THE ROLE OF THE CASE ACCREDITOR IN THE ACCREDITATION PROCESS

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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

DOCUMENTATION REVIEW
- Liaise with CASE lead accreditor
- Prepare documentation
- Send to accreditors

- Review documentation
- Consider questions / request further information
- Feedback to programme team

- CASE handbook for timelines
- Lead work with programme team in advance
- Constructive advice
- Time to make amendments
- Smooth running event

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 familiar with
  - Are your comments related to personal opinion or CASE requirements?

DOCUMENTATION – THINGS TO CONSIDER
- Programme routes on offer
  - Programme structure – transparent and clear
  - 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

DO THE ASSESSMENTS MEET ALL REQUIREMENTS?

Module Assessment Method(s):

- Meets Learning outcomes
- Demonstrates appropriate knowledge
- Demonstrates skills by the level of award e.g. Level 7 skills

DOCUMENTATION – CLINICAL COMPETENCY

Formative monitoring
- Who?
- How?
- Consistency?

Summative assessment
- Who?
- How?
- Clear process?
- Consistency?

THE EVENT ITSELF

- 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

VALIDATION EVENT

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

FACILITIES

- What is available for students?
- How is it used?
- When is it used?
- How often is it used?
- Student’s opinions?
METHODS USED BY UNIVERSITIES

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

FEEDBACK

- Positive
  - commendations
  - good practice
- Suggestions
  - Conditions (dates)
  - Recommendations
  - Support available
- CASE Council decision
- Report to CASE

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

WHY BE AN ACCREDITOR FOR CASE?

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 (20-30 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)