection pieces</li> <li>• Mini-ethnographies</li> <li>• Research based dissertation</li> </ul>

Learning Outcomes: Intellectual (thinking) skills	
<ol style="list-style-type: none"> <li>1. The development of analytical and theoretical skills based on a detailed understanding of the social science literature on migration and diaspora.</li> <li>2. To approach theories and debates from a critical and reflexive basis.</li> <li>3. To develop their presentation skills and their ability to articulate arguments coherently in order to promote class discussion and critical engagement with ideas and practices.</li> <li>4. To critically grasp the politics of knowledge production in fields of migration, diaspora and “race”.</li> </ol>	
Typical Teaching Methods	Typical Assessment Methods
<ul style="list-style-type: none"> <li>• Situating knowledge in its historical/political time in lectures</li> <li>• Interactive learning experiences</li> <li>• Group work</li> <li>• Self-reflexive positionality exercises</li> </ul>	<ul style="list-style-type: none"> <li>• Class presentations</li> <li>• Reflection essays</li> <li>•</li> </ul>
Learning Outcomes: Subject-based practical skills	
<ol style="list-style-type: none"> <li>1. Communicate effectively in writing, in academic English</li> <li>2. Communicate academic theories to wider audiences</li> <li>3. Retrieve, sift and select information from a variety of sources including print and other forms of mass media</li> <li>4. Listen to and discuss ideas introduced during seminars</li> <li>5. Students with no knowledge of media technologies will have the opportunity to learn photographic and film making techniques through the Media unit</li> <li>6. Practice research techniques in a variety of specialized research libraries and institutes</li> <li>7. In the two year intensive language pathway, to acquire/develop skills in a language to Effective Operational Proficiency level, i.e., being able to communicate in written and spoken medium in a contemporary language</li> <li>8. Ability to apply theories in advocacy, cultural and humanitarian fields</li> </ol>	
Typical Teaching Methods	Typical Assessment Methods
<ul style="list-style-type: none"> <li>• Guidance in learning how to locate information in libraries and elsewhere</li> <li>• Guidance in use of travel related software in context of presentations</li> <li>• Guidance in use of media relating to</li> </ul>	<ul style="list-style-type: none"> <li>• seminar participation</li> <li>• essays</li> <li>• reading response papers</li> <li>• the dissertation</li> <li>• work placement assessment</li> <li>•</li> </ul>

<p>course/programme work</p> <ul style="list-style-type: none"> <li>• Guidance towards future possibilities for skill development and training in context of work in field</li> <li>• Work-placements in organisations working in the field of migration and diaspora</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
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<b>Learning Outcomes: Transferable skills</b>	
<ol style="list-style-type: none"> <li>1. Plan, organise and write masters' level essays and dissertations.</li> <li>2. Structure and communicate ideas effectively both orally and in writing.</li> <li>3. Understand unconventional ideas.</li> <li>4. Present (non-assessed) material orally.</li> <li>5. Function as a student and researcher in a radically different environment.</li> <li>6. Be able to apply for funding to do a PhD.</li> <li>7. Be prepared to enter a Social Science PhD programme.</li> <li>8. An ability to work, and be at ease in, a multicultural environment.</li> <li>9. An ability to communicate on migration topics for a non-academic audience.</li> </ol>	
<b>Typical Teaching Methods</b>	<b>Typical Assessment Methods</b>
<ul style="list-style-type: none"> <li>• Guidance in research skills flowing from dissertation and essay composition</li> <li>• Facilitating project report delivery</li> <li>• Facilitating utilisation of skills in work place contexts</li> <li>• Facilitating team working</li> <li>• Guidance in creative writing and project development</li> </ul>	<ul style="list-style-type: none"> <li>• seminar participation</li> <li>• essays</li> <li>• reading response papers</li> <li>• the dissertation</li> <li>• workplace supervisor assessment</li> <li>• presentations</li> </ul>

<b>General statement on contact hours – undergraduate programmes</b>
<p>All full-time undergraduate programmes consist of 120 credits per year, in modules of 30 or 15 credits. They are taught over 10 or 20 weeks. The programme structure shows which modules are compulsory and which optional.</p> <p>As a rough guide, 1 credit equals approximately 10 hours of work. Most of this will be independent study (see <a href="https://www.soas.ac.uk/admissions/ug/teaching/">https://www.soas.ac.uk/admissions/ug/teaching/</a>). Also included are class time, which may include lectures, seminars and other classes. Some subjects may have more class time than others – a typical example of this are language acquisition modules.</p> <p>In the Department of [...], most undergraduate modules have a [...]-hour lecture every week. Some, but not all, also have a [...]-hour seminar every week/every [...] weeks.</p> <p>More information can be found on individual module pages.</p>

<b>General statement on contact hours – postgraduate programmes</b>
<p>Masters programmes (with the exception of two-year full-time MAs) consist of 180 credits, made up of taught modules of 30 or 15 credits, taught over 10 or 20 weeks, and a dissertation of 60 credits. The programme structure shows which modules are compulsory and which</p>

optional.

As a rough guide, 1 credit equals approximately 10 hours of work. Most of this will be independent study (see <https://www.soas.ac.uk/admissions/ug/teaching/>) such as reading and research, preparing coursework, revising for examinations and so on. Also included is class time, for example lectures, seminars and other classes. Some subjects may have more class time than others – a typical example of this are language acquisition modules.

At SOAS, most postgraduate modules have a one-hour lecture and a one-hour seminar every week, but this does vary.

More information can be found on individual module pages.