



Aquaculture Management CPD

U96D4

Student Hand book 2019-21

Also available in large print (16pt) and electronic format.
Ask Student Services for details.

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1. Introduction

Welcome to NAFC Marine Centre UHI and the Aquaculture Management CPD (Continuous Professional Development) course. I hope that you'll find your course both informative and stimulating and wish you every success in your studies.

The information in this booklet relates to your course and should be useful for quick reference. We want your time with us in college to be both enjoyable and worthwhile. All your tutors will do their best to help you achieve your goals. Your Personal Academic Tutor (PAT) will take you through the online induction programme, they will be responsible for monitoring your progress and helping you with any problems which may occur while you are studying with us.

Your Personal Academic Tutor is: **Stuart Fitzsimmons**
Telephone number: **01595 772103**
E-Mail: stuart.fitzsimmons@uhi.ac.uk

2. About the University of Highland and Islands (UHI)

The University of the Highlands and Islands is the UK's leading integrated university, encompassing both further and higher education and the only university based in the Highlands and Islands of Scotland.

We are not a traditional university. We are different because our partnership offers both college and university education. We are part of a new breed of tertiary institutions, the only one in Scotland and one of only a few in Europe. Our partnership of 13 independent colleges and research institutions serve local, regional, national and international needs, as well as making a distinctive contribution to the university.

Each partner has its own character. Some are relatively large colleges in the urban centres of the region such as Perth, Elgin and Inverness. Others are smaller institutions, including some whose primary focus is on research. All, however, have a student-centred culture and an individual approach to student learning. In addition to the main campuses, our partnership also provides educational opportunities through a network of more than 70 learning centres located throughout the Highlands and Islands, Moray and Perthshire.

There are over 8300 students studying on undergraduate and postgraduate courses, over 31,000 enrolled on further education courses as well as many undertaking ground-breaking research. Aquaculture Management, is just one of those undergraduate programmes.

3. Programme information

Programme Title: Aquaculture Management

Duration: 9 months (3 x 3 month modules)

Accredited by: UHI HE

SCQF level: 8

Further information:

- Scottish Credit and Qualifications Framework (SCQF): www.scqf.org.uk

3.1. Programme aims

This course will provide you with theoretical skills required for a career in the aquaculture industry. It provides a foundation for those wishing to involve in management areas of any aquaculture practice or to enhance their existing qualifications.

This programme aims to develop skills in the following areas:

- Managing fish farm operations and production
- Managing fish health and welfare
- Managing hatchery operations and production
- Managing shellfish operations and production
- Managing health and safety for the production environment

3.2. Programme content and structure

Aquaculture Management			
	Students to choose only 3 Modules out of the 5 Modules given below	SQA CREDIT	SCQF LEVEL
Semester 1			
UD408475	Managing fish farm operations and production	20	8
UD408476	Managing fish health and welfare	20	8
UD408477	Managing hatchery operations and production	20	8
UD408478	Managing shellfish operations and production	20	8
UN608469	Managing health and safety for the production environment	20	8
Total Number of Credits for 3 Modules		60	

3.3. Module summary

Managing fish health and welfare (Course code UD408476)

Management of fish health and welfare (freshwater and / or marine) identifying fish health issues, including the diagnosis, monitoring and treatments. This module will require the description of the health issues (includes diseases and environmental issues) of the farmed species and the management of all resources required to undertake the production. This module requires description of the management of facilities, human resources, health and safety, budgets, problem solving and legislative requirements for keeping stock healthy.

Learning Outcome 1 (LO1): Identify and describe fish health issue/s

Learning Outcome 2 (LO2): Management of resources required to successfully monitor health and treat fish diseases

Learning Outcome 3 (LO3): Describe the management of fish welfare standards

Learning Outcome 4 (LO4): Develop and implement hygiene and biosecurity procedures

Managing fish farm operations and production (Course code UD408475)

Management of fish farm production (freshwater and / or marine) outlining the management associated with successful production of the product. This module will require the description of the production cycle of the farmed species and the management of all resources required to undertake the production. This module requires description of the management of facilities, human resources, health and safety, budgets, problem solving and legislative requirements.

Learning Outcome 1 (LO1): Describe the management of the production cycle of a fin-fish aquaculture species

Learning Outcome 2 (LO2): Describe the management of aquatic environmental conditions

Learning Outcome 3 (LO3): Outline the management of the resources required to successfully produce an aquaculture species

Learning Outcome 4 (LO4): Analyse the production methods and suggest improvements

Managing hatchery operations and production (Course code UD408477)

Management of aquaculture production within hatchery facilities outlining the management associated with successful production of the product. This module will require the description of the production cycle of the farmed species and the management of all resources required to undertake the production. This module requires description of the management of facilities, human resources, health and safety, budgets, problem solving and legislative requirements. Students will be required to have knowledge of hatchery production and develop their management skills associated with effectively managing aquaculture facilities.

Learning Outcome 1 (LO1): Describe the management of the production cycle (freshwater or marine / fish or shellfish) within a hatchery

Learning Outcome 2 (LO2): Describe the management of the aquatic environmental conditions in a hatchery

Learning Outcome 3 (LO3): Outline the management of the resources required to successfully produce an aquaculture species

Learning Outcome 4 (LO4): Understand and manage emergency situations

Learning Outcome 5 (LO5): Analyse hatchery production and suggest improvements

Managing health and safety for the production environment (UD608469)

Management of health and safety issues of fish or shellfish aquaculture production (either freshwater or marine). This module will require the identification of the risks and hazards

associated with production, and the methods to eliminate or reduce the risks. This module requires development of risk assessment/s, staff training requirements, health and safety legislation, budgets, problem solving and effective communication to ensure highest level of health and safety is managed effectively.

Learning Outcome 1 (LO1): Identify risks and hazards of aquaculture production

Learning Outcome 2 (LO2): Develop Risk Assessment/s (RA) and Standard Operating Procedures (SOP) for aquaculture production

Learning Outcome 3 (LO3): Manage staff training and effective health & safety within the work environment

Managing shell-fish farm operations and production (UD408478)

Management of shell-fish farm production outlining the management associated with successful production of the product. This module will require the description of the production cycle of the farmed species and the management of all resources required to undertake the production. This module requires description of the management of facilities, human resources, health and safety, budgets, problem solving and legislative requirements.

Learning Outcome 1 (LO1): Describe the management of the production cycle of a shell-fish aquaculture species

Learning Outcome 2 (LO2): Describe the management of the aquatic environmental conditions

Learning Outcome 3 (LO3): Outline the management of the resources required to successfully produce an aquaculture shellfish species

Learning Outcome 4 (LO4): Analyse production and suggest improvements

3.4. Reading list, course materials and equipment

3.4.1 Essential texts

You will use these texts frequently in the course and need to ensure that you have access to copies or similar aquaculture disease books specific to species reared. All essential texts are normally available from the university library, in either electronic or print format. You may want to purchase your own, either new or second hand.

Core Texts			
Title (indicate whether whole or part)	Author	Publisher	Edition
Handbook of trout and salmon diseases - Whole Book	Ronald J. Roberts and C. Jonathan Shepherd	Oxford, England: Chapman & Hall; Cambridge, England	3 rd , 1997
Infectious disease in aquaculture: prevention and control - Whole book	Brian Austin	Oxford; Philadelphia: Woodhead Pub. Ltd.	2012
Fish Disease: diagnosis and treatment	Noga, Edward	Wiley-Blackwell	2 nd , 2010
Handbook of salmon farming (whole)	Selina M. Stead and Lindsay Laird.	London : Springer	2001
Intensive fish farming (whole)	C. Jonathan Shepherd and Niall R. Bromage.	Blackwell Scientific	1992
Salmon farming handbook (whole)	Sedgwick, Stephen Drummond.	Fishing News	1988
Advances in aquaculture hatchery technology	Geoff Allan and Gavin Burnell	Oxford : Woodhead	2013
Trout and salmon culture: hatchery methods.	Leitritz, Earl.	California : State of California Department of Fish and Game	1976
Handbook of salmon farming (whole)	Selina M. Stead and Lindsay Laird.	London : Springer	2001
Introduction to Health & Safety at Work	Hughes, P & Ferret, E	Butterworth-Heinemann	5 th (Ed) 2011
Health & Safety at Work for Dummies	Towilson D et al	John Wiley & Sons	2016
Health & safety at work: an essential guide for managers	Stranks, Jeremy	London: Kogan Page	9 th (Ed) 2010
Culture of Bivalve Molluscs (whole)	Walne, PR	Fishing News Books Ltd Farnham, Surrey, England	2 nd Ed. 1979
Marine Shrimp Culture: Principles and Practices (whole)	Fast AW & Lester L (Ed)	Elsevier	2 nd Ed. 1999
Molluscan Shellfish Farming (whole)	Spencer BE	Blackwell Publishing	2002

3.4.2 Recommended texts

You are not required to purchase these texts, although you may wish to. Many recommended texts are also available from the university library.

Recommended texts and journal lists are given in the library resources links in the Brightspace.

3.4.3 Library services

The library service is free to all students enrolled on any course. Student library accounts are created at course registration, with the student ID number being the library number. Resources in any library are available to all staff and students.

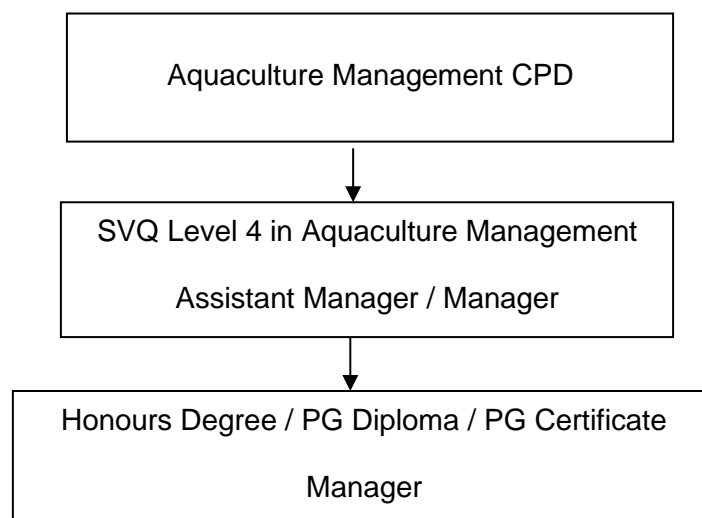
The following core services are available at all university library/learning resource centres:

- access to a range of books for loan and reference, and journals, which support the courses offered
- access to all resources held across the network through inter-site loan (speak to your librarian), subject to local rules on borrowing
- access to PCs and other ICT facilities and access to the internet
- access to online information such as electronic journals and e-books
- access to other university libraries.

Further information:

- www.uhi.ac.uk/en/libraries/using-the-libraries

3.5. Employment and progression opportunities



Successful completion of the Aquaculture Management provides direct entry to year two of the HND or degree programmes in Biological science, Aquaculture and Ecology related subjects. This award prepares you for a career in aquaculture management practice for personnel either aiming to be involved in management areas or already involved in senior supervisor position or managerial position.

Further information and advice about careers and employment opportunities is available from the university's Careers and Employability Centre. Their website provides: careers and employment information, access to email and telephone advice including CV and application

form feedback services, a database of employment and placement opportunities, and details of workshops and events. You can also 'like' their Facebook page and follow them on Twitter to stay up to date with news of opportunities for you while you're studying and up to two years after graduation.

Further information:

@uhicareers

www.facebook.com/uhicareers

www.uhi.ac.uk/careers

careers@uhi.ac.uk

4. Programme organisation and management

4.1. Delivery

The course is delivered over 2 academic semesters (semester continuing across academic year). Students will be able to enrol over three intakes and complete the course in the given duration. The course is delivered fully online. So there is no face to face delivery or classroom attendance required. Students in Shetland or UHI partner college areas in the Highlands and Islands area can access their nearest college library to use library and IT facilities. Students are required to contact the partner college for opening times. Students based elsewhere to check their nearest public library should they wish to access one.

4.2. Blended learning and the university virtual learning environment

The university encourages the use of blended learning and defines blended learning as 'a considered approach that selects from a range of traditional face-to-face methods and e-learning technologies to facilitate student engagement, develop independent learners and enhance the learning experience.'

The Aquaculture Management course is delivered fully online using UHI's Virtual Learning Environment (VLE) Brightspace. There is no face to face delivery involved, however depending upon individual student's learning requirements tutor may arrange to use variety of communication tools such as e-mails, phone, Skype or equivalent video conference tool to facilitate learning.

4.3. College calendar (key dates)

The course will have 3 enrolment date deadlines for 2019-20;

- Intake A - 23rd August 2019
- Intake B - 20th December 2019
- Intake C – 24 April 2020

The course will have 3 enrolment date deadlines for 20-21;

- Intake A – 14th August 2020
- Intake B – 18th December 2020
- Intake C – 23rd April 2021

Intake A – commencing 9 September 2019	
Course Enrolment Deadline	23.8.19
Module 1 - Week 1 start	9.9.19
1st Essay due	4.10.19
2nd Essay Due	29.11.19
Module 2 – Week 1 start	6.1.20
1st Essay Due	31.1.20
2nd Essay Due	27.3.20
Module 3 – Week 1 start	30.3.20
1st Essay Due	24.4.20
2nd Essay Due	19.6.20

Intake B – commencing 6 January 2020	
Course Enrolment Deadline	20.12.19
Module 1 - Week 1 start	20.1.20
1st Essay due	14.2.20
2nd Essay Due	10.4.20
Module 2 – Week 1 start	13.4.20
1st Essay Due	8.5.20
2nd Essay Due	3.7.20
Module 3 – Week 1 start	6.7.20
1st Essay Due	31.7.20
2nd Essay Due	25.9.20

Intake C – commencing 11 May 2020	
Course Enrolment Deadline	24.4.20
Module 1 - Week 1 start	11.5.20
1st Essay due	5.6.20
2nd Essay Due	31.7.20
Module 2 – Week 1 start	3.8.20
1st Essay Due	28.8.20
2nd Essay Due	23.10.20
Module 3 – Week 1 start	26.10.20
1st Essay Due	20.11.21
2nd Essay Due	22.1.21

Intake A – commencing 31 August 2020	
Course Enrolment Deadline	14.8.20
Module 1 - Week 1 start	31.8.20
1st Essay due	25.9.20
2nd Essay Due	20.11.20
Module 2 – Week 1 start	23.11.20
1st Essay Due	18.12.21
2nd Essay Due	12.2.21
Module 3 – Week 1 start	15.2.21
1st Essay Due	12.3.21
2nd Essay Due	7.5.21

Intake B – commencing 18 January 2021	
Course Enrolment Deadline	18.12.20
Module 1 - Week 1 start	18.1.21
1st Essay due	12.2.21
2nd Essay Due	9.4.21
Module 2 – Week 1 start	12.4.21
1st Essay Due	7.5.21
2nd Essay Due	2.7.21
Module 3 – Week 1 start	5.7.21
1st Essay Due	30.7.21
2nd Essay Due	24.9.21

Intake C – commencing 10 May 2021	
Course Enrolment Deadline	23.4.21
Module 1 - Week 1 start	10.5.21
1st Essay due	5.6.21
2nd Essay Due	30.7.21
Module 2 – Week 1 start	2.8.21
1st Essay Due	27.8.21
2nd Essay Due	22.10.21
Module 3 – Week 1 start	25.10.21
1st Essay Due	19.11.21
2nd Essay Due	21.1.22

Further information:

- NAFC Marine Centre calendar
<https://www.nafc.uhi.ac.uk/courses/>

4.4. Attendance

As the CPD course is delivered fully online, there is no physical attendance required at NAFC Marine Centre. However students in the Shetland Islands are welcome to drop in and use the library facilities. All students should contact their Personal Academic Tutor (PAT) regarding their progress and any support required in relation to the study.

4.5. Feedback from students

We encourage student feedback and communication. If you would like to contact someone about any aspect of your course, your PAT is a good first point of contact. There are many other ways to provide us with feedback, such as unit and course evaluation forms, surveys, focus groups and the red button.

4.5.1 Course committees

Course committees are the main forum for improving the learning and teaching environment on each course. Two course committee meetings will be held each year, one per semester. The student representative is the main voice of all the students in their class and play a key role at course committee meetings. For online and students based outside Shetland can contact the student support available should they wish to raise any issues.

Contact Student Services at NAFC Marine Centre or look here www.uhi.ac.uk/en/students/support

Further information:

- [AP course committee handbook if relevant to students available](#)

4.5.2 Student representation



The Highlands and Islands Student Association (HISA) is the Student' Association for the university and its partners. We represent **all students** studying in Higher and Further Education. We make sure that **your** experience as a student is the **best it can be!** We do this is through elected Student Representatives (or 'Reps'), who gather your views about your studies and College/University life to bring about **positive change**.

Who are your Student Representatives?

All students at any UHI academic partner are represented regionally by three HISA full-time officers, in 2018/98 they are:

- President - Holly Scrimgeour
- Vice-President Further Education - Callum Stephen
- Vice-President Higher Education - Sorcha Kirker

Each Academic Partner also has a part-time Depute President who represents you locally (apart from Moray College UHI who has two).

Students at Sabhal Mòr Ostaig UHI are represented locally by their own students' association.

How can you get involved?

It is vital that all students have a say about what aspects of their life at university work well and what can be improved. Class representatives are elected during September and October, they provide monthly feedback to their academic partner about any issues they and their class are having. There are also occasional opportunities to become involved with short-term representation opportunities such as subject reviews and various focus groups.

Want to be involved in a non-representative capacity? Join or create a club or society that suits your interests!

To keep up to date with what HISA is working on follow us on social media and keep checking our website regularly.

Further information:

HISA:

- www.hisa.uhi.ac.uk
- HISA on Facebook: <https://www.facebook.com/HighlandsandIslandsStudentsAssociation>
- HISA on Twitter: [@tweet_hisa](https://twitter.com/tweet_hisa)

Student representation:

- www.uhi.ac.uk/en/students/student-life/student-representation

4.5.3 Red button

Use the red button to let us know how we can improve our service, or to tell us what you like about your course! Use the online form at the red button section of the website.

Further information:

- www.uhi.ac.uk/redbutton

5. Advice and support

Student life can be difficult however there is plenty of support available to you, therefore, if you are struggling with your studies, finding things financially tough, looking for careers advice or just need someone to talk to, support services are on hand to help and provide you with advice and guidance.

Contact Student Services at NAFC Marine Centre or look here www.uhi.ac.uk/en/students/support.

Further information:

Contact Caroline Hepburn, Student Support Officer at caroline.hepburn@uhi.ac.uk Tel: 01595 772216, or look here www.uhi.ac.uk/en/students/support

5.1. Key staff and contact details

Course Leader

Stuart Fitzsimmons - stuart.fitzsimmons@uhi.ac.uk 01595 772103

Teaching Staff

Matthew Wright – matthew.wright@uhi.ac.uk 01595 772237

Saro Saravanan – saro.saravanan@uhi.ac.uk 01595 772405

Curriculum Manager

Duncan E Kidson- duncan.kidson@uhi.ac.uk 01595 772223

Administrator

nainfo@uhi.ac.uk 01595 772000

5.2. Personal Academic Tutor (PAT)

You will be allocated a PAT who will be your first point of contact for any academic or support matters. They have an overview of your attendance, progress and attainment of assessments and your final award. You will meet with them on an individual basis twice each academic year to discuss your progress and plan for future developments. They may contact you if there are any concerns about your progress on your course. If you have any queries about your course, personal or support matters which are affecting your studies, you should contact your PAT as soon as possible. They will discuss your concerns, and if necessary refer you on to the appropriate person, or specialist guidance.

Your Personal Academic Tutor is **Stuart Fitzsimmons**. You can contact him by email - stuart.fitzsimmons@uhi.ac.uk

5.3. Study skills

Essential Student Skills is an online set of resources designed for students of the university and contains lots of information and activities designed to help you develop the skills you need to achieve success. Topics covered include: reading, writing for assessments, note taking and time management.

Further information:

- You can access the course online at <http://induction.uhi.ac.uk>

5.4. Equality and diversity

The university is committed to equality of opportunity and non-discrimination in all aspects of its work and study. For example, all assessments will be conducted fairly and objectively with equality of treatment for students.

Further information:

- <https://www.uhi.ac.uk/en/about-uhi/governance/policies-and-regulations/policies/equality-diversity/>

5.5. Disability matters

If you let us know as early as possible that you have a specific or additional support need, we will have more time to work with you to arrange and implement appropriate support. There is a range of support services available for students with additional needs, including the university's Additional Support Online system.

The university is validated to conduct needs assessments with students eligible to apply for Disabled Students' Allowance. If you wish to disclose a disability or additional support need or think you might be eligible for Disabled Students' Allowance you should discuss your requirements with student services staff at your home academic partner in the first instance.

Further information:

- <https://www.uhi.ac.uk/en/students/support/>

5.6. Thinking of continuing or leaving?

If your circumstances have changed and you are considering continuing to the next level, or leaving your course, be sure to speak to your PAT for advice. Advice and information is also available online.

Further information:

- <https://www.uhi.ac.uk/en/students/support/>

6. Assessment procedures and regulations

6.1. Assessment methods

Modules are assessed on a continuous basis and will involve regular assignments submitted online. Two summative assessments to be submitted online in the VLE to complete each module successfully.

The prospect of assessment can feel rather daunting, particularly if you have not undertaken any academic study for a long time. There will be lots of support available to you including:

- Your lecturers, student advisor and course leader
- Study skills support sessions ,
- Individual Learning Support on a short term or on-going basis
- Resources on the university website: <http://induction.uhi.ac.uk>

Each tutor will explain what you are required to do for each of the Modules you are studying. You should make sure that you understand what it is they are looking for before you begin the assessment. If you are uncertain, it is important that you ask for clarification. Persist until you are clear.

6.1.1 Formative or summative?

You may hear the terms ‘formative assessment’ and ‘summative assessment’ being used. Don’t worry if you’re not sure what those terms mean just now, they will become more familiar as you progress throughout your course.

Formative assessments are informal assessments set by your tutor which help to guide you and your tutor to understand how well your learning is progressing whilst you are studying a unit. The results of formative assessments should provide you with constructive feedback and help you to set learning goals.

Summative assessments are formal assessments that measure how well you have understood the required standards of a unit. The results of summative assessments will inform the outcome of your final unit and group award result.

6.2. Assessment schedule

The assessment schedule on page 21 shows when each assessment for every unit will take place. You should familiarise yourself with its content so you can plan ahead and manage your time. Please note that your assessment schedule is dependent upon various external and internal factors and that the designated dates may be changed. Any change will be clearly communicated to all students by your unit lecturer.

Three modules to be completed from the given choice of 5 Modules. Each unit has two summative assessments.

- **Summative assessment** 800 word written report/Digital report. Pass mark 30%
- **Summative assessment** 2500 written assignment. Pass mark 30%

Semester 1 & Semester 2

Unit Title	WK 4	WK 12	WK 16	WK 24	WK 29	WK 37
Module 1	Summative submission	Summative submission				
Module 2			Summative submission	Summative submission		
Module 3					Summative submission	Summative submission

UHI assessment procedures

Similar to other universities, UHI has implemented common standards of marking and common rules and regulations concerning assessments and examinations. The rules are designed to ensure transparency and fairness, and are as binding on the tutor as they are on the student.

Submission of Work

During the enrolment and induction, you will be given module start dates and assignment submission dates based on the enrolment date. You are asked to submit work electronically through UHI Brightspace.

The work will be marked through a process of double marking. You are asked to put your student number on all completed work but not your name. The first marker will provide feedback to you as quickly as possible with an indication as to whether the work is a 'pass', 'fail' or 'borderline'. All marks are provisional until agreed by Second Marker and Exam Board.

Tutors will aim to give you feedback within 15 working days or they will contact you if this is to be later.

Marking guidelines is available on the UHI website (<http://www.uhi.ac.uk/en/about-uhi/governance/policies-and-regulations/regulations/section-17-assessment-regulations-20-credit-framework>) along with the full guidance document, explaining how work should be assessed.

6.3. Roles and responsibilities

Assessment is the formal way in which we evaluate your attainment of knowledge, understanding and skills. A number of people play a key role in your assessment: the candidate, the assessor, the internal verifier (IV) and the external verifier (EV). You may not use these terms very often during your time at the university, but it's useful to know a bit about them so you understand how the university and HE ensure your qualification meets recognised standards of achievement.

- **The candidate** simply means you, the student. You have a duty to comply with all assessment instructions specified in your assessment materials and the university's Academic Standards and Quality Regulations 2016/17.
- **The assessor** is the member of staff in NAFC Marine Centre UHI who is responsible for judging and recording candidate evidence. This is normally your unit lecturer, who marks your work and ensures your results are recorded correctly in the student records system.
- **The internal verifier (IV)** is an experienced subject expert in NAFC Marine Centre UHI who ensures that assessors apply standards of assessment uniformly and consistently.
- **The exam board** are the authorised persons within UHI acting for specific course programmes who ratifies the marking and students progress.
- **The external examiner** is a person appointed by UHI who is responsible for the quality assurance of a centre's provision and for ensuring that standards of assessment are applied uniformly and consistently across centres.

6.4. Presentation of work

Your lecturer will explain exactly how you are expected to present your work when they issue each assessment. If you aren't sure what is expected of you please ask your lecturer, they will be happy to help you.

6.5. Dyslexia sticker scheme

A dyslexia sticker alerts the tutor(s) marking your assignment to your dyslexia support needs. You must have a formal diagnosis of dyslexia to be eligible to use the scheme.

Further information:

- www.uhi.ac.uk/dyslexia

6.6. Academic Misconduct

There are many forms of academic misconduct, which includes [plagiarism](#), [cheating](#), and [collusion](#). Some of these are deliberate attempts to deceive but others can occur as a result of a student's misunderstanding. Being aware of the risks will help to avoid unintentional misconduct (UHI, 2019).

Examples of candidate malpractice include:

- Plagiarism — failure to acknowledge sources properly and/or the submission of another person's work as if it were the candidate's own.
- Collusion with others when an assessment must be completed by individual candidates.
- Copying from another candidate (including using ICT to do so).
- Personation — pretending to be someone else.
- Inclusion of inappropriate, offensive, discriminatory or obscene material in assessment evidence.
- Frivolous content — producing content that is unrelated to the assessment.
- Unauthorised aids — physical possession of unauthorised materials (including mobile phones, MP3 players, notes etc.) during assessment.
- Inappropriate behaviour during an assessment that causes disruption to others. This includes shouting and aggressive behaviour or language.

Please ask your PAT or unit lecturer if you're not sure what any of these terms mean, or how they relate to your own studies. You will receive plenty of guidance and instruction to help you avoid malpractice throughout your studies. For example, you will learn how to reference your work and avoid an accusation of plagiarism.

What is plagiarism? It is important that you acknowledge sources you have consulted during your research when these have influenced your ideas and arguments. Failure to acknowledge the work of others you use is plagiarism. Referencing the work of others is one way to avoid plagiarism. Referencing is a skill which takes time to master. You can access guides on the referencing style used within the university from the Study Skills Section on the website. Each unit lecturer should also explain what is expected of you in terms of referencing for their coursework.

Further information:

- <http://libguides.uhi.ac.uk/c.php?g=576492&p=4608128>
- <https://www.uhi.ac.uk/en/students/support/academic-misconduct-guidance/>

6.7. Turnitin

You may be asked to submit assessments (essays, papers or other text-based projects) through Turnitin. Turnitin is an online originality checking service that conducts textual similarity reviews of submitted papers. When assignments are submitted to Turnitin a copy of the submitted work remains in the Turnitin database for the sole purpose of originality checking in future submitted assignments. Where applicable, you retain copyright on your original course work. Please note that your formal acceptance of the university's regulations permits the use of originality checking software.

Assignments are usually submitted to Turnitin through the university's virtual learning environment, Brightspace. Your tutor will inform you of the procedure. For training and frequently asked questions (FAQs) please see the links below.

Further information:

- Your study Tools: <https://www.uhi.ac.uk/en/students/your-study-tools/>
- The university's Turnitin FAQs:
<https://uhi-mahara.co.uk/view/view.php?id=1203>
- Turnitin training for students:
<https://uhi-mahara.co.uk/artefact/artefact.php?artefact=13702&view=420&block=1792>

If you have additional questions, please speak to your PAT or unit lecturer.

6.8. Feedback on assessment

Feedback is the information you receive about your assessment by the assessor (your lecturer for that unit). Your work will normally be marked and feedback given within 15 working days from the date of submission. If this is not possible, you should be told when your assessment feedback will be returned.

Feedback provides you with information about what you have done well in your submission (the strengths), what is not good about your work (the weaknesses) and what you can do to improve your work. This is sometimes referred to as feed-forward because it shows you how to move on.

Feedback may tell you whether you have understood the subject, whether you have answered the question and whether you have written your work appropriately. Feed-forward will tell you to pay attention to certain aspects of your work. This may be about gaps in knowledge that have to be filled, it may be a lack of understanding that needs you to revisit some course content or improve your reading. It could be advice to take support with writing skills or improve your referencing technique.

You may receive feedback in a variety of ways including:

- verbal feedback from your lecturer;
- written feedback in the form of a checklist and an extended narrative.

Please make sure you ask your lecturer about any feedback you don't understand. It is important that you use your feedback to improve your understanding of the subject you are studying and what is expected by each mode of assessment.

Further information:

- Assessment feedback and feed forward policy: www.uhi.ac.uk/en/about-uhi/governance/policies-and-regulations/policies/assessment-feedback-feedforward-policy-and-guidance/assessment-feedback-feedforward-policy/view
- <http://induction.uhi.ac.uk/Assessment>

6.9. Mitigating circumstances

There may be times when you cannot complete assessments to the best of their ability, are unable to attend an examination, or are unable to meet an assessment deadline due to adverse circumstances beyond your control e.g. illness or a serious accident at the time of assessment. As a result, students can request that these circumstances are taken into consideration by the university. Submitting a request does not automatically guarantee that it will be accepted.

Further information:

- <http://staff.whc.uhi.ac.uk/Downloads/Quality/Mitigating-Circumstances-Forms.docx>

6.10. Results

Your result for each assessment is recorded as pass or fail. If you do not pass your assessment at the first attempt you will be given one resit opportunity. You must pass all assessments for each unit in order to achieve that unit.

Your result for your Graded Unit is recorded as A, B, C or Fail. If you do not pass your Graded Unit assessment at the first attempt you will be given one resit opportunity.

The Board of Examiners, who meets three times a year will be making the final decision on module results, progression from one level to the next, and on student awards. Formal results are notified after the Board of Examiners has met.

Board of Examiners will include external examiners who are appointed for their expertise in relevant disciplines from out-with UHI.

Module results can be viewed on line by logging on to UHI Records at: <http://www.studentjourney.uhi.ac.uk> using your usual student id and password.

Your module results will be available 2 working days after the Exam Board has met. It is your responsibility to check your results so that you know how your studies are progressing.

6.11. Progression boards

Progression boards will convene at the end of each semester to confirm assessment decisions and determine progression arrangements. Internal assessment results are provisional until progression board ratification.

6.12. Appealing an assessment result

A student may wish to appeal against a result notified to him/her by a member of lecturing staff, or against a decision of a progression board. This will normally only be considered on the following grounds:

- that a student's performance was adversely affected by illness or other factors which they were unable or, with valid reason, unwilling to divulge, to their lecturer prior to undertaking an assessment, or not made known to the programme progression board when it made its decision about the student. The student's appeal must be accompanied by documentary evidence acceptable to the senior manager who considers the appeal in the first instance

- that evidence is produced that there was material administrative error, or that the assessment process was not conducted in accordance with the programme regulations
- that evidence is produced that some other material irregularity has occurred.

The appeals procedure is defined in the Academic Standards and Quality Regulations Section 18: Assessment appeals procedure.

UHI Policies & Procedures

For UHI Policy statements on Academic Standards and Quality, PPCs, Equal Opportunities, Social Inclusion and Disability (and more), please refer to the UHI website – <http://www.uhi.ac.uk/en/about-uhi/governance/policies-and-regulations>

For information regarding the UHI complaints procedures, please refer to appropriate section of the above UHI website.

7. Complaints

The university is committed to providing an excellent education and high quality service to our students from enrolment to graduation. We value complaints and use information from them to help us improve our services.

If something goes wrong or you are dissatisfied with our services, please tell us.

You can complain in person, by phone, in writing, or by email via our complaints form.

The university operates under the principles issued from the Scottish Public Services Ombudsman. These principles are that our complaints policy and process should be accessible, fair, flexible, confidential, clear, and timely. Complaints that arise through our complaints handling process are monitored and mechanisms are in place to identify and apply any lessons that have been learnt from the complaints. Staff who deal with the complaints process have the necessary authority and management support to carry out the process effectively. If you decide to make a complaint in good faith you will not be disadvantaged in your programme of study regardless of the outcome of the complaint.

Further information:

- www.uhi.ac.uk/complaints

7.1. Expectations

The terms and conditions letter you received when you joined sets out what you can expect from the university and what the university expects from you. In addition it is extremely important that you read our policies and regulations which form the 'rules' governing your studies.

Further information:

- www.uhi.ac.uk/policies

7.2. Student partnership agreement

This agreement sets out how students and staff can work together to improve the student experience. Find out how you can influence the work of the university and the agreed work we are sharing with the Students' Association, HISA.

Further information:

- <http://www.uhi.ac.uk/student-partnership-agreement>

7.3. Data protection

When you completed your enrolment form for this course you were asked to sign a data protection declaration which explains how your personal data will be held and used. For example it states that, 'where required, your information may be supplied to other official agencies'. This includes sharing your details with HE as the accrediting body for your Aquaculture Management CPD.