

CASE Consortium for the Accreditation of Sonographic Education

THE ROLE OF THE CASE ACCREDITOR IN THE ACCREDITATION PROCESS

Gill Harrison
CASE Lead Accreditor and Ultrasound Programme Director at City University London.

CASE Consortium for the Accreditation of Sonographic Education

THE ACCREDITOR'S ROLE IN CASE ACCREDITATIONS

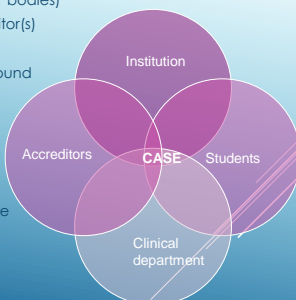
Learning outcomes:

- ▶ Critically reflect on the role of the accreditor in the review process
- ▶ Evaluate ways to review the documentation
- ▶ Evaluate how to determine a fair and robust assessment process
- ▶ Consider the highs and lows of being an accreditor

CASE Consortium for the Accreditation of Sonographic Education

WHAT IS THE ROLE OF A CASE ACCREDITOR?

- ▶ Work on behalf of CASE (parent bodies)
Lead accreditor & co-accreditor(s)
- ▶ Ensuring high standard in ultrasound training
 - ▶ Academic rigour
 - ▶ Clinical competency
 - ▶ Currency of course
- ▶ Work with the academic institute
- ▶ Encourage best practice
- ▶ Share ideas



CASE Consortium for the Accreditation of Sonographic Education


DOCUMENT REVIEW

- Programme team**
 - Liaise with CASE lead accreditor
 - Prepare documentation
 - Send to accreditors
- Accreditor team**
 - Review documentation
 - Consider questions / request further information
 - Feedback to programme team
- Timeframes**
 - CASE handbook for timelines
 - Lead work with programme team in advance
 - Constructive advice
 - Time to make amendments
 - Smooth running event

CASE Consortium for the Accreditation of Sonographic Education

DOCUMENTATION REVIEW - TIPS

- ▶ Terminology and processes differ between Universities
- ▶ Give yourself enough time to review the documentation
- ▶ Stay objective when reviewing documents
 - ▶ Don't expect the course to match one you are
- ▶ Are your comments related to personal opinion or CASE requirements?



CASE Consortium for the Accreditation of Sonographic Education

DOCUMENTATION – THINGS TO CONSIDER

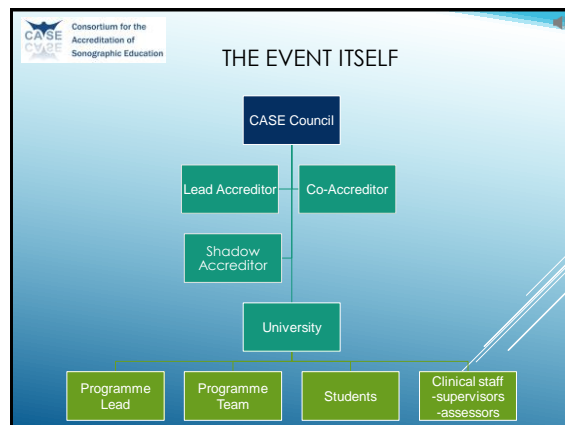
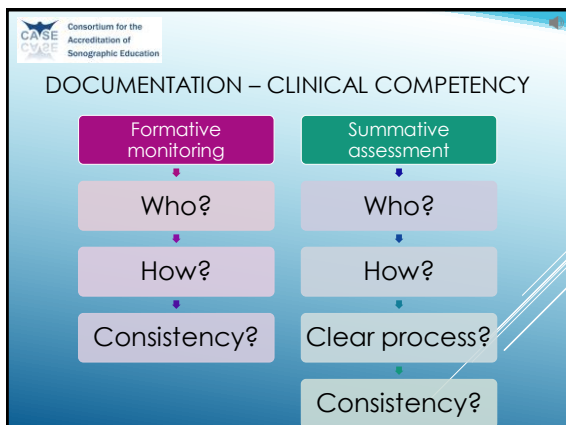
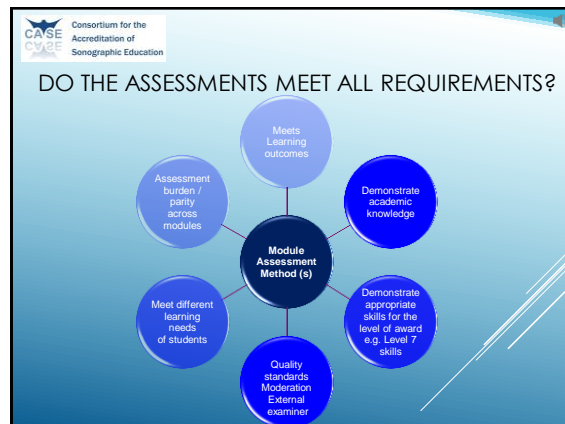
- ▶ Programme routes on offer
 - ▶ Programme structure – transparent and clear?
 - ▶ Timeframes
 - ▶ Aims & learning outcomes
- ▶ Module options within each route
 - ▶ Are they appropriate?
 - ▶ Do they meet the overall programme outcomes?
- ▶ Module credits
 - ▶ Equity of credits for workload?
 - ▶ Will all students have similar workload for similar credits?
- ▶ Staff
 - ▶ Ultrasound team?
 - ▶ External guest/visiting lecturers / expert knowledge?
 - ▶ Review CVs

DOCUMENTATION

- ▶ If new course - ?meet service user & CASE requirements
- ▶ Re-accreditation - developments
- ▶ Currency of course
- ▶ Link to national standards i.e. Skills for Health, QAA, screening programmes
- ▶ Service user involvement in developments

- ▶ Recruitment / admissions
- ▶ Student numbers – quality of learning experience
- ▶ Progression statistics

- ▶ Teaching & Learning methods used
- ▶ Feedback mechanisms and responses
- ▶ Student support mechanisms



VALIDATION EVENT

- ▶ Meet with programme team
- ▶ Overview of course
- ▶ Changes made and rationale (if re-accreditation)

- ▶ Feedback from students
 - ▶ Past
 - ▶ Present
- ▶ Feedback from clinical staff

- ▶ Meeting with programme team again

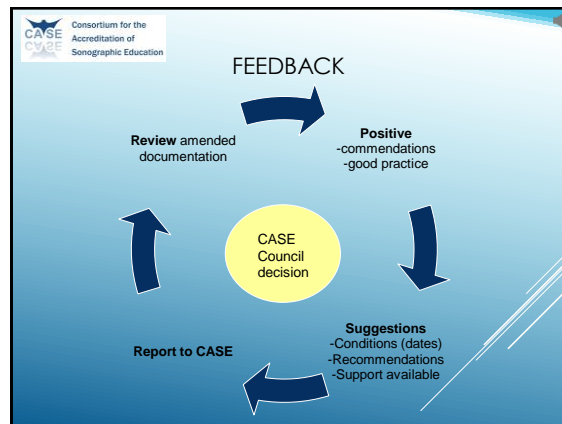
FACILITIES

- ▶ What is available for students?
- ▶ How is it used?
- ▶ When is it used?
- ▶ How often is it used?
- ▶ Student's opinions?

CASE Consortium for the Accreditation of Sonographic Education
CVSE

METHODS USED BY UNIVERSITIES

- ▶ Innovation should not be stifled - does the programme meet CASE requirements?



CASE Consortium for the Accreditation of Sonographic Education
CVSE

QUESTIONS ABOUT THE ACCREDITATION PROCESS OR DOCUMENTATION?

You are not alone in the process

- ▶ CASE co-ordinator
- ▶ Lead accreditor
- ▶ CASE Chair
- ▶ Other member of CASE council

CASE Consortium for the Accreditation of Sonographic Education
CVSE

WHY BE AN ACCREDITOR FOR CASE?

CASE Consortium for the Accreditation of Sonographic Education
CVSE

DID I MEET THE LEARNING OUTCOMES FOR THIS PRESENTATION?

Learning outcomes:

- ▶ Critically reflect on the role of the accreditor in the review process
- ▶ Evaluate ways to review the documentation
- ▶ Evaluate how to determine a fair and robust assessment process
- ▶ Consider the highs and lows of being an accreditor

Which method could assess these learning outcomes? I.e.

- ▶ 1.5 hour practical test/experiment with short written synopsis (500 words)
- ▶ 2 hour unseen examination
- ▶ Written assignment (2000 words)
 - ▶ i.e. evaluate the role of ultrasound for screening in the first trimester of pregnancy
- ▶ Oral Presentation (20 minutes)
- ▶ Group presentation
- ▶ Poster presentation
- ▶ Objective structured examination
- ▶ Patchwork learning – small pieces of work "sewn together" at the end
- ▶ Case study (2000 words)
- ▶ Reflection (2000 words)