



ASAR

Australian Sonographer
Accreditation Registry

Course Accreditation Application Pack



Australian Sonographer Accreditation Registry Limited

PO Box 8323 Baulkham Hills BC NSW 2153

Telephone: (02) 8850 1144, Facsimile: (02) 8850 1177, Email: registry@asar.com.au, Website: www.asar.com.au



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Australian Sonographer Accreditation Registry

PO BOX 8323
Baulkham Hills BC
NSW, 2153
Australia

Phone: (02) 8850 1144
Fax: (02) 8850 1144
Email: registry@asar.com.au



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Introduction

This application pack has been developed to assist organisations seeking course accreditation with the Australian Sonographer Accreditation Registry (ASAR) against the Standards for the Accreditation of Sonographer Courses. The application pack is one part of an accreditation framework that includes the policies, processes and standards within which courses are granted accreditation for a specified time, having met all of the defined requirements.

Accreditation Principles

The accreditation framework reflects a commitment to a consistent approach to accreditation. The principles underpinning the approach to accreditation are:

Legitimacy

The accreditation process must be legitimate and acceptable to stakeholders.

Such legitimacy includes impartiality in relation to particular stakeholder groups; and appropriate respect for the academic autonomy of course providers. The accreditation process must also be consistent with current legislation and guidelines.

Validity

The accreditation process must be valid in that the procedures are appropriate for assessing the determination of criteria. These criteria must be evidence-based and explicitly related to the necessary graduate competency outcomes and other specified purposes of the accreditation process. The period and status of accreditation must be appropriate to the nature of the programs and developments in the professional field.

Efficiency

The accreditation process must cover what is necessary and sufficient and not be unnecessarily burdensome for course providers, accreditation committee members or other participants.

Accountability

The accreditation process and its outcomes must be accountable to stakeholders including members of the profession, students, and the public through appropriate dissemination and publication of reports and information.

Transparency

The accreditation process and its outcomes should also be transparent to stakeholders and the public as long as appropriate confidentiality and protection of privacy is maintained.

Procedural fairness

The accreditation processes must meet the principles of procedural fairness.

Quality and improvement

The accreditation processes and criteria should facilitate the development of programs of the highest academic and professional quality and facilitate the continuous improvement of programs over the period for which they are accredited.

Ongoing cycle of review

The accreditation processes must undergo an ongoing cycle of review to maintain consistency with these principles and for ongoing improvement. All stakeholders should have an opportunity for input or participation. There must also be periodic review of the Framework as a whole.



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Accreditation Applications

ASAR will only consider accreditation applications for courses that are nationally recognised, that is, the course meets one of the following requirements:

1. The course is a Training Package Qualification; or
2. The course is accredited in the VET Sector; or
3. The course is accredited in the Higher Education Sector.

Organisations seeking accreditation or re-accreditation are advised that this application pack must be read in conjunction with:

1. The *Standards for the Accreditation of Sonographer Courses* available from the ASAR website; and
2. The *ASA Competency Standards for the Entry Level Sonographer* available from the ASA website.



Application Processes

ASAR recognises the enormous amount of work that goes into writing up a course accreditation or reaccreditation application. ASAR also recognises that it has a responsibility to expedite the process, but equally, that the process needs to be rigorous and as a consequence, an application can take some time to be assessed.

The Timeline

ASAR has developed the following timelines to guide the accreditation process. The application process will take a minimum of 7 months from the submission of a completed application pack.

Timeline	Actions by the Applicant	Actions by ASAR
	Advise ASAR in writing of your intent to submit an application for accreditation.	Acknowledge advice in writing.
Submission of a completed Application Pack	Complete the application pack and provide the completed pack and accompanying evidence to ASAR in a digital format. This includes access to online materials for courses using distance learning methodologies.	<ul style="list-style-type: none">• Acknowledge the receipt of the application in writing.• Convene the accreditation committee.• Accreditation Committee to review the application.• Schedule the presentation day.
Presentation day (Within 4 months of receipt of the completed Application Pack)	Provide a 10 - 20 minute presentation showcasing the course. The remainder of the 2 hour appointment will be used by the Accreditation Committee.	<ul style="list-style-type: none">• The Accreditation Committee will ask any relevant questions and seek clarifications about the application and evidence that has been submitted.• Provide an opportunity for the applicant to ask questions.
Within 1 week of the presentation day		If required, request any further evidence needed to make a decision on the application.
	If required, provide any further evidence requested by the Accreditation Committee.	
Within 3 months of the presentation day, or if required, from the receipt of further evidence.		Advise the applicant in writing of the Accreditation Committee's decision.



Notes:

1. Presentations will usually be in Sydney. The applicant will be required to meet their own travel, accommodation and sundry expenses.
2. Audio-visual and internet access facilities will be provided for the presentation day.
3. Materials submitted to ASAR will not be returned. A copy of the documentation will be retained by ASAR for future reference.
4. The application process is applicable for new courses, as well as those being reaccredited.
5. If an applicant has questions for the **council** during the accreditation process, please forward those to the ASAR **Executive Officer** in writing. The ASAR **Executive Officer** will provide the applicant with the **board's** response.

Change of date for the presentation

Should a change of presentation date be requested, the applicant must apply in writing. ASAR will permit one change of up to a maximum of 3 months deferment.

Course Accreditation Date

To be accredited, courses must be assessed as successfully meeting all criteria for all eight standards. The period of accreditation differs for new and continuing courses. The following guidelines will be applied by ASAR.

Course Type	Maximum Accreditation Period
New Course	The nominal minimum duration of the course plus one year
Continuing Course	Five years

ASAR is also able to place a condition on an accreditation, such as the requirement for further monitoring of the course. The applicant will be advised in writing of any conditions on the accreditation.

Applicants must provide course materials for the proposed course. A minimum of 50% of the course materials must be supplied with the application. Please see Appendix 4 for more information. If the applicant does not provide 100% of the course materials with the application, the maximum accreditation period will be for the period covered by the supplied materials. The remainder of the materials must be provided to ASAR 4 months before the commencement of the delivery.

The official course accreditation date will be the date on the letter informing the applicant that accreditation has been approved. This date will be strictly adhered to by ASAR. Only students enrolled on or after the program accreditation date will be eligible for ASAR accreditation.

Withdrawal of Course Accreditation

ASAR reserves the right to withhold or withdraw course accreditation if a course provider fails to meet the Standards for the Accreditation of Sonographer Courses, including a failure to adhere to the reaccreditation timeline detailed above.

Courses unsuccessful in gaining reaccreditation will no longer be accredited after their accreditation expiry date and the ASAR website will be altered accordingly. The ASAR appeals process is available for applicants who feel aggrieved by any decision.

Significant Changes to the Course Structure

The applicant must inform ASAR in the annual Self Study Report of any significant changes made to the course structure, content, or delivery during the period of accreditation. A review of course material resulting from these changes may be requested. ASAR appreciates that course changes may need to occur during the accreditation period. When determining what represents a "significant change", course providers should reflect on how the change relates to elements detailed in the Standards for the Accreditation of Sonographer Courses, the ASA Competency Standards for the Entry Level Sonographer, and any ASAR recommendations specific to that course's accreditation.



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Appeals

Any organisation aggrieved by a decision of the Registry may lodge an appeal with the Registry, within thirty days after the receipt of communication of that decision. The appeal is to be accompanied by details of the grounds for the appeal and such fee as may be prescribed by the Registry.

Upon receipt of a notice of appeal accompanied by the prescribed fee, the Registry will refer the appeal to a tribunal selected by ASAR. The tribunal will be comprised of appropriately qualified and skilled individuals, and will include an impartial expert advisor.

At the conduct of any appeal, the appellant:

- (a) may appear before the tribunal represented by a person, who may or may not be legally qualified, and
- (b) may make oral or written submissions as he or she thinks fit.

The decision of the tribunal will be in writing and set out the reasons for the decision. If a decision is in favour of the appellant, the application fee lodged with the notice of appeal will be refunded to the appellant.

A decision by the tribunal will be final and binding on both the Registry and the appellant.



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The Evidence Guide

ASAR is seeking evidence of an applicant's compliance with the eight Standards for the Accreditation of Sonographer Courses. The evidence guide has two parts. Part One provides the applicant with an opportunity to provide an overview of the course. Part Two provides the applicant with the opportunity to provide evidence against each of the Standards for the Accreditation of Sonographer Courses. Part Two provides examples of evidence that could be submitted by an applicant. In most cases the evidence listed is a suggestion. Where the evidence is mandatory it has been marked as such. The following codes are used in the Evidence Guide:

- (I) Required for initial accreditation only
- (R) Required for reaccreditation of a course
- (M) Mandatory evidence requirement for all applications.

The applicant must address all standards and criteria in their application. Incomplete applications will be returned to the applicant.

When preparing your application:

1. The applicant is to complete one application pack for each course that is being submitted for accreditation / reaccreditation.
2. The applicant must be the course provider.
3. All parts of the application form must be completed and submitted with the attachments in electronic format.
4. The following templates must be used when submitting an application to ASAR:
 - a. Appendix 2 - Self Study Report
 - b. Appendix 3 - Course Outline
 - c. Appendix 4 - Subject Outline
 - d. Appendix 5 - Professional Profile – Nominated Workplace Assessor
 - e. Appendix 6 - Staff Qualification Matrix
 - f. Appendix 7 - Declaration
 - g. Appendix 8 - Applicant's Evidence Attachments Checklist
5. Please reference all attachments to the relevant part, section and standard.
6. Where additional attachments are included in the application, or if an attachment is relevant to more than one requirement, please reference it in the body of the application and in the attachment checklist at the end of the application
7. Please note: it is not necessary to duplicate attachments that are relevant to more than one requirement



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Part One - Course Overview

Section 1: Applicant's Details

Course Name

Name of Institution
(Legal Entity)

Trading Name/s (If applicable)

Business Address

Postal Address

Phone

Fax

Email

Website

Type of Organisation (please tick)

You may select more than one option to describe the organisation that delivers the course.

University

Higher Education Provider

Registered Training Organisation

Other (Please Specify)



Section 1: Applicant's Details continued

Details of the Authorised Officer (CEO or equivalent)

The Authorised Officer must complete the declaration at Appendix 7.

Name

Position

Postal Address

Phone Mobile

Email

Details of the Contact Officer for the application

Name

Position

Postal Address

Phone Mobile

Email



Section 2: Course Details

Graduate Competency Outcomes. Please identify which competency outcomes will be achieved by graduates of the course by placing a tick in the relevant boxes. You may select more than one option.

Compulsory Unit Requirements

Competence must be demonstrated in all foundation units

		Yes	No	
Foundation Units of Competence	<input type="checkbox"/>	<input type="checkbox"/>		Unit 1 Deliver safe, patient centred services
	<input type="checkbox"/>	<input type="checkbox"/>		Unit 2 Practice within professional and ethical frameworks
	<input type="checkbox"/>	<input type="checkbox"/>		Unit 3 Locate, analyse and synthesise information to support evidence based practice
	<input type="checkbox"/>	<input type="checkbox"/>		Unit 4 Contribute to workplace health and safety and quality assurance
	<input type="checkbox"/>	<input type="checkbox"/>		Unit 5 Communicate effectively

Domain Unit Requirements

Competence must be demonstrated in the relevant domains for the accreditation sought.

		Yes	No	
Critical Practice – Units 6 – 14 Plan and Conduct Examinations	<input type="checkbox"/>	<input type="checkbox"/>		Unit 6 Abdominal
	<input type="checkbox"/>	<input type="checkbox"/>		Unit 7 Breast
	<input type="checkbox"/>	<input type="checkbox"/>		Unit 8 Cardiac
	<input type="checkbox"/>	<input type="checkbox"/>		Unit 9 Musculoskeletal
	<input type="checkbox"/>	<input type="checkbox"/>		Unit 10 Obstetric and Gynaecology
	<input type="checkbox"/>	<input type="checkbox"/>		Unit 11 Paediatrics
	<input type="checkbox"/>	<input type="checkbox"/>		Unit 12 Superficial Parts
	<input type="checkbox"/>	<input type="checkbox"/>		Unit 13 Vascular (General)
<input type="checkbox"/>	<input type="checkbox"/>		Unit 14 Vascular (Discipline Specific)	



Section 2: Course Details continued

Course Type

Please indicate the type of course that will be provided:

The Course is a Training Package Qualification

The Course is accredited in the VET Sector

The Course is accredited in the Higher Education Sector

Reminder:

Please attach a copy of formal advice of accreditation from the relevant Institution or Authority.

Delivery Sites

If the Institution plans to offer the course in more than one location, details of all locations, including offshore locations are to be provided. If the institution plans to deliver the course through a separate legal entity or business entity (an agent), details of the agent and nature of the agreement / relationship must be provided.

Delivery Site 1

Campus Name

Street Address

State

Postcode

Telephone

Principal / Agent Relationship

Yes

No

Name of Agent

Is the agent bound by a formal agreement?

Describe the nature of the agreement / relationship.



Section 2: Course Details continued

Delivery Site 2

Campus Name

Street Address

State

Postcode

Telephone

Principal / Agent Relationship

Yes

No

Name of Agent

Is the agent bound by
a formal agreement?

Describe the nature of the
agreement / relationship.

Add additional site tables as required.



Using Part Two of the Evidence Guide

The following illustrates how to use the evidence guide to compile your application to ASAR.
(Delete this page from your application once completed)

Completed by the Applicant

Criteria	Linkages	Suggested Evidence	Evidence Provided	Reference
1.1	1.2, 1.4, 2.1, 8.1;	1. Policies and processes governing the review and management of the course over its accreditation period. 2. Self-study report (R) (M)	Management Review Policy Management Review Procedure Course Evaluation Procedure 2011 Self Study Report	Attachment 1 Attachment 2 Attachment 3 Attachment 4
1.2	1.1, 1.4, 2.1, 8.1	3. Self-study report (R) (M) 4. Formal letter from the applicant advising changes to the course or its management	2011 Self Study Report No changes have been made to the course.	Attachment 4 -

Where one piece of evidence is used against multiple criteria, provide one copy of the evidence and use the reference to point the Accreditation Committee to the document. In this example the Self Study Report, Attachment 4 is being used as evidence for both criteria 1.1 and 1.2.

The evidence provided by the applicant to address each criteria of each standard.

Each piece of evidence numbered and attached to the application.



Part Two

Standard One: Governance

The course owner and course provider demonstrate governance arrangements to produce graduates with the required graduate competency outcomes. The arrangements must cover quality assurance and improvement; course design and management; clinical placement and supervision; consultation and collaboration; and resourcing for effective course implementation.

Evidence

The following are examples of evidence that may be provided by the applicant.

Criteria 1.1

Linkages

1.2, 1.4, 2.1, 8.1, 8.2, 8.4, 8.5

Suggested Evidence

1. Policies and processes governing the review and management of the course over its accreditation period.
2. Self-study report. **(R) (M)**

Evidence Provided

Reference

Criteria 1.2

Linkages

1.1, 1.4, 2.1, 8.1, 8.2, 8.4, 8.5

Suggested Evidence

3. Self-study report **(R) (M)**
4. Formal letter from the applicant advising changes to the course or its management.

Evidence Provided

Reference



Criteria 1.3

Linkages

Suggested Evidence

5. Formal letter from the applicant advising of relevant accreditation decisions.

Evidence Provided

Reference

Criteria 1.4

Linkages

Suggested Evidence

1.1, 1.2, 2.1, 8.1, 8.2, 8.4, 8.5
6. Self-study report. (R) (M)

Evidence Provided

Reference

Criteria 1.5

Linkages

Suggested Evidence

7. Governance arrangements for the provider and where necessary, the course. (M)

Evidence Provided

Reference



Criteria 1.6

Linkages

Suggested Evidence

8. Evidence of higher education provider or RTO provider status accompanied by the most recent audit report from the accrediting or registering authority. (M)

Evidence Provided

Reference

Criteria 1.7

Linkages

Suggested Evidence

4.5, 4.9, 5.6, 5.7

9. Policies and processes for course development, monitoring, review, evaluation and improvement.

10. Data that demonstrates the effectiveness of the approach taken by the provider.

11. Employer satisfaction data.

Evidence Provided

Reference

Criteria 1.8

Linkages

Suggested Evidence

12. Collaboration activities - Advisory / monitoring committee membership.
Documentation of collaborative curriculum / course development - Terms of Reference for committees and minutes of meetings.

Evidence Provided

Reference



Criteria 1.9

Linkages

Suggested Evidence

13. Marketing / promotional materials, course guides, web information. **(M)**

Evidence Provided

Reference

Criteria 1.10

Linkages

Suggested Evidence

2.4-2.6, 3.1-3.4, 4.4, 4.8, 5.1-5.3, 6.2, 7.4, 7.5

14. Subject outlines - Resource lists for each subject, include facilities, equipment, support services and ratios of students to equipment. **(M)**

15. Student satisfaction data.

Evidence Provided

Reference

Criteria 1.11

Linkages

Suggested Evidence

16. Guidelines that describe the content of any agreements for delivery and assessment of the course.

17. Agreements with partner organisations including clinical sites and a contact person for each agreement. **(M)**

Evidence Provided

Reference



Criteria 1.12

Linkages

Suggested Evidence

18. Policies or processes for risk assessment and management.
19. Risk management plans.

Evidence Provided

Reference

Criteria 1.13

Linkages

Suggested Evidence

20. Policies or processes to manage business operations.
21. Transition plan. **(M)** (If ceasing operations)

Evidence Provided

Reference



Standard Two: Course Goals and Outcomes

The course provider has a clearly stated educational philosophy for the course and can demonstrate that the course structure is sufficient to achieve the graduate competency outcomes. The course provider must also demonstrate that the structure and amount of clinical experience is appropriate for the graduate competency outcomes to be developed, with evidence of an integration of theory and clinical experience.

Evidence

The following are examples of evidence that may be provided by the applicant.

Criteria 2.1

Linkages

Suggested Evidence

1.1, 1.2, 1.4, 8.1-8.2-8.2, 8.4-8.5

1. Provide an explanation of the educational philosophy of the course.
2. Policies and processes governing the review and improvement of the course over its accreditation period.
3. Self-study report. **(R) (M)**

Evidence Provided

Reference

Criteria 2.2

Linkages

Suggested Evidence

4. Documentation showing national recognition of the course at a minimum of AQF level 8. **(M)**

Evidence Provided

Reference



Criteria 2.3

Linkages

1.10, 2.3, 2.5, 2.6, 3.1-3.4, 4.8, 5.1-5.3, 6.2, 7.4-7.5

Suggested Evidence

5. Course handbook or equivalent with details of course length and structure. **(M)**
6. Copy of course outline. **(M)**

Evidence Provided

Reference

Criteria 2.4

Linkages

1.10, 2.3, 2.5, 2.6, 3.1-3.4, 4.8, 5.1-5.3, 6.2, 7.4-7.5

Suggested Evidence

7. Map or table showing total clinical experience outcomes in relation to graduate competency outcomes. **(M)**
8. Statement of total clinical experience placement hours across the course. **(M)**
9. Copy of course and subject outlines. **(M)**

Evidence Provided

Reference

Criteria 2.5

Linkages

1.10, 2.3, 2.5, 2.6, 3.1-3.4, 4.8, 5.1-5.3, 6.2, 7.4-7.5

Suggested Evidence

10. Copy of course and subject outlines. **(M)**

Evidence Provided

Reference



Criteria 2.6

Linkages

1.10, 2.3, 2.5, 2.6, 3.1-3.4, 4.8, 5.1-5.3, 6.2, 7.4-7.5

Suggested Evidence

11. Copy of course and subject outlines. (M)

Evidence Provided

Reference

Criteria 2.7

Linkages

Suggested Evidence

12. Provide details of all possible exit points for students.
13. Documentation of exit processes and standards.
14. Marketing / promotional materials, course guides, web information.

Evidence Provided

Reference

Criteria 2.8

Linkages

Suggested Evidence

15. Provide details of all possible pathways for graduates. (M)
16. Marketing / promotional materials, course guides, web information.

Evidence Provided

Reference



Standard Three: Course Content

The course provider demonstrates that the course content takes as its primary focus sonography practice, that it comprehensively addresses the graduate competency outcomes including content related to foundation and critical practice competency outcomes, and that any elective content is complementary to the discipline of sonography.

Evidence

The following are examples of evidence that may be provided by the applicant.

Criteria 3.1

Linkages

1.10, 2.3–2.6, 3.2-3.4, 4.8, 5.1-5.3, 6.2, 7.4, 7.5

Suggested Evidence

1. Map or table showing alignment between the course content (including clinical experience) and the relevant graduate competency outcomes. **(M)**
2. Copy of all subject outlines. **(M)**

Evidence Provided

Reference

Criteria 3.2

Linkages

1.10, 2.3–2.6, 3.1, 3.3-3.4, 4.8, 5.1-5.3, 6.2, 7.4, 7.5

Suggested Evidence

3. Copy of all subject outlines. **(M)**

Evidence Provided

Reference



Criteria 3.3

Linkages

1.10, 2.3–2.6, 3.1–3.2, 3.4, 4.8, 5.1–5.3, 6.2, 7.4, 7.5

Suggested Evidence

4. Copy of all subject outlines. **(M)**

5. Description and examples of how the course reflects contemporary sonographic practice.

Evidence Provided

Reference

Criteria 3.4

Linkages

1.10, 2.3–2.6, 3.1–3.3, 4.8, 5.1–5.3, 6.2, 7.4, 7.5

Suggested Evidence

6. Course and subject outlines - Resource lists for each subject, include facilities, equipment, support services and ratios of students to equipment. **(M)**

Evidence Provided

Reference



Standard Four: Resources and Staffing

The course provider demonstrates that it has the learning and assessment materials, facilities and equipment, and staff to provide students with the support and the expertise necessary to attain their graduate competency outcomes.

Evidence

The following are examples of evidence that may be provided by the applicant.

Criteria 4.1

Linkages

4.2, 7.3

Suggested Evidence

1. Copy of the Staff Qualification Matrix for the course. **(M)**

Evidence Provided

Reference

Criteria 4.2

Linkages

4.1, 7.3

Suggested Evidence

2. Copy of the Staff Qualification Matrix for the course. **(M)**

Evidence Provided

Reference



Criteria 4.3

Linkages

Suggested Evidence

3. Description and examples of how the staffing profile enables the achievement of course outcomes.

Evidence Provided

Reference

Criteria 4.4

Linkages

Suggested Evidence

4. Processes for establishing the suitability of placements in regard to achieving the relevant graduate competency outcomes.
5. List of nominated workplace supervisors accompanied by a professional profile for the nominated workplace supervisors. **(M)**

Evidence Provided

Reference

Criteria 4.5

Linkages

Suggested Evidence

1.7, 1.10, 4.9, 5.1-5.4, 5.6, 5.7, 6.1-6.3
6. Provide the staff to student ratios for each subject included in the course. **(M)**
7. Student satisfaction data. **(M) (R)**
8. Employer satisfaction data. **(M) (R)**
9. Course outcome data. **(M) (R)**

Evidence Provided

Reference



Criteria 4.6

Linkages

Suggested Evidence

10. Processes for staff performance monitoring and staff development.

Evidence Provided

Reference

Criteria 4.7

Linkages

Suggested Evidence

11. Processes for professional development that includes teaching, learning, assessment, clinical development, and any requirements for mandatory professional development.
12. Samples of professional development programs undertaken by staff.

Evidence Provided

Reference

Criteria 4.8

Linkages

Suggested Evidence

1.10, 2.4-2.6, 3.1- 3.4, 5.1-5.3,k 6.2, 7.4-7.5
13. Course and subject outlines - Resource lists for each subject, include facilities, equipment, support services and ratios of students to equipment. **(M)**
14. Evidence of the state and currency of the facilities and equipment detailed in the resource lists in the subject outline.

Evidence Provided

Reference



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Criteria 4.9

Linkages

1.7, 4.5, 5.6, 5.7

Suggested Evidence

15. Copies of all materials provided to clinical supervisors. **(M)**

16. Processes for supporting clinical supervisors.

17. Employer satisfaction data (including the clinical supervisors). **(M)**

18. Processes for professional development including any requirements for mandatory professional development.

Evidence Provided

Reference



Standard Five: Teaching and Learning

The course provider demonstrates that contemporary, relevant and varied approaches to teaching and learning underpin the course and that the teaching and learning approaches provide Australian and international evidence based best practice perspectives on Sonography.

Evidence

The following are examples of evidence that may be provided by the applicant.

Criteria 5.1

Linkages

1.10, 2.3–2.6, 3.2-3.4, 4.8, 5.1-5.3, 6.2, 7.4, 7.5

Suggested Evidence

1. Map or table showing alignment between the course content (including clinical experience) and the relevant graduate competency outcomes. **(M)**
2. Copy of course and subject outlines. **(M)**
3. The reasoning for the course content and organisation of units.
4. Course outcome data. **(M) (R)**

Evidence Provided

Reference

Criteria 5.2

Linkages

1.10, 2.3–2.6, 3.2-3.4, 4.5, 5.1, 5.3-5.4, 6.1-6.3, 7.4-7.5

Suggested Evidence

5. Copy of course and subject outlines. **(M)**
6. Course outcome data. **(M) (R)**

Evidence Provided

Reference



Criteria 5.3

Linkages

1.10, 2.3–2.6, 3.2–3.4, 4.5, 5.1–5.2, 5.4, 6.1–6.3, 7.4–7.5

Suggested Evidence

7. Copy of course and subject outlines. **(M)**
8. Course outcome data. **(M) (R)**

Evidence Provided

Reference

Criteria 5.4

Linkages

4.5, 5.1–5.3, 6.1–6.3

Suggested Evidence

9. Description and examples of how the varying components of the course and the chosen strategies for teaching and learning enable the achievement of the relevant graduate competency outcomes.
10. Course outcome data. **(M) (R)**

Evidence Provided

Reference

Criteria 5.5

Linkages

11. Benchmarking against selected examples of national and international best practice in teaching and learning.

Suggested Evidence

12. Demonstration of the adoption of best practice teaching and learning approaches in the course.

Evidence Provided

Reference



Criteria 5.6

Linkages

1.7, 4.5, 4.9, 5.7

Suggested Evidence

13. Employer satisfaction data. **(M)**

14. Statement / description and examples of how the course curriculum develops graduates who are safe to practice.

Evidence Provided

Reference

Criteria 5.7

Linkages

1.7, 4.5, 4.9, 5.6, 6.3

Suggested Evidence

15. Processes to ensure the effectiveness of clinical supervision.

16. Student satisfaction data. **(M)**

17. Employer satisfaction data. **(M)**

Evidence Provided

Reference

Criteria 5.8

Linkages

Suggested Evidence

18. Examples of staff engaging in professional development activities including those aimed at maintaining their competence.

19. Description and examples of course content related to maintaining competence.

Evidence Provided

Reference



Criteria 5.9

Linkages

Suggested Evidence

- 20. Identification of content focused on/related to research and application of research across the course. **(M)**
- 21. Identification of content focused on/related to developing students with communication and collaboration skills.
- 22. Identification of content focused on/related to developing students with leadership skills.

Evidence Provided

Reference

Criteria 5.10

Linkages

Suggested Evidence

- 23. Course content indicating interprofessional learning and teaching approaches.
- 24. Examples from curriculum of opportunities for interprofessional learning.

Evidence Provided

Reference



Criteria 5.11

Linkages

Suggested Evidence

- 25. Identification of all aspects of the course that use evidence based simulation for teaching or assessment.
- 26. Evidence that the use of simulation in the course is effective in developing the relevant graduate competency outcomes.

Evidence Provided

Reference

Criteria 5.12

Linkages

Suggested Evidence

- 27. Processes used to identify student-learning styles and provide appropriate learning strategies.
- 28. Description and examples of range of learning experiences used across the course.

Evidence Provided

Reference



Standard Six: Assessment

The course provider demonstrates that the course adopts an approach to assessment that is suited to the nature of the learning experiences and comprehensively linked to the attainment of the graduate competency outcomes.

Evidence

The following are examples of evidence that may be provided by the applicant.

Criteria 6.1

Linkages

4.5, 5.1-5.4, 6.3

Suggested Evidence

1. Map or table showing alignment between the course content (including clinical experience), assessment activities and the relevant graduate competency outcomes. **(M)**
2. Course outcome data. **(M) (R)**
3. Employer satisfaction data. **(M) (R)**

Evidence Provided

Reference

Criteria 6.2

Linkages

1.10, 2.3-2.6, 3.1, 3.3-3.4, 4.8, 5.1-5.3, 6.1, 6.3, 7.4-7.5

Suggested Evidence

4. Copy of course and subject outlines. **(M)**
5. Process for providing progress information to students.
6. Student satisfaction data. **(M) (R)**

Evidence Provided

Reference



Criteria 6.3

Linkages

1.10, 4.5, 5.7, 6.1-6.2

Suggested Evidence

7. Student satisfaction data. (M) (R)

8. Course outcome data. (M) (R)

Evidence Provided

Reference

Criteria 6.4

Linkages

Suggested Evidence

9. Description and examples of the range of assessment contexts used.

10. List of the clinical settings and cases used to ensure relevant graduate competency outcomes are achieved.

Evidence Provided

Reference

Criteria 6.5

Linkages

Suggested Evidence

11. Description and examples of formative and summative assessments undertaken in the clinical context.

Evidence Provided

Reference



Criteria 6.6

Linkages

Suggested Evidence

- 12. Assessment policies and processes. (M)
- 13. Validation models for assessment.
- 14. Processes used to ensure the reliability of the assessments (for example independent practical assessments).

Evidence Provided

Reference

Criteria 6.7

Linkages

Suggested Evidence

- 15. Arrangements to ensure the quality of clinical assessments.
- 16. Moderation activities related to clinical assessments.

Evidence Provided

Reference

Criteria 6.8

Linkages

Suggested Evidence

- 17. Grading policies and processes.
- 18. Grading criteria, and evidence that they have been provided to students.
- 19. Explanation of how the grading criteria link to learning and performance objectives.

Evidence Provided

Reference



Criteria 6.9

Linkages

Suggested Evidence

- 20. Credit transfer/RPL policies. (M)
- 21. Description and examples of how curriculum is 'matched' to determine credit. (M)
- 22. Description and examples of how competence is assessed to determine RPL. (M)
- 23. Documentation that identifies credit transfer and RPL outcomes. (M) (R)
- 24. Examples of successful and unsuccessful credit and RPL applications. (M) (R)

Evidence Provided

Reference

Criteria 6.10

Linkages

Suggested Evidence

- 25. Description and examples of processes to ensure equivalence of course outcomes.
- 26. Evidence that the outcomes from different delivery modes are equivalent. (M)

Evidence Provided

Reference



Standard Seven: Research and Scholarship

The course provider demonstrates that the graduates' educational experience is informed by and fosters a spirit of inquiry, and that the students develop the skills to undertake and value research and apply it to their practice.

Evidence

The following are examples of evidence that may be provided by the applicant.

Criteria 7.1

Linkages

Suggested Evidence

1. Description and examples of how critical inquiry and innovation are reflected in course content and developed in students and staff.
2. Faculty / organisational research activities.
3. Staff-student forums.

Evidence Provided

Reference

Criteria 7.2

Linkages

Suggested Evidence

4. Description and examples of current research relative to course teaching and learning approaches.
5. Description and examples of processes of course development.

Evidence Provided

Reference



Criteria 7.3

Linkages

4.1, 4.2

Suggested Evidence

6. Staff Qualifications Matrix. (M)

Evidence Provided

Reference

Criteria 7.4

Linkages

1.10, 2.4-2.6, 3.1-3.4, 4.8, 5.1-5.3, 6.2, 7.5

Suggested Evidence

7. Subject outlines identifying content focused on or related to critical inquiry and evidence-based research across the course.

8. Examples of how students are encouraged to engage in reflective practice.

Evidence Provided

Reference

Criteria 7.5

Linkages

1.10, 2.4-2.6, 3.1-3.4, 4.8, 5.1-5.3, 6.2, 7.4

Suggested Evidence

9. Subject outlines identifying content focused on or related to the ethics and application of research across the course.

Evidence Provided

Reference



Standard Eight: Evaluation and Review

The course owner and provider regularly gather and consider evidence about how effectively the course is accomplishing its purposes and educational objectives. The outcomes of review inform planning and may lead to the revision of educational objectives, approaches to teaching, learning and assessment, and planning and budgeting priorities. There is an institution-wide commitment to continuous quality improvement

Evidence

The following are examples of evidence that may be provided by the applicant.

Criteria 8.1

Linkages

1.2, 1.4, 2.1, 8.2, 8.4-8.5

Suggested Evidence

1. Policies and processes governing the review and management of the course over its accreditation period.
2. Self-study report. **(R) (M)**

Evidence Provided

Reference

Criteria 8.2

Linkages

1.2, 1.4, 2.1, 8.1, 8.4-8.5

Suggested Evidence

3. Quality assurance processes. **(M)**
4. Self-study report. **(R) (M)**

Evidence Provided

Reference



Criteria 8.3

Linkages

Suggested Evidence

5. Evidence of benchmarking activities.

Evidence Provided

Reference

Criteria 8.4

Linkages

Suggested Evidence

1.2, 1.4, 2.1, 8.1- 8.2, 8.5

6. Self-study report. **(R) (M)**

7. Evidence of improvement actions taken.

Evidence Provided

Reference

Criteria 8.5

Linkages

Suggested Evidence

1.2, 1.4, 2.1, 8.1-8.2, 8.4

8. Review processes for the course. **(M)**

9. Examples of engagement with course stakeholders for the purposes of evaluation.

10. Self-study report. **(R) (M)**

Evidence Provided

Reference



Definitions

Academic Staff

Academic staff are course provider employees who meet the requirements established in Standard Four of this document. Academic staff are engaged in the teaching, supervision, support and/or assessment of students in relation to their acquisition of the required skills, knowledge, attitudes and graduate competency outcomes.

Accreditation

For the purpose of these standards accreditation requires the completion of an ASAR accredited course and the maintenance of CPD requirements.

Agreement

A shared formal agreement between the course provider and any clinical service providers where students gain their professional experience, based on the policies demonstrated in relation to these standards or successors.

Assessment

Assessment is a process to determine a student's achievement of expected learning outcomes and/or competency outcomes and may include a range of written and oral methods and practice or demonstration.

Assessment Contexts

Includes the clinical practice context and the simulated or laboratory context.

Australian Qualifications Framework

The Australian Qualifications Framework (AQF) is the national policy for regulated qualifications in Australian education and training. It incorporates the qualifications from each education and training sector into a single comprehensive national qualifications framework.

Australian Sonographer Accreditation Registry (ASAR)

ASAR (or its successor) accredits and re-accredits on a regular basis, sonography courses offered by various institutions, and establishes the criteria against which those programs and any other future programs are to be judged. In addition a register of accredited and student sonographers is maintained and their continuing professional development (CPD) activities monitored and recorded.

Clinical Experience

Clinical experience is any learning experience, including in simulated environments or clinical experience placements, which assists students to put theoretical knowledge into practice.

Clinical Experience Placement

Clinical experience placement is the component of sonographer education that allows students to put theoretical knowledge into practice within the patient care environment. It includes, but is not limited to, the hospital setting, and may include general practice, remote and rural health clinics, and community care environments. It excludes simulation.

Clinical Service Provider

Clinical service providers are health units or other appropriate service providers, where students undertake a period of supervised professional experience as part of a course that is accredited by ASAR, the graduates of which are eligible to apply for sonographer accreditation.

Competence

Competence is the combination of the knowledge, skills, attitudes, values and abilities that underpin effective performance in a profession. It encompasses confidence and capability.

Course

A course is the full program of study and experiences required to be undertaken before a qualification recognised under the Australian Qualifications Framework (AQF) and approved by a regulatory authority can be conferred. Some organisations will also use the term 'program' to refer to a course.



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Course Owner

The course owner is the legal entity that is the proponent or applicant for the course for the purpose of establishing a nationally recognised course in either the VET or Higher Education Sector.

Course Provider

The course provider is the organisation that issues the testamur for a nationally recognised course and is responsible for learning and assessment including situations where the course provider enters into contracting or auspicing agreement for the delivery and assessment. The course owner and provider may be one organisation.

Delivery Mode

Delivery mode is the means by which courses are made available to students: on-campus or in mixed-mode, by distance or by e-learning methods.

Grading

Grading is the system established by the education provider to report the outcomes achieved by the student. Grading systems vary and may include for example, competent - not yet competent or a scale of high distinction through to fail.

Graduates

Graduates are students who, have successfully completed a course and have received a testamur.

Graduate Competency Outcomes

Learning outcomes that are correlated with the ASA Competency Standards for the Entry Level Sonographer, ASAR specified outcomes, and that establish the benchmark for entry-level professional practice.

Higher Education

Higher education is the sector that offers university-level education - that is, at degree-level and above. The Commonwealth and States share government responsibility for this sector. The higher education sector in Australia is made up of universities and other higher education providers.

Higher Education Provider

A higher education provider is a body that is established or recognised by or under the law of the Australian Government, a State, the Australian Capital Territory or the Northern Territory to issue qualifications in the higher education sector. It may be a university, self-accrediting institution or a non-self-accrediting institution.

Interprofessional Learning and Practice

Interprofessional learning and practice are where two or more professionals learn with, from and about each other and/or work together to solve problems or provide services.

Learning Outcomes

Learning outcomes are the skills, knowledge and attitudes identified as the requirements for satisfactory course completion including, but not limited to, the graduate competency outcomes.

Nominated Workplace Supervisor

The nominated workplace supervisor is the person in the workplace with the overall responsibility for the supervision of sonography students. The nominated workplace supervisor may involve other ASAR accredited sonographers or suitably qualified and experienced medical practitioner working in the clinical context in the supervision of students from time to time.

Practice

Practice is the provision of a diagnostic ultrasound examination.

Professional Association

A body of persons engaged in the same profession, formed usually to control entry into the profession, maintain standards, and represent the profession in discussions with other bodies.



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Qualification

An AQF qualification is the result of an accredited complete program of learning that leads to formal certification that a graduate has achieved learning outcomes as described in the AQF. (AQF Glossary)

Recognition of Prior Learning

Recognition of prior learning is an assessment process that involves assessment of an individual's relevant prior learning (including formal, informal and non-formal learning) to determine the credit outcomes of an individual application for credit (National Quality Council Training Packages glossary)

Regulation

Regulation is a rule or order issued by an executive authority or regulatory agency of a government and having the force of law.

Register

ASAR maintains a register of accredited and student sonographers.

Registered Training Organisation

A Registered Training Organisation (RTO) is a provider that is established or recognised by or under the law of the Australian Government or a State or Territory, to issue qualifications in the vocational education and training sector.

Risk Assessment and Risk Management

Risk assessment and risk management together form an effective risk management system. This system is one incorporating strategies to:

- identify risks and hazards
- assess the likelihood of the risks occurring and the severity of the consequences if the risks do occur
- prevent the occurrence of the risks, or minimise their impact

Scholarship

Scholarship in relation to learning and teaching involves:

- demonstrating current subject knowledge and an ongoing intellectual engagement in primary and allied disciplines, and their theoretical underpinnings;
 - keeping abreast of the literature and new research, including by interaction with peers, and using that knowledge to inform learning and teaching;
 - encouraging students to be critical, creative thinkers and enhancing teaching understanding through interaction with students;
 - engaging in relevant professional practice where appropriate to the discipline;
 - being informed about the literature of learning and teaching in relevant disciplines and being committed to ongoing development of teaching practice; and
 - focusing on the learning outcomes of students.
- (National Protocols for Higher Education Approval Processes)

Simulation

Simulation is a teaching and learning strategy to assist students to achieve direct patient care skills, knowledge and attitudes in relation to a tool or environment that reproduces aspects of the clinical experience environment.

Sonographer

A sonographer is a highly skilled medical imaging professional who utilises ultrasound imaging systems to undertake diagnostic medical sonographic examinations across a range of contexts.

Student

A student is any person undertaking an ASAR accredited course.

Subject or unit

A subject or unit is the study of a particular topic within a wider content area and is the basic building block of a qualification.



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Supervision and / or Support

Supervision and/or support is where an academic staff member, or in a workplace, an ASAR accredited sonographer or suitably qualified and experienced medical practitioner working in the clinical context supports and/or supervises a student undertaking a course for entry to the sonography profession on a clinical experience placement.

This may include the use of technologies such as PACS and teleradiology for remote supervision.

Testamur

A testamur is an official certification document that confirms that a qualification has been awarded to an individual. In Australia this may be called an 'award', 'parchment', 'laureate' or 'certificate'

Unit of Competence

A unit of competency identifies a discrete workplace requirement and includes the knowledge and skills that underpin competency as well as language, literacy and numeracy; and occupational health and safety requirements (Training Package Development Handbook)

Vocational Education and Training (VET)

Vocational education and training is any formal, post-compulsory education that develops knowledge, skills and attributes linked to particular forms of employment. In Australia this has focused on technical and para-professional education and typically excludes professional education.



Appendices

Appendix 1: Required Graduate Competency Outcomes for General Sonography and Discipline specific sonography courses.

ASAR accredits general and discipline specific sonography courses. The following information outlines the graduate competency outcomes that must be achieved for a course to be considered for accreditation by ASAR.

General Sonography Course

A general sonography course must enable graduates to achieve outcomes aligned to the ASA Competency Standards for the Entry Level Sonographer. For general courses graduates must achieve all five foundation units. In addition the course must enable graduates to achieve the outcomes for five of the six critical practice units below.

Foundation Units of Competence	Unit 1	Deliver safe, patient centred services
	Unit 2	Practice within professional and ethical frameworks
	Unit 3	Locate, analyse and synthesise information to support evidence based practice
	Unit 4	Contribute to workplace health and safety and quality assurance
	Unit 5	Communicate effectively
Critical Practice – Units 6 – 13 Plan and Conduct Examinations	Unit 6	Abdominal
	Unit 7	Breast
	Unit 9	Musculoskeletal
	Unit 10	Obstetrics and gynaecology
	Unit 12	Superficial Parts
	Unit 13	Vascular (General)

A general sonography course must have course content or curriculum of sufficient depth and complexity to enable graduates to competently perform the following ultrasound examinations at a minimum:

Abdomen

- Abdominal organs and glands
- Male and female pelvis
- Major Vessels
- Retroperitoneum
- Urinary and gastrointestinal tracts

Breast (General)

- Male and female breast

Musculoskeletal

- Shoulder

Obstetrics and gynaecology

- Female pelvis
- 1st, 2nd, and 3rd trimester scans

Superficial Parts

- Breast
- Scrotum
- Thyroid and anterior neck

Vascular (General)

- Deep Vein Thrombosis (DVT)
- Carotid



Discipline Specific Vascular Sonography Course

A discipline specific vascular sonography course must enable graduates to achieve outcomes aligned to the ASA Competency Standards for the Entry Level Sonographer. For discipline specific vascular courses graduates must achieve all five foundation units. In addition the course must enable graduates to achieve the outcomes of critical practice Unit 14 – Vascular (Discipline Specific).

Foundation Units of Competence	Unit 1	Deliver safe, patient centred services
	Unit 2	Practice within professional and ethical frameworks
	Unit 3	Locate, analyse and synthesise information to support evidence based practice
	Unit 4	Contribute to workplace health and safety and quality assurance
	Unit 5	Communicate effectively
Critical Practice	Unit 14	Vascular (Discipline Specific)

A discipline specific vascular sonography course must have course content or curriculum of sufficient depth and complexity to enable graduates to competently perform the following ultrasound examinations at a minimum:

- Arterial and venous systems (upper and lower limbs)
- Cerebrovascular arterial and venous systems
- Visceral arterial and venous systems
- Renal transplant



Discipline Specific Cardiac Sonography Course

A discipline specific cardiac sonography course must enable graduates to achieve outcomes aligned to the ASA Competency Standards for the Entry Level Sonographer. For discipline specific cardiac courses graduates must achieve all five foundation units. In addition the course must enable graduates to achieve the outcomes of critical practice Unit 8 - Cardiac

Foundation Units of Competence	Unit 1	Deliver safe, patient centred services
	Unit 2	Practice within professional and ethical frameworks
	Unit 3	Locate, analyse and synthesise information to support evidence based practice
	Unit 4	Contribute to workplace health and safety and quality assurance
	Unit 5	Communicate effectively
Critical Practice	Unit 8	Cardiac

A discipline specific cardiac sonography course must have course content or curriculum of sufficient depth and complexity to enable graduates to competently perform the following ultrasound examinations at a minimum:

- Adult cardiac structure and function, which includes but is not limited to:
 - left ventricular function assessment
 - valvular structure and function assessment
 - commonly encountered congenital heart disease assessment

A discipline specific cardiac sonography course must have content or curriculum of sufficient depth and complexity to provide graduates with knowledge of:

- Common cardiac surgical and interventional procedures
- Stress echocardiography
- Transoesophageal echocardiography
- Advanced techniques, such as contrast echocardiography and 3D echocardiography
- Complementary diagnostic techniques, such as cardiac catheterisation



Discipline Specific Obstetrics and Gynaecology Sonography Course

A discipline specific obstetrics and gynaecology sonography course must enable graduates to achieve outcomes aligned to the ASA Competency Standards for the Entry Level Sonographer. For discipline specific obstetrics and gynaecology courses graduates must achieve all five foundation units. In addition the course must enable graduates to achieve the outcomes of critical practice Unit 10 - Obstetrics and Gynaecology.

Foundation Units of Competence	Unit 1	Deliver safe, patient centred services
	Unit 2	Practice within professional and ethical frameworks
	Unit 3	Locate, analyse and synthesise information to support evidence based practice
	Unit 4	Contribute to workplace health and safety and quality assurance
	Unit 5	Communicate effectively
Critical Practice	Unit 10	Obstetrics and gynaecology

A discipline specific obstetrics and gynaecology sonography course must have course content or curriculum of sufficient depth and complexity to enable graduates to competently perform the following ultrasound examinations at a minimum:

- 1st, 2nd, and 3rd trimester scans including complicated pregnancies
- Female pelvis including fertility studies

A discipline specific obstetrics and gynaecology sonography course must have course content or curriculum of sufficient depth and complexity to provide graduates with knowledge of the following ultrasound examinations:

- Abdomen, relative to maternal complications/diseases of pregnancy
- Paediatrics relative to the neonatal period
- Superficial parts, relative to maternal complications/diseases of pregnancy, for example, thyroid, breast



Discipline Specific Breast Sonography Course

A discipline specific breast sonography course must enable graduates to achieve outcomes aligned to the ASA Competency Standards for the Entry Level Sonographer. For discipline specific breast sonography courses graduates must achieve all five foundation units. In addition the course must enable graduates to achieve the outcomes of critical practice Unit 7 – Breast.

Foundation Units of Competence	Unit 1	Deliver safe, patient centred services
	Unit 2	Practice within professional and ethical frameworks
	Unit 3	Locate, analyse and synthesise information to support evidence based practice
	Unit 4	Contribute to workplace health and safety and quality assurance
	Unit 5	Communicate effectively
Critical Practice	Unit 7	Breast

A discipline specific breast sonography course must have course content or curriculum of sufficient depth and complexity to enable graduates to competently perform the following examinations at a minimum:

- Male and female breast (including axilla)



Appendix 2 – Self Study Report

Student Information

Number of new enrolments
in the program for the year

Number of ongoing
enrolments

Number of completions

Number of successful and
unsuccessful credit transfers

Number of successful and
unsuccessful RPLs

Number of withdrawals

Changes in the past 12 months

Describe any changes that have been made in the past 12 months to:

Staffing (Provide details of new staff on the Staff Qualifications Matrix)

Facilities (Link to how they will be used for the course)

Equipment (Link to how they will be used for the course)



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Course Structure

Course Content (Provide a new Subject Outline that covers changes that have been made)

Accreditation History

List other accreditations related to the course.

Provide an overview of any changes made in those accreditations in the past 12 months (EG. Renewal).

If there is a condition on the course's registration, provide details of any actions taken to address the requirements of the condition.



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Satisfaction Data

Student satisfaction data. – are you meeting the needs / expectations of the students.

Employer satisfaction data – are you meeting the needs / expectations of the employers.

Lecturer / trainer / assessor / supervisor feedback.

Other stakeholder feedback.

Identification of patterns/trends in the data.



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Planning for the future

What are the strengths of the course?

What are the challenges for the course?

What is the action plan for the coming 12 months?



Appendix 3 - Course Outline

Course Structure

Please provide details of the course structure in the following tables.

Course Title

Course Rationale

Course Structure

Course Duration

Course Content

Credit Points
(if applicable)

Core Units

Specialisations



Rules of Progression

Other Protocols of the course

Course Sequencing

2.1 Please attach a table / diagram / footprint that shows the sequencing of the units in the qualification.

Pathways

3.1 Entry Requirements

Provide a description of any entry requirements for the course.

3.2 Exit Points

Provide a description of any exit points that are possible from this course and detail the requirements to meet this exit point.

3.3 Pathways

Provide a description of any possible pathways into further qualifications from this course.



3.4 Credit Arrangements

Provide a description of credit arrangements that are in place for this course. This may include credit granted for entry to this course, or credit granted to this course for entry to another course.

International Students

4.1 Do you offer this course to international students? Yes No

If Yes, please complete the following tables.

4.2 On-Shore

Do the International students complete a clinical placement in Australia? Please provide details.

What processes are in place to ensure international students achieve outcomes that are consistent with local students?

4.3 Off-Shore

Do the International students complete a clinical placement in Australia? Please provide details.

What processes are in place to ensure international students achieve outcomes that are consistent with local students?



Appendix 4 – Subject Outline

Name of Subject/Unit

Subject/Unit Code

(Use a separate template for each subject/unit in the course)

Section 1: General Information

1.1 Core or elective subject/unit

Indicate if the subject/unit is a

core subject/unit

elective subject/unit

other (please specify):

1.2 Subject/unit weighting

If applicable, indicate, the weighting of this subject/unit and the total course points (eg 10 credit points for the subject/unit and 320 credit points for the course).

Subject/Unit Credit Points (eg 10 credit points)

Total Course Credit Points (320 credit points)

1.3 Student workload

Indicate below, the expected student workload per week for this subject/unit:

Number timetabled hours/week*

Number personal study hours/week**

Number clinical placement hour/week***

Total workload hours/week****

* Total time spent per week at lectures, tutorials, etc

** Total time students are expected to spend per week in studying, completing assignments, etc

*** Total time spent per week on clinical placements

**** That is, * + ** + *** = workload hours.



1.4 Mode of Delivery

Indicate if this subject/unit is delivered (You may tick more than one box).

face to face

online

independent learning module/untimetabled study

by a combination of modes (please specify)

through a practicum

other

Other (Please Specify)

1.5 Pre-requisites and / or assumed knowledge

Are students required to have undertaken a prerequisite/co-requisite subject/unit(s) for this subject/unit?

Yes

No

If **yes**, provide details of the prerequisite/co-requisite or assumed knowledge requirements below:

1.6 Resource requirements

Do students require access to specialist facilities and/or equipment for this subject/unit (eg specialist facilities, computer access, equipment, particular case / scan types, libraries)?

Yes

No

If **yes**, provide details of the requirements below. Please attach floor plans and photographs or videos showing the facilities and equipment that will be used for the course.



Section 2 – Academic Details

2.1 Student learning outcomes/objectives

List the clinical and academic learning outcomes / objectives students would be expected to attain by successfully completing this subject/unit (link to assessment tasks (refer to 2.4 below)):

a)

b)

c)

d)

e)

f)

2.2 Subject/unit content and structure

Provide details in the table below, about the subject/unit content and how it is structured, including practical components such as laboratory, studio and work-based placements.

NOTE: Please attach course materials where available

2.3 Teaching methods/strategies

Briefly describe below, the teaching methods/strategies (face to face lectures, online tutorial) used in this subject/unit:



Appendix 5 – Professional Profile – Nominated Workplace Supervisor

Note: If not completed by the nominated workplace supervisor, ensure that you have approval from the individual concerned to submit their details

1. Title and Name

Title

First and Middle Names

Last Name

2. List the courses that are being completed by the students you are supervising

Course Title

Course Provider (University or RTO)

Student Name

3. Position and Supervisory Responsibilities

Current Position

Supervisory/Leadership Responsibilities

4. Completed Academic Qualifications

Full name of award

Subject/major area

Full name of awarding institution
and year of award

(if an overseas institution, also include the country)

5. Relevant Employment/Experience

Note: Provide a brief history of the employment and/or other experience which is **relevant to the current supervisory role**

Employment Period

Name of Employer

Position Title

Relevant Duties

6. Other Relevant Information0

(including professional and/or honorary memberships, directorships, key publications)



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Name of Applicant

Signature of Applicant

NB. Submission of this form via email will count as a digital signature

Date:

(DD.MM.YY)

Please provide your contact details on the following page.



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Nominated Workplace Supervisor Contact Details

Name

Department Address

State

Postcode

Work Phone

Mobile

Email



Appendix 6 - Staff Qualifications

Please provide details of the qualifications and experience of current and proposed staff

Note: Use a new table for each delivery location and for each course; add/delete rows, as required

Course Title

Delivery Location

Proposed Staff Details

Name

Qualification

(full title of the award, awarding institution and year conferred)

Length of Service

(Or start date for proposed employees)

Employment Status

(permanent full time, permanent part-time, casual full time, casual part-time)
For part time – proportion of FTE

Role

(eg, academic, coordinator, supervisor, teacher, support)

Individual Subjects/Units Taught

Relevant Experience

Current Publications (last 3 years)



Proposed Staff Details

Name

Qualification

(full title of the award, awarding institution and year conferred)

Length of Service

(Or start date for proposed employees)

Employment Status

(permanent full time, permanent part-time, casual full time, casual part-time)
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Current Publications (last 3 years)



ASAR

Australian Sonographer
Accreditation Registry

Australian Sonographer Accreditation Registry Limited
(02) 8850 1144, registry@asar.com.au, www.asar.com.au

Proposed Staff Details

Name

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ASAR

Australian Sonographer
Accreditation Registry

Australian Sonographer Accreditation Registry Limited
(02) 8850 1144, registry@asar.com.au, www.asar.com.au

Course Title

Delivery Location

Proposed Staff Details

Name

Qualification

(full title of the award, awarding institution and year conferred)

Length of Service

(Or start date for proposed employees)

Employment Status

(permanent full time, permanent part-time, casual full time, casual part-time)
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Individual Subjects/Units Taught

Relevant Experience

Current Publications (last 3 years)



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Role

(eg, academic, coordinator, supervisor, teacher, support)

Individual Subjects/Units Taught

Relevant Experience

Current Publications (last 3 years)



Appendix 7

Declaration

On behalf of I hereby attest that to the best of my knowledge, the information contained in this application for course accreditation is complete and accurate at the date specified below.

In order for the application to be assessed I agree to:

1. Permit authorised representatives of ASAR to inspect the facilities and equipment listed in the application for the purposes of assessing the suitability of teaching and assessment facilities and resources;
2. Not advertise or present the course as being accredited by ASAR until formally advised as such; and
3. Provide information as requested by ASAR for the purposes of accreditation.

If the proposed course is accredited I agree to provide ASAR with an annual self-study report that is due each year on the anniversary of the accreditation date.

Authorised Officer

Name of Authorised Officer

Signature of Authorised Officer

NB. Submission of this form via email will count as a digital signature

Date: (DD.MM.YY)

Witnessed by

Name of Witness

Signature of Witness

NB. Submission of this form via email will count as a digital signature

Date: (DD.MM.YY)



Appendix 8 - Applicant's Evidence Attachments Checklist

Please use this checklist to ensure that you have provided all of the **mandatory** evidence attachments.

Standard No.	Attachment Name	Attached	Attachment No.
1.1	Self-study report	<input type="checkbox"/>	<input type="checkbox"/>
1.2	Self-study report	<input type="checkbox"/>	<input type="checkbox"/>
1.4	Self-study report	<input type="checkbox"/>	<input type="checkbox"/>
1.5	Governance arrangements for the provider and where necessary, the course.	<input type="checkbox"/>	<input type="checkbox"/>
1.6	Evidence of higher education provider or RTO provider status accompanied by the most recent audit report from the accrediting or registering authority.	<input type="checkbox"/>	<input type="checkbox"/>
1.9	Marketing / promotional materials, course guides, web information.	<input type="checkbox"/>	<input type="checkbox"/>
1.10	Subject outlines - Resource lists for each subject, include facilities, equipment, support services and ratios of students to equipment.	<input type="checkbox"/>	<input type="checkbox"/>
1.11	Agreements with partner organisations including clinical sites and a contact person for each agreement.	<input type="checkbox"/>	<input type="checkbox"/>
1.13	Transition plan. (If ceasing operations)	<input type="checkbox"/>	<input type="checkbox"/>
2.1	Self-study report	<input type="checkbox"/>	<input type="checkbox"/>
2.2	Documentation showing national recognition of the course at a minimum of AQF level 8.	<input type="checkbox"/>	<input type="checkbox"/>
2.3	Course handbook or equivalent with details of course length and structure. Copy of course outline.	<input type="checkbox"/>	<input type="checkbox"/>
2.4	Map or table showing total clinical experience outcomes in relation to graduate competency outcomes. Statement of total clinical experience placement hours across the course. Copy of course outline.	<input type="checkbox"/>	<input type="checkbox"/>



Standard No.	Attachment Name	Attached	Attachment No.
2.5	Copy of course and subject outlines.	<input type="checkbox"/>	<input type="checkbox"/>
2.6	Copy of course and subject outlines	<input type="checkbox"/>	<input type="checkbox"/>
2.8	Provide details of all possible pathways for graduates.	<input type="checkbox"/>	<input type="checkbox"/>
3.1	Map or table showing alignment between the course content (including clinical experience) and the relevant graduate competency outcomes. Copy of all subject outlines.	<input type="checkbox"/>	<input type="checkbox"/>
3.2	Copy of all subject outlines.	<input type="checkbox"/>	<input type="checkbox"/>
3.3	Copy of all subject outlines.	<input type="checkbox"/>	<input type="checkbox"/>
3.4	Course and subject outlines - Resource lists for each subject, include facilities, equipment, support services and ratios of students to equipment.	<input type="checkbox"/>	<input type="checkbox"/>
4.1	Copy of the Staff Qualification Matrix for the course.	<input type="checkbox"/>	<input type="checkbox"/>
4.2	Copy of the Staff Qualification Matrix for the course.	<input type="checkbox"/>	<input type="checkbox"/>
4.4	List of nominated workplace supervisors accompanied by a professional profile for the nominated workplace supervisors.	<input type="checkbox"/>	<input type="checkbox"/>
4.5	Provide the staff to student ratios for each subject included in the course. Student satisfaction data. Employer satisfaction data. Course outcome data.	<input type="checkbox"/>	<input type="checkbox"/>
4.8	Course and subject outlines - Resource lists for each subject, include facilities, equipment, support services and ratios of students to equipment.	<input type="checkbox"/>	<input type="checkbox"/>
4.9	Copies of all materials provided to clinical supervisors. Employer satisfaction data (including the clinical supervisors).	<input type="checkbox"/>	<input type="checkbox"/>
5.1	Map or table showing alignment between the course content (including clinical experience) and the relevant graduate competency outcomes. Copy of course and subject outlines. Course outcome data.	<input type="checkbox"/>	<input type="checkbox"/>
5.2	Copy of course and subject outlines. Course outcome data.	<input type="checkbox"/>	<input type="checkbox"/>
5.3	Copy of course and subject outlines Course outcome data.	<input type="checkbox"/>	<input type="checkbox"/>



Standard No.	Attachment Name	Attached	Attachment No.
5.4	Course outcome data.	<input type="checkbox"/>	<input type="checkbox"/>
5.6	Employer satisfaction data.	<input type="checkbox"/>	<input type="checkbox"/>
5.7	Student satisfaction data. Employer satisfaction data.	<input type="checkbox"/>	<input type="checkbox"/>
5.9	Identification of content focused on/related to research and application of research across the course.	<input type="checkbox"/>	<input type="checkbox"/>
6.1	Map or table showing alignment between the course content (including clinical experience), assessment activities and the relevant graduate competency outcomes. Course outcome data. Employer satisfaction data.	<input type="checkbox"/>	<input type="checkbox"/>
6.2	Copy of course outline. Student satisfaction data.	<input type="checkbox"/>	<input type="checkbox"/>
6.3	Student satisfaction data. Course outcome data.	<input type="checkbox"/>	<input type="checkbox"/>
6.6	Assessment policies and processes.	<input type="checkbox"/>	<input type="checkbox"/>
6.9	Credit transfer/RPL policies. Description and examples of how curriculum is 'matched' to determine credit. Description and examples of how competence is assessed to determine RPL. Documentation that identifies credit transfer and RPL outcomes.Examples of successful and unsuccessful credit and RPL applications.	<input type="checkbox"/>	<input type="checkbox"/>
6.10	Evidence that the outcomes from different delivery modes are equivalent.	<input type="checkbox"/>	<input type="checkbox"/>
7.3	Staff Qualifications Matrix.	<input type="checkbox"/>	<input type="checkbox"/>
8.1	Self-study report.	<input type="checkbox"/>	<input type="checkbox"/>
8.2	Quality assurance processes. Self-study report.	<input type="checkbox"/>	<input type="checkbox"/>
8.4	Self-study report.	<input type="checkbox"/>	<input type="checkbox"/>
8.5	Self-study report.	<input type="checkbox"/>	<input type="checkbox"/>



ASAR

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How to submit this form

Please follow this simple guide to submit your form

1. Save form to your local drive
2. Fill out the form on screen or print the form and fill it out by hand
3. Choose your method of submission:

→ Email form as attachment by clicking here:
(please also include attachments as specified on pages 75-77)

→ Manually attach form to an email and send to: registry@asar.com.au
(please also include attachments as specified on pages 75-77)

→ Send via fax to: 02 8850 1177

→ Send by post to: **The Secretariat**
Australian Sonographer Accreditation Registry Limited
PO Box 8323
Baulkham Hills BC
NSW 2153, Australia



ASAR

Australian Sonographer
Accreditation Registry

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Attachments

Attachment 1: Standards for the Accreditation of Sonographer Courses

Attachment 2: ASA Competency Standards for the Entry Level Sonographer