Programme Specification

I. Programme Details

Programme title	Migration, Mobility & Development
Final award (*exit awards will be made as outlined in the [Taught Degree Regulations](#)*)	BA ☐ MA ☐ BSc ☐ MSc ☒ Other … ☐ MRes ☐
Mode of delivery	Distance-learning ☐ On-campus ☒
Professional body accreditation (*if applicable*)	n/a
Academic year this specification was created	2016/17
Dates of any subsequent amendments	

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

1. Thorough analytical grounding in the understanding of international migration, including forced and voluntary migration;
2. Development of specialised knowledge of particular case studies as well as overall trends;
3. An understanding of the political economy of migration from a historical perspective, major trends in migration theories, and different forms of and approaches to the study of migration and displacement.

III. Programme Learning Outcomes: What will you learn on the programme?

There are four key areas in which you will develop:

Learning Outcomes: Knowledge
1. Knowledge of theories of and responses to human movement and migration;
2. Understanding of the main historical, political economic, and sociological-anthropological theories of human movement and migration;
3. An ability to conceptualise migration in relation to political and economic regimes of power, processes of globalization and development, and as an experiential, social and symbolic category;
4. Knowledge of data sources on incidence of migration including diverse forced and voluntary forms;
5. An awareness of the main international institutional responses (analytical, policy and political) to global migration;
6. An ability to critically analyse case study data using relevant theoretical approaches;
7. A specialized knowledge and understanding complementing that provided by the two core courses through choice of other taught courses from within the department and across the School and by researching for and writing the dissertation.

Typical Teaching Methods	Typical Assessment Methods
1-6 Students are required to attend all classes (lectures and seminars), study extensively on their own and prepare assessed as well as nonassessed work regularly. Where appropriate lectures and seminars explore the limitations of available data in migration and development	• Through unseen examinations, long essays, course work, team project work and a dissertation.

| research, using the case of 'irregular' or illegal and poorly documented migration to introduce critical thinking about sources and reliability of development data in general.
1-6
Through core course lectures and seminars as well as through assessed work including a group/ team project activity. Through the use of film and video material.
7
Through optional courses and work on the dissertation. | |

Learning Outcomes: Intellectual (thinking) skills

1. An ability to be precise and appropriately cautious in their assessment of evidence, and understand the strengths and weaknesses of different datasets, of claims made on the basis of various kinds of evidence, and of methodologies used to arrive at substantive claims;
2. A tendency to question interpretations, however authoritative, and reassess evidence for themselves;
3. The ability to engage in contemporary academic and policy debates in relevant fields including the migration-development nexus; the political economy of migration; globalization and migration; sedentarism and mobility; integration, assimilation and discrimination; seasonal and labour migration; Transnationalism and diaspora; forced migration across and within national borders;
4. The ability to demonstrate an interest and confidence in thinking in interdisciplinary ways, drawing insights, questions and evidence from a variety of perspectives;
5. Familiarity with how to formulate research questions and to work independently towards addressing those questions.

Typical Teaching Methods	Typical Assessment Methods
1 and 2 These are fostered in all courses offered in the Programme, in that all courses introduce information that needs to be assessed critically and demonstrate how conflicting interpretations arise from the same information. Students are encouraged not simply to summarise evidence and arguments but through application of critical questioning to develop their own assessments of the relative value of a range of arguments/sources of evidence. 2 and 3 Through the structure and content of the core course in migration and development and other programme and optional courses. 3 Students work in groups or teams on a migration and development related written project. They also carry out individual, independent dissertation work, including refining a broad	• Through unseen examinations, course work, team project work and a dissertation.

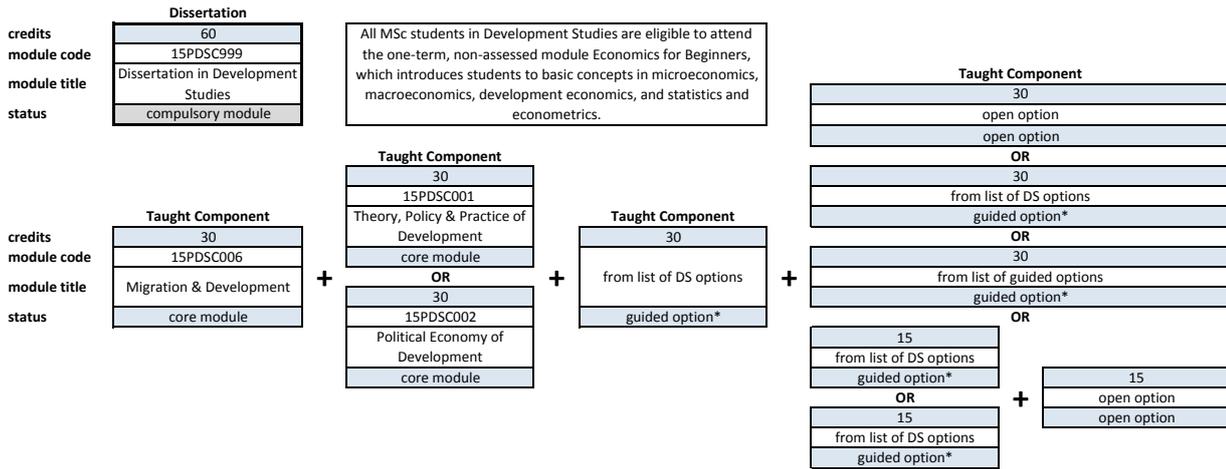| 'topic' into a narrower, manageable and more precise research question/hypothesis.	
5 Through independent work on dissertations.	

Learning Outcomes: Subject-based practical skills

1. Research techniques in using specialized research libraries, institutes, and databases, and drawing on data and analysis available on the web;
2. A developed initiative and capacity to define one's own dissertation research question/hypothesis, and to adjust hypotheses and approach in the light of work undertaken for the dissertation;
3. The ability to read regularly and rapidly a variety of types of reports, papers, articles and books, incorporating different types of evidence, methodology and disciplinary perspectives;
4. An understanding of unconventional ideas and the ability to question common evidence-based claims about social and economic development and especially about the relationships between migration, mobility and development;
5. An ability to engage in debate and discussion in seminars, including presenting seminar papers and listening to and discussing ideas introduced during seminars;
6. How to use data, including:
   - Awareness of data problems in developing countries.
   - Awareness of different research methodologies, including case studies, qualitative and quantitative analysis, surveys.
   - Development of skills in asking critical questions of commonly used datasets and evidence-based claims.
   - Understanding roots of conflicting estimates and interpretations.
   - Knowledge of main relevant data sources

Typical Teaching Methods	Typical Assessment Methods
- Through independent work for dissertations and group project work. - Through work on own, departmental dissertation guidance notes and meetings, meetings with supervisor. - Through required regular readings for weekly seminar discussions. - Through demonstration in lectures, through discussion in seminars, through questions in exams. - Through regular seminar presentations and discussion.	By unseen examination, dissertation, long essays and course work, and in core course through group project work.

Learning Outcomes: Transferrable skills

1. Ability to structure and communicate ideas effectively both orally and in writing.
2. Knowledge of how to retrieve, sift, select, analyse and synthesise information from a variety of sources.
3. Familiarity with working effectively in and contributing to groups to marshal and present evidence in both oral and written arguments.
4. Ability to engage in meetings by presenting, discussing, and constructively critiquing ideas introduced during meetings.

Typical Teaching Methods	Typical Assessment Methods
• Through seminar presentations, discussions, group work and essays. • Through essays, project and dissertation • Through group project work. • Through classroom participation in seminars	• Through unseen examinations, dissertation, long essays and course work, and group project work.

General statement on contact hours – postgraduate programmes
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 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.

MSc Migration, Mobility & Development

Dissertation

credits	60
module code	15PDSC999
module title	Dissertation in Development Studies
status	compulsory module

All MSc students in Development Studies are eligible to attend the one-term, non-assessed module Economics for Beginners, which introduces students to basic concepts in microeconomics, macroeconomics, development economics, and statistics and econometrics.

Taught Component

30
open option
open option

OR

30
from list of DS options
guided option*

OR

30
from list of guided options
guided option*

OR

15
from list of DS options
guided option*

OR

15
from list of DS options
guided option*

+

15
open option
open option

Taught Component

credits	30
module code	15PDSC006
module title	Migration & Development
status	core module

+

Taught Component

30
15PDSC001
Theory, Policy & Practice of Development
core module

OR

30
15PDSC002
Political Economy of Development
core module

+

Taught Component

30
from list of DS options
guided option*

+

*List of DS modules (subject to availability)

Code	Module	Credits	Notes
15PDSH026	Agrarian Development, Food Policy and Rural Poverty	15	
15PDSH027	Aid and Development	15	
15PDSC008	Battlefields of Method: Approaches to International Development Research	30	
15PDSH023	Borders and Development	15	
15PDSH001	Civil society, social movements and the development process	15	
15PDSH013	Development Practice	15	
15PDSH050	Environment, Governance and Development	15	
15PDSH048	Energy Transition, Nature, and Development in a Time of Climate Change	15	
15PDSH022	Famine and food security	15	
15PDSH017	Fundamentals of research methods for Development Studies	15	
15PDSH010	Gender and Development	15	
15PDSH024	Global Commodity Chains, Production Networks and Informal Work	15	
15PDSH051	Global Health and Development	15	
15PDSH015	Issues in Forced Migration	15	
15PDSH053	Marxist Political Economy and Global Development	15	
15PDSH029	Migration and Policy	15	
15PDSH031	Natural resources, development and change: putting critical analysis into practice	15	
15PDSH054	Neoliberalism, Democracy and Global Development	15	
15PDSH019	Problems of Development in the Middle East and North Africa	15	
15PDSH020	Security	15	
15PDSH030	The Working Poor and Development	15	
15PDSH032	Understanding Economic Migration: Theories, Patterns and Policies	15	
15PDSH018	War to Peace Transitions	15	
15PDSH049	Water and Development: Conflict and Governance	15	
15PDSH041	Water Resources: Justice and Governance	15	

*List of guided option modules (subject to availability)

Code	Module	Credits	
15PGNH009	Gendering Refugee Crises and Humanitarian Practice 1	15	
15PGNH010	Gendering Refugee Crises and Humanitarian Practice 2	15	* Requires 15PGNH009-Gendering Refugee Crises and Humanitarian Practice 1