



**Technical Apprenticeship in Aquaculture
Management (SCQF Level 9)
(SVQ 4 Aquaculture Management)
2020**

Student Handbook

Also available in large print (16pt) and electronic format.
Please ask Student Support Officer for details.

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1. Introduction

Welcome to NAFC Marine Centre UHI.

I'm sure you have made the right decision. Being a student is one of the most important, challenging and exciting times of your life. Not only will you study for your future career – you should expect to learn new skills, make new friends and gain self-confidence as well. I hope that you'll find your course both enjoyable 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 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/Matthew Wright/Joe MacDonald**
Telephone number: 01595 772000
E-Mail: stuart.fitzsimmons@uhi.ac.uk
matthew.wright@uhi.ac.uk
joe.macdonald@uhi.ac.uk

2. About the university

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 9300 students studying on undergraduate and postgraduate courses, over 30,000 enrolled on further education courses as well as many undertaking ground-breaking research.

3. Programme information

Programme Title: Technical Apprenticeship Level 4 (Aquaculture)
Duration: 2 years
Awarded by: SQA
SCQF level: Level 9

Further information:

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

Funding

SDS Funding – new enrolment and verification process



SDS Funding

- VERIFICATION BY INDIVIDUALS/EMPLOYERS
- FIPS will enable SDS to better automate processes, and will also provide greater assurance around the use of public funding
- A key change is that all starts and payments made will be verified by the individual or their employer in response to automated emails/SMS messages and reminders.
- **Training Providers will be able to track and prompt individuals to respond using the system alerts. It is important that your induction processes and review/assessment meetings with apprentices will make them aware of the importance of responding to emails/SMS texts.**

 NAFC Marine Centre
University of the
Highlands and Islands

www.nafc.ac.uk

Student Cards

During your IT induction or as soon as possible afterwards you will be issued with a UHI Student Card. This will be a valuable means of identification and will also allow discounts for travel and other purchases. It is your responsibility to ensure you always carry a valid student card.

3.1. Programme aims

Scottish Vocational Qualifications (SVQs) are work-based qualifications which set the level of occupational competence for each sector of the economy. The qualifications have been set by standard-setting bodies – in most cases these bodies are also National Training Organisations (NTOs) – made up of experienced

practitioners who represent employers, professional bodies, trade unions, education and voluntary organisations.

Each standard-setting body is responsible for developing national standards which define what employees must be able to do, how well, and in what circumstances, to show that they are competent in their work.

LANTRA is the standard-setting NTO for the environment and land-based industries, which includes aquaculture, therefore your SVQ level 4 and Modern Apprenticeship is based on national occupational standards (NOS), qualification frameworks and assessment strategies developed by LANTRA.

SVQs are specified at five levels which reflect the various technical and supervisory skills, and knowledge and experience, which employees should have as they progress in their industry.

Level 4: Specifies that competent performance must be at a high level such as site supervisor, assistant site manager or manager. It will require high level of underpinning knowledge of all aspects to the job, management of staff & resources and high level of understanding of Health & Safety.

The Level 4 is a practical based degree level course there it is expected that students will have the skills and knowledge to complete the course. Further reading will be required.

To complete your Modern Apprenticeship in Aquaculture you need to meet a series of standards set by LANTRA. These standards are broken down into various parts called **Units**. The quality (or how well you do it) of the work in what you do in each element is described as **Performance Criteria**. For each Element you must demonstrate or provide evidence of meeting the Performance Criteria for that Element.

NB. It is not always possible to demonstrate elements while at work so simulations are sometimes used to assess your competence.

3.2 Programme Structure and Content

To complete your Modern Apprenticeship Level 4 (Aquaculture) you need to complete the following SVQ Units:

SVQ Level 4 (6 units)

2 Mandatory units

- Manage the Aquatic Production Environment for Farmed Fish/Shellfish
- Manage the Production of Farmed Fish/Shellfish

Optional units (choose 4)

- Plan and Manage Fish Feeding Regimes
- Develop and Manage Implementation of Site Fish Health Plan

- Manage Containment on a Fish Farm
- Provide Healthy, Safe, Secure and Productive Working Environment and Practises
- Plan and manage fish/shellfish hatchery production

Career Skills

Requirement to complete 15 credits (choose 2-3 units) of units covering career skills:

- Implement Operational plans (5 credits)
- Manage Budgets (11 credits)
- Manage people's performance at work (14 credits)
- Manage quality assurance systems (5 credits)
- Develop operational plans (11 credits)
- Manage conflict in teams (5 credits)

Plus the some of the following short courses are used as Accredited Prior Learning (APEL);

Title	Awarding Body*
• IOSH Working Safely	IOSH
• IOSH Managing Safely	IOSH
• Sea Lice Recognition & Recording	NAFC
• Fish Welfare	NAFC
• Introductory Fish Health	NAFC
• Introduction to Fish Farm Containment	NAFC
• Advanced Fish Health	NAFC
• Biosecurity in Aquaculture	NAFC

*Abbreviations:

IOSH - Institute of Occupational Safety and Health

And SQA Core Skills units (embedded in units):

- Communication
- Working with others
- Problem solving
- Information Technology
- Numeracy

3.3 Unit summaries:

SVQ Level 4 Aquaculture units

LANAqu29: Manage the aquatic production environment for farmed fish/shellfish

This standard is about managing the aquatic production environment for any farmed fish or shellfish. It relates to the development of programmes to monitor and maintain the production environment in holding units. It requires that work is completed in accordance with site standard operating procedures and in line with industry codes of practice. This standard is for those who manage the aquatic production environment.

LANAqu30: Manage the production of farmed fish/shellfish for sale or transfer

This standard is about managing the production of farmed fish/shellfish for sale or transfer, to achieve given quality and quantity targets. It requires that work is completed in accordance with site standard operating procedures. This is for those who manage the production of farmed fish/shellfish.

LANAqu28: Plan and manage fish feeding regimes

This standard is about the planning and managing of feeding regimes to support the production of farmed fish. It requires that work is completed in accordance with site standard operating procedures. This standard is for those who plan and manage the feeding of fish.

LANAqu33: Develop and manage implementation of site Fish Health Plan

This standard is about developing and managing the implementation of a site Fish Health Plan (FHP), describing the programmes and procedures that promote the maintenance of fish health. It requires that work is completed in accordance with site standard operating procedures. This standard requires that you collect information to assist the diagnosis of individual fish and groups of fish. This standard is for those who are responsible for developing and managing the implementation of a site Fish Health & Welfare Plan (FHP).

LANAqu34: Plan and manage fish/shellfish hatchery production

This standard is about planning and managing fish/shellfish hatchery operations to achieve planned production. It requires that work is completed in accordance with site standard operating procedures. This standard is for those who plan and manage fish/shellfish production in a hatchery.

LANAqu36: Manage containment on a fish farm

This standard is about managing containment on a fish farm. It covers designing and implementing farming practices that support containment and minimise the possibility of escape. The legislation controlling the application of this standard will vary depending on the location of the fish farm in England, Wales, Northern Ireland or Scotland. The standard includes the ability to establish fish escape contingency plan that describes the actions to be taken to:

- Deal with and investigate the cause of escape
- Facilitate the recapture of escapees
- Report to stakeholders and relevant authority

This standard is for those who are responsible for managing containment on a fish farm.

CFAM&LEB1: Provide healthy, safe, secure and productive working environments and practises

This standard is about ensuring that the physical environment and working practises in your area of responsibility comply with your organisation’s health and safety policy statement and that physical resources are secure. It recognises that, in the drive for increased productivity, health, safety and security must not be compromised. This standard is relevant to managers and leaders who are responsible for health and safety, security and productivity in their area of responsibility. This standard underpins many of the other standards, particularly those in key area FA Manage business operations and projects.

Career Skills units (15+ credits required)

CFAM&LFA2: Implement Operational Plan (5 credits)

Every organisation should have an operational strategic business plan and each identified area of responsibility should also have an operational plan that will contribute to achieving the objectives set out in the strategic business plan. This standard is relevant about implementing that operational plan. It is relevant to managers and leaders who are responsible for implementing operational plans in their area of responsibility. This unit will require demonstrating skills including; communication, evaluating, influencing, monitoring, planning, prioritising, problem solving, risk management and setting objectives.

CFAM&LEA4: Manage Budgets (11 credits)

This standard is about developing and managing the budget for your area of responsibility or for specific project or activities. It is relevant to managers and leaders with budget responsibility for operational area or for specific projects or activities. This unit will require demonstrating skills including; communication & consulting, decision-making, evaluating, IT, monitoring, problem solving and reporting.

CFAM&LDB4: Manage people’s performance at work (14 credits)

This standard is about managing people’s performance to ensure the objectives of your area of responsibility are achieved. This standard is relevant to managers and leaders who are responsible for managing people’s performance across the organisation or their area of responsibility. This unit will require demonstrating skills including; acting assertively, communicating, decision-making, delegating, empowering, evaluating, leadership, planning, problem solving, providing feedback, setting objectives and team building.

CFAM&LFE1: Manage quality assurance systems (5 credits)

This standard is about managing quality assurance systems – systems to ensure the business processes consistently deliver products and services that meet customer’s and other stakeholder’s quality expectations and legal and regulatory requirements. The standard is relevant to managers and leaders who have specific responsibility for managing quality systems to assure the quality of products and/or services in their organisation, or their part of the organisation. This unit will require demonstrating skills including; communication, decision-making, evaluation, IT, monitoring, motivating, obtaining feedback, planning, reporting and setting objectives.

CFAM&LDB8 Manage Conflict in Teams (5 credits)

This standard is about managing conflicts between members of your team. This standard is relevant to all managers and leaders who may need to manage conflicts in their teams. This unit will require demonstrating skills; respond promptly to crises and problems with a proposed course of action, find practical ways to overcome obstacles, present information clearly, concisely & accurately, show respect for the views and actions of others, comply with legal and organisational policies, address performance issues promptly and resolve them directly, protect confidentiality and security of information and recognise conflicts.

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. All essential texts are also available from the university library or you may want to purchase your own, either new or second hand.

There are no recommended texts for this programme. However, the lecturer for each unit may recommend specific articles, books and websites that may be of interest.

3.4.2 Recommended texts

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

There are no recommended texts for this programme. However, the lecturer for each unit may recommend specific articles, books and websites that may be of interest.

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.
- Study spaces
- Printing and photocopying facilities
- Friendly, helpful library staff to guide and assist you using the facilities and resources.

3.4.4 Online Library facilities

- The [library catalogue](http://libcat.uhi.ac.uk/search~S30) (<http://libcat.uhi.ac.uk/search~S30>) can be viewed from any computer with internet access, whether on campus, or off site
- Likewise, eBooks and eResources can be searched and viewed from anywhere with an internet connection using the Multisearch box on the [UHI Libraries website pages](https://www.uhi.ac.uk/en/libraries/) (<https://www.uhi.ac.uk/en/libraries/>)
- A few eResources need to be accessed through the university's virtual desktop [MyUHI](https://uhi.mydaycloud.com/dashboard/students) (<https://uhi.mydaycloud.com/dashboard/students>)
- Guides to [Library Essentials](http://libguides.uhi.ac.uk/libraryessentials) (<http://libguides.uhi.ac.uk/libraryessentials>), library resources in your subject area and on related skills like referencing, avoiding plagiarism, effective searching – [Libguides](http://libguides.uhi.ac.uk/?b=g&d=a) (<http://libguides.uhi.ac.uk/?b=g&d=a>)
- Subject [Libguides](http://libguides.uhi.ac.uk/?b=s) (<http://libguides.uhi.ac.uk/?b=s>) will also give you contact details for your Subject Network Librarian who can offer you additional help with finding appropriate resources.

Further information:

- Your [Campus library contact](#) for the University of the Highlands and Islands
- www.uhi.ac.uk/en/libraries/using-the-libraries

3.5 Employment and progression opportunities

Further information and advice about careers and employment opportunities for HN students 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/UHICareersandAlumni/

www.uhi.ac.uk/careers

careers@uhi.ac.uk

4. Programme organisation and management

4.1. Delivery

This programme is delivered over 2 years.

This course is a distance-learning work-based course that will be delivered via UHI Brightspace. The learning material, assessments and all other information required will be available electronically. Once a student has been inducted and enrolled they will be issued with a UHI login & password to access the course on Brightspace. Documents, photographic and video product evidence can be uploaded directly into their assessment. This process will be explained during the induction process.

Students will be required to have access to an electronic device – computer, laptop, tablet, smart phone to complete the course. In circumstances where a student has no access to electronic equipment the assessment material can be written and submitted in writing.

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 Level 4 is delivered through UHI Brightspace platform. Login and password will be issued when you enrol. E-learning induction, course induction, learning resources and assessment resources are available in the Brightspace. This is a collection of integrated online tools. Access is usually restricted to university staff and students.

Your Personal Academic Tutor (PAT) will explain exactly how each unit will be delivered, what materials are available and how they should be used for that subject.

4.3. College calendar

See section 3.2.

4.4. Attendance

You are expected to attend all classes as scheduled on your timetable. If you are unable to attend for any reason you must contact both your Sponsor/Employer, and the college switchboard on 01595 772000 and inform the receptionist of your absence before 0900 hours.

If your attendance falls below an acceptable level a meeting will be arranged with your Sponsor/Employer's Training Officer to discuss the reasons for your absence.

IMPORTANT NOTE (Applies to Cadet and MCA approved programmes)

Should your overall attendance at College fall below **80%**, NAFC will be unable to issue you with an "Education & Training" letter which you require in order to be issued with an MCA Notice of Eligibility. This will not affect your SQA HNC qualification but will result in you **NOT** being allowed to sit the Certificate of Competence Oral Examination

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, the red button, the class rep system, or serving on a committee.

There is a student noticeboard outside the Lecturers Office. Information about any meetings will be posted here as well as feedback on any actions arising. Feedback on any actions taken as a result of student feedback on a college wide and course level basis will also be provided.

4.5.1 Course committees

The Learning, Teaching and Assessment Committee is the main forum for improving the learning and teaching environment on each course. A minimum of 4 LTAC meetings will be held each year, two 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.

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 2018/19 they are:

- President – Alan Simpson
- Vice-President Further Education - Callum Stephen
- Vice-President Higher Education - Sorcha Kirker

Each Academic Partner also has a part-time Local Officer (sometimes known as ‘deputes’) who represents everyone at your college. The only places where the set-up is different is at Perth College, Inverness College and Moray College – where there are bigger teams, made up of multiple Local Officers. While 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:

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

Student representation:

- <https://www.uhi.ac.uk/en/students/get-involved/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.

Student Accommodation

Full-time students who privately rent accommodation may be entitled to exemption from local authority council tax.

If you have not already submitted a form to your landlord it can be accessed by following this link:

https://www.shetland.gov.uk/about_council_tax/documents/CtaxStudentCert.pdf

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

Section Leader / Assessor

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

Trainer / Assessor

Laurence Pearson – laurence.pearson@uhi.ac.uk 01595 772209

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

Internal Verifier

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

Academic Quality Manager

Duncan E Kidson duncan.kidson@uhi.ac.uk

5.2. Personal Academic Tutor (PAT)

You will be allocated a PAT (One of the above Assessor/Trainer) 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.

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.

NAFC MC Equality & Diversity Policy

Shetland Fisheries Training Centre Trust is committed to eliminating discrimination (direct, indirect, harassment, victimisation) and encouraging diversity in all aspects of its work and study. We aim to create an environment that respects the diversity of staff and students and enables them to achieve their full potential irrespective of their gender, marital status, race, ethnic origin, colour, nationality, national origin, disability, sexual orientation, religion or age. We oppose all forms of unlawful and unfair discrimination.

All applicants, staff and students, whether part-time, full-time or temporary will be treated fairly and with respect. Selection for employment, promotion, training or any other benefit will be on the basis of aptitude and ability. All staff and students will be helped and encouraged to develop their full potential.

Our commitment:

- To create an environment in which individual differences and the contributions of all our staff and students are recognised and valued.
- Staff and students are entitled to a working environment that promotes dignity and respect to all. No form of intimidation, bullying or harassment will be tolerated.
- To provide all students with equal opportunities for assessment.

- Training, development and progression opportunities are available to all staff.
- Equality in the workplace is good management practice and makes sound business sense.
- We will regularly review our employment practices and procedures to ensure fairness.-
- Breaches of our equality and diversity policy could be regarded as gross misconduct and so lead to disciplinary proceedings.
- This policy is full supported by Senior Management.
- The policy will be monitored and reviewed annually.

All staff and students are expected to support the equality and diversity policy and also ensure that their behaviour and/or actions do not amount to discrimination or harassment in any way.

Inclusiveness

NAFC Marine Centre aim to create culture of inclusiveness among all staff and students. Inclusiveness includes supporting all protected characteristics because some of the disability may not be obvious such as all forms of mental health and Specific learning difficulties (Dyslexia, Asperger Syndrome, Dyscalculia, and Attention Deficit Disorder). Pregnancy and maternity are protected characteristics under the Equality Act 2010.

Reasonable adjustments

NAFC Marine Centre will support staff and students through practical and reasonable adjustments for personnel with protected characteristics. [See Special Assessment Arrangements Procedure](#) for further details.

Further information:

- <http://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 negotiate 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 UHI 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:

- www.uhi.ac.uk/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:

- www.uhi.ac.uk/en/students/support

6. Assessment procedures and regulations

6.1. How will you be assessed?

SQA units are assessed on a continuous basis. This means that you will receive regular assignments throughout the year. These assignments may involve work outside of class. Assessment methods will vary from assignment to assignment to make sure the method of assessment best matches the topic being assessed. Your unit lecturer will confirm the specific details for each assessment but examples of the way in which you may be assessed include: case studies, extended response questions, log books, multiple choice questions, observations, practical exercises, projects, exams and reports. 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 lecturer will explain what you are required to do for each of the units 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.

6.2 Formative or summative?

Assessment is simply the process of gathering information and evidence to prove your competence in an aspect of the SVQ and it being judged or assessed against the standards set for that aspect of the SVQ. This will be done by your assessor in the NAFC. Evidence that is gathered in the workplace will have to be orally authenticated by your assessor. This means that you and your assessor will have a recorded conversation on how you completed the work, why you did it a particular way and what problems you encountered.

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.

Evidence will be collected via a combination of;

- Written questions
- Oral interview/s
- Product evidence
- Direct observation
- Photographic and video evidence
- Certification

All assessments or judgements made are subject to **internal verification**. An internal verifier checks that the assessor has judged you fairly and applied the standards uniformly and consistently.

You have a role in how we assess you for your SVQ. You should ensure that you:

- Prepare for assessment by becoming familiar with the standards, what is to be assessed and how it is assessed
- Help to identify sources of evidence and how these could be assessed
- Carry out activities, and/or produce products of your own work, and/or answer questions
- Gather and present evidence as part of your record keeping exercises
- Receive and act on feedback from the assessor

Each lecturer will explain what you are required to do for each of the units 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.

6.3 Assessment schedule

Your Lecturer will agree an Assessment Plan at the beginning of each unit. The Assessment Plan shows when each assessment for every unit will take place, and how it will be assessed. 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.

6.3 Re-assessment

If you fail to reach the required standard in an assessment, your assessor will explain where you went wrong and give you one further assessment opportunity when you have had time to prepare.

Also see 6.7 Feedback, & 6.9 results.

If we conduct an assessment and deem it not to be of the required standard, we will ask for further work from you to bring it up to standard. This is known as remediation and may take a variety of forms – you may be required to answer a series of questions, write a paragraph or two, or complete further work. If the remediation is satisfactory then you will complete that Unit.

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

6.4 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 SQA 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 2018/19.
- **The assessor** is the member of staff in NAFC MC 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 MC UHI who ensures that assessors apply standards of assessment uniformly and consistently.
- **The external verifier (EV)** is a person appointed by SQA 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. The university is an SQA centre.

Further information:

- SQA Guide to assessment: www.sqa.org.uk/files_ccc/25GuideToAssessment.pdf
- Student Charter: www.uhi.ac.uk/policies

Progress Reviews - Compulsory

Students will be required to complete a **3 monthly review** for SDS which will monitor what has been completed and setting objectives to complete the units. It will help identify any obstacles for the students completing their units and qualification

6.5 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.

6.6 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/

6.7 Malpractice

Candidate and Centre malpractice, which includes maladministration and non-compliance, means any act, default or practice (whether deliberate or resulting from neglect or default) which is a breach of SQA assessment requirements and / or which:

- compromises, attempts to compromise or may compromise the process of assessment, the integrity of any SQA qualification or the validity of a result or certificate; and / or,
- damages the authority, reputation or credibility of SQA or any officer, employee or agent of SQA or other awarding bodies.

Malpractice can arise for a variety of reasons:

- some incidents are intentional and aim to give an unfair advantage or disadvantage in an examination or assessment (deliberate non-compliance)
- some incidents arise due to ignorance of SQA requirements, carelessness or neglect in applying the requirements (maladministration).

The following are examples of **candidate malpractice**, and is not limited to:

- 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 examination or assessment that causes disruption to others, including talking, shouting, aggressive behaviour, vulgarity or swearing.

Any suspected cases of **centre malpractice** must be reported to SQA. SQA requires centres to bring any suspected concerns of centre malpractice to its attention as soon as the centre has undertaken an initial investigation to establish the nature of the concern.

The following are examples of **centre malpractice**, and is not limited to:

- misuse of assessment, including repeated reassessment contrary to requirements, or inappropriate adjustments to assessment decisions
- inventing or changing marks for internally assessed work (coursework or portfolio evidence) where there is insufficient evidence of the candidate's achievement to justify the marks given or assessment decisions made
- Insecure storage of assessment instruments and marking guidance
- Failure to keep candidate coursework / portfolios of evidence secure
- Assisting learners in the production of work for assessment, where the support has the potential to influence the outcomes of assessment, for example where the assistance involves producing work for the learner.

Any candidate who suspects malpractice, either by a fellow student or member of staff, should report their suspicions to either: the delivering lecturer, their Personal Academic Tutor, or other member of academic partner staff. Existing reporting mechanisms such as the Red Button may also be used.

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.

Full details of the NAFC MC UHI Academic Malpractice Policy & Procedure can be found in [Section 14](#) of this handbook.

Further information:

- www.uhi.ac.uk/en/libraries/how-to
- [Academic Standards and Quality Regulations Appendix G: Academic misconduct](#)

- SQA Malpractice policy and procedure: www.uhi.ac.uk/en/about-uhi/governance/policies-and-regulations/policies/

6.8 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. Your tutor will inform you of the procedure. For training and frequently asked questions (FAQs) please see the links below.

Further information:

- See the university's Turnitin FAQs and Turnitin training for students at <https://www.uhi.ac.uk/en/students/your-study-tools/>

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

6.9 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
- 'Understanding assessment feedback' in the Assessment section of Essential Student Skills: <http://induction.uhi.ac.uk/>

6.10 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:

- Please see your PAT or Course Lecturer

6.11 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.

Reports and assignments must be handed in not later than **two weeks** after the completion of the formal teaching of that unit, or by a date advised by your lecturer.

Failure to keep to these deadlines may mean that the unit is resulted as a Fail.

For HE students your result for any 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.

6.12 Progression boards

Progression boards will convene at the end of each semester to confirm assessment decisions and determine progression arrangements. SQA internal assessment results are provisional until progression board ratification. Where assessment results are part of our annual SQA external verification sample, they are provisional until the external verification process is complete

6.13 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.

Further information:

- [Academic Standards and Quality Regulations Section 18: Assessment appeals procedure](http://www.uhi.ac.uk/regulations)
www.uhi.ac.uk/regulations

NAFC MC UHI SQA Vocational and FE/HE Academic Appeals Procedure

All candidates and assessors will be made fully aware of the appeals procedures and how it operates during their induction to NAFC Marine Centre UHI, and included in all student handbooks.

A candidate can at all stages, refer to the Student Support Officer for help and guidance through the process.

1. Stage 1 of an appeal against an assessment decision should be made by the candidate to the assessor at the earliest opportunity, eg during the feedback session if not before, but within 3 days of receipt of the assessment decision. A full and confidential discussion will be held with the assessor in order to try and obtain a mutually acceptable resolution.
2. If the matter cannot be resolved between the candidate or the assessor, or if the candidate feels unable to approach the assessor directly, Stage 2 of the appeals process is for the candidate to contact the Internal Verifier of the award/unit in question. This may be either verbally or in writing, as quickly as possible, but certainly within three days of the appeal arising. The candidate can obtain the name and contact details of the Internal Verifier from the Assessor, Section Head, Academic Quality Manager, or Student Support Officer
3. The Internal Verifier will undertake to investigate and discuss the matter with both the candidate and assessor individually and communicate the appeal decision in writing to the

candidate within five working days. A copy of the decision letter and any relevant documentation shall be placed in the Students File.

4. If the candidate's appeal cannot be resolved at the informal levels of assessor (Stage 1) and internal verifier (Stage 2), the candidate should raise a formal appeal to the NAFC MC UHI Academic Quality Manager (Stage 3). This should be either in writing or by e-mail within 10 days of the student receiving the assessment decision from the assessor. The Student Support & Guidance Officer can be contacted for assistance in this process, and for contact details of the Academic Quality Manager.
5. Your complaint will be formally acknowledged in writing within three working days.
6. The Academic Quality Manager will carry out a full investigation of the appeal and a report of the findings prepared.
7. Within 15 working days of receiving the acknowledgement of your appeal, you will receive from the Academic Quality Manager a full written response detailing the key findings of the appeals investigation and final decision.
8. For non-regulated qualifications i.e SFW, NC, HNC and HND the decision outcome from Stage 3 is final. SQA will not accept internal assessment appeals for these qualifications.
9. If the candidate is still dissatisfied with the outcome of the Stage 3 appeal and is undertaking a regulated SQA SVQ award, then the final stage of the appeals process is for the appeal to be raised with either:-
 - SQA the awarding body
 - SQA Accreditation and/or Ofqual if you feel that the centre and/or SQA (awarding body) have not dealt with your appeal appropriately.
10. SQA Accreditation and/or Ofqual cannot overturn assessment decisions or academic judgements but may investigate the effectiveness of the centre and/or SQA's appeals process and require corrective action.
11. The NAFC MC UHI Academic Quality Manger will provide details of who the candidate should contact at SQA.

Retention of records

In the case of an appeal to SQA against an internal assessment result in a regulated qualification, NAFC MC UHI will retain records, **including all materials and candidate evidence**, until the appeal has been resolved. Thereafter, assessment and internal verification records for appeals cases should be retained for six years.

Further information:

- UHI Academic Standards and Quality Regulations Section 18A: Assessment appeals procedure (SQA and other awarding bodies).

6.14 Assessment retention policy

The university Assessment Retention Policy ensures that it securely retains evidence of degree and SQA programme student summative assessments for a specified period where they will remain in good condition until disposed of in a manner which ensures confidentiality. Samples of your work will be retained for as long as is needed to inform the assessment process, appeals and complaints process, and quality assurance processes. Sample work is also required to assure the university and external agencies that its assessment processes comply with UK good practice.

Further information:

- Assessment retention policy: www.uhi.ac.uk/en/about-uhi/governance/policies-and-regulations/policies/

7. Complaints

The university and NAFC MC UHI are 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 and NAFC MC UHI 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.

We are committed to making our service easy to use for all students. The 'UHI Complaints Procedure – a Guide for Students' provides further information on where to get help with making your complaint.

Please also see Section 12 for the NAFC MC UHI Customer Care Statement and Complaints Policy and Procedure. This gives full details for both FE and HE Students, plus our other customers of how to make a complaint.

Further information:

- www.uhi.ac.uk/complaints
- [UHI Complaints Procedure – a Guide for Students](#)

7.1. Expectations

For HE students, 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.

For both FE & HE students see also **Section 8: Student Behaviour**.

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:

- www.uhi.ac.uk/student-partnership-agreement

7.3 Data protection – Student Privacy Statement

When you completed your enrolment form for this course you were asked to sign a declaration which explains how your personal data will be held and used. The full NAFC Student Privacy Statement follows:-

Shetland Fisheries Training Centre Trust trading as the NAFC Marine Centre UHI (NAFC) is registered with the Information Commissioners Office (ICO) under registration number 26072360, as required by the Data Protection Act 1998.

The NAFC is General Data Protection Regulation (GDPR) compliant and it collects, processes and stores data about its students, in accordance with the Data Protection Act 1998.

The NAFC is committed to ensuring that the processing of personal data is only undertaken in the legitimate operation of NAFC's business and for the purposes of administering your educational programme.

Who Sees Your Personal Data?

The personal data that you supply to the NAFC is held securely and processed by us, Train Shetland, Shetland College UHI and the University of the Highlands and Islands (UHI), for the purpose of administering your educational programme.

We will only provide your personal data to third parties:

- Where we are obliged to do so by law including Skills Development Scotland (SDS), court order, or other regulatory bodies;
- For reporting purposes (e.g. The Scottish Funding Council (SFC));
- To awarding bodies for registrations and certification purposes (e.g. SQA; City and Guilds);
- To employers and other organisations who provide you with financial support (e.g your employer or sponsoring company);
- To NEPCO (National Entitlement Card Programme Office) should you be eligible and apply

The NAFC may provide limited personal data to contracted third parties to enable provision of services for the purposes of teaching, learning, administrative support and IT provisioning. This includes, but is not exclusive to, Microsoft for student email accounts and CollabCo for the student portal.

Our Undertaking

- Your data will be processed fairly, lawfully and transparently.
- We will not use your data for any purpose other than those we specifically collected it for.
- Whether we collect your personal data verbally, by paper form or on line, we will only ever collect the data we need to perform the task you are requesting and no more.
- We will only keep your data for as long it is necessary.
- We will ensure that your data is kept safe.
- Your data will not be transferred outside the European Economic Area.

Consent

Some of our enrolment forms ask you to tick boxes if you wish to give us your consent for things such as taking part in surveys or allowing us to use your likeness for the purposes of promoting NAFC.

You do not need to consent and if you don't it will not affect your acceptance to your course.

If you have given your consent, you can always change your mind later. All you have to do is contact our Data Protection Officer and we will arrange to remove your consent.

Your Rights Under GDPR

- Your data should be correct and up to date and if it's not, you have the right to have it corrected.
- In some circumstances you may have the right to be "forgotten" which means that your data could be deleted.
- You can object to how your data is being processed or ask us to restrict its processing. We would have to take into consideration our legal, statutory and business obligations before we agreed to make any changes, however, we would consider it seriously and explain transparently if where we can't oblige.
- If you have given your consent, you can change your mind.
- You have the right to access the data that NAFC holds on you. If you request a copy of this data, you have the right to use it elsewhere.

If you have any problems regarding your personal data or wish to exercise any of your rights, by making a data request, our Data Protection Officer can be contacted at angela.sutherland@uhi.ac.uk

If you are unhappy with our handling of your data you can complain to the ICO.

Information Commissioner's Office
45 Melville Street
Edinburgh
EH3 7HL
Tel: 0303 123 1115

Further information:

- [Why we collect data about you www.uhi.ac.uk/en/students/support/student-records/why-we-collect-data-about-you/](http://www.uhi.ac.uk/en/students/support/student-records/why-we-collect-data-about-you/)

8. Student Behaviour

All students attending college are expected to behave appropriately. The College's Disciplinary Code (following) clearly outlines types of behaviour that are unacceptable. Any disorderly conduct will be disciplined – this essentially consists of a verbal warning from the lecturer informing you that your behaviour is unacceptable. If unacceptable behaviour continues you will be subject to the Centre's Disciplinary Procedures.

Please read the following Disciplinary Code and Disciplinary Procedures to ensure you understand what is expected from a student at NAFC MC UHI.

Introduction:

Students are required to read the Disciplinary Policy and Code, and Acceptable Use Policy relating to computing facilities, Academic Misconduct & Malpractice Policy, and to sign the Student Induction Checklist to indicate understanding and acceptance of the Code and Policies. These documents will be issued at enrolment to all students.

Student Disciplinary Code

It is a breach of the Shetland Fisheries Training Centre Trust Disciplinary Code for any student attending NAFC Marine Centre UHI to intentionally:

1. obstruct or hinder teaching, study, administration or recreational activities. This includes obstructing or hindering any member of staff or any officer of the Students' Association in carrying out her/his duties.
2. Cause damage to any property belonging to the Trust, the Students' Association, staff, students or visitors to the campus.
3. Make use of any unfair means or practical deceit, or assist another student to behave in this way, during any assessment, examination or in the carrying out of an assignment conducted by the Centre.
4. Use illegal drugs or consume alcohol on any part of the NAFC Marine Centre campus.
5. Take part in any class or make use of any Trust facility whilst under the influence of alcohol or any other substance, to the extent that it is believed to be to the detriment of her/his appropriate response or behaviour.
6. Consume alcohol at any time during the college day prior to taking part in practical activities.

7. Abuse, threaten, assault or seriously endanger the health and safety of any Trust employee, officer of the Students' Association, student or visitor to the campus.
8. Cause wilful serious damage, steal any property belonging to the Trust, the Students' Association, staff, students or visitor to the campus, or attempt to defraud the Trust of any monies.
9. Break any condition of the Trust's Acceptable Use Policy for the use of computer equipment.
10. Intentionally plagiarise by copying someone else's work without acknowledging appropriately.
11. Engage in unwanted conduct against any Trust employee, officer of the Students' Association, student or visitor to the campus, which violates that person's dignity, or creates an intimidating, hostile, degrading, humiliating or offensive environment for that person.
12. Victimise or discriminate against any Trust employee, officer of the Students' Association, student or visitor to the campus, on the grounds of gender, race, disability, age, sexual orientation or religious belief.
13. Bully or harass any Trust employee, officer of the Students' Association, student or visitor to the campus.

The above list is not exhaustive and includes any other breach of discipline. Students must adhere to the activities listed above both within and outwith the Trusts premises. Students must not bring into disrepute the reputation of the Trust.

Items 3, 4, 7, 8, 11 and 12 will normally be seen as a gross breach of discipline and, even though the student has not previously been given a disciplinary warning, may result in the student losing the privilege of studying at the Centre and having any further access to Trust premises.

A criminal conviction or other unacceptable conduct, which is in the opinion of the Interim Joint Principal or his representative causes the student to be unsuitable to continue his/her studies at the college, whether or not the conduct occurred on the Trust premises, will be seen as a gross breach of discipline and will be treated as such.

Student Discipline Procedure

It is the Trusts policy to deal fairly with students who are reasonably believed to have committed a breach of discipline. In all cases the alleged breach will be investigated thoroughly, as appropriate. Minor breaches may be dealt with informally; more serious breaches will be recorded and dealt with formally in line with the procedure below.

Responsibilities

Member of Staff

Any person witnessing, or discovering a student discipline breach should in the first instance report the matter to the member of staff responsible for that group of students at the time. The responsible member of staff will deal with minor breaches of the disciplinary code. More serious or repeated breaches will be referred immediately to the Head of Section.

Head of Section

Each Head of Section has disciplinary responsibility for the students registered with their Section.

Senior Member of Staff

The disciplinary committee, if required, will be chaired by a member of the Senior Management Team.

Interim Joint Principal

The Interim Joint Principal will hear any appeal along with two members of staff not connected to the incident. The outcome of the appeal is final.

Procedure

Breaches of the Student Disciplinary Code will result in the following:

Stage 1: - Formal Oral Warning.

Administered by the Head of Section, or a nominee if appropriate. This will be recorded in the student's personal file and shared with the training/sponsor/employing company if the student in question is a cadet or a Modern Apprentice.

Stage 2: - Written Warning

Continued breaches in a similar vein, or a more serious instance may result in a written warning, which shall be administered and recorded by the Head of Section. Again, this will be shared with training/sponsor/employing company if the student in question is a cadet or a Modern Apprentice.

Stage 3: - Final Written Warning/Expulsion

If the student's behaviour has not improved after Stages 1 & 2 and the actions continue, or in the case of any single instance of serious misconduct, the matter will be referred to a disciplinary committee. The Head of Section will invite a member of the SMT to Chair and convene the committee and disciplinary hearing. The chair may also appoint an Investigating Officer as required. The hearing may result in a final written warning or expulsion. Again, the outcome will be shared with training/sponsor/employing company if the student in question is a cadet or a Modern Apprentice.

Note:

Serious breaches of the Student Disciplinary Code (items 3, 4, 6, 7, 8, 10 and 11) may result in suspension pending an investigation and hearing of a disciplinary committee.

HE students suspected of breaching code item 3 may also be subject to the UHI Academic Misconduct Procedure as detailed here <https://www.uhi.ac.uk/en/t4-media/one-web/university/about-uhi/governance/policies-and-regulations/regulations/regulations-2018-19/section19-academicmisconductpolicyandprocedure2018-19.pdf>

The disciplinary committee will comprise a member of the SMT, and two other members of staff not connected with the incident.

It should be noted that depending on the breach of discipline, any one of the resulting sanctions can be given to a student. In short it is not necessary to go through each stage of the procedure, serious breaches could commence at Stage 3 if appropriate

To ensure fairness the following procedure will take place:

- the disciplinary hearing will, whenever possible, be held within 7 working days of the incident having taken place;
- the student will receive details of the meeting and the reasons why it is taking place;
- the student may choose not to attend in person, in which case the meeting will take place in her/his absence;
- the student may be accompanied by a fellow student, the Student Representative or the Student Support Officer;
- the chair of the disciplinary committee must be informed if the student is to be accompanied;
- all of the proceedings at the disciplinary hearing will be treated confidentially;
- if the student is dissatisfied with the result of a disciplinary hearing s/he has the right to appeal to the Interim Joint Principal;
- the Interim Joint Principal will arrange for an appeals committee comprising of two members of staff not connected with the incident.

Appeals

A student may appeal against any disciplinary action taken against him/her. Appeals will only be considered on the following grounds:-

- That the Student Disciplinary Procedure was not followed correctly;
- That there was prejudice and/or bias on the part of any Discipline Committee Hearing members, or the investigating officer which affected the verdict;
- That the penalty imposed was disproportionate to the offence;
- That there is new evidence which could not have been made reasonably available to the original disciplinary hearing.

Appeals must be made in writing to the Interim Joint Principal. The appeal must be made within five working days of the disciplinary action being given, and must state the grounds on which the appeal is being made.

Records

It is important that, at all stages of the disciplinary procedure, the relevant information is recorded on the student file. Additionally, details of all disciplinary warnings must be passed on to the Head of Central Support Services. It is the responsibility of the member of staff issuing the warning to ensure that this is done. Records of the investigation and proceedings of the disciplinary committee will remain confidential except to those taking part in the disciplinary procedure.

9.

BULLYING

- *It's not funny*
- *It's not clever*
- *And it ain't tolerated at the NAFC Marine Centre UHI*

The NAFC operates a Zero Tolerance Policy towards Bullying – whether it's physical, verbal or emotional.

If you are being bullied by another student or someone else at the college, tell your lecturer or speak to Caroline Hepburn/Fiona Tulloch at NAFC Reception. Speak to someone right away – don't let the bully get away with it.

Bullies are dealt with firmly at the NAFC Marine Centre UHI

10 Use of Mobile Phones

As a matter of simple courtesy and good manners towards Lecturers and fellow students you are requested to turn off your mobile whilst in the classroom.

For safety reasons mobile phones are not allowed to be used in the workshop.

If these requests are ignored you may be subject to the College's Discipline Procedures

11 Acceptable Use of ICT Policy

The following document is relevant to all users of the computing facilities operated by the Shetland Fisheries Training Centre Trust (the Trust):

- NAFC Campus Local Area Network (LAN);
- The University of the Highlands and Islands Wide Area Network (UHI WAN) and;
- the Joint Academic NETwork (JANET);
- or any part of it, hereinafter referred to as the 'network'.

Please read it carefully and make sure that you fully understand it.

Acceptable Use

1.1 Anyone found violating any section of this policy, deliberately offending or wasting the time of others will have their network and e-mail accounts disabled either temporarily or permanently and, where appropriate, action will be taken under the disciplinary procedure.

1.2 Anyone who feels unable to abide by the rules laid down in this document should contact the ICT Helpdesk on 72225 and ask to have their accounts removed.

1.3 Subject to the following paragraphs, the network systems indicated above may be used for any legal activity that is in furtherance of the aims and policies of the Shetland Fisheries Training Centre Trust.

Note: *The networks are maintained for the sole purpose of supporting teaching, learning and associated Trust activities.*

Unacceptable Use

The Network may not be used for any of the following:

2.1 The creation or transmission (other than for properly supervised and lawful research purposes) of any offensive, obscene or indecent images, data or other material, or any data capable of being resolved into obscene or indecent images or material.

2.2 The creation or transmission of material, which is designed or likely to cause annoyance, inconvenience or needless anxiety to others.

2.3 The creation or transmission of defamatory material.

2.4 The transmission of material such that this infringes the intellectual property rights of another person, including copyright, trademark, patent, design and moral rights.

2.5 The transmission of unsolicited commercial or advertising material either to other User Organisations, or to organisations connected to other networks, save where that material is embedded within, or is otherwise part of, a service to which the member of the User Organisation has chosen to subscribe.

2.6 Deliberate unauthorised access to facilities or services accessible via the network.

2.7 Deliberate activities with any of the following characteristics:

- Wasting staff effort or networked resources, including time on end-user systems accessible via the network and the effort of staff involved in the support of those systems.
- Corrupting or destroying other users' data.
- Violating the privacy of other users.
- Disrupting the work of other users.
- Using the network in a way that denies service to other users (for example, deliberate or reckless overloading of access links or of switching equipment).
- Continuing to use an item of networking software or hardware after being requested that use cease because it is causing disruption to the correct functioning of the network.
- Other misuse of the network or networked resources, such as the introduction of 'viruses'.
- Where the network is being used to access another network, any abuse of the acceptable use policy of that network will be regarded as unacceptable use of the network.
- Unauthorised changing of hardware and software settings on any ICT and network equipment will result in disciplinary action.

Compliance

3.1 It is the responsibility of the Network User to take all reasonable steps to ensure compliance with the conditions set out in this policy document, and to ensure that unacceptable use of the network does not occur.

3.2 All users of the network are required to:

- Adhere to the terms of the policy.
- Report to the Trust Helpdesk (72225) any violation of this policy.
- Be diligent in their efforts to prevent ingress of viruses into the network.
- Report to the Trust Helpdesk (72225) anything that concerns the fitness of a file or a program on the network.

3.3 Where necessary action will be taken under the disciplinary procedure, in addition service may be withdrawn from the user. This may take one of two forms:

- An indefinite withdrawal of service, should a violation of these conditions persist after appropriate warnings have been given. Such a withdrawal of service would only be made on the authority of the Interim Joint Principal. Restoration would be made only when the Interim Joint Principal is satisfied that the appropriate steps had been taken to ensure acceptable behaviour in future.
- A suspension of service should a violation of these conditions cause serious degradation of the service to other users of the network. Such a suspension would be made on the judgement of the Interim Joint Principal, and service would be restored when the cause of the degradation of service to others had been removed.

3.4 Where violation of these conditions is illegal or unlawful, or results in loss or damage to Shetland Fisheries Training Centre Trust (or its associated companies), the UHI resources or the resources of third parties accessible via the network, the matter may be referred for legal action.

User Responsibilities

4.1 It is preferable for misuse to be prevented by a combination of responsible attitudes to the use of the network resources on the part of users and appropriate disciplinary measures taken by the Trust. In particular:

- No unauthorised removal of any equipment from computer areas.
- No unauthorised software or hardware is to be installed on the network or equipment connected to the network.
- User accounts will be created with a finite amount of space and the user is responsible for managing this space.
- No consumption of food or drink within the ICT areas.

Network Usage Affirmation

5.1 Each user of the network undertakes not to hold the Trust (or its associated companies) responsible for:

- The fitness of files or programs downloaded from the network or any third party network system, or any subsequent damage or loss incurred while using such a program or file.
- Providing warranties of any kind
- Any material contributed by a user of the network, which is defamatory, or offensive to, another user.

Account Security

6.1 To ensure account security each user should adhere to the following:

- Set your password and keep it a secret.
- Do not allow anyone else to use your network account.
- Users will be held personally responsible for the contents of their network account data space.
- Do not store illegal or offensive materials in this area as it could lead to account suspension or disciplinary action taken.
- Always remember to logout before leaving your machine.

Internet Use

7.1 Access to the internet for purposes other than work or education is a privilege and not a right and may be restricted or even withdrawn from any user, regardless of status, if it is abused.

7.2 The main two areas where immediate action will be taken are where the user is accessing offensive material or the user is on a chat line/room. In the case of offensive material, if the material is of an illegal nature the Trust will inform the police immediately. Other breaches of this rule will be treated on an individual basis.

E-mail Use

General Principles

- Use of email by Trust employees is permitted and encouraged where such use is suitable for business purposes and supports the goals and objectives of the Trust and its activities. Email is to be used in a manner that is consistent with the Trust's standards of business conduct and as part of the normal execution of an employee's role and responsibility.
- Trust email accounts are to be used for Trust business however limited personal use is acceptable.
- The Trust will directly access staff email accounts in the pursuit of an appropriately authorised legal or disciplinary investigation.
- Use of email may be subject to monitoring for security and/or network management reasons. Users may also be subject to limitations on their use of such resources
- The distribution of any information through the Trust's network is subject to the scrutiny by the Trust. The Trust reserves the right to determine the suitability of this information.
- The use of computing resources is subject to UK and Scottish law and any illegal use will be dealt with appropriately. For example the Police can have a right of access to recorded data in pursuit of a crime.
- Email messages are treated as potential corporate messages of the organisation.
- The Trust reserves the right to redirect the email of staff that have left for legitimate business purposes. Users are responsible for ensuring personal emails are stopped.
- Personal emails must be placed in a folder called "Personal". All other email folders are the property of the Trust.

Unacceptable Use or behaviour:

It is unacceptable to;

- Solicit emails that are unrelated to business activities or for personal gain
- Send or receive any material that is obscene or defamatory or which is intended to annoy, harass or intimidate another person
- Represent personal opinions as those of the Trust
- Upload, download or otherwise transmit commercial software or any copyrighted materials belonging to parties outside of the Trust, or the Trust itself
- Reveal or publicise confidential or proprietary information which includes, but is not limited to financial information, databases and the information contained therein, computer network access codes, patient information and business relationships
- Waste time on non-Trust business

Users should:

- Keep emails brief and use meaningful subject lines
- Re-read messages before sending to check for clarity and to make sure that they contain nothing which will embarrass the organisation or make it liable

- Understand how to use - and don't mismanage - CC and BCC: only CC in people that really need to receive the email
- Use file compression techniques for large documents or send them using an alternative method
- Archive effectively - use folders and delete any messages you no longer need
- Don't overuse the "URGENT" flag as it will lose its value
- Never reply to spam
- Avoid using email for sensitive or emotional messages or offensive content
- Take care in drafting emails, taking into account any form of discrimination, harassment, University representation, and defamation of Data Protection issues.
- Staff Emails are a form of corporate communication and therefore should be drafted with the same care as letters.
- Users should be careful when replying to emails previously sent to a group.
- Ensure your terminal is locked or logged out when you leave your desk, a malicious user could send messages in your name.
- Avoid 'Mail Storms' - long discussions sent to a distribution list - consider verbal communication or use a bulletin board.

Monitoring

- The Trust accepts that the use of email is an extremely valuable business, research and learning tool. However misuse of such a facility can have a detrimental effect on other users and potentially The Trust's public profile. As a result;
 - The Trust maintains the right to access user email accounts in the pursuit of an appropriately authorised investigation
 - The specific content of any transactions will not be monitored unless there is a suspicion of improper use
 - The Trust is obliged to monitor to fulfil our responsibilities with regard to UK law and the JANET Code of Conduct
 - Following investigation, disciplinary action may be taken against staff as appropriate by the relevant Head of Department, which may include restriction or loss of access to ICT systems.

Copyright

9.1 Copyright regulations (in particular, the Copyright, Designs & Patents Act, 1988) also apply to using the Internet and other electronic resources e.g. CD-ROM or online databases therefore the following paragraphs must be adhered to.

9.2 The Internet is subject to copyright and permission must be sought before making a copy or printout of any text, image, video clip or sound file contained on a web page. Check the copyright notice on the web page - if permission to copy is not given, the web master should be contacted.

9.3 Good practice requires that prior permission is sought from the web site owner before hyperlinking to that site.

9.4 Multiple copies of any information must not be made without prior permission.

9.5 Electronic databases and e-journals (e.g. Infotrac and Technical Indexes) to which the Trust subscribes have different rules for copying –license agreements must be checked prior to use.

9.6 Application sharing using a program utility (such as Microsoft NetMeeting) does not absolve the remote party from having to maintain a locally-licensed copy of the software in question, if they are not already covered by the terms of an existing licence.

Software Licenses

10.1 The use of unlicensed software across Trust activities by staff, students and others is not acceptable and will not be permitted. Share or freeware may be acceptable providing that it is used within any terms and conditions laid down by the owners/suppliers.

10.2 All software used across the Trust by its staff, students and others must be registered with ICT staff and used within the terms conditions of its license. ICT staff reserve the right to remotely check software installed on any machine attached to the Trusts network for the purposes of auditing software licenses.

10.3 Copies of software provided to staff for home use under the terms of the Microsoft Campus Application Licence agreement are the responsibility of the member of staff holding them. They must not, under any circumstances, be passed on/lent to or copied for a third party, and must be destroyed when the member of staff leaves the employment of the Trust.

10.4 No piece of software or application may be copied either wholly or in part.

User access

11.1 Each user's access to the network is at the discretion of the Director. Violation of this acceptable use policy may result in the user being denied access, regardless of status.

11.2 Student users of the Network must read and sign below that they accept the terms of this policy.

11.3 Staff employed by the Trust are required to accept and abide by this policy as part of their conditions of employment. Failure to comply with this policy will result in disciplinary action.

12 NAFC MC UHI Customer Care Statement and Complaints Policy and Procedure

Customer Care Statement

The Shetland Fisheries Training Centre Trust is committed to improving its standards and welcomes comments, whether positive or negative, from all its customers and stakeholders.

A complaints procedure is a key element in the Trust's approach to customer care. By following a complaints procedure the Trust can maintain and improve the quality of its service to customers and stakeholders by identifying where mistakes and genuine grievances have arisen so that these are rectified and that similar circumstances do not re-occur.

What is a Complaint?

For the purpose of this procedure, a complaint may be defined as:

'an expression of dissatisfaction by one or more individuals about the standard of service, action or lack of action by or on behalf of the SFTCT.'

It is important to note that dissatisfaction or disagreement with an academic assessment decision is not classed as a complaint, this should be progressed through the Appeals procedure.

Who should the complaint be made to?

A complaint can be received by any member of staff. They will record the complaint, and if it relates to another area of SFTC not in their control will immediately pass the details to an appropriate person. Further details can be found in the Customer Complaints Procedure below.

Anonymous Complaints

Complaints submitted anonymously will be considered if there is enough information in the complaint to enable the Trust to make further enquiries. If however, an anonymous complaint does not provide enough information to enable us to take further action, we may decide not to pursue it further.

Complaints by Students

SFTCT recognises that students may find it daunting to lodge a complaint directly to the member of staff they are dealing with, therefore a student or group of students who have a complaint can choose to raise the issue themselves with the Trust's Student Support Officer, the Section Leader/Course Co-ordinator of their programme, or be represented by their elected student representative.

This information is included in all Student Handbooks, and is discussed during the induction process to ensure all students have access to a complaints procedure.

For University of the Highlands and Islands (UHI) students, or for those with a UHI related complaint, an additional UHI Customer Complaints Process is available. Full details can be found on the UHI website:-

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

Customer Complaints Procedure

Stage 1

1. In the first instance please raise your complaint informally with the member of staff you are dealing with at that time. If this is difficult i.e it is that person you have an issue with, any other member of staff can be initially contacted. Complaints at this stage may be made face-to-face, by phone, in writing or by email.
2. The member of staff to whom the complaint has been notified shall complete **QF158 - Stage 1 Frontline Complaint Form: Part A**, and either deal with the complaint themselves if possible, or pass to the appropriate Line Manager.
3. We always aim to try to satisfactorily resolve most complaints informally within 5 working days. But will attempt to address them immediately at the time and place they are made. Resolution may be achieved by providing an on-the-spot explanation of why the issue occurred, and/or an apology and, where appropriate what further action will be taken to rectify the issue and what will be done to stop this happening in the future.
4. Resolution of the complaint will be detailed on the **QF158: Part B**, and a copy given to the complainant. Copies will also be sent to the relevant Head of Department and to the Head of Central Support Services for trend analysis and reporting purposes.
5. If you are unhappy with the outcome of Stage 1, or the manner in which your complaint was handled, you should escalate the matter to Stage 2. In addition, if you think the matter is too serious or feel unable to raise it informally as detailed above, you can go directly to Stage 2.

Stage 2

6. If you wish to make a formal complaint. Please put your complaint in writing and send it to:

The Interim Joint Principal
NAFC Marine Centre UHI
Port Arthur, Scalloway
Shetland, ZE1 0UN
7. All formal complaints received will be fully investigated.
8. Your complaint will be formally acknowledged in writing within three working days.
9. An appropriate member of staff will be appointed as Investigating Officer to carry out a full enquiry into the complaint. A report of their findings summarised using a **QF159 -Stage 2 Investigation of Complaint Record: Part A**, along with any supporting documentation will be copied to the Interim Joint Principal (or his/her nominated representative) for completion of QF159: Part B, and the Head of Central Support Services for completion of QF159: Part C.
10. Within 15 working days of receiving the acknowledgement of your complaint, you will receive from the Interim Joint Principal (or his/her nominated representative) a full reply to which your complaint refers.
11. If you are unhappy with the response from the Interim Joint Principal (or his/her nominated representative) you can appeal in writing to the Chair of the Board of Trustees at the address

above. Your letter will be acknowledged within three working days and will contain information on the timetable involved in dealing with your complaint, as it may be referred to the next meeting of the full Board of Trustees.

12. The decision taken by the Chair of the Board of Trustees is final.
13. The Scottish Public Services Ombudsman (SPSO) is the final stage for complaints about public services in Scotland. This includes complaints about Scottish colleges. If you remain dissatisfied with SFTCT after its complaints process, you can ask the SPSO to look at your complaint. The SPSO cannot normally look at complaints:
 - where you have not gone all the way through the SFTCT's complaints handling procedure
 - more than 12 months after you became aware of the matter you want to complain about, or
 - that have been or are being considered in court.

Full details can be obtained from the website:- <http://www.spsso.org.uk/how-complain-about-public-service>

Additional information for Students only

- I. When making a complaint, at all stages you can contact the Student Support Officer for confidential and impartial advice, ie how to construct a formal letter of complaint.
- II. If you have exhausted the NAFC MC UHI complaints procedure and are still unhappy with the outcome you can complain to the Scottish Public Services Ombudsman (SPSO). Full details can be obtained from the website:- <http://www.spsso.org.uk/how-complain-about-public-service>
- III. Candidates on SQA qualifications also have the right to complain to SQA Awarding body. SQA will only consider your complaint if you have already gone through all stages of NAFC MC UHI's complaints procedure and remain dissatisfied with the outcome, or the way in which we handled your complaint.

SQA **will** deal with complaints about:

- Assessment - in the broadest sense, including the conduct of, preparation for and environment for assessment .
- Dissatisfaction with the way in which the centre handled the complaint.

SQA **will not** deal with complaints about:

- Appeals against assessment decisions (use Appeals Procedure as detailed in your Student Handbook).
- Complaints about the wider experience of being a candidate (eg support services, funding, facilities).

For further information see Customer Complaints and Feedback page on SQA website:

<http://www.sqa.org.uk/sqa/25071.html>

- IV. Candidates undertaking SQA regulated awards eg SVQ2/3 Aquaculture, who have already gone through all stages of NAFC MC UHI's complaints procedure and still remain dissatisfied with the outcome, can complain to SQA Accreditation or Ofqual. Details of how to do this can be obtained from the Academic Quality Manager.

- V. Candidates undertaking other awarding body qualification courses such as EAL and RYA also have the right to complain to them, and/or Ofqual (if on a regulated award such as an SVQ) when still dissatisfied with a complaint outcome. Please contact the Academic Quality Manager for details.

Monitoring and Review

Customer complaints are logged and monitored by the Head of Central Support Services and reported to the Senior Management Team. This will enable any areas of concern, or trends in categories of complaints to be identified and any appropriate actions to correct this to be implemented.

13 Student Support Policy & Assessment Arrangements Procedure

All students will be advised in writing of any pre-requisite requirements before enrolling for a course and, if necessary, will be offered a confidential interview with the Student Support Officer to discuss their individual learning needs.

Course Co-ordinators, Course Leaders and individual lecturers will monitor the progress of students undertaking courses and will offer guidance where appropriate or refer to the Student Support Officer.

The Student Support Officer(SSO) will meet on a regular basis with all full time students and will provide the following:

- General and specific advice and guidance on aspects of their course,
- Assistance with curricular or other problems that may arise
- Discuss their progress and any concerns or problems
- Extraordinary meetings at any time if urgent matters arise
- Impartial support during disciplinary processes
- Pastoral Support
- Student confidentiality will be maintained at all times.

Disability

The Trust operates an Equalities and Diversity policy and students with special needs are entitled to additional support throughout their course if necessary, and according to specific guidelines of external agencies i.e. SQA or MCA.

Care Experienced Students

NAFC MC UHI operate a Corporate Parenting Plan which along with the associated Action Plan ensure that identifying and supporting care experienced students is carried out at every stage of the Student Journey.

Resources

Staff can seek further advice on guidance and support issues from the Student Support Officer. Additional information available on the UHI website www.uhi.ac.uk/en/staff

Assessment Arrangements Procedure

The **Alternative Assessment Arrangements** process enables learners, who are disabled and/or have been identified as having additional support needs, have appropriate arrangements to equally access the assessment without compromising its integrity.

Learners are individuals with a diverse range of needs who may need alternative assessment arrangements. It is important that the individual needs of the student in each subject area are taken into account when considering the most appropriate assessment arrangements. For example, an arrangement required in one subject area may well not be relevant in another.

Principles of alternative assessment arrangements

These are based on:

1. Students for whom assessment arrangements are provided should potentially have the ability to achieve national standards, but be unable to do so using the published assessment arrangements for the particular qualification. For example, a student may have difficulty with reading the questions in a closed book assessment; assessment arrangements, such as the use of a computer with text-reading software or a human reader may alleviate this disadvantage.
2. The integrity of the qualification must be maintained. For example, it is not possible for a student to use a human scribe in an Engineering Drawing Unit, where the actual drawing skills are being explicitly assessed.
3. Assessment arrangements should be tailored to meet a student's individual need. For example, a student with writing difficulties might not be at any disadvantage in a multiple choice paper but might have difficulties producing a written essay. There should be documented evidence of a candidate's assessment needs.
4. Assessment arrangements should reflect, as far as possible, the student's normal way of learning and producing work. For example, if a student with dyslexia normally uses a computer with a spell checker or a human scribe to overcome writing difficulties, this should be the assessment arrangement provided in the assessment.

Examples include:

- a learner who is profoundly deaf, and who uses sign, may need sign support to access an assessment task
- a learner experiencing mental health difficulties, who is very lethargic first thing in the morning due to medication, may need the start time of an assessment adjusted
- a learner with dyslexia, who experiences difficulties with reading, may need to use a coloured overlay and may also need extra time to complete an assessment
- a learner with ADHD (Attention Deficit Hyperactivity Disorder), who has persistent difficulties with concentrating, may need a separate room with supervised rest breaks.

Extra Time – Additional information

At NAFC MC UHI, extra time in timed assessments is the most common form of an alternative assessment arrangement currently applied.

In order to ensure that the process of assessment is rigorous and fair for all candidates when taking timed assessments, SQA require NAFC MC UHI to ensure that extra time is only provided to candidates to address an identified disadvantage.

Only those candidates who have been identified as having a particular disability/difficulty and where there is appropriate evidence of their need for extra time are eligible. It is therefore important that you have the necessary evidence available to support the provision of extra time.

The amount of extra time required may vary according to the candidate's individual needs. There must be appropriate evidence indicating (i) the impact of the candidate's disability/difficulty on their ability to complete tasks in a specified time and (ii) that a specific amount of extra time is appropriate.

Whilst a professional diagnosis, or standardised tests showing below average speeds in reading and/or writing and/or cognitive processing may be useful in identifying those candidates who may be at a disadvantage in completing tasks and assessments in normal allocated time, there must also be clear evidence of an on-going and significant difficulty in completing tasks (class tasks, assignments, assessments) in normal time.

Procedure

The need to provide assessment arrangements to ensure equal opportunities for assessment for a particular student is usually identified in the following different ways:

1. From self-disclosure during a pre-entry guidance interview with the SSO.
2. Self-disclosure during a course interview with a member of the course team
3. Self-disclosure on an application or enrolment form.
4. Identified from performance concerns during the course.

The SSO is responsible for negotiating, arranging and monitoring a student's identified assessment arrangement needs. Therefore, whoever identifies a student with potential alternative assessment arrangement needs, assumes the responsibility to inform the SSO as soon as possible. At all stages this process will be regarded as confidential, and information only passed to others on a need to know basis with the full permission of the student.

- Once informed, the SSO will arrange a confidential interview directly with the student.
- Where appropriate, the SSO will liaise with professionals, or other organisations in relation to gaining official diagnosis, or further information.
- The SSO will detail the assessment needs as disclosed on a Personal Learning Support Plan (PLSP).
- The SSO will contact the course leader/internal verifier and request evidence of the student's work that indicates whether or not an assessment arrangement is required. This should be completed and returned within 10 working days wherever practicable.

- Once all required information and evidence has been received by the SSO, and the PLSP updated. A formal, minuted meeting will be held as soon as is reasonably practicable with the relevant course leader/ Internal verifier and the SSO present to review the assessment need and evidence presented. The meeting will be chaired by the Academic Quality Manager, or his deputy in order to provide an independent view of the process.
- Any arrangements agreed must:
 - a). adhere to the qualification or awarding body assessment requirements.
 - b). take into account varying needs across subjects, and be applied on a subject-by-subject basis, and not automatically be used in every unit of the students programme unless identified as being so required.
- The SSO will update the PLSP, inform the student of the proposed assessment arrangements, and obtain the agreement of that student.
- Meeting documentation and supporting evidence shall be kept by the Academic Quality Manager.
- Student PLSP shall be kept in the student's personal file.
- The course leader/internal verifier is responsible for ensuring that the agreed arrangements are implemented and that they are still effective and appropriate to the students need.
- The SSO will monitor the effectiveness of the assessment arrangements through regular individual progress meetings with the candidate.

For further guidance with SQA FE qualification assessment arrangements please visit the SQA webpage>>
http://www.sqa.org.uk/sqa/files_ccc/AA_AssessmentArrangementsExplained.pdf

MCA SQA/IAMI Written exams

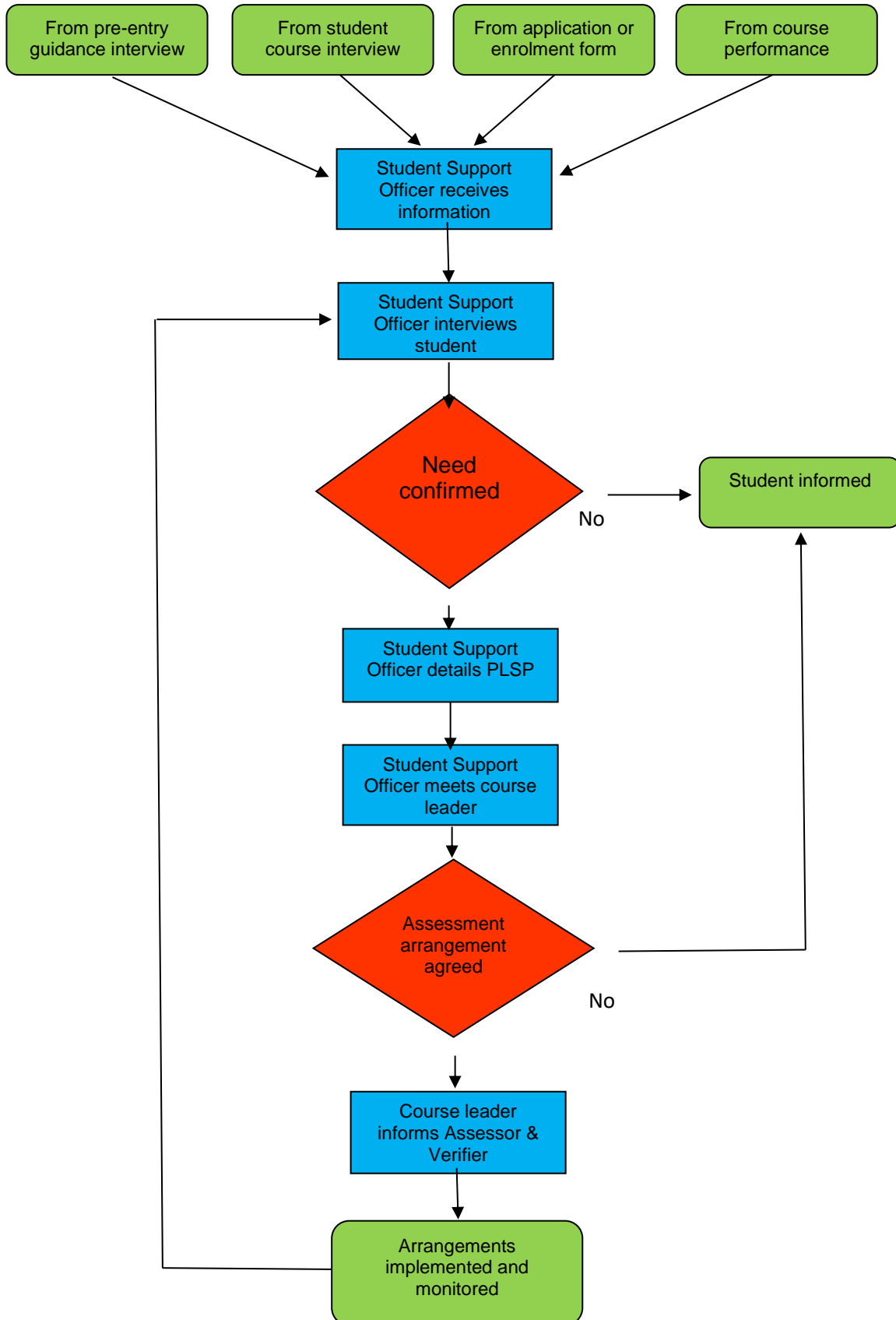
For Candidates undertaking a MCA written examination conducted by SQA/IAMI who have been diagnosed as dyslexic by either an educational psychologist or a Specialist Dyslexia Teacher may be allowed an extra 15 minutes for each hour of normal examination time. The use of readers, amanuensis (scribes) or computers are not permitted; however, other aides such as tinted film etc. are permitted.

Candidates wishing to apply for extra time should contact their personal or course tutor who will guide them through the procedure with SQA/IAMI.

The above guidance is obtained from the MCA Marine Guidance Note MIN 435 which can be accessed from:
<https://www.gov.uk/government/publications/min-435-clarification-of-dyslexia-policy>

Special Assessment Arrangements Procedure Flowchart

How a need is identified and progressed



14 NAFC MC UHI Academic Misconduct and Malpractice Policy and Procedure

Introduction

The following definitions and guidance are taken from both the UHI's Academic Standards and Quality Regulations, and the SQA Quality Assurance for Higher National and Vocational Qualifications 2015-18 which NAFC MC has agreed to abide by.

This policy/procedure is communicated by inclusion in all Student Handbooks and in the Staff Induction Process. Whenever this document is updated and approved by LTAC, all relevant staff will be informed and are responsible for familiarising themselves with the content, confirmed by their signing the [QF151 Staff Policy/Procedure Receipt and Understanding Record](#).

Malpractice means any act, default or practice (whether deliberate or resulting from neglect or default) which is a breach of SQA assessment requirements including any act, default or practice which:

- Compromises, attempts to compromise or may compromise the process of assessment, the integrity of any SQA qualification or the validity of a result or certificate; **and/ or**
- Damages the authority, reputation or credibility of SQA or any officer, employee or agent of SQA.

Malpractice can arise for a variety of reasons:

- Some incidents are intentional and aim to give an unfair advantage or disadvantage in an examination or assessment (deliberate non-compliance);
- Some incidents arise due to ignorance of SQA requirements, carelessness or neglect in applying the requirements (maladministration).

Malpractice can include both maladministration in the assessment and delivery of SQA qualifications and deliberate non-compliance with SQA requirements. Any suspicions of Malpractice by Students or Staff should be reported to the Academic Quality Manager who will be responsible for instigating an investigation in every instance, and ensuring the investigation and subsequent reporting is carried out in a timely manner as detailed in section 4. of this document.

For further guidance on SQA requirements for dealing with suspected cases of malpractice by students or staff see https://www.sqa.org.uk/sqa/files_ccc/MalpracticeInformationForCentres.pdf

1. Student Malpractice

Academic malpractice by students will be taken to include plagiarism, cheating, collusion, falsification or fabrication, personation, or bribery as further defined below:

1.1 Plagiarism

The unacknowledged incorporation in a student's work either in an examination or assessment of material derived from the work (published or unpublished) of another.

Plagiarism may, therefore, include:

- the use of another person's material without reference or acknowledgement
- the summarising of another person's work by simply changing a few words or altering the order of presentation without acknowledgement

- the use of the ideas of another person without acknowledgement of the source
- copying of the work of another student with or without that student's knowledge or agreement
- use of commissioned material presented as the student's own.

For some specific modules / units, information and guidance relating to what may or may not constitute plagiarism will need to be made explicit to students in student handbooks or specific module / unit information. For example, use of mathematical formulae, principles or theories. The centres librarian will give advice and, if available, will give a talk to students when they commence their studies.

1.2 Cheating

A student will be deemed to be cheating as a result of any of the following:

- deliberately acquiring advanced knowledge of the detailed content of an examination or
- obtaining a copy of an 'unseen' written examination paper in advance of the date and time for its authorised release
- communicating with, or copying from, another candidate during an examination permitting another candidate to copy from his / her examination script
- being found in possession of any printed, written or electronic material or unauthorised material during an examination which may contain information relevant to the subjects of the examination
- communicating during an examination with any person other than a properly authorised invigilator or another authorised member of staff
- Copying from another candidate (including using ICT to do so)
- Using a mobile phone, MP3 player or any other unauthorised aid in an assessment/exam
- undertaking any other action with the intention of gaining an unfair advantage over other candidates.

1.3 Collusion

Collusion may exist where a student:

- is in complicity with another student in the completion of work which is intended to be submitted as either that student's or the other student's own work
- knowingly permits another student to copy all or part of his / her own work and to submit it as that student's own work.

1.4 Falsification

- Falsification or fabrication of data: the presentation of data in laboratory reports, projects etc. based on work falsely presented as to have been carried out by the student; obtained by unfair means; or to present fictitious results.

1.5 Personation

- The assumption of one student of the identity of another person, or permitting himself / herself to be impersonated with the intent to deceive or gain unfair advantage.

1.6 Bribery

- The paying, offering or attempted exchange of an inducement for information or material intended to advantage the recipient in an assessment.

1.7 Other examples of Malpractice by a Student

- Inappropriate, offensive, discriminatory or obscene material in assessment/exam evidence
- Inappropriate behaviour during an internal assessment that causes disruption to others. This includes shouting and/or aggressive behaviour or language.
- frivolous content —producing content that is unrelated to the assessment

1.8 Prevention

On enrolment/Induction, students will be advised as to the difference between acceptable and unacceptable forms of work. Examples will be given of expected standards (and methods) of referencing and students will be encouraged to develop study techniques which allow them clearly to identify sources used and ideas acknowledged. Warnings regarding academic malpractice should be repeated prior to submission deadlines for projects, coursework and dissertations. In addition, a copy of the academic disciplinary policy and procedures, along with these guidelines, should be included in all student handbooks. The Student Induction Checklist (QF35) is signed by the student to confirm receipt/understanding of this policy & procedure. UHI subscribes to an externally hosted software program that may be used for originality checking, anonymous marking and peer review of students' text based work. The originality checking function assists staff in assessing instances of plagiarism. The programme leader will advise students if this service will be utilised. Students should also note that formal acknowledgement of acceptance of these regulations is included as part of the enrolment process (see UHI Admissions Regulations).

1.9 Student Guidelines

A student should:

- complete their assigned work by themselves, in their own words and using their own notes, figures or rough workings (except where group work specifically forms part of the assignment)

- acknowledge fully any sources used either by means of textual notes or bibliography in a form acceptable to the programme being undertaken
- endeavour to ensure that their work is not available to copy by other students (with or without permission)
- check with programme tutor(s) if ever they are in any doubt concerning proper forms of referencing.

2. Centre/Staff Malpractice

Introduction

Any suspicions of Malpractice by Staff should be reported to the Academic Quality Manager who will instigate an investigation in every instance.

The following are just some examples of malpractice by staff. These are not exhaustive and only intended for guidance:

- Unauthorised copying and distributing of assessment/exam papers prior to use
- Assessors/invigilators giving unfair help and hints during an assessment/exam
- Assessors/invigilators allowing collusion between candidates during an assessment/exam
- Misuse of assessments, including repeated re-assessment contrary to requirements, or inappropriate adjustments to assessment decisions.
- Insecure storage of assessment instruments and marking guidance.
- failure to comply with requirements for accurate and safe retention of candidate evidence, assessment and internal verification records
- Excessive direction from assessors to candidates on how to meet national standards.
- Unfair marking/submission of results to gain a unit or qualification
- Deliberate falsification of records in order to claim certificates
- Failure of assessors/internal verifiers to follow Awarding Body requirements/regulations
- Failure of assessors/internal verifiers to declare a personal interest
- Failure to comply with SQA's procedures for managing and transferring accurate candidate data.

2.1 Prevention

- The most important tool in aiding prevention of any of the many types of malpractice is knowledge, understanding and communication.
- All staff involved with the assessment, Internal verification, or candidate registration, assessment, and certification processes will be required to familiarise themselves with this document as detailed in Section 1. The New Lecturer Induction Checklist (QF145) is signed by the staff member to confirm receipt/understanding of this policy & procedure.

- All staff involved with the assessment, Internal verification, or candidate registration, assessment, and certification processes will be required to familiarise themselves with the following Policies and procedures as appropriate to their role:
 - Staff Responsibilities for Academic Quality
 - Assessment Procedures
 - Internal Verification Procedures
 - Assessment Development and Storage
 - Conflict of Interest in Assessments Policy
 - Course Procedures for SQA Awards
 - Appeals
 - SQA Data Transfer and Data Cleansing procedure

3. When malpractice is identified or suspected

3.1 Malpractice by students

If a member of staff, or a fellow student reports a suspicion of malpractice, it will be subject to an investigation as in 4. below, with the outcome and any actions required communicated in writing. If the malpractice is confirmed, it may result in a range of possible sanctions such as having to re-sit an assessment, through to results being withdrawn by the awarding body. It may also come under the Student Disciplinary Code as potential Gross Misconduct. Therefore the student may face a further investigation under the Student Discipline Procedure which could result in further sanctions ranging from a Verbal Warning through to exclusion from the course and centre.

If malpractice is discovered or suspected during an external examination, a report must be sent to the Awarding Body by the Local Examination Secretary as per the appropriate awarding body policies and procedures.

If the malpractice involves a criminal act such as assuming the identity of another person, then this must be reported to the Awarding Body, and the Police immediately by the Academic Quality Manager.

In addition, for those qualifications that are subject to statutory regulation by SQA Accreditation or Ofqual, the Academic Quality Manager shall initially report any suspected case of candidate malpractice to SQA.

3.2 Malpractice by staff

Malpractice by staff may be identified in a number of ways:

- By an awarding body EV visit
- Identified by an awarding body external exam marker
- From a “whistleblower” report to an Awarding Body, or to NAFC
- From the Internal Verification process
- From other internal or external audits

If any person reports a suspicion of staff malpractice, it will be subject to an investigation as in 4. below. If the investigation subsequently confirms malpractice by a member of staff, the Academic Quality Manager may recommend that the matter also be subject to an investigation under the NAFC Disciplinary Procedure. All reports of Centre/Staff malpractice must be communicated to the appropriate department of SQA, or other awarding body concerned by the Academic Quality Manager.*

Where malpractice is identified in the registration, assessment or certification processes that affects the validity or authenticity of any certificates, the relevant awarding body should be immediately informed by the Academic Quality Manager*, and provided with a full report and any action taken.

In addition, if the malpractice involves a criminal act such as fraudulently claiming a certificate for financial gain, then this must be reported to the Awarding Body, and the Police immediately by the Academic Quality Manager*.

Where malpractice is suspected or identified by an awarding body, an investigation will be instigated under those awarding bodies Malpractice Procedures.

*If the suspicion of malpractice involves the AQM then the Head of Centre shall appoint a member of the Senior Management Team to assume the responsibilities of the AQM.

4. Reporting and Investigation of Suspected Malpractice Procedure

- i. The person suspecting that malpractice has occurred at NAFC MC UHI should report the incident immediately to the Academic Quality Manager*, who will be responsible for instigating, monitoring the progress of the investigation, reporting, and subsequent resulting actions and recommendations.
- ii. No qualification/award/unit results relating to the suspected malpractice shall be sent to SQA or appropriate awarding body for processing/certification until the investigation is satisfactorily concluded.
- iii. The AQM* shall conduct a formal internal investigation within 3 working days from receiving a report of suspected malpractice, reviewing assessment evidence, Interviewing candidates, concerned staff, assessors & verifiers as appropriate. Signed statements from witnesses, copies of pertinent student work, assessment & verification records should be obtained as required.
- iv. A QF152 Malpractice Investigation Report Form shall be completed giving full details of the suspected malpractice, qualification/unit, candidate(s), and/or staff concerned.
- v. The AQM* will summarise the findings of the investigation on the QF152 Including any recommendations of sanctions to be applied, and any further action to be taken i.e from re-sitting an assessment to informing the awarding body or recommendations to instigate student or staff disciplinary proceedings under gross misconduct.

- vi. The investigation and completion of the QF152 should be completed within 5 working days from receipt of a report wherever possible in order to ensure currency and accuracy of evidence and any personal statements.
- vii. The AQM* shall notify all persons involved of the findings in writing as reported on the QF152 where they will be given the opportunity to comment or appeal (see section 5. below) within 5 working days of receipt.
- viii. If the investigation shows confirmed malpractice relating to the validity of qualification/award/unit results or certification previously sent to SQA or relevant awarding body. The AQM* shall immediately inform that awarding body.

Note:

It is recognised that under certain circumstances, the achievement of the above actions with a specified timescale may not always be possible. Where this occurs, and for actions with no specified timescale, those actions should be completed as quickly as is reasonably and practicably possible.

Additional actions

Any suspected cases of centre malpractice must be reported to SQA or the appropriate awarding body by the Academic Quality Manager*.

If the malpractice involves a criminal act such as assuming the identity of another person, or fraudulently claiming a certificate for financial gain then this must be reported to the Awarding Body, and the Police immediately by the Academic Quality Manager*.

In addition, for those qualifications that are subject to statutory regulation by SQA Accreditation or Ofqual, the Academic Quality Manager* shall initially report any suspected case of candidate malpractice to SQA.

HE students suspected of academic malpractice may also be subject to the UHI Academic Misconduct Procedure as detailed here <https://www.uhi.ac.uk/en/t4-media/one-web/university/about-uhi/governance/policies-and-regulations/regulations/regulations-2018-19/section19-academicmisconductpolicyandprocedure2018-19.pdf>

* If the suspicion of malpractice involves the AQM then the Head of Centre shall appoint a member of the Senior Management Team to assume the responsibilities of the AQM in this procedure from i. above.

5. Appeals against a malpractice investigation outcome

Candidates and staff have the right to appeal a malpractice decision against them.

- If you wish to make an appeal, this should be made in writing within five working days from receipt of the decision and sent to:

The Interim Joint Principal
NAFC Marine Centre UHI
Port Arthur, Scalloway
Shetland, ZE1 0UN

- The appeal will be formally acknowledged within three working days.
- Within 15 working days of receiving the above acknowledgement, you will receive from the IJP (or his/her nominated representative) a full reply to which your appeal refers.
- In addition NAFC MC UHI have the right to appeal a decision where a case of reported malpractice by the centre has been confirmed through investigation by SQA or appropriate awarding body..
- NAFC MC UHI also have the right to appeal a decision in the case of suspected malpractice by a candidate reported by the centre to SQA or appropriate awarding body..
- Candidates have the right to appeal to SQA or appropriate awarding body. where:
 - NAFC MC UHI has conducted an investigation, the candidate disagrees with the outcome and has exhausted the centre's appeals process,
 - SQA, or appropriate awarding body. has conducted an investigation and the candidate disagrees with the decision.

For regulated qualifications (SVQ's, CBQ's etc) only:

Candidates and NAFC MC UHI have the right to request a review by the appropriate regulator (SQA Accreditation or Ofqual) of the awarding body's process in reaching a decision in an appeal of a malpractice decision for qualifications subject to regulation.

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NAFC Marine Centre UHI

Student Contract

This is a contract between NAFC Marine Centre

and
(student name in block capitals)

a student on the course ...**Deck Officer Cadet Programme**

NAFC Marine Centre UHI agrees to:

1. Provide tuition by suitably experienced and qualified staff.
2. Provide learning and teaching equipment, materials and rooms for the course being studied.
3. Inform students about their course and their progress on the course.
4. Provide guidance and support.
5. Listen to students' views to make the centre better.

The student agrees to:

1. Work diligently towards achievement of the course outcomes.
2. Attend classes according to the course timetable.
3. Complete course work and meet assessment deadlines on time.
4. Let the centre know if you are absent.
5. Follow the policy for Acceptable use of ICT abide by the Student Disciplinary Code.
Return all books, equipment and materials to the college when you finish or leave your course.

Signed on behalf of NAFC MC UHI.....

Student Signature.....

Date.....

INSTRUCTIONS TO STAFF: Two copies of this contract are signed. One copy is retained by the student and the other is filed in the student's confidential college file by the Course/Programme leader.

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NAFC Marine Centre UHI Student Contract

This is a contract between NAFC Marine Centre

and
(student name in block capitals)

a student on the course ... **Deck Officer Cadet Programme**

NAFC Marine Centre agrees to:

1. Provide tuition by suitably experienced and qualified staff.
2. Provide learning and teaching equipment, materials and rooms for the course being studied.
3. Inform students about their course and their progress on the course.
4. Provide guidance and support.
5. Listen to students' views to make the centre better.

The student agrees to:

6. Work diligently towards achievement of the course outcomes.
7. Attend classes according to the course timetable.
8. Complete course work and meet assessment deadlines on time.
9. Let the centre know if you are absent.
10. Follow the policy for Acceptable use of ICT abide by the Student Disciplinary Code.
Return all books, equipment and materials to the college when you finish or leave your course.

Signed on behalf of NAFC MC UHI.....

Student Signature.....

Date.....

INSTRUCTIONS TO STAFF: Two copies of this contract are signed. One copy is retained by the student and the other is filed in the student's confidential college file by the Course/Programme leader.

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NAFC Student Induction Checklist

QF35

Name of Student	
Programme of Study	Deck Officer Cadet Programme
I have received a Student Handbook/CD which gives details about NAFC MC UHI's facilities and major policies	
I have been introduced to the members of staff who will teach and support me throughout my programme of study	
I have been shown around all relevant facilities/parts of the campus	
I understand how my course operates	
I understand all assessment and certification arrangements	
I have read and understand the Appeals process	
I understand the role of the independent student advisor/Personal Academic Tutor	
I understand all relevant health and safety arrangements	
I have read and understand the NAFC's student disciplinary code	
I have read and understand the policy on Academic Misconduct & Malpractice in coursework and assessments	
I have read and understand the policy on Customer Complaints	
I confirm that my individual learning needs have been discussed and agreed where required.	
I understand and agree that my personal data may be shared with SQA or another appropriate Awarding Body for registration/certification purposes.	

PAT/ Advisor's Name	Caroline Hepburn
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Do you have any comments on how we can improve the induction process?

Signature of studentDate.....

Instructions to lecturers: Completed forms should be passed to the Course/Programme leader to be stored in the individual Student's File.

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