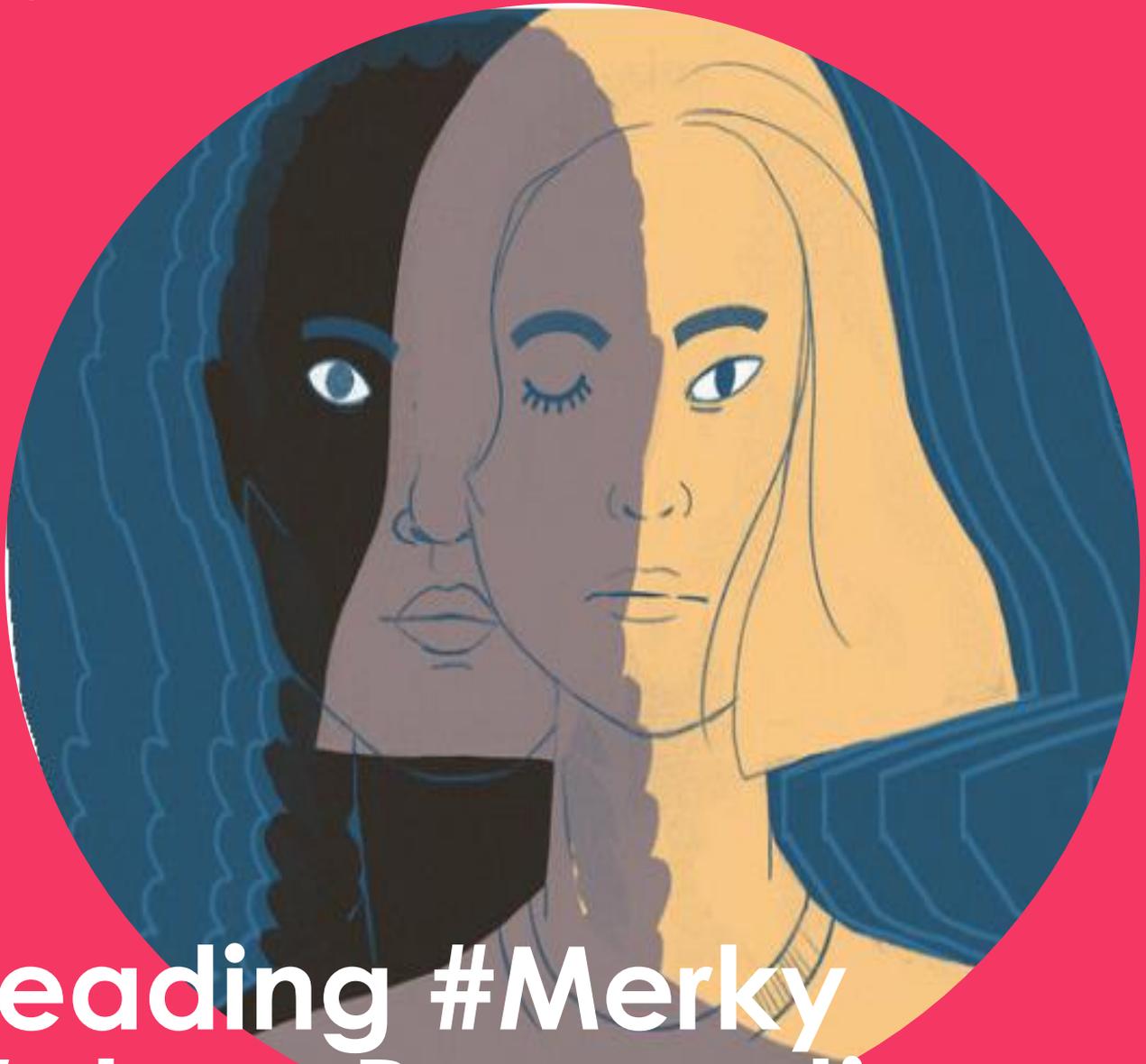


The
Scholars
Programme



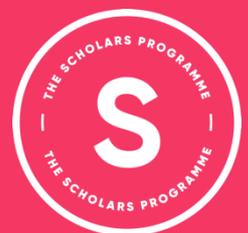
Treading #Merky Waters: Perspectives on Migration, Integration and Mental Health

Key Stage 4 Programme

Pupil Name

Handbook
Designed by

Esther Omotola Ayoola



Timetable and Assignment Submission

Timetable – Tutorials

Tutorial	Date	Time	Location
1 (Launch Trip)			
2			
3			
4			
5			
6 (Draft assignment feedback)			
7 (Final assignment feedback)			

Timetable – Homework Assignments

Homework Assignment	Description	Due Date
Tutorial 1	Baseline assessment	
Tutorial 2		
Tutorial 3		
Tutorial 4		
Tutorial 5	Draft assignment	
Tutorial 6	Final assignment	

Assignment Submission – Lateness and Plagiarism

Lateness	
Submission after midnight on 1st April 2020	10 marks deducted
Plagiarism	
Some plagiarism	10 marks deducted
Moderate plagiarism	20 marks deducted
Extreme plagiarism	Automatic fail

KS4 Programme – Pupil Feedback Report

Grade	Marks	What this means
1 st	70+	Performing to an excellent standard at A-level
2:1	60-69	Performing to a good standard at A-level
2:2	50-59	Performing to an excellent standard at GCSE
3 rd	40-49	Performing to a good standard at GCSE
Working towards a pass	0-39	Performing below a good standard at GCSE
Did not submit	DNS	No assignment received by The Brilliant Club

Lateness

Any lateness	10 marks deducted
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Plagiarism

Some plagiarism	10 marks deducted
Moderate plagiarism	20 marks deducted
Extreme plagiarism	Automatic fail

Name of PhD Tutor	Esther Omotola Ayoola		
Title of Assignment	Final assignment title		
Name of Pupil			
Name of School			
ORIGINAL MARK / 100		FINAL MARK / 100	
DEDUCTED MARKS		FINAL GRADE	

If marks have been deducted (e.g. late submission, plagiarism) the PhD tutor should give an explanation in this section:

Knowledge and Understanding	Research and Evidence
Developing an Argument	Critical Evaluation
Structure and Presentation	Language and Style

Resilience Comment

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Course Rationale

Moving to the UK is a challenging yet necessary decision for many people. But what happens after they have arrived? What techniques and strategies do migrants and their children use to adapt to living in the UK and how does this affect their day-to-day lives and wellbeing? What impact does migration and the experiences of diaspora communities have on British society as a whole? From Guyana to Grime music, Peckham to Poetry and everything that lies in-between, many stories of culture crossing do in fact begin in a land far, far away...

Through the application of Decolonial and Phenomenological Theory, this course will adopt the lenses of psychology, sociology and political science in turn to provide students with a well-rounded view of migration, settlement and Black, Asian, Minority Ethnic and Refugee (BAMER) wellbeing in the UK from an interdisciplinary perspective.

Starting with an introduction to the key theories and terms in migration studies, the subsequent series of tutorials will explore hot topics, debates and case studies that dissect the cultural histories and wellbeing of global Diasporas living in the UK from an unconventional standpoint.

Application of these concepts, in addition to the critical analysis, discussion and problem-solving skills practised throughout the tutorials will form the basis of the final assignment. Successful completion of this course will endow students with academic competence and proficiencies equivalent to those required at university level.

Group Discussions

How do you make the most of a group discussion?

The purpose of discussions is to allow everyone in the group to express their ideas and learn from each other. Often this will involve coming to a group decision about the issue under discussion, though they may of course 'agree to disagree' on certain points.

What we don't want in our tutorials:



Rules:

1. Pronounce clearly what you are saying
2. Use eye contact and facial expression to help to get your idea across or to support what someone else is saying
3. Speak in a way that is right for a discussion (more formal than a chat between friends)
4. Build on other people's ideas, and summarise your own views and the views of others when necessary
5. Give reasons to support your views and critically examine the views expressed by others
6. Organise the discussion and take turns with others
7. Listen carefully and respond to the views of others

Mark Scheme Table

Skills	1 st (70-100)	2:1 (60-69)	2:2 (50-59)	3 rd (40-49)	Mark /100
Knowledge and understanding	<ul style="list-style-type: none"> All content included and materials used are relevant to the general topic and to the specific question/title Good understanding of all the relevant topics. Technical terms are defined and used accurately throughout Clear justification of how the material and content included is related to the specific issues that are the focus of the assignment 	<ul style="list-style-type: none"> Most of the materials used and content included are relevant to the general topic and to the specific question/title Good understanding of most the relevant topics Technical terms are mostly defined and used accurately Adequate justification of how the material used and content included are related to the specific issues that are the focus of the essay 	<ul style="list-style-type: none"> Some of the materials used and content included are relevant to the general topic and to the specific question/title Good understanding on some of the relevant topics but occasional confusion on others Technical terms are sometimes used and defined accurately Some justification of how the material used and content included are related to the specific issues that are the focus of the essay 	<ul style="list-style-type: none"> The content included and materials used are not applied to the question/title in a relevant manner There is confusion in how understanding of the topics is expressed 	
Research and evidence	<ul style="list-style-type: none"> Includes rich sources of research findings, data, quotations or other sourced material as evidence for the claims/ideas Uses evidence/calculations to support claims/assertions/ideas, consistently clearly and convincingly Evidence of further reading beyond materials provided which were used in an appropriate context 	<ul style="list-style-type: none"> Includes adequate sources of research findings, data, quotations or other sourced material as evidence for the claims/ideas Uses evidence/calculations to support claims/assertions/ideas, mostly clearly and convincingly Evidence of further reading beyond materials provided 	<ul style="list-style-type: none"> Includes some sources of research findings, data, quotations or other sourced material as evidence for the claims/ideas Uses evidence/calculations to support claims/assertions/ideas, at times clearly and convincingly Limited evidence of further reading beyond materials provided 	<ul style="list-style-type: none"> Inclusion sources and materials is very limited and mostly not attributed Applicable sources are rarely used to support ideas. Data is not used or few appropriate conclusions are drawn from it. 	
Developing an argument	<ul style="list-style-type: none"> A point of view or position in relation to the title or question is consistently clear. The position is developed effectively and consistently throughout the essay Argument is exceptionally well-developed and well-justified Makes links effectively between subjects that have not previously been associated Uses concepts from the tutorials in an unfamiliar context and does so accurately and confidently. Content is analysed effectively to support the argument 	<ul style="list-style-type: none"> A point of view or position in relation to the title or question is adequately clear. The position is well-developed in most of the essay Argument is clear and well-developed, and position is justified Some evidence of linking subjects that have not previously been associated Uses some concepts from the tutorials in an unfamiliar context, but not always accurately Analyses content to support the argument 	<ul style="list-style-type: none"> A point of view or position in relation to the title or question is somewhat clear. The position is well-developed in parts of the essay Argument is clear but not well-developed Limited evidence of linking subjects that have not previously been associated Limited use of concepts from the tutorials in other contexts Uses some analysis of content to support the argument 	<ul style="list-style-type: none"> There is not a clear point of view or position taken and sometimes the argument is not clearly established 	
Critical evaluation	<ul style="list-style-type: none"> Moves beyond description to an assessment of the value or significance of what is described Evaluative points are consistently explicit/ systematic/ reasoned/ justified Effectively critiques the reliability of sources provided 	<ul style="list-style-type: none"> Mostly description but some assessment of the value or significance of what is described Evaluative points are mostly explicit/ systematic/ reasoned/ justified Some evidence of critiques on the reliability of sources provided 	<ul style="list-style-type: none"> Describes with minimal assessment of the value or significance of what is described Evaluative points are at times explicit/ systematic/ reasoned/ justified Limited evidence of critiques on the reliability of sources provided 	<ul style="list-style-type: none"> The work is descriptive in nature and there is a lack of critical engagement in the value of sources 	

Structure and presentation	<ul style="list-style-type: none"> ○ Ideas are presented in paragraphs and arranged in a logical structure that is appropriate for the assignment ○ The introduction clearly outlines how the essay/ report will deal with the issues ○ The conclusion summarises all the main points clearly and concisely ○ All sources are referenced correctly in an agreed format 	<ul style="list-style-type: none"> ○ Ideas are presented in paragraphs and arranged in a structure that is mostly appropriate for the assignment ○ The introduction adequately describes how the essay/ report will deal with the issues ○ The conclusion summarises most of the main points clearly ○ Most sources are referenced correctly in an agreed format 	<ul style="list-style-type: none"> ○ Ideas are presented in paragraphs and arranged in a structure ○ The introduction mentions how the essay/ report will deal with the issues ○ The conclusion summarises some of the main points clearly ○ Some sources are referenced correctly in the agreed format with occasional errors 	<ul style="list-style-type: none"> ○ Ideas are presented in paragraphs but there is a lack of structure in how the work is presented ○ The work lacks an introduction that establishes the scope of the question ○ The work lacks a conclusion that summarise the main points raised ○ Work is not referenced accurately 	
Language and style	<ul style="list-style-type: none"> ○ No spelling, grammar or punctuation errors ○ Writing style consistently clear, tone appropriate and easy to follow ○ Accurate and consistent use of technical language and vocabulary 	<ul style="list-style-type: none"> ○ Minimal spelling, grammar or punctuation errors ○ Writing style mostly clear, tone appropriate and easy to follow ○ Some attempts of using technical language and vocab alary, but not always accurate 	<ul style="list-style-type: none"> ○ Some spelling, grammar or punctuation errors ○ Writing style moderately clear, tone appropriate and easy to follow ○ Use of simple language and vocabulary effectively but struggles to use technical language 	<ul style="list-style-type: none"> ○ There are a significant number of spelling, grammar and punctuation errors ○ Use of simple language and vocabulary effectively but a lack of technical language 	
Overall Mark (average of the 6 marks from the criteria above)					

Glossary of Keywords

Word	Definition	In a sentence
Assimilation	Adapting to a new host culture and taking on their way of life whilst losing identification with native culture.	Tobi has assimilated into British culture so much since moving to London that he has forgotten how to speak Russian and hates eating pounded yam.
BAMER	People who are identified as being from a Black, Asian, Minority Ethnic or Refugee race or ethnic group.	The Race Equality Foundation was set up in 1987 to promote better equality for people from BAMER backgrounds living in the UK.
Decolonial Studies	A method of study that focuses on analysing history and its impacts using an alternative viewpoint; one which highlights the perspectives and experiences of individuals from populations which would be classed as BAMER or various other minority groups in a UK context.	Decolonial theory encourages us to look at the mental health of BAMER communities with more focus on Western influences on culture instead of the other way around.
Demography	The study of the human population and how this changes as a result of factors such as births, migration, aging, and deaths.	Recent research in the field of demography has shown that the UK's population has changed drastically over the last 10 years.
Diaspora	A group/groups of individuals from a similar ethnic or religious background living in an area that is not considered to be their home region.	Although originally from Israel, the Jewish diaspora has developed very well-established communities in North London.
Economic	(The study of) Factors related to money and trade in an organisation. This is related to the production and consumption of products and services.	Economic factors are a key indicator of how well a country is able to manage its resources and support its people.
Home Office	A department of the UK government that is responsible for immigration, security and law and order.	It is the Home Office who decides whether or not an individual has a right to visit or live in the UK.
Immigration status	The level of permission an individual has to stay in a country.	Monica has just had her immigration status changed from 'indefinite leave to remain' to 'UK National'.

Integrate	Adapting to a new host culture and taking on their way of life whilst also keeping an equal level of identification with native culture.	Tahmina thinks that integrating into British society will help her to make friends whilst still keeping her family happy.
Migrant	A person who was born abroad and has moved to the UK either to find work or to escape of war/persecution.	There are a number of migrant communities in the UK with various cultures and experiences which have shaped their migration histories.
The Migration Observatory	A project managed by the University of Oxford which provides analysis of migration and its challenges in the UK.	The work of the Migration Observatory has helped us to better understand how migration affects and is affected by society.
The Office for National Statistics	An organisation that is responsible for collecting and analysing data relating to the economy, population and society at national, regional and local levels.	The Office for National statistics keeps track of how many people move into and out of the country on an annual (yearly) basis.
Perspective	The point of view a person takes when arguing a point.	When speaking about migrant mental health, it would be logical to take on a socio-cultural perspective.
Politics/Political Science/Political	Relating to the government or the public relations and formal organisations of a country, the systems it uses in relation to its people and the study of these relationships.	The political factors that affect migration include war, persecution and violation of human rights.
Psychology/Psychological	Relating to the mind, emotions, attitudes and behaviour of people in response to events and experiences.	Displaying sadness or anger are two common examples of psychological responses to stress.
Psychosocial Wellbeing	Similar to mental health, this describes how individuals cope with daily life, challenges and how they relate to their environment/other people.	Good psychosocial wellbeing is a key indicator of happiness and life satisfaction.
Social Policy	A discipline that focuses on how our society addresses concerns about security, health, education and socio-economic development.	Theresa May and the Cabinet Ministers have been reviewing several new social policy initiatives with the aim of improving the standard of living in Britain.

Tutorial 1 – Every Country

T1 Learning Objectives:

By the end of this tutorial you should be able to:

- To be able to define the term *migration*.
- To identify the most common causes of migration.
- To identify which countries have the highest migration *diaspora* populations in the UK.
- To give an opinion in the discussion about issues surrounding migration and diaspora in the UK.



Credit: Oxford Martin School

Activity 1.1 – The Starter

The Who and The Where

1a) As a **whole class**, complete the names of as many countries as you can using the gap-fill in the tables on pages 12-13.

While you work...

- Which 5 countries do you think will have high diaspora populations living in the UK?
- Which 5 countries do you think will have high diaspora populations living in London?
- Were your answers to both questions the same? Why/why not? Give reasons for your choices.

Countries of Africa

A

- ALG_____
- ANG_____

B

- BEN_____
- BOT_____
- BUR_____ FAS_
- BUR_____

C

- CAB_ VER__
- CAM_____
- CEN_____
- AFR_____
- REP_____
- CHA_
- COM_____
- DEM_____
- REP_____ OF THE
- CON__ (DRC)
- REP_____ OF THE
- CON__
- COT_ D'IV_____

D

- DJI_____

E

- EGY__
- EQU_____
- GUI_____
- ERI_____
- ESW_____
- (formerly Swaziland)
- ETH_____

G

- GAB__
- GAM_____
- GHA__
- GUI_____
- GUI_____ -
- BIS_____

K

- KEN__

L

- LES_____
- LIB_____
- LIB__

M

- MAD_____
- MAL_____
- MAL_
- MAU_____
- MAU_____
- MOR_____
- MOZ_____

N

- NAM_____
- NIG__
- NIG_____

R

- RWA_____

S

- SA_ TO__ &
- PRI_____
- SEN_____
- SEY_____
- SIE_____ LEO__
- SOM_____
- SOU__
- AFR_____
- SOU__ SUD__
- SUD__

T

- TAN_____
- TO__
- TUN_____

U

- UGA_____

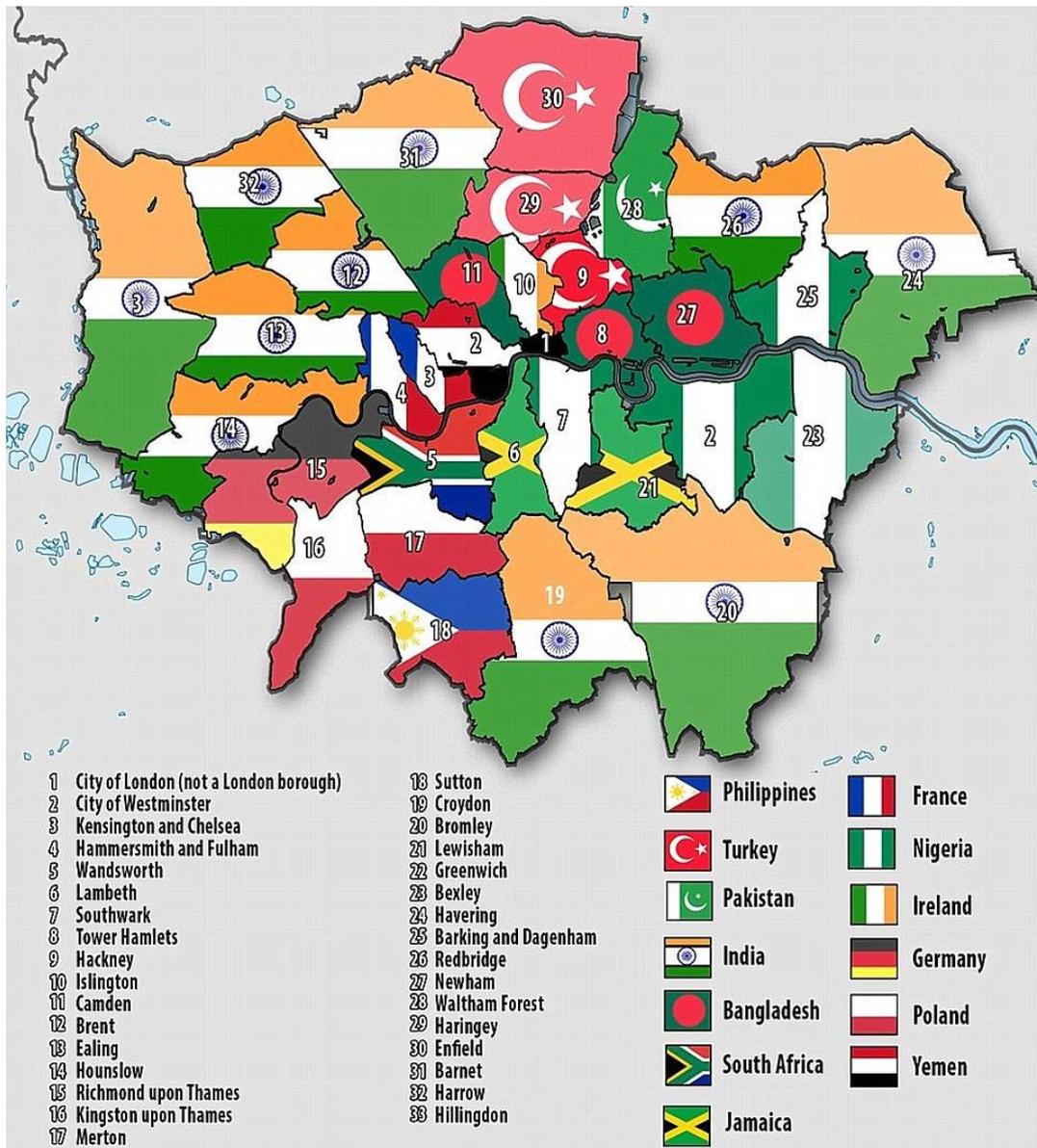
Z

- ZAM_____
- ZIM_____

Countries of Asia

A AFG _____ ARM _____ AZE _____	B BAH _____ BAN _____ BHU _____ BRU _____	C CAM _____ CHI _____ CYP _____*
G GEO _____	I IND _____ IND _____ IR _____ IR _____ ISR _____	J JAP _____ JOR _____
K KAZ _____ KUW _____ KYR _____	L LA _____ LEB _____	M MAL _____ MAL _____ MON _____ MYA _____ (formerly Burma)
N NEP _____ NOR _____ KOR _____	O OM _____	P PAK _____ PAL _____ PHI _____
Q QAT _____	R RUS _____	S SAU _____ ARA _____ SIN _____ SOU _____ KOR _____ SR _____ LAN _____ SYR _____
T TAI _____ TAJ _____ THA _____ TIM _____ LES _____ (aka East Timor) TUR _____* TUR _____	U UNI _____ AR _____ EMI _____ (UAE) UZB _____	V VIE _____ Y YEM _____

Source 1



Credit: Daily Mail Online

Pause and Reflect

Look at the map above. Do you recognise which city this is? Do any of the diaspora levels surprise you? Were there any that you would have been able to guess before looking at the map? Do you think this representation is accurate? Explain why/why not.

The reasons behind why people migrate from their country of origin

There are a number of reasons why an individual or family may move to the UK.

The most common reasons are:

Economic



This group of reasons for migration relate to money, business or wanting improved living standards. People in this category are usually referred to as 'migrants' and often come to the UK to work. Some people are 'seasonal migrants' which means they come to the UK for a while to make money and then go back to their native country.

Political



This category includes coming to the UK in order to escape war or *persecution* (being treated badly or unfairly because of who you are or what you believe). People in this category are usually referred to as 'Asylum seekers' when they first arrive and then 'Refugees' when they have been given a formal document from the government which says that they are allowed to stay for as long as they want.

Social



This includes moving to reunite with relatives or with a spouse (husband or wife) after a marriage has taken place. Social reasons can also include people that relocate to be with their friends or partner.

Environmental



This means moving because of things related to the physical or geographic circumstances such as due to the effects of climate change, natural disasters (i.e. hurricanes, earthquakes or volcanoes) as well as famine or drought.

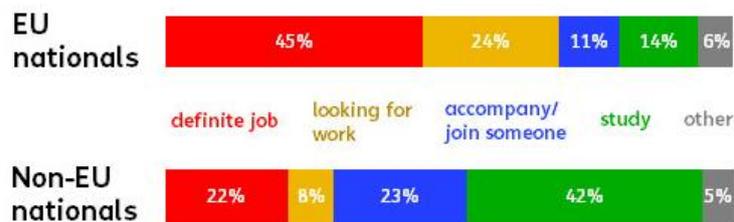
Activity 1.2

In pairs/threes, read through the statements below and decide whether the person is an economic migrant, political migrant or another type of migrant:

- Abdi came to Manchester with his wife and 2 children from Somalia because of the civil war that was happening in his country.
- Bella came to London by herself from Australia with the hope of improving her acting career and getting a job in West End.
- Chivani left Thailand with her son because she wanted to attend Birmingham University to complete a nursing degree.
- Daud arrived in Bristol from Tunisia due to constant bombings near his home and fears over his safety as a result of the Arab Spring.
- Erderner left Turkey because he is a Christian who was living in a predominantly Muslim part of the country and did not feel safe.
- Fatma, from Sudan, spent 6 months travelling across Africa and Europe via the Mediterranean Sea to reach Kent because of drought which caused a severe food shortage in her hometown.

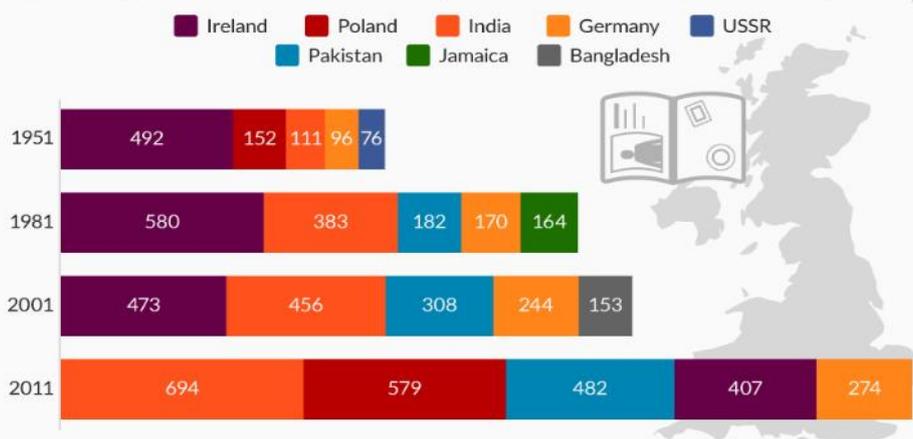
Reasons given for immigrating to the UK

Immigration of EU and non-EU nationals by main reason stated for migrating, 2016



Where Britain's immigrants historically come from

Top five origin countries of British immigrants from 1951 to 2011 (in thousands)



Activity 1.3

Independently, fill in the gaps in the passage below using each of the words in the box at the bottom of the page once.

Unemployment and income are two measures of how well a country is doing _____.
. For **people living in poorer countries**, migration can also be an effective strategy to **increase their income and to protect their families from poverty**. However, for most international migrants, **wage and income** are the main drivers of migration to the UK (Hatton 2005).

Migration involves many other benefits and disadvantages. Some of these disadvantages can be reduced **if a new migrant has family or friends** (i.e. having a _____ network) in the UK or has **knowledge of the English language and British culture**. Migration networks help with gaining access to information on _____ services such as **help with housing, claiming benefits, child care and can reduce vulnerability to crime**. These factors make up a person's environment and affect them in their daily lives.

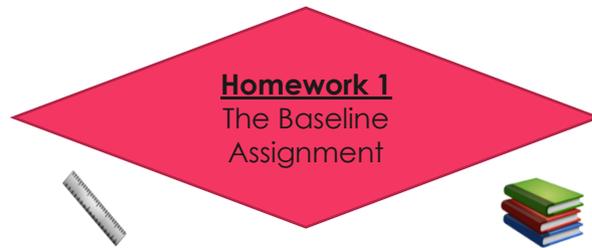
Additionally, the presence of **pre-existing migrant communities** can also help new migrants to **cope with personal and cultural stress associated** with migration (Massey 1990). Because **some people are at a bigger risk of developing mental difficulties as a result of bad past experiences in their lives**, it is important that they feel supported _____, which can often be a result of having a healthy _____ network around them.

Furthermore, the immigration _____ of a country influence migration to it in a complex way. A recent study suggests that **legally having free movement between the UK and a source country** is associated with significant migration inflows to the UK (Portes and Forte, 2017). This is important for _____ to consider when they are **creating and reviewing legislation related to migration**.

On one hand, a recent study has suggested that _____ **conditions in a migrant's home country** are thought to be the most important single "push" factor behind migration to the UK in recent years (Thielemann and Schade, 2016). However, on the other hand, some experts believe that having a **network and cultural similarities** may be much stronger pull factors in comparison to **wages** or **selective immigration policies** (Hatton & Wheatley Price, 1999; Belot & Hatton 2012).

In summary, it is clear that there are several factors that affect migration. For example, **having people that you know and trust** is helpful both _____, in that it helps to increase _____ wellbeing, as well as being helpful _____, because having connections makes it easier to integrate into British society. It can also be beneficial _____, because friends can help introduce new migrants to job opportunities and business ventures. All of these factors are ultimately influenced by the discipline of _____, because the _____ who work in government have the final say in who is allowed to settle in the UK.

psychological	policies	social	economic
psychologically	politicians	social	economically
psychologically	politicians	social	economically
	politics	socially	



With reference to the information that we have learned during Tutorial 1, using **one** factor per paragraph:

- (a) Define what is meant by social, psychological, political and economic factors.
- (b) Give one example of each of these factors. The example that you give must be from your **own independent research**.
- (c) Explain how the factor you have chosen benefits and/or disadvantages society.

Top tips !!!

- Your assignment should be approximately 500 words in total (**minimum 450 / maximum 550**)
- Each paragraph should be clearly written using the Point, Evidence, Explanation (PEE) structure and must be between 100-125 words in length.
- You should use a dictionary, books and the internet for your independent research in order to get a 1st or 2:1 grade
- Make sure to submit your homework through the 'Baseline Assignment' tab on the Virtual Learning Environment (VLE) by _____ at _____.

Tutorial 1 References:

- ✓ The Daily Mail (2017). 'The united nations of London: Map reveals the areas where 50% of residents are born abroad as capital's population hits record 8.6million' [online] <https://www.dailymail.co.uk/news/article-2950401/How-one-three-Londoners-born-abroad-areas-live-in.html>
- ✓ The Migration Observatory (2017). 'Determinants of Migration to the UK' [online] <<https://migrationobservatory.ox.ac.uk/resources/briefings/migrants-in-the-uk-an-overview/>>

Tutorial 1 extra reading:

- 10 truths about Europe's migrant crisis
<https://www.theguardian.com/uk-news/2015/aug/10/10-truths-about-europes-refugee-crisis>
- African Migration to the UK
https://warwick.ac.uk/fac/soc/crer/events/african/confp_david_owen.ppt
- The British Dream: Successes and Failures of Post-war Immigration Paperback – 3 Apr 2014 by [David Goodhart](#)

Baseline assignment help:

<u>Factor</u>	<u>Category</u>	<u>My Rationale</u>
1. <i>Unemployment and income</i>		
2. <i>If a new migrant has family or friends</i>		
3. <i>People living in poorer countries</i>		
4. <i>Legally having free movement between the UK and a source country</i>		
5. <i>Cope with personal and cultural stress associated</i>		
6. <i>Wage and income</i>		
7. <i>Help with housing, claiming benefits, child care and can reduce vulnerability to crime</i>		
8. <i>Bigger risk of developing mental difficulties as a result of bad past experiences in their lives</i>		
9. <i>Knowledge of the English language and British culture</i>		
10. <i>Increase their income and to protect their families from poverty</i>		
11. <i>Pre-existing migrant communities</i>		
12. <i>Creating and reviewing legislation related to migration</i>		

Tutorial 2 – This is England

T2 Learning Objectives:

By the end of this tutorial you should be able to:

- ✧ State how migration is studied in the UK and by whom.
- ✧ Discuss how the fields of politics, psychology, sociology and related sub-disciplines influence migration studies.
- ✧ Practise linking personal opinions and formal evidence on migration together
- ✧ Share and respectfully engage in a small-scale debate concerning migration to the UK.



Activity 2.1 – The

Recapitulate

A) Pick one flashcard - explain what it means and summarise what we discussed last lesson.

B) Now we are going to watch two extract from the series TopBoy (E2 7:30-10:00 and 39:20-40:30).

<https://www.netflix.com/watch/80217554?trackId=14277283&tctx=0%2C1%2C217e7b33-3213-4920-909b-1a83ea369df5-570350398%2C%2C>

Independently, answer the following questions and consider which factor(s) each question relates to:

1. Who was at the door? Who do you think sent them?
2. What was Amma's response to the first question she was asked?
3. How do you think Ats felt? Why do you think this?
4. Who could help Amma and Ats in this situation?
5. What was Amma's employer's response? Why do you think she said this?
6. What do you think Amma's employer's decision means for Ats and Amma now?
7. Do you think Amma's employer made a decision that was fair? Why/Why not?

Who studies migration in the UK?

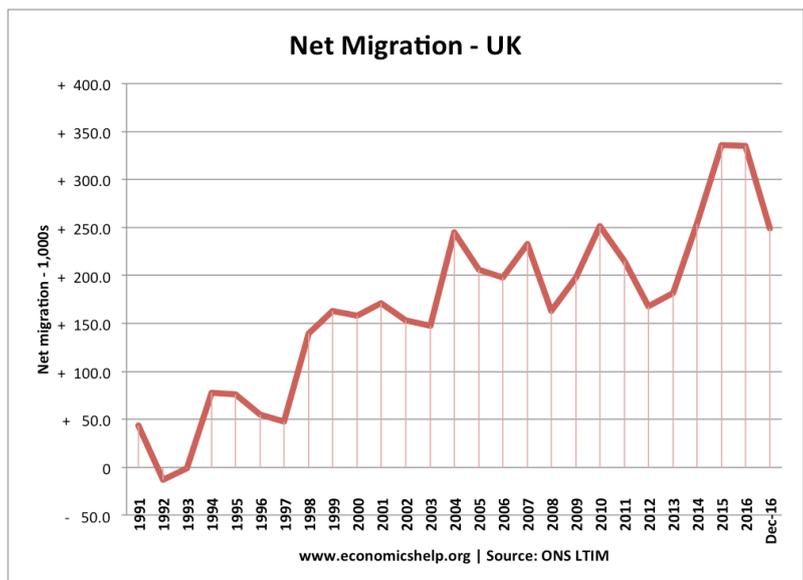
The Office for National Statistics (ONS)

The ONS is responsible for creating regular reports which show the people moving into and out of the UK, long term migration, short term migration, and non-UK residents data providing a picture of those entering and leaving the UK, covering all lengths of stay. The ONS also focuses on factors such as size, age and geographic distribution of the UK population, and changes in the UK population and the factors driving these changes. These statistics have a wide range of uses. Politicians in central government and local government use them for planning, resource allocation and managing the economy. Professionals in the healthcare and social sector also use them to better understand and support migrants in their delivery and practice. They are also used by other people such as market researchers, academics for educational and sales purposes.

Ref: <https://www.ons.gov.uk/peoplepopulationandcommunity/populationandmigration>

The Migration Observatory

The Migration Observatory is based at the Centre on Migration, Policy and Society (COMPAS) at the University of Oxford. The aim of the Migration Observatory is to provide impartial, independent, authoritative, evidence-based analysis of data on migration and migrants in the UK, to inform media, public and policy debates, and to generate high quality research on international migration and public policy issues.



Ref: <https://migrationobservatory.ox.ac.uk/about/>

Credit: Economics

Activity 2.2

As a whole class, discuss the following questions with reference to the graph above:

Q1) What does this graph show us?

Q2) Based on this graph, what is your prediction on what the levels of migration to the UK will be like over the next 5-10 years?

Snippets of Migration studies from the perspective of...

The field of migration studies brings together a number of different disciplines and theoretical perspectives. For the purpose of the **final assignment**, we will be focusing on the disciplines of Sociology, Politics, Psychology and Decolonial studies.

Sociology

Although there are less births than deaths, the overall population of the UK is increasing because a lot of people are migrating to the country and a smaller number of people are leaving. Additionally, migrant families tend to be larger in size than non-migrant families (as on average, they tend to have more children).

Research has suggested that migration to the UK lowers the average age of the population as migrants tend to be approximately 10 years younger than the British-born population upon arrival to the UK. This is important as it has wide implications for social and health services.

Politics

The influence of migration on public service use has many layers that vary depending on the type of migrant, their age, their geographical location (where in the UK they live) and the level and type of services they need.

A report from the Migration Advisory Committee (BBC, 2018) has shown that migrant workers from the European Economic Area contribute £2,300 more to the economy than the average British citizen, with large numbers of professionals who work in the Health and social care sector originating from migrant/Black, Asian, Minority Ethnic and Refugee (BAMER) backgrounds.

Psychology

Though the majority of migrants do not experience negative mental health, some are at a higher risk because of things they have experienced before, during, or after migrating to the UK.

For example, problems like 'homesickness', depression or anxiety caused by loneliness can happen as a result of being separated from loved ones. Low level psychological difficulties in an area such as this can be dealt with by community practitioners such as community mental health teams (CMHT) and Improving Access to Psychological Therapies (IAPT) teams without the need for clinical professionals or special interventions.

Decolonial Studies

The colonisation of many countries by Europe and how this has influenced the lives of migrants who may have experienced colonisation both directly and indirectly, their descendants and the native population of Europe is widely documented. In recent times, there have been calls to give a louder voice to those who have lived through colonisation, therefore allowing "options confronting and delinking from [...] the colonial matrix of power" (Mignolo 2011: xxvii) to be heard.

Migrants living in the UK come from a wide variety of countries that either have been or still are colonies of European nations. This has a significant impact on their migration histories and experiences and is now being considered as a potential alternative to widespread colonial theory. Being able to present inclusive, non-Eurocentric perspectives which incorporate the views of minority communities is a key aspect of Decolonial Studies.

Activity 2.3

In order to understand how each discipline works, it is important to first understand their relative perspectives and how they approach migration studies. Below are brief examples of statements from particular viewpoints.

Can you match the statements in the table below with the perspectives to which they belong?

<u>Statement</u>	<u>Discipline</u>
Too much migration is bad for the country because it is extremely expensive for taxpayers.	
I believe that migrants should have access specialist mental health provision.	
The negative impact of the British empire is the reason why many people need to migrate.	
The introduction of migrants to society means there is now a new lower class.	
It is important to understand how trauma affects migrants' wellbeing so we can help them overcome it.	
Most of the knowledge we have about migration comes from western society and this is unfair.	
There are no social structures in place to support newly arrived migrants.	
The level of support migrants receive from the state depends heavily on the government agenda.	
It is important to consider peoples' background and experiences in order to understand them.	

Homework 2
The Expert Analysis



With reference to the information that we have learned during Tutorial 2, using the table on page 23:

(a) Choose **five** statements and write a short but formal newspaper article stating whether you agree or disagree with each of the statements you have chosen and explain why.

(b) As you write, think about the discipline your argument belongs to and consider the wider advantages and disadvantages.

Remember the top tips!

Tutorial 2 References:

- ✓ BBC (2018). 'EU migration: How has it changed the UK?' [online] available from <<https://www.bbc.co.uk/news/uk-45565124>>
- ✓ Mignolo, W.D. (2011). 'Geopolitics of sensing and knowing: on (de)coloniality, border thinking and epistemic disobedience' *Postcolonial Studies*, 14:3, 273-283.
- ✓ *TopBoy* (2019). [Online]. S1 E2. England: Netflix [Viewed 20 September 2019].

Tutorial 2 extra reading:

- Migrants to Britain c1250 to the present overview
<https://www.bbc.com/bitesize/guides/z2mn2p3/revision/2>
- Migrants in the UK: An Overview
<https://migrationobservatory.ox.ac.uk/resources/briefings/migrants-in-the-uk-an-overview/>
- Mental health: migrant health guide
<https://www.gov.uk/guidance/mental-health-migrant-health-guide>

Tutorial 3 – Where are you now? 🤔

T3 Learning Objectives:

- ✧ To explore how migration histories affect migrants and their descendants living in the UK.
- ✧ To describe and evaluate how the respective sub-disciplines of politics, psychology, sociology influence migration studies and the media's portrayal of migrants



Credit: Huffington Post UK

Activity 3.1 – The

Recapitulate



Select **two** statements from the list below. Decide whether you agree, disagree or both. Choose one or more of the discipline cards that you feel relate the most to your point of view before explaining reasons for your answer.

- Allowing people to migrate into the UK is good.*
- The British government should do more to help migrants.*
- The field of Migration Studies is important.*
- More migrants means less jobs and money for native British people.*
- The government has a good level of control when it comes to migration.*
- Former British colonies are right to claim reparations for any damage the British empire has caused to their land/economy*

Activity 3.2

Now we are going to watch another two extracts from the series TopBoy (E3 11:50-13:50 and 30:00-33:10).

<https://www.netflix.com/watch/80217555?trackId=200257858>

Make notes on the social, psychological, economic and political factors that come up in this scene.

Notes

Social -

Psychological -

Political -

Economic -

Prime Minister Theresa May has announced the establishment of a Windrush Commemoration Committee

Published: 22 June 2018

From: Prime Minister's Office, 10 Downing Street, Ministry of Housing, Communities & Local Government, and The Rt Hon Theresa May MP



Prime Minister Theresa May has today announced the establishment of a Windrush Commemoration Committee to consider how best to create a permanent, fitting tribute to the Windrush generation and their descendants.

Chaired by Liberal Democrat peer Baroness Floella Benjamin, the cross-party and community-led group will explore a range of options for commemorating the Windrush generation and honouring their legacy.

Options could include a museum exhibition, a naming ceremony or a Windrush statue in an area of the UK which has particular links to Caribbean history. The committee will be supported by a secretariat and funding from the Ministry of Housing, Communities and Local Government.

Today marks 70 years since Empire Windrush docked at Tilbury Docks carrying nearly 500 men and women who arrived in Britain from the Caribbean in response to labour shortages in the UK. The ship's image has since come to symbolise the UK's diversity – and the huge contribution the Windrush generation has made to all aspects of British life.

The Prime Minister's announcement follows the government's announcement of an annual Windrush Day earlier this week, and comes ahead of a day of Windrush celebrations including a National Service of Thanksgiving at Westminster Abbey this morning, and a Downing Street Windrush reception later today.

Prime Minister Theresa May said:

Many aspects of British society today would be simply unrecognisable without the contributions of the Windrush generation, from our health and transport services to our politics, businesses, literature and culture. The work of the Windrush Commemoration Committee will ensure that the legacy of Caribbean migrants who arrived here 70 years ago to help rebuild our country and build their lives here, will never be forgotten.

Baroness Floella Benjamin, Chair of the Windrush Commemoration Committee, said:

It's an honour to have been asked by Prime Minister Theresa May to Chair the Windrush Commemoration Committee. This a significant step in recognising the contribution made to Britain by Caribbean people, and this Committee will make sure the work and sacrifices of the Windrush pioneers will live on in the hearts and minds of future generations.

BBC News Worldwide: Was Lumley campaign good for Gurkhas?

31 July 2011



Two years ago actress Joanna Lumley helped Gurkhas who retired before 1997 win the right to settle in the UK. Gurkha welfare groups and the Home Office estimate that about 8,000 former soldiers and their families have since moved to Britain. But many have struggled in the UK, as the BBC's Alastair Lawson reports.

If the British Gurkha Welfare Society (BGWS) is to be believed, Joanna Lumley's campaign has been a disaster, resulting in thousands of elderly and infirm Gurkha pensioners - most unable to speak English - living in poor accommodation and relying on state handouts to survive.

Joanna Lumley's statement:

"We should remember that there would be no Great Britain, no National Health Service and no welfare state were it not for the blood spilt by Gurkhas and others to protect this country in much darker and more dangerous times than those we face now. Time and time again during the campaign ordinary people would stop me in the street and plead with me not to give up, as they could see that what we asked for on behalf of the Gurkhas was just and fair. All other foreign and Commonwealth soldiers had the right to settle in Britain, regardless of the cost to this country: but only the pre-1997 retired Gurkhas were denied this right. I joined the campaign because my father served as a regular soldier with the Gurkhas, and being a "daughter of the regiment" I understood more than most what sacrifices the Gurkhas and their families had made to protect this country from tyranny. The British people are fair-minded, and they believe in loyalty to close friends. I am just grateful that I had a small part to play in helping these fine men and their families."

Further background information:

- The BGWS argues that it would be far more cost-effective if retired Gurkhas were paid better pensions and encouraged to stay in Nepal rather than pursue the more expensive option of emigrating to the UK to take advantage of state pensions, housing benefit and free health care.
- About 25,000 Gurkhas who retired before 1997 still get only about a third of the amount of pension received by their British and Commonwealth former comrades, despite winning the right to live in Britain. In 2007, the pension rules were changed to give Gurkha soldiers who retired after 1997 equal pension rights with other UK service personnel.
- "The quality of life for many of these people is terrible...Many cannot speak English and because they are old and frail they often find it difficult to get out and mix with the community." – Chhatra Rai, BGWS General Secretary.
- Gerald Howarth, the MP who represents the local authority, Rushmoor, where many Gurkhas have settled argues that their arrival has resulted in a "very real additional financial burden" on Rushmoor and its services - including council housing, doctors' practices and schools. "Action needs to be taken to limit any further numbers coming to Rushmoor."
- Former Gurkha Ragprasad Purja, who celebrated victory with Ms Lumley in 2009 said "We died for this country and we are entitled to come and live here and claim benefits for the sacrifices we have made."

Activity 3.3

- (i) Read the articles above and annotate key terms that relate to the main factors and perspectives we have studied so far.
- (ii) Do you think that politicians have a good understanding of the social and psychological effects of migration?



Homework 3 The Expert Analysis



With reference to the all of the information that we have learned during Tutorial 3:

- (a) Write a short essay (500-750 words) comparing the Windrush Scandal and the Gurkha Justice Campaign.
 - a. What are the key similarities and differences between the two?
 - b. Do you think the articles written by the BBC give a fair account of what has happened? (You will need to conduct your own independent research).
 - c. Do you think the outcomes of each campaign were fair/just?
 - d. How has your knowledge of these events influenced your view on the politics?
 - e. If you were an advisor to the Prime Minister, what would you suggest to be done?

Remember the top tips!

Tutorial 3 references:

- ✓ BBC (2011) 'Was Lumley campaign good for Gurkhas?' [online] available from <<https://www.bbc.co.uk/news/world-south-asia-13372026>>
- ✓ Ministry of Housing, Communities and Local Government (2018) 'PM announces committee to ensure fitting legacy for Windrush generation' [online] available from <https://www.gov.uk/government/news/pm-announces-committee-to-ensure-fitting-legacy-for-windrush-generation>
- ✓ *TopBoy* (2019). [Online]. S1 E3. England: Netflix [Viewed 20 September 2019].

Tutorial 3 extra reading:

- Windrush generation: Who are they and why are they facing problems?
<https://www.bbc.co.uk/news/uk-43782241>
- Home Office in the media
<https://homeofficemedia.blog.gov.uk/2018/12/11/4692/>
- Gurkhas in Britain: a timeline of their campaign to stay
<https://www.telegraph.co.uk/news/uknews/defence/5360033/Gurkhas-in-Britain-a-timeline-of-their-campaign-to-stay.html>

Tutorial 4 – Lay me bare



T4 Learning Objectives:

By the end of this tutorial you should be able to:

- ✧ To outline and evaluate the use of the arts and media as attempts to subjectively narrate the migrant experience and its effects on wellbeing.
- ✧ To consider how stories of migration are told from the perspective of first and second-generation migrants in the UK.
- ✧ To be able to make a contribution to a discussion on the most common social and political factors that affect migrants integration and psychosocial wellbeing in the UK.



Activity 4.1 – The Starter

Recapitulate 🧐

Complete the quick quiz below:

- 1) Name 2 countries from Africa/Asia that have diaspora in the UK that are greater than 100,000.
- 2) Who was the prime minister when the Windrush Scandal made the headlines?
- 3) Which 2 organisations are mainly responsible for recording and analysing migration in the UK?
- 4) Why are migrants at greater risk of developing mental health difficulties?
- 5) What does the acronym BAMER stand for?
- 6) Name 1 advantage and 1 disadvantage of migration.

Activity 4.2

Read the quotes below from a research article on 'Listening to the voices and mental health needs of forced migrants in London' by David Palmer and Kim Ward (2007).

- (a) Create a list of all the key themes and feelings that are associated with the migration and settlement experiences presented in this article.
- (b) Think about which of these aspects are a) social b) political or psychological. How can you tell?
- (c) List two strategies that you think these migrants could have used to help them cope with moving to the UK.

- A) *I felt that I was going to be sent back. I couldn't sleep and eat Saturday to Sunday. It was very stressful and I was losing my hair. I had no iron. I had lots of headaches. I was very worried about being deported. It has also affected my daughter. She gets very hyper and hates noise, bangs and shouting.*
- B) *Here they think things will be easier but then you can't find job or money or housing, study, national insurance number and there are all these problems that they didn't know about. You lose hope and this causes depression.*
- C) *Inside my country people are crazy but they don't have depression. [My community] didn't know about depression ... I didn't want to publicise. Depression doesn't mean anything in [my country].*
- D) *If the situation here is good then it is a good life but if not then it is bad. If someone gets housing then their life is good. My friend is relaxed in his accommodation so he is happy. If I had my housing I would feel better.*
- E) *The community can help one or two times but they can't do more than that. The UK is a very developed country so people are thinking: 'why aren't the government helping?'*
- F) *I don't want to talk about it but the psychiatrist makes me talk. I am not happy but she says it will help me ... She helps me when I feel hopeless. She gives me hope.*
- G) *I like coming to the sewing group. I meet some people and it helps me forget. I can make things and it helps for not to think about all my problems.*
- H) *Most of my people don't understand what is going on in Britain. They get the Home Office paper and most don't have the chance to study the difference in cultures. The ones who speak English and know the culture can educate the people about the knowledge that they have learnt. Lack of knowledge is the problem that this community has right now.*

Activity 4.3

We will now move onto carrying out an exegesis (a detailed, evidence-based interpretation) of two written pieces by individuals from different BAMER backgrounds. The purpose of this activity is to practise critical evaluation skills and reflect on our understanding of language and style in different formats.

Top tips for your annotation

- Use a highlighter or different coloured pens to underline key words and phrases.
- Do not highlight more than 7 words in a row!
- Write notes in the margins or in your notes section.
- Focus on repeated words or sets of words that relate to the same theme.
- Think about the shape and layout of the text (structural devices) as well as the content and writing techniques (literary devices) used.

Tips for your interpretation

- You should attempt to make a connection between a feature, word or phrase and the effect it has on the audience.
- This must be your own work based on your personal understanding of what has been written – do not copy anyone else's interpretation.
- Take time to think about how the author is thinking and feeling and why you think they are expressing this.
- Make brief comments about what can be learned about the author's experiences from this source.
- Think about the bigger picture – consider how socio-political context may have influenced this work.

Source 1

Title: Lay Me Bare

Author: Michael Omari (also known as **Stormzy**)

Source type and genre: Song – Grime (Autobiographical)

Chorus

One more time I'll make it clear
This some **** I hate to share
Escape this life or pay the fare
Grab this gun and aim it there
Shoot my pain and slay my fear
Before I die, I say my prayer
Don't worry about the mess just lay me
there
This is all I got so lay me bare

Verse One

Lord, help me, please, I'm breaking down
Tryna call my name and take my crown
Little bit of pain, I'll paint the town
When they put me in my grave, don't
make a sound
'Cause there's still some days I find it hard
Smoke my ***** and write my bars
I know they see me climb the charts
But plaques won't help me find my heart
Yo, God, what's good? I need you bad
Devil's in my ear, I need you back
Got scars in my soul, I've been attacked
Even when I'm low, I seem relaxed
But then year's been mad, I lost my way
They think I went ghost to drop my tape
Not knowing that I fell and lost my faith
Like, Satan, please no, not today
So **** this ****, this ain't a joke
Just to get away, I take a ****
I took this pain and made a boat
Lord knows how the **** I stayed afloat
Last year, I cried too many times
Weren't for Flipz and weren't for rhymes
Weren't for Rachel, weren't for Kelly
Man, them people saved my life
Like man'a get low sometimes, so low
sometimes
Airplane mode on my phone sometimes
Sitting in my house with tears in my face
Can't answer the door to my bro
sometimes
Roaming around all alone sometimes
Them lonesome times
I was a young Ned Stark
But this ***** like Game of Thrones
sometimes

Verse Two

Like, bro, I can't believe I saw my dad
Still up in the ends, still driving cabs
He said, "Yo, son, I need a car"
I kissed my teeth and turned my back
Like "*****, you ain't seen my face for years
*****, you ain't seen my face for time
And the first thing you're asking for is that?
**** you, that's where I draw the line!"
Should've dashed him a rack like, "Keep the
change"
And **** letting go, I'll keep the pain
23 years, I'm still the same
When you hear this, I hope you feel ashamed
Cah' we were broke like what the ****
Mum did well to hold us up
But yet she still forgave your ****
But Mumzy's cool, I'm cold as ****
**** that! I'm still not over this
**** that! Nah, I'm still not over this
Flipz told me someone died in Heath
Like, "Please don't say I know the kid"
When I heard TS, I kissed my teeth
And then I broke down in disbelief
My bro TH and Yogi too
Man, I'll be damned to miss the streets
But I still got old school friends that I shoulda
been cool with
Man that I ride for, man I went school with
Man that I love and man I kicked ball with
My phone's there, just call it
But I guess things just got strange for me
But you all grew fast and gracefully
I left my hood and grabbed the mic
And I got me a girl that prays for me



Source 2

Title: Half caste

Author: John Agard

Source type and genre: Poem – Social/Political (Autobiographical)

Stanzas 1-3

Excuse me
Standing on one leg
I'm half-caste

Explain yusef
Wha yu mean
When yu say half-caste
Yu mean when picasso
Mix red an green
Is a half-caste canvas?

Explain yusef
Wha u mean
When yu say half-caste
Yu mean when light an shadow
Mix in de sky
Is a half-caste weather??
Well in dat case
England weather
Nearly always half-caste
In fact some o dem cloud
Half-caste till dem overcast
So spiteful dem dont want de sun pass
Ah rass

Stanzas 4-6

Explain yusef
Wha yu mean
When yu say half-caste?
Yu mean tchaikovsky
Sit down at dah piano
An mix a black key
Wid a white key
Is a half-caste symphony?

Explain yusef
Wha yu mean
Ah listening to yu wid de keen
Half of mih ear
Ah looking at u wid de keen
Half of mih eye
And when I'm introduced to yu
I'm sure you'll understand
Why I offer yu half-a-hand
An when I sleep at night
I close half-a-eye
Consequently when I dream
I dream half-a-dream
An when moon begin to glow
I half-caste human being
Cast half-a-shadow
But yu come back tomorrow
Wid de whole of yu eye
An de whole of yu ear
And de whole of yu mind

An I will tell yu
De other half
Of my story



Credit: BBC.co.uk

Source 3

Title: Natives

Author: Kingslee Daley (also known as Akala)

Source type and genre: Book – Social/Political (Semi-Biographical)

“Never mind that Britain has a German royal family, a Norman ruling elite, a Greek patron saint, a Roman/Middle Eastern religion, Indian food as its national cuisine, an Arabic/Indian numeral system, a Latin alphabet and an identity predicated on a multi-ethnic, globe-spanning empire... Never mind that waves of migration have been a constant in British history and that great many millions of ‘white’ Britons are themselves descendants of Jewish, Eastern European and Irish migrants of the nineteenth century, not that even in the post-war ‘mass migration’ years, Ireland and Europe were the largest source of immigrants. And, of course, lets say nothing about the millions of British emigrants, settlers and colonists abroad – conveniently labelled ‘expats’.”

“The reaction to our grandparents, and even more to their British-born children, was one of general and irrational revulsion, such that the mere mention of their treatment is sure to elicit rage and embarrassment today, now that the pioneering Windrush generation has officially become part of Britain’s national story. These people who came to labour in post-war Britain were greeted by de facto segregation, verbal abuse, violent attacks and even murder, motivated by nothing more than their brown and black skin. Immigration acts put a stop to their British citizenship claims of the non-white commonwealth and hundreds of millions of British citizens were stripped of their citizenship and the freedom of movement that a British passport gave them, simply because they were not white. In a barely disguised move in the 1968 and 1971 immigration acts ‘grandfather clauses’ were placed into the legislation, which allowed the white citizens of the commonwealth to continue their freedom of movement without having to use explicitly racist language.”



Credit: University of Brighton

An interdisciplinary understanding of BAMER mental health and psychosocial wellbeing

As we have seen in the Sources 1-3 and in the 3 extracts that we watched from the series *TopBoy*, mental health and belonging can be very difficult but important topics for individuals from many migrant communities to discuss. This is largely due to stigma, which means that some people view mental health as being 'bad' and treat others in a negative way if they speak about or outwardly show symptoms of psychological distress or difficulty that affects their day-to-day living. Because of this, many people who have issues with their mental health or wellbeing may prefer to hide their condition instead of asking for help.

In some communities, there is also a widely-held belief that mental illnesses are caused by supernatural events and therefore people will often choose religious/traditional methods of healing instead of or before trying clinical treatments. Also, some people are concerned about other negative effects such as fear that their children may be taken into care by social services. Others may be worried that a diagnosis or label might limit their access to job opportunities or affect their immigration status in the UK.

Even for young first-generation migrants (people who were born in the UK), talking about mental health and socio-political struggles can be difficult. In the sources above, a number of themes are highlighted that relate to prominent challenges faced by many individuals within BAMER communities including financial struggles, issues around identity and relationships with others.

Analysing autobiographical accounts of people from the BAMER groups in this way provides us with a unique insight into how they choose to cope with social, political and psychological obstacles and encourages us to reflect more thoughtfully on how to support them more effectively.

Homework 4
The Expert Analysis



Using **Stormzy's song 'Lay me Bare'** and **one other source you have chosen from pages 36-37** (either the poem '**Half Caste**' by John Agard or the book '**Natives**' by Akala), write a short essay (minimum 500 words), that compares notes from your exegesis of both sources.

In your essay, be sure to use the following questions as a guideline for the structure:

- i)** What is your interpretation of the author's experiences/main themes highlighted in this source?
- ii)** What words/phrases express the underlying intention and feelings the best?
- iii)** Do you think the type and genre of the source are appropriate for the themes the author is trying to present? Why/why not?
- iv)** How do the concepts presented in your chosen source relate to the knowledge of migration experiences, integration and psychosocial wellbeing that you have gained in previous tutorials? (hint: think about any references to British culture, migration or conflict that are made within the source).
- v)** In one sentence, what is the ultimate message that the author is trying to convey?
- vi)** What are the key differences and similarities between these two sources?

Extension questions to address (High 2:1/1st Class)

- A)** How do authors of decolonised media tend to portray their message (think about the style, genre, language, intended audience etc of the media we have reviewed since Tutorial 1)
- B)** What are the key differences between Decolonised and non-decolonised (i.e. BBC/The Guardian) media portrayals of migrants life experiences in the UK? Why do you think this is the case?
- C)** How do the sociological, psychological and political themes in each of the sources relate to one another?

Tutorial 4 references

- ✓ Agard, J. (2005) *Half Caste*. London: Hodder and Stoughton.
- ✓ Akala (2018) *Natives: Race and class in the ruins of empire*. London: Hodder & Stoughton
- ✓ Omari, M., Adjepong, K., and Smith, F.T. (2017) *Lay me Bare*. London: ADA, Warner Music Group.
- ✓ Palmer, D. and Ward, K. (2007) 'Lost': listening to the voices and mental health needs of forced migrants in London. *Medicine, Conflict and Survival*, 23:3, 198-212.

Tutorial 4 extra reading:

- Mental Health and Stigma
<https://www.psychologytoday.com/gb/blog/why-we-worry/201308/mental-health-stigma>
- STEPS: Supporting wellbeing and positive mental health among people from Black, Asian, Minority Ethnic and Refugee communities
https://www.metropolitan.org.uk/images/2015/10/STEPS_StakeholderLeaflet.pdf

Tutorial 5 – Talkin’ the hardest?

T5 Learning Objectives:

By the end of this tutorial you should be able to:

- ✧ To recap and summarise all the material that we have covered in tutorials 1-4.
- ✧ To make notes for the first draft of your final assignment.

Activity 2.1 – The Starter

Recapitulate

Make a list 10 key points or things you have learned from tutorials 1-4 **without using any notes!**

Questions to help you recap what we have learned throughout all the tutorials in the course

- What is a discipline? What is a perspective? What is evidence?
- What are the key terms for this module?
- What are the key debates/arguments covered within this module?
- What is the structure of the final assignment?
- What am I expected to include in the final assignment?

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Homework 5
The Expert Analysis



This week, you will need to write a **minimum of 750 words** as a draft of the essay for your final assignment!

The Assignment question is...

How do *social* and *political* factors influence the **integration** and **mental health/psychosocial wellbeing** of people from migrant communities in the UK?

Minimum word count:

Maximum word count:

Number of references needed for a 1st class:

Deadline for draft assignment:

Feedback for draft assignment:

Deadline for final assignment:

- Remember to follow the general structure mentioned below and also use the correct structuring for each of your paragraphs.
- Include as much information from the tutorials and from your own independent research as possible to support all the points you are making.
- Use the guide to help yo

Introduction

This section should be between **75-150 words** long and introduce the topics that you will be covering in the rest of the essay. A good introduction prepares the reader for exactly what is coming next and sets the scene.

Spotlight 1

Define and explain what migration studies is.

Think about who studies it in the UK, the types of resources they use to record and present their information and why it is important for the country to continue to do this.

Spotlight 2

Evaluate the main disciplines that migration studies covers.

Explain how they all relate to each other and how they improve our understanding of migration. What can be learned by looking at migration statistics through a social science lens?

Spotlight 3

Compare one source from tutorial 3 with one from tutorial 4.

Think about how they use language and media type to express their points. Reflect on how each source improves our understanding of migration/what it is like to be a migrant in the UK.

Spotlight 4

Give your opinion on 'the migration debate'. Do you agree with people being able to migrate to the UK or do you think it is a bad idea? Should everyone be allowed to enter and leave the country whenever they want? Do you think Brexit is will be a help or a hindrance for the UK.

Spotlight 5

Suggest **1-2 interventions or strategies** that the British government could develop in order to support the mental health and psychosocial wellbeing of migrants in the UK.

Conclusion

Similar to the introduction, your conclusion section should also be between **75-150 words** long. You must summarise the benefits and disadvantages of what it is like to be a migrant living in the UK, whether or not you feel the British government is currently doing enough to support migrants and whether or not decolonising the discourse on migration and mental health should be publically funded.

General structure for assignment



Introduction

This section should set the scene by describing what migration studies is and how it is conducted in the UK specifically. You should also describe and evaluate the main disciplines within migration studies, how they relate to each other and how this improves our understanding of society. You can also give an outline of your perspective/viewpoint in the migration debate here.

Main body (including case study)

Here you can choose one of the sources we have looked at during our tutorials or choose a piece that you like. Ensure that you focus on social, political and psychological factors that influence migrants and migration. This should then flow into an evidence-based suggestion of at least **two** strategies that the government/society can use to support migrants better.

Conclusion

This section should recap the key points of what you have written in the main body of your essay. It is expected that you will give a concluding statement which restates your perspective in the discussion.

Paragraph structure



Point – What am I saying?

“I strongly believe that the sun is a source of heat.”

Evidence – Why am I saying this?

“This is because I felt the warmth of the sun on my skin many times. I also have a thermometer to measure the relationship between sun intensity and heat, along with verifiable accounts from scientists who have shown this to be accurate.”

Explanation – What does this mean?

“Because the sun is hot, whenever I leave something frozen in its path, it melts or any object in its path is likely to increase in temperature”

Link – How does this tie all my statements together?

“From this, it is reasonable to conclude that the sun is a source of heat that that has the capacity to melt things. It is likely that the surface of the sun is quite hot and the changes in temperature that we experience are as a result of the heat that it produces.”

Essay writing reflection

Use the checklist below to reflect on your essay writing ability at the moment. Read the statements for each skill and then tick the box that most closely fits how you currently feel about your ability to do that skill.

You will use this to help your PhD tutor give you feedback in your next tutorial. They will give you specific advice on how to improve these areas in relation to your draft assignment so be completely honest.

Addressing the question			Using evidence		
I can... <ul style="list-style-type: none"> • identify what the title or question is asking me to do • select relevant information from the course to answer the title or question • explain why the information I have used is relevant 			I can... <ul style="list-style-type: none"> • select evidence that supports my points • link evidence to my points and ideas • clearly and convincingly explain how my evidence supports my points • use references 		
I feel...			I feel...		
Confident	Partially confident	Not confident	Confident	Partially confident	Not confident
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Developing an argument			Critical evaluation		
I can... <ul style="list-style-type: none"> • include a point of view or position in response to the title or question • develop and explain my point of view • argue why my point of view or position is correct 			I can... <ul style="list-style-type: none"> • ensure I analyse events and information rather than just describe them • assess the relevance and significance of the ideas and examples I am writing about 		
I feel...			I feel...		
Confident	Partially confident	Not confident	Confident	Partially confident	Not confident
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Structuring			Use of language		
I can... <ul style="list-style-type: none"> • arrange my points in to a logical order • write paragraphs that focus on one idea or point each • write an introduction that explains how I will deal with the issues of the essay • write a conclusion that sums up my main points 			I can... <ul style="list-style-type: none"> • minimise spelling, punctuation and grammar errors • ensure my writing makes the meaning clear and easy to follow • write using and appropriate tone and level of formality 		
I feel...			I feel...		
Confident	Partially confident	Not confident	Confident	Partially confident	Not confident
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Tutorial 6 – Draft assignment feedback and reflection

By the end of this tutorial you should be able to:

What is the Purpose of Tutorial 6?

- To received feedback on your draft assignment
- To reflect on your essay writing skills
- To identify practical ways to improve your assignment

What three things can you now do to improve your assignment and your essay writing ability?

1

2

3

Tutorial 7 – Final assignment feedback and reflection

What is the Purpose of Tutorial 7?

- To receive feedback on final assignments.
- To write targets for improvement in school lessons.
- To reflect on the programme including what was enjoyed and what was challenging.

Final assignment feedback

What I did well...	What I could have improved on...
<ul style="list-style-type: none">•••	<ul style="list-style-type: none">•••

My target for future work is...

Reflecting on The Scholars Programme

What did you most enjoy about The Scholars Programme?

-
-
-

What did you find challenging about the programme?

-
-
-

How did you overcome these challenges?

-
-
-

Appendix 1 – Referencing correctly

When you get to university, you will need to include references in the assignments that you write, so we would like you to start getting into the habit of referencing in your Brilliant Club assignment. This is really important, because it will help you to avoid plagiarism. Plagiarism is when you take someone else's work or ideas and pass them off as your own. Whether plagiarism is deliberate or accidental, the consequences can be severe. In order to avoid losing marks in your final assignment, or even failing, you must be careful to reference your sources correctly.

What is a reference?

A reference is just a note in your assignment which says if you have referred to or been influenced by another source such as book, website or article. For example, if you use the internet to research a particular subject, and you want to include a specific piece of information from this website, you will need to reference it.

Why should I reference?

Referencing is important in your work for the following reasons:

- It gives credit to the authors of any sources you have referred to or been influenced by.
- It supports the arguments you make in your assignments.
- It demonstrates the variety of sources you have used.
- It helps to prevent you losing marks, or failing, due to plagiarism.

When should I use a reference?

You should use a reference when you:

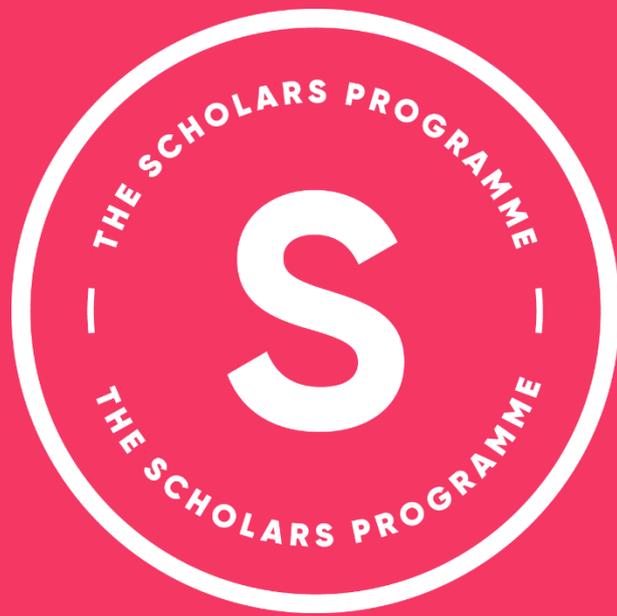
- Quote directly from another source.
- Summarise or rephrase another piece of work.
- Include a specific statistic or fact from a source.

How do I reference?

There are a number of different ways of referencing, and these often vary depending on what subject you are studying. The most important thing is to be consistent. This means that you need to stick to the same system throughout your whole assignment. Here is a basic system of referencing that you can use, which consists of the following two parts:

- **A marker in your assignment:** After you have used a reference in your assignment (you have read something and included it in your work as a quote, or re-written it your own words) you should mark this in your text with a number, e.g. [1]. The next time you use a reference you should use the next number
 - e.g. [2].
 -
- **Bibliography:** This is just a list of the references you have used in your assignment. In the bibliography, you list your references by the numbers you have used, and include as much information as you have about the reference. The list below gives what should be included for different sources.
- **Websites** – Author (if possible), title of the web page, website address, [date you accessed it, in square brackets].
 - e.g. Dan Snow, 'How did so many soldiers survive the trenches?', <http://www.bbc.co.uk/guides/z3kgjxs#zg2dtfr> [11 July 2014].
 -
- **Books** – Author, date published, title of book (in italics), pages where the information came from.
 - e.g. S. Dubner and S. Levitt, (2006) *Freakonomics*, 7-9.

- **Articles** – Author, 'title of the article' (with quotation marks), *where the article comes from* (newspaper, journal etc.), date of the article.
 - e.g. Maeve Kennedy, 'The lights to go out across the UK to mark First World War's centenary', Guardian, 10 July 2014.



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