



# Management School Handbook

**UHI | INVERNESS**  
Management School

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# Introduction

Hello and welcome to the UHI Management School - delivering credible, flexible and business focused education across the Highlands and Islands and beyond.

The Management School works to support business (whether public, private or third sector) and individuals in employment.

In this handbook you will find all the information pertaining to your programme as well as resources to help you make the most of your experience with us.



# UHI

## *Where learning means more*

The University of the Highlands and Islands (UHI) is a tertiary institution, encompassing both further and higher education.

Our distinctive partnership of independent colleges and research institutions, located throughout the Highlands and Islands of Scotland, is rooted in communities, but with national and international reach.

Our reputation is built on our innovative approach to learning and our distinctive research and curriculum – all enriched by the people, natural environment, economy, culture and heritage of the Highlands and Islands and its communities.

We have 40,000 students at the heart of our university partnership, and we are measured by their success. Our curriculum portfolio across both further and higher education is designed to meet current and future local and regional needs and to attract other students to the Highlands and Islands to study.

- [Essential student skills: About the university](#)
- [UHI Academic Calendar](#)

# UHI Inverness

UHI Inverness is one of the largest of thirteen partner centres and research institutes that together comprise the University of the Highlands and Islands. The campus provides education and training for approximately 6,500 students, with over 2,600 of them attending on a full-time basis.

As the presence of the University of the Highlands and Islands in Inverness, we are the key provider of higher education in the region. UHI Inverness's provision spans all Scottish Credit and Qualification Framework (SCQF) levels from foundation through to doctoral level study and as an organisation, we pride ourselves on our ability to support the needs of all of our students, no matter what their level of study.

UHI Inverness re-located to its new estate at Inverness Campus and the Scottish School of Forestry in Balloch in August 2015, marking the start of a new era for the institution. The College now has purpose built, world-class facilities, providing an inspiring environment within which to deliver post-compulsory education, skills development and research to support regional economic and community development.

The Inverness Campus project has been designed to maximise the benefits to the region from the co-location of education, industry and research. The campus is proactively pursuing this agenda and has, since the move, already extended its research facilities, developing a genetics laboratory to support the work of our Rivers and Lochs Institute, housing this in the through collaborative ventures, finding efficient mechanisms through which we can achieve continued growth.

Each of our course teams works hand in hand with industry representatives and employers to ensure that our courses are relevant and responsive to employer need, creating the best possible opportunities for our graduates. As well as teaching relevant and current technical knowledge, we work to develop well-rounded students with the essential skills and attributes that will help them in the world of work.

# How to Enrol Online

ALL students are required to re-enrol annually. If you do not enrol your student rights (such as library and IT) will be revoked. By enrolling online you have control over the accuracy of your own data, it also reduces queuing to enrol in person at the start of term.

This [video](#) offers step-by-step guidance to support you through the online enrolment process.

Please visit [Online Enrolment FAQs](#) for useful information regarding the enrolment process.

[Setting Up your UHI Account](#) this only requires to be set up in your first year of studies.

# Programme team

<b>Programme Leader</b>	David Jack	<a href="mailto:David.Jack.ic@uhi.ac.uk">David.Jack.ic@uhi.ac.uk</a>
<b>Programme Administrator</b>	Carol MacAulay	<a href="mailto:Carol.MacAulay.ic@uhi.ac.uk">Carol.MacAulay.ic@uhi.ac.uk</a>
<b>Leading the Contemporary Workforce</b>	David Jack	<a href="mailto:David.Jack.ic@uhi.ac.uk">David.Jack.ic@uhi.ac.uk</a>
<b>Managing in a Global Network</b>	David Jack	<a href="mailto:David.Jack.ic@uhi.ac.uk">David.Jack.ic@uhi.ac.uk</a>
<b>Collaborative Leadership</b>	Kerstine Simleit	<a href="mailto:Kerstine.Simleit.ic@uhi.ac.uk">Kerstine.Simleit.ic@uhi.ac.uk</a>
<b>Managing and Developing the Human Resource</b>	Kerstine Simleit	<a href="mailto:Kerstine.Simleit.ic@uhi.ac.uk">Kerstine.Simleit.ic@uhi.ac.uk</a>
<b>Entra- and Intra-preneurial Thinking</b>	Dawn Hayes	<a href="mailto:Dawn.Hayes.perth@uhi.ac.uk">Dawn.Hayes.perth@uhi.ac.uk</a>
<b>Research for Business</b>	Sinead Brydon	<a href="mailto:Sinead.Brydon.ic@uhi.ac.uk">Sinead.Brydon.ic@uhi.ac.uk</a>
<b>Masters Research Project</b>	David Jack	<a href="mailto:David.Jack.ic@uhi.ac.uk">David.Jack.ic@uhi.ac.uk</a>
<b>Effective Communication</b>	Sinead Brydon	<a href="mailto:Sinead.Brydon.ic@uhi.ac.uk">Sinead.Brydon.ic@uhi.ac.uk</a>
<b>Information Decision Making</b>	Tim Meredith	<a href="mailto:Tim.Meredith.ic.@uhi.ac.uk">Tim.Meredith.ic.@uhi.ac.uk</a>
<b>Employment Law</b>	Gill Shaw	<a href="mailto:Gillian.Shaw.ic@uhi.ac.uk">Gillian.Shaw.ic@uhi.ac.uk</a>
<b>Employee Relations</b>	Gill Shaw	<a href="mailto:Gillian.Shaw.ic@uhi.ac.uk">Gillian.Shaw.ic@uhi.ac.uk</a>

# MSc Leadership and Management

To achieve the MSc you are required to pass **nine modules** inclusive of the Post Graduate Certificate (achieved after three modules) and the Post Graduate Diploma (achieved after six modules). The core and optional modules for each stage are laid out below. Note that the MSc Research Project is worth two modules.

Core modules:

PG Certificate (two Core modules + one Optional module) = 3 modules

## *Leading the Contemporary Workforce (LCW) - Semester 1*

Learning outcomes:

1. Critically evaluate and reflect on the terms 'leadership' and 'management' within contemporary organisations, and apply both to achieving sustainable workforce potential.
2. Critically analyse the management of people and performance through an evaluation of diversity, performance, talent and reward management.
3. Demonstrate a critical understanding of learning, training and development strategies within the context of a contemporary workforce.

## *Managing in a Global Network (MGN) - Semester 2*

Learning outcomes:

1. Critically evaluate the relationship of the organisation's local context within the global environment, with an emphasis on analysing the potential barriers to managing across cultures, geographies and specialisations.
2. Examine and critique effective communication strategies for a constantly changing organisational environment.
3. Demonstrate the critical skills to conduct an objective evaluation of the impact of modern technologies on internal and external stakeholders.

PG Diploma- (completion of PG Cert + two Core listed below + one Optional module) = 6 modules

### *Collaborative Leadership (CL) - Semester 2*

Learning outcomes:

1. Critically evaluate and reflect on the range of collaboration opportunities available to the contemporary organisation.
2. Critically analyse the strategies required in establishing and sustaining positive stakeholder relationships.
3. Critically review and evaluate the concept of corporate social responsibility and the role of the leader in facilitating ethical decision making.

### *Entra- and Intra-preneurial Thinking (EIT) - Semester 2*

Learning outcomes:

1. Critically analyse the role of creative thinking and innovation in achieving organisational competitive advantage.
2. Evaluate critically the value of risk; and effective change implementation and sustainability.
3. Analyse the building of entra- and intra-preneurial capability within specific organisational contexts.

MSc (no options) (must have completed PG Cert & PG Dip + 2 modules listed below) = 9 modules

### *Research for Business (R4B) - Semester 1 (this is the pre-requisite to the Research Project)*

Learning outcomes:

1. Critically analyse the reliability and validity of a range of primary and secondary business research and their contribution to knowledge;
2. Identify and evaluate a range of relevant academic sources and their applicability to a business-related research question;
3. Analyse and synthesise a range of research paradigms and their associated methodological approaches;
4. Undertake a robust research proposal in order to complete a business-related Research Project.

### *Masters Research Project - Semester Continuous (can be started in S1 or S2 only after completion of R4B) (worth two modules)*

Learning outcomes:

1. Understand and appraise a range of appropriate research techniques sufficiently to allow detailed investigation into relevant business and management issues.
2. Formulate a research proposal, research questions and research design to address a specific strategic management issue using established techniques of research and enquiry.
3. Conduct independent research, using appropriate research methods, into an area of practical and academic interest.
4. Acquire and analyse data and information, to evaluate their relevance and validity, and to synthesise a range of information in the context of new situations.
5. Critically reflect on and make effective and appropriate use of management theory; formulate and evaluate strategic options or devise realistic solutions to an organisational problem based on both academic literature and empirical research findings.

Optional modules (PG Cert and PG Dip):

*Managing and Developing the Human Resource (MDHR) - Semester 1*

Learning outcomes:

1. Critically analyse theories and concepts relating to human resource planning and performance management and the role it plays in improving organisational performance.
2. Critically assess methods to measure and evaluate individual and team performance, including the interpretation of financial information and the management of financial resources, exploring approaches designed to support the development of high performance.
3. Critically analyse theories and concepts relating to individual development exploring how development can impact on individuals, the team and organisation.
4. Analyse and reflect on the role of the line manager in identifying and applying suitable developmental approaches designed to resolve team and organisational challenges and opportunities.

*Information Decision Making (IDM) - Semester 2*

Learning outcomes:

1. Critically analyse the value and importance of information to improve product and service quality.
2. Evaluate ways to help improve the effectiveness of the management of information in order to lead in the improvement of product and service delivery.
3. Identify and critically explore the role of budgets and financial information in leading/managing enhanced organisational performance.
4. Critically reflect on the quality implications for effective and efficient planning and delivery and develop strategies for managing the volume and complexity of data to capture and critically evaluate information required in modern-day working life.

*Employment Law (EL) - Semester 1*

Learning outcomes:

1. Critically evaluate the core principles that underpin employment law as it applies in the UK and the practical legal implications thereof, and advise the appropriate action that should be taken in workplace scenarios where employment regulations apply.
2. Critically analyse the appropriate organisational response when legal action on the part of an employee is anticipated, threatened or taken.
3. Analyse the processes involved in the preparation, presentation and settling of employment tribunal cases.

### *Employee Relations (ER) - Semester 2*

Learning outcomes:

1. Critically assess the nature, context and strategic significance of employee activities, and their significance to organisational objectives, and provide accurate advice and guidance as necessary.
2. Contribute to the effective development and implementation of employee relations policies and procedures and evaluate these in relation to business strategy and the management of conflict in the organisation.
3. Critically evaluate the appropriateness of adopting different forms of employee consultation, involvement and participation, and participate as a team member in the consultation and communication process (including collective bargaining and negotiation).

### *Effective Communication (EC) - Semester 1*

Learning outcomes:

1. Critically evaluate and apply communication theory and techniques to organisational efficiency and effectiveness.
2. Analyse, apply and reflect upon appropriate leadership behaviours which encourage better communication.
3. Critically evaluate a range of contemporary communication media and assess their suitability within a variety of organisational settings.

# MSc Human Resource Management

To achieve the MSc you are required to pass **nine modules** inclusive of the Post Graduate Certificate (achieved after three modules) and the Post Graduate Diploma (achieved after six modules). The core and optional modules for each stage are laid out below. Note that the MSc Research Project is worth two modules.

Core modules:

PG Certificate (two Core modules + one Optional module) = 3 modules

## *Managing and Developing the Human Resource (MDHR) - Semester 1*

Learning outcomes:

1. Critically analyse theories and concepts relating to human resource planning and performance management and the role it plays in improving organisational performance.
2. Critically assess methods to measure and evaluate individual and team performance, including the interpretation of financial information and the management of financial resources, exploring approaches designed to support the development of high performance.
3. Critically analyse theories and concepts relating to individual development exploring how development can impact on individuals, the team and organisation.
4. Analyse and reflect on the role of the line manager in identifying and applying suitable developmental approaches designed to resolve team and organisational challenges and opportunities.

## *Managing in a Global Network (MGN) - Semester 2*

Learning outcomes:

1. Critically evaluate the relationship of the organisation's local context within the global environment, with an emphasis on analysing the potential barriers to managing across cultures, geographies and specialisations.
2. Examine and critique effective communication strategies for a constantly changing organisational environment.
3. Demonstrate the critical skills to conduct an objective evaluation of the impact of modern technologies on internal and external stakeholders.

PG Diploma (completion of PG Cert + two Core listed below + one Optional module) = 6 modules

### *Employee Relations (ER) - Semester 2*

Learning outcomes:

1. Critically assess the nature, context and strategic significance of employee activities, and their significance to organisational objectives, and provide accurate advice and guidance as necessary.
2. Contribute to the effective development and implementation of employee relations policies and procedures and evaluate these in relation to business strategy and the management of conflict in the organisation.
3. Critically evaluate the appropriateness of adopting different forms of employee consultation, involvement and participation, and participate as a team member in the consultation and communication process (including collective bargaining and negotiation).

### *Employment Law (EL) - Semester 1 (Core for UK Students Only)*

Learning outcomes:

1. Critically evaluate the core principles that underpin employment law as it applies in the UK and the practical legal implications thereof, and advise the appropriate action that should be taken in workplace scenarios where employment regulations apply.
2. Critically analyse the appropriate organisational response when legal action on the part of an employee is anticipated, threatened or taken.
3. Analyse the processes involved in the preparation, presentation and settling of employment tribunal cases.

MSc (no options) (must have completed PG Cert & PG Dip + 2 modules listed below) = 9 modules

### *Research for Business (R4B) - Semester 1 (this is the pre-requisite to the Research Project)*

Learning outcomes:

1. Critically analyse the reliability and validity of a range of primary and secondary business research and their contribution to knowledge;
2. Identify and evaluate a range of relevant academic sources and their applicability to a business-related research question;
3. Analyse and synthesise a range of research paradigms and their associated methodological approaches;
4. Undertake a robust research proposal in order to complete a business-related Research Project.

*Masters Research Project - Semester Continuous (can be started in S1 or S2 only after completion of R4B) (worth two modules)*

Learning outcomes:

1. Understand and appraise a range of appropriate research techniques sufficiently to allow detailed investigation into relevant business and management issues.
2. Formulate a research proposal, research questions and research design to address a specific strategic management issue using established techniques of research and enquiry.
3. Conduct independent research, using appropriate research methods, into an area of practical and academic interest.
4. Acquire and analyse data and information, to evaluate their relevance and validity, and to synthesise a range of information in the context of new situations.
5. Critically reflect on and make effective and appropriate use of management theory; formulate and evaluate strategic options or devise realistic solutions to an organisational problem based on both academic literature and empirical research findings.

Optional modules (PG Cert and PG Dip):

*Entra and Intra-preneurial Thinking (EIT) - Semester 2*

Learning outcomes:

1. Critically analyse the role of creative thinking and innovation in achieving organisational competitive advantage.
2. Evaluate critically the value of risk; and effective change implementation and sustainability.
3. Analyse the building of entra- and intra-preneurial capability within specific organisational contexts.

*Information Decision Making (IDM) - Semester 2*

Learning outcomes:

1. Critically analyse the value and importance of information to improve product and service quality.
2. Evaluate ways to help improve the effectiveness of the management of information in order to lead in the improvement of product and service delivery.
3. Identify and critically explore the role of budgets and financial information in leading/managing enhanced organisational performance.
4. Critically reflect on the quality implications for effective and efficient planning and delivery and develop strategies for managing the volume and complexity of data to capture and critically evaluate information required in modern-day working life.

## *Effective Communication (EC) - Semester 1*

Learning outcomes:

1. Critically evaluate and apply communication theory and techniques to organisational efficiency and effectiveness.
2. Analyse, apply and reflect upon appropriate leadership behaviours which encourage better communication.
3. Critically evaluate a range of contemporary communication media and assess their suitability within a variety of organisational settings.

## CIPD Membership

The Chartered Institute of Personnel & Development (CIPD) is the professional body for HR and people development. They have over 160,000 members internationally – working in HR, learning and development, people management and consulting across private businesses and organisations in the public and voluntary sectors.

The [CIPD Profession Map](#) contains the core knowledge and behaviours at the heart of the HR profession. Our MSc Human Resource Management Programme aligns with the profession map core knowledge and core behaviours at Chartered Level. The full Profession.

As an independent and not for profit organisation, the CIPD is committed to championing better work and working lives for the benefit of individuals, business, the economies and society – because good work and all it entails is good for business and society at large, and what is good for business should also be good for people's working lives.

## Membership levels

The CIPD has 4 professional levels of membership: Foundation, Associate, Chartered and Fellow.

On completion of the Diploma in Human Resource Management you will have attained the knowledge required for the Associate professional level of CIPD membership. If you are working in HR or L&D at a managerial or strategic level, you can apply to upgrade from Associate member to Chartered Member or Chartered Fellow. Information on upgrading your membership can be found here: [CIPD: Upgrade to Chartered Member](#)

## Professional recognition

CIPD membership is recognised by employers. The majority of members hold or are working towards professional membership. Professional membership demonstrates that you meet the CIPD's rigorous criteria and standards for best practice in HR or development. It gives you a competitive edge in the job market, enabling you to meet your career objectives. To showcase your achievements, professional members can use a professional designation after their name: Associate member (Assoc CIPD).

## Student membership

**You will need to join the CIPD as a Student member when you enrol on the Dip/MSc.**

Student members join by paying a subsidised membership fee, giving full access to all of CIPD's professional member services. As well as increasing your professional credibility with employers, CIPD membership will also give you exclusive member-only access to the latest HR and L&D resources, development tools, networking opportunities and discounts.

Visit: [CIPD Member Benefits](#) for further information about the many benefits of CIPD membership.

# PG Cert Health and Leadership Management

## *Leading the Contemporary Workforce (LCW) - Semester 1*

Learning outcomes:

1. Critically evaluate and reflect on the terms 'leadership' and 'management' within contemporary organisations, and apply both to achieving sustainable workforce potential.
2. Critically analyse the management of people and performance through an evaluation of diversity, performance, talent and reward management.
3. Demonstrate a critical understanding of learning, training and development strategies within the context of a contemporary workforce.

## *Collaborative Leadership (CL) - Semester 2*

Learning outcomes:

1. Critically evaluate and reflect on the range of collaboration opportunities available to the contemporary organisation.
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3. Critically review and evaluate the concept of corporate social responsibility and the role of the leader in facilitating ethical decision making.

## *Information Decision Making (IDM) - Semester 2*

Learning outcomes:

1. Critically analyse the value and importance of information to improve product and service quality.
2. Evaluate ways to help improve the effectiveness of the management of information in order to lead in the improvement of product and service delivery.
3. Identify and critically explore the role of budgets and financial information in leading/managing enhanced organisational performance.
4. Critically reflect on the quality implications for effective and efficient planning and delivery and develop strategies for managing the volume and complexity of data to capture and critically evaluate information required in modern-day working life.

# Teaching and learning

The exact mode of delivery varies from module to module but you should expect a combination of face to face 'synchronous' delivery and 'asynchronous' activities such as on the discussion board. Each module's Virtual Learning Environment (VLE) 'Brightspace' page will confirm the teaching methods and schedule for that particular module.

You will also use the VLE to access learning materials and to complete activities, and will be expected to undertake private study of approximately 6/7 hours per week per module.

The VLE offers you the opportunity to study modules online using a wide variety of resources and communication methods. Each module consists of a number of sessions or weeks containing a general overview of the identified topics, links to appropriate websites, webcasts and podcasts; directed activities requiring learner to tutor contact and/or learner to learner contact; directed self-study; and recommended reading.

In certain modules, not all, it might be recommended that you purchase a core textbook and you will be notified at the start of each module whether the purchase of a core textbook is recommended.

Other sections within the VLE module provide details of assessment, and further details concerning the module study guide.

'Management School Information', a portal within the VLE, provides notifications, useful links and resources to help you complete your studies.

# Learning resources

## Brightspace

Throughout your studies, you will use the virtual learning environment (VLE) [Brightspace](#) both to access learning resources and so connect with fellow students. There is a separate area per module. To prepare for using Brightspace you can use our [essential guide](#).

## Essential skills

The [Essential Student Skills](#) online resource contains information regarding core skills, using our learning technologies, effective learning, preparing for work, and much, much more. Please spend some time going through the resources and dip in as and when you need a refresher.

## UHI Libraries

The [UHI Libraries](#) page on the university website provides useful guides to areas such as copyright, referencing and dissertation skills. You will also be able to access reading lists, electronic resources, e-books and the e-journal gateway. In addition, you can find out how to borrow books from your local, or any other partner, libraries.

## Citing and referencing

You **must** cite and reference all images, tables, illustrations and graphs taken from printed or internet sources, as well as blogs, e-mails, wikis, conversations, TV and radio broadcasts, and all statements, opinions, conclusions, etc. taken from another writer's work, whether the work is directly quoted, paraphrased or summarised.

- The ideas and words you are using are not yours, but the intellectual property of someone else, and you must acknowledge this.
- Failure to acknowledge someone else's intellectual property in your work is regarded as plagiarism, which is penalised by tutors, markers and examiners. Please see the section within Academic Standards and Quality Regulations for more detail on Plagiarism.

You can access the quick referencing guide at [Referencing Guide](#).

### **Citing and referencing correctly:**

- shows the academic backing for your arguments, with evidence of the breadth and depth of your reading
- enables the reader to identify and trace the sources you have used for your ideas.

### Module resource list

Each degree level module at the university has a resource lists which provides easy access to core and recommended reading.

### Email

You will be issued with an email account when you enrol on this programme and you should use this account for all correspondence relating to this programme. Your username will be your student ID eg ID ending '@uhi.ac.uk' (e.g.) [123456@uhi.ac.uk](mailto:123456@uhi.ac.uk) and your password will be what you set up when completing your online enrolment. You will use the same login for the VLE. You are encouraged to change your password as soon as possible from the temporary password you received, to something that is less likely to be discovered. A mix of letters and numbers provides the best security and you should change this on a regular basis.

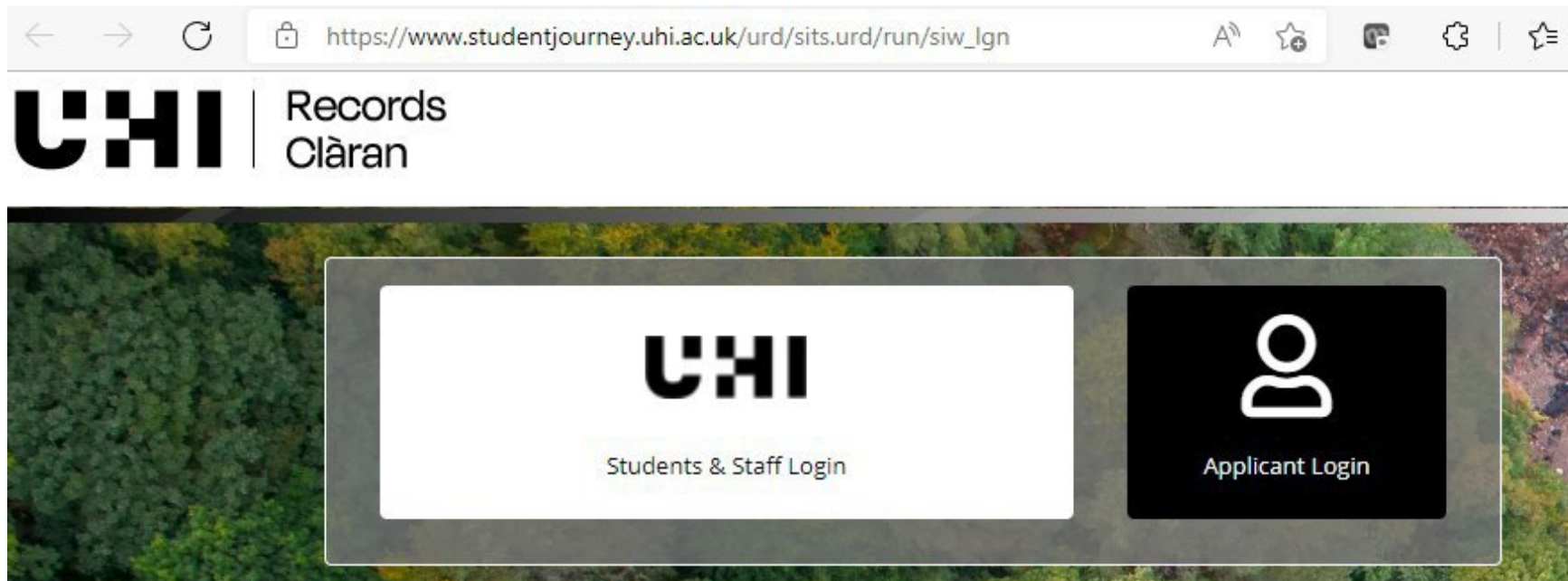
# Using the IT systems

Visit [Learning and Information Services](#) (LIS) for information and news on services, and how to get help with IT problems.

[Essential student skills: UHI technologies](#)

## Student Hub

The Student Hub, accessed at [www.studentjourney.uhi.ac.uk](http://www.studentjourney.uhi.ac.uk), is where you will find information on enrolments, assessment results and funding information.



# Library & Research

## Library

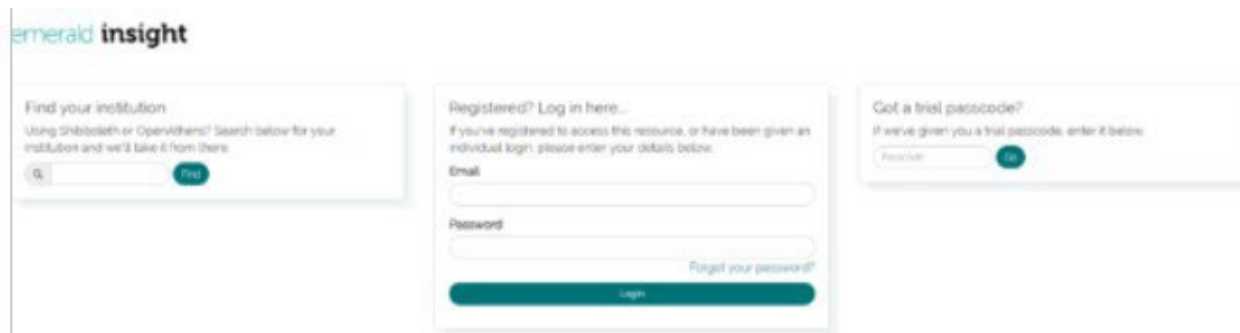
Our library is where you can search for journal articles as well as books. It also allows you to set up an online reference account which can be a useful tool. The vast majority of journal articles can be accessed online but you may wish to request physical copies of books and journals from the library.

The link to the library can be found here: [Library - UHI](#)

## Accessing full text articles through Shibboleth

If you search for articles via Google or Google Scholar you may be taken to an academic database whereby you see an article you want to read but you are asked to pay for it. The chances are you will be able to access it either by pasting the article title into Library Search or by accessing it directly from the database using your UHI credentials via a system known as Shibboleth. In order to do this you need to;

Find the login icon on the journal article page and you should see something like the following:



The image shows a screenshot of the Emerald Insight login interface. It features three main sections:

- Find your institution:** A search box with the text "Using Shibboleth or OpenAthens? Search below for your institution and we'll take it from there." and a search button.
- Registered? Log in here...:** A login form with fields for "Email" and "Password", a "Log in" button, and a "Forgot your password?" link.
- Got a trial passcode?:** A form with a "Passcode" field and a "Go" button.

Click on find your institution and then when it is found then it will take you to the UHI login page and just use your student ID and password as usual.

You might have to select from a drop down list. It might initially look like this:

Welcome back. Please log in.



The login form is a light blue box with two input fields: 'Email' and 'Password'. Below the 'Email' field is a blue 'Log in' button. To the right of the 'Password' field is a link for 'Forgotten password?'. Below the input fields are three links: 'Log in using a corporate account', 'Log in via Shibboleth or Athens', and 'Problems logging in?'.

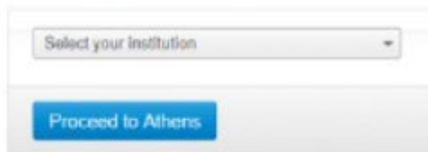
Select – login via Shibboleth or Athens

Always go for Shibboleth as we don't have an account with Athens

## Athens and Shibboleth login

Athens and Shibboleth allow you to log on to multiple web resources using the same credentials and be recognized as belonging to your parent organization. Please contact your librarian or administrator to find out if you can access this site using these systems.

### Log in via Athens



The Athens login form features a dropdown menu labeled 'Select your institution' and a blue button labeled 'Proceed to Athens'.

### Or, find your institution (via Shibboleth)



The Shibboleth login form features a dropdown menu labeled 'Select your institution' and a blue button labeled 'Log in via Shibboleth'.

Library support session bookings - <https://uhi-uk.libwizard.com/f/invernesslibraryinduction>

SCONUL – accessing library facilities of other UK universities - <https://www.sconul.ac.uk/sconul-access>

For students with visual impairment or dyslexia, the RNIB BookShare service is available, where a book is not available as an ebook – students should contact me directly if they want to access this service.

Using Google Scholar with UHI library resources - <https://libguides.uhi.ac.uk/libraryessentials/googlescholar>

# Assessment

The assessment strategy of this programme has been designed to recognise the learning of professional and mature participants. It provides transparent guidance to both tutors and participants on the standards which will be applied to assessment, and on the procedures adopted to ensure, through careful monitoring, that assessment is seen to be both fair and reliable.

All assessed work is required to demonstrate that the standard achieved is at post graduate level. To achieve a satisfactory standard, work must display:

- an ability to integrate theoretical understanding with practical experience when reflecting on professional practice;
- reflection on, and application of ethical standards appropriate to the professional context;
- a critical grasp of the concepts and principles related to the module through appropriate use of language, analysis of situations, response to problems and, where appropriate, choice of research methodology;
- an ability to find, comprehend and critically analyse relevant information from published literature;
- an ability to locate, interpret and critically evaluate data.

The assessment requirements for each module can be found in the VLE (Brightspace) page.

# Academic Standards and Quality Regulations (ASQR)

The Academic Standards and Quality Regulations have been developed to fulfil the regulatory requirements of the University of the Highlands and Islands and are consistent with the Memorandum and Articles of the university.

**Section 14.A** contains information relevant to the Post Graduate programmes, but full details of all of the university's standards and regulations can be found at the link below.

[UHI Academic Standards and Quality Regulations \(ASQR\)](#)



## Plagiarism and academic misconduct

If, in any work you submit, you put over the ideas and views of others as your own, this may lead to the serious charge of plagiarism. It is acknowledged that some students may do this inadvertently in their coursework, not fully appreciating the rules and standards required in academic work. The University of the Highlands and Islands, like all universities and colleges, has strict rules on plagiarism – when you have used the work of others in your assignment, you must acknowledge this. Similarly, if it comes to light that you are copying and using the ideas of a fellow or past student in your work this will be regarded as plagiarism/cheating. As a Higher Education student, you need to learn how to avoid this.

### To avoid plagiarism, you must give credit whenever you use:

- another person's idea, opinion or theory;
- any facts, statistics, graphs, drawings (in fact, any pieces of information) that are not common knowledge;
- quotations of another person's actual spoken or written words; or
- paraphrase of another person's spoken or written words.

### Strategies for avoiding plagiarism:

- Put in quotations everything that comes directly from the text, especially when taking notes.
- Paraphrase, but be sure you are not just rearranging or replacing a few words.
- Check your paraphrase against the original text to be sure you have not accidentally used the same phrases or words, and that the information is accurate.
- Always acknowledge facts, diagrams and original thought through referencing.

### Assessment appeals

You have the right to appeal against an assessment decision made by an Exam Board, but only on certain grounds.

Full details of the appeals procedure can be found in the UHI Academic Standards and Quality Regulations which can be accessed via the link at the top of this page.

### Late submission

You should ensure that any assessment deadlines are adhered to. The following late submission penalties will be applied to any work handed in beyond the deadline.

Students who do not submit assessments by the prescribed date will be penalised by a deduction of marks.

Up to 1 day late*	5% of final mark will be deducted, e.g. $65 - 3 = 62$
2-5 days late	10% of final mark will be deducted, e.g. $65 - 6.5 = 58.5$ (59 rounded)
6-10 days late	20% of final mark will be deducted, e.g. $65 - 13 = 52$
More than 10 days late	work will not be accepted and will be marked as 0

*\* i.e. up to 24 hours after the submission time/date, if a time was specified, or by 23.59 hours on the day following the submission date if no time was specified.*

Penalties for late submission apply equally to full-time and part-time students. 'Days' refers to actual days, not working days.

Full details can be found in the UHI Academic Standards and Quality Regulations which can be accessed via the link at the top of this page.

### Mitigating circumstances

Unexpected circumstances, which are beyond your control, may arise which disrupt your studies and prevent you from performing to your best ability. The system of mitigating circumstances allows you to submit a case that your work has been impacted by these circumstances.

#### **Mitigating circumstances will normally fall into the categories listed below:**

- Illness or serious accident at the time of an assessment or in the period leading up to formal assessment
- Serious illness or death of a family member
- Severe unforeseen personal or psychological problems
- Unanticipated difficulties in child or adult care arrangements during a semester [where the student is the named carer for an adult].

**The following examples WILL NOT be considered valid:**

- Any ongoing situation known to the student
- Inadequate time management
- Moving house or holidays
- Misreading the assessment or exam timetable
- Computer / IT problems of the student's own equipment
- Normal work commitments on behalf of an employer.

More information can be found in the University's Academic Standards and Quality Regulations which can be accessed via the link at the top of this page.

If you feel you are experiencing a situation where you are unable to perform at your best, you should discuss this with your Personal Academic Tutor or Student Registry Officer.

The mitigating circumstances claim process is available via the [UHI Records student hub](#) and you should submit any claim as soon as possible.

#### Resit exams

Resit exams for S1 modules will be held in **February** during Weeks 3-4 of semester 2. Resit exams for S2 modules are held in **late July/early August** each year. Non-attendance at a resit exam will result in failing the module, and you may not be permitted to progress.

#### Word Count

The word count for each assessment is specified within the module and assessment instructions. **As per UHI Academic Regulation section 17B 17b.73.** Word counts will normally include all text in the main body of the assignment, including headings, footnotes, tables, citations, quotes, lists. However, titles, table of contents, bibliographies, lists of references, appendices, indices will not normally be included in the word count.

**You can access the regulations via the link at the top of this page.**

# Student life and support

This section provides information about support available to you as a student of the university.

No issue is too minor to speak to student support about - and doing so early can help to avoid small issues becoming major issues.

[Student information on the UHI website](#)

Being a student at UHI is not just about your studies. There are lots of opportunities to get involved in student activities and representation.

[Student support contacts](#)



## Personal Academic Tutors

Each UHI student is assigned a named Personal Academic Tutor (PAT) whose responsibility it is to provide you with academic support throughout the duration of your studies. Your PAT will be in contact with you at least once each semester to review your academic progress; this is in addition to an introductory meeting at the start of each academic year. If you are unsure who your PAT is, please contact your programme leader.

[PAT support](#)

## Programme Leader

If you have an issue, or need advice on a matter that goes beyond the scope of your PAT, you should see the Programme Leader.

## Student partnership agreement

The Student Partnership Agreement sets out how students and staff can work together to improve the student experience. Information on the Student Partnership Agreement can be found on [the university's website](#).

# Get Involved!

There are lots of ways to get involved and to make the most of your student experience. This page will give you a few ideas, but check out the Get Involved page on the UHI website for more information.

[Get involved!](#)

## Highlands & Islands Students' Association

Highlands and Islands Students' Association (HISA) represents all students throughout UHI. Details of what they do and how you can get involved can be found at [www.hisa.uhi.ac.uk](http://www.hisa.uhi.ac.uk) and you are encouraged to follow them through [HISA Facebook](#) and HISA Twitter: @tweet\_hisa.



## Student representation

Student representation is an important way to ensure that students' views are heard and taken into account in relation to the quality of learning and teaching at UHI and the overall student experience. Serving on university committees, and as a class representative, are great opportunities to develop skills that will be useful in your future career.

[Student representation at UHI.](#)

## Student evaluation

A key element of quality assurance is student evaluation. Your opinions and comments help us to improve the quality of our teaching and deliver a better learning environment for all, so please make sure you fill in your module evaluation sheets and utilise the Student Representation process to good effect. Visit 'What happens to survey results' to view a summary of actions resulting from recent student feedback.

[What happens to survey results?](#)

## Red Button

Use the Red Button to let us know how we can improve our service, or to tell us what you like about the university!

[Red Button](#)

## Surveys

The university takes student views seriously and [uses your feedback](#) to inform decision making processes and enhance the student experience. There are a number of surveys that take place over the academic year. Most are open to all students, but some are only available to specific student groups (e.g. final year degree students, postgraduate students), see the link for further information.

[UHI Surveys](#)

**End of module surveys** are issued at the end of each semester to everyone studying on an HN unit or degree module. They are an opportunity to give direct feedback to the teaching staff on your module or unit. These university-wide surveys are administered by the Learning and Teaching Academy and responses are anonymous. See the link for further information.

# Career planning

Please make use of the Careers and Employability Service at UHI to help you make decisions about your current and future employment opportunities. We offer CV, application form and covering letter feedback, mock interviews, job search help, and the delivery of events and workshops.

Over the course of your life, you will make frequent career decisions and to successfully do that, you will first need to understand your skills and motivations, what makes you happy, and how you can source potential opportunities. How far your qualification takes you is all about the actions you take, the things you do and also the unknown and unplanned events you will encounter. You will also need to know where to go for help - you'll need to be '*in the know*'.

- [UHI Careers and Employability Centre](#)
- [UHI Graduate Attributes](#)

At the Careers and Employability Centre we do not see career decisions as '*problems to be solved*', but as amazing opportunities for you to look creatively at possibilities; to help you realise your potential and to support you with your next steps.

Contact [Helen](#) and [Iain](#) at the Careers and Employability Centre and take those first steps towards your future.

## Funding

The University of the Highlands and Islands offers a number of funding opportunities for your personal development. Take some time to familiarise yourself with these awards, as they offer the possibility of some unique experiences which will help you with both your studies and your future employability.

- [Funding](#)
- [Bursaries and scholarships](#)
- [Student Development Fund](#)