

What are the most important aspects of the CASE co-accreditor role?

- The co-accreditor's role is crucial to the success of CASE accreditation.
- The roles of lead and co-accreditor are the same, other than the lead accreditor takes responsibility for co-ordination and organisation of the event.
- Work collaboratively with the lead and shadow accreditors and the programme team, to ensure that CASE standards are being met.
- As the lead accreditor may have been working with the programme team in the development of their programme, it is essential that the co-accreditor and shadow accreditor(s) review documentation from a fresh perspective, without any prior knowledge of those detailed discussions.
- The co and shadow accreditor can sometimes be a little bit more objective and able to uphold CASE standards.
- Collaboration is crucial to ensure that it is not an individual's opinion, but CASE that is being represented.
- Whilst we are a critical friend to the HEI team, we are also representing an accrediting body, so must check that the course meets the standards expected. Our role is to help develop good courses, but also to check that is happening in practice. Equal partnership with the accrediting team is important to not only make the decisions, but in being confident with those decisions and that they represent CASE requirements.

How do we ensure consistency across programme accreditations?

Making sure that all accreditors know what the CASE standards are, so that they are working to those standards. The collaboration between the accrediting team should help with that.

CASE accreditors need to challenge HEI programme teams to explain and justify the rationale for the way they have set up certain aspects of the programme. Whilst they may be different to the way you as an accreditor would do it, it does not necessarily mean that it is not an appropriate way to meet CASE outcomes. When reviewing the documentation, you can get advice if there are any issues you need to clarify or ask CASE committee about.

Discussion considered the example of clinical numbers. Some programmes use clinical numbers, whilst some accreditors do not particularly like these. However, if the programme team use these to formatively monitor student progress to ensure they have a range of experience and include enough pathological cases this would be appropriate, as long they still meet CASE requirements for clinical competency assessment.

CASE have always welcomed innovation. When we come across something in a programme this is very different from the norm or the accreditor's experience, it is **important to come back to CASE committee and ask for advice**. These decisions need to be made within the CASE community and you would not be expected to make that alone. Often if a new innovation is accepted by CASE an interim review is agreed to consider how that idea works in practice, assess feedback from stakeholders, the learning from the programme team and how good practice can be disseminated to the ultrasound community.

If there are any changes to CASE requirements, it is important to ensure that HEI programme teams are updated about these changes and also all accreditors are aware and keep themselves up to date with these changes.

How long do you give an HEI to respond to questions from their documentation or provide additional documentation that has been requested?

If this is important to see prior to an event or is missing documentation that should have been provided in line with CASE timelines, it would be worth discussing a deadline with the programme team.

If necessary, giving the HEI a deadline and reminding them that you are fitting this in voluntarily within your own work schedule. If the document is not received by X (date) we may not be able to progress with the accreditation as planned. After a couple of reminders, it is worth asking Sally for input in terms to setting expectations.

Is there support for the co-accreditor if they are faced with potentially challenging situations during an accreditation process.

Yes. The lead accreditor and shadow accreditor(s) can be a support for the co-accreditor.

If the co-accreditor feels they need additional support or confidential support outside the accrediting team they can ask for support from CASE. In the first instance contact Sally at CASEcase@ipem.ac.uk or Gill at Gillh@sor.org