# Documentation requirements for a new programme

Please complete this form to highlight which document and which section to find the relevant information. Try to be as specific as possible, so that your documents can be reviewed in a timely manner. Missing information or lack of clarity may lead to delays in your accreditation.

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| **Documentation required** | **Provided**  **(if not, justify why). N.B. may cause delay** | | **Detail where the evidence is located (document / section / page, if possible)** |
|  | **Yes** | **No** |  |
| **Programme outline and documentation** | | | |
| Programme title includes medical ultrasound or clinical ultrasound |  |  |  |
| Rationale for the development of the programme |  |  |  |
| **Business case / viability of the programme** | | | |
| Minimum / maximum numbers |  |  |  |
| Support from senior management |  |  |  |
| Support from clinical partners |  |  |  |
| Other facilities for clinical skills |  |  |  |
| Programme pathway clear   * Flow chart of common pathways |  |  |  |
| **Programme development** | | | |
| Documentation of internal quality and programme development meetings |  |  |  |
| Documentation of planning meetings with stakeholders |  |  |  |
|  |  |  |  |
| **Programme specification *(one for each programme to be considered)*** | | | |
| Entry and exit routes |  |  |  |
| Academic level |  |  |  |
| Part time or full time |  |  |  |
| Minimum and maximum time for completion of routes / enrolment on programme |  |  |  |
| Entry criteria |  |  |  |
| English language requirements |  |  |  |
| Recognition of prior learning (RPL) process and limits |  |  |  |
| Placement requirements |  |  |  |
| Number of credits |  |  |  |
| Modules (core and optional) |  |  |  |
| Max. number of negotiated modules per award e.g. for PgC, PgD, MSc BSc |  |  |  |
| **Module specifications *(all programme modules should be included)*** | | | |
| Title, module code and number of credits. Academic level |  |  |  |
| Learning outcomes (LOs)  *(must be relevant to CASE LOs)* |  |  |  |
| Assessments and weighing |  |  |  |
| Pre-requisites and co-requisites |  |  |  |
| Indicative content |  |  |  |
|  |  |  |  |
| Student handbook  *(Student focused with clearly defined student journey)* |  |  |  |
|  |  |  |  |
| **Mapping** *(all programmes must be mapped against the relevant standards in the CASE document ‘Standards for Sonographic Education’).*  These will be reviewed in detail and should show how CASE learning outcomes are met for each level of award. | | | |
| Learning outcomes (LOs) mapped to CASE LOs for the level of award |  |  |  |
| HCPC mirrored standards for sonography |  |  |  |
| Skills for Health Occupational Standards |  |  |  |
|  |  |  |  |
| **Quality provision and review** | | | |
| External examiner details  *(Should have current ultrasound education &/or clinical experience)* |  |  |  |
| Critical review of the programme and alignment with national trends in ultrasound education |  |  |  |
|  |  |  |  |
| **Programme team experience and range of expertise** | | | |
| Number of academic staff |  |  |  |
| Staff/student ratios |  |  |  |
| Staff CVs |  |  |  |
| Guest lecturer / associate lecturer / visiting lecturer use |  |  |  |
| Monitoring of teaching quality |  |  |  |
| HEA fellowship / teaching qualifications of staff |  |  |  |
| Administrative support |  |  |  |
| **Admissions process and induction** | | | |
| Entry criteria |  |  |  |
| Selection process |  |  |  |
| How core skills are identified  *(e.g. values based recruitment, respect and dignity, team working, the 6Cs).* |  |  |  |
| Who is involved in the recruitment process |  |  |  |
| Are overseas applications accepted? |  |  |  |
| How will occupational health clearance, DBS etc be managed |  |  |  |
| Is it clear what students will be expected to pay for during the course (*e.g. DBS, uniforms, travel, books)* |  |  |  |
| How you check that prospective students understand the lack of registration with PSRB e.g. HCPC |  |  |  |
| How you check that prospective students understands that the entry level programme does not guarantee a job at the end? |  |  |  |
| Are extended days used?  If so how applicants are made aware of this |  |  |  |
| Uniform policy |  |  |  |
| If a pre-application visit to a clinical department is required, documentation for clinical staff to provide feedback to the education provider. |  |  | n/a |
| Induction programme |  |  |  |
|  |  |  |  |
| **Curriculum** | | | |
| Mandatory training provision |  |  |  |
| Current curriculum content |  |  |  |
| Draft timetables |  |  |  |
| Integration of academic education and clinical practice |  |  |  |
| Learning and teaching strategy |  |  |  |
| Delivery of programme |  |  |  |
| Assessment strategy and details *(e.g. timing across a programme, assessment burden, range of assessments, formative feedback)* |  |  |  |
| Interprofessional learning opportunities |  |  |  |
| Mechanisms for dealing with students from diverse backgrounds / assessing initial learning needs *(dependent on student’s background knowledge and experience)* |  |  | n/a |
| Generic topics *(e.g. library skills, academic skills, research, infection control, communication, cultural competence, equality and diversity, professionalism, data protection and confidentiality)* |  |  |  |
| Reading lists |  |  |  |
| Educational innovations or resources used |  |  |  |
| **Student support** | | | |
| Academic support mechanisms |  |  |  |
| Support for additional learning needs |  |  |  |
| Appeals processes |  |  |  |
| Identification of failing students |  |  |  |
| Process for supporting students and dealing with fitness to practise, professionalism, placement issues |  |  |  |
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|  |  |  |  |
| **Clinical** | | | |
| How clinical departments are selected |  |  |  |
| Placement requirements |  |  |  |
| Minimum placement hours meet CASE requirements |  |  |  |
| Is funding available for placements *(placement tariff)* |  |  |  |
| If overseas applicants are accepted, what processes are in place to ensure parity of provision / quality of clinical education? |  |  | n/a |
| Formal relationship agreements between clinical site and education provider |  |  |  |
| Support for students when on placement |  |  |  |
| Simulation or other opportunities for students to learn basic clinical skills |  |  |  |
| Practice educators: Selection, training, monitoring, communication |  |  |  |
| Independent assessors: Selection, training, monitoring, communication |  |  |  |
| How consistency of learning experience is monitored |  |  |  |
| Proportion of time on clinical placements |  |  |  |
| Minimum clinical attendance |  |  | n/a |
| Formative monitoring of clinical progress |  |  |  |
| How clinical skills development is achieved throughout the programme and how the levels differ (UG) |  |  | n/a |
|  |  |  |  |
| **Summative clinical assessments** | | | |
| Assessment process  *(including who, when, where and documentation used)* |  |  |  |
| Number of cases examined? |  |  |  |
| Range cases examined? |  |  |  |
| Moderation process |  |  |  |
| Resit assessment process |  |  |  |
|  |  |  |  |