



Higher Specialist Scientific Training (HSST)

DClinSci

Programme Handbook

2015-16



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## Introduction and Welcome

On behalf of the Universities involved in partnership to deliver your Professional Doctorate, MAHSE would like to welcome you to the academic component of HSST and wish you every success as you progress through your training on the way to becoming a Consultant Clinical Scientist.

This handbook is intended to provide basic information relating to the Professional Doctorate that forms part of Higher Specialist Scientific Training. The handbook is updated annually. Members of staff from the MAHSE team will be pleased to answer queries and/or to put HSST Clinical Scientists in touch with the relevant contacts / source of information. MAHSE reserves the right to make appropriate amendments or additions to guidelines contained in this handbook throughout the duration of training; should this happen you will be notified of the change in writing.

## Introduction to MAHSE and Key National Organisations

MAHSE is a partnership between the University of Manchester (UoM), Manchester Metropolitan University (MMU) and the University of Salford (UoS), and includes leading Healthcare Scientists (HCS) from partner Trusts. MAHSE also has affiliate members who deliver elements of the DClSci programmes including University of Liverpool (UoL) and Aston University (AU). MAHSE was formally established on 1 January 2012 under the directorship of Prof. Phil Padfield and is supported by a small team of administrative staff and eLearning Technologists. It is overseen by a Board with representatives from Universities, regional HCS networks, patient groups and the NHS.

### Manchester Academy for Healthcare Scientist Education (MAHSE)

The purpose of MAHSE ([www.mahse.co.uk](http://www.mahse.co.uk)) is to:

- Co-ordinate development of healthcare science programmes
- Support those who are studying for an academic qualification as part of a Health Education England (HEE) accredited scientific training programme (PTP, STP and HSST)
- Act as a point of contact for staff who support those studying on a scientific training programme.
- Co-ordinate development of CPD opportunities for Healthcare Scientists
- Facilitate effective communication amongst key stakeholders in order to share good practice and stimulate innovation

### National School of Healthcare Science (NSHCS)

Roles and Responsibilities of the National School of Healthcare Science (<http://www.nshcs.org.uk/>):

As part of the Modernising Scientific Careers (MSC) programme, the National School of Healthcare Science (the School) was established in October 2011 to support the implementation and delivery of the new healthcare science education and training programmes and to comply with the structures within '[Liberating the NHS: Developing Healthcare Workforce - Policy 16977 \(January 2012\)](#)' acting on behalf of the Chief Scientific Officer (CSO) for England. Currently the School supports nearly 1,000 trainees on the STP and HSST in over 400 training departments across England, Scotland, Wales and Northern Ireland. In addition, the School provides guidance and support to trainees on the Practitioner Training Programme, liaising closely with the education providers.

The School is part of Health Education England (HEE) and is based in the West Midlands. Governance is provided by the Healthcare Science Implementation Network Group which acts through HEE's delegated authority with respect to education, training and workforce arrangements for healthcare science.

To facilitate delivery of the training programmes the School has established partnerships with professional bodies, royal colleges, universities, national and regional education and commissioning leads, as well as NHS establishments delivering the new blended educational programmes.

The main functions of the School are:

- Implementation of the national assessment strategy for STP and HSST including provision of an electronic portfolio and development and coordination of annual and end of programme assessments
- Monitoring and support for trainee progress providing advice and guidance for training departments and trainees as required
- Award of the Certificate of Completion of STP and HSST
- Provision of an education strategy for all programme related activities
- Annual national recruitment to the STP and HSST programmes
- Liaison and collaboration with all stakeholders engaged in education and training for healthcare science across the UK including departments, universities, commissioners, professional bodies, royal colleges, patients and the public and trainees departments, to ensure effective and consistent delivery of the programme
- Accreditation of HEIs delivering the academic element of the PTP, STP and HSST
- Accreditation of the departments delivering work based training
- Advice on curricula development and review
- Working with the national commissioner on workforce planning and provision
- Liaison and working in partnership with the AHCS
- Delivery of the HEE national Genomics Education Programme for all healthcare staff to ensure patient benefit from advances in genomic technologies  
[www.genomicseducation.hee.nhs.uk](http://www.genomicseducation.hee.nhs.uk)

Further information is available on the School's website at

<http://www.nshcs.org.uk>

For more information about MSC read the Modernising Scientific Careers: The UK Way Forward –

<http://www.gov.uk/government/publications/modernising-scientific-careers-the-uk-way-forward>

Key National Organisations are:

### **Health Education England (HEE)**

[Health Education England](#) [The Lead Commissioner for the programmes is [Health Education West Midlands](#)]

- Health Education England (HEE) is an autonomous National body which has oversight of workforce planning, education and training. HEE works across England to deliver high quality education and training for a better health and healthcare workforce to ensure that 'we have a workforce in the right numbers, with the right skills, values and behaviours to respond to the current and future needs of patients'.
- HEE have devolved the commissioning of certain programmes to Health Education West Midlands (HEWM), who are the Lead Commissioner of the HSST programmes.

## The Academy for Healthcare Science (AHCS)

[The Academy for Healthcare Science](#) [to apply for equivalence]

- The Academy for Healthcare Science (AHCS) '*work to ensure that Healthcare Science is recognised and respected as one of the key clinical professions in the health and care system, including working towards statutory regulation of all our staff groups to ensure protection for the patients*'.
- The AHCS was established as a joint initiative of the UK Health Departments and the professional bodies. The AHCS has been commissioned to undertake and support key projects including:
  - Developing consistent regulation for the healthcare science workforce e.g. by establishing accredited voluntary registers where none exist.
  - Implementing a system to assess and confer 'equivalence' of the existing qualifications and experience individuals have, mapped to the outcomes of formalised quality assured training programmes.
  - Quality assuring education and training in partnership with other stakeholders.
  - Developing common standards for healthcare science practice.

## Science, Technology, Engineering and Mathematics Network (STEMNET)

[Science, Technology, Engineering and Mathematics Network \(STEMNET\)](#)

- STEMNET (the Science, Technology, Engineering and Mathematics Network) creates opportunities to inspire young people in STEM.
- STEMNET aims to deliver their vision and purpose 'by working with thousands of schools, colleges and STEM employers, to enable young people of all backgrounds and abilities to meet inspiring role models, understand real world applications of STEM subjects and experience hands-on STEM activities that motivate, inspire and bring learning and career opportunities to life.'

## Patient Public Involvement

Patients are at the heart of everything the NHS does and therefore the experiences of patients are an important aspect of the training that healthcare professionals receive. Lay representatives are an equal partner in student education and may be involved in assessment, curriculum development and sharing their story as part of a teaching session. The academic component of the DClSci will reflect elements of the [NHS Constitution](#) and the Duty of Candour as a golden thread throughout the teaching using a variety of methods (eg. Case studies, news articles, self-reflection, direct patient interaction). During the Research component (Section C) trainees will be expected to address and clearly communicate how their research impacts on patients and the patient pathway.

## Overview of Programme

The HSST Programme is split into three themes

- Life Sciences
- Physical Sciences & Biomedical Engineering
- Physiological Sciences

Each of these themes has a slightly different Programme structure; all structures are included in this handbook. Each theme is then broken down further into specialisms. Different universities work with MAHSE to deliver the specialisms. The DClinSci qualification is awarded by the host University for each specialism. The advice of the National School is for an 80:20 split between workplace and academic component. The workplace component includes completion of competencies via the OLAT system.

## Specialisms delivered by each University

Theme	Code	Specialism	University
Life Sciences	AT	Analytical Toxicology	University of Manchester
	CB	Clinical Biochemistry	University of Manchester
	CI	Clinical Immunology	University of Manchester
	HT	Haematology	Manchester Metropolitan University
	HI	Histocompatibility and Immunogenetics	University of Manchester
	RS	Reproductive Science	Manchester Metropolitan University
	GT	Genetics	University of Manchester
	MB	Microbiology	University of Manchester
	VI	Virology	University of Manchester
	MA	Molecular Pathology of Acquired Disease	Manchester Metropolitan University
	MI	Molecular Pathology of Infection	University of Manchester
Physical Sciences and Biomedical Engineering	MP	Medical Physics	University of Liverpool
	CBE	Clinical Biomedical Engineering	University of Liverpool
Physiological Sciences	CS	Cardiac Science	Manchester Metropolitan University
	VS	Vascular Science	Manchester Metropolitan University
	RSI	Respiratory and Sleep Physiology	Manchester Metropolitan University
	AU	Audiological Sciences	University of Manchester
	OV	Ophthalmic and Vision Sciences	Aston University
	GU	Gastrointestinal and Urological Sciences	University of Manchester

The HSST DClSci Programme is split into three sections;

SECTION A: Leadership and Professional Development    Blue Section

SECTION B: Specialist Scientific Clinical Programme    Orange/Yellow Section

SECTION C: Research, Development and Innovation    Green Section

Section A is delivered by the Alliance Manchester Business School at the University of Manchester.

Section B is mostly delivered by host universities for each specialism however some units are common for multiple specialisms and themes. These common units are delivered at the University of Manchester.

Section C is a Research, Development and Innovation project which is predominantly independent study under the supervision of an academic from the host university and a workplace supervisor. Further guidance on Section C will be provided separately before Year 3.

The DClSci is studied for alongside workplace training. Clinical Scientists in HSST will be informed of timetabled commitments at universities.



## Life Sciences

The Life Sciences theme contains 11 specialisms, 8 delivered by the University of Manchester and 3 delivered by Manchester Metropolitan University.

Following an agreement reached with the Royal College of Pathologists, for Trainees in Life Sciences specialisms, a pass in the FRCPATH Part 1 can be used to demonstrate the scientific specialist knowledge required for the Professional Doctorate (DClinSci) Section B. Similarly the research component of the Professional Doctorate (DClinSci) in a relevant specialty can be accepted as the written option for the FRCPATH Part 2. This agreement is still subject to formal ratification by all parties.

The diagram on the next page will be updated, following final agreement to reflect the implications of completing FRCPATH Part 1 in Years 1 and 2.

# HSST: Life Sciences Programme Structure

Year 1	<b>Module A1: Professionalism and Professional Development in the Healthcare Environment</b> (30 credits)	<b>Module A2: Theoretical Foundations of Leadership</b> (20 credits)	<b>Module A5: Research and Innovation in Health and Social Care</b> (20 credits)	
Year 2	<b>Module A3: Personal and Professional Development to Enhance Performance in Practice</b> (30 credits)	<b>Module A4: Leadership and Quality Improvement in the Clinical and Scientific Environment</b> (20 credits)		
Year 3	<b>Module C1: Research, Development and Innovation</b> (40 credits)			
Year 4	<b>Module C2: Research, Development and Innovation</b> (70 credits)			
Year 5	<b>Module C3: Research, Development and Innovation</b> (130 credits)			

## **Physical Sciences & Biomedical Engineering**

Physical Sciences and Biomedical Engineering contain two specialisms, both delivered by the University of Liverpool. The delivery of section B differs slightly between the two specialisms, however, overall the credits are the same. Please see the diagram on the next page for further information.

# HSST: Physical Sciences Programme Structure

Year 1	<b>Module A1: Professionalism and Professional Development in the Healthcare Environment</b> (30 credits)	<b>Module A2: Theoretical Foundations of Leadership</b> (20 credits)	<b>Module A5: Research and Innovation in Health and Social Care</b> (20 credits)	<b>Specialist Units (30 credits)</b> MP = B1 (10), B2 (10), B3a OR B3b (10)		
Year 2	<b>Module A3: Personal and Professional Development to Enhance Performance in Practice</b> (30 credits)	<b>Module A4: Leadership and Quality Improvement in the Clinical and Scientific Environment</b> (20 credits)	<b>Module C1: Research, Development and Innovation</b> (40 credits)	<b>Module B5: Contemporary Issues in Healthcare Science (20 credits)</b> [Physiological Science and Physical Science]	<b>Specialist Units (45 credits)</b> CBE = B1 (10), B2 (20) and B3 (15)	
Year 3	<b>Specialist Units (20)</b> MP = B9 (20) CBE = B8 (20)	<b>Module B7: Teaching Learning and Assessment</b> (20 credits) [Physiological Science and Physical Science]		<b>Specialist Units (30)</b> MP = B4 (10), B6 (10), B8 (10)	<b>Specialist Units (35)</b> CBE = B4 (20) and B6 (15)	
Year 4	<b>Specialist Units (60 credits)</b> MP = B10 (60)	<b>Specialist Units (40 credits)</b> CBE = B9 (20) and B10 (20)	<b>Module C2: Research, Development and Innovation</b> (70 credits)			
Year 5	<b>Module C3: Research, Development and Innovation</b> (130 credits)					

MP: Medical Physics; CBE: Clinical Biomedical Engineering

## **Physiological Sciences**

Physiological Sciences contains 6 specialisms, delivered by Manchester Metropolitan University, University of Manchester, and Aston University. Please see the diagram on the next page for further information.

# HSST: Physiological Sciences Theme

Year 1	<p><b>Module A1: Professionalism and Professional Development in the Healthcare Environment</b> (30 credits)</p>	<p><b>Module A2: Theoretical Foundations of Leadership</b> (20 credits)</p>	<p><b>Module A5: Research and Innovation in Health and Social Care</b> (20 credits)</p>	<p><b>Module B1: Advanced history taking, Clinical Examination and Communication Skills</b> (15 credits)</p>	<p><b>Specialist Units (25)</b> CS = B2 (20) / B4 (5) VS = B2 (10) / B4 (15) RSI = B2 (25 credits) AU = B2 (10) / B4 (15) OV = B2 (25 credits) GU = B2 (10) / B4 (15)</p>	
Year 2	<p><b>Module A3: Personal and Professional Development to Enhance Performance in Practice</b> (30 credits)</p>	<p><b>Module A4: Leadership and Quality Improvement in the Clinical and Scientific Environment</b> (20 credits)</p>		<p><b>Module B5: Contemporary Issues in Healthcare Science</b> (20 credits) [Physiological Science and Physical Science]</p>	<p><b>Specialist Units (20)</b> CS = B6 (20) VS = B6 (20) RSI = B4 (20) AU = B6 (20) OV = B4 (20) GU = B6 (20)</p>	<p><b>Module B3: Therapeutics</b> (10 credits)</p>
Year 3	<p><b>Specialist Units (20)</b> CS = B8 (20) VS = B8 (20) RSI = B6 (20) AU = B8 (20) OV = B6 (20) G OR U = B8 (20)</p>	<p><b>Module B7: Teaching Learning and Assessment</b> (20 credits) [Physiological Science and Physical Science]</p>	<p><b>Module C1: Research, Development and Innovation</b> (40 credits)</p>			
Year 4	<p><b>Specialist Units (50 credits)</b> CS = B9 (20) and B10 (30); VS = B9 (30) and B10 (20); RSI = B8 (20) and B9 (30); AU = B9 (40) and B10 (10); OV = B8 (50); G OR U = B9 (20); GU = B10 (10) and B11 (20)</p>		<p><b>Module C2: Research, Development and Innovation</b> (70 credits)</p>			
Year 5			<p><b>Module C3: Research, Development and Innovation</b> (130 credits)</p>			

CS: Cardiac Science; VS: Vascular Science; RSI: Respiratory and Sleep Physiology; AU: Audiological Sciences; OV: Ophthalmic and Vision Sciences; GU: Gastrointestinal and Urological Sciences

## **Section A: Leadership & Professional Development**

This section is delivered and assessed by Alliance Manchester Business School at the University of Manchester. It is included in all HSST specialisms. CSs in HSST will be registered at the University of Manchester for this section. If your DClSci is awarded from University of Liverpool, Manchester Metropolitan University or Aston University, the credits and record for section A will be transferred to your host University once you have completed it.

## **Section B: Specialist Scientific Clinical Programme**

The majority of this section will be delivered and assessed by your host University, with the exception of special arrangements for the Life Sciences theme. There are number of shared modules for Physical Sciences (Module B5) and Physiological Sciences (Modules B1, B3 and B5). These shared modules are delivered and assessed at the University of Manchester. If you registered for your DClSci at one of the partner Universities the credits and your record for the shared units will be transferred to your host University once they are completed.

## **Section C: Research, Development and Innovation**

This section is mostly independent study under the supervision of an academic from your host University.

It is expected that your research project will largely be carried out in your workplace with supervisory input from your University and workplace supervisors.

## **DClinSci Regulations**

To ensure equity of experience for Clinical Scientists in HSST a set of common regulations have been agreed (see below). The regulations below supersede regulations within the individual universities.

### **Pass Mark**

The pass mark for all modules will be an aggregate score of 50%.

Official transcripts from your graduating university will show all modules completed and the award of Doctor of Clinical Science. Section A modules will show the grade for each course unit and credits achieved. Full details of all course unit marks achieved will be available in the form of an unofficial transcript from MAHSE if required.

### **Compensation and referral**

There will be no compensation or condonement across Section A and B modules. Resit marks will be capped at 50% (up to 60 credits in Section A and up to 75 credits in Section B).

### **Penalties for late submission of work**

Penalties for late submission of work: 10% of the total marks available for the assessment shall be deducted for each working day after submission date, up to a maximum of five working days. Work received more than five working days after the submission deadline will receive a mark of zero.

### **Attendance requirements**

It is in the student's own interest to maintain 100% attendance for the academic component. To facilitate this each institution offering the DClinSci will keep face to face teaching to a minimum (typically 1.5-2 days teaching per 10 credit module). If attendance drops below 75% the reasons will be investigated with the student and their workplace supervisor. This investigation will normally be initiated by the programme team at the students host University. In the case of failure to reach a satisfactory outcome MAHSE reserve the right to involve the National School of Healthcare Sciences.

If a HSST Clinical Scientist is unable to attend scheduled teaching, they should notify [admin@mahse.co.uk](mailto:admin@mahse.co.uk) and also the University delivering the teaching (eg. relevant administrative / academic contact). MAHSE and the University partner will need to be informed of the reasons for non-attendance in order to:

- Take into consideration any impact on progression and completion of the programme within the required registration period.
- Offer advice and guidance as appropriate. Information provided will be treated confidentially.



## Professional Doctorate regulations

The Professional Doctorate comprises 540 credits of which a *minimum* of 360 credits must be at Doctoral level (Level 8 in QAA National Framework).

*Note: Section A: Leadership and Professional Development (120 credits) will be delivered at M level (Level 7)<sup>1</sup> by the Alliance Manchester Business School, all other components of the DClSci are delivered at Level 8.*

Links to the Professional Doctorate regulations can be found at the following URL links

University of Manchester:

Use the link named Professional, Engineering and Enterprise Doctorate Degrees via

<http://www.staffnet.manchester.ac.uk/services/rbess/graduate/ordinancesandregulations/>

Manchester Metropolitan University:

[http://www.mmu.ac.uk/academic/casqe/regulations/docs/award\\_regs.pdf](http://www.mmu.ac.uk/academic/casqe/regulations/docs/award_regs.pdf)

University of Liverpool

<http://www.liv.ac.uk/student-administration/research/pgr-code-of-practice/>

University of Aston:

<http://www.aston.ac.uk/quality/a-z/general-regulations/>

## DClSci Early Exit Award

If for any reason a student is unable to complete the DClSci, provided they have successfully completed all 120 credits of section A, an exit award of PG Diploma in Leadership and Management in Healthcare Sciences can be made. This exit award is given from the University of Manchester regardless of which institution the student has registered at for DClSci.

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<sup>1</sup> Note this is additional to the current framework in the taught regulations and is in line with the QAA credit framework [www.qaa.ac.uk/en/publications/.../academic-credit-framework.pdf](http://www.qaa.ac.uk/en/publications/.../academic-credit-framework.pdf)

## Key Contacts

### MAHSE Team

Name	E-mail	Area of expertise
<b>Phil Padfield</b>	Philip.V.Padfield@manchester.ac.uk	<b>MAHSE Director</b>
<b>Pam Vallely</b>	pamela.j.vallely@manchester.ac.uk	<b>Academic Director for DClSci in HSST</b>
<b>Kai Uus</b>	kai.uus@manchester.ac.uk	<b>HSST Assessment Lead</b>
<b>Sarah Williams</b>	Sarah.williams@manchester.ac.uk	<b>MAHSE Manager</b>
<b>Rebecca Riley</b>	Rebecca.Riley@manchester.ac.uk	HSST Administrator
	admin@mahse.co.uk	MAHSE Admin account

### University of Manchester

Name	E-mail	Area of expertise
<b>Pam Vallely</b>	pamela.j.vallely@manchester.ac.uk	<b>HSST Lead for UoM</b>
<b>Nathan Proudlove</b>	nathan.proudlove@mbs.ac.uk	MBS Academic Lead
<b>Victoria Mansfield</b>	HSST@manchester.ac.uk	Programme Manager MBS
<b>Kai Uus</b>	kai.uus@manchester.ac.uk	Audiology

### Manchester Metropolitan University

Name	E-mail	Area of expertise
<b>Garry McDowell</b>	g.mcdowell@mmu.ac.uk	<b>HSST Lead for MMU</b> Programme Director DClSci Network
<b>Martin Stout</b>	M.Stout@mmu.ac.uk	Award Lead: DClSci Physiological Sciences Module Leader for Cardiac, Respiratory and Sleep and Vascular Sciences Specialist Units
<b>Carol Ainley</b>	c.ainley@mmu.ac.uk	MAHSE Deputy Director
<b>Anne-Marie Walsh</b>	a.walsh@mmu.ac.uk	Programme Administrator

### University of Liverpool

Name	E-mail	Area of expertise
<b>Paul Nolan</b>	P.J.Nolan@liverpool.ac.uk	<b>HSST Lead for UoL</b> Programme Director Medical Physics / CBE
<b>Helen Boston</b>	H.C.Boston@liverpool.ac.uk	Programme Director Medical Physics / CBE; eLearning Support
<b>Tony Fisher</b>	a.c.fisher@liverpool.ac.uk	Clinical Lead on the Medical Physics and CBE DClSci
<b>Janet Kennedy</b>	jmk@liverpool.ac.uk	Programme Administrator
<b>Azzam Taktak</b>	afgt@liverpool.ac.uk	Module Lead on the Medical Physics and CBE DClSci
<b>Andrew Reilly</b>	areilly@liverpool.ac.uk	Module Lead on the Medical Physics DClSci
<b>Philip Mayles</b>	Philip.Mayles@clatterbridgecc.nhs.uk	Module Lead on the Medical Physics DClSci
<b>Colin Baker</b>	colin.baker@liverpool.ac.uk	Module Lead on the Medical Physics DClSci

## Aston University

Name	E-mail	Area of expertise
James Wolffsohn	J.S.W.Wolffsohn@aston.ac.uk	HSST Lead for Aston Deputy Executive Dean

## Important contacts

Nature of query and who to contact	
For queries about OLAT	<a href="mailto:support@olat.org.uk">support@olat.org.uk</a>
Contact the National School of Healthcare Science about the work based training	<a href="mailto:nshcs@wm.hee.nhs.uk">nshcs@wm.hee.nhs.uk</a>
Speak to MAHSE about the academic component	<a href="mailto:admin@mahse.co.uk">admin@mahse.co.uk</a>
Life Sciences Clinical Scientists should contact the Royal College of Pathologists about FRCPATH	<a href="mailto:info@rcpath.org">info@rcpath.org</a>

## Student Support

Each University has key student support information online. The following links contain useful information for current students.

UoM – The My Manchester portal

<https://my.manchester.ac.uk/uPortal/f/u201s14/normal/render.uP>

MMU <http://www.mmu.ac.uk/students/>

UoL- <http://www.liv.ac.uk/studentsupport/>

AU - <http://www.aston.ac.uk/current-students/>

## HSST Clinical Scientists – What can you expect from us and what do we expect from you?

During your time with us you will be involved with staff across a range of departments and in some cases across different Universities. MAHSE acts as a central point of contact communicating directly with Clinical Scientists and other key stakeholders (programme teams, the National School) to facilitate the smooth running of the programmes. The academic and administrative staff (programme team) for the course units you are studying should also keep you updated. We expect Clinical Scientists to take an active role as independent learners, to make every effort to attend lectures and meet assessment deadlines. We appreciate that problems and personal difficulties

sometimes arise and would encourage you to make contact with MAHSE or your programme team. When problems arise, we will act in good faith in providing guidance and support. Please be aware that in most cases Universities will **not accept** mitigating reasons for non-submission of work if they are given **after the deadline** for the assessment opportunity so make sure you get in touch as soon as you know there is a problem. We value your feedback, which helps us to shape and improve the programme going forward. We encourage you to complete any evaluation or feedback forms given to you during the programme, also, do feedback through student representatives and contact relevant staff directly to raise any concerns.

- **Let us know if you have a problem.**

Get in touch sooner rather than later, to allow us sufficient time to look into issues and provide guidance.

- **Be proactive in dealing with communications**

Whilst MAHSE are able to contact your workplace / personal email, Universities often use the university email account as a primary method of communication. Make sure you set up a rule to forward communications to your preferred email.

- **Familiarise yourself with the assessment procedures for each piece of work.**

Ensure you know what is required from you (eg. Format, word count, submission process), if you're not sure contact a relevant member of staff (eg. Course tutor/course administrator) Extension requests – other than in exceptional circumstance it is vital that you contact staff in advance of the deadline to check whether you have legitimate grounds to be granted an extension.

- **Back up your work regularly and, keep a copy in more than one place.**

Most Universities will give you some personal file space online. Ensure you have a backup in case of loss, damage or theft of IT devices. Please note that IT failure is not considered a legitimate reason for extension.

- **Attendance and sickness reporting**

Teaching contact time is kept to a minimum and it is expected that Clinical Scientists will attend teaching sessions when they are scheduled. If for any reason you are not able to attend, you should contact a relevant member of staff (e.g. Course tutor / course administrator) to discuss your circumstances. Please also ensure that you keep your workplace informed of any sickness or absence periods from the academic programme.

- **Take a professional approach**

We endeavour to provide the best possible educational experience and to treat Clinical Scientists fairly and consistently. We expect Clinical Scientists to take a professional

approach in their interactions with fellow Clinical Scientists and with staff involved with the programme.

## Disability Support and Advice Services

Information on the Disability Support and Advice services at each University is available online (see links below). The MAHSE team can also provide contact details for the Disability Support and Advice teams to Clinical Scientists if needed. Clinical Scientists with any support needs are encouraged to contact relevant Disability Support Services for advice and guidance. If you are studying across more than one University, then it is important that services at each institution you are studying with are notified. The Disability Service at the institution you initially register with should be able to advise you about disclosure of information to other institutions.

UoM - <http://www.manchester.ac.uk/study/experience/student-life/university/student-support/disabilities/>

MMU - <http://www.mmu.ac.uk/sas/studentservices/learner-development/>

UoL - <http://www.liv.ac.uk/studentssupport/disability/>

AU - <http://www.aston.ac.uk/study/undergraduate/parents/06suppfacilities/disability-support/>

## Student Complaints Procedure

If you have problems or complaints during your studies you can contact the MAHSE team for guidance. Details of the student complaints policy for each university are given below.

UoM - <http://documents.manchester.ac.uk/DocuInfo.aspx?DocID=1893>

MMU - <http://www.mmu.ac.uk/academic/casqe/regulations/complaints.php>

UoL - <http://www.liv.ac.uk/student-administration/student-administration-centre/policies-procedures/complaints/>

AU - <http://www.aston.ac.uk/registry/for-staff/a-to-z-of-registry-services/complaints-procedure/>

## Academic Appeals

Links to the academic appeals policy for each university are given below. Clinical Scientists should be aware that each university will normally have deadlines for submitting an appeal. Programme teams at each university should be able to direct you to relevant information and staff for advice. Student Unions at the respective institutions may also be a useful point of contact for advice.

UoM - <http://documents.manchester.ac.uk/display.aspx?DocID=1872>

MMU - <http://www.mmu.ac.uk/academic/casqe/regulations/appeals.php>

UoL - <https://www.liverpool.ac.uk/student-administration/research/pgr-code-of-practice/> (choose the option link Research Degrees Appeals Procedure)

AU - <http://www.aston.ac.uk/quality/a-z/general-regulations/> (choose the option link Degrees by Research and Thesis)

## Accredited Prior (Experiential) Learning (APEL)

Clinical Scientists should be aware that APEL applications need to be made in a timely manner, as consideration of APEL is a formal process normally requiring completion of an application form and appropriate supporting documentation. APEL can only be considered for full course units and there will be restrictions dependent on how long ago a qualification was awarded. Decisions are made by the University delivering the specific course unit, following the local regulations within the School and University delivering the course unit.

Below are some general guidelines that are in place at all Universities:

- Section A: A maximum of 30 credits will be considered for APEL (qualifications cannot be more than 5 years old).
- Section B: It is unlikely that APEL will be granted for Section B as units must be at Level 8.
- Section C: No University will accept APEL for the research component.

## Interruptions

It is the expectation that Clinical Scientists pursue their studies on a continuous basis for the stipulated duration of their programme. However, it is recognised that students may encounter personal difficulties or situations that may seriously disrupt or delay their studies. In some cases, an interruption or extension to the academic component of your study (taught or research element) may be the most sensible option.

Each Institution has their own procedure for approving interruptions and extension requests and Clinical Scientists should contact the programme team at the University they are registered with for their Professional Doctorate for advice and guidance.

Clinical Scientists who are considering interrupting should also contact the MAHSE Administrative Team, so that they can consider any wider implications of any decision made and inform relevant stakeholders.

## Mitigating circumstances

Mitigation describes the process by which a student may be compensated for poor assessment performance, or when they are not able to complete an exam/assessment, as a consequence of unforeseen or unpreventable circumstances. A student must submit a request for mitigation to their programme administrator, *in advance* of their assessment submission deadline or exam.

Each University will have their own procedure for approving mitigating circumstances and Clinical Scientists should contact the programme team responsible in advance of the affected assessment. Universities will normally require supporting documentation to be provided to support the case.

## Student representation

Each Cohort of students will be asked to elect student representatives (one representative for each theme – Life Science, Physical Sciences, Physiological Sciences). Students will normally be canvassed during Section A teaching as to who would like to express interest in the role. In the case of more than one candidate for each theme elections will be held. MAHSE will keep a list of student representatives for each Cohort and will notify students as to who their representatives are. As the number of active cohorts on the DClSci increases a student representative forum will be established to share experiences and information between cohorts. It is anticipated that this forum will elect three student representatives (one for each theme) to attend and feed student views to the HSST Oversight Group (HOG).

Student representatives will be invited to attend the [HSST Oversight Group \(HOG\)](#) to feedback students' views. The purpose of HOG is 'to oversee the delivery of DClSci degrees at MAHSE partner Universities with a view to ensuring parity of experience for Clinical Scientists in HSST registered on the programmes and to act as a reference point between Universities and external stakeholders.'

The HOG will report to the MAHSE Board and to relevant authorities within Universities and Health Education England on delegation from MAHSE Board.

### **Further information**

The different Schools and Institutions across MAHSE may provide local handbooks covering the following topics. If however, you require any advice / guidance on these areas, please contact MAHSE who will direct you to appropriate information or members of staff.

- Policy on submission of work / feedback
- Guidance on Academic Malpractice
- Access to Virtual Learning Environment
- Library
- Equality and Diversity
- Health and Safety
- Occupational Health
- Student Union
- Counselling

### **Comments or questions – how to get in touch**

If you have any comments or questions regarding the content of the Higher Specialist Scientific Training (HSST) DClSci Programme Handbook please contact [admin@mahse.co.uk](mailto:admin@mahse.co.uk)