**Examples of Conditions and Recommendations for CASE Accreditations.**

As a CASE accreditor it is important to provide a balanced and fair assessment of programmes. To ensure that all accreditations are as equitable as possible there is a tick list on the CASE website to help you consider what to review when the documentation arrives. Remember to check the CASE handbook, but also the CASE ‘Directory of Courses’ as this will give you an indication of what other CASE accredited programmes offer <http://www.case-uk.org/>

Below are some common conditions and recommendations, which might help you when you are undertaking an accreditation event. Using similar terms and phrases might help to ensure more standardisation across events. Remember to make conditions and recommendations clear, as the CASE committee only have the lead accreditor’s report to review when making judgements. Also try not to be too prescriptive, allowing the programme team the opportunity to innovate or determine the best options that also fit with their university processes and requirements.

If you have any questions or concerns during an event, please advise the team that you will have additional conditions/recommendations, but would like to get clarification first. You can then contact Gill Harrison [G.Harrison@city.ac.uk](mailto:G.Harrison@city.ac.uk) for advice or another member of CASE committee if she is unavailable.

**Conditions**

1. **Documentation and Wider Issues**

Clarification of documentation is needed, specifically:

* + Admissions criteria
  + Include pre-requirements and co-requirements for all modules
  + The minimum number of clinical modules for exit awards to be clearly identified.
  + Clinical hours

Clarify ultrasound entry requirement:

* pre-entry experience
* entry requirements for those from a non-ultrasound/radiography background, e.g nursing or midwifery
* IELTS

Correct typographical/formatting errors ensuring consistency and accuracy in language/terminology and mapping across all documents

To reconsider clinical hours as presented in the programme document

The programme team should explore student numbers further to give CASE a clear indication of module viability and the student/staff ratio

Further information is required on the assessment strategy. Detail needs to be provided of the individual assessments, their assessment criteria and how they will be managed.

Individual modules taken as ‘stand‐alone’ modules must not be marketed as CASE accredited modules. CASE accredits the University to confer the awards of PgC, PgD and MSc

Students registering for the Introduction to XXX module must sign a statement confirming that they understand that this single module does NOT give them evidence of assessed clinical competence in XXX ultrasound. This must also be explicit in the module documentation

The new External Examiner must have an ultrasound qualification

Reading lists should be reviewed and updated to include:

* Current national guidelines
* Recently published new textbooks
* Current editions of older textbooks

**Direct entry programmes:**

Develop a formal acceptance letter to ensure students are clear and sign off that they are aware that the final award does not result in HCPC registration. As part of the acceptance letter the team also suggested this would be an appropriate way to add information to explain that students could be expected to travel to their placement and possibly work evenings and weekends.

1. **Programme and Module Content**

Address overlap between the XX Ultrasound and the Negotiated Practice modules e.g.

Provide clear mapping of the programme in one diagram or table

Revise the module content to reflect the professional issues related learning outcome

Revise the content of the clinical modules to reflect practice, provide consistency between documentation and consider the burden for a single credit module.

Re-visit learning outcomes to ensure they reflect level 7 standards and that they are ‘mapped’ to an assessment template.

Re-visit the XXX module to ensure there is parity in terms of delivery, content, intended learning outcomes and assessment to the modules taught on the other pathways.

Clarify where the 1st trimester and associated gynaecology will be covered for those students not completing the Gynaecology module.

1. **Clinical**

Develop a system to support and develop the mentors in the workplace to ensure Quality Assurance

Formalise the support for students and the co-ordination of practice experience.

The programme team reconsider the assessment of clinical competence

Clarify the clinical assessment criteria, to remove any ambiguity

External moderation of the clinical assessment to ensure CASE requirements are met

Provide in the documentation an explanation of the final clinical competency assessment including the XXX Report and the role of independent assessors

Provide a robust strategy to ensure that students gain exposure to an appropriate range of patient referrals to meet the module learning outcomes.

Develop a comprehensive and clear placement/mentor handbook to enhance the tripartite relationship between stakeholders, students and course team

Review the minimum clinical numbers to ensure they meet FASP criteria for obstetric ultrasound.

Review the clinical competencies to ensure they are representative of the syllabus for each level and represent the ability to scan, interpret, diagnose and report structures. Then engage with clinical staff to ensure fit for purpose and complete.

Clinical assessment documentation to be specific about the assessment process, to ensure parity, including:

* Explicit information about the clinical assessments required
* Who assesses
* Specify how the moderation process works in practice, to provide equitable process for all students.

Within the Programme Handbook:-

* Make more explicit the formative assessment processes

**Recommendations:**

1. **Documentation & Wider Issues**

Give greater thought to the marketing of the programme

Explore the use of optional modules and / or induction material to prepare students from a non-traditional academic background for learning at Masters level.

Consider developing the ‘blended’ learning strategy further incorporating the VLE into student engagement.

Enhance the research element of the programme through encouraging staff to become research active and develop practitioners

Develop the programme team further to increase the amount of support for the programme director

Provide a more structured approach to the tripartite communication such as regular programme management meetings, staff-student forums

Ensure the development of the programme to expand the ultrasound workforce is not at the expense of existing provision

Monitor time spent on doing administrative tasks and to identify some administrative support if appropriate.

Ensure that peer observation of teaching arrangements are in place for all associate staff.

Formalise feedback from students and clinical staff at the end of the programme

To review the guest lecturer process and monitoring of sessions.

Consider how you can assure a positive student experience, especially when student numbers are low or high

1. **Programme and Module Content**

Review the module specifications to ensure there is no overlap in the assessment between the modules, particularly the X & Y

Include more information explaining the detail of each assessment task within the module descriptors

Content and learning outcomes for the XX module should be revised to reflect the aims of the module as outlined during discussion with the panel

Ensure reference is made to national standards and guidelines within all module specifications.

There is specific concern regarding the apparent lack of content on the theory and audit of clinical reporting

1. **Assessments**

Consider whether current assessment tasks are sufficient to provide students and assessors with a valid opportunity to evidence all learning outcomes

Consider variation in assessment from the point of view of a student progressing through specific module diets on the programme. Are students on all PGC and PGD routes provided with an opportunity for a full range of assessment tasks?

Review the content of the portfolio. Consider inclusion of formative elements and encourage a broader range of tasks to reduce repetition and encourage masters level learning.

Review the assessment burden for clinical modules

1. **Clinical**

Expand the clinical placement agreement, to ensure that it reflects the Practice Educators agreeing to their role.

Formalise the mentor feedback to the programme team

Revise the module specification and identify required competencies and scope of practice for the XX module

The team is challenged to consider whether work based assessments can be moderated more effectively to ensure they are truly independent.