****

Version 1.2



1/114 William Street,

Melbourne, Australia 3000

1300 368 835

[www.speechpathologyaustralia.org.au](http://www.speechpathologyaustralia.org.au)

Accreditation of Speech Pathology Degree programs

©2019 The Speech Pathology Association of Australia Limited

**Disclaimer:** To the best of The Speech Pathology Association of Australia Limited’s (“the Association”) knowledge, this information is valid at the time of publication. Speech Pathology Australia makes no warranty or representation in relation to the content or accuracy of the material in this publication. Speech Pathology Australia expressly disclaims any and all liability (including liability for negligence) in respect of use of the information provided. Speech Pathol­ogy Australia recommends you seek independent professional advice prior to making any decision involving matters outlined in this publication.

|  |  |
| --- | --- |
| **Mandatory Templates For Accreditation Documentation** | 2 |
| Template 1 | 3 |
| Program Overview |  |
| Template 2 | 4 |
| Executive Summary |  |
| Template 3 | 5 |
| Background Information |  |
| Template 4.1 | 6 |
| Student Numbers (Undergraduate Program) |  |
| Template 4.2 | 7 |
| Student Numbers (Graduate Entry Master’s Program |  |
| Template 5 | 8 |
| Student Demographics at Admission to Program |  |
| Template 6 | 9 |
| Staffing Overview |  |
| Template 7 | 10 |
| Staff Details |  |
| Template 8 | 11 |
| Foreseeable Changes |  |
| Template 9 | 12 |
| Core Standards |  |
|  |  |
|  |  |
| **Non-Mandatory Templates for Accreditation Documentation** | 22 |
| 10.1 – 10.7 Summary of Mai Evidence Tables/Templates | 22 |
| 10.1 Summary of Assessment within Subject XXX (Option A) | 23 |
| 10.2 Summary of Assessment within Subject XXX (Option B) | 25 |
| 10.3 Assessment Summary for Subject XXX | 26 |
| 10.4 Subjects throughout the program which address each CBOS Unit with Description of Assessment | 27 |
| 10.5 Evidence of Embedding the ICF throughout the Program | 34 |
| 10.6 Evidence of Assessment and Embedding of the Generic Professional Competencies throughout the program | 35 |
| 10.7 Evidence of Assessment and Embedding of the Range of Practice Principles throughout the program | 36 |
| **Documents and Templates for use during the Accreditation Process** | 37 |
| Confidentiality Agreement for Accreditors | 38 |
| University Accreditation Agreement | 39 |
| Accreditation Site Visit Meeting: Information for Students | 40 |
| Accreditation Site Visit Meeting: Information for Clinical Educators | 41 |
| Single Program Site Visit Agenda Example | 43 |
| Two Program Site Visit Agenda Example (e.g. UG and GEM Programs | 45 |
| Annual Accreditation Report Template | 47 |

Mandatory Templates For Accreditation Documentation

Formatting changes, edits and additions are permitted to all templates. However, unless otherwise stated, omissions are not permitted.

Program Overview, Executive Summary, Background Information and Core Standards templates are specifically referred to in Part A and Part B as mandatory documents.

Staff and Student detail templates are not specifically referred to in Part A and Part B. The information contained in these templates may be embedded within responses to the Core Standards or appear as discrete tables elsewhere in the documentation. Please note however, that the details requested within each template (e.g., Student numbers, demographic details etc, staff qualifications) MUST be clearly addressed within the submitted documentation.

## Template 1

## Program Overview

|  |  |  |  |
| --- | --- | --- | --- |
| University |  | | |
| Campus/s to be assessed |  | | |
| Name of Program/s\* |  | | |
| Head of Program & contact details |  | | |
| Program/Course Code(s)\* |  | Program/Course Abbreviation(s)\* |  |
| Program Type  (Undergrad/Graduate Entry) |  | | |
| Qualification Name\* |  | | |
| AQF Level/s\* |  | | |
| Month/Year of Last Accreditation |  | Program/s accredited until year ending… |  |

\* list the details for all possible completions including early exit points and honours program

## Template 2

## Executive Summary

*Include: Strengths/weaknesses of the program highlights, points of difference, challenges.*

## Template 3

## Background Information

## *Include: Overview of program, variations, changes since inception.*

## *How the program is sited within the university philosophy.*

*Student, staff profile.*

*Program map and placement program overview.*

## Template 4.1

## Student Numbers (Undergraduate Program)

(Delete unnecessary rows/columns and adjust calendar years to reflect year of document submission and the three years prior)

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | 2018 | | 2019 | | 2020 | | 2021 | |
|  | New Enrolments | Continuing | New Enrolments | Continuing | New Enrolments | Continuing | New Enrolments | Continuing |
| Year 1 |  |  |  |  |  |  |  |  |
| Year 2 |  |  |  |  |  |  |  |  |
| Year 3 |  |  |  |  |  |  |  |  |
| Year 4 |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
| Total |  |  |  |  |  |  |  |  |
| Number Graduating |  |  |  |  |  |  |  |  |

## Template 4.2

## Student Numbers (Graduate Entry Master’s Program)

(Delete unnecessary rows/columns and adjust calendar years to reflect year of document submission and the two years prior)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | 2019 | | 2020 | | 2021 | |
|  | New Enrolments | Continuing | New Enrolments | Continuing | New Enrolments | Continuing |
| Year 1 |  |  |  |  |  |  |
| Year 2 |  |  |  |  |  |  |
| Year 3 |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
| Total |  |  |  |  |  |  |
| Number Graduating |  |  |  |  |  |  |

## Template 5

## Student Demographics at Admission to Program

(Delete unnecessary rows/columns and adjust calendar years to reflect year of document submission and the three years prior)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | 2018 | 2019 | 2020 | 2021 |
|  | N (%) | N (%) | N (%) | N (%) |
| Total Domestic Students |  |  |  |  |
| Total Aboriginal and/or Torres Strait Islander Students |  |  |  |  |
| Total International Students |  |  |  |  |
| Other (please specify)  *Non-mandatory row* |  |  |  |  |

## 

## Template 6

## Staffing Overview

|  |  |  |  |
| --- | --- | --- | --- |
| Appointment type | Total Staff | Total FTE | Comments |
| Teaching only  Level A  Level B  Level C  Level D  Level E |  |  |  |
| Research only  (specify level/s) |  |  |  |
| Teaching/Research  (specify level/s) |  |  |  |
| Other  (specify level/s) |  |  |  |

## Template 7

## Staff Details

(Complete for each member of staff)

|  |  |
| --- | --- |
| Staff Name |  |

|  |  |
| --- | --- |
| Qualifications |  |
| Relevant Professional Memberships. Please identify if a member of Speech Pathology Australia |  |
| University Committee Involvement |  |
| Subject Coordination   * Provide Code and Name |  |
| Subject Involvement   * Provide Code and Name |  |
| Details on involvement with the development and monitoring of the curriculum |  |

|  |  |
| --- | --- |
| Research Interests/Highlights |  |
| Publication Highlights |  |
| Other Information relevant to the University Accreditation process |  |

## Template 8

## Foreseeable Changes

|  |  |  |
| --- | --- | --- |
| Key Area | Details of Change / Foreseeable Change | Proposed or Actioned Plan |
| Human Resources  (e.g. Staffing and recruitment, changes to staffing structure or profiles) |  |  |
| Physical Resources  (e.g. Infrastructure, teaching resources) |  |  |
| Students  (e.g. Enrolments, pre-requisites, supports) |  |  |
| Curriculum  (e.g. placement sourcing, curricula changes) |  |  |
| Other |  |  |

## Template 9

## Core Standards

Universities are required to

* Submit documentation addressing each criteria of the Core Standards (Governance; Students; Curriculum)
* Complete the University’s Self-Evaluation

Universities are required to complete the self-evaluation column by providing an evidence rating for each criterion. Evidence Ratings are as follows:

Evidence Rating:

Met (M) The standard is met with acceptable evidence

Partially Met (PM) The standard is partially met

In Progress (IP) Evidence is incomplete because content is being planned, under review, or has not yet been implemented

Not met (NM) The standard is not addressed by the evidence or the evidence does not meet minimum requirements

**\*Note that modification of the Core Standards templates which follow IS permitted, however every criterion should be numbered and addressed, along with associated self-evaluation ratings.**

|  |  |  |
| --- | --- | --- |
| **Core Standard 1: Governance**  **The University has established governance procedures for the speech pathology program of study that ensures development and delivery of sustainable, high quality education for students that enables them to graduate with the competencies required for entry to the profession of Speech Pathology in Australia.** | | |
| **Criteria** | **Evidence Rating** | **Evidence or Location of Evidence** |
| * 1. **Educational Quality** |  |  |
| 1.1.1 The education provider holds current registration with TEQSA as an education provider in the Australian University category. |  |  |
| 1.1.2 The degree awarded meets the specifications for the appropriate AQF level |  |  |
| * 1. **Organisational Structure** |  |  |
| 1.2.1 The governance structure for the University/Faculty/School/Department is defined and sets out the academic oversight of the program. |  |  |
| 1.2.2 University committees and advisory groups relevant to the delivery of the Speech Pathology program are reported. |  |  |
| * 1. **Staffing** |  |  |
| 1.3.1 The Head of Program, and/or leadership team, is appropriately qualified (as defined by the TEQSA Higher Education Standards Framework) and has demonstrated expertise in the field of speech pathology. |  |  |
| 1.3.2 The University has structures and staffing levels that enable quality and sustainable program delivery. |  |  |
| **1.3.3 A Staff performance review process is in place.** |  |  |
| 1.3.4 Strategies are in place to develop the Aboriginal and Torres Strait Islander cultural capabilities of all staff. |  |  |
| 1.3.5 Teaching and learning takes place in an environment where academic staff are engaged in research and/or scholarship of teaching. |  |  |
| * 1. **Resources** |  |  |
| 1.4.1 University facilities, equipment and resources support delivery of the program |  |  |
| * 1. **Quality Management** |  |  |
| 1.5.1 The University has a process for quality management and program review. |  |  |
| 1.5.2 The University has processes for responding to feedback and review of teaching, learning and research practices. |  |  |
| 1.5.3 The University has processes to ensure adherence to professional, ethical and legislative safety standards that are relevant to delivery of the Program |  |  |
| 1.5.4 Constructive relationships and contractual arrangements exist with workplace clinical education providers.  *If clinical educators are employed or contracted by the university, staffing scenarios should be described here if not covered in 1.3.* |  |  |

|  |  |  |
| --- | --- | --- |
| **Core Standard 2: Students**  **The University has clear processes in relation to recruitment, enrolment and support for students throughout the Program. Processes are transparent, equitable and support cultural diversity.** | | |
| **Criteria** | **Evidence Rating** | **Evidence or Location of Evidence** |
| **2.1 Program information** |  |  |
| 2.1.1 Information regarding the speech pathology program for prospective and current students is accessible and accurate. |  |  |
| **2.2 Admission criteria** |  |  |
| 2.2.1 Recruitment and admission eligibility and selection criteria are documented. |  |  |
| 2.2.2 Admission to the speech pathology program for international students includes a minimum (IELTS) score of 8.0 for each component of reading, writing, listening and speaking, or an equivalent grading using another English language testing system such as the Occupational English Test (OET).  Note \* If IELTS requirement is not 8.0 or there is no English language assessment in place, evidence of how the program assesses, monitors and supports students’ English proficiency across reading, writing, listening and speaking is required. |  |  |
| 2.2.3 Policies exist regarding recognition of prior learning and credit transfer consistent with AQF Qualifications Pathways Policy. |  |  |
| 2.2.4 Enrolment patterns are recorded and monitored. |  |  |
| 2.2.5 A strategy is in place to ensure recruitment and retention of Aboriginal and Torres Strait Islander students, and the strategy is regularly reviewed. |  |  |
| **2.3 Student support** |  |  |
| 2.3.1 Students are informed of and have access to appropriate academic, cultural and personal support services. |  |  |
| 2.3.2 Processes are in place to enable early identification and support for students not performing satisfactorily in academic or clinical environments. |  |  |

|  |  |  |
| --- | --- | --- |
| **Core Standard 3: Curriculum**  **The University provides evidence that curriculum development and reviews include collaboration with key stakeholders and that the curriculum content and student assessments cover the range of practice areas in speech pathology across the lifespan. The University provides evidence of how Speech Pathology Australia’s Competency-Based Occupational Standards- Entry level (CBOS) are addressed and assessed.** | | |
| **Criteria** | **Evidence Rating** | **Evidence or Location of Evidence** |
| **3.1 Philosophy of the Program** |  |  |
| 3.1.1 The conceptual framework/ philosophy of the Program is described, along with curriculum threads/themes, and pedagogies used and the reasons for their selection. |  |  |
| **3.2 Curriculum development and delivery** |  |  |
| 3.2.1 The curriculum is current and relevant to the Australian context and addresses broader international perspectives and global health issues. |  |  |
| 3.2.2 Cultural capabilities for speech pathology practice with Aboriginal and Torres Strait Islander Peoples are addressed in the areas of partnership/engagement and curriculum development. |  |  |
| 3.2.3 The curriculum includes a well-integrated combination of scholarly and clinical content. |  |  |
| **3.3 Clinical Education** |  |  |
| 3.3.1 The conceptual framework/ philosophy of the clinical education program is described, along with curriculum threads/themes and pedagogies used, which ensures integration of clinical competence across the range of practice areas for adults and children. |  |  |
| 3.3.2 The structure of the clinical education curriculum has a developmental trajectory in which students are supported to progress to entry-level competency during the Program. |  |  |
| 3.3.3 Clinical assessment of students (during clinical placements within workplaces *and* during university based clinical activities) throughout the program is robust, standardised across the cohort, linked to learning outcomes, and progression criteria are transparent and universally applied across the cohort. |  |  |
| 3.3.4 Student competency is assessed against CBOS at near entry level for the penultimate placement (for children, adults or mixed populations) and assessed at entry level for the final placement (in a population different from the penultimate clinical placement). |  |  |
| 3.3.5 Assessed clinical experiences are planned, tracked and monitored by staff throughout the program regarding Range of Practice areas, Generic Professional and Occupational Competencies and students’ level of competency development. |  |  |
| 3.3.6 Guidelines related to clinical education, clinical placements, assessment criteria and progression requirements are provided to students and clinical educators. |  |  |
| 3.3.7 Clinical educators are appropriately supported in their roles. |  |  |
| 3.3.8 Clinical education environments are evaluated and monitored to ensure the quality of clinical learning, teaching and supervision. |  |  |

|  |  |  |
| --- | --- | --- |
| **3.4 Assessment throughout the Program** |  |  |
| 3.4.1 Assessment policies are transparent, consistent and rigorous. |  |  |
| 3.4.2 Academic progression policies are in place, adhered to and accessible to students. |  |  |
| 3.4.3 Assessment of a student’s communication competence and English language proficiency is evident. |  |  |
| 3.4.4 Students receive feedback on their developing competency across the range of practice areas and against the CBOS from a range of qualified staff. |  |  |
| 3.4.5 Pass/Fail criteria and description of eligibility for supplementary (additional) assessments are available to students and external assessors such as clinical educators. |  |  |

|  |  |  |
| --- | --- | --- |
| **3.5 Curriculum in relation to CBOS** |  |  |
| 3.5.1 The *Professional Framework*, which includes knowledge and application of the ICF and the Generic Professional Competencies, is embedded throughout the curriculum and assessed to meet the standards for entry-level practice. |  |  |
| 3.5.2 The *Range of Practice Principles* are embedded throughout the curriculum and *assessed* to meet the standards for entry-level practice. |  |  |
| 3.5.3 The curriculum *assesses* students’ knowledge, skills and professional attributes to meet the standards for entry-level practice relating to competence in *each of the Range of Practice Areas in all units and elements of the CBOS, for adults and children*. |  |  |
| 3.5.4 Strategies are in place to support students to develop Aboriginal and Torres Strait Islander cultural capabilities. |  |  |
| 3.5.5 Graduating students have been assessed for *entry level competency* using a range of appropriately assessed activities across all range of practice areas for adults and children, across all areas of the CBOS (including the Professional Framework, Range of Practice Principles and all CBOS units). |  |  |

# Non-Mandatory Templates for Accreditation Documentation

## 10.1 – 10.7 Summary of Main Evidence Tables/Templates

Universities must present a Summary of Main Evidence in some form.

Various examples have been provided to guide the presentation of the Summary of Main Evidence.

These templates may be adapted.

Alternatively, universities may create their own means of presenting the Summary of Main Evidence.

Note that the tables and templates provided may not be exhaustive or relevant for some Programs.

Universities therefore may need to create additional documents to provide evidence of claims against the Standards.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 10.1 Summary of Assessment within Subject XXX (OPTION A) **(See Subject Outline for Subject Description, Learning Objectives, Timing of Subject etc.)** | | | | | | | | |
| Subject Code: |  | | Subject Name: | |  | | | |
|  |  | | | | | | | |
| **Professional Framework** (Shade if assessed) | | | | | | | | |
| ICF | Generic professional competencies | | | | | | | |
| Reasoning: | | Communication: | | Life-long Learning: | | Professionalism: | |
|  |  | | | | | | | |
| **Range of Practice Principles** (Shade if assessed) | | | | | | | | |
| Principle 1:  Evidence Base | | Principle 2:  Aboriginal and Torres Strait Islander Capabilities | | Principle 3:  Non-Entry Level Complex Practice | | Principle 4:  Advanced Practice/Credentialing | | Principle 5:  Interprofessional Practice | |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Range of Practice Areas** | | | | | | | | | | |
| **CBOS Units**  **Provide elements as appropriate eg. 1.1, 1.2 in relevant white cells** | **Speech** | | **Language** | | **Voice** | | **Fluency** | | **Swallowing** | | **Multi-Modal Communication** |
| Child | Adult | Child | Adult | Child | Adult | Child | Adult | Child | Adult |  |
| **Unit 1:**  Assessment |  |  |  |  |  |  |  |  |  |  |  |
| **Unit 2:**  Analysis and Interpretation |  |  |  |  |  |  |  |  |  |  |  |
| **Unit 3:**  Planning evidence-based speech pathology practice |  |  |  |  |  |  |  |  |  |  |  |
| **Unit 4:**  Implementation of speech pathology practice |  |  |  |  |  |  |  |  |  |  |  |
| **Unit 5:**  Planning, providing and managing speech pathology services. |  | | | | | | | | | | |
| **Unit 6:**  Professional, Group and supervisory practice |  | | | | | | | | | | |
| **Unit 7:**  Lifelong learning and reflective practice |  | | | | | | | | | | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 10.2 Summary of Assessment within Subject XXX (OPTION B) **(See Subject Outline for Subject Description, Learning Objectives, Timing of Subject etc.)**  **Range of Practice Areas Covered during this Subject (shade relevant cells)**   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | |  | Speech | Language | Voice | Fluency | Swallowing | Multimodal Communication | | Paediatric |  |  |  |  |  |  | | Adult |  |  |  |  |  |  |   **Professional Framework Covered during this Subject (shade relevant cells)**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **ICF** | **Generic Professional Competencies (specify elements if appropriate)** | | | | | Reasoning | Communication | Lifelong Learning | Professionalism | |  |  |  |  |  |   **Range of Practice Principles Covered during this Subject (shade relevant cells)**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | Principle 1:  Evidence Base | Principle 2:  Aboriginal & Torres Strait Islander Capabilities | Principle 3:  Non-Entry Level Complex Practice | Principle 4:  Advanced Practice/Credentialing | Principle 5:  Interprofessional Practice | |  |  |  |  |  |   **Summary of all (CBOS) Occupational Competencies Assessed during this Subject (shade relevant cells)**   | Unit 1:  Assessment | Unit 2:  Analysis & interpretation | Unit 3:  Planning EB SP practices | Unit 4:  Implementation of SP practices | Unit 5:  Plan, provide, manage SP services | Unit 6:  Prof & supervisory practice | Unit 7:  Lifelong learning &  Reflective practice | | --- | --- | --- | --- | --- | --- | --- | | 1.1 | 2.1 | 3.1 | 4.1 | 5.1 | 6.1 | 7.1 | | 1.2 | 2.2 | 3.2 | 4.2 | 5.2 | 6.2 | 7.2 | | 1.3 | 2.3 | 3.3 | 4.3 | 5.3 | 6.3 | 7.3 | | 1.4 | 2.4 | 3.4 | 4.4 | 5.4 |  | 7.4 | |  | 2.5 | 3.5 | 4.5 | 5.5 |  |  | |  |  | 3.6 | 4.6 | 5.6 |  |  | |  |  | 3.7 |  | 5.7 |  |  | |  |  |  |  | 5.8 |  |  | |

## 10.3 Assessment Summary for Subject XXX

**(See Subject Outline for Subject Description, Timing of Subject, Learning Objectives, Assessment Criteria etc, or may be added to this template)**

\*Duplicate for each subject throughout the Program/s

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Assessment Task  Eg. Quiz, exam, tutorial attendance | Weight % | Must Pass? | Description of Assessment | Subject Learning Objectives | Range of Practice Area/s Addressed | Generic Professional Competencies | CBOS  units and elements |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |

## 10.4 Subjects throughout the Program which address each CBOS Unit with Description of Assessment

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **CBOS Unit** | **Unit 1: ASSESSMENT** | |  |  | | |  |
| **Range of Practice Areas** | Subject Code/s | Description of Assessment  (including if task is group or individual) | | | Entry Level Assessment? | Must Pass/  Hurdle? | Other/Additional Information |
| *Expand cells to note all relevant codes* | *Eg. Simulation, case based exam, placement, presentation, viva* | | | *Yes/No* | *Yes/No* |  |
| Speech   * Child |  |  | | |  |  |  |
| Speech   * Adult |  |  | | |  |  |  |
| Language   * Child |  |  | | |  |  |  |
| Language   * Adult |  |  | | |  |  |  |
| Voice   * Child |  |  | | |  |  |  |
| Voice   * Adult |  |  | | |  |  |  |
| Fluency   * Child |  |  | | |  |  |  |
| Fluency   * Adult |  |  | | |  |  |  |
| Swallowing   * Child |  |  | | |  |  |  |
| Swallowing   * Adult |  |  | | |  |  |  |
| \*Multi-Modal   * Child * Adult |  |  | | |  |  |  |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **CBOS Unit** | **Unit 2 ANALYSIS AND INTERPRETATION** | |  |  | | |  |
| **Range of Practice Areas** | Subject Code/s | Description of Assessment  (including if task is group or individual) | | | Entry Level Assessment? | Must Pass/  Hurdle? | Other/Additional Information |
| *Expand cells to note all relevant codes* | *Eg. Simulation, case based exam, placement, presentation, viva* | | | *Yes/No* | *Yes/No* |  |
| Speech   * Child |  |  | | |  |  |  |
| Speech   * Adult |  |  | | |  |  |  |
| Language   * Child |  |  | | |  |  |  |
| Language   * Adult |  |  | | |  |  |  |
| Voice   * Child |  |  | | |  |  |  |
| Voice   * Adult |  |  | | |  |  |  |
| Fluency   * Child |  |  | | |  |  |  |
| Fluency   * Adult |  |  | | |  |  |  |
| Swallowing   * Child |  |  | | |  |  |  |
| Swallowing   * Adult |  |  | | |  |  |  |
| \*Multi-Modal   * Child * Adult |  |  | | |  |  |  |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **CBOS Unit** | **Unit 3: PLANNING EVIDENCE BASED SPEECH PATHOLOGY PRACTICES** | |  |  | | |  |
| **Range of Practice Areas** | Subject Code/s | Description of Assessment  (including if task is group or individual) | | | Entry Level Assessment? | Must Pass/  Hurdle? | Other/Additional Information |
| *Expand cells to note all relevant codes* | *Eg. Simulation, case based exam, placement, presentation, viva* | | | *Yes/No* | *Yes/No* |  |
| Speech   * Child |  |  | | |  |  |  |
| Speech   * Adult |  |  | | |  |  |  |
| Language   * Child |  |  | | |  |  |  |
| Language   * Adult |  |  | | |  |  |  |
| Voice   * Child |  |  | | |  |  |  |
| Voice   * Adult |  |  | | |  |  |  |
| Fluency   * Child |  |  | | |  |  |  |
| Fluency   * Adult |  |  | | |  |  |  |
| Swallowing   * Child |  |  | | |  |  |  |
| Swallowing   * Adult |  |  | | |  |  |  |
| \*Multi-Modal   * Child * Adult |  |  | | |  |  |  |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **CBOS Unit** | **Unit 4: IMPLEMENTATION OF SPEECH PATHOLOGY PRACTICE** | |  |  | | | |
| **Range of Practice Areas** | Subject Code/s | Description of Assessment  (including if task is group or individual) | | | Entry Level Assessment? | Must Pass/  Hurdle? | Other/Additional Information |
| *Expand cells to note all relevant codes* | *Eg. Simulation, case based exam, placement, presentation, viva* | | | *Yes/No* | *Yes/No* |  |
| Speech   * Child |  |  | | |  |  |  |
| Speech   * Adult |  |  | | |  |  |  |
| Language   * Child |  |  | | |  |  |  |
| Language   * Adult |  |  | | |  |  |  |
| Voice   * Child |  |  | | |  |  |  |
| Voice   * Adult |  |  | | |  |  |  |
| Fluency   * Child |  |  | | |  |  |  |
| Fluency   * Adult |  |  | | |  |  |  |
| Swallowing   * Child |  |  | | |  |  |  |
| Swallowing   * Adult |  |  | | |  |  |  |
| \*Multi-Modal   * Child * Adult |  |  | | |  |  |  |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **CBOS Unit** | **Unit 5: PLANNING, PROVIDING AND MANAGING SPEECH PATHOLOGY SERVICES** | |  |  | | | |
| Subject Code/s  (note ROPAs not required to be specified for Units 5-7) | | Description of Assessment  (including if task is group or individual) | | | Entry Level Assessment? | Must Pass/  Hurdle? | Other/Additional Information |
| *Eg. Simulation, case based exam, placement, presentation, viva* | | | *Yes/No* | *Yes/No* |  |
|  | |  | | |  |  |  |
|  | |  | | |  |  |  |
|  | |  | | |  |  |  |
|  | |  | | |  |  |  |
|  | |  | | |  |  |  |
|  | |  | | |  |  |  |
|  | |  | | |  |  |  |
|  | |  | | |  |  |  |
|  | |  | | |  |  |  |
|  | |  | | |  |  |  |
|  | |  | | |  |  |  |
|  | |  | | |  |  |  |
|  | |  | | |  |  |  |
|  | |  | | |  |  |  |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **CBOS Unit** | **Unit 6: PROFESSIONAL AND SUPERVISORY PRACTICE** | |  |  | | | | |
| Subject Code/s  (note ROPAs not required to be specified for Units 5-7) | | Description of Assessment  (including if task is group or individual) | | | Entry Level Assessment? | Must Pass/  Hurdle? | Other/Additional Information |
| *Eg. Simulation, case based exam, placement, presentation, viva* | | | *Yes/No* | *Yes/No* |  |
|  | |  | | |  |  |  |
|  | |  | | |  |  |  |
|  | |  | | |  |  |  |
|  | |  | | |  |  |  |
|  | |  | | |  |  |  |
|  | |  | | |  |  |  |
|  | |  | | |  |  |  |
|  | |  | | |  |  |  |
|  | |  | | |  |  |  |
|  | |  | | |  |  |  |
|  | |  | | |  |  |  |
|  | |  | | |  |  |  |
|  | |  | | |  |  |  |
|  | |  | | |  |  |  |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **CBOS Unit** | **Unit 7: LIFELONG LEARNING AND REFLECTIVE PRACTICE** | |  |  | | | | |
| Subject Code/s  (note ROPAs not required to be specified for Units 5-7) | | Description of Assessment  (including if task is group or individual) | | | Entry Level Assessment? | Must Pass/  Hurdle? | Other/Additional Information |
| *Eg. Simulation, case based exam, placement, presentation, viva* | | | *Yes/No* | *Yes/No* |  |
|  | |  | | |  |  |  |
|  | |  | | |  |  |  |
|  | |  | | |  |  |  |
|  | |  | | |  |  |  |
|  | |  | | |  |  |  |
|  | |  | | |  |  |  |
|  | |  | | |  |  |  |
|  | |  | | |  |  |  |
|  | |  | | |  |  |  |
|  | |  | | |  |  |  |
|  | |  | | |  |  |  |
|  | |  | | |  |  |  |
|  | |  | | |  |  |  |
|  | |  | | |  |  |  |

|  |  |
| --- | --- |
| 10.5 Evidence of Embedding the ICF throughout the Program | |
| Subject Code | Evidence | |
|  |  | |
|  |  | |
|  |  | |
|  |  | |
|  |  | |
|  |  | |

## 10.6 Evidence of Assessment and Embedding of the Generic Professional Competencies throughout the Program

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Subject Code | Generic Professional Competency | | | |
| Reasoning | Communication | Lifelong Learning | Professionalism |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

## 

## 10.7 Evidence of Assessment and Embedding of the Range of Practice Principles throughout the Program

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Subject Code | Principle 1:  Evidence Base | Principle 2:  Aboriginal & Torres Strait Islander Capabilities | Principle 3:  Non-Entry Level Complex Practice | Principle 4:  Advanced Practice/Credentialing | Principle 5:  Interprofessional Practice |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

# Documents and Templates for use during the Accreditation Process

The documents and templates in the following section forms part of the Accreditation Cycle.

However, they are not part of the evidence submitted to Speech Pathology Australia for Panel evaluation.

Typically, a SPA Professional Standards team member will alert the University to relevant templates in this section that need to be completed.

They are included here to aid clarity regarding the entire Accreditation Cycle.

|  |
| --- |
| spa_media_logo  ­  **Confidentiality Agreement for University Accreditors**  Confidentiality is an essential part of the accreditation process.  In order to carry out the full accreditation procedure to the required high standard Speech Pathology Australia obtains detailed information from the university about the program undergoing accreditation.  The information may be in the form of documentation, electronic data, or oral presentation and observation during the site visit. It will include information of a sensitive nature such as staff plans, budgets, honest appraisal of strengths and weaknesses, intellectual property and commercial-in-confidence material. Speech Pathology Australia requires all accreditors, trainee accreditors, arbiters, staff members and SPA Board members to keep as confidential the materials provided by the universities for the purpose of the accreditation of their programs and to use such information only for the purpose for which it was obtained.  Unless otherwise stated, all meetings and site materials, all information obtained onsite and all discussions related to the accreditation of programs are confidential.  Confidentiality has no expiry date.  **Agreement of Confidentiality**  I am aware that as a participant of an accreditation I have access to information that must remain confidential. I agree to protect the confidentiality of all accreditation materials, all discussions before, during and after the site visit and all recommendations and suggestions arising from it.  I agree to dispose of all documentation provided to me in either hard copy or electronic format in a confidential fashion.  **Name of Accreditor:**  **Signature:**  **Date:** |



## University Accreditation Agreement

**Name of University:**

**University Program/s:**

Speech Pathology Australia (SPA) will be accrediting the above-named University

and Program/s in 20XX. The University is required to review and accept this

agreement for the accreditation process to proceed.

The University accepts that the accreditation process will be undertaken as per the Accreditation of Speech Pathology Degree Programs (2019).

**Accreditation Panel**

The University accepts the Speech Pathology Australia Accreditors named below to form the Accreditation Panel for the Program/s named above:

|  |  |  |
| --- | --- | --- |
| **Accreditation Role** | **Name** | **Relevant Affiliations** |
| Chair |  |  |
| Panel Member |  |  |
| Moderator |  |  |
| Trainee/Observer |  |  |

**Site Visit**

The University accepts the site visit date of *{Insert Dates here}.*(Note: Panel members and/or site visit dates may be changed by mutual agreement between the University and Speech Pathology Australia)

**Access to Final Accreditation Report**

The University permits the Accreditation Panel to have access to the final accreditation report/s from the University’s most recent accreditation/s.

**Confidentiality**

Speech Pathology Australia requires all accreditors, trainee accreditors, arbiters, staff members and SPA Board members to maintain confidentiality regarding all materials, conversations and documentation provided by each university for the purpose of accreditation and to use such information only for the purpose for which it was obtained. Confidentiality is a mandatory expectation of the accreditation process and has no expiry date.

By signing this agreement, you are confirming your acceptance of the accreditation process, accreditation panel members, site visit date and to provide access to the most recent final accreditation report for the Program/s undergoing accreditation.

By signing this agreement, you declare you have decision making responsibilities for the accreditation of the above-named Program/s.

**Date**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Name/position**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Signature:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Accreditation Site Visit Meeting

# Information for Students and Recent Graduates

**Background**

The University has applied to have their Speech Pathology degree program/s accredited by the Speech Pathology Association of Australia Ltd and you have been invited to attend a meeting with the Accreditation Panel (AP) during their visit to the university.

By accrediting speech pathology degree programs, Speech Pathology Australia aims to:

* maintain appropriately high minimum standards of the speech pathology profession in Australia;
* stimulate maintenance of high standards and continuing improvement in the quality of professional education in speech pathology;
* provide support to the university programs to encourage excellence in professional preparation; and support varied and flexible degree programs that are aligned with the changing realities of the speech pathology workplace.

**Process of accreditation**

Accreditation is a cyclical process that requires Universities to provide detailed evidence regarding their programs to Speech Pathology Australia. The accreditation process is fully described in *Accreditation of Speech Pathology Degree Programs, Part A: Background and Processes*, which can be found on the Speech Pathology Australia website.

In summary, the accreditation process requires the university to submit written documentation to Speech Pathology Australia, providing evidence of how the speech pathology degree program claims to meet the Speech Pathology Australia Accreditation Standards. An appointed Accreditation Panel (AP) consisting of 3-4 people evaluate this evidence and identify areas which are met, and which require further discussion or exploration, either in additional documentation or at the subsequent site visit.

The site visit gives the AP an opportunity to gain a more complete understanding of the program being accredited. The site visit agenda usually includes meetings with university staff, clinical educators, students and new graduates. These meetings enable the AP to clarify any uncertainties and to hear the perspectives and experiences of key stakeholders.

Following the site visit, the AP formulate their recommendation about the accreditation outcome, and make this recommendation to the Speech Pathology Australia Board. Speech Pathology Australia then determines the accreditation classification and duration (maximum of 5 years). Accreditation classifications can be found on the Speech Pathology Australia website.

**What will you be asked to do?**

You will be asked to attend a group meeting with the AP and a range of other students or recent graduates who are familiar with the university program. Meetings are typically between 30-60 minutes long, however the specific time and location will be provided to you shortly. While you may feel a little nervous initially, be assured that the meetings are conversational and collegial, and the AP highly value your perspectives.

The AP will usually ask specific questions which relate to your experiences of the university program. Depending on the nature of the questions and the number of attendees, you may respond to a number of questions or very few.

The purpose of meeting with you is to enable the AP to confirm the documented information provided by the University and further explore your experiences of:

* + the various assessments used throughout the Program to assess your competency;
  + the training you received in placement assessment tools;
  + the supports offered to students who experience challenges on placement;
  + the placement and academic activities that facilitated your competency development;
  + the processes used to track your developing competency against the CBOS;
  + the processes used to manage areas of the CBOS which have/had minimal entry level evidence (when approaching course completion).

The AP may also seek suggestions and opinions from you about aspects of the university Program. Importantly, *the AP will not be assessing you, your skills or competency*, but rather, will be focussing on how students develop competency throughout the Program. In addition, while your perspectives may be integrated into feedback to the university, any content you share will be carefully de-identified.

Speech Pathology Australia encourages the universities to inform their stakeholders of the result of the accreditation process, so if you require an update on the outcome, please do not hesitate to contact the university in due course.

If you have further queries regarding the accreditation process, please contact a member of the Professional Standards team at Speech Pathology Australia via [office@speechpathologyaustralia.org.au](mailto:office@speechpathologyaustralia.org.au) or talk to your university contact.

# Accreditation Site Visit Meeting

# Background Information for Clinical Educators

**Background of Accreditation**

The University has applied to have their Speech Pathology degree program/s accredited by the Speech Pathology Association of Australia Ltd and you have been invited to attend a meeting with the Accreditation Panel (AP) during their visit to the university.

By accrediting speech pathology degree programs, Speech Pathology Australia aims to:

* maintain appropriately high minimum standards of the speech pathology profession in Australia;
* stimulate maintenance of high standards and continuing improvement in the quality of professional education in speech pathology;
* provide support to the university programs to encourage excellence in professional preparation; and support varied and flexible degree programs that are aligned with the changing realities of the speech pathology workplace.

**Process of accreditation**

Accreditation is a cyclical process that requires Universities to provide detailed evidence regarding their programs to Speech Pathology Australia. The accreditation process is fully described in *Accreditation of Speech Pathology Degree Programs, Part A: Background and Processes*, which can be found on the Speech Pathology Australia website.

In summary, the accreditation process requires the university to submit written documentation to Speech Pathology Australia, providing evidence of how the speech pathology degree program claims to meet the Speech Pathology Australia Accreditation Standards. An appointed Accreditation Panel (AP) consisting of 3-4 people evaluate this evidence and identify areas which are met, and which require further discussion or exploration, either in additional documentation or at the subsequent site visit.

The site visit gives the AP an opportunity to gain a more complete understanding of the program being accredited. The site visit agenda usually includes meetings with university staff, clinical educators, students and new graduates. These meetings enable the AP to clarify any uncertainties and to hear the perspectives and experiences of key stakeholders.

Following the site visit, the AP formulate their recommendation about the accreditation outcome, and make this recommendation to the Speech Pathology Australia Board. Speech Pathology Australia then determines the accreditation classification and duration (maximum of 5 years). Accreditation classifications can be found on the Speech Pathology Australia website.

**What will you be asked to do?**

You will be asked to attend a group meeting with the AP and a range of other clinical educators who are familiar with the university program. Clinical Education meetings are typically between 30-60 minutes long, however the specific time and location will be provided to you shortly. While you may feel a little nervous initially, be assured that the meetings are generally conversational and collegial and the AP are very interested in your perspectives.

The AP usually ask about your role, and then ask specific questions which relate to the clinical education program. Depending on the nature of the questions and the number of attendees, you may respond to a number of questions or very few.

The purpose of meeting with you is to enable the AP to confirm the documented information provided by the University and further explore your experiences of:

* + the support and training you received in the use of the assessment tool/s;
  + using the prescribed assessments tool/s with students;
  + the processes and supports offered to you for managing students who are experiencing challenges on placement;
  + any perceived trends regarding the skills and knowledge the students bring to placement.

The AP may also seek suggestions and opinions from you about aspects of the university Program. Importantly, *the AP will not be assessing you, your skills or competency*, but rather, will be focussing on how students develop their competency throughout the Program. In addition, while your perspectives may be integrated into feedback to the university, any content you share will be carefully de-identified.

Speech Pathology Australia encourages the universities to inform their stakeholders of the result of the accreditation process, so if you require an update on the outcome, please do not hesitate to contact the university in due course.

If you have further queries regarding the accreditation process, please contact a member of the Professional Standards team at Speech Pathology Australia via [office@speechpathologyaustralia.org.au](mailto:office@speechpathologyaustralia.org.au) or talk to your university contact.

# 

# Site Visit Agenda Example:

# Single Program Accreditation

Universities may edit time slots and inclusions if required, but please note these on your agenda as a change to the example provided.

\*Please provide Titles, Full names and Roles of each participant attending each meeting in the Participant column.

|  |  |  |  |
| --- | --- | --- | --- |
| **DAY 1** | | | |
| **Meeting** | **Time** | **\*Participants** | **Possible Discussion/content** |
| Panel arrival/Set up | 8.15am – 8.30am |  |  |
| Initial meeting | 8.30am – 9.25am | Head of Program and Director of Clinical Education | Introduction plus tour of School (e.g. research and on-campus clinic facilities) |
| Meeting with Head of School and Faculty Leadership | 9.30am – 10.00am | Dean of Faculty, Dean of Teaching and Learning and Head of School | AP provide overview of Professional Accreditation. Senior staff discuss University Governance, supports for Speech Pathology Program, vision for Faculty etc. |
| Academic staff | 10.05am – 10.45am | Academic staff | Discuss whatever issues the panel has raised. |
| Morning Tea | 10.50am-11.15am |  |  |
| Clinical meeting | 11.15am – 12.00pm | Director of Clinical Education and Head of Program | Discussion and review of clinical education specific content |
| Panel Discussion | 12.00pm – 1.00pm |  | Review docs/meetings/request additional content |
| Lunch | 1.00pm – 1.40pm |  |  |
| University employed clinical educators | 1.45pm - 2.15pm | University employed clinical educators | Discuss (amongst others)   * training in use of assessment tool * program of clinical education |
| External Clinical Educators | 2.20pm - 3.00pm | Four-six external clinical educators | Discuss (amongst others)   * training in use of assessment tool * program of clinical education |
| Afternoon Tea & Panel Discussion | 3.00pm – 4.30pm |  | Note requests for additional info or clarification/other meetings |
| Senior Staff and Panel | 4.30pm - 5.00pm | Head of Program, Clinical Education Coordinator, Others as required | Note requests for additional information or points to clarify for tomorrow |
| **DAY 2** | | | |
| **Meeting** | **Time** | **\*Participants** | **Possible Discussion/content** |
| New Graduates | 8.00am – 8.45am | 3 or 4 graduates from previous year (if applicable) | Perceptions of the Program, readiness for work, suggestions for change |
| Current Students | 8.50 am – 9.30am | Students (e.g. 4-6 from 3rd and 4th years or 1st and 2nd GEMS including some Honours students) | Discuss perceptions of achieving competency, clinical ed. support, discuss assessments, suggestions |
| Optional Meeting Time | 9.35am – 10.30am | Participants as requested |  |
| Morning Tea & Panel Discussion | 10.35am – 12.00am |  | Review docs/meetings/request additional content |
| Future developments within the 5 years of accreditation | 12.00pm – 12.45pm | Speech Pathology Academic and Clinical Leadership Team (and others as requested) | E.g. Discuss projected changes within the university, course reviews, staffing changes etc. in relation to the accreditation of the program |
| Lunch | 12.45pm - 1.15pm |  |  |
| Panel Discussion or additional meetings/request for additional information | 1.15pm – 3.30pm |  | Frame draft of final report |
| Final Feedback to Senior staff | 3.30pm – 4.00pm | Final Feedback with Senior Speech Pathology Academic and Clinical Leadership Team | Provision of summary feedback to senior staff and next steps |

# Site Visit Agenda Example:

# Two Program Accreditation (eg., Bachelor and Masters Programs)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **DAY 1** | | | | |
| **Meeting** | **Time** | **\*Participants** | **Possible Discussion/content** |
| Panel arrival/Set up | 8.15am – 8.30am |  |  |
| Initial meeting | 8.30am -9.25am | Head of Speech Pathology, Bachelor and Master Program Coordinators, Clinical Education Program Coordinator | Introduction plus tour of School (e.g., student and on-campus clinic facilities). Program overview |
| Meeting with Head of School and Faculty Leadership | 9.30am -10.00am | Dean of Faculty, Dean of Teaching and Learning and Head of School | E.g. Discussion of University Governance, relationship to professional accreditation |
| Academic staff (Bachelor and/or Masters if similar staffing) | 10.05am -10.45am | Academic staff (Bachelor and Masters Program can be combined if similar) – otherwise only Bachelor Program staff | E.g. Discuss whatever issues the panel has raised. |
| Morning tea | 10.45am -11.15am |  |  |
| Clinical meeting | 11.15am -12.00pm | Speech Pathology Academic and Clinical Leadership Team | Discussion and review of clinical education specific content |
| Panel Discussion | 12.00pm – 12.45pm |  | Review progress and consider what further info is required |
| Lunch | 12.45pm -1.30pm |  |  |
| University employed clinical educators | 1.30pm -2.00pm | University employed clinical educators  for Bachelor and Master program | E.g. Discuss (amongst others)   * training in use of assessment tool * program of clinical education |
| External Clinical Educator Meeting | 2.05pm – 2.45pm | External clinical educators for Bachelor and Master program | E.g. Discuss (amongst others)   * training in use of assessment tool * program of clinical education |
| Afternoon Tea & Panel Discussion | 2.50pm -4.30pm |  | Panel consider docs/evidence and determine meetings/new requests for Day 2. |
| End Day 1 Meeting | 4.30pm -5.00pm | Speech Pathology Academic and Clinical Education Program Coordinator | Discuss progress of visit and any specific requests for Day 2 or Day 3 |

|  |  |  |  |
| --- | --- | --- | --- |
| **DAY 2** | | | |
| **Meeting** | **Time** | **\*Participants** | **Possible Discussion/content** |
| New/Recent Graduates | 8.00am – 8.55am | 3 or 4 graduates from previous year (if applicable) | Perceptions of programs, preparedness when starting work, suggestions |
| Current Students | 9.00 am – 9.45am | Students (e.g. 4-6 from 3rd and 4th years or 1st and 2nd GEMS including some Honours students) | Discuss perceptions of achieving competency, clinical ed. support, discuss assessments, suggestions |
| Panel Discussion | 9.45am – 10.15am |  | Discussion of any new evidence |
| Review of progress between Senior Team and Panel | 10.15am -10.45am | Speech Pathology Academic and Clinical Education Program Coordinator | Opportunity to provide feedback on requests from Day 1 and confirm remainder of schedule |
| Morning Tea | 10.45am-11.05am |  |  |
| *\*\* The following sessions may be a combined meeting between Bachelor and Masters students (and a shorter overall duration), at the discretion of Senior University staff and the AP.* | | | |
| \*\*Masters Student Meeting | 11.05am-11.35am | Masters Students from 1st and 2nd year | Discuss perceptions of achieving competency, clinical ed. support, discuss portfolios/assessments, suggestions |
| \*\*Bachelor Student Meeting | 11.40am -12.15am | Bachelor students from 3rd and 4th year: | Discuss perceptions of achieving competency, clinical ed. support, discuss portfolios/assessments, suggestions |
| Academic Staff (Masters) | 12.20pm -12.50pm | Academic Staff Master Program  (if different to Day 1) |  |
| Panel Discussion | 12.55 – 1.30pm |  | Discussion and review of evidence to date |
| Lunch | 1.30pm -2.00pm |  |  |
| Future developments within the 5 years of accreditation, research interests | 2.00pm -2.45pm | Speech Pathology Academic and Clinical Leadership Team | E.g. Discuss projected changes within the university, course reviews, staffing changes etc. in relation to the accreditation of the program |
| Afternoon Tea & Panel Discussion | 2.45pm -4.00pm |  | Considering all evidence and framing requests for day 3 |
| Final Meeting Day 2 | 4.00pm - 4.30pm | Speech Pathology Academic and Clinical Education Program Coordinator | Discuss progress of visit and any specific requests for Day 3 |

|  |  |  |  |
| --- | --- | --- | --- |
| **DAY 3** | | | |
| **Meeting** | **Time** | **\*Participants** | **Possible Discussion/content** |
| Review of Progress | 8.30am -9.25am | Speech Pathology Academic and Clinical Education Program Coordinator | Review requests from Day 2.  Any unanswered queries can be addressed from 11-12. |
| Any other meetings requested or recommended | 9.30am -10.30pm |  | Any further clarifications/evidence provision |
| Morning tea | 10.30am -10.50am |  |  |
| Panel Discussion | 10.50pm -12.30pm |  | Discussion of evidence and any further queries. Commence framing of final feedback |
| Lunch | 12.30pm -1.00pm |  |  |
| Panel Discussion | 1.00pm -2.30pm |  | Final framing of final feedback |
| Final Feedback to Senior Staff | 2.30pm -3.00pm | Final Feedback with Senior Speech Pathology Academic and Clinical Leadership Team | Provision of summary feedback to senior staff and next steps |

## Annual Accreditation Report Template

**Annual Accreditation Report**

**Re: 2021**

The Annual Accreditation Report is part of the Accreditation Process.

It provides Speech Pathology Australia with current information regarding the speech pathology program/s that have undergone accreditation previously or are in the qualifying phase.

The report requires university staff to reflect on and review their past accreditation documentation, including past Annual Accreditation Reports, accreditation outcomes and actions, as well as any plans for change and to report relevant items to Speech Pathology Australia using this template. The submitted report will be evaluated by Speech Pathology Australia. Following review of the Annual Report, Speech Pathology Australia will determine and confirm the accreditation classification for the program/s for the following year.

This process promotes a quality cycle approach.

The sections which require completion are dependent on the program/s’ accreditation classification and the date of next accreditation.

**Section 1:** to be completed by all programs

**Section 2:** to be completed by new programs with a classification of ‘Qualifying’

**Section 3:** to be completed by programs with a classification of ‘Provisional’, ‘Conditional’ or ‘Full’ accreditation who have conditions or requirements to report upon from their most recent accreditation

**Section 4:** to be completed by all programs as required

**Section 5:** to be completed by all programs, including those who are undergoing accreditation in 2022.

**Please note:** Universities who have submitted accreditation documents to Speech Pathology Australia for accreditation in 2022 are not required to complete Sections 2, 3 or 4.

The completed Annual Accreditation Report should be received by **no later than 31 January 2022**. Should the report not be received by the due date, accreditation may be withdrawn or withheld. The report, including the signed declaration, should be emailed or posted to:

Stephanie Ashworth

Professional Standards Administration Assistant

Speech Pathology Australia

Level 1 / 114 William Street

Melbourne, Vic 3000

Email: [sashworth@speechpathologyaustralia.org.au](mailto:sashworth@speechpathologyaustralia.org.au)

# Section 1: Accreditation Details and Student Number Overview

**Name of University:**

**Name of University program/s:**

**Name and position of person completing this report:**

**Accreditation classification/s (per program):**

**Program/s accredited until year ending 20XX:**

**Program/s are being accredited in 2022: YES / NO**

**Other comments:**

**Student Number Overview**

|  |  |
| --- | --- |
| Provide total number of students enrolled in the first year of the program/s at census date in 2021  (per program if applicable) |  |
| Provide total number of final year students eligible to graduate from the Program/s in 2021  (per program if applicable) |  |
| Number of first year students who identify as Aboriginal or Torres Strait Islander in 2021 |  |
| Number of final year students who identify as Aboriginal or Torres Strait Islander who are eligible to graduate from the Program/sin 2021  (per program if applicable) |  |
| Comments regarding enrolments or completions? | |

# Section 2: Qualifying Program Development

Complete the following section if your program/s are currently **qualifying**. Only report on program developments and progress since your last annual report. If your program/s are being accredited in 2022, only provide information that supersedes or supplements information that was submitted to SPA as part of your accreditation submission.

Do not complete this section if your program/s hold provisional, conditional or full accreditation.

|  |
| --- |
| ***Human Resources*** (e.g. Staffing and recruitment, changes to staffing structure or profiles) |
|  |

|  |
| --- |
| ***Physical Resources*** (e.g. infrastructure, teaching resources) |
|  |

|  |
| --- |
| ***Students*** (e.g. enrolments, pre-reqs, supports) |
|  |

|  |
| --- |
| ***Curriculum*** (e.g. placement sourcing, curricula development, assessment processes) |
|  |

|  |
| --- |
| **Other** |
|  |

PSA Response (SPA use only)

|  |
| --- |
|  |

Section 3: Actions

The following reporting relates to actionsthat have been made **in response to conditions or requirements specified** in the program/s most recent accreditation report and which have not previously been reported to Speech Pathology Australia.

If your most recent accreditation report does not include conditions or requirements, please disregard this section.

|  |  |
| --- | --- |
| List conditions or requirements from Accreditation Report  (add rows as required) | Actions/details |
|  |  |
|  |  |
|  |  |

PSA Response (SPA use only)

|  |
| --- |
|  |

Section 4a: University contacts

Speech Pathology Australia requires current contact details of all Australian university Heads of Speech Pathology Programs (HOSPP) or delegates to facilitate communications throughout the year. SPA also maintains a [publicly accessible list](https://www.speechpathologyaustralia.org.au/SPAweb/Resources_For_Speech_Pathologists/Clinical_Education/SPAweb/Resources_for_Speech_Pathologists/Clinical_Education/Clinical_Education.aspx?hkey=fbbaa348-9422-4bc4-87f1-7ebac62aba97) of Clinical Education Coordinators (CEC) or delegates. SPA relies on universities to report any changes to ensure our records are current.

Please complete details below, even if they have not recently changed.

|  |  |  |
| --- | --- | --- |
| Name of HOSPP/delegate | Title of position/role in your university | Email |
|  |  |  |
|  |  |  |
| Name of CEC/delegate | Title of position/role in your university | Email |
|  |  |  |
|  |  |  |

Section 4b: Material changes to be reported to Speech Pathology Australia

Material changes to a program are those that may or will ***significantly affect*** *the way the program meets* the accreditation standards. Please report all material changes that have occurred or are foreseeable and have not previously been reported to Speech Pathology Australia.

*Please note that material changes which include any of the following items are likely to trigger a discussion*

*regarding re-accreditation or new accreditation of the program:*

* *change to the Australian Qualification Framework (AQF) award level*
* *an additional or changed campus site*
* *replacement or redesign of more than 30% of units within a program*
* *changes to student assessment which impact on the program’s evidence of meeting*

*the Standards*

* *a change in staffing (or establishment of staffing) such that 50% or more of the academic positions are casual or short-term contract.*

Material changes have been grouped according to the Core Standards of the [Speech Pathology Australia Accreditation of Speech Pathology Degree Programs](https://www.speechpathologyaustralia.org.au/SPAweb/Resources_for_the_Public/University_Programs/Accreditation_Process/SPAweb/Resources_for_the_Public/University_Programs/Process.aspx?hkey=0917ee72-6b04-4479-9f51-7c7b89926539). It is noted that some changes may involve more than one Core Standard. Material changes include:

Governance (and good standing)

Please report if there have been:

*(check those that apply and provide details in box below)*

critical incidents or other material breaches in safety which involve speech pathology program staff, students or key stakeholders

incidents or circumstances that could affect the program’s integrity or capacity to conduct business or deliver the program.

Please report any change/s or foreseeable changes to:

*(check those that apply and provide details in the box below)*

the university’s ability to provide the program as previously accredited

key academic policies and procedures

the organisational or governance structure

the overall staffing profile of the program

staffing that may adversely affect the program’s capacity to deliver the program, especially in academic leadership or clinical education roles

academic staff numbers or the ratio of full time equivalent academic staff to student numbers

the title of the program / award / AQF

campus site / location or additional site

program design / delivery / mode

program duration, credit points or volume of learning

**Provide brief details relating to all Governance related boxes that have been checked above:**

|  |
| --- |
|  |

Students

Please report any change/s or foreseeable changes to:

*(check those that apply and provide details in the box below)*

entry requirements / pre-requisites / enrolment conditions

enrolment numbers (when post census date enrolment numbers are 40% or more than previous year)

student attrition or completion numbers

numbers of students seeking part time enrolment or altered pathways

**Provide brief details relating to all Student related boxes that have been checked above:**

|  |
| --- |
|  |

Curriculum – part A

Please report any change/s or foreseeable changes to:

*(check those that apply and provide details in the box below)*

program learning outcomes

unit offerings, including new units of study / unit deletions

the naming or sequencing of subjects in the program

the structure or inclusions of the clinical education curriculum

**Provide brief details relating to Curriculum part A related boxes that have been checked above:**

|  |
| --- |
|  |

Curriculum – part B

Please check the boxes for changes or foreseeable changes to:

Assessment/s of competency throughout the program/s, as described in the dimensions of evidence (Accreditation of Speech Pathology Programs, Part A, p. 26)

type of assessment

rigour / whole of cohort / must pass / hurdle requirements

integration

independence

complexity

CBOS coverage

transferability

Provide details relating to the boxes you checked in Curriculum part B that **will / may affect the way the program meets the accreditation standards as previously accredited.**

Please refer to the [Accreditation of Speech Pathology Degree Programs](https://www.speechpathologyaustralia.org.au/SPAweb/Resources_for_the_Public/University_Programs/Accreditation_Process/SPAweb/Resources_for_the_Public/University_Programs/Process.aspx?hkey=0917ee72-6b04-4479-9f51-7c7b89926539) Standards and Criteria (especially Criteria 3.5.5) when deciding whether you need to provide further details below.

Details provided need to clearly identify what is changing, when, and how the change will/may affect the coverage and assessment of entry level competency against the CBOS by the completion of the program. Clear statements which detail how CBOS will continue to be adequately assessed (particularly if different to ‘as accredited’) must be provided.

|  |
| --- |
|  |

Given the ongoing impact in 2021 of the COVID-19 pandemic in Australia, please describe any circumstances or outcomes that *have resulted from the pandemic*, are ‘outside the norm’ and which have not been mentioned in above sections. For example, you may have a greater than usual number of students who are still waiting on a placement, or are not course complete, you may have used alternative assessments or made short term changes to the curriculum, are anticipating placement shortfalls in future years, or you may have undergone or will undergo staffing or resource changes.

|  |
| --- |
|  |

Is there anything else you would like to report or comment on?

|  |
| --- |
|  |

Would like to discuss this report with a member of the SPA Professional Standards team?

YES  NO

PSA Response (SPA use only)

|  |
| --- |
|  |

# Section 5: Declaration

I declare:

|  |
| --- |
| **All programs:**  I have accurately completed all relevant sections of this Annual Report. |

|  |
| --- |
| **Previously accredited programs:**  *Please select* ***one*** *option:*  There are no material changes to the program/s.  There are material changes to the program/s related to the Core Standards of Governance, Students and/or Curriculum (see Section 4) but they do not / will not significantly affect the ability of the university to provide the program/s as accredited.  There are material changes to the program/s related to the Core Standards of Governance, Students and/or Curriculum and these changes do / will / may significantly affect the ability of the university to provide the program as accredited. Details have been provided in Section 4. |

University: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Program/s: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Position: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_

Witness Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Position: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*For Speech Pathology Australia Use Only*

Reviewed by PSA name and signature:

Date:

**Outcome:**

More details required from university (comment):

No further details required.

Accreditation confirmed for <20XX>

Classification:

Name and Signature of PSA:

Date: