



Higher Specialist Scientific Training (HSST)

DClinSci

Programme Handbook

2016-17



Contents

Introduction and Welcome	4
Introduction to MAHSE and Key National Organisations	4
Manchester Academy for Healthcare Scientist Education (MAHSE)	4
National School of Healthcare Science (NSHCS)	4
Health Education England (HEE)	5
The Academy for Healthcare Science (AHCS)	6
Science, Technology, Engineering and Mathematics Network (STEMNET)	6
Patient Public Involvement	6
Overview of Programme	7
Specialisms delivered by each University	7
Life Sciences	8
Physical Sciences & Biomedical Engineering	10
Physiological Sciences	12
Clinical Bioinformatics	14
Section A: Leadership & Professional Development (120 credits)	16
Section B: Specialist Scientific Clinical Programme (150 credits)	16
Section C: Research, Development and Innovation (270 credits)	16
DClinSci Regulations	17
Professional Doctorate regulations	18
DClinSci Early Exit Award	18
Key Contacts	19
MAHSE Team	19
University of Manchester	19
Manchester Metropolitan University	19
University of Liverpool	19
Aston University	20
Important contacts	20
Student Support	20
HSST Clinical Scientists – What can you expect from us and what do we expect from you?	20
Disability Support and Advice Services	22
Student Complaints Procedure	22
Academic Malpractice	22
Academic Appeals	23

Accredited Prior (Experiential) Learning (APEL).....	23
Interruptions	23
Mitigating circumstances.....	24
Student representation.....	24
Section C (Research and Innovation)	24
Further information	24
Comments or questions – how to get in touch	25

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 (ManMet) 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) 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

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 the 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
	GT	Genetics	University of Manchester
	HT	Haematology	Manchester Metropolitan University
	HI	Histocompatibility and Immunogenetics	University of Manchester
	MB	Microbiology	University of Manchester
	MA	Molecular Pathology of Acquired Disease	Manchester Metropolitan University
	MI	Molecular Pathology of Infection	University of Manchester
	RS	Reproductive Science	Manchester Metropolitan University
	VI	Virology	University of Manchester
Physical Sciences and Biomedical Engineering	MP	Medical Physics	University of Liverpool
	CBE	Clinical Biomedical Engineering	University of Liverpool
Physiological Sciences	AU	Audiological Sciences	University of Manchester
	CS	Cardiac Science	Manchester Metropolitan University
	GU	Gastrointestinal and Urological Sciences	University of Manchester
	NP	Neurophysiology	Manchester Metropolitan University
	OV	Ophthalmic and Vision Sciences	Aston University
	RSI	Respiratory and Sleep Physiology	Manchester Metropolitan University
	VS	Vascular Science	Manchester Metropolitan University
Clinical Bioinformatics	GM	Genomics	University of Manchester
		Health Informatics	To be confirmed
		Physical Science	To be confirmed

The HSST DCLinSci 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 is provided within the HSST Research Handbook which is available on the MAHSE website at <http://mahse.co.uk/our-programmes/doctoral-level-hsst/hsst-research-handbook/>.

The DCLinSci is studied 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 (C2), in a relevant specialty, can be accepted as the written option for the FRCPath Part 2. Please see the diagram on the next page for further information.

HSST: Life Sciences Programme Structure

Year 1	Module A1: Professionalism and Professional Development in the Healthcare Environment (30 credits)	Section B: Specialist Scientific Clinical Programme – FRCPATH Part 1 (75 credits)		
Year 2	Module A2: Theoretical Foundations of Leadership (20 credits)	Section B: Specialist Scientific Clinical Programme – FRCPATH Part 1 (75 credits)		
Year 3	Module A3: Personal and Professional Development to Enhance Performance (30 credits)	Module A4: Leadership and Quality Improvement in the Clinical and Scientific Environment (20 credits)	Module C1: Doctoral Research and Innovation in Clinical Science (70 credits)	
Year 4	Module A5: Research and Innovation in Health and Social Care (20 credits)	Module C2: Research Project (200 credits over Years 4 and 5)		
Year 5	Module C2: Research Project (200 credits over Years 4 and 5)			

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	Module A1: Professionalism and Professional Development in the Healthcare Environment (30 credits)		Module A2: Theoretical Foundations of Leadership (20 credits)	Specialist Units (30 credits) MP = B1 (10), B2 (10), B3a OR B3b (10) CBE = B1 (10), B2 (10) and B3 (10)		
Year 2	Module A3: Personal and Professional Development to Enhance Performance (30 credits)		Module A4: Leadership and Quality Improvement in the Clinical and Scientific Environment (20 credits)	Module A5: Research and Innovation in Health and Social Care (20 credits)	Module B5: Contemporary Issues in Healthcare Science (20 credits) [Physiological Science and Physical Science]	Specialist Units (30) MP = B4 (10), B6 (10), B8 (10)
					Specialist Units (40) CBE = B4 (20) and B6 (20)	
Year 3	Specialist Units MP = B9 (20)		Module B7: Teaching Learning and Assessment (20 credits) [Physiological Science and Physical Science]	Module C1: Doctoral Research and Innovation in Clinical Science (70 credits)		
	CBE = B8 (10)					
Year 4	Specialist Units (30 credits) MP = B10 (30) CBE = B9 (10) and B10 (20)		Module C2: Research Project (200 credits over Years 4 and 5)			
Year 5	Module C2: Research Project (200 credits over Years 4 and 5)					

Physiological Sciences

Physiological Sciences contains 7 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	Module A1: Professionalism and Professional Development in the Healthcare Environment (30 credits)		Module A2: Theoretical Foundations of Leadership (20 credits)		Module B1: Advanced History Taking (15 Credits)	Specialist Units (20) AU = B2 (10) / B4 (10) CS = B2 (20) RSI = B2 (20) VS = B2 (10) / B4 (10)				
						Specialist Units (30) NP = B2 (15) / B4 (15)				
Year 2	Module A3: Personal and Professional Development to Enhance Performance (30 credits)		Module A4: Leadership and Quality Improvement in the Clinical and Scientific Environment (20 credits)		Module A5: Research and Innovation in Health and Social Care (20 credits)		Module B5: Contemporary Issues in Healthcare Science (20 credits) [Physiological Science and Physical Science]	Specialist Units AU = B6 (15) CS = B6 (15) RSI = B4 (15) NP = B6 (15) VS = B6 (15)	Module B3: Therapeutics (10 credits)	
Year 3	Specialist Units AU = B8 (15) CS = B8 (15) RSI = B6 (15) NP = B8 (15)		Module B7: Teaching Learning and Assessment (20 credits)		Module C1: Doctoral Research and Innovation in Clinical Science (70 credits)					
	Specialist Units (20) VS = B8 (20)									
Year 4	Specialist Units: NP = 25			Module C2: Research Project (200 credits over Years 4 and 5)						
	Specialist Units: VS = B9 (30)									
	Specialist Units (35) AU = B9 (25) and B10 (10); CS = B9 (15) and B10 (20); RSI = B8 (15) and B9 (20)									
Year 5	Module C2: Research Project (200 credits over Years 4 and 5)									

Clinical Bioinformatics

Clinical Bioinformatics currently contains one specialism (Genomics) which is delivered by the University of Manchester. Please see the diagram on the next page for further information.

HSST: Genomics

Year 1	Module A1: Professionalism and Professional Development in the Healthcare Environment (30 credits)	Module A2: Theoretical Foundations of Leadership (20 credits)	Module B1: Genomics Modules 1a(i) 1a(v) (10 credits)	Shared Module (B2) Integration of Specialist Scientific Software In and For Health and Social Care; Coding and Software Engineering; Data Management: Data Science (30 credits)			
Year 2	Module A3: Personal and Professional Development to Enhance Performance (30 credits)	Module A4: Leadership and Quality Improvement in the Clinical and Scientific Environment (20 credits)	Module A5: Research and Innovation in Health and Social Care (20 credits)	Module B3: Omics (10 credits)	Shared Module (B4) Applied Health Informatics; Translational Research for Clinical Diagnostics and Therapeutics; Debates and Controversies in Clinical Bioinformatics (30 credits)		
Year 3	Module B5 Infectious and Rare Diseases (20 credits)	Module B7: Teaching Learning and Assessment (20 credits)	Module C1: Doctoral Research and Innovation in Clinical Science (70 credits)				
Year 4	Module B6 Optional modules: infection diseases, cancer genomics or rare diseases (30 credits)	Module C2: Research Project (200 credits over Years 4 and 5)					
Year 5	Module C2: Research Project (200 credits over Years 4 and 5)						

Section A: Leadership & Professional Development (120 credits)

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 (150 credits)

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 a 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 (270 credits)

This section is mostly independent study under the supervision of an academic from your host University as well as a workplace supervisor and will largely be carried out in your workplace. It is split into two units:

- C1 (Innovation project): the purpose of this module is to assess your ability to conceive an innovation in healthcare science and critically reflect on the relevant literature as well as any barriers to the implementation of the innovation (there is no requirement for primary research).
- C2 (Research project): this is a substantial research project which may be, but does not have to be, based on the innovation project planned in C1.

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 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)¹ 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

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.

¹ 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

Key Contacts

MAHSE Team

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

University of Manchester

Name	E-mail	Area of expertise
Pam Vallely	pamela.j.vallely@manchester.ac.uk	HSST Lead for UoM
Nathan Proudlove	nathan.proudlove@mbs.ac.uk	MBS Academic Lead
Victoria Mansfield	pgdip@manchester.ac.uk	Programme Manager AMBS (Section A only)
Stuart Holmes	DCLinSci@manchester.ac.uk	Programme Administrator
Kai Uus	kai.uus@manchester.ac.uk	Audiology

Manchester Metropolitan University

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

University of Liverpool

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

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	support@olat.org.uk
Contact the National School of Healthcare Science about the work based training	nshcs@wm.hee.nhs.uk
Speak to MAHSE about the academic component	admin@mahse.co.uk
Life Sciences Clinical Scientists can should contact the Royal College of College of Pathologists about FRCPATH	info@rcpath.org

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>

ManMet - <http://www.mmu.ac.uk/students/>

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

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/>

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

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

ManMet - <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 Malpractice

Universities often have common principles relating to academic malpractice. However, Clinical Scientists should be aware that there are slight differences between the University regulations across the different MAHSE partner universities. Links to guidance on academic malpractice for the partner universities are listed below. Clinical Scientists should be aware of and follow the rules for the institution to which they are submitting assessment and if in doubt should contact the relevant programme staff within the university for advice.

Please note, whilst it is acceptable for Clinical Scientists to make links between different units within the programme and make use of the underlying material from other units, it is not acceptable to cut and paste large chunks of verbatim text.

UoM: <http://www.regulations.manchester.ac.uk/guidance-to-students-on-plagiarism-and-other-forms-of-academic-malpractice/>

ManMet: <http://www.celt.mmu.ac.uk/plagiarism/>

UoL: <https://www.liverpool.ac.uk/student-administration/research-students/pgr-code-of-practice/>

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

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>

ManMet - <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.

Section C (Research and Innovation)

The DClSci is a five year programme. There is **no additional writing up year**. Submission and assessment for section C should take place within the five year registration period.

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