

Guidelines for accreditation of speech pathology degree programs

Excerpt:
Accreditation standards and criteria

Version 1.2



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Version history

Version	Date	Revision notes
1.0	May 2022	Release of pre-print version
1.1	August 2022	Minor formatting changes Footnote added to Template 3 Added detail and column edits to Templates 7, 8, 9 Added detail in Part 2, section 2.1 related to alternative assessment tools if COMPASS® is not used
1.2	September 2022	'Cognitive communication' changed to 'cognition' Part 2 p. 12 Minor wording changes to Criterion 20 and evidence required Removal of 'actively' before 'reflect' in the evidence required of Criterion 37 Removal of 'capacity' and minor wording changes to Criterion 39

Note: As there is content duplication across the Excerpt and Parts 1, 2 and 3, the same version history table appears in each document.



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The Guidelines for Accreditation of Speech Pathology Degree Programs (2022) is divided into three parts:

Part 1: Regulation, Standards and Procedures

Part 2: Evidence Guide

Part 3: Templates

The Accreditation Standards and associated Criteria are summarised in Part 1 and detailed in Part 2 but for ease of access are detailed in this document *Excerpt: Accreditation standards and criteria*.

Accreditation Standards

Accreditation standard 1: Governance

The university has established governance procedures for the speech pathology program that ensure development and delivery of sustainable, high-quality education for students that enables them to graduate with the competencies required for entry to the speech pathology profession in Australia.

Accreditation standard 2: Students

The university has transparent and equitable processes in relation to recruitment, enrolment and support for all students throughout the program.

Accreditation standard 3: Curriculum

The university ensures the curriculum content and student assessments cover communication and swallowing in speech pathology across the lifespan and provides evidence of how the *Professional standards for speech pathologists in Australia* are addressed and assessed. The university provides evidence that curriculum development and reviews include collaboration with key stakeholders.

Accreditation standard 1: Governance	
Criterion 1	The university holds current registration with Tertiary Education Quality and Standards Agency (TEQSA) as an education provider in the Australian University category.
Criterion 2	The speech pathology degree awarded by the university meets the specifications for the appropriate Australian Quality Framework (AQF) level.
Criterion 3	Governance and academic oversight of the speech pathology program are clearly defined.
Criterion 4	The university has a process for quality management, program review, response to feedback and maintenance of accreditation requirements in relation to teaching, learning and research practices.
Criterion 5	University facilities, equipment and resources support sustainable delivery of the speech pathology program.
Criterion 6	Existing processes ensure adherence to professional, ethical and legislative safety standards that are relevant to delivery of the speech pathology program.
Criterion 7	The head of the speech pathology program is appropriately qualified and has demonstrated expertise in the field of speech pathology.
Criterion 8	The speech pathology program has staffing levels and expertise consistent with the requirements of TEQSA to enable quality and sustainable program delivery.
Criterion 9	An appropriate staff performance review process is in place.
Criterion 10	Policies and/or strategies are in place to extend staff capabilities in culturally safe and responsive practice for Aboriginal and Torres Strait Islander Peoples and communities.
Criterion 11	Strategies are in place to build/extend constructive partnerships and contractual arrangements with workplace practice education providers.

Accreditation standard 2: Students	
Criterion 12	Information regarding the speech pathology program for prospective and current students is accessible and accurate.
Criterion 13	Admission eligibility and selection criteria are documented. Policies exist regarding recognition of prior learning and credit transfer consistent with AQF Qualifications Pathways Policy.
Criterion 14	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. * 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.
Criterion 15	Enrolment patterns are recorded and monitored.
Criterion 16	A strategy is in place to facilitate recruitment and retention of Aboriginal and Torres Strait Islander students, and the strategy is regularly reviewed.
Criterion 17	Students are informed of and have access to appropriate academic, cultural and personal support services.
Criterion 18	Processes are in place to enable early identification and support for students not performing satisfactorily in academic or practice education environments.
Criterion 19	Assessment policies and academic progression rules exist and are applied transparently, consistently and rigorously.

Accreditation standard 3: Curriculum	
Criterion 20	The conceptual framework/philosophy and pedagogies that are used in the program are described with appropriate rationale related to students' competency development in professional conduct, reflective practice and lifelong learning, and speech pathology practice.
Criterion 21	Speech pathology staff partner with Aboriginal and Torres Strait Islander Peoples and communities in the development of curriculum content and processes which build students' culturally safe and responsive practice.
Criterion 22	The curriculum ensures that students have comprehensive knowledge and understanding of communication and swallowing needs.
Criterion 23	The curriculum assesses at a level appropriate for entry to the profession ¹ , students' ability to assess communication and swallowing ² needs and to plan, implement and monitor suitable support for individuals and communities ³ across the lifespan.
Criterion 24	An explicit description of transfer of knowledge and skills is provided where the curriculum does not assess students' competency for entry to the profession in all areas of communication and swallowing across the lifespan.
Criterion 25	The curriculum includes a well-integrated combination of academic and practice education content.
Criterion 26	Evaluation of students' communication competence in English is evident.
Criterion 27	The curriculum supports students to recognise and respond respectfully to the impact of culture, language and diversity when working with individuals and communities.
Criterion 28	The curriculum is current and relevant to the Australian context and addresses broader international perspectives.
Criterion 29	The structure of the curriculum has a developmental trajectory in which students are supported to progress to a level of competency appropriate for entry to the profession.
Criterion 30	Assessment of students during practice education experiences in all contexts throughout the program is robust, standardised across the cohort, and linked to learning outcomes. Assessment criteria are transparent and universally applied across the cohort.

^{1,2} For definitions see Part 2: Evidence guide

³ For definition see Part 1: Glossary

Criterion 31	<p>Student performance in practice education placements is assessed at near Entry-level (when using COMPASS®) or equivalent* for the penultimate placement and assessed at Entry-level (when using COMPASS®) or equivalent* for the final placement (with a population different from the penultimate placement).</p> <p>*if not using COMPASS®</p>
Criterion 32	<p>The practice education placement program meets the following criteria:</p> <ol style="list-style-type: none"> 1. The majority of student placements must be: <ol style="list-style-type: none"> a. in Australia b. with service users who reside in Australia c. with practice educators who reside in Australia d. assessed by practice educators who hold or are eligible for Certified Practising Speech Pathologist (CPSP) status. 2. At least one near-entry level/penultimate or entry-level placement in Australia, which includes in-person, face-to-face service delivery. 3. The majority of placements are with real, rather than simulated, service users.
Criterion 33	<p>Students are provided with practice education experiences with individuals and communities across the lifespan in a range of contexts and with a range of populations.</p>
Criterion 34	<p>Practice educators are supported to ensure they provide appropriate quality of practice education learning, teaching and assessment for students.</p>
Criterion 35	<p>Ethical practice as described by the Speech Pathology Australia <i>Code of Ethics</i> (as a minimum) is integrated within the curriculum and its application is assessed in academic and practice education contexts.</p>
Criterion 36	<p>Evidence-based practice principles and processes are integrated within the curriculum and their application is assessed in academic and practice education contexts.</p>
Criterion 37	<p>Reflective practice skills are integrated within the curriculum and their application is assessed in academic and practice education contexts.</p>
Criterion 38	<p>Competencies integral to teamwork and interprofessional collaborative practice are integrated within the curriculum and their application is assessed in academic and practice education contexts.</p>
Criterion 39	<p>Students' understanding of service provision to individuals, families and/or communities is explicitly developed and assessed within academic and practice education contexts.</p>
Criterion 40	<p>The curriculum develops students' awareness of a range of service delivery approaches and provides opportunities to experience these.</p>
Criterion 41	<p>The curriculum develops students' awareness of the diverse range of speech pathology professional roles and provides opportunities to experience these.</p>