

# Questions to consider when reviewing the documentation

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| **ISSUES** | **Yes** | **No** | **Partly** | **Comments** |
| **Documentation** |
| Have you enough documentation to make informed decisions? (*if not request additional information before the event. See CASE Validation and Accreditation handbook for suggested documents*) | ☐ | ☐ | ☐ |  |
| Clear documentation? | ☐ | ☐ | ☐ |  |
| Programme titles clear and appropriate for the award(s)? | ☐ | ☐ | ☐ |  |
| Programme pathways clearly defined.*(if not request a flow chart)* | ☐ | ☐ | ☐ |  |
| Shows evidence of critical review (*how changes have been made since last review or justification for new programme/pathway*) | ☐ | ☐ | ☐ |  |
| Response to internal annual and periodic reviews, external examiners reports, student feedback in development of the programme. | ☐ | ☐ | ☐ |  |
| How have service users views (*students past and present, clinical staff, other users*) been considered? | ☐ | ☐ | ☐ |  |
| Are handbooks student focused? Is the student journey clearly illustrated and explained? | ☐ | ☐ | ☐ |  |
| Programme team experience and range of expertise* Number of academic staff
 | ☐ | ☐ | ☐ |  |
| * Inclusion of CVs
 | ☐ | ☐ | ☐ |  |
| * Staff/student ratios
 | ☐ | ☐ | ☐ |  |
| * Guest lecturer / associate lecturer / visiting lecturer use
 | ☐ | ☐ | ☐ |  |
| **Recruitment** |
| Minimum numbers to be viable? | ☐ | ☐ | ☐ |  |
| Recruitment figures over the last 5 years | ☐ | ☐ | ☐ |  |
| Entry criteria? | ☐ | ☐ | ☐ |  |
| English language requirements (*e.g. IELTs level*) | ☐ | ☐ | ☐ |  |
| Selection process for traditional pathways | ☐ | ☐ | ☐ |  |
| **DE:** Robust process for recruitment and selection of direct entry students? | ☐ | ☐ | ☐ |  |
| **DE:**How identify core skills? *(values based recruitment: respect & dignity, team work, compassion etc*) | ☐ | ☐ | ☐ |  |
| **DE:** Who is involved in the recruitment process *(?academic, clinical, service users, students)* | ☐ | ☐ | ☐ |  |
| **DE:** Which degrees are accepted (*Pg direct entry)* and classificationsBSc entry tariff or acceptable qualifications | ☐ | ☐ | ☐ |  |
| Is recognition of prior learning (RPL) used? If yes, how? transparency | ☐ | ☐ | ☐ |  |
| **DE:** ?Hand-eye co-ordination assessment | ☐ | ☐ | ☐ |  |
| **DE:** ? communication skills | ☐ | ☐ | ☐ |  |
| **DE:** Is there any funding (for clinical departments / students)  | ☐ | ☐ | ☐ |  |
| **DE:** Will overseas applicants be accepted | ☐ | ☐ | ☐ |  |
| **DE:** How will occupational health clearance, DBS etc be managed | ☐ | ☐ | ☐ |  |
| **DE:** Is it clear what students will be expected to pay for e.g. DBS, uniforms, travel etc | ☐ | ☐ | ☐ |  |
| **DE:** Would prospective students understand the lack of registration with PSRB e.g. HCPC *(may want to consider condition, if not clear, to include documentation for students to sign when accepting a place on the programme)* | ☐ | ☐ | ☐ |  |
| **BSc:** Would student understand the new entry level programme that does not guarantee a job at the end? *(may want to consider condition, if not clear, to include documentation for students to sign when accepting a place on the programme)* | ☐ | ☐ | ☐ |  |
| **DE:** If extended working days are used within the programme, is it clear to applicants? *(may want to consider condition, if not clear, to include documentation for students to sign when accepting a place on the programme)* | ☐ | ☐ | ☐ |  |
| **DE:** Diversity and equality v uniform policies. Are students aware of uniform policies within the NHS? Does the university have a uniform policy? *(may want to consider condition, if not clear, to include documentation for students to sign when accepting a place on the programme)* | ☐ | ☐ | ☐ |  |
| **DE:** Ensure good awareness of the role and career choice | ☐ | ☐ | ☐ |  |
| **DE:** Is a visit to an ultrasound department part of the recruitment process? | ☐ | ☐ | ☐ |  |
| **DE:** * If yes, it the feedback process transparent and equitable, allowing clinical staff to provide honest reviews?
 | ☐ | ☐ | ☐ |  |

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| **Resources and Governance** |
| Does the programme look sustainable *(funding, student numbers, staffing levels, quality*) | ☐ | ☐ | ☐ |  |
| Support for programme?* Admin
* Academic
* Clinical sites – capacity for training students (staffing levels, range of examinations)
 | ☐ | ☐ | ☐ |  |
| Are there enough students on smaller modules to ensure good student learning experience and peer support? | ☐ | ☐ | ☐ |  |
| Are students emerging “fit for purpose”? | ☐ | ☐ | ☐ |  |
| Is there a formal relationship between the clinical staff and the academic staff *(i.e. are there specific roles such as practice educator / facilitator and Link Tutor)?* | ☐ | ☐ | ☐ |  |
| External examiner holds appropriate ultrasound qualification | ☐ | ☐ | ☐ |  |
| **DE:** University capacity?Staffing for additional programmes? | ☐ | ☐ | ☐ |  |
| **DE:** Additional to current programmes or instead of current provision? | ☐ | ☐ | ☐ |  |
| **DE:** Basic skills / simulation facilities for students prior to clinical placements | ☐ | ☐ | ☐ |  |
| **Programme Structure**  |
| Timescale – completion of routes (min – max)? Are time scales appropriate/realistic and do they meet CASE requirements? | ☐ | ☐ | ☐ |  |
| How easy is this to navigate the programme structure? (*ask for flow chart if unclear*).Are there any dead ends? | ☐ | ☐ | ☐ |  |
| Entry and exit routes clearly defined, including core / optional content | ☐ | ☐ | ☐ |  |

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| Relevant modules included within the programme  | ☐ | ☐ | ☐ |  |
| Learning outcomes (LO) are relevant and include clinical competency to perform and interpret ultrasound examinations | ☐ | ☐ | ☐ |  |
| Core material included & links to national standards / benchmark statements (e.g. QAA, NSC) - CASE requirements met? | ☐ | ☐ | ☐ |  |
| Clinical practice requirement – does this meet current CASE recommended minimum hours? | ☐ | ☐ | ☐ |  |
| Curricula content current | ☐ | ☐ | ☐ |  |
| Integration of academic education with clinical practice | ☐ | ☐ | ☐ |  |
| Induction for new students | ☐ | ☐ | ☐ |  |
| **DE:**is the programme mapped to HCPC standards (*future proofing*)? | ☐ | ☐ | ☐ |  |
| Programme delivery* + Flexibility
	+ E-learning / blended learning
	+ Distance learning
 | ☐ | ☐ | ☐ |  |
| **DE:** Do learning outcomes show development during programme | ☐ | ☐ | ☐ |  |
| **DE:** Mandatory training (University responsibility) | ☐ | ☐ | ☐ |  |
| **DE:** How are failing students identified? | ☐ | ☐ | ☐ |  |
| **DE:** Options for extending training? | ☐ | ☐ | ☐ |  |
| **DE:** Options for exit awards? | ☐ | ☐ | ☐ |  |
| **DE:** If UG how to integrate with inter-professional education | ☐ | ☐ | ☐ |  |
| **DE:** Academic calendar.  | ☐ | ☐ | ☐ |  |
| **DE:** Evaluate the students’ clinical timetables/shift patterns/rotas; consider the rotation of students, hours, and potential for gaps and overlaps. | ☐ | ☐ | ☐ |  |
| **Learning and Teaching (L&T)** |
| What is the approach to L&T? Have they consulted key stakeholders? What University wide strategies are in place to support this? | ☐ | ☐ | ☐ |  |
| Teaching & Learning strategies used* Normal
* Innovations? (*if innovative, does it fit with LOs and CASE?*)
 | ☐ | ☐ | ☐ |  |
| Adequacy of teaching resources | ☐ | ☐ | ☐ |  |
| Inter-professional education & learning opportunities | ☐ | ☐ | ☐ |  |
| Learning resources *(teaching accommodation, e-learning and IT facilities, library resources and off-site access)* | ☐ | ☐ | ☐ |  |
| **DE:** are generic topics included e.g. library skills, academic skills, EBP, research skills, infection control, communication, cultural competence, equality and diversity, professionalism, data protection? | ☐ | ☐ | ☐ |  |
| **DE:** Student background experience. How will team deal with this? - basic anatomy - imaging procedures - health care processes- alternative investigations- scope of practice | ☐ | ☐ | ☐ |  |
| **Module Details** |
| Range of module options & suitability to programme titles / programme learning outcomes & CASE LOs | ☐ | ☐ | ☐ |  |
| Pre-requisites (*essential modules for any award*) | ☐ | ☐ | ☐ |  |
| Co-requisite modules (*modules that have to be studied together to achieve an award*) | ☐ | ☐ | ☐ |  |
| Professional issues included somewhere? *(if within all clinical modules, check overlap of learning outcomes & possibility of credit being awarded for the same work/learning across modules)* | ☐ | ☐ | ☐ |  |
| Is gynaecology included within obstetric cert. to some level? | ☐ | ☐ | ☐ |  |
| Is gynaecology included within abdominal cert. to some level? | ☐ | ☐ | ☐ |  |
| Science & technology - Link to practice? Who teaches this? | ☐ | ☐ | ☐ |  |
| Standards:* Pass rates
* Overall module marks
* External examiner feedback and response
 | ☐ | ☐ | ☐ |  |
| **Assessment Strategies (Academic)** |
| Assessment philosophy: What were the overarching aims in deciding how to assess? | ☐ | ☐ | ☐ |  |
| Range and type of assessments used? Variety of assessment methods (*skills development across a programmes*) | ☐ | ☐ | ☐ |  |
| Appropriate assessments to meet the learning outcomes (LOs) | ☐ | ☐ | ☐ |  |
| Assessment of LOs * M-level skills (or BSc level if undergraduate direct entry)
* Assess academic knowledge
 | ☐ | ☐ | ☐ |  |
| Clear weighting of assessments? | ☐ | ☐ | ☐ |  |
| If compensation is allowed check * Is it appropriate? (*be sensitive to University policy*)
* Does not include compensation for clinical assessments
 | ☐ | ☐ | ☐ |  |
| Check for repetition of tasks within and between modules | ☐ | ☐ | ☐ |  |
| Assessment burden? (workload) | ☐ | ☐ | ☐ |  |
| Parity between modules / programmes / routes | ☐ | ☐ | ☐ |  |
| Timing of assessments | ☐ | ☐ | ☐ |  |
| Pass marks – consistency across modules(*be sensitive to University policy*) | ☐ | ☐ | ☐ |  |
| **Student Support** |
| Processes to manage student/learner performance and progression? | ☐ | ☐ | ☐ |  |
| Academic support | ☐ | ☐ | ☐ |  |
| Support for students whilst in clinical | ☐ | ☐ | ☐ |  |
| **BSc:** consider buddying system with other students e.g. medical imaging |  |  |  |  |
| Consider support for students with learning difficulties | ☐ | ☐ | ☐ |  |
| Support whilst at university? | ☐ | ☐ | ☐ |  |
| Academic support when in clinical (*e.g. between blocks in block release programme or over holiday periods*) | ☐ | ☐ | ☐ |  |
| Library facilities and reading lists | ☐ | ☐ | ☐ |  |
| Other resources e.g. e-learning, clinical skills | ☐ | ☐ | ☐ |  |
| **Clinical** |
| Is there a formal relationship via a Memorandum of Agreement?**DE:** particularly important | ☐ | ☐ | ☐ |  |
| **BSc:** have all clinical providers undertaken risk assessments in relation to training and employment of BSc qualified sonographers | ☐ | ☐ | ☐ |  |
| Links between university, clinical department and student during course | ☐ | ☐ | ☐ |  |
| Adequate number of practice mentor/assessors?  | ☐ | ☐ | ☐ |  |
| Facilities for accrediting / monitoring departments | ☐ | ☐ | ☐ |  |
| Mentor support and training | ☐ | ☐ | ☐ |  |
| Clarity if roles within clinical department e.g. clinical mentor / practice educator / clinical assessor (*if relevant*) | ☐ | ☐ | ☐ |  |
| Are independent providers used? * Do they have the range of experience?
 | ☐ | ☐ | ☐ |  |
| * If not, are adequate processes in place to ensure full range of available?
 | ☐ | ☐ | ☐ |  |
| Options for additional experience | ☐ | ☐ | ☐ |  |
| **DE:** additional number of students that can be accommodated for direct entry programme? | ☐ | ☐ | ☐ |  |
| **DE:** are the numbers additional to current provision or instead of traditional pathway students? | ☐ | ☐ | ☐ |  |
| **DE:** Impact on other students? *(current Pg students, O&G, Radiology)* | ☐ | ☐ | ☐ |  |
| **DE:** How will the programme team ensure consistent training across the cohort? | ☐ | ☐ | ☐ |  |
| **DE:** Proportion of time in clinical placement? * Is it clear in the documentation?
 | ☐ | ☐ | ☐ |  |
| * Does it seem enough time to gain appropriate clinical skills in addition to hospital based experience?
 | ☐ | ☐ | ☐ |  |
| * What hours are worked *(?extended day, weekends etc*)
* Are students aware of this?
 | ☐ | ☐ | ☐ |  |
| **DE:** Minimum clinical attendance requirements? | ☐ | ☐ | ☐ |  |
| **DE:** What resources are there for students to use whilst on clinical placement e.g. access to PCs? | ☐ | ☐ | ☐ |  |
| ***Meet with clinical staff separately during the validation event to explore these issues*** |
| **Clinical competency assessment (essential as part of CASE accreditation)** |
| Process for monitoring of progress / competence prior to final assessments. To what extent is the student encouraged to take ownership of this?  | ☐ | ☐ | ☐ |  |
| Does the monitoring process relate to the taught content / curriculum? | ☐ | ☐ | ☐ |  |
| **BSc:**is it clear how clinical skills develop during the programme and how levels differ from L4, L5, L6 (*are clinical staff aware of the difference between levels*)? | ☐ | ☐ | ☐ |  |
| Number of cases examined? | ☐ | ☐ | ☐ |  |
| Range cases examined? | ☐ | ☐ | ☐ |  |
| How are clinical assessments undertaken? | ☐ | ☐ | ☐ |  |
| Review paperwork – is it clear to you, students and clinical staff. Check consistency, if multiple documents. | ☐ | ☐ | ☐ |  |
| When are clinical assessments undertaken? | ☐ | ☐ | ☐ |  |
| Who carries out clinical assessments? | ☐ | ☐ | ☐ |  |
| What process is in place for moderation? *(are you confident that there is parity across the cohort and between cohorts, irrespective of clinical placement sites?) –* See CASE handbook | ☐ | ☐ | ☐ |  |
| Is the summative assessment tool fit for purpose? Is there scope to defer summative assessment if student needs more scanning time? *(i.e. not setting them up to fail)* | ☐ | ☐ | ☐ |  |
| What assessor training is provided? | ☐ | ☐ | ☐ |  |
| How are issues managed, when they arise? | ☐ | ☐ | ☐ |  |
| **DE:** On-going support for clinical staff (link lecturer visits) – (Remember these students will be the responsibility of the University, rather than the clinical dept.) | ☐ | ☐ | ☐ |  |
| **DE:** Student support during placements (e.g. personal tutoring arrangements) | ☐ | ☐ | ☐ |  |
| **DE:** Dealing with on-going issues e.g. FtP, professionalism, changing placements | ☐ | ☐ | ☐ |  |

**If you have any questions or need support during the validation process or at the event, please ask advice from a member of CASE Committee in confidence.**