



These questions and answers are associated with the CASE accreditor training webinar from 12th May 2021.

1. When accreditors face difficulties around complex innovative developments, is support available?

Simple answer is yes.

There is no expectation for a single individual or accrediting team to manage complex situations. You can ask for support from CASE Committee. Sometimes what looks like a good innovation can have potential difficulties that might not have been considered. There can then be thorough critical analysis and discussion within CASE committee and potentially further discussion with the member organisations, if required.

2. Is there support for the lead accreditor if they are faced with potentially challenging situations during an accreditation process?

Yes, again they can get support from CASE. In the first instance contact Sally at case@ipem.ac.uk or Gill at Gillh@sor.org

3. What about the challenges when the HEI processes and CASE requirements are at odds with each other?

The CASE lead accreditor, when working collaboratively with the programme team, can help to identify these areas and provide support to the team. CASE, as a professional statutory regulator body (PSRB), can often help navigate HEI processes that might sometimes be rigid and challenging for professional clinical programmes.

As the lead accreditor working on behalf of CASE there is a huge amount of influence, representing the professional organisation. Working in a collaborative, collegiate way can be very beneficial to the programme team and ultimately the student experience.

4. Are there any standards for the clinical education for learners outside the UK?

A CASE accredited qualification must meet [CASE Standards for Sonographic Education](#) learning outcomes, National Occupational Standards and, if direct entry, the Standards of Proficiency for a Sonographer. This requires clinical competencies to be identical to those within a UK clinical department. A programme would have to demonstrate how they are monitoring and assessing:

1. The clinical department, to ensure that the clinical skills are equivalent to UK standard practice. The outcomes of the clinical education must be the same as the UK;

2. How clinical staff are supported to monitor and assess the clinical progress of the learner;
3. The way that clinical competency is assessed, to the same robust standard as a UK student;
4. What training is provided to the clinical assessors;
5. How are the clinical assessments moderated, to reassure the UK HEI programme team and CASE that the UK standards are being met.

5. How are accreditors assigned to a HEI?

The process is complex and must take into consideration many factors including:

- The expertise of the accreditor, relative to the modules on offer at the HEI
- Accreditor experience e.g. CASE would try to pair a new lead accreditor with an experienced co-accreditor
- Current CASE workload of the accreditors
- Conflicts e.g. external examining roles &/or geographical locations