# Documentation requirements for a re-accreditation of an existing programme

Please complete 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, if possible)** |
|  | **Yes**  | **No**  |  |
| **Programme outline and documentation** |
| Programme title includes medical ultrasound or clinical ultrasound |[ ] [ ]   |
| Rationale for the development of the programme |[ ] [ ]   |
| **Viability of the programme** |
| Minimum / maximum numbers |[ ] [ ]   |
| Support from senior management |[ ] [ ]   |
| Continued support from clinical partners |[ ] [ ]   |
| Other facilities for clinical skills |[ ] [ ]   |
| Programme pathway clear* Flow chart of common pathways
 |[ ] [ ]   |
| **Programme specification *(one for each programme to be considered)*** |
| Entry and exit routes |[ ] [ ]   |
| Academic level |[ ] [ ]   |
| Part time or full time |[ ] [ ]   |
| Minimum and maximum time for completion of routes / enrolment on programme |[ ] [ ]   |
| Entry criteria |[ ] [ ]   |
| English language requirements |[ ] [ ]   |
| Recognition of prior learning (RPL) process and limits |[ ] [ ]   |
| Placement requirements |[ ] [ ]   |
| Number of credits |[ ] [ ]   |
| Modules (core and optional) |[ ] [ ]   |
| Max. number of negotiated modules per award e.g. for PgC, PgD, MSc |[ ] [ ]   |
| **Module specifications *(all programme modules should be included)*** |
| Title, module code and number of credits. Academic level |[ ] [ ]   |
| Learning outcomes (LOs)*(must be relevant to CASE LOs)* |[ ] [ ]   |
| Assessments and weighing |[ ] [ ]   |
| Pre-requisites and co-requisites |[ ] [ ]   |
| Indicative content |[ ] [ ]   |
|  |  |  |  |
| Student handbook*(Student focused with clearly defined student journey)* |[ ] [ ]   |
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| **Mapping** *(all programmes 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 for each level of award. |
| Learning outcomes (LOs) mapped to CASE LOs for the level of award |[ ] [ ]   |
| HCPC mirrored standards for sonography *(if direct entry)* |[ ] [ ]  n/a [ ]  |
| Skills for Health Occupational Standards |[ ] [ ]   |
|  |  |  |  |
| **Quality provision and review** |
| External examiner details*(Should have current ultrasound education &/or clinical experience)* |[ ] [ ]   |
| Critical review of the programme and rational for changes made |[ ] [ ]   |
| Alignment with national trends in ultrasound education |[ ] [ ]   |
| Reflective review of developments over the previous 5 years |
| Response to internal annual reviews *(include access to minutes of meetings)* |[ ] [ ]   |
| External examiner reports & response to external examiners’ reports |[ ] [ ]   |
| Student feedback on programme developments including: *(including student – staff liaison meeting minutes, national and local survey responses, summary of module feedback and action plans)*  |[ ] [ ]   |
| Clinical staff feedback *(including access to minutes of clinical liaison meetings)* |[ ] [ ]   |
| Clinical staff feedback on programme developments |[ ] [ ]   |
| CASE Annual programme monitoring review (APMR) feedback and responses*(APMR data to be made available from CASE to accrediting team)* |[ ] [ ]   |
| Recruitment figures over the last 5 years |[ ] [ ]   |
| Module progress over the last 5 years |[ ] [ ]   |
| Attrition rates over the last 5 years |[ ] [ ]   |
|  |  |  |  |
| **Programme team experience and range of expertise** |
| Number of academic staff |[ ] [ ]   |
| Staff/student ratios |  |  |  |
| Staff CVs  |[ ] [ ]   |
| Guest lecturer / associate lecturer / visiting lecturer use |[ ] [ ]   |
| Monitoring of teaching quality |[ ] [ ]   |
| HEA/SEDA fellowship / teaching qualifications of staff |[ ] [ ]   |
| Administrative support |[ ] [ ]   |
| **Admissions process and induction** |
| Entry criteria |[ ] [ ]   |
| Admissions process |[ ] [ ]   |
| Are overseas applications accepted? |[ ] [ ]   |
| How will occupational health clearance, DBS etc be managed |[ ] [ ]   |
| Induction programme |[ ] [ ]   |
|  |  |  |  |
| **Curriculum** |
| Current curriculum content |[ ] [ ]   |
| Draft timetables |[ ] [ ]   |
| Integration of academic education and clinical practice |[ ] [ ]   |
| Learning and teaching strategy |[ ] [ ]   |
| Delivery of programme |[ ] [ ]   |
| Assessment strategy and details *(e.g. timing across a programme, assessment burden, range of assessments, formative feedback)* |[ ] [ ]   |
| Interprofessional learning opportunities  |[ ] [ ]   |
| Mechanisms for dealing with students from diverse backgrounds / assessing initial learning needs *(dependent on student’s background knowledge and experience)* |[ ] [ ]  n/a [ ]  |
| Reading lists |[ ] [ ]   |
| Educational innovations or resources used |[ ] [ ]   |
| **Student support** |
| Academic support mechanisms |[ ] [ ]   |
| Support for additional learning needs |[ ] [ ]   |
| Appeals processes |[ ] [ ]   |
| Identification of failing students |[ ] [ ]   |
| Process for supporting students and dealing with fitness to practise, professionalism, placement issues |[ ] [ ]   |
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|  |  |  |  |
| **Clinical** |
| How clinical departments are selected |[ ] [ ]   |
| Placement requirements |[ ] [ ]   |
| Minimum placement hours meet CASE requirements |[ ] [ ]   |
| Is funding available for placements *(placement tariff)* |[ ] [ ]   |
| 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 |[ ] [ ]   |
| Support for students when 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 |[ ] [ ]   |
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|  |  |  |  |
| Summative clinical assessments |
| Assessment process*(including who, when, where and documentation used)* |[ ] [ ]   |
| Number of cases examined? |[ ] [ ]   |
| Range cases examined? |[ ] [ ]   |
| Moderation process |[ ] [ ]   |
| Resit assessment process |[ ] [ ]   |
|  |  |  |  |