UNIVERSITY OF LIVERPOOL

APPRENTICE HANDBOOK

Level 7 Advanced Clinical Practitioner Apprenticeship

Welcome

Welcome to The University of Liverpool and thank you for choosing to complete your degree apprenticeship with us.

We will be working alongside your employer and yourself to ensure you achieve all aspects of your apprenticeship programme whatever career you are studying towards.

Throughout your apprenticeship you will have a team of people on hand to support you through your journey to help you to achieve your goals.

We also have an apprenticeship software system called Bud which you will receive access to via your own login. All of your apprenticeship paperwork will be completed and stored in Bud, including your training plan, off the job training records and apprenticeship progress reviews. You will be able to track your progress, view whether you are on track with your apprenticeship and view your progress against your planned off the job hours through Bud.

In this handbook we will be providing you with useful information about apprenticeships, the University of Liverpool, and your programme. As a University of Liverpool apprentice, you are also a student with access to all the great facilities and services we provide to all students, to support you in your studies.

Information about the School of Allied Health Professions and Nursing

The School of Allied Health Professions and Nursing offers pre-registration programmes in the following healthcare professional subjects at undergraduate level: Diagnostic Radiography, Nursing, Physiotherapy, Orthoptics, Occupational Therapy and Therapeutic Radiography. The School also offers pre-registration MSc degrees in Adult Nursing, Mental Health Nursing, Physiotherapy, Occupational Therapy, Orthoptics, Therapeutic Radiography and Oncology and Diagnostic Radiography.   Current postgraduate provision within the School includes the Professional Doctorate in Health, MSc Advanced Clinical Practitioner Apprenticeship programme, MSc Advanced Practice in Health Care, MSc Nursing, MSc Radiotherapy, MSc Cancer care and Postgraduate Certificates in Critical Care and Cross Sectional Imaging.
The School has a strong commitment to the provision of accredited and non-accredited Continuing Professional Development activities, with a varied portfolio of provision.

The School occupies accommodation in the Whelan Building, Thompson Yates Building and the Johnston Buildings. This comprises shared teaching rooms, specialised teaching areas and staff offices. It also has specialist teaching accommodation on the Ground Floor of the Waterhouse Complex in the old Liverpool Royal Infirmary building.

Access to the main accommodation buildings is through the main doors of the Whelan Building and the Thompson Yates Building. There is no direct access into the Johnston Building except through the Thompson Yates Building. Access is between 08.00 and 17.30, Monday to Friday. Access at any other time is restricted to authorised swipe card users only. The buildings are alarmed overnight during the week and all day at the weekends.

The School Committee structure is shown in the following table:

COMMITTEES & BOARDS	♦ Board of Studies ♦ Curriculum Development (UG, PG and CPD) ♦ Assessment ♦ Student Recruitment ♦ Student Experience ♦ Curriculum Board ♦ Research & Scholarship ♦ Boards of Examiners ♦ Extenuating Circumstances ♦ Progress Panels ♦ Staff & Student Liaison

How the relevant subject areas fit into the School

Each programme of study has their own programme management structure but the school committee structure functions to ensure consistency of the standard of education across the School of Allied Health Professions and Nursing. The School Curriculum Board is responsible for overseeing the development, implementation and monitoring of the quality and standards of learning, teaching and assessment for all

programmes. In addition, the School Student Experience Committee will ensure that all issues related to the student experience are operating efficiently and effectively.

The responsibilities of the School of Allied Health Professions and Nursing's Board of Studies include the following: external examiners reports, module evaluation and feedback to and from students, student consultations, practices for the moderation of assessments, consideration of the withdrawal or suspension of programmes.

Communication with students

Email
Incoming students are provided with a University email account and once your registration is completed, all University communications will be sent to this account. It is very important that you check this daily during term-time, and also regularly during vacation periods.

Email is usually not a good way to get an answer to an urgent query; you will generally get the information you need more readily by visiting your Student Experience Office which is located on the Ground Floor of the Thompson Yates Building. There will be student experience staff manning this office five days a week, from 10am - 4pm. Alternatively, you can discuss any issues with your module leader in class or during their office contact hours; staff can also be contacted via Microsoft Teams.

If you do email academic staff or professional services staff, please do so only from your University email account. Write in a professional, polite style, and remember to use an appropriate greeting and sign-off in all mails.

When contacting your Student Experience Office, it is important to indicate your student ID number, which degree programme you are on and your year of study in all communications; this will help us to identify you more easily and respond to your enquiry.

Academic and professional services staff will not normally reply to emails outside of normal office hours - in other words, you should not expect a reply to your email in the evenings or at the weekend.

Please try to find information in this handbook or through the School or University web pages in the first instance; if you cannot find what you are looking for, let us know so that we can post that information for the benefit of other students. The Student Experience Administrative Office will also be able to answer many of your non-academic queries.

The School of Allied Health Professions and Nursing has a Communication Policy which applies to communications between staff and students and a copy can be found in the School of Allied Health Professions and Nursing course in CANVAS.

CANVAS
Students are expected to monitor information concerning their modules on the CANVAS network regularly. Information about your programme will be communicated via your CANVAS programme page.

External post
Sometimes we need to contact you via the external postal system so it is important that your school is kept informed of any changes to your address – both term-time and vacation. You can update your details via Liverpool Life. **Please check that your postal details and mobile phone details are accurate and up to date!**

Telephone Contact
All staff have a direct telephone number and many have voicemail. Please note that when telephoning staff on a university telephone, you only need to dial the last 5 digits (e.g. for 794 1234 you simply dial 41234). Calls made from outside the University or from a mobile require the full number. If you are dialling from outside the UK, use the prefix +44 (151).

Please note that staff may not be on campus at all times and as well as e-mail and telephone you can contact them via Microsoft Teams.

The preferred approach to contacting staff in your department will be shared with you during induction sessions.

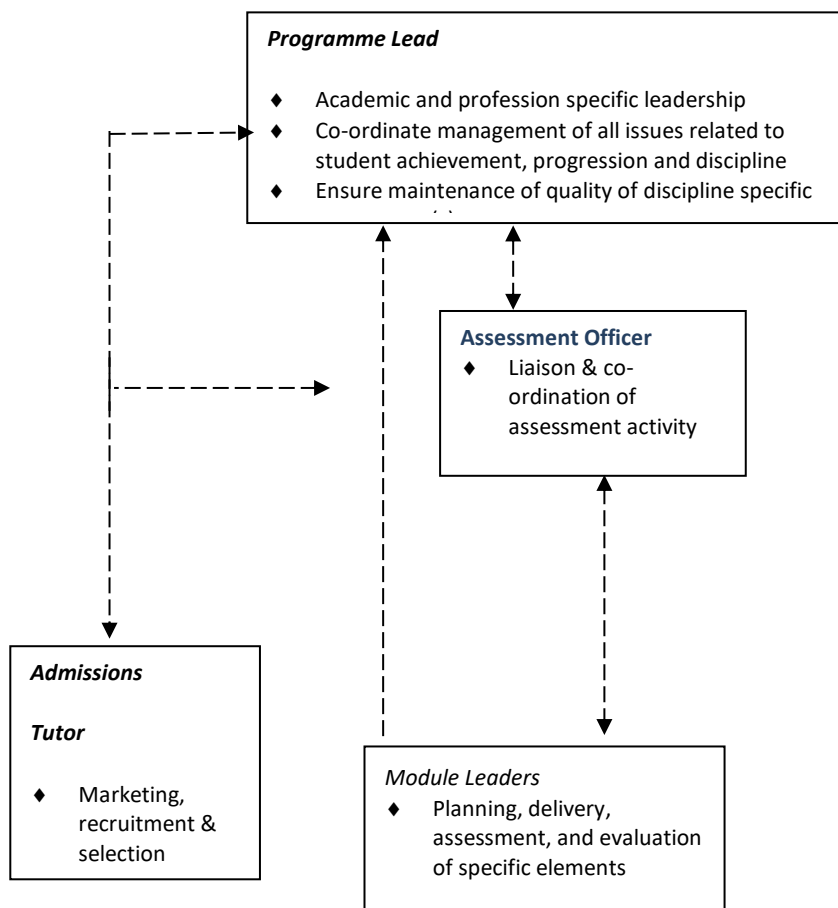## Key dates for action for students in the academic year

Programme term dates for 2025/2026:

Semester 1: 22nd September 2025 to 12th December 2054 — 12 weeks teaching
15th December 2025 to 2nd January 2026 — 3 weeks break
5th January 2026 to 23rd January 2026 — 3 weeks teaching and assessment period

Semester 2: 26th January 2026 to 20th March 2026 — 8 weeks teaching
23rd March 2026 to 10th April 2026 — 3 week break
13th April 2026 to 8th May 2026 — 4 weeks teaching
11th May 2026 to 29th May 2026 — 3 weeks teaching and assessment period
13th July 2026 to 17th July 2026 — Graduation ceremonies

Assessment Calendar: Students will be provided with an Assessment/Feedback Calendar at the start of the academic year which will provide dates for submission of assignments, coursework etc and also dates for opportunities for practice assessments and provision of feedback. This will be published at the beginning of each academic year in CANVAS.

How your programme is managed

Each programme has a similar management team structure, shown in the chart below.

Programme Lead

♦ Academic and profession specific leadership
♦ Co-ordinate management of all issues related to student achievement, progression and discipline
♦ Ensure maintenance of quality of discipline specific

Assessment Officer

♦ Liaison & co-ordination of assessment activity

Admissions Tutor

♦ Marketing, recruitment & selection

Module Leaders

♦ Planning, delivery, assessment, and evaluation of specific elements

Learning, Teaching and Assessment Policies/Strategies/Processes 2023/24

Electronic Submission of Assignments & Online Examinations

All written assignments must be submitted electronically unless the specific nature of the submission requires a hard copy (paper) submission. Students will be provided with clear instructions regarding the submission details for written assignments e.g. word count, submission due date, etc in Canvas, the University of Liverpool's Virtual Learning Environment. Students need to familiarise themselves with the submission requirements for each written assignment/online examination. It is the responsibility of students to ensure they comply with these submission requirements. Students should take every effort to ensure they submit written assignments on time. Failure to do so may result in penalties being applied (see 'Penalties for Late Submission of Coursework'). For all submissions (hard copy or electronic) of a written assignment/online examination the submission is **final** and it is the students responsibility to ensure the correct work has been submitted. Work submitted cannot be removed from the Canvas.

Submission of work to Canvas will be checked through TurnitinUK which is an online service that can be used to identify:

- similarities in submitted work to a database of previously submitted work, websites and other sources and
- content developed by Generative Artificial Intelligence (GAI) tools.

If cases of academic misconduct are identified penalties will be applied as outlined in Code of Practice on Assessment, Appendix L: Academic Integrity Policy.

Electronic Submission of Assignments

Each module for your programme will have a corresponding course in Canvas and these courses will have separate links for any written assignments/online examinations associated with that module. Links will be clearly visible in Canvas and online examinations will be clearly labelled as examinations.

For assignments that are required to be submitted electronically a working day is defined as the 24 hour period immediately following the submission date and time.

Please note the conventional naming of the following links for electronic submissions of assignments:

▪ **'Draft checking for similarity' link**- This is an optional facility that students might want to use to help develop their written assignment. Students should only upload their own work to a 'draft checking for a similarity score' link and not upload the work of other students.

  Furthermore, only draft versions of the assignment for the specific module should be uploaded to the links in Canvas. Uploading a piece of work for an assignment from one module to the 'draft checking for originality' link in another module is not allowed.

▪ **'Draft submission for feedback'** link- This link is for students to submit their work as per the instructions given in the module to obtain **formative** feedback on their work before final submission.

▪ **'e-submission for marking'** link- **The final version** of the written **summative** assignment/online examination **must be uploaded to this link.** It is **ONLY** this submitted file which will be formally assessed by internal examiners. It is the student's responsibility to ensure the correct file is uploaded, in the correct format to this link. Once an assignment/online examination has been submitted, it **CANNOT** be withdrawn. Students are advised, to carefully check their work and submit their written assignments, electronic copies and/or hard copies, only when they are satisfied the work is complete and ready for submission. An upload submitted as an **incorrect file type** or with a **non-compliant file** name (i.e. a missing full stop between the name and the extension e.g. 'namedocx' as opposed to 'name.docx') cannot be read by Speedgrader. Unreadable files will likely be classed as a "non-submission" with a mark of zero.

PLEASE NOTE

- **Summative electronic submission of assignments**

  o The **'e-submission for marking'** link is set up to allow TWO submission attempts.
  o The second attempt is **ONLY** to be used if you submit an incorrect file for your first submission attempt e.g. the wrong file format, a file associated with a different assignment, or an incomplete version.

- o The second submission will only be marked if it received **WITHIN 24 hours** of the submission deadline & time. Second submissions attempts after this period will not normally be marked and the first submission attempt will be marked.
- o Any submission after the submission date and time (first or second submissions) will be subject to **Penalties for Late Submission**.
- o The examples shown below all relate to an assignment with a submission date of the 12th at 11am

	10th	12th	13th	Comments
Example 1		Submission 1 @ 08.45 Submission 2 @ 10.30		Submission 2 is marked NO late penalty
Example 2		Submission 1 @ 10.45	Submission 2 @ 10.00	2nd submission is marked BUT subject to late penalty (5%)[1]
Example 3	Submission 1 @ 15.00	Submission 2 @ 09.15		2nd submission is marked NO late penalty[1]
Example 4		Submission 1 @ 21.00 (LATE)	Submission 2 @ 10.50	2nd submission is marked, BUT subject to late penalty (5%)[1]
Example 5		Submission 1@ 21.30	Submission 2 @ 16.30	1st submission is marked BUT subject to late penalty (5%)[2]

[1] *2nd submission accepted for marking as is within 24 hours after the submission deadline & time.*
[2] *2nd submission not marked as submitted more than 24 hours after the submission deadline & time.*

- Any individual assessment marks displayed in the Canvas are provisional and are ratified at the Board of Examiners.

- If any 'Final Grade' marks are visible in the UoL VLE, these are NOT provisional module marks.

Hard Copy Submission of Assignments

If a hard copy submission is required, students should ensure they follow the instructions given for the submission date, time and location of submission.

For assignments that are not required to be submitted electronically a working day is defined as a day when the University is open and staff would normally be available for work.

Hard Copy and Electronic Submission of Assignment

When a written assignment requires a hard copy submission and an electronic submission, both submissions need to be made prior to the submission deadline. In the event of one or both submissions being made after the submission deadline, the date of the latest submission will be used to calculate the penalty to be applied for late submission even if the other submission predates the submission deadline. In the event of one submission not being made at all the assignment will be deemed to be incomplete and a zero mark will be awarded.

It is the responsibility of the student to ensure that when a hard copy submission and an electronic submission are required for the same written assignment the content of the electronic submission matches exactly the equivalent content in the hard copy submission. If internal examiners identify difference in the

content of the two submissions, other than missing components as identified in the assignment requirements (e.g. appendices or reference list), a penalty may be applied to the mark awarded for the assignment.

Online Summative Examinations

- There will be **NO** '**draft checking for similarity**' link. You must ensure that no work is copied/plagiarised from other sources.
- If an upload of a document is required, only **ONE** submission only is permitted to the **'submission'** link. This must be within the timeframe required as detailed in the module. The link for examination submissions will be clearly labelled.
- If completing a quiz style examination, only **ONE** attempt can be made.
- Submissions of summative examinations **after** the timeframe set within the module will be normally be classed as a none-submission and **score 0.**
- Should you run into difficulties submitting your summative examination you are required to contact the module leader within the timeframe set.

Late Submission of Coursework - Penalties and Extensions

Penalties for Late Submission of Coursework

Late submission of work is accepted for a set period beyond the submission deadline, with a penalty imposed.

- For electronic assessment 5% of the total marks available for the assessment shall be deducted for each 24-hour period immediately following the submission deadline; up to a maximum of five 24-hour periods.
- For hard copy submissions 5% of the total marks available for the assessment shall be deducted for each working day, up to a maximum of 5 working days.
- Work will not be reduced below the pass mark for late submission of up to 5 24-hour periods (electronic submission) or 5 working days (hard copy submission).
- Work assessed below the pass mark will not be penalised for late submission of up to 5 24-hour periods (electronic submission) or 5 working days (hard copy submission).
- Work received after 5 24-hour periods (electronic submission) or 5 working days (hard copy submission) following the submission deadline will receive a mark of zero.
- Work received after 14 days (electronic or hard copy submission) from the original submission date and time will be classed as a non-submission and will not be marked.

NB: For assignments that are not required to be submitted electronically a working day is defined as a day when the University is open and staff would normally be available for work and thus also be available for contact by students. For assignments that are required to be submitted electronically a working day is defined as the 24 hour period immediately following the submission date and time.

If you think you will not be able to submit your work by the submission deadline because of circumstances outside your control you need to complete and submit an Application for Exemption from Late Submission Penalties form which is available from the Student Experience Team Leader or online here**.** Once completed the form and evidence should be submitted to:

shscourseworkpenalties@liverpool.ac.uk

The completed form should normally be submitted with appropriate independent documentary evidence at the same time as the late coursework or at the earliest opportunity thereafter (within two weeks of original submission). You should submit documentary evidence to support your application (normally the type of contemporaneous independent evidence required for extenuating circumstances claims).

The latest deadline for submission of work will be two weeks (14 days) from the date of the original submission deadline. If you fail to submit your coursework by this deadline it will be treated as a non-submission. You must also apply for ELPs within two weeks from the original submission deadline.

If you are unable to submit your work by the deadline (or at all) due to unforeseen circumstances, and are therefore not eligible for exemption from late submission penalties, you need to submit an Extenuating Circumstances application form to your School for consideration under the Policy on Extenuating Circumstances (Appendix M). Coursework with no opportunities for late submission will also be dealt with under the Extenuating Circumstance Policy or other relevant sections of the Code of Practice.

Extensions

Extensions to coursework submission deadlines are only available to students:
- undertaking online programmes delivered in partnership with Kaplan and students
- with a Student Support Information Sheet (SSIS) confirmed with Disability Advice and Guidance.

Extensions are normally granted for either 7 or 14 days from the date of the original submission if the assessment task allows this. **Work submitted after 2 weeks (14 days) from the ORIGINAL submission date will be treated as a non-submission and not be marked.** Extenuating Circumstances may be applied for, in line with Appendix M Policy of Extenuating Circumstances.

Further information about exemption from late penalties and extensions can be found in the Code of Practice on Assessment.

Procedures for Handling Extenuating Circumstances Claims

Extenuating circumstances (ECs) are usually short-term, unforeseen circumstances which have affected performance in assessments (whether an examination, essay, practical or other form of assessment).

If you miss an examination or an assessment deadline for reasons beyond your control and/or believe that extenuating circumstances may have affected your performance in assessments and examinations, you will need to submit an Extenuating Circumstances application.

You can access the full Policy on Extenuating Circumstances in Relation to Performance in Assessments and Examinations here:

Code of Practice Appendix M - Policy on Extenuating Circumstances in Relation to Performance in Assessments and Examinations
Code of Practice Appendix M Annex 1: Policy on Extenuating Circumstances: Guidelines for Students and Staff

If you feel that your academic performance may genuinely suffer due to legitimate extenuating circumstances, you should speak with your Academic Advisor or with a member of the School's Learning Teaching & Support Office (shsltso@liverpool.ac.uk) so that we can identify the best way to support you.

Addressing Extenuating Circumstances

If the University accepts that you have experienced extenuating circumstances **and** that they affected your performance in an assessment then the following options may be available:

> **Removal of resit 'cap'**
> If you failed the affected component/module(s) you may be permitted to resit them without your resit mark being capped at the usual 40% (UG) and 50% (PG)
>
> **Resit to improve grades**
> You may be permitted to resit components/modules that you have passed in order to improve your grade
>
> **Degree classification**
> The Undergraduate Examination Board may take extenuating circumstances into account when determining your final degree classification. This will **not change** your transcript mark for any module which you feel was affected by those circumstances

Evidence and Procedure

In all cases students must provide independent documentary evidence. Without it your application may be rejected. If you claim that you have been experiencing medical problems the extenuating circumstances application form will ask you to provide things like medical notes from doctors, or a consultant's report. Other types of application may require things like police reports, insurance reports etc. You will be required to explain precisely how and when your academic performance was affected e.g. which semesters and modules.

All Extenuating Circumstance applications are processed online and are initially reviewed by a small team and when appropriate sent on to the Extenuating Circumstances Committee for discussion.

The Extenuating Circumstances Committee will look carefully at the nature of the circumstances, the evidence supporting the student claim, the relevant time period, and any evidence of impact on performance. Here are some examples of occurrences which may be accepted as extenuating circumstances, and others which will not:

Usually not accepted	May be accepted with prior evidence
IT problems with your personal computer	Family bereavement
Lost files	Mental health issues
Financial suspension	Physical health issues
Pressures caused by outside work commitments	Serious illness of family member
Examination stress	
Issues accounted for in a Personal Support Plan	
Misreading the exam timetable	
Events such as holidays and weddings	
Failure to plan effectively	
Having more than one exam on one day	
Having multiple coursework deadlines on one day	

Completing an Online Application

There is an [online application process](#) and student should use the following site to make an application for extenuating circumstances:

https://exc.liverpool.ac.uk/CwiAccount/Login

Advice on Exemptions from Late Penalties, Extensions and Extenuating Circumstances

Students are advised to seek advice from the School Learning Teaching Support Office (shsltso@liverpool.ac.uk), which can provide assistance with forms and outline processes to be followed.

Marking criteria and descriptors

PG Marking criteria and descriptors

Marking Descriptors are used in marking all levels of work for assignments/coursework based assessments. Marking descriptors can be found in the School of Allied Health Professions and Nursing course in CANVAS. Class Tests/Examinations which use different marking criteria to SHS marking descriptors can be found in the appropriate CANVAS module.

A system of *anonymous marking* of scripts will be used, where practicable, for any assessed coursework or examination, which contributes 30% or more to a module/element of a programme mark.

Moderation of the marking of the internal examiner(s) will be undertaken in the following circumstances and according to the following rules:

- Except in circumstances where there is a detailed marking scheme for the assessment which has been developed in conjunction with another examiner not involved in the setting of the assessment and which has the assent of the external examiner and whose operation is monitored by the Board of Examiners in consultation with the external examiner, any component of the assessment of a module (i.e. assessment task) that contributes 20% or more to the overall module mark will be moderated.

- Where moderation is carried out, 25% of all scripts will normally be examined by the moderator. Where there are fewer than 40 scripts, a minimum of 10 scripts will be examined. Scripts covering the range of achievement will be considered. The moderator will check both standards and consistency of marking, particularly at the borderlines.

- If there are two examiners for an assessment, each will mark half the assessments and moderate the other half. In some instances, a third person will moderate all scripts.

- If the moderation indicates that the marking is inconsistent, *all* scripts will be re-marked. If the moderation indicates that the level of the marks awarded was incorrect, the marks should be scaled appropriately.

-
Compensation will normally operate between components of a module assessment unless otherwise stated in the module information contained in CANVAS. Compensation will not normally operate between modules or for failed practical components.

Penalties for word-counts

For written assignments that have a ***recommended number of words***, students should submit work that does not exceed this figure. Assessors will stop marking beyond the permitted word length + 10%. <u>Unless stated otherwise in specific assessment guidelines</u>, tables, diagrams, references, reference list/bibliography and appendices are not included in the word count.

General Feedback Policy

Feedback is used to refer to comments (whether written or oral) given by assessors to students on an assessment task.

- Formative feedback is designed to provide you with feedback on progress and inform development and may include written feedback, oral class feedback, online assessment exercises, computer generated feedback, peer feedback or self-assessment.
- Summative feedback provides a measure of achievement or failure in respect to your performance to the intended learning outcomes of that module or programme.

The University of Liverpool considers three working weeks to be an appropriate timescale for providing feedback in most circumstances. Where it is impossible to adhere to these timescales you will be informed, and the feedback will be provided for you to improve on your performance in subsequence assessments. You are strongly advised to read and reflect on the feedback given to allow you to improve on subsequent assessments.

Each programme for each year provides an 'Assessment and Feedback Calendar' that details formative opportunities within a module, the summative submission dates for assessments (not examinations) and provision of feedback. This is issued at the beginning of the academic year in your programme CANVAS module.

When assessed work has been returned to students it is the responsibility of the student to retain that work as evidence in the event of an appeal. The University does not require that examiners should provide feedback to students on formal summative examinations and examination scripts are not returned to students. However, if written comments have been made on a student's examination script, the student concerned may apply through the normal Data Protection procedures to receive a copy of those comments. Further details of the Data Protection Policy can be found at http://www.liverpool.ac.uk/dp/dppolicy.htm.

Process for obtaining feedback following formal examinations

If you wish to view your examination script, you should contact the relevant module leader and arrange an appointment. You will be allowed to view your examination script and receive feedback during that appointment.
Generic group feedback will be available for all students, and will be posted on CANVAS within the module information. Generic feedback will include a general commentary of students' performance including identifying common strengths and weaknesses.

Process for obtaining feedback on coursework submitted to CANVAS/SpeedGrader

You will be able to access feedback on any items submitted to CANVAS/SpeedGrader by clicking on the Assignment tab. The module in CANVAS will indicate when feedback will be available; you are reminded that

any awarded marks shown are provisional and subject to ratification at the end of year Examination Boards. Any comments posted on SpeedGrader by students following the release of feedback will not be read nor commented on; you are advised to contact the relevant module leader if you would like to discuss further.

Code of Practice on Assessment

The University has a Code of Practice on Assessment which brings together the main institutional policies and rules on assessment. The Code is an authoritative statement of the philosophy and principles underlying all assessment activities and of the University's expectations in relation to how academic subjects design, implement and review assessment strategies for all taught programmes of study.

The Code of Practice includes a number of Appendices which provide more detail on the regulations and rules that govern assessment activity; these include:

- The University marks scale, marking descriptors and qualification descriptors;
- The framework for modular, postgraduate programmes;
- Information about students' progress, including guidance for students;
- The procedure for assessment appeals;
- Regulations for the conduct of exams;
- The University's policy on making adjustments to exam arrangements for disabled students.
- The code of practice relating to external examining (see also below)
- The Academic Integrity Policy, which covers matters such as plagiarism and collusion and includes guidance for students;
- The policy relating to extenuating circumstances which explains what you should do if you have extenuating circumstances that have affected assessment; and
- The policy on providing students with feedback on assessment.

Please click here to access the Code of Practice on Assessment and its appendices; this link will also give you access to assessment information that is specific to your cohort.

Variations from the code of practice for assessment if applicable

Code of Practice on Assessment (CoPA), Appendix C, University Framework for Postgraduate Modular Provision, section 5.2 allows for compensation in up to 20 credits where a mark of 40-49% is achieved.

CoPA Appendix C, Glossary of Terms: requires the mandatory status of modules to be used sparingly.

Exemption approved to allow 140 credits to be mandatory (non-compensatable). Approved by AQSC chair's action 03-Nov-21

CoPA Appendix C sets out a programme structure with the master's dissertation being the last assessment. The End Point Assessment (EPA) in this programme is after the dissertation, in accordance with the requirements of the English Skills Funding Agency Standards for Advanced Clinical Practitioner. Exemption approved to allow the EPA after the dissertation. Approved by AQSC chair's action 03-Nov-21.

Progress

A student is permitted to proceed with their approved programme of study **only** if acceptable progress is made. This will be evidenced by satisfactory attendance, by maintaining satisfactory results in relevant assessments and by the proper completion of such other work as may be allotted to the individual concerned. Ordinances governing programmes within the School of Allied Health Professions and Nursing are:

Diploma in Higher Education
Certificate in Higher Education
Degree of Bachelor of Nursing with Honours
Degree of Bachelor of Science with Honours
Degree of Bachelor of Science (Health Sciences)
General Ordinance for Modular Master's Degrees, Postgraduate Diplomas and Postgraduate Certificates

For all postgraduate programmes the following general progress requirements and procedures are applied:

- All elements of module assessment must normally be attempted, and the minimum declared pass mark in all elements of the assessment must be achieved before the student can receive the award of qualification.

- A student who fails in an assessment will normally be allowed to resubmit work or enter for the re-sit examination on one further occasion. The resubmitted work or re-sit examination will not be credited with more than the minimum pass mark for that element of the assessment process.

Failure and Re-sitting/Retaking of Assessments

The resitting or retaking of any academic assessments normally occurs at the next available opportunity. The resit period for most exams occurs during a designated two week period in August each year. Holidays and employment should be arranged to allow for this.

The maximum mark which can be achieved at re-sit is 50%. For modules which have components which are not compensatable, the failed component(s) must be re-sat. Students who have failed a component of a module and then pass the component as a resit will have the module mark capped at 50%.

Examination/Assessment Marks

For each individual assessment task the module information contained in CANVAS provides details of:

- the proportion of the marks allocated to different parts of the assessment (if appropriate);
- whether or not failure in the assessment may be compensated for by higher marks in other components of the module.

For every assessment component contributing to an award of the University one or more internal examiner(s) are appointed. The internal examiner is responsible for marking the assessment in relation to the stated criteria for the assessment, any agreed marking scheme and the qualitative marking descriptors and marks scale.

Re-sitting Modules

When students are repeating a module without attendance, the following guidance should apply:

In principle, students should have the same support as would be available for any re-sit attempt.

Specifically:

• Students should have access to all module materials available on CANVAS;
• Students are entitled to one face to face tutorial meeting with the module leader for each of the failed modules. The purpose of the meeting is to review the failed piece of work (if one was submitted), and to plan for the re-sit opportunity;
• The student should be allowed to submit a draft plan of the assignment/complete practice examination questions, in line with guidance agreed within the Programme;
• Students are also entitled to one meeting with their Liaison Academic Tutor.

Final Year Examinations/Assessments and Degree Classification

The degree classification will be determined according to a system based on the University-wide system. This will use an overall average of the weighted marks for level seven as the first indicator of the degree classification, with a system of profiling being employed in cases of students whose averages are at the borderline between classifications.

Student Support

Student Services

The University's Student Services offer comprehensive support and welfare services to students. To access any of our services visit: https://www.liverpool.ac.uk/studentsupport

You can contact Advice and Guidance via advice@liverpool.ac.uk or 0151 795 1000. https://www.liverpool.ac.uk/studentsupport/advice/

The University also has a free 24/7 support service through Health Assured which students can access directly, ring 0800 028 3766.

You can also download the app 'My Healthy Advantage' Download the app free from Google Play or the App Store.

• Enter the user code: Wellbeing
• Enter the password: MHA187679

It will then ask you to create your unique log in data

Students can independently contact central Student Support Services at any time during their studies; more information is available here: Student Support

Learning and Teaching Support Office

The Learning and Teaching Support Office can help if you are experiencing difficulties with any aspect of University life. The Learning and Teaching Support Officer(s) will be able to provide advice and support with welfare and pastoral concerns, ensuring that you are guided to the most appropriate specialised support for your needs. If you are experiencing any difficulties or have any concerns, we would encourage you to get in touch with the LTSOs at the earliest opportunity.

The LTSOs currently offer face-to-face, online, and telephone appointments which you can book using the below link:

https://bookings.liverpool.ac.uk/ or scan QR Code

Contact: shsltso@liverpool.ac.uk

Disability Support (as it operates in the School)

The School of Allied Health Professions and Nursing has an Equality, Diversity, and Inclusion Lead (Nikki Baker Nicola.Baker@liverpool.ac.uk) who has a responsibility to ensure that dyslexic and disabled students are offered the most appropriate and suitable support.

Each programme within the School has an Equality, Diversity and Inclusion Contact (EDI). This is an academic member of staff whose role is to work collaboratively with The University Disability Support Team and disabled/dyslexic students in developing support strategies in line with the specific needs of individual students.

If you have, or think you may have, a specific learning difficulty such as dyslexia, a physical impairment such as poor mobility or a mental health issue such as anxiety, then contact the relevant member of staff in order to ensure that appropriate support strategies can be implemented.

You can find the contact details for the disability contact for your programme listed on the staff key contacts page in your programme specific handbook.

Academic Advising and Student Success framework

The framework focuses on a team approach to supporting students.

Academic Advisors
All apprentices will be allocated an academic advisor, as well as having a clinical skills coach to support throughout the apprenticeship.

Peer Mentors

Peer Mentors are existing students who have been recruited by the University and specially trained to provide a 'near peer' welcome to new students during the first few months at university. They will help students to settle into their new surroundings while assisting in the transition to higher education. Peer Mentors are based within Schools and will focus on:

- Improving retention
- Reducing feelings of isolation
- Increasing belongingness within the University community
- Strengthening cohort identity and developing key friendships at an early stage

Student Experience Teams

Student Experience Teams are based in Schools and are the main point of contact for advice and guidance unrelated to academic progress in a number of areas, including:

- Timetabling
- Module Registrations,
- Assessment arrangements
- Extracurricular and placement activity
- Welfare and pastoral queries or concerns, e.g. extenuating circumstances
- Student mobility including Semester Abroad, Year in China, Year Abroad, Year in Industry and Summer programmes

The Student Experience Teams can be contacted via email:

Student Experience Team	seoshs@liverpool.ac.uk
PG Apprenticeship Programme Team	ACPL7@liverpool.ac.uk
Learning Teaching Support Office (LTSO)	shsltso@liverpool.ac.uk

You can also visit your Student Experience Office which is located on the Ground Floor of the Thompson Yates Building.

Students

You are expected to engage pro-actively with your Liaison Academic Tutor, Student Experience Team and Peer Mentors (if appropriate). You will also take responsibility for making and implementing plans, reviewing your achievements and reflecting on your progress in order to enhance your student experience with us and maximise your attainments and employability.

Attendance

Attendance and engagement with your programme of study is crucial to the successful completion of coursework and examinations, and therefore your progress from one year to the next, and ultimately, your achievement of your degree and its classification. Students who do not attend timetabled teaching and engage fully in their studies are likely to struggle academically.

Attendance and engagement is also very important for your personal wellbeing, as attending teaching and staying engaged with your course, your peers and your tutors ensures you have a healthy support network.

The University expects students to **attend** all scheduled learning sessions associated with each module or programme which they have elected to pursue, and to **engage** with the relevant learning and support resources made available to them.

Attendance means being present at scheduled learning, teaching and other activities required by the module and/or programme. This **may** include:

- Physical attendance at face-to-face scheduled teaching and/or other learning events as required by the module and/or programme (e.g. lectures, seminars, laboratory sessions, tutorials, field trips, placements and examinations);
- Virtual attendance at scheduled synchronous online teaching and/or other learning events as required by the module and/or programme (e.g. synchronous participation in an online seminar or tutorial).

Engagement encompasses engaging with, and participating in, guided independent or group study activities, assessment and feedback, and any other activities required by the module and/or programme. This **may** include:

- Submitting formative and/or summative assessment;
- Accessing and/or interacting asynchronously with online learning materials (e.g. lecture recordings, learning materials) and/or completing tasks in virtual learning environments;
- Attending (physically and/or virtually) meetings with Academic Advisors.

We monitor attendance through the Student Attendance System. The member of staff leading a teaching session will issue an attendance code through the timetabling system which you must use in the University of Liverpool attendance app or on a desktop computer during the session to demonstrate you are in attendance.

If you are not attending as we expect, we will contact you at your University email address to ask if we can offer you any support and to discuss how to help you to improve your attendance. If your Academic Advisor or Student Support Office contact you to ask you to discuss your attendance, it is very important that you respond. Ultimately, failure to attend teaching as expected can impact your ability to progress to your next year of teaching. If your attendance continues to be a concern your School will contact you to discuss this further.

In serious cases of a lack of attendance and engagement you may be referred to a Departmental/School Progress Panel acting on behalf of the Board of Examiners who can recommend that your studies are terminated.

Falsifying attendance

As we have described above, the University monitors attendance in order to support students' academic success and wellbeing. There is nothing to gain in attempting to falsify attendance registration. Students must only register their attendance when they are in attendance in a teaching session on campus or online. Any attempt by students to falsify their attendance registration will be deemed misconduct in line with the University's Policy on Student Conduct and Discipline,. https://www.liverpool.ac.uk/student-

administration/policies-procedures/conduct-discipline/ Please note the Student Conduct and Discipline Policy is currently being updated, links to the new policy will be available on the Student intranet.

Students must only record their **own** attendance at scheduled sessions. If a student is identified as having fraudulently recorded attendance for another student or students, then all students involved will be dealt with in line with the University's Policy on Student Conduct and Discipline.

For those students on clinical programmes, falsifying attendance monitoring may result in a referral to the University Fitness to Practise Policy and Procedures and/or the Faculty of Health and Life Sciences, Health and Conduct Process.

Students believed to have falsified their attendance registration will be emailed reminding that any attempt to falsify attendance records will be deemed misconduct. Students who are found to have falsified their attendance registration for a second time will be invited to an informal meeting in which guidance will be provided on registration of attendance. This is also a wellbeing opportunity to ensure that student's ability to engage with their studies is not being affected by external factors leading to their attempts at falsifying attendance records. Should students fail to respond or attend this meeting and make no attempt at re-arranging, then the School or Department will have no option but to invite the student to a summary jurisdiction meeting for consideration of formal or final warnings. This would also apply if a student is found to have falsified their attendance records on a third occasion.

Notification of Absence 2023-24

Linked to the Student Attendance System is a system for notifying your School of recent or upcoming absence from teaching.

If you are unwell, you should use this system to self-certify your illness at your earliest opportunity. You may self-certify absence due to ill health a maximum of twice per semester.

There may be other reasons you are unavoidably absent, or intend to be absent. For example:

- Medical appointment;
- Parental or other caring responsibilities;
- Bereavement or other compassionate grounds;
- Unforeseen domestic (or other) emergency;
- Appointment with Police or visa authority for immigration purposes;
- Interview (e.g. for a placement or internship), or other career-related appointment;
- Jury service;
- Disability (in accordance with Student Support Plan[1]);
- Approved University visits, events, workshops and/or conferences.

This list is not intended to be exhaustive. You may use the absence system to notify your School or Department of your absence in advance. Your School or Department **will not verify** whether your absence will cause, or has caused, you to miss vital teaching, or to miss assessments; this is your responsibility. You will be notified within the system that your report of absence has been noted and will be used as context in considering your attendance and engagement record should you fall below the required attendance for your Programme. However, **this does not** constitute approval for you to miss specific teaching and assessment.

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[1] Information Regarding Reasonable Adjustments and Support for Disabled Students is available at
https://www.liverpool.ac.uk/hr/diversityandequality/supportforstudents/

If you have been unavoidably absent from teaching and you feel this will or has impacted your performance in assessments, or if you have unavoidably missed an assessment, **you must** follow the procedures for applying for extenuating circumstances, as laid out in Appendix M of the Code of Practice on Assessment: Policy on Extenuating Circumstances in Relation to Performance in Assessments and Examinations.

Merely having notified your School or Department of your absence using the absence system does not constitute a formal application for extenuating circumstances to be taken into account, and if you do not submit such an application, you may be denied a resit opportunity, or your resit opportunity may be capped as a second attempt.

We expect you to schedule leisure activities - for example holidays - outside term-time, and outside assessment periods.

Notification of Sickness

During the academic year you must provide evidence to support any Extenuating Circumstances claim or Exemption of Late Policies application due to sickness. Please see appendix_M_Annex1_cop_assess.pdf (liverpool.ac.uk) for more information.

Break in Learning / Suspension of Studies

Students wishing to suspend their studies are advised to discuss this with the Programme Leader who can advise on the process to be followed.

If a student suspends their studies on medical grounds, prior to their re-commencing their studies it is usual practice for a referral to be made to Occupational Health for an assessment of the student's fitness to practise.

Fitness to Practise

Students on professional programmes are subject to the usual University procedures regarding academic progress and discipline. In addition, students of the School of Allied Health Professions and Nursing are subject to the Fitness to Practise Procedures. Details of the Fitness to Practise Procedures can be found in Your University Handbook.

As a health professional student, the University expects students to abide by the Code of Conduct of the Regulatory Body and the Code of Professional Practice/Conduct and Ethics of their profession. As such they are expected to behave in a professional, ethical and moral manner. Students also have a responsibility to inform members of academic staff within the School, in confidence, if they are aware or concerned about another student who is abusing drugs or alcohol.

Student Consent for Taught Practical/Experiential Sessions

Taught practical sessions are an integral component of the undergraduate programmes and some of the taught postgraduate programmes and some of the Continuing Professional Development modules in the School. In this context, practical sessions include hands-on practical activities such as manual handling and the practise of professional techniques on other students (examples - interviewing, role play, physiological testing, diagnostic techniques and therapeutic modalities). You will be asked to complete an on-line consent form on an annual or session basis in accordance with the individual professional requirements.

Student representation and feedback within the School

Staff Student Liaison Committees

Staff-Student Liaison Committees are established in accordance with the University Code of Practice on Student Representation available Here

Staff-Student Liaison Committees will normally meet at least three times a year. The membership, its terms of reference, and the manner in which it conducts its business will conform to the requirements of the Annex to the Code of Practice on Student Representation. Elections to the Staff-Student Liaison Committee will be carried out within the structure determined by the University Student Representation Steering Group, and Programme Representatives will be encouraged to attend the training provided for them by the Guild of Students. More information about becoming a student representative is available here: Course Representatives

The School tries to be as open as possible in the way it runs, and students are encouraged to make their views heard. This is not to say every opinion will be acted upon because ultimately academic staff are responsible for using their judgement about how their subject should be taught and assessed. But student opinion will always be listened to and seriously considered.

Representation on Committees

There are committees at Faculty and School-Level and both include student representation. Committee reps are usually recruited through the SSLCs and you will hear more about these opportunities at the first SSLC. You can also find out more by contacting the Faculty Student Voice Coordinator for the Faculty of Health & Life Sciences (Emily Atherton - Emily.Atherton@liverpool.ac.uk) is based in the Guild but works very closely with staff in the Faculty.

Other ways a student can get their opinion heard

Students have a variety of ways to have their opinions heard within the School. Each programme will hold Student Forums where issues directly related to programmes of study can be raised with academic staff. There is also an opportunity for students to sit as representatives on Programme Management Groups, where curriculum/programme development is discussed. In addition to this, all students complete module and end-of-year evaluations which feed directly into planning curriculum change within the School.

Opportunities for CV enhancing activities

The My Liverpool interactive resource is a website where students can find out about a wide range of co- and extra- curricular activities that they can take part in to make the most of their time at Liverpool. These opportunities include sports, music, volunteering, mentoring, taking an additional course, learning a new language, being a Student Representative, joining a sports club or any of the 150+ Guild societies, and many more. The My Liverpool e-Portfolio system provides students with a summary of co- and extra- curricular activities that they have taken part in lasting more than 7 hours, and which will also include the opportunity for students to reflect on the skills developed through participating in these activities. Activities from the My Liverpool e-Portfolio will populate the Higher Education Achievement Reports (HEARs.)

Global Opportunities

As part of your degree programme you may have the opportunity to study abroad. Studying abroad has huge personal and academic benefits, as well as giving you a head start in the graduate job market. We

share good links with a wide range of worldwide exchange partners, resulting in many opportunities for students. More information is available here: Global Opportunities

Open Languages

Open Languages gives students the chance to study a language alongside their named degree programme. Students can start as a beginner, intermediate or advanced learner and progress accordingly depending on their previous experience with the language.
More information is available here: Open Languages

What is a Degree Apprenticeship?

A degree apprenticeship gives you the opportunity to gain an undergraduate degree or master's degree while you work, your degree is fully paid for so there is no cost to you and you will earn a salary while completing your undergraduate or master's degree.

Through the Apprenticeship, you will gain the skills, knowledge, and behaviours you need for your immediate job and future career. You will gain, through a wide mix of learning in the workplace, formal off-the-job training, and the opportunity to learn and practice new skills in your workplace environment.

Your Learning Journey

Undertaking an apprenticeship is a huge commitment and we aim to ensure that your chosen programme is suitable for you, and you are able to achieve all requirements of the programme.

Initial Assessment (Skills Scan)

This helps us and you to identify your starting point. It considers your job role and responsibilities and your existing confidence/level against the skills, knowledge and behaviours of your chosen apprenticeship standard.

Recognising Prior Learning

By letting us know any previous qualifications that you have achieved we may be able to offer you an exemption from parts of your programme such as maths and English or key areas of the apprenticeship standard where you may already have extensive experience or qualifications. This helps us to build your training plan and may mean we can reduce the duration and/or cost of your apprenticeship.

Maths and English Initial Assessment

All apprentices will be supported to develop their maths and English skills. You will undertake an initial assessment before the start date of your programme, to identify the levels you are currently working at.

If you have not already achieved your English and/or maths at the required level to complete your apprenticeship, you will study these subjects as part of your programme. If you are required to complete functional skills, will complete a further diagnostic assessment prior to starting your functional skill qualification(s).

The University of Liverpool work with Wirral Metropolitan College to deliver the functional skills element of the apprenticeship, where required. You will have the option to study online via the college Virtual Learning Environment or to attend face to face sessions at Wirral Metropolitan College.

Functional skills will be started at the earliest opportunity at the beginning of your apprenticeship, with the aim to have these completed by the end of year 1. The functional skills programme is 12 weeks for English and 12 weeks for maths.

Induction

Your Skills Coach, Lecturers and Programme Leader will induct you onto your apprenticeship, ensuring you have access to all the information you need at the start of your programme and right up until you achieve.

They will ensure you are inducted into your workplace, ensuring you have been made aware of the policies and procedures relating to your employment as well as ensuring you complete a University of Liverpool induction, covering topics including Safeguarding, Prevent, British Values and Health & Safety. You will also be introduced to a wide range of resources and information that you may choose to refer to & use on your journey.

On-Programme

The results of your initial assessments will be used to plan your learning programme up to the point of your End Point Assessment. You will be set clear targets to achieve before your next progress review and your achievements will be recorded so that you and your employer can see the progress you are making.

You will engage in a variety of different delivery activities, for example, attending classes/sessions at university, participation in group or 1-1 activities via Microsoft Teams, workplace visits and independent study. This will be discussed with you at the start of your apprenticeship.

Progress reviews

Formal Progress Reviews are scheduled approximately every 10 weeks with you, your line manager/mentor and your Skills Coach.

At the start of your apprenticeship, you will have a progress review during week 6, at which point your skills coach will also review your skills scan.

Your reviews monitor your progress and set targets against the skills, knowledge, and behaviours of the apprenticeship standard, off the job activity and functional skills, as well as checking on your wellbeing, careers advice and any support needs.

Resources

We have a wide range of resources available to support you through your apprenticeship. Our Virtual Campus - Canvas is our University resource which will allow you access to:

- e-books
- Digital resources
- On-demand courses
- Support resources
- And much more!

Off the Job Training

Off-the-job training is a statutory requirement for an English apprenticeship. As your apprenticeship provider, we must verify that the off the job training delivered to you, as the apprentice meets the following definition:

''It is training which is received by the apprentice within their practical period, during the apprentice's normal working hours, for the purpose of achieving the knowledge, skills and behaviours of the apprenticeship they are undertaking. By normal working hours we mean the hours for which the apprentice would normally be paid, excluding overtime.''

This training will underpin the knowledge, skills and behaviours set out in the apprenticeship standard so that you can achieve occupational competence.

You will be required to record the activities you undertake during this off the job time, and submit this record to Bud, our apprenticeship software system, at the end of every month.

What can be included?

Off the job training delivers new skills that are directly relevant to the apprenticeship standard. Off-the-job training can include:

- The teaching of theory (e.g. lectures, role playing, simulation exercises, online learning and manufacturer training);
- Practical training (e.g. shadowing, mentoring, industry visits and participation in competitions);
- Learning support;
- Time spent writing assignments; and
- Revision (where this is specifically required for achievement of the apprenticeship)

To be eligible for government funding, you, as the apprentice must spend at least 20% of your normal working hours (capped at 30 hours per week for funding purposes only), over the planned duration of the apprenticeship practical period, on off-the-job training. This means that the minimum requirement, for apprentices working 30 hours or more per week is an average of 6 hours of off the job training per week (i.e. 20% of 30 hours) over the planned duration (practical period).

End Point Assessment

The End-Point Assessment is the final stage of the apprenticeship. It is designed to be an objective and impartial assessment of an apprentice's knowledge, skills and behaviours. Activities are different for every apprenticeship, but they all follow the same overall structure.

You will be preparing for your End Point Assessment from the very beginning of your apprenticeship, building your EPA portfolio. Once you have completed all of the elements required for your apprenticeship and at the end of your practical period, you will have a Gateway meeting with your skills coach, lecturers or programme lead and your employer/mentor to ensure all parties agree that you are ready for your EPA.

Following the Gateway meeting, you will progress to complete your EPA.

As this is an integrated degree apprenticeship, the EPA is delivered by the University of Liverpool, this is delivered and conducted independently from your Advanced Clinical Practice delivery team.

The End Point Assessment Organisation will demonstrate an independent assessment process. An independent assessor who has not been involved with on-programme learning and assessment must be appointed to conduct the EPA.

During the assessment period, you will undergo several assessments over a set period of time, which will be led and graded by an independent End-Point Assessor.

Overview of end point assessment methods

Method	Area Assessed	Contribution to final grade	Duration/length	Assessed by	Grading
Open Book Examination	• Advanced Clinical Practice	50%	2 hours	End-point Assessment Organisation independent assessor	Pass Merit Distinction Fail
Presentation of practice	• Advanced Clinical Practice • Education • Clinical Leadership • Research	50%	1,500 word (+/- 10%) clinical practice change report 35 minutes presentation (+/- 10%)	Independent assessment panel comprising • independent assessor • independent university representative	Pass Merit Distinction Fail

Your Training Plan

The purpose of your training plan is to clearly outline the roles and responsibilities of the employer, the apprentice and the provider throughout the apprenticeship programme.

Your training plan will also outline the qualifications and modules you will be working towards and how these will be delivered, the knowledge, skills, and behaviours within the apprenticeship and how these map to the qualification and any other activities you are required to complete during your apprenticeship. These will include Safeguarding, Prevent & Fundamental British Values activities.

Absence from programme

Whilst on your programme, you should follow your company requirements and report absences as instructed by your employer. Timekeeping and attendance will be dealt with following their policies and procedures. However, these are professional behaviours you will be expected to demonstrate on your apprenticeship, and you will be expected to inform your skills coach or lecturer if you are going to be absent from any lectures/sessions at university, by 10am on your day release day.

If your personal circumstances change during your time on the apprenticeship such as illness, accident, pregnancy or change of employer, please contact your skills coach as soon as possible to inform them of any changes and discuss the possibility of a break in learning, should this be appropriate.

A break in learning can be put in place to support you if you need to take some time away from your studies for reasons such as illness, injury, an operation where you are expected to be absent for at least 4 weeks, for a maximum of 3 months initially. This will then be reviewed.

If you require a break in learning due to maternity leave, the duration will be dependant upon the length of time you are taking for maternity leave.

If you change employer, we will need to be made aware of this at your earliest opportunity and whether your new employer is supporting you to continue your apprenticeship. We can then contact them and update your records accordingly.

Additional Support Needs

All apprentices are invited to declare a learning difficulty/disability when they enrol. If you do, the Disability Advice & Guidance (DAG) team will be notified, and you will be contacted. In order for an apprentice to access Additional Learning Support you should ideally have evidence of a specific learning difficulty (SpLD), disability or medical condition.

If you **do not** have a formal diagnosis, but suspect that you may have difficulties, a referral can still be made and DAG can carry out additional screenings and interviews as a way of gathering further evidence.

Please make sure you discuss this with your skills coach or lecturer at recruitment/enrolment stage.

The type of support that can be offered includes:

- Exam Access Arrangements/reasonable adjustments
- Additional time for assessments/exams
- Additional tutorials - Online as a standard
- Additional tutorials - Face to face, if required as part of their plan
- Access to and support with using supportive software and technology

You can find out more about all of our Support Services on the university website

Student Services - Student Services - University of Liverpool

Student support - School of Life Sciences - University of Liverpool

Careers

At any time during your apprenticeship, we can offer you guidance and support about opportunities for further and additional training, progression to another apprenticeship, CPD and career progression. Our careers support is outlined on the university website

[Careers and Employability - Careers and Employability - University of Liverpool](#)

Safeguarding

The University of Liverpool takes its responsibilities towards apprentices and students very seriously. We ensure that employers and the university will:

- Create a safe environment for apprentices,
- Ensure that all staff have the appropriate DBS checks (where relevant),
- Fully brief/train all staff who are working with apprentices about their responsibilities regarding safeguarding and prevent.

If you are worried about something that is happening to you and you don't feel safe, please talk to your employer, skills coach, lecturer, or a member of staff at the university who you trust.

Prevent

Prevent is part of the Government's anti-terrorism strategy and is intended to stop vulnerable people being groomed, radicalised and drawn into terrorism or violent extremism. You will be introduced to this further through your induction activities. If you have any information or concerns about suspected terrorist activity you should report this to the police.

At the University of Liverpool, we consistently strive to ensure a safe environment for our community by training staff, raising awareness of associated dangers with students and ensuring appropriate support is implemented for anyone who becomes involved in or is affected by violent extremism.

Fundamental British Values

The five Fundamental British values are defined as;

- Democracy
- The rule of law
- Individual liberty
- Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

These are the five fundamental values that have been developed by the UK government in an attempt to create social unity and prevent extremism.

The University of Liverpool encourages all students and staff to respect other people with particular regard to the protected characteristics set out in the Equality Act 2010. Employers and skills coaches and lecturers are expected to support apprentices in their development in relation to Fundamental British Values.

Bullying & Harassment

This can take many forms and can include unwelcome physical, verbal or non-verbal conduct such as sexual advances, physical contact, gossip, obscene posters and gestures etc. If you feel you are being bullied or harassed at university or at work you should report this to your manager/mentor, skills coach or lecturer.

Accidents at Work

In relation to RIDDOR, an accident is a separate, identifiable, unintended incident, which causes physical injury. This specifically includes acts of non-consensual violence to people at work.

> **If you have an accident or near miss you must notify your Skills Coach, Programme Lead or university contact immediately.**

Feedback

If you have a compliment, comment, or complaint, you can share your feedback with us at any time through your skills coach, lecturer or programme lead.

Informal advice about the Student Complaints Policy and Procedure may be obtained from the Academic Compliance Team in Student Life, email actadmin@liverpool.ac.uk, or from the Guild of Students guildadvice@liverpool.ac.uk.

All details are outlined in our student complaints policy.

Student complaints - Student Administration - University of Liverpool

The Student Charter sets out the general entitlements and responsibilities of students. If you believe you have a legitimate complaint, you should refer in the first instance to the Student Charter to clarify what is reasonable for you to expect from the University in the relevant area, and whether you have discharged your corresponding responsibilities. If you do not know who is responsible for a particular area or how to contact them, your School Support Office or the Guild of Students will help you.

If, having consulted the Student Charter, you wish to proceed with a complaint, you may invoke the Student Complaints Policy and Procedure. The Student Complaints Policy and Procedure sets out how students may seek to have their complaints addressed. It should be recognised that the vast majority of student complaints can be handled fairly, amicably and to the satisfaction of all concerned on an informal basis. There are two stages contained within the Student Complaints Policy and Procedure to allow escalation should a student consider that such an issue or concern has not or cannot be resolved informally.

Advanced Clinical Practitioner (Integrated Degree) Apprenticeship Overview

In order to successfully achieve your full apprenticeship, you will be required to complete the following:

- Knowledge, Skills & Behaviours set out in the Apprenticeship Standard
- MSc Advanced Clinical Practice
- Functional Skill English (or provide evidence for exemption)
- Functional Skill maths (or provide evidence for exemption)

The integrated degree apprenticeship, MSc Advanced Clinical Practice element, comprises of 180 credits at level 7. You must complete 6 mandatory modules (120 credits), and 40 credits of optional modules. Optional modules are to be discussed and selected in conjunction with your employer/mentor and Clinical Skills Coach/Lecturer, giving a total credit value of 160 credits, the final 20 credits for the Master's degree are gained by completing the End Point Assessment module, see table below.

Apprenticeship Standard

Overview of the role

Providing clinical care and treatment to patients.

Responsibilities & Duties

As an Advanced Clinical Practitioner, you will:

Have a high level of autonomy[2] and freedom to make decisions about how people should be cared for and treated and act in complex and unpredictable situations.

Use person-centred approaches to taking an individual's detailed history and examine body systems to help you make a diagnosis.

Select, undertake, or request a range of appropriate clinical tests and assessments to help you make a diagnosis.

Initiate and evaluate a range of interventions, which may include for example prescribing of medicines, therapies, and care.

Apply a skillset that may have traditionally been the remit of other disciplines so that you can enhance the care and experience of individuals.

Analyse, interpret and act on the results of clinical tests and assessments and formulate a plan of care, which may include admission to a care setting such as a hospital, referral to settings for another opinion or discharge from services.

Drive service improvements, educate others and provide consultancy services within your scope of practice.

Undertake research activities to develop new knowledge and undertake audit to evaluate and further develop your area of expertise to improve care and services for the people you are treating.

2.Refers to Advanced Clinical Practitioners working to the full scope of their practice.

Qualification Requirements to complete/achieve the Apprenticeship

Apprentices must complete a Master's degree in Advanced Clinical Practice. Apprentices without level 2 English and maths will need to achieve this level prior to taking the end-point assessment.

Entry Requirements

You will hold current registration with one of the statutory regulators of health and care professions.

Knowledge, Skills & Behaviours within the Apprenticeship Standard

Knowledge

Advanced Clinical Practice

1.1 Local, national policies and procedures within your scope of practice, the professional and regulatory codes of conduct relevant to your advanced clinical practice; the importance of working within boundaries of practice; the range of physical, psychological, pharmacological, diagnostic, and therapeutic interventions within your scope of practice.

1.2 The range of physical, psychological and population based assessment methods used within your area of practice and the application of pathophysiology to underpin assessment and diagnosis.

1.3 The causes, signs, symptoms, and impact of physical and mental health conditions within your scope of practice; how to draw on a diverse range of knowledge and critical thinking in your decision-making to determine evidence- based therapeutic interventions.

1.4 How to assess risk in relation to health and wellbeing; the principles of health promotion and prevention; strategies to engage and influence people; the range of health promotion tools available including the importance of therapeutic communication and behavioural change.

1.5 How to plan and manage a defined episode of care within your area of clinical practice, which may include admission, referral, or discharge, to other services; methods and techniques to evaluate interventions and how to use the outcomes to instigate service development.

1.6 Local and national policies, regulatory frameworks, and guidelines for prescribing where appropriate; knowledge of pharmacotherapeutics relative to your scope of practice.

1.7 Strategies to mitigate risk.

1.8 The importance of evidence-based practice and technology, such as genomics, to underpin and inform decisions made about care and treatment.

Education

2.1 Motivational theory and how to apply it to participation in health and social care; the value of empowerment and co-design.

2.2 Your role, responsibility, and motivation to manage your own learning; the range of tools and techniques that can be used to direct own learning, set goals, and evaluate learning.

2.3 The application of teaching and learning theories and models in health and care; how to identify learning needs; organisational and professional roles and responsibilities in relation to life-long learning.

2.4 The importance and impact of organisational culture in learning and development; techniques to influence organisational culture.

Clinical Leadership

3.1 Methods and systems to measure impact of advanced clinical practice.

3.2 The implications and applications of epidemiological, demographic, social, political, and professional trends, and developments appropriate to your clinical practice.

3.3 Theories, techniques and models of leadership and teamwork and how these can be applied across professional boundaries in health and social care.

3.4 The importance and impact of peer review and evaluation in advanced clinical practice.

3.5 Theories, models and techniques which can be deployed across health and social care systems to affect change at individual, team, and organisational level.

3.6 The range of legal, ethical, professional, and organisational policies, procedures, and codes of conduct that apply to your practice.

3.7 The range of evidence-based strategies to manage risk in clinical practice.

Research

4.1 National and international quality standards; the effect of policy on health and social care.

4.2 The range of valid and reliable evaluation and audit methods used in clinical practice.

4.3 The range of quantitative and qualitative research methodologies relevant for use in health and social care; the roles and responsibilities of those involved in research; the range of legal, ethical, professional, financial, and organisational policies and procedures that will apply to your research activities; the importance and impact of research on advancing clinical practices.

4.4 Critical appraisal techniques and how to apply new knowledge effectively to own and others' clinical practice; the importance of integrating research into clinical practice; the range of evidence-based standards, policies and clinical guidelines which apply to own and others' practice.

4.5 The importance of effective governance systems and methods that can be used to ensure systematic documentation is in place.

4.6 The value of disseminating research to advance clinical practice, enhancing the quality, safety, productivity, and value for money of health and care; how to select and use media appropriately to optimise research impact.

Skills

Advanced Clinical Practice

1.1 Practise with a high level of autonomy and be accountable for your decisions and omissions; work in line with your code of professional conduct, professional standards, and scope of practice.

1.2 Assess individuals and families using person-centred approaches and a range of assessment methods, for example including history taking, holistic examination, requesting and interpreting diagnostic tests or conducting health and care needs assessments.

1.3 Use multi-agency and inter-professional resources, critical thinking, independent decision-making skills, problem solving skills and professional judgement to formulate and act on potential diagnoses.

1.4 Assess individuals for risk factors and their impact on health and wellbeing; facilitate and encourage individuals to manage their own health and make informed choices; support individuals with an ongoing plan for preventative and rehabilitative measures.

1.5 Use expertise in clinical reasoning to plan and manage day to day, complex and unpredictable episodes of care; evaluate events to improve future care and service delivery; discharge or refer appropriately to other services.

1.6 Initiate and evaluate a range of interventions which may include prescribing of medicines, therapies, and care.

1.7 Ensure safety of individuals and families through the appropriate management of risk.

1.8 Seek out and apply contemporary, high-quality evidence-based resources and existing and emerging technology as appropriate.

Education

2.1 Recognise and respond to individuals' motivation, development stage and capacity; work in partnership to empower individuals to participate in decisions about care designed to maximise their health and wellbeing.

2.2 Assess own learning needs and engage in self-directed learning to maximise potential to lead and transform care and services.

2.3 Work collaboratively to identify and meet the learning and development needs of health or care professionals; support practice education; act as a role model and mentor.

2.4 Advocate and contribute to the development of an organisational culture that supports life-

long learning and development, evidence-based practice, and succession planning.

Clinical Leadership

3.1 Demonstrate the impact of advanced clinical practice within your scope of practice and the wider community.

3.2 Use your advanced clinical expertise to provide consultancy across professional and service boundaries; drive service development and influence clinical practices to enhance quality productivity and value.

3.3 Provide professional leadership and supervision in situations that are complex and unpredictable; instill confidence and clinical credibility in others; work across boundaries to promote person-centred care.

3.4 Actively seek and participate in peer review of your own and others' practice across traditional health and social care boundaries.

3.5 Identify the need for change; generate practice innovations; act as a role model; lead new practice and service redesign solutions in response to individuals' feedback and service need.

3.6 Establish and exercise your individual scope of practice within legal, ethical, professional and organisational policies, procedures and codes of conduct to manage risk and enhance the care experience.

3.7 Identify and manage risk in own and others' clinical practice; be receptive to challenge and demonstrate the ability to challenge others.

Research

4.1 Engage in research activity; develop and apply evidence-based strategies that are evaluated to enhance the quality, safety, productivity and value for money of health and care.

4.2 Evaluate and audit your own and others' clinical practice and act on the findings.

4.3 Alert individuals and organisations to gaps in evidence; initiate and/or lead evidence-based activity that aims to enhance clinical practice and contribute to the evidence base; support others to develop their research capability.

4.4 Critically appraise and synthesise the outcomes of research, evaluation and audit; apply this within your own and others' practice; act as a bridge between clinical and research practice; promote the use of evidence-based standards, policies and clinical guidelines.

4.5 Develop and implement robust governance systems and systematic documentation processes.

4.6 Disseminate your work through appropriate media to further advance clinical practices.

Behaviours

You will treat people with dignity, respecting people's diversity, beliefs, culture, needs, values, privacy, and preferences, show respect and empathy for those you work with, have the courage to challenge areas of concern and work to best practice, be adaptable, reliable and consistent, show discretion, resilience and self-awareness.

Values

You will be caring, compassionate, honest, conscientious, and committed.

Advanced Clinical Practice MSc Information

Apprentices must complete 180 credits, including seven mandatory modules to successfully complete the Level 7 Advanced Clinical Practitioner Apprenticeship.

Mandatory Modules for the Advanced Clinical Practice MSc;

- HEAL481/4812 Principles of Advanced Practice (10 credits)
- HEAL482/4822 Clinical Skills and the Advanced Practitioner (20 credits)
- HEAL432/2 Clinical Skills in Practice for Advanced Practitioners (10 credits)
- HEAL484 Leadership and Education for Advanced Clinical Practice (20 credits)
- HEAL485 Critical Understanding of Research for Advanced Clinical Practitioners (20 credits)
- HEAL463/2 Research Project (40 credits)
- HEAL464 End Point Assessment: Reflection on Professional Practice (20 credits)

Optional Modules for the Advanced Clinical Practice MSc;

Semester 1 options:
- HEAL403: Negotiated Work Based Learning
- HEAL415: Therapeutic Communication for Advanced Practice
- HEAL447: Clinical Skills and Diagnostics (Adult Cardiovascular and Respiratory in Acute and Long Term conditions)
- HEAL449: Fundamentals of Medical Image Interpretation
- HEAL462: Managing Risk and Vulnerability in Clinical Settings
- HEAL489: Non-Medical prescribing

Semester 2 options:
- HEAL435: Clinical Skills and Diagnostics in Neurology
- HEAL446: Negotiated Work Based Learning
- HEAL4862: Interprofessional Working for Advanced Practice
- HEAL4872: Women's Health for Advanced Practice
- HEAL4892: Non-Medical prescribing

Students will only be able to take HEAL464 after successfully completing 160 credits of modules.

Module Code & Title	Module credit	Semester	Assessment Format	Length	% of module mark
YEAR ONE					
YEAR 1 MANDATORY MODULES					
HEAL481 & HEAL4812 Principles of Advanced Practice	10 credits Level 7	1&2 (Mandatory)	Personal Development Plan. A poster to articulate the development and implementation of Advanced Practice roles to students, colleagues, or service users.	1500 words 1500 words	(40%) (60%)
HEAL482 & HEAL4822 Clinical Skills and the Advanced Practitioner	20 credits Level 7	1&2 (Mandatory)	A 2-hour unseen written exam comprised of section A, MCQs and section B long answer questions. Objective Structured Clinical Examination (OSCE) which will comprise a number of stations (50%)	2 hour exam 3x 30 minutes OSCE stations	(50%) (50%)
HEAL432 & HEAL4322 Clinical Skills in Practice for Advanced Practitioners	10 credits Level 7	1 & 2 (mandatory)	A Personal Development plan. Competency document.	2500 words Pass/Fail	(100%)
HEAL485 Critical Understanding of Research for Advanced Clinical Practitioners	20 credits Level 7	1 (Mandatory)	A critical appraisal of a given mixed methods research paper relevant to Health and Social care using a specified critical appraisal tool. A written report, intended for the relevant Research	4000 word 1500 words	(70%). (30%)

			Lead within the learner's area of practice.		
HEAL484 Leadership and Education for Advanced Clinical Practice	20 credits Level 7	2 (Mandatory)	Creation of an educational resource to demonstrate a critical understanding of leadership in health and social care.	20 minutes	(50%)
			Following production of the educational resource each learner will enter into a professional conversation with peers and academic staff to explain and justify the processes involved with the design and content of the resource.	25 mins + 10 mins of questions	(50%)
YEAR TWO MANDATORY MODULES					
HEAL463/4632 Research Project	40 credits Level 7	1&2 (Mandatory)	Research Project	8000 words	(100%)
HEAL464 End Point Assessment: Reflection on Professional Practice	20 credits Level 7	1&2 (Available in both semesters but each apprentice will access the module once)	Open Book Examination using 3 case reports as a resource within the exam. 120 mins	2 hours	(50%)
			Clinical Practice Change Report.	1500 words	Pass/fail
			Oral presentation of the clinical change proposal	35 minutes	(50%)
			This assessment has been mandated by the document entitled End Point Assessment Plan Integrated Degree Apprenticeship for Advanced Clinical Practitioner at Level 7 available at		

			https://haso.skillsforhealth.org.uk/wp-content/uploads/2018/03/2018.03.22-Advanced-Clinical- Practitioner-Assessment-Plan.pdf.		
YEAR ONE OPTIONAL MODULES					
HEAL403 Negotiated Work Based Learning - Developing Practical Skills	20 credits, Level 7	1	Negotiated learning contract Critical reflection of practice Evidence of achievement of enhanced/advancing practice skills	2000 word 3000-word	(20%) (80%) (pass/fail)
HEAL415 Therapeutic Communication for Advanced Practice	20 credits Level 7	1	Critical review of communication interaction: Assignment	5000 words	(100%)
HEAL447 Clinical Skills & Diagnostics (Adult Cardiovascular & Respiratory in Acute and Long- Term Conditions)	20 credits, Level 7	1	Clinical Case study Objective Structured Clinical Examination (OSCE) Portfolio Each student must have a qualified medic or advanced practitioner in the workplace who will act as the primary work-based trainer.	3000-word 45-minute 10 x mini-clinical examination cases	(50%) (50%) (Pass/fail)
HEAL449 Fundamentals of Medical Image Interpretation	20 credits, Level 7	1	Onscreen image viewing examination. Assignment	60-minute 3000-word	(50%) (50%)

HEAL462 Managing Risk & Vulnerability in Clinical Settings	20 credits, Level 7	1	Case report The case report will link directly to the apprentice/student's area of clinical practice. It will comprise of the following elements: the area of risk, the risk assessment, and the decision-making process undertaken. The apprentice/student will then reflect on the outcome and critically consider future actions and interventions.	4500 words	(100%)
HEAL489 Non-Medical Prescribing	30 credits Level 7	1	Assessment 1: examination	45 minutes	Pass/Fail @100%
			Assessment 2: A 2-partwritten examination.	120 minute examination	Pass/fail: Minimum pass mark 80%
			Assessment 3: A practical assessment in practice.	Practical assessment	Pass/fail: Minimum pass mark 80%
			Assessment 4: Practice prescribing portfolio. A 3000 word critical reflection of prescribing practice. The critical reflection is marked out of 100; the pass mark for this is 50%. For students registered with the HCPC, a Clinical Management Plan (CMP) must form part of their critical reflection, added as an appendix.	3000 words	100% weighting

YEAR TWO OPTIONAL MODULES					
HEAL435 Clinical Skills and Diagnostics (Adult Neurology)	20 credits, Level 7	2	Portfolio of evidence Critical reflection Case study	(10 cases) 1500-word 3000-word	(pass/fail) (30%) (70%)
HEAL446 Negotiated Work Based Learning - Developing Practical Skills	20 credits, Level 7	2 (This module can only be taken once)	Negotiated learning contract Critical reflection of practice Evidence of achievement of enhanced/advancing practice skills	2000 word 3000-word	(20%) (80%) (pass/fail)
HEAL4862 Interprofessional Working for Advanced Practice	10 credits Level 7	2	Presentation	25 minutes + 10 minutes of questions	100%
HEAL4872 Women's Health for Advanced Practice	10 credits Level 7	2	Poster	3500 words	100%
HEAL4892 Non-Medical Prescribing	30 credits Level 7	2	Assessment 1: examination Assessment 2: A 2-partwritten examination. Assessment 3: A practical assessment in practice.	45 minutes 120 minute examination Practical assessment 3000 words	Pass/Fail @100% Pass/fail: Minimum pass mark 80% Pass/fail: Minimum pass mark 80%

		Assessment 4: Practice prescribing portfolio. A 3000-word critical reflection of prescribing practice. The critical reflection is marked out of 100; the pass mark for this is 50%. For students registered with the HCPC, a Clinical Management Plan (CMP) must form part of their critical reflection, added as an appendix.		100% weighting

Contacts & Information

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Useful Websites

http://liverpool.ac.uk

http://www.hse.gov.uk

http://www.bbc.co.uk/schools/gcsebitesize

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Policies and procedures - Student Administration - University of Liverpool

Safeguarding Safeguarding- Student Services - University of Liverpool

Policy on the Safeguarding of Children, Young People and Vulnerable Adults - Policy centre - University of Liverpool

Student handbooks - Student Administration - University of Liverpool

Policies and procedures - Student Administration - University of Liverpool

Student Intranet - Student Intranet - University of Liverpool

Campus safety: COVID-19 - Student Intranet - University of Liverpool

All university Policies and essential information are on the university website.

If you would like a hard copy of any university policies, please request these from your skills coach, lecturer or programme lead.