

Guidelines for accreditation of speech pathology degree programs

PART 2 Evidence guide

Version 1.2



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Part 2: Evidence guide

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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Guidelines for accreditation of speech pathology degree programs
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Introduction

The suite of documents comprising the *Guidelines for accreditation of speech pathology degree programs* (Speech Pathology Australia (SPA), 2022) outlines Speech Pathology Australia's role in the accreditation of speech pathology degree programs in Australia. It also details the processes to follow and accreditation standards to address when applying for and undergoing accreditation.

These documents supersede all previous accreditation standards and accreditation guideline documentation.

The documents are for:

- universities developing a new speech pathology degree program
- universities applying to be accredited for the first time
- universities applying for re-accreditation
- Speech Pathology Australia accreditors.

Universities and Speech Pathology Australia accreditors may refer to *Transitioning to accreditation that aligns with the professional standards for speech pathologists in Australia: A resource document* (SPA, 2020) to support their transition from previous accreditation guidelines to the current standards.

Please ensure you are using the latest version of the guidelines by downloading them directly from the Speech Pathology Australia website, rather than using a previously printed or cached version.

The *Guidelines for accreditation of speech pathology degree programs* (SPA, 2022) is divided into three parts:

- **Part 1:** Regulation, standards and procedures
- **Part 2:** Evidence guide (this document)
- **Part 3:** Templates

Part 2: Evidence guide

Part 2 of the Speech Pathology Australia *Guidelines for accreditation of speech pathology degree programs* details the accreditation documentation that must be submitted for accreditation or re-accreditation. Part 2 is part of a suite of documents. All parts should be considered before submitting or evaluating any documents related to the accreditation of a speech pathology degree program.

Part 2 has five sections:

- Section 1 details all accreditation documentation requirements
- Section 2 details key concepts that must be considered within the accreditation submission
- Section 3 details evaluation of evidence
- Section 4 details the accreditation standards, criteria and explanations
- Section 5 provides a summary of 'Accreditation standard and criterion evidence' (Template 8)

Universities should also refer to *Part 3: Templates* to access mandatory templates to assist in the submission of evidence for accreditation.

2.1 Accreditation documentation requirements

Submission format

Speech Pathology Australia requires each program seeking to be accredited to provide detailed documentation that reports against the Speech Pathology Australia accreditation standards. Submitted documentation must be coherent, concise, accurate and appropriately detailed to enable the accreditation panel to develop evidence-informed views of the presented program.

Speech Pathology Australia require five hard copies of the documentation, as well as an electronic version that can be accessed by each member of the panel. The electronic version can be provided in the form of five USBs, via a SharePoint link (or similar file hosting service such as Dropbox) or private website. Alternative forms of electronic document submission may also be accepted but must be discussed with SPA in advance of the agreed submission date.

Each of the five hard copies must be:

- securely spiral bound in manageable volumes
- clearly labelled
- include page numbers
- include a table of contents
- include all mandatory components as detailed below.

The documentation should be provided to Speech Pathology Australia National Office (Level 1, 114 William St, Melbourne 3000) by the agreed submission date. A SPA staff member will acknowledge receipt of the documents, following receipt at Speech Pathology Australia National Office.

Documents received that are not in a suitable format for distribution to the accreditors will be returned to the university for revision at the university's cost.

Mandatory reporting requirements

Universities are required to submit the following documentation.

Program details

Universities must provide key information about the program to be accredited. Use Template 1 for this purpose.

Narrative

The narrative provides a 'story' about how the speech pathology program supports and assesses students as ready for entry to the profession. This also provides accreditors with an initial understanding of the program before they review more detailed and specific evidence.

The narrative should be comprehensive, clear and concise. It should explain the key features of the program, and include, at a minimum:

- an executive summary that provides a program overview and reports on the perceived strengths and weaknesses of the program as a whole. This should also highlight areas currently under review. This section would typically be no more than two pages in length
- a brief description of how the program fits into the broader university structure/context
- an overview of any program variations (for example, Honours stream, electives, alternative exit points)
- a brief outline of how the program has developed/changed since its inception (or since most recent accreditation as appropriate), including reference to quality improvement processes where relevant

- the pedagogical philosophy of the program and any special emphases or points of difference. Please note that an extended discussion of theoretical design/philosophy is not required
- a brief description of how student learning and assessment aligns with the *Professional standards* (see below for requirements of competency mapping against the *Professional standards*)
- a report of any proposed or foreseeable changes to program/s relating to human resources (staffing resources for program delivery), physical resources (for example, infrastructure, teaching materials), students (for example, enrolments, prerequisites, supports) and/or curriculum (including placement sourcing, changes to assessment, program changes). Programs should articulate their proposed actions to address these foreseeable changes
- details regarding how the program is developing culturally safe and responsive practice for both staff and students
- a brief explanation of how the program has been structured to assure that, upon graduation, students are ready for entry to the profession, and are able to practise competently in communication and swallowing. Universities should provide specific assessment detail in Templates 6 and 7, but this is an opportunity for universities to summarise their overall approach to ensuring that students are ready to enter the profession
- an explanation of how transfer of knowledge and skills is addressed in teaching and learning.

It is expected that some accreditation criteria (see below) may be addressed solely within the narrative itself, whereas others may require the provision of additional information to assist Speech Pathology Australia accreditator evaluation (for example, via mandatory templates, subject/unit outlines etc).

Universities and Speech Pathology Australia accreditors should refer to the glossary for definitions of 'entry to the profession', 'communication and swallowing' and 'transfer of knowledge and skills', as they apply to accreditation processes.

Staff profiles

Universities must outline their current staffing profile, including qualifications and appointment levels, FTE, teaching responsibilities and research focus areas. Templates 2 and 3 should be used for this purpose.

Student profiles

Universities must outline their student cohort profile, including new and continuing enrolment numbers and historical trends, domestic versus international enrolments, and Aboriginal and Torres Strait Islander student enrolments. Templates 4 and 5 should be used for this purpose.

Details of program curriculum

Speech pathology programs must provide the following documentation about the curriculum as evidence to substantiate information outlined in the narrative (see above) and summarised in the completed Template 8 (see below).

Program outline

Universities should submit a list and/or a map of subjects/units delivered across each year of the program. This should specify any variation in place for Honours programs, if offered additional to the standard offering.

Outlines for each subject/unit within the degree program

Universities are also asked to provide their standard outlines for each subject/unit.

Each subject/unit outline must include subject description, learning objectives, prerequisite subject/units, year of study and assessment outline.

Practice education information

Universities must submit an outline of the pedagogical framework that underpins their practice education program, and how it integrates with the overall academic program.

Speech Pathology Australia accepts the use of COMPASS® as a tool to provide evidence of speech pathology competency development in placement contexts, however it is not mandated. While COMPASS® scores can be used to contribute to assessment decisions, they are not the only information provided by the COMPASS® assessment regarding student performance (individually and in relation to their peers). Information from COMPASS® is also not the only means of determining whether each student has met the required level of performance to pass each practice education placement.

Universities are responsible for the collection of a range of appropriate assessment evidence, including tracking the students' placement experiences across context, areas of communication and swallowing and lifespan.

The following is relevant evidence for accreditation:

- A summary of the practice education curriculum including duration of placements, supervision models, service delivery models, range and timing of practice education experiences, for example, teaching of practice processes, use of simulation, observation, university-managed clinics and external workplaces.
- A copy of the information given to students and practice educators about placements for each year (for example, practice education handbook).
- If COMPASS® is used, provide detailed information on placement assessment. COMPASS® provides a range of information beyond a student's individual score. Information on how the guidance provided in the COMPASS® Technical Manual is applied to interpret a student's score and performance should be explained to ensure the placement educator's assessment accurately reflects the student's level of performance. Processes to support this determination may include strategies such as discussion between placement coordinators and practice educators during the placement, student reflection and evidence of their competency development or strategies used to moderate assessment.
- Where COMPASS® is not used, it is necessary to supply details of the different placement assessments used for each year of the program, plus any variation for Honours programs (if offered additional to the standard offering), including any forms and instructions used. Any alternative assessments should be suitably referenced and validated or have sufficient evidence to rationalise their use.
- A description of training resources for practice educators.
- A copy of any log/placement record sheet used by the students or university staff, including any summary of hours.

Assessments that contribute to core claims of competency achievement for entry to the profession

Assessment mapping allows Speech Pathology Australia accreditors to judge a program's breadth of coverage of the *Professional standards* and enables an evaluation of assessments undertaken by the whole cohort, particularly those where competency for entry to the profession is required. Section 2.2 contains a full description of the level of competency expected at entry to the profession.

Students develop competency in various ways throughout a program, typically from an integration of academic and practice education activities, as well as through reflection and self-directed tasks. While many experiences develop competency, activities that **assess** competency development are particularly valuable for the purposes of accreditation.

Universities should map how competency development is assessed at a whole of cohort level and for entry to the profession throughout the program against the domains/standards of the *Professional standards*. This mapping is also likely to be evidence for some accreditation criteria (see below).

Template 6 must be used for mapping whole of cohort entry level assessments. Examples of tasks, questions and rubrics for these assessments should also be provided. Note, whole of cohort refers to an assessment that is common to the entire year-level cohort of a specific program, that is, all students experience the same assessment content and delivery and are assessed against the same marking criteria/rubric as their peers to ensure an equitable, well-moderated assessment experience.

Additional assessment processes

Where there are perceived gaps in whole of cohort/entry to the profession coverage of any areas of communication and/or swallowing, universities should demonstrate how they individually track and assess student competency development and how any such gaps in coverage against the *Professional standards* are managed. It should also be clear how transfer of knowledge and skills is achieved for each area of communication and/or swallowing.

Please note, Speech Pathology Australia accreditors do not expect to see every assessment within a program documented in this section. For example, a 10% quiz (or similar) that is not a 'must pass' assessment is unlikely to contribute to claims of core competency development. Speech Pathology Australia accreditors will still view such information in the subject/unit outlines provided.

This documentation must include:

- subject/unit code
- description of assessment including type (for example, examination, assignment, practical examination), level of independence (for example, individual, group, paired) and if the assessment is 'must pass'
- how the assessment relates to the *Professional standards* and to communication and/or swallowing.

Template 7 should be used for this purpose as required.

Summary of accreditation standard and criterion evidence (Template 8)

Universities are required to complete the Template 8 which complements the narrative and demonstrates compliance with each accreditation standard criterion (see 2.2 below).

Additional supporting documentation

At their discretion, universities may provide additional documentation to support the above mandatory requirements and to provide evidence of how they meet the accreditation criteria. The use of visual representations such as mind maps, concept maps and flow charts can assist accreditors to conceptualise claims against the accreditation standards. Similarly, universities may also choose to provide audio-visual presentations such as narrated slide shows or recorded narrations to support their submission.

Final submission checklist

Universities should ensure all required documents and templates have been included in their submission before forwarding the final documentation to Speech Pathology Australia. A final submission checklist is available in Appendix 2. It is for university use only and does not need to be included with the accreditation submission.

2.2 Key concepts in accreditation evidence

The accreditation of speech pathology programs in Australia focuses on a review of three accreditation standards: governance, students and curriculum. Governance and students relate to the educational context in which the program is offered, and curriculum relates to the academic and practice education curriculums and assessment of student competency for entry to the profession of speech pathology in Australia.

Speech Pathology Australia accreditors evaluate the information provided by universities, while recognising that programs differ in structure, philosophy and pedagogy. As such, it is the university's responsibility to convey all information in a manner that facilitates accurate interpretation and allows for triangulation of evidence by Speech Pathology Australia accreditors.

The following key concepts represent focus areas within the *Professional standards* (2020) that must be considered when developing curriculum and submitting the accreditation submission. Accreditors will also consider these key concepts when evaluating the accreditation submission. Please take note of the explanations, which are intended to assist both programs and Speech Pathology Australia accreditors.

Aboriginal and Torres Strait Islander Peoples and communities

Speech Pathology Australia recognises, values and respects Aboriginal and Torres Strait Islander Peoples' cultures, knowledges, languages and ways of healing and the connection to and custodianship of lands, waterways and seas (*Professional standards*, 2020, p. 3).

This recognition is embodied in Speech Pathology Australia's *Formal apology* (2019), formation of the Aboriginal and Torres Strait Islander Advisory Committee (2017) and the *Reconciliation Action Plan* (2021).

Speech Pathology Australia's actions emphasise to the speech pathology profession and the broader community our commitment to culturally safe and responsive practice with Aboriginal and Torres Strait Islander Peoples and communities. Accordingly, the three domains of the *Professional standards* and the accreditation guidelines reflect this commitment through a focus on practices required to improve outcomes with Aboriginal and Torres Strait Islander Peoples and communities.

Universities are directed to the *Accreditation of speech pathology degree programs: Guidelines for reporting of Aboriginal and Torres Strait Islander curriculum development and inclusions* and [The Aboriginal and Torres Strait Islander health curriculum framework](#) for further information in relation to students and staff working with Aboriginal and Torres Strait Islander Peoples and communities.

Speech Pathology Australia accreditation standards require each university program to provide evidence of how they are facilitating the development of staff and students' culturally safe and responsive speech pathology practice with Aboriginal and Torres Strait Islander Peoples and communities, in accordance with the *Professional standards*.

Partnership and engagement with Aboriginal and Torres Strait Islander Peoples and communities are central to all aspects of governance, students and curriculum.

There are four primary areas that universities need to address within the accreditation standards. These areas are captured within the three domains of the *Professional standards* and are reflected in specific criteria within the accreditation guidelines (see below).

- meaningful engagement with Aboriginal and Torres Strait Islander Peoples and communities for teaching, research and curriculum development (criterion 4, criterion 10, criterion 21)
- Aboriginal and Torres Strait Islander student recruitment and retention (criterion 16, criterion 17)
- support for students to provide culturally safe and responsive services with Aboriginal and Torres Strait Islander Peoples and communities (criterion 21)

- strategies to extend staff capabilities in culturally safe and responsive practice for Aboriginal and Torres Strait Islander Peoples and communities (criterion 10).

Communication and swallowing

The *Professional standards* highlight the role of the speech pathologist in supporting individuals and communities in the areas of communication and swallowing.

Consistent with the *Professional standards* (SPA, 2020, p. 6), the following explanations of communication and swallowing apply:

Speech pathologists have comprehensive knowledge and understanding of communication and swallowing, and communication and swallowing needs, throughout an individual's lifespan. Speech pathologists support every individual's right to optimal communication and swallowing.

A range of factors may cause or result in an individual or community having communication and swallowing needs. These may include but not be limited to

- delay, disorder, disability, impairment or loss
- inadequacy or incongruence of communication and swallowing for social, personal, community and vocational needs.

Communication

Speech pathologists work towards optimising communication for interacting and exchanging information, for a range of purposes and across different contexts, including understanding and expression using verbal (speech), written, signed, natural nonverbal, and augmentative and alternative communication.

Accordingly, for the purposes of accreditation, communication encompasses areas of language (for example, verbal, nonverbal, written), speech, hearing, voice, fluency and cognition¹ across the lifespan.

Swallowing

Speech pathologists work towards optimising swallowing to support health, wellbeing and participation. Swallowing includes orally eating, drinking and taking medication, saliva control, sucking, chewing and mealtime participation, as well as protecting the lungs from food, drink and saliva.

Accordingly, for the purposes of accreditation, swallowing refers to all relevant aspects of swallowing and mealtime management across the lifespan.

Practice education experiences

Practice education experiences incorporate practical experiences in different contexts including simulated learning, university-managed clinics and external workplaces.

Competency

Competency is the knowledge, skills and attitudes/values students require in order to practise as a speech pathologist in Australia.

Entry to the profession

The *Professional standards* specify the competencies required for speech pathology students and qualified speech pathologists to work in the areas of communication and swallowing across the lifespan. Graduating students are not expected to possess the same breadth of knowledge, skills and

¹ Versions 1.0-1.1 used the term 'cognitive communication'.

attributes as more experienced speech pathologists. A student who is ready to enter the profession has completed the requirements of their degree program that is accredited by Speech Pathology Australia.

Programs are required to demonstrate that their students, upon graduation, are ready to enter the profession. The below points are intended as a guide to encapsulate the characteristics of a student who is ready for entry into the profession.

Universities are not expected to document how each individual point has been met, however accreditors should be able to establish that students demonstrate such readiness when considering the range of evidence provided by universities (for example, including, but not limited to, academic and practice education experiences and associated assessment criteria/rubrics, claims of transfer of knowledge and skills).

A student who is ready to enter the profession:

- has high levels of professionalism and can independently manage their workload
- recognises their scope of practice
- has high levels of oral and written English, can adjust communication according to context and can respond appropriately when communication breaks down
- has strong theoretical bases for all areas of communication and swallowing across the lifespan
- has had a range of practice education experiences in diverse contexts with diverse populations across the lifespan
- can transfer knowledge and skills where and when required
- upholds the Speech Pathology Australia *Code of ethics* in provision of safe, quality care to individuals and communities
- integrates the principles of evidence-based practice in their clinical reasoning and practice
- practises in a culturally safe and responsive manner
- has capacity to engage in person-centred, family-centred and community-centred practice
- works collaboratively and in partnership with individuals and their supports, communities and colleagues
- can reflect on their skills, recognise their limitations and develop plans for future learning
- has demonstrated entry level competencies as assessed on COMPASS® or equivalent in their final practice education placement
- will still require mentoring, supervision, guidance and support from more senior speech pathologists (for example, in managing clients or communities with complex communication or swallowing needs).

Transfer of knowledge and skills

Universities aim to assess students' competency across areas of communication and swallowing at a level appropriate for entry to the profession (see above).

Transfer in the context of student learning can be described as the capacity to apply knowledge and skills learned in one context to a different context (Nokes, 2009). The transfer of knowledge and skills is facilitated by the teaching of key theory and support for students to identify conceptual links between this theory and practice in a range of contexts (SPA, 2014). Universities may achieve this through, for example, explicit demonstration to students of transfer of knowledge and skills in classroom contexts, a 'reconstruction' or pulling apart of knowledge (Peters et al., 2017) to identify its transferable components, and opportunities for students to practise the process of transfer.

Critical to the process of transfer is recognition of when past learning might be relevant and able to be transferred to a new situation which may be similar or different (Barnet & Ceci, 2002; Castillo et al., 2018). In addition, explicit discussion of the concept of transfer, reflection on current knowledge and how it has been acquired (Schrewe et al., 2018), and an understanding of the relevance and value of 'old' knowledge and skills transferred to a 'new' context are all important to maximise students' capacity to transfer.

A student who is able to transfer knowledge and skills has the following characteristics:

- understands the concept of transfer and why it is important
- with support appropriate to their level, recognises when past learning can apply to new situations
- can explicitly discuss the differences between practice contexts and how transfer may apply from one context to another
- can explicitly discuss how knowledge and skills in one component of communication or swallowing can transfer to another
- can apply knowledge and skills from one practice context/component of communication or swallowing to another
- can make explicit links between their learning in academic and practice education contexts
- can reflect on future opportunities to apply learnt knowledge and skills.

The above is not a list of all characteristics but is designed to highlight critical elements that are able to be evaluated in an accreditation process.

Focus on the client as an individual, family or community

The *Professional standards* recognises that the 'client' a speech pathologist works with may be an individual, a family or a community or the individual in the context of their family or community. The importance of person-centred, family-centred and community-centred practice is highlighted. In keeping with this broader 'client' focus, the *Professional standards* also recognises the breadth of service provision required to appropriately support individuals, families and communities (for example, an increased emphasis on prevention/promotion and systems change).

2.3 Evaluation of assessment evidence

Speech Pathology Australia is committed to implementing an outcomes focused accreditation (see Part 1, Section 1.3). The accreditation panel will evaluate the university's accreditation submission and the detailed claims made by the university, particularly in relation to how the assessments throughout the program address the accreditation standards and criteria.

The strength and contribution of the program's assessments to overall claims against the accreditation standards and criteria are considered in relation to the dimensions of evidence. Programs should consider these dimensions when completing Templates 6 and 7 in *Part 3*. More detailed explanations and practical advice regarding the dimensions of evidence can be found in Appendix 1.

Table 1: Dimensions of evidence

Dimensions of evidence	Inclusions and considerations
Type of assessment	<ul style="list-style-type: none"> • The type of assessment task/activity e.g., case study, simulation etc. • The authenticity² of the assessment
Timing of Assessment	<ul style="list-style-type: none"> • When does the assessment occur in relation to year level, semester, point in semester and previous and future learning? • Is the assessment marked synchronously i.e. marking occurs as the student engages in the task? • How long does the student have access to details relating to the assessment task prior to completion?
Assessment level	<ul style="list-style-type: none"> • Level of knowledge, skills and attributes required
Whole of cohort	<ul style="list-style-type: none"> • All students experience the same assessment content and delivery and are assessed against the same marking criteria/rubric as their peers
Must pass	<ul style="list-style-type: none"> • Assessments which must be passed to pass the unit/subject or to progress in the program
Pass criteria	<ul style="list-style-type: none"> • Pass criteria for the assessment criteria aligns with the (minimum) level being claimed as evidence for accreditation
Independence	<ul style="list-style-type: none"> • The degree to which the student to independently demonstrates knowledge, skills or attributes
Integration	<ul style="list-style-type: none"> • The degree of integration of skills, knowledge and attributes rather than assessment of discrete or isolated skills
Complexity, analysis, problem-solving and reasoning	<ul style="list-style-type: none"> • The degree of complexity, analysis, problem-solving and reasoning required to address the assessment demands
Support, scaffolding, supervision	<ul style="list-style-type: none"> • The degree of support, scaffolding or supervision provided or available to students before or during the assessment task
Coverage of communication and swallowing needs for individuals and communities across the lifespan	<ul style="list-style-type: none"> • What aspects of communication and swallowing are assessed, and which domains/standards of the <i>Professional standards</i> are assessed, and for what ages?

² Authentic assessment, for the purposes of accreditation, is assessment that is conducted through 'real world' tasks requiring students to demonstrate their knowledge and skills in meaningful contexts (Swaffield, 2011).

Assessments covering similar content	<ul style="list-style-type: none"> • Has similar content been assessed at other points (and levels) in the program?
Transfer of knowledge and skills	<ul style="list-style-type: none"> • Are there claims of transfer of knowledge and skills from one area of practice to another, across the lifespan, across individuals and communities or across domains of the <i>Professional standards</i>?

2.4 Accreditation standards, criteria and explanations

Speech Pathology programs seeking accreditation or re-accreditation must demonstrate compliance with Speech Pathology Australia’s accreditation standards and criteria, which reflect Domains 1, 2 and 3 of the *Professional standards for speech pathologists in Australia* (SPA, 2020). Compliance ensures that students graduating from a speech pathology degree program have demonstrated the knowledge, skills and attributes required to enter the profession.

To apply for accreditation or re-accreditation, universities must meet the mandatory reporting requirements (see 2.1 above) including completion of the Template 8 which outlines all criteria under the accreditation standards of governance, students and curriculum.

For qualifying programs, there may be some accreditation criteria for which evidence is not yet available or evidence is incomplete. For example, Standard 3, Criterion 33 states ‘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’.

While the program might have plans in place to enable this criterion to be met, there may not be evidence of actual final year practice education experiences at the time of accreditation. In these situations, the accreditors will evaluate the program’s plan to meet Criterion 33 in the year of and following the accreditation.

Governance and Students relate to the educational context in which the program is offered, and Curriculum relates to the academic and practice education curricula and assessment of student competency for entry to the profession of speech pathology in Australia.

Each of the criteria within Governance, Students and Curriculum accreditation standards is provided below. A rationale and further explanation of each criterion are included, together with (where relevant) mapping of the criterion to the relevant domains/standards of the *Professional standards*.

This mapping applies to:

- **Curriculum** in recognition of how each criterion relates to the development of the knowledge, skills and attributes a speech pathologist entering the profession is required to demonstrate.
- **Governance and Students** in recognition of the relevance of the *Professional standards* to speech pathologists working as education providers and academics. For example, Criterion 9 (which relates to staff performance review) is mapped to multiple standards within Domain 2 to reflect the need for university-employed speech pathologists to commit to critical reflection and professional development.

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.

Criterion 1

The university holds current registration with Tertiary Education Quality and Standards Agency (TEQSA) as an education provider in the Australian University category.

TEQSA is an independent regulator for higher education in Australia. Its role is to protect both university reputation and student interest. All universities offering speech pathology programs in Australia must be registered by TEQSA and remain compliant with any reporting obligations in relation to their registration.

Criterion 2

The speech pathology degree awarded by the university meets the specifications for the appropriate Australian Quality Framework (AQF) level.

The AQF underpins regulation of university qualifications in Australia. Speech pathology qualifications meet the requirements for either:

- Level 7 – Bachelor degree
- Level 8 – Bachelor (Hons) degree
- Level 9 – Master degree (coursework)

Criterion 3

Governance and academic oversight of the speech pathology program are clearly defined.

Information about where the speech pathology program is situated within the university context is outlined. The processes for reporting between university governance levels are also detailed.

Structures (for example, advisory groups/ committees) and processes (for example, program rules) which enable appropriate academic oversight of the program are clearly detailed.

This information allows SPA accreditors to situate the program within a broader context, and to understand the supporting frameworks and lines of communication that ensure the program delivery is supported by university governance. Evidence of academic oversight satisfies Speech Pathology Australia accreditors of the academic integrity of the program.

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.

University processes for the regular evaluation and review of the program provide evidence of a commitment to continual improvement against academic and SPA accreditation standards. Review

and evaluation involve engagement with appropriate stakeholders with evidence of response to feedback. These processes should include meaningful and action-orientated engagement with Aboriginal and Torres Strait Islander Peoples and communities in relation to teaching, learning and research practices.

Speech Pathology Australia accreditors need to be assured the university has robust processes that guarantee ongoing adherence to Speech Pathology Australia accreditation standards.

These processes align with **Domain 1** (Professional conduct) and **Domain 2** (Reflective practice and lifelong learning) of the *Professional standards*, specifically:

- Comply with legislation, standards, policies and protocols (PS 1.2)
- Provide safe and quality services (PS 1.3)
- Maintain high standards of communication, information sharing and record keeping (PS 1.5)
- Contribute to the speech pathology evidence base (PS 2.7)

Criterion 5

University facilities, equipment and resources support sustainable delivery of the speech pathology program.

Appropriate resourcing ensures sustainability of the program for the duration of the accreditation term. Such resourcing includes but is not limited to teaching and practice education areas, online learning platforms (as required), simulation spaces (as required), and clinical assessment and intervention resources.

Speech Pathology Australia accreditors need assurance that resource requirements are evaluated, monitored and updated as required to meet both current and future anticipated needs.

This requirement aligns with **Domain 1** (Professional conduct) of the *Professional standards*, specifically:

- Provide safe and quality services (PS 1.3)

Criterion 6

Existing processes ensure adherence to professional, ethical and legislative safety standards that are relevant to delivery of the speech pathology program.

A brief outline of policies and processes relating to professional, ethical and legislative safety standards is required.

Speech Pathology Australia accreditors need confirmation that programs comply with all relevant professional, ethical and legislative safety standards, to be assured that students, staff and service users are safe in all university contexts, both on-campus and off-site (for example, practice education sites).

These processes align with **Domain 1** (Professional conduct) of the *Professional standards*, specifically:

- Provide ethical and evidence-based practice (PS 1.1)
- Comply with legislation standards, policies and protocols (PS 1.2)
- Provide safe and quality services (PS 1.3)
- Maintain high standards of communication, information sharing and record keeping (PS 1.5)

Criterion 7

The head of the speech pathology program is appropriately qualified and has demonstrated expertise in the field of speech pathology.

Appropriate qualifications and expertise for the head of the speech pathology program are defined as meeting the following criteria:

- is eligible for Certified Practising Speech Pathologist (CPSP) status with Speech Pathology Australia. Eligibility for CPSP is outlined in the SPA policy 2.03 *Certified practising membership*
- holds a Level D (Associate Professor) or above position. Note: Level C (Senior Lecturer) is also acceptable provided there is suitable evidence that the staff member is adequately supported by senior staff from speech pathology or other disciplines
- is appropriately qualified as defined by the TEQSA Higher Education Standards Framework.

Speech Pathology Australia accreditors need to be confident that the program is overseen by a speech pathologist of sufficient expertise who can provide leadership in curriculum development and delivery.

This requirement aligns with **Domain 1** (Professional conduct), **Domain 2** (Reflective practice and lifelong learning) and **Domain 3** (Speech pathology practice) of the *Professional standards*.

Criterion 8

The speech pathology program has staffing levels and expertise consistent with the requirements of TEQSA to enable quality and sustainable program delivery.

Speech pathology staffing (academic, professional, support and casual staff) and expertise are adequate in consideration of the nature and size of the program. It is evident that any risks to sustainable delivery are being monitored and mitigation processes are in place. For academic staff, there is evidence of engagement in research and/or scholarship of teaching.

This information assures Speech Pathology Australia accreditors that the program can be delivered appropriately for the duration of the accreditation term.

This requirement aligns with Domain 1 (Professional conduct) of the *Professional standards*, specifically:

- Provide safe and quality services (PS 1.3)

Criterion 9

An appropriate staff performance review process is in place.

Speech pathology staff undertake regular performance appraisal with an appropriately qualified senior staff member. Where staff performance does not meet expectations, there are appropriate supports and processes to address concerns. Staff have opportunities to participate in professional development to extend their expertise.

These processes provide Speech Pathology Australia accreditors with assurance that staff are appropriately qualified and supported.

These processes align with **Domain 2** of the *Professional standards* (Reflective practice and lifelong learning), specifically:

- Use critical reflection to guide professional development and practice (PS 2.2)
- Plan professional development goals (PS 2.3)
- Participate in professional development (PS 2.4)
- Engage in learning with colleagues, students and the community (PS 2.6)

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.

It is important for universities to provide access to mandatory professional development for staff in culturally safe and responsive practice with Aboriginal and Torres Strait Islander Peoples and communities. Professional development, together with partnerships with Aboriginal and Torres Strait Islander Peoples and communities, enables staff to build their culturally safe and responsive practice. Staff development in cultural safety and responsiveness should impact curriculum development and research including embedding Aboriginal and Torres Strait Islander knowledges and strengths-based perspectives. These strategies also enable staff to model and support students' development of relevant knowledge and skills as well as identify and respond to their own biases.

Professional development should be critically reflected upon to ensure Aboriginal and Torres Strait Islander ways of knowing, being and doing are central to any teaching and learning.

Speech Pathology Australia accreditors need to confirm that speech pathology programs have an appropriate plan for developing their staff's culturally safe and responsive practice with Aboriginal and Torres Strait Islander Peoples and communities. Mandatory professional development, as well as extended opportunities, must be documented for all staff. The impact of this staff development on curricula should also be outlined.

These strategies align with **Domain 1** (Professional conduct) and **Domain 2** (Reflective practice and lifelong learning) of the *Professional standards*, specifically:

- Consider the needs of individuals and communities in clinical decision-making and practice (PS 1.6)
- Advocate for optimal communication and swallowing (PS 1.7)
- Demonstrate self-awareness (PS 2.1)
- Use critical reflection to inform professional development and practice (PS 2.2)
- Participate in professional development (PS 2.4)
- Acquire, critique and integrate knowledge from a range of sources (PS 2.5)
- Engage in learning with colleagues, students and the community (PS 2.6)

Criterion 11

Strategies are in place to build/extend constructive partnerships and contractual arrangements with workplace practice education providers.

Sustainable programs depend on developing and maintaining partnerships with external workplace practice education providers.

Speech Pathology Australia accreditors need to be assured that placements are suitable for providing students with safe, quality learning experiences in a range of contexts.

These processes align with Domain 1 (Professional conduct) of the *Professional standards*, specifically:

- Provide safe and quality services (PS 1.3).

Accreditation standard 2: Students

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

Criterion 12

Information regarding the speech pathology program for prospective and current students is accessible and accurate.

Publicly available program information, requirements and accreditation status must be readily accessible, accurate and up to date to ensure transparency for prospective and current students.

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.

The eligibility for admission and criteria for entry into the speech pathology program are clearly defined. Inherent requirements for program entry are identified.

Similarly, clear and appropriate policies governing the recognition of prior learning (consistent with AQF Qualifications Pathways Policy) are also required.

Speech Pathology Australia accreditors review this information to ensure transparency with respect to the admissions process for domestic and international students.

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.

As a communication focused profession, appropriate language skills are an important prerequisite for international students whose primary language is not English. Where students present with additional needs in English language proficiency, appropriate support should be available and monitored.

Speech Pathology Australia accreditors need assurance that sufficient English proficiency is required for entry into the program and/or that appropriate resources are available to support students where necessary.

These requirements align with **Domain 1** (Professional conduct) of the *Professional standards*, specifically:

- Comply with legislation standards, policies and protocols (PS 1.2)

- Provide safe and quality services (PS 1.3)
- Maintain high standards of communication, information sharing and record keeping (PS 1.5)

Criterion 15

Enrolment patterns are recorded and monitored.

Enrolment patterns highlight trends of enrolment, attrition and graduation numbers for domestic and international students.

This information assists Speech Pathology Australia accreditors in understanding a program's overall performance and sustainability within the context of other contributing factors (for example, staffing, resources).

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.

University speech pathology programs are required to provide evidence of how they are implementing specific strategies to target recruitment, retention and graduation of Aboriginal and Torres Strait Islander students. In addition, programs need to provide evidence that there is a process in place to review and monitor strategies as required over time.

Speech Pathology Australia accreditors need to be assured that programs are working towards creating a culturally safe and responsive workforce.

These strategies align with **Domain 1** (Professional conduct) and **Domain 3** (Speech pathology practice) of the *Professional standards*, specifically:

- Provide safe and quality services (PS 1.3)
- Consider the needs of individuals and communities in clinical decision-making and practice (PS 1.6)
- Support development of the profession (PS 3.6)

Criterion 17

Students are informed of and have access to appropriate academic, cultural and personal support services.

Staff and students must be equipped with the information needed to access appropriate support services.

Speech Pathology Australia accreditors need to be assured that the university has an appropriate range of accessible support services for students to facilitate program completion.

These strategies align with **Domain 1** (Professional conduct) and **Domain 2** (Reflective practice and lifelong learning) of the *Professional standards*, specifically:

- Provide safe and quality services (PS 1.3)
- Plan personal development goals (PS 2.3)

Criterion 18

Processes are in place to enable early identification and support for students not performing satisfactorily in academic or practice education environments.

Students at risk are identified in a timely manner by relevant staff (for example, subject/unit coordinator, practice educators) and processes are in place to provide appropriate support to maximise their learning outcomes. Support processes extend to off-site practice education contexts, such that university support is available for both students and educators.

Speech Pathology Australia accreditors need assurance that students are supported satisfactorily towards program completion.

These requirements align with **Domain 1** (Professional conduct) and **Domain 2** (Reflective practice and lifelong learning) of the *Professional standards*, specifically:

- Comply with legislation standards, policies and protocols (PS 1.2)
- Provide safe and quality services (PS 1.3)
- Plan personal development goals (PS 2.3)

Criterion 19

Assessment policies and academic progression rules are transparent, consistent and rigorous.

Processes by which students are informed of assessment policies, pass/fail criteria and outcomes must be explained. The guidelines governing the award of supplementary assessment, and the academic and clinical progression for students who undertake modified programs (for example, after a failing grade), need to be clear.

Transparent and accessible information regarding university assessment policy is required to assure Speech Pathology Australia accreditors of fair and equitable assessment processes for all students.

These requirements align with **Domain 1** (Professional conduct) of the *Professional standards*, specifically:

- Comply with legislation standards, policies and protocols (PS 1.2).

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* (SPA, 2020) are addressed and assessed. The university provides evidence that curriculum development and reviews include collaboration with key stakeholders.

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.

The program's philosophy and pedagogy should be clearly and concisely articulated within the narrative. The program's approach to teaching and assessment within both academic and practice education curricula is aligned with this philosophy/pedagogy. The rationale for the approach should also be clearly explained. Please note that an extended discussion of theoretical design/philosophy is **not** required.

There is no prescription regarding which philosophies or pedagogies underpin a specific program's design and delivery.

Speech Pathology Australia accreditors need to be assured that the program uses contemporary approaches to teaching and assessment that meet the needs of the profession and the local context in which the university is located.

This requirement aligns with **Domain 1** (Professional conduct) and **Domain 2** (Reflective practice and lifelong learning) of the *Professional standards*, specifically:

- Provide ethical and evidence-based practice (PS 1.1)
- Acquire, critique and integrate knowledge from a range of sources (PS 2.5)

Criterion 21

Speech pathology staff partner with Aboriginal and Torres Strait Islander Peoples, organisations and communities in the development of curriculum content and processes which build students' culturally safe and responsive practice.

It is important for speech pathology programs to develop their curriculum regarding culturally safe and responsive practice in partnership with Aboriginal and Torres Strait Islander Peoples and communities with respect for Indigenous knowledge sovereignty. Universities need to show evidence that they are working towards students having authentic practice education opportunities to work with Aboriginal and Torres Strait Islander Peoples and communities.

Speech Pathology Australia accreditors need to be assured that curriculum content related to Aboriginal and Torres Strait Islander Peoples and communities is embedded across the program. Universities are directed to the *Accreditation of speech pathology degree programs: Guidelines for reporting of Aboriginal and Torres Strait Islander curriculum development and inclusions* as well as the [Aboriginal and Torres Strait Islander Health Curriculum Framework](#) for examples.

Speech Pathology Australia accreditors also require evidence that curriculum content related to Aboriginal and Torres Strait Islander Peoples, communities and culture is taught and assessed separately from curriculum addressing cultural and linguistic diversity more broadly.

This requirement aligns with **Domain 1** (Professional conduct), **Domain 2** (Reflective practice and lifelong learning) and all of **Domain 3** (Speech pathology practice) of the *Professional standards*, specifically:

- Collaborate with individuals, their supports, our colleagues and the community (PS 1.4)
- Consider the needs of individuals and communities in clinical decision-making and practice (PS 1.6)
- Advocate for optimal communication and swallowing (PS 1.7)

- Demonstrate self-awareness (PD 2.1)
- Use critical reflection to inform professional development and practice (PS 2.2)
- Acquire, critique and integrate knowledge from a range of sources (PS 2.5)
- Engage in learning with colleagues, students and the community (PS 2.6)

Criterion 22

The curriculum ensures that students have comprehensive knowledge and understanding of communication and swallowing needs.

Students need to be taught the theoretical constructs that underpin speech pathology practice across the lifespan relating to all components of communication and swallowing. Students must also have the capacity to apply and integrate such knowledge, supported by a range of core skills (for example, reflective practice), to deliver ethical and evidence-based practice.

Speech Pathology Australia accreditors need to be assured that the curriculum provides students with opportunities to learn and apply knowledge related to communication and swallowing across the lifespan.

These strategies align with **Domain 1** (Professional conduct), **Domain 2** (Reflective practice and lifelong learning) and **Domain 3** (Speech pathology practice) of the *Professional standards*, specifically:

- Provide ethical and evidence-based practice (PS 1.1)
- Provide safe and quality services (PS 1.3)
- Consider the needs of individuals and communities in clinical decision-making and practice (PS 1.6)
- Advocate for optimal communication and swallowing (PS 1.7)
- Demonstrate self-awareness (PS 2.1)
- Use critical reflection to inform professional development and practice (PS 2.2)
- Acquire, critique and integrate knowledge from a range of sources (PS 2.5)
- Assess communication and swallowing needs (PS 3.2)
- Interpret, diagnose and report on assessments (PS 3.3)
- Plan speech pathology intervention or service response (PS 3.4)
- Implement and evaluate intervention or service response (PS 3.5)

Criterion 23

The curriculum assesses at a level appropriate for entry to the profession¹, students' ability to assess communication and swallowing² needs and to plan, implement and monitor suitable support for individuals and communities³ across the lifespan.

¹ Entry to the profession is defined in Section 2.2

² Communication and swallowing are defined in Section 2.2

³ Community is defined in Part 1 Glossary

Students need to demonstrate a competency level appropriate for entry to the profession upon graduation.

Speech Pathology Australia accreditors need to be assured that students' competency development is assessed appropriately within whole of cohort, must pass assessments which require performance at a standard appropriate for entry to the profession.

These strategies align with **Domain 1** (Professional conduct), **Domain 2** (Reflective practice and lifelong learning) and **Domain 3** (Speech pathology practice) of the *Professional standards*, specifically:

- Provide ethical and evidence-based practice (PS 1.1)
- Provide safe and quality services (PS 1.3)
- Consider the needs of individuals and communities in clinical decision-making and practice (PS 1.6)
- Advocate for optimal communication and swallowing (PS 1.7)
- Demonstrate self-awareness (PS 2.1)
- Use critical reflection to inform professional development and practice (PS 2.2)
- Acquire, critique and integrate knowledge from a range of sources (PS 2.5)
- Assess communication and swallowing needs (PS 3.2)
- Interpret, diagnose and report on assessments (PS 3.3)
- Plan speech pathology intervention or service response (PS 3.4)
- Implement and evaluate intervention or service response (PS 3.5)

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.

*Transfer of knowledge and skills is defined in Section 2.2

While knowledge and skills relating to communication and swallowing across the lifespan may be assessed, it may not be feasible to do so for all areas at a level suitable for entry into the profession. Where such limitations exist, universities must be able to demonstrate appropriate claims of transfer of knowledge and skills.

Speech Pathology Australia accreditors view claims of transfer of knowledge and skills within the context of all evidence submitted about the program. SPA accreditors need to be assured that staff and students understand the concept of transfer. They also require assurance that students have the capacity to apply transferable knowledge and skills within a range of contexts and with a range of individuals and/or communities within the academic and practice education curricula.

These strategies align with **Domain 2** (Reflective practice and lifelong learning) and **Domain 3** (Speech pathology practice) of the *Professional standards*, specifically:

- Demonstrate self-awareness (PS 2.1)
- Use critical reflection to inform professional development and practice (PS 2.2)
- Acquire, critique and integrate knowledge from a range of sources (PS 2.5)
- Develop shared understanding of speech pathology (PS 3.1)
- Assess communication and swallowing needs (PS 3.2)
- Interpret, diagnose and report on assessments (PS 3.3)

- Plan speech pathology intervention or service response (PS 3.4)
- Implement and evaluate intervention or service response (PS 3.5)

Criterion 25

The curriculum includes a well-integrated combination of academic and practice education content.

The structure and sequencing of university speech pathology programs must support students to integrate theory and practice related to optimising communication and swallowing. Where relevant, there should be equitable opportunity for integration of theoretical and practice content for students in alternate streams (for example, Honours vs pass).

Speech Pathology Australia accreditors need to be assured of this integration to ensure students are well prepared for future practice in diverse roles and within a range of contexts.

This requirement aligns with **Domain 1** (Professional conduct), **Domain 2** (Reflective practice and lifelong learning) and **Domain 3** (Speech pathology practice) of the *Professional standards* as relevant to the leadership role within the university.

Criterion 26

Evaluation of students' communication competence in English is evident.

As students are undertaking a program within Australia, universities must evaluate their ability to use competent English with individuals and communities in a range of contexts.

Speech Pathology Australia accreditors need to be assured that students' communication competence and English language proficiency is evaluated within both academic and practice education assessments.

These strategies align with **Domain 1** (Professional conduct), specifically:

- Provide safe and quality services (PS 1.3)
- Collaborate with individuals, their supports, our colleagues and the community (PS 1.4)
- Maintain high standards of communication, information sharing and record keeping (PS 1.5)
- Consider the needs of individuals and communities in clinical decision-making and practice (PS 1.6)
- Advocate for optimal communication and swallowing (PS 1.7)

Criterion 27

The curriculum supports students to recognise and respond respectfully to the impact of culture, language and social diversity when working with individuals and communities.

Universities need to ensure students have an understanding of diversity which includes, but is not limited to, language, gender identity, sexual orientation, race and ethnicity, religion, disability and age.

Speech Pathology Australia accreditors need to be assured that students are able to recognise and respond to diversity in their workplace and in their implementation of person-centred, family-centred and community-centred approaches with individuals and communities.

This requirement aligns with **Domain 1** (Professional conduct), **Domain 2** (Reflective practice and lifelong learning) and **Domain 3** (Speech pathology practice) of the *Professional standards*, specifically:

- Collaborate with individuals, their supports, our colleagues and the community (PS 1.4)
- Maintain high standards of communication, information sharing and record keeping (PS 1.5)
- Consider the needs of individuals and communities in clinical decision-making and practice (PS 1.6)
- Advocate for optimal communication and swallowing (PS 1.7)
- Demonstrate self-awareness (PS 2.1)
- Use critical reflection to inform professional development and practice (PS 2.2)
- Participate in professional development (PS 2.4)
- Engage in learning with colleagues, students and the community (PS 2.6)
- Develop shared understanding of speech pathology (PS 3.1)
- Assess communication and swallowing needs (PS 3.2)
- Interpret, diagnose and report on assessments (PS 3.3)
- Plan speech pathology intervention or service response (PS 3.4)
- Implement and evaluate intervention or service response (PS 3.5)

Criterion 28

The curriculum is current and relevant to the Australian context and addresses broader international perspectives.

Speech pathology staff are required to access the current evidence base in their design and delivery of program content.

Speech Pathology Australia accreditors need to be assured that program content reflects the current Australian context, including discussion of education, health and employment priorities. International and global factors which influence the provision of speech pathology services also need to be addressed within the curriculum.

This requirement aligns with **Domain 1** (Professional conduct) and **Domain 2** (Reflective practice and lifelong learning) of the *Professional standards*, specifically:

- Provide ethical and evidence-based practice (PS 1.1)
- Comply with legislation standards, policies and protocols (PS 1.2)
- Acquire, critique and integrate knowledge from a range of sources (PS 2.5)

Criterion 29

The structure of the practice education curriculum has a developmental trajectory in which students are supported to progress to a level of competency appropriate for entry to the profession.

The practice education structure must enable students to demonstrate a progression in competency development towards graduate competency (entry to the profession).

Speech Pathology Australia accreditors require evidence of the practice education trajectory to ensure students are provided with the opportunity to demonstrate competency development incrementally through the program.

This requirement aligns with **Domain 1** (Professional conduct), **Domain 2** (Reflective practice and lifelong learning) and all of **Domain 3** (Speech pathology practice) of the *Professional standards*, specifically:

- Provide ethical and evidence-based practice (PS 1.1)
- Demonstrate self-awareness (PD 2.1)
- Use critical reflection to inform professional development and practice (PS 2.2)
- Plan personal development goals (PS 2.3)
- Acquire, critique and integrate knowledge from a range of sources (PS 2.5)
- Engage in learning with colleagues, students and the community (PS 2.6)

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.

University speech pathology programs need to have clearly articulated whole of cohort assessment criteria for all practice education experiences, including a description of determinants for progression to the next practice education experience. The decision-making processes for modifications to the practice education experiences (for example, additional days, supplementary versus repeat placement) also need to be clearly articulated.

Speech Pathology Australia accreditors need to be assured that staff, students and practice educators are aware of assessment/pass criteria and progression requirements to ensure standardised and valid assessment of students within practice education experiences.

This requirement aligns with **Domain 1** (Professional conduct) and **Domain 2** (Reflective practice and lifelong learning) of the *Professional standards*, specifically:

- Provide safe and quality services (PS 1.3)
- Use critical reflection to inform professional development and practice (PS 2.2)
- Plan personal development goals (PS 2.3)
- Engage in learning with colleagues, students and the community (PS 2.6)

Criterion 31

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 (in a population different from the penultimate practice education placement).

*if not using COMPASS®

Speech pathology programs must identify the tool used to assess student performance within practice education contexts. Within the context of the *Professional standards*, COMPASS® remains a valid tool for use in practice education contexts.

Where COMPASS® is not used, a description of an alternative tool must be provided.

Speech pathology programs must ensure that the penultimate and final practice education experiences are assessed at near–entry (or equivalent) and entry (or equivalent) level, respectively, and are undertaken in different contexts and with different populations.

Speech Pathology Australia accreditors need to be assured of the above to be certain that students are validly assessed and, for their final placements, are assessed at a level appropriate for entry into the profession.

These requirements align with **Domain 1** (Professional conduct) and **Domain 2** (Reflective practice and lifelong learning) of the *Professional standards*, specifically:

- Provide safe and quality services (PS 1.3)
- Use critical reflection to inform professional development and practice (PS 2.2)
- Plan personal development goals (PS 2.3)
- Engage in learning with colleagues, students and the community (PS 2.6)

Criterion 32

The practice education placement program meets the following criteria:

1. The majority of student placements must be:
 - 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.

All graduates of speech pathology programs in Australia need to be eligible to work within Australian contexts.

Speech Pathology Australia accreditors need to be assured that the practice education program prepares students for work in Australia. Hence, the practice education program requires an appropriate balance of experiences that include face-to-face delivery and real rather than simulated service users.

These requirements align with **Domain 1** (Professional conduct) of the *Professional standards*, specifically:

- Provide ethical and evidence-based practice (PS 1.1)
- Comply with legislation standards, policies and protocols (PS 1.2)

Criterion 33

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.

Universities need to prepare students to work in diverse contexts and with a wide range of clients/communities upon entry to the profession.

Speech Pathology Australia accreditors need to be assured that students' practice education experiences have been planned and monitored with this goal in mind.

This requirement aligns with **Domain 1** (Professional conduct) and **Domain 2** (Reflective practice and lifelong learning), specifically:

- Collaborate with individuals, their supports, our colleagues and the community (PS 1.4)
- Demonstrate self-awareness (PS 2.1)
- Use critical reflection to inform professional development and practice (PS 2.2)

Domain 3 (Speech pathology practice) of the *Professional standards*, specifically:

- Develop shared understanding of speech pathology (PS 3.1)
- Assess communication and swallowing needs (PS 3.2)
- Interpret, diagnose and report on assessments (PS 3.3)
- Plan speech pathology intervention or service response (PS 3.4)
- Implement and evaluate intervention or service response (PS 3.5)
- Support development of the profession (PS 3.6)

Criterion 34

Practice educators are supported to ensure they provide appropriate quality of practice education learning, teaching and assessment for students.

Practice educators need to be aware of the theoretical content and practice education experiences that students have undertaken in their program to date. In addition, practice educators must be aware of the support processes available for students who are not progressing as expected.

There should be evidence of adequate and appropriate training and support for practice educators. Processes which enable evaluation of placement environments and response to student feedback in relation to placement experiences should be evident.

Speech Pathology Australia accreditors need to be assured of the above, to be confident that practice educators and placement environments support students' learning and enable valid assessment.

This requirement aligns with **Domain 1** (Professional conduct) and **Domain 2** (Reflective practice and lifelong learning), specifically:

- Collaborate with individuals, their supports, our colleagues and the community (PS 1.4)
- Demonstrate self-awareness (PS 2.1)
- Use critical reflection to inform professional development and practice (PS 2.2)
- Plan personal development goals (PS 2.3)
- Engage in learning with colleagues, students and the community (PS 2.6)

Domain 3 (Speech pathology practice) of the *Professional standards*, specifically:

- Develop shared understanding of speech pathology (PS 3.1)
- Assess communication and swallowing needs (PS 3.2)
- Interpret, diagnose and report on assessments (PS 3.3)
- Plan speech pathology intervention or service response (PS 3.4)
- Implement and evaluate intervention or service response (PS 3.5)
- Support development of the profession (PS 3.6)

Criterion 35

Ethical practice as described by the Speech Pathology Australia *Code of Ethics* (as a minimum) is integrated within the curriculum and its application is assessed in academic and practice education contexts.

Universities should provide students with opportunities to understand and practise informed ethical judgement during their academic and practice education experiences to support their ongoing development as ethical practitioners. Programs must also include integrated, explicit discussion of legislation, workplace and SPA policies and procedures to guide safe and quality services.

Speech Pathology Australia accreditors need to be assured that programs include integrated, explicit discussion of the Speech Pathology Australia Code of Ethics and that students are assessed on its application within academic and practice education contexts.

These strategies align with **Domain 1** (Professional conduct) and **Domain 2** (Reflective practice and lifelong learning) of the *Professional standards*, specifically:

- Provide ethical and evidence-based practice (PS 1.1)
- Comply with legislation standards, policies and protocols (PS 1.2)
- Provide safe and quality services (PS 1.3)
- Collaborate with individuals, their supports, our colleagues and the community (PS 1.4)
- Maintain high standards of communication, information sharing and record keeping (PS 1.5)
- Acquire, critique and integrate knowledge from a range of sources (PS 2.5)
- Contribute to the speech pathology evidence base (PS 2.7)

Criterion 36

Evidence-based practice principles and processes are integrated within the curriculum and their application is assessed in academic and practice education contexts.

It is important that students understand and apply evidence-based practice principles and processes during their academic and practice education experiences.

Speech Pathology Australia accreditors need to be assured that programs include integrated, explicit discussion of evidence-based practice and that students are assessed on their application of these principles.

These strategies align with **Domain 1** (Professional conduct) and **Domain 2** (Reflective practice and lifelong learning) of the *Professional standards*, specifically:

- Provide ethical and evidence-based practice (PS 1.1)
- Comply with legislation standards, policies and protocols (PS 1.2)
- Provide safe and quality services (PS 1.3)
- Collaborate with individuals, their supports, our colleagues and the community (PS 1.4)
- Maintain high standards of communication, information sharing and record keeping (PS 1.5)
- Acquire, critique and integrate knowledge from a range of sources (PS 2.5)
- Contribute to the speech pathology evidence base (PS 2.7)

Criterion 37

Reflective practice skills are integrated within the curriculum and their application is assessed in academic and practice education contexts.

Universities need to facilitate students' development of reflective practice skills during their academic and practice education experiences. Students need to actively reflect on their cultural identity, values and personal biases to enable their ongoing development as a future speech pathologist.

Speech Pathology Australia accreditors need to be assured that teaching and assessment of these skills has been integrated within the curriculum.

This requirement aligns with all of **Domain 2** (Reflective practice and lifelong learning) of the *Professional standards*, specifically:

- Demonstrate self-awareness (PS 2.1)
- Use critical reflection to inform professional development and practice (PS 2.2)
- Plan personal development goals (PS 2.3)
- Participate in professional development (PS 2.4)
- Acquire, critique and integrate knowledge from a range of sources (PS 2.5)
- Engage in learning with colleagues, students and the community (PS 2.6)
- Contribute to the speech pathology evidence base (PS 2.7)

Criterion 38

Competencies integral to teamwork and interprofessional collaborative practice are integrated within the curriculum and their application is assessed in academic and practice education contexts.

Interprofessional collaborative practice (IPCP) is recognised as an important practice model for speech pathologists in order to maintain meaningful partnerships with colleagues and to deliver safe, high-quality person, family and community-centred services.

Speech Pathology Australia accreditors need to be assured that students are taught the concepts, values and competencies integral to successful teamwork and IPCP, and have the opportunity to apply the principles across the academic and practice education curricula.

These strategies align with **Domain 1** (Professional conduct), **Domain 2** (Reflective practice and lifelong learning) and **Domain 3** (Speech pathology practice) of the *Professional standards*, specifically:

- Provide safe and quality services (PS 1.3)
- Collaborate with individuals, their supports, our colleagues and the community (PS 1.4)
- Acquire, critique and integrate knowledge from a range of sources (PS 2.5)
- Engage in learning with colleagues, students and the community (PS 2.6)
- Develop shared understanding of speech pathology (PS 3.1)
- Assess communication and swallowing needs (PS 3.2)
- Interpret, diagnose and report on assessments (PS 3.3)
- Plan speech pathology intervention or service response (PS 3.4)
- Implement and evaluate intervention or service response (PS 3.5)

Criterion 39

Students' understanding of service provision to individuals, families and/or communities is explicitly developed and assessed within academic and practice education contexts.

Speech Pathology Australia recognises that the 'client' extends beyond the individual to include the family and community. Students need to apply principles of person-centred, family-centred and community-centred care. These approaches ensure a high standard of service delivery focusing on functional impacts and outcomes as appropriate to the context.

Speech Pathology Australia accreditors need to be assured that students are assessed on their application of these approaches for individuals and communities in academic and practice education contexts.

These strategies align with **Domain 1** (Professional conduct), **Domain 2** (Reflective practice and lifelong learning) and **Domain 3** (Speech pathology practice) of the *Professional standards*, specifically:

- Provide ethical and evidence-based practice (PS 1.1)
- Collaborate with individuals, their supports, our colleagues and the community (PS 1.4)
- Maintain high standards of communication, information sharing and record keeping (PS 1.5)
- Advocate for optimal communication and swallowing (PS 1.7)
- Acquire, critique and integrate knowledge from a range of sources (PS 2.5)
- Engage in learning with colleagues, students and the community (PS 2.6)
- Contribute to the speech pathology evidence base (PS 2.7)
- Develop shared understanding of speech pathology (PS 3.1)
- Assess communication and swallowing needs (PS 3.2)
- Interpret, diagnose and report on assessments (PS 3.3)
- Plan speech pathology intervention or service response (PS 3.4)
- Implement and evaluate intervention or service response (PS 3.5)

Criterion 40

The curriculum develops students' awareness of a range of service delivery approaches and provides opportunities to experience these.

It is important that students are aware of a range of service delivery approaches and how these are applied in different contexts to facilitate person-centred, family-centred and community-centred care. Telepractice and digital literacy skills are important for contemporary speech pathology practice.

Speech Pathology Australia accreditors need to be assured that students are equipped to recognise the need and evidence base for, as well as the application of, appropriate service delivery approaches within different contexts. In addition, SPA accreditors need evidence that programs provide opportunities for students to experience a range of service delivery approaches within practice education experiences.

These strategies align with **Domain 1** (Professional conduct), **Domain 2** (Reflective practice and lifelong learning) and **Domain 3** (Speech pathology practice) of the *Professional standards*, specifically:

- Comply with legislation standards, policies and protocols (PS 1.2)
- Provide safe and quality services (PS 1.3)
- Collaborate with individuals, their supports, our colleagues and the community (PS 1.4)
- Consider the needs of individuals and communities in clinical decision-making and practice (PS 1.6)
- Advocate for optimal communication and swallowing (PS 1.7)
- Acquire, critique and integrate knowledge from a range of sources (PS 2.5)
- Develop shared understanding of speech pathology (PS 3.1)
- Assess communication and swallowing needs (PS 3.2)
- Interpret, diagnose and report on assessments (PS 3.3)
- Plan speech pathology intervention or service response (PS 3.4)
- Implement and evaluate intervention or service response (PS 3.5)

Criterion 41

The curriculum develops students' awareness of the diverse range of speech pathology professional roles and provides opportunities to experience these.

It is important that students are aware of the diverse range of roles that speech pathologists enact in order to promote person-centred, family-centred and community-centred practice.

Speech Pathology Australia accreditors need to be assured that students are equipped to enact different roles in their future career. In addition, SPA accreditors need evidence that programs provide opportunities for students to experience a diversity of speech pathology professional roles within the practice education curriculum.

These strategies align with **Domain 1** (Professional conduct), **Domain 2** (Reflective practice and lifelong learning) and **Domain 3** (Speech pathology practice) of the *Professional standards*, specifically:

- Comply with legislation standards, policies and protocols (PS 1.2)

- Provide safe and quality services (PS 1.3)
- Collaborate with individuals, their supports, our colleagues and the community (PS 1.4)
- Consider the needs of individuals and communities in clinical decision-making and practice (PS 1.6)
- Advocate for optimal communication and swallowing (PS 1.7)
- Acquire, critique and integrate knowledge from a range of sources (PS 2.5)
- Develop shared understanding of speech pathology (PS 3.1)
- Assess communication and swallowing needs (PS 3.2)
- Interpret, diagnose and report on assessments (PS 3.3)
- Plan speech pathology intervention or service response (PS 3.4)
- Implement and evaluate intervention or service response (PS 3.5)

2.5 Summary of accreditation standard and criterion evidence (Template 8)

Universities are required to submit specific evidence to complement the narrative and demonstrate compliance with each accreditation criterion. Universities are required to complete the Template 8 to outline what evidence they have provided for each criterion and its location within the submitted documents.

Universities are encouraged to highlight within Template 8 any criteria of concern (including plans to address perceived limitations) or areas identified for further progression (that is, not areas of concern, but targeted for future development).

Instructions for completion of Template 8

The table below is provided for your reference. This table is replicated in Template 8 as a Word document. Please complete Template 8 by providing specific evidence in the 'Evidence submitted by university' column. This evidence should address every item listed in the column titled 'Evidence required to meet this criterion'.

- Each criterion must be addressed in each section of governance, students and curriculum.
- The examples are for guidance only and are not provided for each criterion. The examples are not meant to be prescriptive or exhaustive.
- The terms faculty, school and/or program have been used throughout these documents to reflect structures in which degree programs are commonly situated. It is recognised that these terms may not be universal, and it is recommended that speech pathology programs undergoing accreditation or re-accreditation apply their own terminology as required.
- One piece of evidence may address more than one criterion, but this must be clearly stated.

Example of completed Template 8 for Criterion 5

The tables below provide an example of how a university could complete Template 8. Note that the text in column 3 is *an example of evidence* that may be submitted by the university. Note that the text includes a brief summary of evidence presented within the submission and a rationale for its inclusion where appropriate.

Accreditation standard 1: Governance			
Criterion	Evidence required to meet this criterion	Key evidence submitted to meet this criterion	Evaluation of evidence submitted by university (for SPA accreditor use only)
<p>Criterion 5</p> <p>University facilities, equipment and resources support sustainable delivery of the speech pathology program.</p>	<p>Evidence that university resources (e.g., offices, clinical/practice education areas and resources, simulation spaces, online learning platforms, teaching spaces, research areas, audiovisual resources, finances and equipment etc.) enable sustainability of the specified teaching and learning methods/pedagogies outlined within the speech pathology program.</p>	<p>Example:</p> <p><i>At the site visit, the accreditation panel will be provided with a tour of:</i></p> <ul style="list-style-type: none"> • <i>office and clinic/practice education spaces</i> • <i>simulation spaces</i> • <i>teaching spaces</i> • <i>telehealth facilities</i> • <i>research facilities.</i> <p><i>We have submitted:</i></p> <ul style="list-style-type: none"> • <i>a summary of the physical spaces and clinical resources (p. 35)</i> • <i>information about our eLearning platform (p. 36).</i> 	<p>Example:</p> <p>Criterion met following clarification of supplementary assessment for final placement.</p>

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.

Criterion	Evidence required to meet this criterion	Key evidence submitted to meet criterion	Evaluation of evidence submitted by university (for SPA accreditor use only)
<p>Criterion 1</p> <p>The university holds current registration with Tertiary Education Quality and Standards Agency (TEQSA) as an education provider in the 'Australian university' category.</p>	<p>A copy of the university's registration status with TEQSA.</p>	<p>Example:</p> <p><i>We have submitted:</i></p> <ul style="list-style-type: none"> • <i>confirmation of TEQSA registration status in the narrative (p. 4).</i> 	
<p>Criterion 2</p> <p>The speech pathology degree awarded by the university meets the specifications for the appropriate Australian Quality Framework (AQF) level.</p>	<p>A statement indicating approved AQF level and year of approval.</p>		
<p>Criterion 3</p> <p>Governance and academic oversight of the speech pathology program are clearly defined.</p>	<p>Organisational charts detailing where the speech pathology program sits within the university and faculty/school with respect to overall governance.</p> <p>Evidence of reporting lines from/to the head of speech pathology within the university.</p> <p>Evidence of structures which provide academic oversight, e.g.,</p>	<p>Example:</p> <p><i>We have submitted:</i></p> <ul style="list-style-type: none"> • <i>organisational charts detailing where speech pathology is situated within the faculty and university including reporting lines between the head of speech pathology and the head of school and faculty (p. 12)</i> • <i>School Teaching and Learning Committee composition and meeting frequency (p. 13)</i> 	

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.

Criterion	Evidence required to meet this criterion	Key evidence submitted to meet criterion	Evaluation of evidence submitted by university (for SPA accreditor use only)
	<p>Teaching and Learning Committee, Curriculum Committee, Reconciliation Action Plan Committee, etc.</p> <p>Evidence of processes which provide academic oversight, e.g., university and/or faculty/school program rules for progression through year levels, academic integrity processes, and rules regarding assessment (i.e., supplementary assessment, permitted assessment load per unit of study, permitted number of must pass assessments per subject/unit and/or program).</p>	<ul style="list-style-type: none"> • <i>Terms of reference of School Assessment Committee (p. 15)</i> • <i>a summary of key university policies and procedures relating to assessment, supplementary assessment, assessment re-mark, and must pass assessments as they apply to our program (p. 18).</i> 	
<p>Criterion 4</p> <p>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.</p>	<p>Evidence of regular evaluation and review (at a university, faculty/school and/or program level) of teaching, learning and research practices within the program to ensure continual improvement against academic and accreditation standards.</p>	<p>Example:</p> <p><i>We have submitted:</i></p> <ul style="list-style-type: none"> • <i>the university policy in relation to academic program review and details of community engagement and stakeholder consultation during the most recent review (p. 6)</i> • <i>minutes of twice-yearly speech pathology curriculum renewal meetings with a specific focus</i> 	

Accreditation standard 1: Governance

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Criterion	Evidence required to meet this criterion	Key evidence submitted to meet criterion	Evaluation of evidence submitted by university (for SPA accreditor use only)
	<p>Evidence of how changes are monitored and evaluated for alignment with the <i>Professional standards</i> and accreditation requirements.</p> <p>Description of how feedback from peers, students and external stakeholders (e.g., external advisory committee) is sought and actioned to inform quality improvement.</p> <p>Evidence that teaching, learning and research review processes include meaningful engagement with Aboriginal and Torres Strait Islander Peoples and communities, and show action-orientated planning and review that is led by and privileges the voices of Aboriginal and Torres Strait Islander Peoples.</p>	<p><i>on alignment of teaching with the Professional standards and current accreditation requirements (p. 7)</i></p> <ul style="list-style-type: none"> <i>policy relating to student subject/unit and teaching evaluations with examples of changes made to curriculum content in response to feedback (p. 8)</i> <i>an outline of the outcomes of speech pathology program engagement with Aboriginal and Torres Strait Islander Peoples and communities in relation to curriculum content (p. 15–16).</i> 	
<p>Criterion 5 University facilities, equipment and resources support</p>	<p>Evidence that university resources (e.g., offices, clinical/practice education areas and resources, simulation spaces, online learning</p>	<p>Example: <i>At the site visit, the accreditation panel will be provided with a tour of:</i></p>	

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.

Criterion	Evidence required to meet this criterion	Key evidence submitted to meet criterion	Evaluation of evidence submitted by university (for SPA accreditor use only)
sustainable delivery of the speech pathology program.	platforms, teaching spaces, research areas, audiovisual resources, finances and equipment etc.) enable sustainability of the specified teaching and learning methods/pedagogies outlined within the speech pathology program.	<ul style="list-style-type: none"> • <i>office and clinic/practice education spaces</i> • <i>simulation spaces</i> • <i>teaching spaces</i> • <i>telehealth facilities</i> • <i>research facilities.</i> <p><i>We have submitted:</i></p> <ul style="list-style-type: none"> • <i>a summary of the physical spaces and clinical resources (p. 35)</i> <p><i>information about our eLearning platform (p. 36)</i></p>	
<p>Criterion 6</p> <p>Existing processes ensure adherence to professional, ethical and legislative safety standards that are relevant to delivery of the speech pathology program.</p>	<p>Relevant program rules that ensure adherence to legislative requirements, university policies and professional and ethical standards for staff and students e.g., mandatory training, workplace health and safety, pre-clinical requirements (immunisation, BlueCard, CPR/First aid etc.).</p> <p>Documentation of how risks are monitored in both on and off campus activities (including local,</p>		

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.

Criterion	Evidence required to meet this criterion	Key evidence submitted to meet criterion	Evaluation of evidence submitted by university (for SPA accreditor use only)
	<p>rural and international practice education placements).</p> <p>For university clinics, evidence of processes for quality management and accreditation of clinic services where required.</p>		
<p>Criterion 7</p> <p>The head of the speech pathology program is appropriately qualified and has demonstrated expertise in the field of speech pathology.</p>	<p>Confirmation that the head of the speech pathology program is eligible for Certified Practising Speech Pathologist status with Speech Pathology Australia, holds a Level D (Associate Professor) or above position and is appropriately qualified as defined by the TEQSA Higher Education Standards Framework.</p> <p>A Level C (Senior Lecturer) position is also acceptable provided there is suitable evidence that the staff member is adequately supported by senior staff from speech pathology or other disciplines.</p>		

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.

Criterion	Evidence required to meet this criterion	Key evidence submitted to meet criterion	Evaluation of evidence submitted by university (for SPA accreditor use only)
<p>Criterion 8</p> <p>The speech pathology program has staffing levels and expertise consistent with the requirements of TEQSA to enable quality and sustainable program delivery.</p>	<p>Levels and types of staffing appointments (e.g., Level C, HEW 6, continuing full-time, fixed term, casual, 0.5 FTE etc.) of academic, professional, contract, casual and support staff.</p> <p>Speech pathology program staff roles, areas of expertise and areas of research/scholarship of teaching (publications, grants, awards).</p> <p>Where expertise from speech pathology staff external to the university and/or from non-speech pathology staff is required, documentation of experts' qualifications and role in the program.</p> <p>Evidence that where changes to program delivery are expected (i.e., student enrolment numbers), staffing and program sustainability have been considered.</p>		

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.

Criterion	Evidence required to meet this criterion	Key evidence submitted to meet criterion	Evaluation of evidence submitted by university (for SPA accreditor use only)
<p>Criterion 9</p> <p>An appropriate staff performance review process is in place.</p>	<p>Reporting of processes for supervision of staff, including reviewing staff performance.</p> <p>Processes for addressing staff performance concerns.</p> <p>Evidence of opportunities available to staff for professional development to expand their skills, knowledge and experience.</p>		
<p>Criterion 10</p> <p>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.</p>	<p>Documented plan and evidence of staff undertaking professional development focused on culturally safe and responsive practice.</p> <p>Evidence of impact of staff professional development on the planning and implementation of curriculum in partnership with Aboriginal and Torres Strait Islander Peoples and communities.</p> <p>Evidence of speech pathology leadership and teaching/research staff involvement in relevant university committees, e.g.,</p>		

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.

Criterion	Evidence required to meet this criterion	Key evidence submitted to meet criterion	Evaluation of evidence submitted by university (for SPA accreditor use only)
	<p>Reconciliation Action Plan committees, Aboriginal and Torres Strait Islander curriculum development or student recruitment committees.</p> <p>Speech pathology research considers the implications for Aboriginal and Torres Strait Islander Peoples, and meaningful participation of and engagement with Aboriginal and Torres Strait Islander Peoples and communities is evident in the planning, development and implementation of this research.</p>		
<p>Criterion 11</p> <p>Strategies are in place to build/extend constructive partnerships and contractual arrangements with workplace practice education providers.</p>	<p>Evidence of practice education partnerships and contractual arrangements, for both University operated and externally offered placements.</p>		

Accreditation standard 2: Students

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

Criterion	Evidence required to meet this criterion	Key evidence submitted to meet criterion	Evaluation of evidence submitted by university (for accreditor use only)
<p>Criterion 12</p> <p>Information regarding the speech pathology program for prospective and current students is accessible and accurate.</p>	<p>Copies of or links to current speech pathology program information which may include program promotional material as well as curriculum content, entry requirements, prerequisites, program maps and subject/unit outlines.</p> <p>Accreditation status is accurately documented in publicly available program information.</p>		
<p>Criterion 13</p> <p>Admission eligibility and selection criteria are documented. Policies exist regarding recognition of prior learning and credit transfer consistent with AQF Qualifications Pathways Policy.</p>	<p>Documentation of application and admission selection criteria and procedures for both domestic and international students.</p> <p>Policies for recognition of prior learning and credit transfer.</p> <p>Details of maximum program duration for students on modified programs.</p>	<p>Example:</p> <p><i>We have submitted:</i></p> <ul style="list-style-type: none"> • <i>prerequisite entry requirements (p. 17)</i> • <i>application process for domestic and international students (p. 17)</i> • <i>rubric/criterion for ranking applicants (p. 17)</i> • <i>process for assessment of application for credit transfer (p. 18).</i> 	
<p>Criterion 14</p>	<p>Description of the English language prerequisites for</p>		

Accreditation standard 2: Students

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

Criterion	Evidence required to meet this criterion	Key evidence submitted to meet criterion	Evaluation of evidence submitted by university (for accreditor use only)
<p>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.</p>	<p>admission to the speech pathology program.</p> <p>Evidence of early identification of students needing additional language support.</p> <p>Evidence of modules, resources and/or courses for students who require additional English language support.</p> <p>Evidence of use and outcome monitoring of support (modules, resources, and/or courses) when required.</p>		
<p>Criterion 15 Enrolment patterns are recorded and monitored.</p>	<p>Records of yearly trends in admission, attrition, numbers of students in each cohort and numbers of graduating students.</p>		
<p>Criterion 16 A strategy is in place to facilitate recruitment and retention of Aboriginal and Torres Strait</p>	<p>Evidence of strategies aimed at increasing Aboriginal and Torres Strait Islander student recruitment, retention and graduation for Bachelor/Master programs.</p>		

Accreditation standard 2: Students

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

Criterion	Evidence required to meet this criterion	Key evidence submitted to meet criterion	Evaluation of evidence submitted by university (for accreditor use only)
Islander students, and the strategy is regularly reviewed.	<p>Evidence of processes to review and monitor Aboriginal and Torres Strait Islander student recruitment and retention strategies.</p> <p>Evidence of support services for Aboriginal and Torres Strait Islander students to maximise retention, e.g. university-specific student support services and external support services, such as Indigenous Allied Health Australia (IAHA).</p> <p>Evidence of culturally safe teaching practices that ensure culturally safe learning environments for Aboriginal and Torres Strait Islander students to support retention.</p> <p><i>See Guidelines for reporting of Aboriginal and Torres Strait Islander curriculum development and inclusions for specific examples relating to this criterion.</i></p>		
Criterion 17	Evidence of services to support the diversity of students' needs.		

Accreditation standard 2: Students

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

Criterion	Evidence required to meet this criterion	Key evidence submitted to meet criterion	Evaluation of evidence submitted by university (for accreditor use only)
Students are informed of and have access to appropriate academic, cultural and personal support services.	<p>Evidence of how students are informed of these services.</p> <p>Evidence that learning support plans, e.g., via centralised student support services, are provided to students where required.</p>		
<p>Criterion 18</p> <p>Processes are in place to enable early identification and support for students not performing satisfactorily in academic or practice education environments.</p>	<p>Evidence of policies/processes for identifying and monitoring students requiring academic, practice education or other support.</p> <p>Evidence of available supports.</p>		
<p>Criterion 19</p> <p>Assessment policies and academic progression rules are transparent, consistent and rigorous.</p>	<p>Demonstration of adherence to the university's assessment policy including the methods used to monitor and evaluate current assessment practices.</p> <p>Evidence of how students are informed of assessment policies and criteria including level of performance expected for specific assessment tasks, including must pass tasks.</p>	<p>Example:</p> <p><i>We have submitted:</i></p> <ul style="list-style-type: none"> • <i>the university's assessment policy</i> • <i>the university policy related to when supplementary assessment may be awarded (p. 32)</i> • <i>guidelines for availability for supplementary assessment within the program (p. 34)</i> • <i>academic progression policy for students who are not performing satisfactorily (p. 32)</i> 	

Accreditation standard 2: Students

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

Criterion	Evidence required to meet this criterion	Key evidence submitted to meet criterion	Evaluation of evidence submitted by university (for accreditor use only)
	<p>Evidence that the program has robust formative and summative feedback processes to facilitate students' development of competency in academic and practice education contexts.</p> <p>Evidence of how students are informed of the outcome of their assessments.</p> <p>Reporting of academic progression policies and examples of how modified academic programs are managed.</p> <p>Evidence of pass/fail criteria for academic assessments.</p>	<ul style="list-style-type: none"> • <i>the criteria for resit assessments (p. 32)</i> • <i>specific subject/unit assessment information (p. 54)</i> • <i>evidence of the university grading system</i> • <i>criteria for pass/fail for specific assessment items (see pass/fail criteria in subject/unit outlines pp. 75–93).</i> 	

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.

Criterion	Evidence required to meet this criterion	Key evidence submitted to meet criterion	Evaluation of evidence submitted by university (for accreditor use only)
<p>Criterion 20</p> <p>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.</p>	<p>Description of the philosophy and pedagogical principles and practices that inform both the academic and practice education aspects of the program.</p>	<p>Example:</p> <p><i>We have submitted:</i></p> <ul style="list-style-type: none"> • <i>a narrative detailing the program's educational philosophy and pedagogical principles (p. 7)</i> • <i>clear evidence of how these principles are integrated throughout both the academic and practice education aspects of the program (p. 8).</i> 	
<p>Criterion 21</p> <p>Speech pathology staff partner with Aboriginal and Torres Strait Islander Peoples, organisations and communities in the development of curriculum content and processes which build students' culturally safe and responsive practice.</p>	<p>Evidence that curriculum content related to Aboriginal and Torres Strait Islander Peoples, organisations, communities and culture privileges Aboriginal and Torres Strait Islander voices and is developed in partnership with Aboriginal and Torres Strait Islander People and embedded across the program.</p> <p>Evidence that students are engaged in learning experiences which build knowledge in providing culturally</p>		

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.

Criterion	Evidence required to meet this criterion	Key evidence submitted to meet criterion	Evaluation of evidence submitted by university (for accreditor use only)
	<p>safe and responsive services from strength-based teaching, for example, learning from Aboriginal and Torres Strait Islander lecturers, learning about respectful and appropriate terminology.</p> <p>Evidence that the program is respectfully working towards students being engaged in authentic practice education learning experiences with Aboriginal and Torres Strait Islander Peoples and communities.</p> <p>Evidence that students' knowledge and skills related to providing culturally safe and responsive services are assessed.</p> <p>See <i>Guidelines for reporting of Aboriginal and Torres Strait Islander curriculum development and inclusions</i> and the <i>Aboriginal and Torres Strait Islander Health Curriculum Framework (2014)</i> for</p>		

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.

Criterion	Evidence required to meet this criterion	Key evidence submitted to meet criterion	Evaluation of evidence submitted by university (for accreditor use only)
	specific examples relating to this criterion.		
<p>Criterion 22</p> <p>The curriculum ensures that students have comprehensive knowledge and understanding of communication and swallowing needs.</p>	<p>Evidence that students are taught the theoretical constructs which underpin practice with individuals and communities across the lifespan relating to all components of communication and swallowing.</p> <p>A compilation of subject/unit outlines.</p>		
<p>Criterion 23</p> <p>The curriculum assesses, at a level appropriate for entry to the profession¹, students' ability to assess communication and swallowing² needs and to plan, implement and monitor suitable support for individuals and communities³ across the lifespan.</p> <p>¹ Entry to the profession is defined in Part 2, Section 2.2</p>	<p>Mapping of whole of cohort, must pass assessments which require performance at a standard appropriate for entry to the profession. This should be completed on Template 6.</p> <p>An explanation in the narrative of how the program assures that, upon graduation, students are ready to enter the profession and practise competently in all areas of communication and swallowing.</p>		

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.

Criterion	Evidence required to meet this criterion	Key evidence submitted to meet criterion	Evaluation of evidence submitted by university (for accreditor use only)
<p>² Communication and swallowing are defined in Part 2, Section 2.2.</p> <p>³ Community is defined in Part 1, Glossary</p>			
<p>Criterion 24</p> <p>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.</p> <p>*Transfer of knowledge and skills is defined in Section 2.2.</p>	<p>Clear discussion of transfer of knowledge and skills within the narrative which demonstrates why and how this concept is addressed within the program, including reference to relevant evidence (including Template 7).</p> <p>Evidence of explicit discussion of transfer with students, which includes specification of the knowledge and skills that are transferable with accompanying rationale.</p> <p>Evidence that students understand the concept of transfer and can recognise and apply core/generic knowledge within a range of contexts and with a range of 'client' groups across the lifespan.</p>		

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.

Criterion	Evidence required to meet this criterion	Key evidence submitted to meet criterion	Evaluation of evidence submitted by university (for accreditor use only)
<p>Criterion 25</p> <p>The curriculum includes a well-integrated combination of academic and practice education content.</p>	<p>Summary of the program structure and sequencing across semesters.</p> <p>Evidence of how theory and practice are integrated across the curriculum.</p> <p>Credit points/electives/differences for Honours versus pass programs should be included as appropriate.</p>		
<p>Criterion 26</p> <p>Evaluation of students' communication competence in English is evident.</p>	<p>Evidence of how communication competency is evaluated, including how students are supported to demonstrate English communication skills that underpin speech pathology practice.</p>		
<p>Criterion 27</p> <p>The curriculum supports students to recognise and respond respectfully to the impact of culture, language and diversity when working with individuals and communities.</p>	<p>Evidence that students are engaged in learning experiences which are embedded across the program and support them to provide person-centred, family-centred and community-centred approaches which respect culture, language and diversity.</p> <p>Evidence that students' development of knowledge and</p>		

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.

Criterion	Evidence required to meet this criterion	Key evidence submitted to meet criterion	Evaluation of evidence submitted by university (for accreditor use only)
	skills in such learning experiences are assessed.		
<p>Criterion 28</p> <p>The curriculum is current and relevant to the Australian context and addresses broader international perspectives.</p>	<p>Description/evidence of how the curriculum reflects the Australian context.</p> <p>Evidence of how the curriculum reflects current education, health, and employment priorities, to ensure future-ready graduates.</p> <p>Evidence of how the curriculum integrates factors which might influence service provision from a broader global perspective.</p>		
<p>Criterion 29</p> <p>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.</p>	<p>Evidence that the curriculum provides a structure that enables students to demonstrate progression in competency development towards a level appropriate for entry to the profession.</p>		

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<p>Criterion 30</p> <p>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.</p>	<p>Description of the tool/s used to assess student competency during practice education placements.</p> <p>Evidence of clear assessment criteria for all practice education experiences.</p> <p>Description of determinants for progression to the next practice education experience (e.g., prerequisites).</p> <p>Information on decision-making processes for modifications to the practice education experience (e.g. length of experience, additional placement days) including processes relating to management of students who do not meet the passing criteria for a given placement (e.g., supplementary vs repeat placement).</p> <p>Information given to students and practice educators about</p>		

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Criterion	Evidence required to meet this criterion	Key evidence submitted to meet criterion	Evaluation of evidence submitted by university (for accreditor use only)
	placements for each year (e.g., practice education handbook).		
<p>Criterion 31</p> <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® (see Section 2.1 further information).</p>	<p>Evidence of clear criteria for judgement of near Entry-level (when using COMPASS®) competency for students’ penultimate practice education placement.</p> <p>Evidence that students are assessed at Entry-level (or equivalent if not using COMPASS®) for students’ final practice education placement.</p> <p>Evidence that students’ final practice education placement is in a context and with a population (e.g., child vs adult vs mixed) that is different from their penultimate placement.</p>		
<p>Criterion 32</p> <p>The practice education placement program meets the following criteria:</p>	Evidence that the practice education program meets all criteria as outlined.	<p>Example:</p> <p><i>We have submitted:</i></p> <ul style="list-style-type: none"> • <i>confirmation in the narrative (p. 5) that all students have completed the majority of placements</i> 	

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Criterion	Evidence required to meet this criterion	Key evidence submitted to meet criterion	Evaluation of evidence submitted by university (for accreditor use only)
<p>1. The majority of student placements must be:</p> <ol style="list-style-type: none"> in Australia with service users who reside in Australia, with practice educators who reside in Australia assessed by practice educators who hold or are eligible for Certified Practising Speech Pathologist (CPSP) status. <p>2. At least one near–entry level/penultimate or entry level placement in Australia, which includes in person, face-to-face service delivery.</p> <p>3. The majority of placements are with real, rather than simulated, service users.</p>		<p><i>including at least one entry level placement, within an Australian context</i></p> <ul style="list-style-type: none"> <i>deidentified table listing final year cohort’s practice education placements throughout their program, identifying context, client population and location (p. 75)</i> <i>record of changed practice education placements from in person to telepractice due to COVID-19 lockdown (p. 64)</i> <i>a chart/table of practice education days spent in simulated learning environments relative to other practice education environments.</i> 	

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.

Criterion	Evidence required to meet this criterion	Key evidence submitted to meet criterion	Evaluation of evidence submitted by university (for accreditor use only)
<p>Criterion 33</p> <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>	<p>Documentation of planning and monitoring of students' practice education experiences.</p> <p>Evidence that students have had an appropriate range of practice education experiences with individuals and communities across the lifespan. It is expected that students will have practice education experiences with both children and adults, including those with developmental and acquired disorders and difficulties.</p> <p>Evidence that students have had practice education experiences in a diverse range of contexts e.g., acute hospital, community-based rehabilitation, health prevention and promotion services, school, cognitive disability contexts etc.</p>	<p>Example:</p> <p><i>We have submitted:</i></p> <ul style="list-style-type: none"> • <i>deidentified examples of tracked student experiences across the program (p. 34)</i> • <i>evidence of current and planned placement options for students (table 15, p. 34)</i> • <i>evidence that all students have had practice education experiences/placements with paediatric and adult clients and/or communities with both developmental and acquired disorders and difficulties (p. 36)</i> • <i>evidence that all students have had practice education experiences/placements in a diverse range of workplace contexts.</i> 	
<p>Criterion 34</p> <p>Practice educators are supported to ensure they</p>	<p>Guidelines for practice educators which detail students' prior theoretical knowledge and placement experience, and</p>		

Accreditation standard 3: Curriculum

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Criterion	Evidence required to meet this criterion	Key evidence submitted to meet criterion	Evaluation of evidence submitted by university (for accreditor use only)
<p>provide appropriate quality of practice education learning, teaching and assessment for students.</p>	<p>reasonable expectations for each practice education activity or placement (based on students' knowledge and experience to that point).</p> <p>Documentation of the training/ professional development/continuing support provided for practice educators including their role in providing timely feedback to students and assessment of students' development of competency using the assessment tool (e.g., COMPASS®).</p> <p>Information given to students and practice educators about placements for each year (e.g., practice education handbook).</p> <p>Guidelines which enable practice educators to appropriately manage and assist students requiring additional support during placement.</p>		

Accreditation standard 3: Curriculum

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Criterion	Evidence required to meet this criterion	Key evidence submitted to meet criterion	Evaluation of evidence submitted by university (for accreditor use only)
	<p>Description of processes which enable evaluation of practice education experiences and environments.</p> <p>Evidence of response to feedback from student evaluation of practice education experiences.</p>		
<p>Criterion 35</p> <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>	<p>Evidence of how teaching and assessment of ethical practice is embedded within the academic and practice education curriculum.</p> <p>Evidence of how students are informed of relevant legislation, workplace and SPA policies and procedures to guide safe and quality services.</p>	<p>Example:</p> <p><i>We have submitted:</i></p> <ul style="list-style-type: none"> • <i>evidence of where ethical practice in relation to the SPA Code of Ethics is taught and assessed across the curriculum (page 34–35)</i> • <i>evidence of student achievement of entry level competency as assessed by COMPASS® (in particular Professional Unit 4: Professionalism and Unit 5: Planning, Providing and Managing Speech Pathology Services) (p. 36)</i> • <i>subject/unit outlines with associated learning objectives and assessment relating to legislation, workplace and SPA policies and procedures (pp. 38–41)</i> 	

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Criterion	Evidence required to meet this criterion	Key evidence submitted to meet criterion	Evaluation of evidence submitted by university (for accreditor use only)
<p>Criterion 36</p> <p>Evidence-based practice principles and processes are integrated within the curriculum and their application is assessed in academic and practice education contexts.</p>	<p>Evidence of how teaching and assessment of evidence-based practice principles and processes are embedded within the academic and practice education curriculum.</p> <p>Evidence that students at entry to the profession are able to recognise and integrate best available sources of evidence (e.g., research base, clients, contexts, clinician) as required within service delivery.</p>		
<p>Criterion 37</p> <p>Reflective practice skills are integrated within the curriculum and their application is assessed in academic and practice education contexts.</p>	<p>Evidence that opportunities for development of reflection, critical thinking and clinical reasoning are incorporated and assessed within academic and practice education contexts.</p> <p>Evidence that students reflect on their cultural identity, values and personal biases.</p>		

Accreditation standard 3: Curriculum

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Criterion	Evidence required to meet this criterion	Key evidence submitted to meet criterion	Evaluation of evidence submitted by university (for accreditor use only)
	<p>Evidence that students reflect on their practice, recognise strengths and limitations, and identify where and when to seek support and feedback.</p> <p>Evidence that students set personal and professional goals which recognise the impact of their attitudes, beliefs and life experiences.</p>		
<p>Criterion 38</p> <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>	<p>Evidence that the curriculum includes explicit teaching and assessment of the concept and value of teamwork and interprofessional collaborative practice and opportunities for students to apply their principles.</p> <p>Evidence of the inclusion or development of interprofessional collaborative practice opportunities within practice education.</p>		
<p>Criterion 39</p>	<p>Evidence of curriculum that focuses on the client as broader than the</p>	<p>Example:</p>	

Accreditation standard 3: Curriculum

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Criterion	Evidence required to meet this criterion	Key evidence submitted to meet criterion	Evaluation of evidence submitted by university (for accreditor use only)
<p>Students' understanding of service provision to individuals, families and/or communities is explicitly developed and assessed within academic and practice education contexts.</p>	<p>individual, extending to the community.</p> <p>Evidence that the curriculum enables students to demonstrate their understanding of community/service level assessment and intervention e.g., health promotion and prevention strategies at a community level.</p> <p>Evidence that students apply principles of person-centred, family-centred and community-centred care.</p> <p>Evidence that students consider the functional impacts of the client's communication and swallowing on their activities and participation in daily life. This may be considered within the context of a framework such as the International Classification of Functioning, Disability and Health (ICF).</p>	<p><i>We have submitted:</i></p> <ul style="list-style-type: none"> • <i>a summary of practice education placements across the program, demonstrating the diversity of contexts in which students provide services to individuals, families and communities (p. 45)</i> • <i>evidence within the narrative of teaching and assessment of person-centred, family-centred and community-centred approaches to care throughout the curriculum (p. 46)</i> • <i>evidence within the narrative of teaching and assessment of functional impacts of communication and swallowing difficulties for individuals, families and communities with reference to the ICF (p. 46).</i> 	

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.

Criterion	Evidence required to meet this criterion	Key evidence submitted to meet criterion	Evaluation of evidence submitted by university (for accreditor use only)
<p>Criterion 40</p> <p>The curriculum develops students' awareness of a range of service delivery approaches and provides opportunities to experience these.</p>	<p>Evidence that students are aware of a range of service delivery approaches and how these are applied in different contexts to facilitate person-centred, family-centred and community-centred care.</p> <p>Evidence that the academic curriculum includes content relating to a range of approaches such as prevention and promotion, advocacy, and interprofessional collaborative practice.</p> <p>Evidence that programs provide opportunities for students to experience a range of service delivery approaches.</p> <p>Evidence that students develop digital literacy skills including eLearning systems and videoconferencing technology.</p>		
<p>Criterion 41</p>	<p>Evidence that the curriculum includes content relating to the</p>	<p>Example:</p>	

Accreditation standard 3: Curriculum

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Criterion	Evidence required to meet this criterion	Key evidence submitted to meet criterion	Evaluation of evidence submitted by university (for accreditor use only)
<p>The curriculum develops students' awareness of the diverse range of speech pathology professional roles and provides opportunities to experience these.</p>	<p>diverse range of speech pathology roles e.g., assessor, interprofessional collaborator, counsellor, within the scope of practice.</p> <p>Evidence that students are aware of the diverse range of speech pathology professional roles and how these are applied in different contexts to facilitate person-centred, family-centred and community-centred care.</p> <p>Evidence that programs provide opportunities for students to experience a range of speech pathology professional roles.</p>	<p><i>We have submitted:</i></p> <ul style="list-style-type: none"> • <i>information in the narrative about the teaching of diverse speech pathology roles across different contexts and how these relate to the delivery of person-centred, family-centred and community-centred care (p. 48)</i> • <i>evidence of assessment of students' knowledge relating to diverse speech pathology professional roles (p. 48 and Templates 6 and 7)</i> • <i>evidence of practice education placements that offer students opportunities to experience a diverse range of speech pathology roles (p. 49 and practice education documents 3 and 4).</i> 	

Appendix 1: Dimensions of evidence – detail

Dimensions of evidence	Inclusions and considerations – detailed
Type of assessment	<ul style="list-style-type: none"> • The type of assessment should be described to provide context for the other evidence dimensions <ul style="list-style-type: none"> ○ e.g., case-based exam, oral presentation, simulated bedside assessment of swallowing • The authenticity of the assessment should be considered, as highly authentic assessments generally provide stronger evidence of claims against the accreditation standards <ul style="list-style-type: none"> ○ e.g., an assessment requiring students to work with an individual presenting with a communication and/or swallowing need, or during a high-quality simulation is likely to provide stronger evidence than an assessment based on a written report or oral presentation
Timing of assessment	<ul style="list-style-type: none"> • Where in the program does the assessment occur? <ul style="list-style-type: none"> ○ In relation to year level, semester, week of semester ○ In relation to what has already been learned and what is still to be learned ○ Does the timing of the assessment align with other dimensions? E.g., a complex or integrated assessment may be more appropriately positioned towards the end of a program • In some cases, the synchronicity of ‘doing’ the assessment task and marking the task should be considered. <ul style="list-style-type: none"> ○ For example, synchronous assessment of a particular skill may provide stronger evidence than a pre-recorded demonstration of a skill, where rehearsal, scripting or provision of additional supports may be possible • The time allowed between exposure/access to the details of an assessment task and completion of the assessment should also be considered <ul style="list-style-type: none"> ○ Is the preparation or exposure time prior to assessment congruent with the assessment level and other dimensions of evidence? ○ For example, could the time available enable students to seek additional supports to interpret data or plan an intervention, and could that compromise any claims of independence or competence?

Dimensions of evidence	Inclusions and considerations – detailed
Assessment level	<ul style="list-style-type: none"> • Does the assessment provide evidence of knowledge, skills and attributes at a level of ‘entry to the profession’ or at a level lower than this? • Assessment that aligns with the level required to enter the profession provides stronger evidence than other levels.
Whole of cohort	<ul style="list-style-type: none"> • Whole of cohort assessments ensure all students experience the same assessment content and delivery and are assessed against the same marking criteria/rubric as their peers. • Whole of cohort assessment supports equity, moderation and standardisation, providing stronger accreditation evidence than assessments that vary in content and/or delivery and/or moderation or, where the assessment has elements of individualisation
Must pass	<ul style="list-style-type: none"> • Assessments which must be passed to pass the unit/subject or to progress in the program • Must pass assessments provide a level of assurance that all students who pass the assessment have demonstrated the knowledge, skills or attributes being assessed • Consider if each area of the assessment must be passed to pass the assessment, or can students achieve an overall pass? • Depending on curriculum design and assessment coverage, it may be appropriate for specific components of individual assessments to be ‘must pass’ rather than an entire assessment
Pass criteria	<ul style="list-style-type: none"> • Pass criteria for the assessment aligns with the (minimum) level being claimed as evidence for accreditation. • Assessments that provide evidence of entry level/entry to the profession should have assessment criteria (within for example, marking guides, rubrics or descriptions of performance) that align with characteristics of a student who is ready to enter the profession. • If the assessment provides evidence of entry level, the minimum level a student must demonstrate to pass the assessment should align with entry level.
Independence	<ul style="list-style-type: none"> • The degree to which the assessment requires the student to independently demonstrate knowledge, skills or attributes • If an assessment occurs within a group, consider the contribution and assessment of individual students, in combination with other dimensions of evidence

Dimensions of evidence	Inclusions and considerations – detailed
Integration	<ul style="list-style-type: none"> • The degree to which the assessment requires integration of skills, knowledge and attributes rather than assessment of discrete or isolated skills • Assessments that require integration of skills and knowledge provide stronger evidence of the level required to enter the profession
Complexity, analysis, problem-solving and reasoning	<ul style="list-style-type: none"> • Consider the complexity of the assessment content and amount of analysis, problem-solving and reasoning required to address the assessment demands • Consider how complexity of the assessment content and amount of analysis, problem-solving and reasoning align with the 'level' of assessment being claimed • Assessments that include complexity, analysis, problem-solving and reasoning provide stronger evidence of the level required to enter the profession
Support, scaffolding, supervision	<ul style="list-style-type: none"> • Are students provided with/have access to support, scaffolding or supervision that could influence the assessment outcome or claims of independence? <ul style="list-style-type: none"> ○ How much support, scaffolding or supervision is allowed/enabled? Under what conditions? ○ Do these factors challenge claims of readiness to enter the profession?
Assessment coverage of communication and swallowing needs for individuals and communities across the lifespan	<ul style="list-style-type: none"> • What aspects of communication and swallowing are assessed, and which domains/standards of the professional standards (e.g. 3.2 assess, 3.4 plan) are assessed? • What is the assessment coverage relating to individuals and communities? • How does the assessment coverage address individuals and communities across the lifespan? • Must each area of the assessment be passed to pass the assessment, or do students achieve an overall score/rating?
Assessments covering similar content	<ul style="list-style-type: none"> • Consider if similar content has been assessed at other points (and levels) in the program and might impact claims against the accreditation standards <ul style="list-style-type: none"> ○ For example, Domain 3.4 (plan intervention) may have been assessed during various units in years 3 and 4 of a program, but in different areas of communication and swallowing. E.g., planning mealtime supports for a 6 year old, planning dysphagia intervention for an elderly person and

Dimensions of evidence	Inclusions and considerations – detailed
	<p>planning intervention for a 15 year old with a cognitive disability</p> <ul style="list-style-type: none"> ○ Consider how assessments that have similarities in content interact with claims of readiness to enter the profession against the accreditation standards ○ Do these assessments contribute to claims of transfer of knowledge and skills? How?
Transfer of knowledge and skills	<ul style="list-style-type: none"> • Any claims of transfer of knowledge and skills from one area of practice to another, across the lifespan, across individuals and communities or across domains of the <i>Professional standards</i> must be explicitly stated. • If claims of transfer are explicitly stated, supporting evidence is required <ul style="list-style-type: none"> ○ Evidence can be presented in many forms, including narratives (written or oral), mind maps, concept maps, flow charts, spreadsheets or any modality that clarifies claims • The AP cannot make inferences or assumptions as to where claims of transfer exist, or what evidence might support those claims

Appendix 2: Final submission checklist

See Part 2, Section 2.1.

Note that templates are found in *Part 3: Templates*.

Mandatory documentation		I have included this in the submission (√)
1	Template 1: Program details	
2	Narrative – see Section 2.1 for details	
3	Template 2: Staffing overview	
4	Template 3: Staff details	
5	Template 4: Student numbers	
6	Template 5: Student demographics at admission to program	
7	Program outline	
8	Subject/unit outlines	
9	Practice education information	
10	Template 6: Whole of cohort assessments that contribute to core claims of competency achievement for entry to the profession	
11	Template 7: Assessments that contribute to core claims of competency but are not at a level appropriate for entry to the profession	
12	Template 8: Summary of accreditation standard and criterion evidence	