



Consortium for the
Accreditation of
Sonographic Education

Assessing Clinical Support

ACTIVITY: looking for evidence of good clinical support

Heather Venables





What are we looking for.....?

CASE expects education and training providers to have a **robust mechanism** in place to assess the clinical placement site prior to enrolling a student or trainee onto the programme or course, and to monitor the site throughout the duration of the course.

CASE handbook 2018



Trainees should have access to:

- A wide range of examinations relevant to the area of clinical practice
- Protected, supervised hands-on scanning time
- An appropriate number of suitably qualified staff to support them within the department
- Tutoring from experienced professionals
- A supportive learning environment
- A clinical learning experience supported by evidence-based protocols and adhering to national recommendations where these exist



*Education and training providers will need to provide **robust evidence** of **progress monitoring**, the **quality of mentoring** and clinical competency assessment during the accreditation process.*

*Each student/trainee should be allocated a **named clinical supervisor/mentor** within the clinical department.*



*It is the responsibility of the programme team to satisfy the CASE accreditors that their **proposed practice hours** for clinical training are sufficient to ensure that the students' ability to achieve the clinical learning outcomes is not compromised, and that each exiting, successful student is competent to undertake those ultrasound examinations identified in their university transcript.*

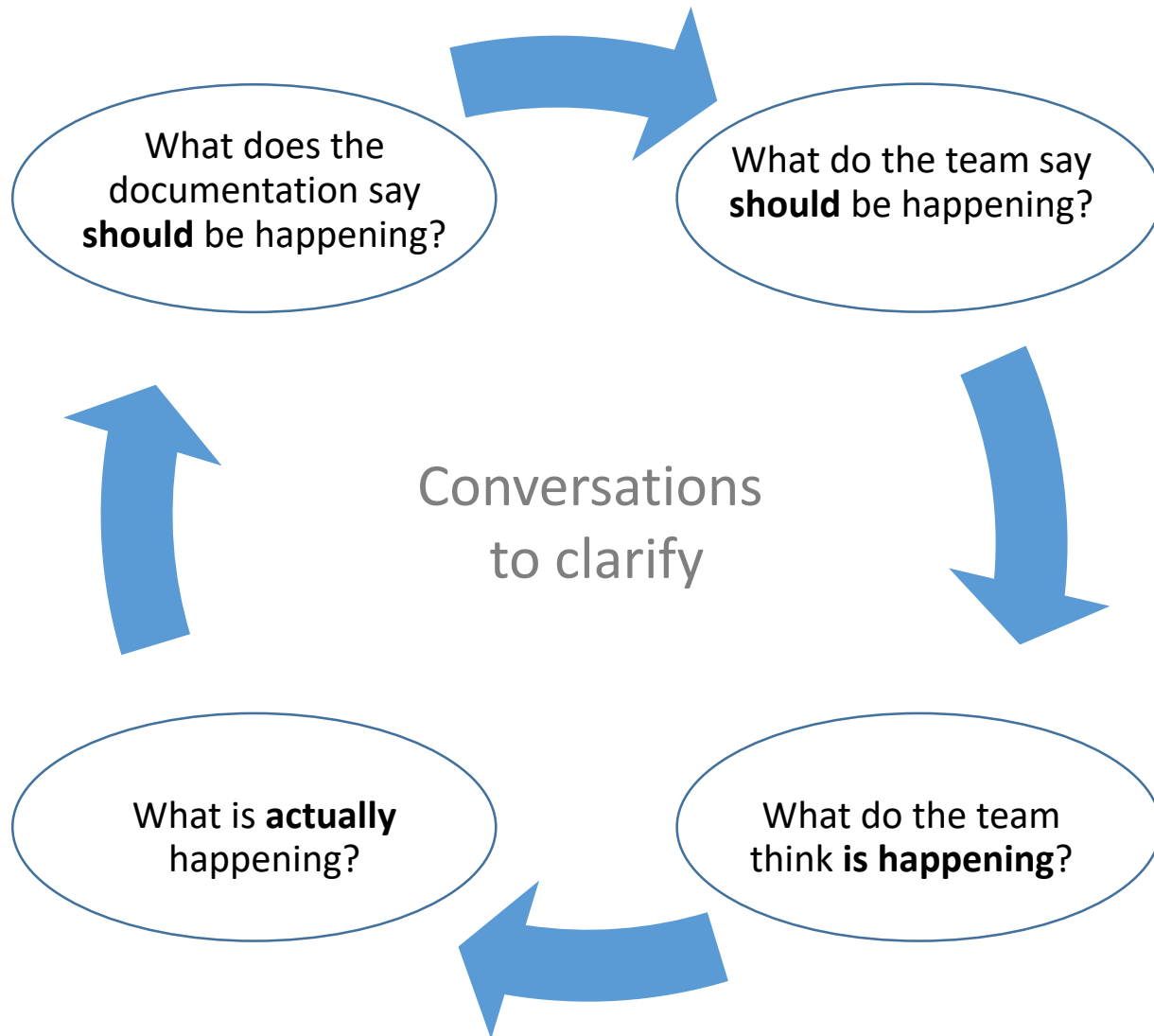


ACTIVITY: looking for evidence of good clinical support

How do CASE expect the HEI team to evidence the above?

- *What should accreditors look for?*
- *Where might we find this evidence?*
- *What are the red flags?*





Things to consider....

- What needs to happen to enable students to meet intended learning outcomes?
- What do the local team think will happen?
- How do they know it happens?
- How do they know it works?
- Is it consistent? Is it responsive?
- How do they know if it's failing?



Support for learning in clinical practice should be

- Achievable
- Effective
- Fair
- Transparent (students, managers etc know what to expect)



Thanks for listening

h.Venables@derby.ac.uk

