



**ACADEMIC SERVICES**

**MODULE SPECIFICATION**

Part 1: Basic Data					
Module Title	Migration, Law and Policy				
Module Code	UJUJF-30-2	Level	2	Version	1.1
UWE Credit Rating	30	ECTS Credit Rating	15	WBL module?	No
Owning Faculty	FBL	Field	Law Undergraduate		
Department	Law	Module Type	Standard		
Contributes towards	LLB (Hons); LLB (Hons) Commercial Law; LLB (Hons) European and International Law); BA (Hons) Law and Criminology); LLB (Hons) Law with Criminology) BA (Joint Awards) BA (Criminology with Law); LLB (Hons) Law with Psychology; BSc(Hons) Psychology with Law; Law Joint Awards				
Pre-requisites	none	Co- requisites	none		
Excluded Combinations	UJUUAH-30-3 Migration, Law and Policy	Module Entry requirements	75 credits acceptable to the award on which the student is registered of which at least 30 credits must be credits from law modules must be credits from law modules		
First CAP Approval Date	1 May 2012	Valid from	September 2012		
Revision CAP Approval Date	2 February 2016	Revised with effect from	September 2016		

<b>Review Date</b>	September 2018
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module:</p> <ol style="list-style-type: none"> <li>1. Students should demonstrate subject knowledge of major concepts, values and principles of migration law and policy studied and be able to apply that knowledge to problem solving, and other assessed work (assessment component: A &amp; B)</li> <li>2. Students should understand the concepts of regular/irregular migration, (assessment component: A &amp; B)</li> <li>3. Students should demonstrate understanding of how to interpret and apply the law (assessment component: A &amp; B)</li> <li>4. Students should be able to undertake independent research; to identify and retrieve up-to-date legal information, using paper and electronic sources; and to use contextual materials to support the making of legal arguments (assessment component: A &amp; B)</li> <li>5. Students should be able to apply knowledge to complex situations and to produce</li> </ol>

	<p>reasoned evaluative arguments to demonstrate problem solving ability (assessment component: A &amp; B)</p> <p>6. Students should demonstrate the ability to analyse the complex legal and social issues raised by the topics covered (assessment component: A &amp; B)</p> <p>7. Students should be able to display critical thinking. (assessment component: A)</p> <p>8. Students should be able to demonstrate an ability to synthesise relevant ideas and materials to formulate responses to contemporary issues relating to migration law and policy (assessment component: A &amp; B)</p>
Syllabus Outline	<p>1. Introduction <i>Introduction to migration – Irregular/regular: Refugees, asylum, trafficking, smuggling – relevant legislation and human rights dimensions</i></p> <p>2. Policy Issues <i>International, regional, national – Governmental – Service provision</i></p> <p>3. Irregular/Regular migration <i>International Migration, Domestic Migration (e.g. Skilled migrants, points-based system)</i></p> <p>4. UN/EU/Human Rights <i>UN/EU systems dealing with migration and the resulting human rights implications</i></p> <p>5. Trafficking and Smuggling <i>Effect on criminal justice system, migration and immigration law and policy</i></p> <p>6. Refugees and Asylum <i>Refugee Convention 1951, effect on criminal justice system, migration and immigration law and policy</i></p> <p>7. Marriage <i>Forced marriage, arranged marriage, honour crimes</i></p> <p>8. Future Trends</p>
Contact Hours	<p>This option is divided into two distinct teaching blocks. The first term is devoted to weekly two-hour lectures and one-hour seminars, and the second to 3 hour workshops. The first term will cover the central elements of migration law and policy (such as poverty, disaster, war, human trafficking, people smuggling, forced marriages are some of the topics under discussion as well as refugees and asylum) so that in the second term, these will be explored in depth in order to prepare students for writing part of a judgment and an oral presentation on one of the topics studied. This will allow students to focus on their choice of topic.</p> <p>Students will be encouraged to gain practical experience of applying appropriate methodology to the solution of legal problems. Students will be expected to develop an understanding of how to use on line resources and specific training will be given in legal research techniques.</p>
Teaching and Learning Methods	<p>The emphasis throughout will be on providing the student with the opportunity and facilities to question, understand, analyse and evaluate the law in its historical, practical, academic and social context. The learning context is student-centred and utilizes a variety of techniques to encourage independent thought and constructive criticism. Dialogue is promoted between student and lecturer in an inter-active relationship which emphasizes the two-way flow of information and criticism.</p> <p>It is not necessarily envisaged that every topic in the syllabus will be covered in any</p>

one academic year. Areas which have topical significance could, therefore, be developed at greater length and less important areas delineated in outline only.

Students will be expected to conduct research with both traditional and electronic sources and will be instructed how to do this both during the Programme as a whole and, where necessary, within the module.

Lectures: In most cases there is no expectation of preliminary work. However, students may be given directed preliminary reading from recommended texts. Occasionally material may be also given out in advance so as to provide the basis for practical exercises or for more detailed discussion of topics to be conducted within the lecture.

Guest speakers will be utilised where appropriate.

*Operation and purpose:*

Lectures: On most topics covered, outline learning materials will be supplied to students during or in advance of the lectures. Lectures are generally designed to:


- (a) communicate the principal features of a topic, including its major principles, rules, concepts, relationships and values;
- (b) to stimulate interest in the topic and provide alternative views; and
- (c) to provide other information necessary to facilitate its further study, including updating.

Seminars and workshops: Seminars and workshops will involve problem-solving and the analysis and synthesis of conceptual and contextual issues, through plenary discussion and presentations by individual students or groups of students. Students are expected to fully participate in discussions, which will cover the controversial and thought provoking areas of the subject.

**Scheduled learning** includes lectures, seminars, tutorials, project supervision, demonstration, practical classes and workshops; fieldwork; external visits; work based learning; supervised time in studio/workshop.

**Independent learning** includes hours engaged with essential reading, case study preparation, assignment preparation and completion etc. These sessions constitute an average time per level as indicated in the table below. Scheduled sessions may vary slightly depending on the module choices you make

Key Information Sets Information

<b>Key Information Set - Module data</b>				
<i>Number of credits for this module</i>				
				30
Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours
300	72	228	0	300
				

The table below indicates as a percentage the total assessment of the module which constitutes a -

**Written Exam:** Unseen written exam, open book written exam, In-class test

**Coursework:** Written assignment or essay, report, dissertation, portfolio, project

**Practical Exam:** Oral Assessment and/or presentation, practical skills assessment, practical exam

Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:

Total assessment of the module:				
Written exam assessment percentage				40%
Coursework assessment percentage				60%
Practical exam assessment percentage				0%
				100%

**Reading Strategy**

Students will be supported in developing a range of different reading strategies. There is no single recommended textbook for the module.

Essential reading to accompany the seminars and workshops will be available electronically. Students will be encouraged to read widely using the library catalogue, a variety of bibliographic and full text databases, and Internet resources. Guidance to some key authors and journal titles available through the Library will be given in the course guide and through Blackboard. It is expected that assignment bibliographies and reference lists will reflect the reading carried out.

It is important that students can identify and retrieve appropriate materials. The module offers an opportunity to develop further the information skills introduced at Level 1. As the course progresses and especially in relation to the assessed elements of the course students will be expected to undertake their own literature and case searches, support for this will be given in term 1 (during which period students will be given opportunities to practice and develop these skills) but by term 2 when assessed work is undertaken students will be expected to have developed these skills and will be assessed in part on their ability to demonstrate an ability to find, evaluate and utilise relevant sources.

**Indicative Reading List**

The following list is offered to provide validation panels/accrediting bodies with an indication of the type and level of information students may be expected to consult. As such, its currency may wane during the life span of the module specification. However, as indicated above, CURRENT advice on readings will be available via other more frequently updated mechanisms.

Andreas, P. and Nadelmann, E. (2006), *Policing the Globe: Criminalization and crime control in international relations*, (Oxford, New York)

Askin, K. (1997) *War Crimes against Women* (Asser Press)

Benhabib, S. (2002) *The Claims of Culture* (Princeton)

Castles, S. and Miller, M. (2009) *The Age of Migration* (4<sup>th</sup> ed) (Palgrave)

Clayton, G. (2008) *Immigration and Asylum Law* (3<sup>rd</sup>) (OUP)

Joly, D. (ed.), (2004) *International Migration in the New Millennium: Global movement and settlement* (London: Ashgate) 2004

Kotzeva, A., Murray, L., Tam, R. (2008) *Asylum and Human Rights Appeals Handbook* (OUP)

Kapur, R. (2005) *Erotic Justice* (Glasshouse)

Mackinnon, C. (2006) *Are Women Human?* (Harvard University Press)

Mackinnon, C. (2007) *Women's Lives, Men's Laws* (Harvard University Press)

Marshall, J. (2005) *Humanity, Freedom and Feminism* (Ashgate)

Moeckli, D, Shah, S. and Sivakumaran,S. (2010) *International Human Rights Law* (OUP)  
 Munro, V. and Della Giusta,M, (2008) *Demanding Sex: Critical Reflections on the Regulation of Prostitution* (Ashgate)  
 Phelan, M. and Gillespie,J. (2010) *Immigration Law Handbook* (7<sup>th</sup> ed) (OUP)  
 Poulter,S. (1998) *Ethnicity, Law and Human Rights* (OUP)  
 Rentelin, A. (2004)*The Cultural Defense* (OUP)  
 Shelley,L. (2010)*Human Trafficking: A global perspective* (Cambridge)  
 van Walsum, S. and Spijkerboer,T. (2007) *Women and Immigration Law* (Glasshouse)

*International Journal of Refugee Law*  
*Journal of Refugee Studies*  
*Journal of Ethnic and Migration Studies*  
*Journal of Immigrant & Refugee Studies*

Students will also read online electronic sources and be encouraged to research both case law and electronic sources using the legal online databases in which training is given: embedding information literacy within the module.

- <http://www.ukba.homeoffice.gov.uk/>
- <http://www.ilpa.org.uk/>
- <http://www.forcedmigration.org/>
- <http://www.migrationinformation.org/>
- <http://www.statistics.gov.uk/ci/nscl.asp?id=7545>
- <http://www.sussex.ac.uk/migration/>
- [www.ilo.org/](http://www.ilo.org/)

Students will be directed to further reading on certain topics if necessary and digitised materials or study packs may be provided as appropriate.

### Part 3: Assessment

#### Assessment Strategy

Strategy:

The Assessment:

The assessment on the module involves an exam (2 hours) and a piece of coursework (2,500 words)

#### **Component A**

The examination (2 hours) comprises the controlled element of the assessment.

The Assessment criteria for the examination is to demonstrate a reasonable understanding of the subjects examined. For example, irregular/regular migration; to demonstrate the ability to make reasoned choices about what a legal argument is and to be persuasive.

#### **Component B**

Rewrite part of a judgment on migration, law and policy - Written piece of work in the form of part of a judgment which seeks to provide an alternate perspective of a prominent decision in the area of migration law and policy (word limit: 2,500 words)

The re-writing a judgment assessment provides an opportunity for students to demonstrate they have understood the topic of the judgment, what the judgment is saying and to give their opinion of what the law should be – to agree or disagree with fellow judges or to be a judge in a higher court.

Students practice in class several times before writing the actual judgment at home. Therefore there is ample opportunity for tutors to look over the practices in class before students hand in their actual work. This provides added immediate support/feedback for all students.

Identify final assessment component and element	<b>Component A - Exam</b>	
% weighting between components A and B (Standard modules only)	<b>A:</b>	<b>B:</b>
	<b>40%</b>	<b>60%</b>
<b>First Sit</b>		
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b> (as % of component)	
1. Exam (2 hours)	100%	
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b> (as % of component)	
1. Written piece of work in the form of part of a judgment (2,500 words max)	100%	

<b>Resit (further attendance at taught classes is not required)</b>		
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b> (as % of component)	
1. Exam (2 hours)	100%	
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b> (as % of component)	
1. Written piece of work in the form of part of a judgment (2,500 words max)	100%	
If a student is permitted a retake of the module under the University Regulations and Procedures, the assessment will be that indicated by the Module Description at the time that retake commences.		