



**Consortium for the
Accreditation of
Sonographic Education**

Writing the accreditor's report

Gill Harrison

The accreditor report: Aims of the session

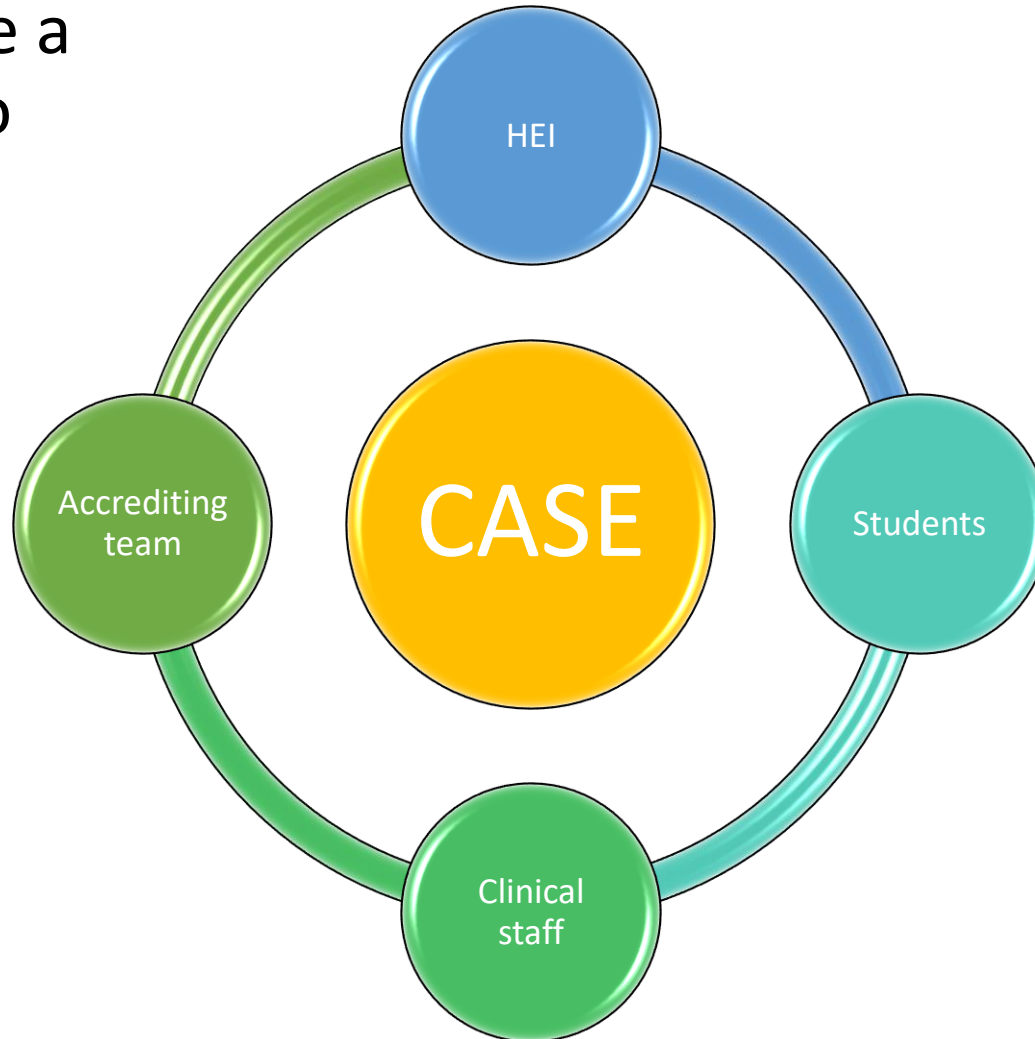
Explore	the role of the accreditor's report
Discuss	the requirements of the report
Evaluate	ways to provide a useful report



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CASE accreditor's report

Committee have to make a final decision whether to accredit a programme



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CASE accreditor's report



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Education provider

Develops programme with stakeholders and liaises with CASE lead accreditor

Accreditation

Accrediting team review documentation. Meet with stakeholders to discuss the programme. Give initial feedback at the event & draft an accreditor's report

CASE committee

Review accreditor's report (debrief meeting) provide feedback for consistency. Conditions to HEI

CASE make decision to accredit programme or not

What to include in the accreditor's report

Please complete a separate report for each programme.

Name of Education Provider			
Name of Division/Department/School			
Full title of programme, including step-off awards			
Date of (Re) accreditation event			
Date of completion of (Re) accreditation process*			
Lead Accreditor for CASE			
Co-accreditor for CASE			
Shadow Accreditor for CASE			
Accreditors' recommendation	Approve accreditation	<input type="checkbox"/>	Defer accreditation (further information needed) <input type="checkbox"/>



*Date of accreditation will commence following approval by the CASE Committee.

What to include in the accreditor's report

Type of Programme		Number of Credits	Academic Level
Screening Programme	<input type="checkbox"/>		
Direct Entry BSc Programme	<input type="checkbox"/>		
Graduate Entry MSc Programme	<input type="checkbox"/>		
Traditional MSc Programme	<input type="checkbox"/>		



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What to include in the accreditor's report

Scope of Programme Accreditation	Virtual Only	Visit Required
Accreditation of new Programme	<input type="checkbox"/>	<input type="checkbox"/>
Re-accreditation of existing Programme	<input type="checkbox"/>	<input type="checkbox"/>
Interim Review	<input type="checkbox"/>	<input type="checkbox"/>
Minor change to existing Programme	<input type="checkbox"/>	<input type="checkbox"/>
Major change to existing Programme	<input type="checkbox"/>	<input type="checkbox"/>



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What to include in the accreditor's report

Documentation reviewed	Reviewed	Not sent (please request)
Previous APMR* reports and response (if applicable**)	<input type="checkbox"/>	<input type="checkbox"/>
Previous accreditation report and conditions/recommendations **	<input type="checkbox"/>	<input type="checkbox"/>
Programme documents (programme and module specifications, handbooks and additional documentation, if the specifications are limited by institutional policy)	<input type="checkbox"/>	<input type="checkbox"/>
Quality management information (incl. external examiner reports, PTES or NSS, annual and periodic programme evaluations, clinical and student liaison meeting minutes)**	<input type="checkbox"/>	<input type="checkbox"/>
Additional documentation (see documentation requirements for HEIs tick list)	<input type="checkbox"/>	<input type="checkbox"/>



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*APMR – Annual Programme Monitoring Report

** Existing programmes

What to include in the accreditor's report

Programme Director/Lead

Name	
Address	
Telephone	
E-mail	

Representative in the University Quality & Standards Office

Name	
Address	
Telephone	
E-mail	

Name & Job Title of Panel Members attending Validation/Re-validation Event

Chair	
Quality Officer	

Name & Job Titles of Programme Team at the Validation/Re-validation Event

External Panel Member		Programme Director/Lead
Internal Panel Member		
CASE Lead Accreditor		
CASE Co-accreditor		



What to include in the accreditor's report

Summary of Main (Re) accreditation Meeting, Subsidiary Meetings & Issues

Subsidiary meetings include those with the Programme Team, student representatives, clinical mentors/assessors and service providers. A summary of the main issues raised in each meeting should be included.

- Key issues raised with documentation review
- Learners - How many students available to talk to?
- Other stakeholders - How many clinical partners & mix
- Triangulation of information with programme team
- Issues discussed
 - Things that were clarified
 - New areas to explore
 - Positive feedback – what is going well
 - What could be improved
- Additional information



What to include in the accreditor's report

Summary of Facilities and Resources Reviewed/Inspected

Facilities and resources include the Library, IT facilities, virtual learning environment (VLE), student support, clinical placements, and specialist learning and teaching resources such as simulation suites.

A summary of the facilities and resources reviewed/inspected should be included, along with any key issues raised.

- How are the facilities integrated within the curriculum
- Are there any areas that are underutilised or under-resourced
- Do the learners know how to access the facilities and support?
- What is the feedback from service users?



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What to include in the accreditor's report

Identify Specific Concerns Regarding Course Content, Delivery or Assessment for Future Review

Note any concerns which cannot be made a condition (eg. staff to student ratio) but which should be picked up again by the APMR process and/or an interim review.

- Issues that can't be a condition, but are important



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What to include in the accreditor's report

Concerns and issues for discussion at the debrief (Confidential to CASE committee*)

*Subject to GDPR and may be seen more widely

Please use this space to highlight any concerns or issues that need to be discussed at the debrief meeting and for the attention of CASE committee.

- List areas of concern
- Questions to explore with committee
- Areas that need advice on wording of conditions

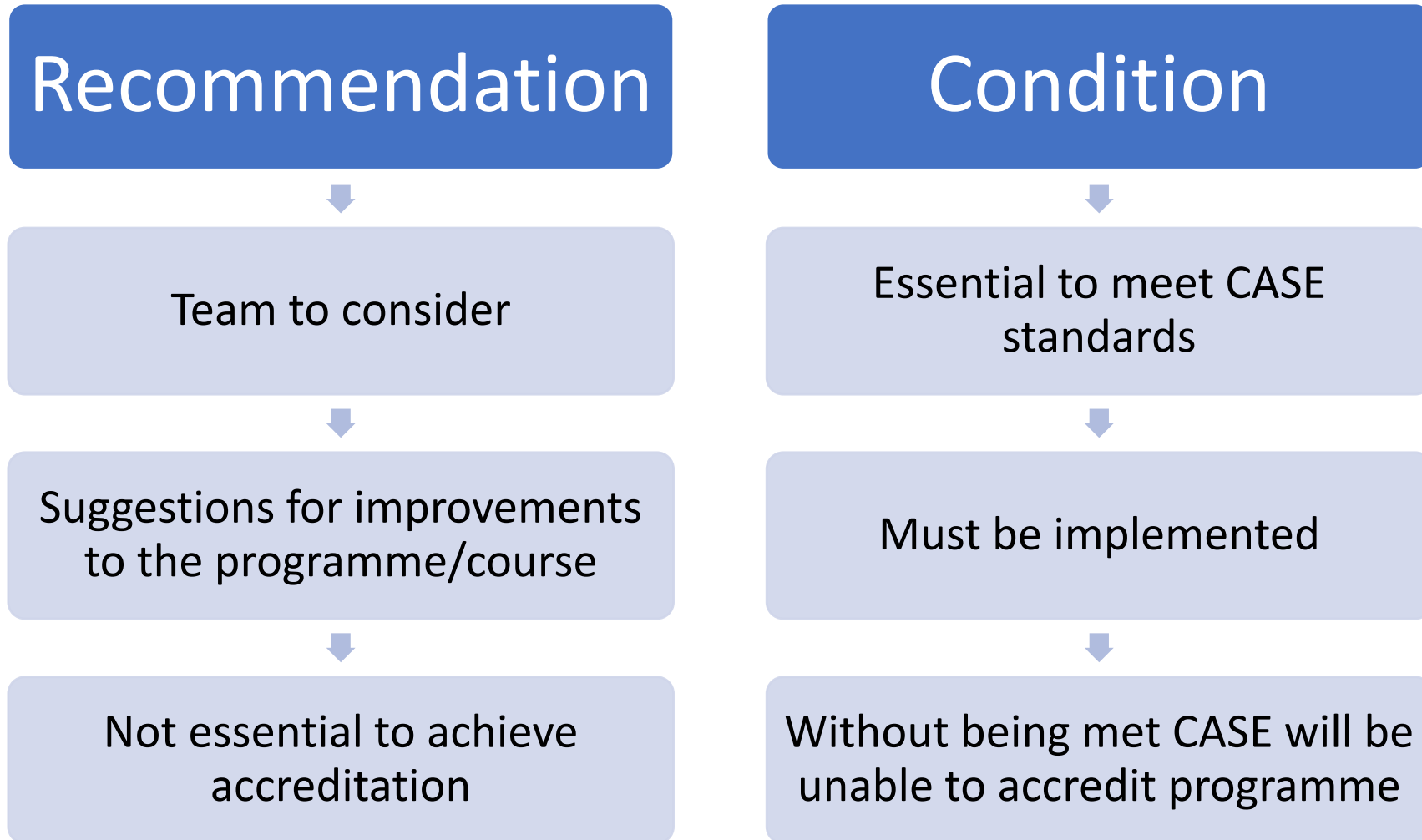


What to include in the accreditor's report

Module Titles to be Considered for Approval		
Module Title	Number of Credits	Academic Level
Named Pathways and Awards to be Considered for Approval		



Conditions and recommendations



Conditions and recommendations



Consistency across accreditations

- Parity
- Increase standardisation



Clarity

- Clear, actionable conditions and recommendations
- How will you know if they have been met?



Not prescriptive

- Allow programme teams to determine the best way to meet conditions

Recommendation

Team to consider

Suggestions for improvements to the programme/course

Not essential to achieve accreditation

Condition

Essential to meet CASE standards

Must be implemented

Without being met CASE will be unable to accredit programme



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Examples of Conditions and Recommendations for CASE Accreditations

<https://www.case-uk.org/for-accreditors/accreditor-guidelines/conditions-recommendations/>



Question: Rank these in order of most appropriate wording for a recommendation (1. being most helpful; 4 least helpful)

- Students found it difficult having assessments close together
- Make sure assessments are better spaced to ease the burden on students and staff
- Consider whether assessments can be better spaced to ease the burden on students and staff
- Spread out the assessments throughout the academic year

Feedback

- Students found it difficult having assessments close together
 - This is not an actionable recommendation, it is feedback from learners
- Make sure assessments are better spaced to ease the burden on students on students and for marking
 - This is quite prescriptive for a recommendation. There may be reasons why the HEI has structured the assessments as they are
- Consider whether assessments can be better spaced to ease the burden on students and for marking
 - An actionable recommendation, allowing flexibility for the academic team to explore this and justify why they are unable to make changes, if that is the case
- Spread out the assessments throughout the academic year
 - Again, very prescriptive.

What to include in the accreditor's report

Recommendations regarding the Accreditation/Re-accreditation		Tick when met (if applicable)	Date
<i>Single actionable recommendation per line</i>			
1		<input type="checkbox"/>	
2		<input type="checkbox"/>	
3		<input type="checkbox"/>	
4		<input type="checkbox"/>	
5		<input type="checkbox"/>	

Examples:

- Provide a more structured approach to the tripartite communication such as regular programme management meetings, staff-student forums
- Monitor time spent on doing administrative tasks and to identify some administrative support if appropriate
- Ensure reference is made to national standards and guidelines within all module specifications



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Question: Which of these is an actionable condition meeting CASE requirements

- Staff-student ratio is low. Review staffing to ensure an adequate student experience can be met
- Module assessments should meet CASE standards and be mapped accurately to CASE learning outcomes
- The programme is currently only for students attending a suitable clinical placement in the UK and Ireland only

Feedback

- Staff-student ratio is low. Review staffing to ensure an adequate student experience can be met
 - This cannot be a condition, as it takes time to get a business case in place and appoint staff
 - This should go in the “Identify Specific Concerns Regarding Course Content, Delivery or Assessment for Future Review” box on the feedback. It can be monitored via the APMR process
- Module assessments should meet CASE standards and be mapped accurately to CASE learning outcomes
 - This is a clear actionable condition and links to CASE standards
- The programme is currently only for students attending a suitable clinical placement in the UK and Ireland only
 - It is unclear what action is needed. If this relates to the marketing information it needs to be more specific e.g.

Ensure all documentation makes it clear that the course is only suitable for people who meet the entry requirements and have a clinical placement in the UK and Ireland.

What to include in the accreditor's report

Conditions to the Accreditation/Re-accreditation <i>(these must be met before the report goes to CASE committee for final approval. In cases where conditions are not met and support has been provided, please note this in the box below)</i> <i>Single actionable condition per line</i>		Tick when met	Date
1		<input type="checkbox"/>	
2		<input type="checkbox"/>	
3		<input type="checkbox"/>	
4		<input type="checkbox"/>	
5		<input type="checkbox"/>	

Examples:

- Revise the module content to reflect the professional issues related CASE learning outcome
- Clarify the clinical assessment criteria, to remove any ambiguity
- Review the minimum clinical numbers to ensure they meet FASP criteria for obstetric ultrasound



Conditions: helpful tip

Conditions to the Accreditation/Re-accreditation <i>(these must be met before the report goes to CASE committee for final approval. In cases where conditions are not met and support has been provided, please note this in the box below)</i>		Tick when met	Date
1	State the condition ... HEI response: Xxxx xxxx xxxx Xxx xxx xxx xx	<input checked="" type="checkbox"/>	XX / X / XXXX
2	State the condition HEI response: Xxxx xxxx xxxx	<input checked="" type="checkbox"/>	XX / X / XXXX
3		<input type="checkbox"/>	
4		<input type="checkbox"/>	
5		<input type="checkbox"/>	



What to include in the accreditor's report

Status of report		Select as appropriate
1	Initial draft for debrief	<input type="checkbox"/>
2	Post debrief draft with finalised conditions and recommendations <ul style="list-style-type: none"> • Share conditions, recommendations and commendations with HEI • Clarify date for conditions to be met 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
3	Final report for committee – all conditions met Recommend (re)accreditation	<input type="checkbox"/> <input type="checkbox"/>
4	Final report for committee – Conditions NOT met Do NOT recommend (re)accreditation	<input type="checkbox"/> <input type="checkbox"/>
5	Additional on-going concerns. Discussion with committee required (add further comments below)	<input type="checkbox"/>



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What to include in the accreditor's report

Date by which Conditions are to be met:	
Recommended period of (Re) accreditation:	

Name of Lead Accreditor:		Date:	
Signature of Lead Accreditor:			

Name of Co-accreditor:		Date:	
Signature of Co-accreditor:			



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Debrief

Discussion of any learning points from accreditation



Support to achieve consistency



Clarify (&/or amend) conditions/recommendations



Finalise draft report



Use simplified template to send to HEI with commendations, recommendations and conditions



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Summary

The report is important to help CASE committee decisions

Need robust, fair and consistent processes = diligence, teamwork and good communication

Use resources to help ensure consistency across accreditations

Ask for advice if needed



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CASE documents and processes

Available at:

<http://www.case-uk.org/>



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Thank
You