HNC SOCIAL SCIENCES

GP1K 15

Academic year 2023/24

UHI Perth

Also available in large print (16pt) and electronic format.
Ask PC.Student.Services.perth@uhi.ac.uk for details.

Contents

1. Introduction

Welcome to UHI Perth and of course HNC Social Sciences. 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 help you through the induction process, they will be responsible for monitoring your progress and helping you with any problems which may occur while you are studying with us.

<u>Group A</u>
Your Personal Academic Tutor is: Kirsty Moran
Email: Kirsty.moran.perth@uhi.ac.uk
Phone: TBC
Room: 323, Brahan Building

<u>Group B</u>
Your Personal Academic Tutor is: Katie Spence
Email: katie.spence.perth@uhi.ac.uk
Phone: TBC
Room: 323, Brahan Building

2. About UHI

UHI is a regional college and university partnership, serving the communities of the Highlands and Islands, Moray and Perthshire.

We cover the largest geographical area of any campus-based university or college in the UK and have one of the largest student populations in Scotland, at over 36,000 - 30% of these studying at higher education level and 70% at further education level.

We are the only university and college partnership wholly based in our operating area and our dispersed communities rely on us. We offer flexible and supported learning from access level to PhD, as well as research opportunities rooted in place and purpose.

The diversity and flexibility of our partnership is our greatest strength, allowing us to deliver more. We are proud of our unique place and deep roots in our communities and this makes our teaching and research more connected to their needs.

Further information:

- The [UHI centres](#) and [research units](#)

3. Programme information

Programme Title: HNC Social Sciences
Duration: 1 year full time, 2 years part time
Accredited by: Scottish Qualifications Authority (SQA)
SCQF level: 7

Further information:
- [Scottish Credit and Qualifications Framework (SCQF)](#)

3.1 Programme aims

The HNC Social Sciences is a cornerstone for student transition into Humanities Higher Education provision at the UHI. It provides students with a solid foundational understanding of the key social science concepts in Research, Psychology, Sociology, Politics and other subjects that can then be built on with further HE study and application. The course offers significant breadth across a wide range of subjects which complement each other in their explanation of the global social and personal world.

The HNC will offer students the opportunity to question and challenge commonly held assumptions and will enable them to develop the academic skills required to support those challenges in a robust manner. Students will be introduced to the importance of keen analytical research skills and will be supported to explore new ways of looking at their world.

This course is ideal for anyone looking for a change of career, a stepping stone into Higher Education or a chance to broaden their understanding of the world they live in. Combined with the diverse subject matter is the flexible nature of this course, offering students the opportunity to study full time or part time and, with some of the subjects offered online, there is also the scope to combine their studies with their working lives.

3.2 Programme delivery

This course is delivered over two semesters with some of your modules being completed before Christmas and others not being completed until May.

Your timetable will consist of two days face to face at the UHI Perth campus and one day remotely delivered using the Virtual Learning Environment *Brightspace*.

The length of classes will vary but the majority of face-to-face classes will be around three hours long, and your remote delivery classes will be around two hours long.

You will be provided with a timetable at the start of your course.

3.3 Blended learning and the UHI virtual learning environment

UHI 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.'

This simply means that some, or all, of your subjects will use a variety of different resources and mechanisms to deliver your course. This could involve traditional classroom activities, the use of video conferencing, interactive software and accessing course materials in the virtual learning environment. This is a collection of integrated online tools. Access is usually restricted to university staff and students.

Each unit tutor will explain exactly how that unit will be delivered, what materials are available and how they should be used for that subject.

Further information:

- [Essential Student Skills: New to blended learning?](#)

3.4 College calendar

https://www.perth.uhi.ac.uk/student-life/college-calendar/

3.5 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 your Personal Academic Tutor (PAT) in the first instance.

3.6 Programme content and structure

HNC Social Sciences		SQA CREDIT	SCQF LEVEL
FK8R 34	SOCIOLOGY A	1	7
J031 34	SOCIOLOGY B	2	7
FK8D 34	PSYCHOLOGY A	1	7
J030 34	PSYCHOLOGY B	2	7
J032 34	POLITICS A	1	7
J0H0 34	POLITICS B	2	7
J037 34	RESEARCH AND METHODOLOGY	1	7
J02X 34	HISTORY B	2	7
FM43 35	CRIMINOLOGY	2	8
J11X 34	GRADED UNIT	1	7
Total Number of Credits		**15**	

3.7 Unit summary

J037 34   Social Sciences: Research and Methodology

This unit introduces learners to the role and importance of research in the social sciences. Rigorous and systematic research is what distinguishes the social sciences from common sense explanations of social behaviour and phenomena. An appreciation of the basic research process model used in the social sciences highlights to learners that social scientists follow rigorous procedures when conducting research. The application of data handling techniques and interpretation of key information are focused on as essential skills for learners at this level

ASSESSMENT

Learning Outcome 1: Open-book, the format of which should be agreed between the lecturer and learner in advance (essay, structured questions, poster presentation, oral presentation etc). A written response should be 800–900 words; an oral response 6–8 minutes.

Learning Outcomes 2 and 3: Open-book, completed according to a prescribed format. It is expected that the learner will carry out much of their own research, although, if research is carried out as part of a group activity, it is expected that the learner will contribute to the carrying out of the task, and will report on the task individually, without collaboration at that point. The response should be 600 words

approximately. To meet the requirement for *Numeracy* Core Skill, the calculations should be done under supervised conditions.

Research and Methodology	
Core Resource 1	
Author	Bruce Curtis and Cate Curtis
Title	Social Research: A Practical Introduction
Journal title (if journal article)	
Edition/Pub date or volume.no. of journal	2011
Publisher	SAGE Publications Inc
Page ranges/ chapters or whole work?	Whole work **AVAILABLE AS EBOOK THROUGH UHI LIBRARIES – no purchase necessary**
Core Resource 2	
Author	Geoff Payne and Judy Payne
Title	Key Concepts ion Social Research
Journal title (if journal article)	

Edition/Pub date or volume.no. of journal	2004
Publisher	SAGE Publications Inc
Page ranges/ chapters or whole work?	Whole work **AVAILABLE AS EBOOK THROUGH UHI LIBRARIES – no purchase necessary**

FK8R 34   Sociology A

This Unit is designed to develop candidates' knowledge and understanding of the discipline of sociology. The Unit will explore the historical and intellectual foundations of sociology and the key features of the sociological imagination. Macro and micro models of society are explained and analytical skills are developed through the application of key sociological concepts and theories to examples that demonstrate the way sociologists understand the relationship between the individual and society.

ASSESSMENT

Learning Outcomes1 and 2: Open-book essay *or* structured questions with an expected learner response of approximately 1,500 words *or* an individual oral presentation *or* a poster exhibition with expected learner's response of 10–12 minutes in presentation or explanation of a poster. Any other method that is appropriate to meet the evidence requirements. Learners could also provide evidence requirements in the form of an individual blog or creation of a website, with approximately 1,500 words.

J031 34   Sociology B

This unit builds upon learners' knowledge and understanding of sociological thinking, perspectives, concepts and theories. The unit will enable learners to analyse and evaluate
sociological theories and apply this information to a selected range of sociological topics.
This unit is intended for learners who wish to develop their knowledge and understanding of sociology and for those who wish to use it as the basis for further study.

ASSESSMENT

Learning Outcome 1: Closed book exam unseen structured questions.

Learning Outcome 2: Open-book essay with an expected learner response of approximately 2,000 words, or, set of structured questions with an expected learner response of approximately 2,000 words. An individual oral presentation or poster exhibition with an expected learner response of 12–15 minutes in presentation or explanation of poster or a podcast. Or, an individual blog, or creation of a website, with approximately 2,000 words. Any other method or combination that is appropriate to meet the evidence requirements.

Sociology A and Sociology B	
Core Resource 1	
Author	John Macionis
Title	Sociology: A Global Introduction
Journal title (if journal article)	
Edition/Pub date or volume.no. of journal	2011, 5th edition
Publisher	Pearson Education Limited
Page ranges/ chapters or whole work?	Whole work **AVAILABLE AS EBOOK THROUGH UHI LIBRARIES – no purchase necessary**
Core Resource 2	
Author	Michael Haralambos and Martin Holborn
Title	Sociology Themes and Perspectives
Journal title (if journal article)	
Edition/Pub date or volume.no. of journal	6th 7th or 8th edition
Publisher	Harper Collins

Page ranges/ chapters or whole work?	Whole work

FK8D 34   Psychology A

This unit is designed to develop learners' knowledge and understanding of the historical development of Psychology. The unit will examine four schools of thought in Psychology, explaining how each developed, as well as the key features that differentiate one from another. It will also develop evaluation skills as learners will evaluate each school. It is intended for learners who have a general interest in Psychology as well as those who would use it as the basis for further study.

ASSESSMENT

Learning Outcomes1 and 2: Open-book essay *or* structured questions with an expected learner response of approximately 1,500 words *or* an individual oral presentation *or* a poster exhibition with expected learner's response of 10–12 minutes in presentation or explanation of a poster *or* any other method that is appropriate to meet the evidence requirements. Learners could also provide evidence requirements in the form of an individual blog or creation of a website, with approximately 1,500 words.

J030 34   Psychology B

This unit is designed to enable learners to analyse theory related to specific topics in Psychology. Learners will also conduct research into a psychological topic. This unit is intended for those learners who wish to develop their knowledge and understanding of psychological topics and for those who wish to use it as a basis for further study.

ASSESSMENT

Learning Outcome 1: Closed book exam of unseen structured questions.

Learning Outcome 2: Open-book essay with an expected learner response of approximately 2,000 words, or, set of structured questions with an expected learner response of approximately 2,000 words. An individual oral presentation or poster exhibition with an expected learner response of 12–15 minutes in presentation or explanation of poster or a podcast. Or, an individual blog, or creation of a website, with approximately 2,000 words. Any other method or combination that is appropriate to meet the evidence requirements.

Psychology A and Psychology B

Core Resource 1	
Author	Tony Malim and Ann Birch
Title	Introductory Psychology
Journal title (if journal article)	
Edition/Pub date or volume.no. of journal	1998
Publisher	Palgrave
Page ranges/ chapters or whole work?	Whole work **AVAILABLE AS EBOOK THROUGH UHI LIBRARIES – no purchase necessary**
Core Resource 2	
Author	Richard Gross
Title	Psychology The Science of Mind and Behaviour
Journal title (if journal article)	
Edition/Pub date or volume.no. of journal	6th or 7th editions
Publisher	Hodder Education
Page ranges/ chapters or whole work?	Whole work **2015 EDITION AVAILABLE AS EBOOK THROUGH UHI LIBRARIES – no purchase necessary**

J032 34   Politics A

This unit is designed to develop learners' knowledge and understanding of political concepts and theories of the state relevant to the relationship between the state and

the individual. The unit will develop the learner's ability to explain different political concepts and theories of the state in a critical way, and evaluate and apply these concepts to theories of the state. It is intended for learners who have a general interest in politics as well as those who would use it as the theoretical basis for further study.

ASSESSMENT

Learning Outcomes1 and 2: Open-book essay *or* structured questions with an expected learner response of approximately 1,500 words *or* an individual oral presentation *or* a poster exhibition with expected learner's response of 10–12 minutes in presentation or explanation of a poster *or* any other method that is appropriate to meet the evidence requirements. Learners could also provide evidence requirements in the form of an individual blog or creation of a website, with approximately 1,500 words

J0H0 34   Politics B

This unit is designed to develop learners' knowledge and understanding of the UK and Scottish systems of government. Learners will study the nature of the UK constitution and decision-making processes, forces that impact on the constitution and decision-making processes, the roles and functions of the UK and Scottish Parliaments and Executives, parties and pressure groups, and the key electoral systems operating within this context.
Learners will also study concepts which relate to Scotland's constitutional position within the United Kingdom. This unit is intended for those learners who wish to develop their knowledge and understanding of politics and for those who wish to use it as a basis for further study.

ASSESSMENT

Learning Outcome 1: Open-book set of unseen structured questions, or, an essay requiring a response of approximately 1,000 words across all questions, or, an oral response to set questions requiring a response in sustained detail for approximately eight minutes. Other oral presentation of approximately eight minutes' duration. Any other method that is appropriate to meet the evidence requirements. It is likely that if it is a written assessment it will take between 90 minutes and two hours to complete.

Learning Outcome 2: Open-book essay with an expected learner response of approximately 2,000 words, or, set of structured questions with an expected learner response of approximately 2,000 words. An individual oral presentation or poster exhibition with an expected learner response of 12–15 minutes in presentation or explanation of poster or a podcast. An individual blog, or creation of a website, with approximately 2,000 words. Any other method or combination that is appropriate to meet the evidence requirements.

Politics A and Politics B	
Core Resource 1	
Author	Andrew Heywood
Title	Politics
Journal title (if journal article)	
Edition/Pub date or volume.no. of journal	3rd edition (see note – details listed for 4th ed)
Publisher	Palgrave
Page ranges/ chapters or whole work?	Whole work

J02X 34   History B

This unit aims to develop skills in evaluating and interpreting data from **one** of the following specified historical periods:
- Scottish Society 1789–1918
- British Social and Economic History 1850–1939
- Modern Europe 1870–Present
- Medieval British History 1189–1485
- History of the Gaels: Scots Picts to the Lordship of the Isles
- Modern British History 1603–1715
- 20th Century Europe 1929–45
- Ireland 1850–1923
- The Middle East 1949–Present

This unit is intended for those learners who wish to develop their knowledge and understanding of history and for those who wish to use it as a basis for further study.

ASSESSMENT

Learning Outcome 2: Open-book set of unseen structured questions, or, an essay requiring a response of approximately 1,000 words across all questions, or, an oral response to set questions requiring a response in sustained detail for approximately eight minutes. Other oral presentation of approximately eight minutes' duration. Any other method that is appropriate to meet the evidence requirements. It is likely that if it is a written assessment it will take between 90 minutes and two hours to complete.

Learning Outcome 1: closed book exam of unseen questions

History B	
Core Resource 1	
Author	Stuart Miller
Title	Mastering Modern European History
Journal title (if journal article)	
Edition/Pub date or volume.no. of journal	1997, 2nd edition
Publisher	Palgrave
Page ranges/ chapters or whole work?	Whole work

FM43 35   Criminology

This Unit is designed to introduce candidates to a selection of topics and areas of debates that inform contemporary criminology. The Unit starts by examining how crime and criminal justice have been theorised and then goes on to consider theoretical explanations of crime causation and criminalisation. The Unit is completed by explaining the aims of the criminal justice and penal system.
It is intended for candidates who are progressing through HN studies in Legal Services, Social Sciences and Police Studies

ASSESSMENT

Learning Outcome 1: Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can: apply knowledge and skills to an explanation of how crime and criminal justice has been theorised that includes an explanation of one theory of crime and punishment, one major theory of inspection and surveillance, one major theory of criminal typing, one major theory of the normal and pathological. This assessment will be open-book.

Learning Outcome 2: Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills for Outcome 2 by showing that they can: apply knowledge and skills to a critical evaluation of theories of crime causation that includes one major genetics study of crime causation, one major personality theory of crime causation, one major social/environmental theory of crime causation, one major gender specific theory of crime causation. This assessment will be open-book.

Learning Outcome 3: Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can: apply knowledge and skills to a critical evaluation of theories of criminalisation that includes one major labelling and deviant identity theory of criminalisation, one major theory of delinquency and criminalisation, one major theory of political economy and criminalisation, one major radical theory of criminalisation. This assessment will be open-book.

Learning Outcome 4: Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills for Outcome 4 by showing that they can: apply knowledge and skills to an explanation of the role and aims of the Criminal Justice System that includes an explanation of the role of key agencies within the Criminal Justice System concerned with sentences and disposals, the main aims of the Scottish Prison Service and the range of disposals available to the Criminal Justice System. This assessment will be open-book

Criminology FM4335	
Core Resource 1	
Author	Tim Newburn
Title	Criminology
Journal title (if journal article)	
Edition/Pub date or volume.no. of journal	3rd edition
Publisher	Wilan Publishing
Page ranges/ chapters or whole work?	Whole work

J11X 34   Graded Unit

ASSESSMENT

3 hour closed book exam.

You will answer 1 mandatory question relating to the Research and Methodology module and then 2 further questions from Politics, Psychology or Sociology.

This is the only piece of work for which you will be awarded an actual grade.

This assessment will be during week beginning 15th April

3.8 Supplementary reading lists

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

Politics A and B	
Recommended Resource 1	
Author	Neil McGarvey and Paul Cairney
Title	Scottish Politics: A Introduction
Journal title (if journal article)	
Edition/Pub date or volume.no. of journal	2008 (recommend moving to 2013 edition – details below)
Publisher	Palgrave
Page ranges/ chapters or whole work?	Whole work
Recommended Resource 2	
Author	Bill Jones
Title	British Politics: The Basics
Journal title (if journal article)	
Edition/Pub date or volume.no. of journal	2015
Publisher	Routledge
Page ranges/ chapters or whole work?	Whole work

Criminology	
Recommended Resource 1	
Author	Mike Maguire, Rod Morgan and Rob Reiner
Title	The Oxford Handbook of Criminology
Journal title (if journal article)	
Edition/Pub date or volume.no. of journal	6th
Publisher	Oxford University Press
Page ranges/ chapters or whole work?	Whole work

3.8.4 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 UHI library web pages can be found at UHI libraries Website or from the side bar on your MyDay Portal.

The following core services are available at all campus 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 UHI libraries
- Study spaces
- printing and photocopying facilities
- friendly, helpful library staff to guide and assist you using the facilities and resources.

Further information:
- [Your campus or UHI Library - LibGuides at UHI](#)
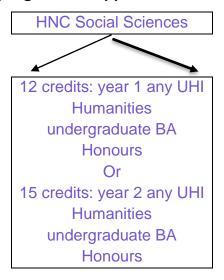- [Using the libraries](#)

3.8.5 Online library facilities

- The [library catalogue](#) can be viewed from any computer with internet access, whether on campus, or off site. This covers Books, ebooks, journals, ejournals and collections. Don't forget to login to ensure the best use of this tool.
- Guides to [Library Essentials](#), library resources in your subject area and on related skills like referencing, avoiding plagiarism, effective searching – [Libguides](#)
- Subject [Libguides](#) 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 UHI
- [Using the libraries](#)

3.9 Employment and progression opportunities

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│   HNC Social Sciences    │
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┌─────────────────────────┐
│ 12 credits: year 1 any UHI │
│       Humanities         │
│    undergraduate BA      │
│        Honours           │
│           Or             │
│ 15 credits: year 2 any UHI │
│       Humanities         │
│    undergraduate BA      │
│        Honours           │
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The aim of the award is to enable students to develop a broad and detailed understanding of a range of subjects and concepts. You will leave the course with key academic and employability skills including excellent communications skills. You will be able to present work in a range of styles, be proficient in the use of ICT and have the ability to express ideas appropriately and accurately.

Academic skills: students on the HNC Social Sciences are introduced to a wide range of academic skills including critical thinking, academic writing, problem solving and application of concepts and theories. During the course you are encouraged to recognise your own areas of strength and weakness, often this is done through study skill sessions with your PAT and lecturers but more importantly through assessment feedback and feedforward.

Self-management: the HNC is a diverse course you will be helped to learn how to manage your own time and take responsibility for your learning. The volume of work required on the HNC means you must learn how to self-manage very quickly but your lecturers and PATs are there to help develop management strategies and help if you feel overwhelmed.

Social awareness: the HNC content is built around introducing you to society, to social issues and to your own and others' influence in that society. Whilst formal work placements are not included in the course the nature of the subjects encourages you to open your minds to the wider social contexts of issues. You will be encouraged to take up volunteering and work placements outside of your course to help you put your learning into context.

Communication: you are required to develop good communications skills during the course because your lecturers will pose you challenging questions. Class, group and pair discussions are the normal delivery approach in most subjects and the concepts that require explanation are often very complex, therefore you will learn quickly that the only way to check and reinforce understanding is to discuss and communicate with your lecturers and peers. Similarly the volume of written work required on this

course enables students to improve their written communication, again often having to explain complex and abstract ideas in detail.

Interpersonal skills: you will be encouraged to develop support groups at the start of the year to help you make sense of assessments and content. You will develop interpersonal skills early in the course, sometimes out of necessity but often because you are encouraged to do so by the classroom activities and tasks being set.

You will be helped to reflect and record the development of these skills ready for employment. You will also be encouraged to, for example, set up a LinkedIn profile where you can showcase these skills ahead of job applications.

Further information and advice about careers and employment opportunities is available from the UHI 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:

- [FutureMe Login](#)
- [Careers webpage](#)
- [Email careers](#)

4. Expectations and feedback from students

4.1 Expectations

The terms and conditions of enrolment you signed up to 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, including the Student Code of Conduct, which form the 'rules' governing your studies.

Further information:
- [Student Code of Conduct](#)
- [UHI policies](#)

4.2 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:
- [Student partnership agreement](#)

4.3 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 student voice rep system, or serving on a committee.

4.3.1 Course committees

Course committees are the main forum for improving the learning and teaching environment on each course. Two course committee meetings will be held each year, one per semester. The student representative is the main voice of all the students in their class and play a key role at course committee meetings.

Focus groups: you will be notified of dates for HNC Social Sciences focus groups. These will be carried out using the Webex function in Brightspace in the central networked HNC shell.

4.3.2 Student 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; some are only available to specific student groups.

Why am I surveyed?
We are interested in the views of all our students, not just those who attend committees or submit complaints. Surveys are a useful and efficient way of gathering feedback from our large, and geographically dispersed, student population.

What happens to the results?
All of your feedback goes on a three-stage journey: Students' views are gathered via surveys; university committees discuss the results and formulate action plans; changes are made to teaching, curricula and services.

Sometimes, changes can take a while to take effect:
- Changes to teaching delivery can only be implemented in the following year
- Significant changes to curriculum must go through the university approvals process

- The university makes sure that issues affecting a significant number of students are prioritised. Sometimes it takes a while to identify what these issues are

If you have an urgent issue that you feel is not being dealt with you can use the Red Button.

Further information:
- Student surveys

4.3.3 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:
- Red Button

4.3.4 Student representation

The Highlands and Islands Students' Association (HISA) is a membership organisation, and charity - tasked with representing all students who study at the University of the Highlands and Islands (UHI) and its twelve partners.

HISA is run by students, for students, we exist to make students' lives better. We want to ensure students have a strong voice across the University. Our team of Student Officers is elected by our members every year, to represent the priorities of students.

HISA is also here to help you enjoy your time as a student - we can help you with supporting our student-led Clubs & Societies, organising events and running campaigns.

Our members, and developing their time at UHI, is at the heart of everything we do.

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

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Further information:

- [Welcome to your students' association](#) (YouTube link)
- [@tweet_hisa](#)

- [Email HISA](#)
- [HISA webpage](#)

- [Student voice information](#) - for more details about HISA representation
- [Highlands and Islands Students Association Facebook](#)
- [UHI student representation](#)

5.   Advice and support

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

Contact Student Services at UHI Perth or look here [Student support](#).

Further information:
        PC.student.services.perth@uhi.ac.uk

5.1 Key staff and contact details

Programme Leader

| Lucy Huby | [lucy.huby.moray@uhi.ac.uk](#) |

Teaching Staff

Katie Spence - Personal Academic Tutor (Psychology + Research Methods)	[Katie.spence.perth@uhi.ac.uk](#)
Kirsty Moran- Personal Academic Tutor (Psychology)	[Kirsty.moran.perth@uhi.ac.uk](#)
Andrew Graham (Criminology)	[Andrew.graham.perth@uhi.ac.uk](#)
Lewis Cairns (Politics)	[Lewis.cairns.perth@uhi.ac.uk](#)
Claire Taylor (Research Methods)	[Claire.taylor.perth@uhi.ac.uk](#)
David Holland-Smith (Sociology)	[david.holland-smith.perth@uhi.ac.uk](#)
Lars Cook (History)	[lars.cook.perth@uhi.ac.uk](#)
Kyle Smith (History)	[Kyle.smith.perth@uhi.ac.uk](#)
Laura Kelly (Politics)	[Laura.kelly.perth@uhi.ac.uk](#)
Scott Jeffrey (Sociology)	[scott.jeffrey.perth@uhi.ac.uk](#)

Curriculum Manager

| Lesley Connaghan | Lesley.connaghan.perth@uhi.ac.uk |

Administrator

Katy McKay   katy.mcKay@perth.uni.ac.uk

5.2 Personal Academic Tutor (PAT)

You will be allocated a PAT who will be your first point of contact for any academic or support matters. They have an overview of your attendance, progress and attainment of assessments and your final award. You will meet with them 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:
- [Access the Induction course online](#)

5.4 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:
- [Student support](#)

6. Equality and diversity

6.1 Equality of opportunity

UHI 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.

We are committed to continuing our work with staff, students and partners to create a more inclusive environment which embodies our values of collaboration, openness, respect and excellence and where everyone feels a sense of belonging.

Further information:

- UHI [Equality and diversity policy](#)

6.2 Inclusive support, additional needs and disability matters

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

UHI 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:
- [Student support](#)

6.3 Dyslexia sticker scheme

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

Further information:
- [Dyslexia sticker scheme](#)

7. Assessment procedures and regulations

7.1 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 tutor 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. For all assessments, the appropriate university cover sheet must be used. If using Turnitin, the Turnitin section must be completed.

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 tutors, student advisor and course leader
- Study skills support sessions
- Individual Learning Support on a short term or on-going basis
- [Essential student skills](#) resources

Each tutor will explain what you need 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.

7.2 Formative or summative?

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

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

Summative assessments are formal assessments that measure how well you have understood the required standards of a unit. These summative assessments will inform the outcome of your unit and programme results.

7.3 Assessment schedule

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

The assessment schedule is available in each Brightspace Shell.

7.4 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 UHI, but it's useful to know a

bit about them so you understand how UHI 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 UHI Academic Standards and Quality Regulations
- **The assessor** is the member of staff who is responsible for judging and recording candidate evidence. This is normally your unit tutor, 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 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. UHI is an SQA centre.

Further information:
- SQA Guide to assessment
- Student partnership agreement

7.5 Presentation of work

Your tutor 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 tutor, they will be happy to help you.

7.6 Deadlines

Your coursework deadlines and examination dates will be set by your tutor for each subject. It is important that you manage your time appropriately and ensure that you hand work in on time in advance of the deadline. Failure to do so will count as a first attempt and you will need to submit and additional piece of work or sit an additional exam at a different time.

7.7 Mitigating circumstances

It is recognised that there may be times when your circumstances are such that you cannot complete assessments to the best of your ability, or are unable to attend an examination, or are unable to meet an assessment deadline due to adverse circumstances beyond your control. As a result, you can request that these circumstances are taken into consideration by the university.

Mitigating Circumstances are defined as unforeseen and unpreventable circumstances outside your control, which have significantly affected performance and/or attendance in a summative assessment and could not have been remedied in the time available. These are normally circumstances relating to the health and/or personal life of a student which are **sufficiently serious and significant in nature**

to result in them being unable to attend, complete or submit an assessment on time, or attend an examination.

The following are examples which would **not** be considered as valid mitigating circumstances:
A.   any ongoing situation known to the you
B.   inadequate time management
C.   moving house or holidays
D.   misreading the assessment or exam timetable
E.   computer / IT problems of your own equipment
F.   normal work commitments on behalf of an employer.

An application must be made with <u>full supporting evidence</u> (for example, from a medical practitioner, counsellor, hospital, specialist advisor, the police, a solicitor, or named Student Services staff member) which has dates which cover the period of mitigation. Evidence from family members or fellow students would not normally be accepted.
A decision cannot be made on the MC application until supporting evidence has been received.

Please complete the attached form (Appendix 1) and submit it to your Personal Academic Tutor. A request for mitigating circumstances should be submitted a minimum of 3 working days prior to the assessment due date. If it cannot be submitted in advance it should be submitted as soon as possible and include reasons for the delay. Mitigating circumstances claims in all instances must be submitted within two weeks of the end of the relevant semester.

Please note: the claim and supporting evidence will be treated confidentially and will only be seen by members of staff authorised to deal with mitigation claims (i.e. PAT, Curriculum Manager, and Chair of Progression Board). If however it is necessary to disclose any information to another party, this will not be done without your permission.

Submitting a request does not automatically guarantee that it will be accepted.

7.8 Malpractice

UHI and our students have a responsibility to comply with regulations set out by Awarding Bodies. These regulations are often referred to as malpractice, maladministration and non-compliance. These rules set out our collective responsibility to make sure staff and students do not act, intentionally or otherwise, in a way that:

- [compromises the process of assessment or the integrity of the qualification](#)
- [compromises the validity of a result or certificate; and/or](#)
- [damages the authority, reputation, or credibility of SQA or other awarding bodies, including their staff or agents.](#)

If you suspect malpractice, either by a fellow student or member of staff, you should report your suspicions to either: the delivering tutor, your Personal Academic Tutor, or other member of UHI partner staff. Existing reporting mechanisms such as the Red Button may also be used.

Please ask your PAT or unit tutor 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 you 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 tutor should also explain what is expected of you in terms of referencing for their coursework.

Further information:
- Academic misconduct guidance
- Your local Library: How to Cite and Reference
- Academic Standards and Quality Regulations Appendix G: Academic misconduct
- SQA Malpractice policy and procedure

7.9 Originality checking

You may be asked to submit assessments (essays, papers or other text-based projects) through an originality checker. 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 UHI 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 Originality checker FAQs and Turnitin training for students for students at Your study tools.

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

7.10   Feedback and feedforward on assessment

Feedback and feedforward is the information you receive about your assessment by the assessor (your tutor 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 will 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. Feed forward 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 and feed-forward in a variety of ways including:
- verbally from your tutor
- written in the form of a checklist and an extended narrative.

Please make sure you ask your tutor about any feedback and feedforward you don't understand. It is important that you use your feedback and feed-forward 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
- Understanding assessment feedback, grades and marks
- Essential student skills

7.11 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.

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

7.12 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.

7.13 Appealing an assessment result

A student may wish to appeal against a result notified to him/her by a member of 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, prior to the meeting of the academic assessment body. The appeal must be accompanied by documentary evidence acceptable to the senior manager who considers the appeal in the first instance
- evidence of material administrative error or that an assessment was not conducted in accordance with UHI procedures and regulations

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](#)

7.14 Assessment retention policy

The UHI 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](#)

8. Complaints

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. Our website describes our complaints procedure and how to make a complaint. It also tells you about how we will handle your complaint and what you can expect from us.

What is a complaint?
We regard a complaint as any expression of dissatisfaction about our action or lack of action, or about the standard of service provided by us or on our behalf.

How do I complain?
You can complain in person, by phone, in writing, by email, or online via our Complaints Form. It is easier for us to address complaints if you make them quickly and directly to the service concerned. So please talk to a member of our staff within the department or UHI partner you are complaining about. Then they can try to resolve the issue.

Further information:
- Complaints
- Complaints procedure – a guide for complainants

9. Data protection

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

Further information:
- Why we collect data about you

10. Disclaimer

Sites that do not have .uhi.ac.uk or .sams.ac.uk in their URLs (and are not an approved technology) are not connected to the university. UHI does not endorse such sites, nor does it endorse any of the products or services that such sites may advertise. When accessing such sites, it is likely this will cause cookies to be added to your device or computer. For more information about cookies, see the External web site disclaimer and cookie information. Always read the Privacy Policies of external sites so you know what is being done with your data.

Appendix 1

Mitigating circumstances (extension) request form

Please complete this form and submit it to your Personal Academic Tutor. A request for mitigating circumstances should be submitted a minimum of 3 working days prior to the assessment due date. If it cannot be submitted in advance it should be submitted as soon as possible and include reasons for the delay. Mitigating circumstances claims in all instances must be submitted within two weeks of the end of the relevant semester. Include any supporting documentary evidence appropriate to the request.

Please note: the claim and supporting evidence will be treated confidentially and will only be seen by members of staff authorised to deal with mitigation claims (i.e. PAT, Curriculum Manager, and Chair of Progression Board). If however it is necessary to disclose any information to another party, this will not be done without your permission.

STUDENT CONTACT DETAILS			
(This form should be completed electronically, where possible)			
Name:		Student Number:	
Course:		Group (if applicable)	
Email Address:	Please note: normally, the UNIVERSITY e-mail communication should be used to correspond with you during this process		
Contact Telephone No:			
PATs name:			

Module/Unit Information (add rows where applicable)		
Module/Unit Title and code	Form of Assessment	Assessment Deadline

I wish to request mitigating circumstances for late submission/deferment of the above assessment(s) for the following reason.

Indicate what documentary evidence you are providing to support your application. This should be submitted with your application, either in hard copy of electronic (scanned) version. Please note that a determination can only be made once supporting evidence is received.
If you have not been able to supply evidence with your application please provide a statement as to why it is not yet available and a date when you will have this evidence available.
Reason: Date when evidence will be available:

Date Request Submitted to PAT	

The following points will help you when submitting an application:

Do:
- review the grounds for applying for mitigating circumstances (see Appendix 1 of the Extenuating Circumstances Regulations)
- seek guidance from your module or personal academic tutor if you are experiencing difficulties in completing your work on time
- meet with your tutor prior to the submission/examination date
- discuss with a tutor whether an extension would be appropriate
- request an extension where you are unable to meet the deadline
- submit an application that covers all module assessments you are taking during the period of difficulty
- submit the application prior to the submission/examination date , or if incapacitated within 14 days from the submission/examination date
- complete all sections of the application form
- include evidence to support your case with your application form

Don't:
- use evidence that is undated or solely from family members supporting your application - you have to provide independent evidence.

Checklist to be completed by the Personal Academic Tutor (PAT)			
Application fully completed?	*Yes / No*	If no, date returned to student for completion:	Date application re-submitted:
Supporting evidence received?	Yes / No	PLSP in place?	Yes / No
Do you support the application	Yes / No	Please provide an objective statement giving the reason to support your decision:	
Date Student informed of determination outcome			

Determination to be completed by the Curriculum Manager			
Curriculum Manager: (Name)		Date:	
Is mitigation request approved?	Yes / No If yes – complete deadline date / assessment brief below		
	If no, provide a reason:		
Module(s)/Unit(s)	New Deadline date*		Is a new assessment brief to be issued? Yes / No
Date Returned to PAT:			

*The Exams office should be informed of any new exam dates