# Documentation Requirements for Focused Course Accreditation / Reaccreditation

Please complete and submit 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)** |
|  | **Yes** | **No** |  |
| **Focused Course Outline and Documentation** | | | |
| Focused Course title includes the word ‘ultrasound’ |  |  |  |
| Rationale for the development of the Focused Course |  |  |  |
| **Business Case / Viability of the Focused Course** | | | |
| Minimum / maximum numbers |  |  |  |
| Senior management support |  |  |  |
| Support from clinical partners |  |  |  |
| Other facilities for clinical skills |  |  |  |
| **Focused Course Development** | | | |
| Documentation of internal Quality & Standards course development meetings |  |  |  |

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| **Focused Course Specification** | | | |
| Focused Course academic level |  |  |  |
| Part-time or full-time |  |  |  |
| Minimum and maximum time for completion of Focused Course |  |  |  |
| Target course attendants |  |  |  |
| English language requirements |  |  |  |
| Clinical placement requirements |  |  |  |
| Number of credits (if any) |  |  |  |
| Focused Course title and code |  |  |  |
| Learning outcomes (LOs)  *(must be relevant to CASE LOs)* |  |  |  |
| Assessments and weighting |  |  |  |
| Indicative content |  |  |  |
| Student Handbook  *Student-focused with clearly defined student journey* |  |  |  |
| **Mapping** *(All Focused Courses 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 within the Focused Course. | | | |
| Learning Outcomes (LOs) mapped to CASE LOs for the academic level of the course |  |  |  |
| Skills for Health Occupational Standards |  |  |  |
| **Quality Provision and Review** | | | |
| External Examiner details  *Must have recognised ultrasound qualification + current ultrasound education and / or clinical experience* |  |  | Name:  Email address:  Workplace: |
| Critical review of Focused Course and alignment with national trends in ultrasound education |  |  |  |
| **Focused Course Team Experience and Range of Expertise** | | | |
| Number of academic staff |  |  |  |
| Staff/student ratio |  |  |  |
| HEA fellowship / teaching qualifications of staff |  |  |  |
| Staff CVs |  |  |  |
| Guest lecturer / associate lecturer / visiting lecturer use |  |  |  |
| Monitoring of teaching quality |  |  |  |
| Administrative support |  |  |  |
| **Admissions Process and Induction** | | | |
| Entry criteria |  |  |  |
| Selection process |  |  |  |
| How are core skills identified?  *e.g. values based recruitment, respect and dignity, team working, the 6Cs* |  |  |  |
| Who is involved in the recruitment process? |  |  |  |
| Are overseas applications accepted? |  |  | n/a |
| 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* |  |  |  |
| Are extended days used?  If so, how are applicants made aware of this? |  |  |  |
| Is there a uniform policy? |  |  | n/a |
| If a pre-application visit to a clinical department is required, documentation for clinical staff to provide feedback to the education provider. |  |  | n/a |
| Focused Course induction |  |  |  |
| **Curriculum** | | | |
| Focused Course delivery pattern |  |  |  |
| Draft timetable |  |  |  |
| Learning and teaching strategy |  |  |  |
| Integration of academic education and clinical practice |  |  |  |
| Curriculum content |  |  |  |
| Assessment strategy and details *e.g. timing of assessments, range of assessments, formative assessments, feedback and feed-forward opportunities* |  |  |  |
| Interprofessional learning opportunities |  |  | n/a |
| Mechanisms for supporting 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, communication, cultural competence, equality and diversity, professionalism* |  |  |  |
| Focused Course reading list |  |  |  |
| Educational innovations or resources used |  |  |  |
| **Student Support** | | | |
| Academic support mechanisms |  |  |  |
| Support for additional learning needs |  |  |  |
| Identification of failing students / cause for concern process |  |  |  |
| Process for supporting students and dealing with fitness to practise, professionalism, placement issues, etc |  |  |  |
| Appeals processes |  |  |  |
| **Clinical** | | | |
| How clinical departments are selected |  |  |  |
| Clinical placement requirements |  |  |  |
| Minimum placement hours meet CASE requirements |  |  |  |
| Is funding available for placements? *(placement tariff)* |  |  | n/a |
| 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 |  |  |  |
| Student support 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 Focused Course |  |  | n/a |
| **Summative Clinical Assessments** | | | |
| Assessment process *(including who, when, where and documentation used)* |  |  |  |
| Number of cases examined? |  |  |  |
| Range of cases examined? |  |  |  |
| Moderation process |  |  |  |
| Resit assessment process |  |  |  |
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