AUSTRALIAN LEARNING & TEACHING COUNCIL

Promoting excellence in higher education

Benchmarking COMPASS® for curriculum renewal

Establishing infrastructure and collaborative processes for cross-institutional benchmarking of student clinical performance in speech pathology

Benchmarking resources handbook

Project website
http://benchmarking.portal.com.au

Lead institutions
Flinders University
The University of Sydney

Partner institutions
Latrobe University
James Cook University
The University of Newcastle
The University of Queensland

Other organisations
Speech Pathology Australia

Project team members
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Associate Professor Michelle Lincoln
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The project's report, including the evaluator's report, are available from www.olt.gov.au

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1 Introduction

This document collates the resources and documents the processes used to support the successful development and implementation of a strategy to nationally benchmark the assessment of speech pathology students' clinical learning via COMPASS® (McAllister et al 2006) to inform quality improvement of the curriculum. This information should be read in conjuction with the final report for the Benchmarking COMPASS® for Curriclum Renewal project (McAllister et al 2011).

The project provides a model for mutually beneficial collaborative work across universities and among disciplines within a shared framework of standards for learning and teaching. It has demonstrated that academics across universities are able to effectively collaborate to use and share this information to inform their practice.

The resources in this document provide an illustration of a successful strategy to engage diverse stakeholders with a cross-insitutional project that addresses potentially sensitive issues such as differences in student performances and learning outcomes across universities. A number of the materials provide a template that could be adapted to support similar initiatives.

2 List of Abbreviations

APEC SLP:	Asia Pacific Education Collaboration in Speech Language Pathology
COMPASS®:	Competency Assessment in Speech Pathology

3 Project Materials

3.1 Project management

The project was managed by a team of academics and project staff from six Australian universities and overseen by a steering committee. Terms of reference were developed to define their role (see Appendix 1).

3.2 Project method

3.2.1 Benchmarking COMPASS® Database

A demonstration version of the Benchmarking COMPASS® Database is publicly accessible from this website: <http://benchmarking.portal.com.au/>. This version is exactly the same as the confidential database accessed by speech pathology programs. It uses fabricated student assessments to demonstrate how data is benchmarked. Please note, the fabricated data does not allow for all reports will be populated, however there is enough data to illustrate how the database works.

Furthermore, the demonstration database includes all the downloadable resource materials developed as part of this project. The majority of these materials are also available from the Asia Pacific Education Collaboration in Speech Language Pathology website (<https://sites.google.com/site/apecslp/home>). Please see Figure 1 for an illustration of the table from which this information can be accessed after logging into the demonstration database. Figure 2 provides information on the resources that can be accessed from the first page of the database and Figure 3 describes the resources that can be accessed via the Help link on the table.

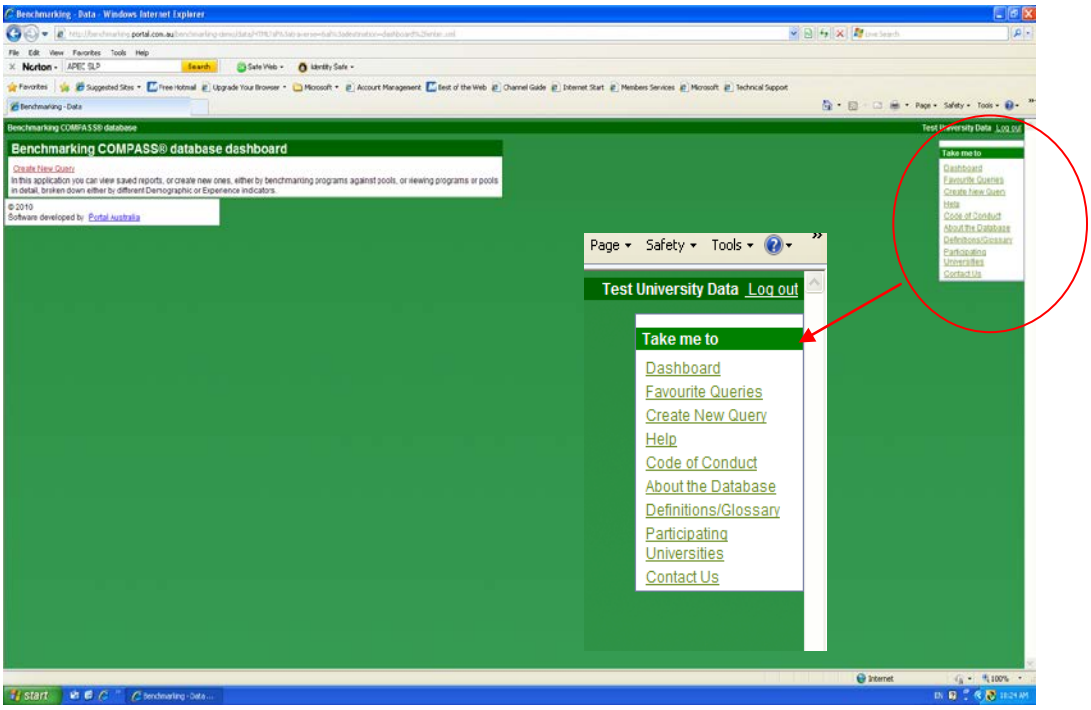

Figure 1: Location of resources document links from log on page of the Benchmarking COMPASS® Database

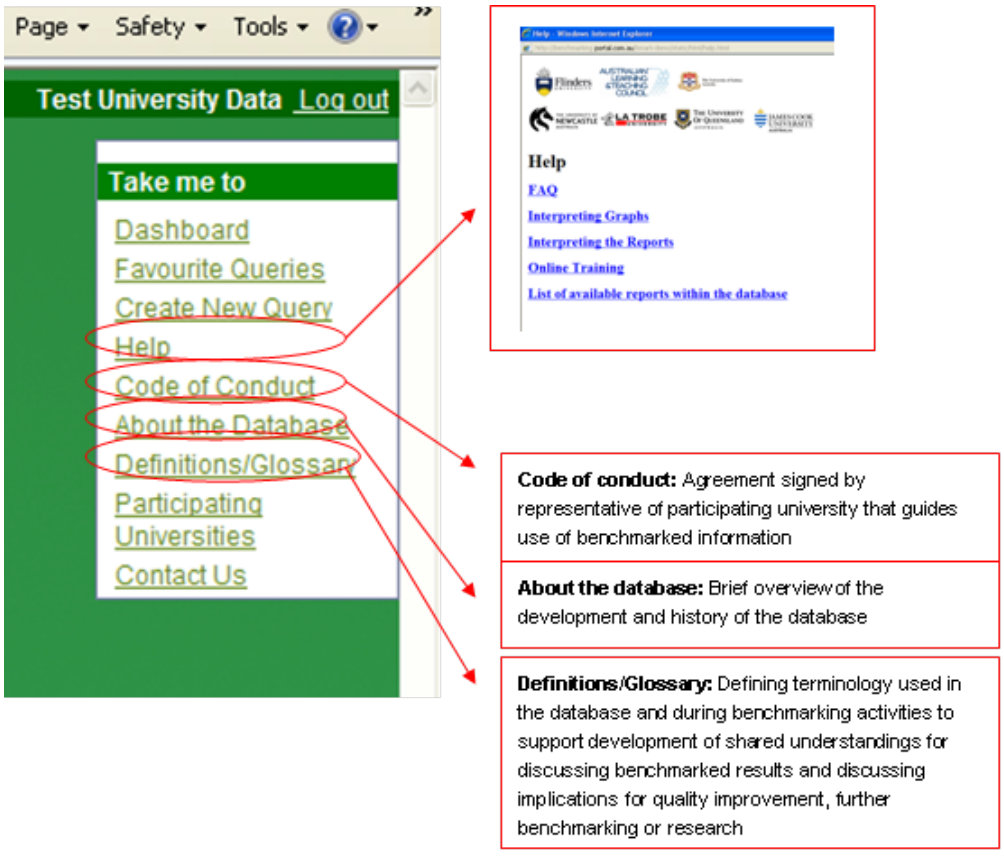

Figure 2: Description of items for each resource document link on the log on page of the Benchmarking COMPASS® Database

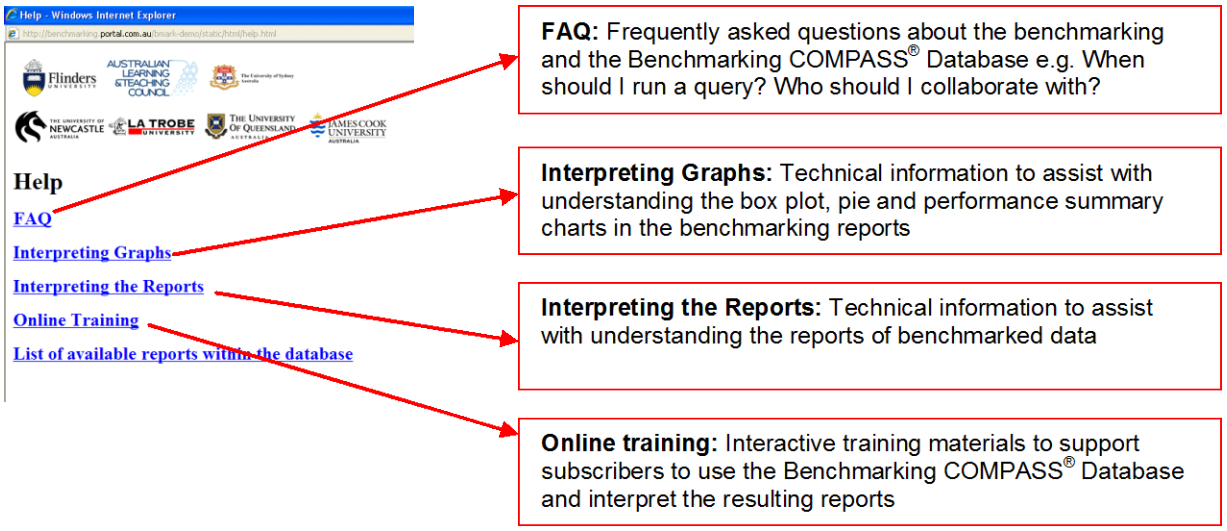

Figure 3: Resource documents accessible from the Help subheading on the log on page of the Benchmarking COMPASS® Database

3.2.2 Capacity building

Resources that supported the process of engaging and supporting universities to participate in benchmarking can be found in Appendices 2 to 11. Full details of the project cycles can be found in the project report (McAllister et al, 2011). The APEC SLP website was also updated and moved to Google Sites during the project and provides an ongoing platform for sharing resources and supporting benchmarking discussions (see <https://sites.google.com/site/apecslp/home>). A further resource, "Manual for Benchmarking and Research using COMPASS® Online Assessment Tool", was developed to support universities to carry out more detailed investigations of their own program(s) assessment data. A copy of the contents page of this resource is included in Appendice 12. The full manual is available from the APEC SLP website (<https://sites.google.com/site/apecslp/benchmarking-compass-for-curriculum-renewal/benchmarking-compass-database-resources>).

4 References

McAllister, S, Lincoln, M, Ferguson, A & McAllister, L 2006. COMPASS®: Competency assessment in speech pathology. Melbourne: Speech Pathology Association of Australia Ltd.

McAllister, S, Lincoln, M, Ferguson, A, Hill, A, Davenport, R & Brown, L (2011) Benchmarking COMPASS® for curriculum renewal project: Establishing infrastructure and collaborative processes for cross-institutional benchmarking of student clinical performance in speech pathology. Sydney: Australian Learning and Teaching Council

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Appendix 1—Steering committee terms of reference

COMPASS™ Benchmarking for Curriculum Renewal Project

Project Steering Committee

Terms of Reference	
Role:	The Project Steering Committee will monitor and support project implementation, and provide advice regarding project development and implementation. The Project Steering Committee will support the team in achieving high quality project outcomes and effective dissemination.
Terms of Reference:	The Project Steering Committee will: Monitor project processes to ensure alignment with project goals and intended outcomes Advise on project implementation Advise on ongoing project management Monitor project evaluation Monitor project outcomes Receive regular reports from the Project Leader Receive regular reports from the Independent Project Evaluator Review interim and final reports to the ALTC
Reporting line:	To the Australian Learning and Teaching Council
Frequency of meetings:	Every four months throughout the project
Membership	(Proposed)
	Associate Professor Simon Barrie (Chair) Associate Professor Ieva Stupans (University of South Australia) Dr Sue McAllister (Project Leader and Manager) Project Team Representative (Louise Brown) Project Reference Group Representative Ms Vicki Dawson (Speech Pathology Australia Representative) Ms Jonquil Eyre (Independent Evaluator)
Chair	Associate Professor Simon Barrie
	The meeting Chair will Chair meetings Ensure meetings are convened, agendas and minutes distributed
Administration Officer	To be Advised
	Will organise administrative matters such as Organising meeting dates and times Recording minutes Distributing meeting materials

Appendix 2—Benchmarking collaboration agreement: Memorandum of Understanding

Benchmarking Collaboration Agreement

	Benchmarking Collaboration Agreement
University	**The University of Sydney**, a body corporate under the University of Sydney Act 1989 (ABN 15 211 513 464) as described more fully in Part A of Schedule 1
Research Parties	The parties described in Part A of Schedule 1, including the University.
Effective Date	The Effective date of this agreement will be the date on which four or more persons signs agreement.
Project (clause 1.1)	The project described in the Project Plan in Schedule 2.
Project Period (clause 1.1)	31 October 2009 to December 2014
Term	This agreement commences on the Effective Date and terminates on December 2014
Project Outcome (clause 1.3)	This project will (as set out in Schedule 1) support cross-institutional benchmarking of student assessment data collected by COMPASS® Online. Each university will be able to access confidential reports benchmarked by the Benchmarking COMPASS® Database, comparing their student's assessment data to the combined data of participating universities.
Project Leaders	A/Prof Michelle Lincoln (University of Sydney) and Dr Sue McAllister (Flinders University) and includes any replacement of the Project Leaders as appointed from time to time by written agreement between the parties.
Individual Project Obligations (clause 2)	The respective obligations of each party are set out in Schedule 1.
Management Committee	Dr Sue McAllister, Flinders University Associate Professor Michelle Lincoln, The University of Sydney Associate Professor Alison Ferguson, The University of Newcastle Dr Bronwyn Davidson, The University of Queensland Ms Anne Hill, The University of Queensland Ms Louise Brown, James Cook University Ms Rachel Davenport, Latrobe University

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	And includes any replacement of any member as appointed from time to time by written agreement between the parties.

This agreement is subject to the following special terms:

Not Applicable

Note: All capitalised terms in column 1 of the Details have the meaning given in column 2.

EXECUTED as an agreement on the terms of the Details, Special Terms and General Terms.

SIGNED for and on behalf of [*university name]* by its duly authorised representative:

…….
Signature

…….
Printed Name

Position:

…….
Date

……..

Note: By executing this agreement each signatory represents that he or she is authorised to sign on behalf of their entity. The effective date of this agreement will be the Effective Date specified in the Details or if no Effective Date is specified in the Details the date on which the agreement has been executed by ALL parties.

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General Terms

1. Project

1.1. Undertake Project

The parties will conduct the Project in accordance with the terms of this agreement and the Project Parties will each use reasonable endeavours to carry out the Project within the Project Period and to achieve the Project Outcome.

The parties (other than the University) acknowledge that they have entered into this agreement for consideration of the University granting them the privileges contained in this agreement, and related rights that would not otherwise be available to the party.

1.2. Records

Each Project Party must maintain reasonable, up to date and accurate records regarding the conduct and conclusions of its part of the Project.

1.3. Scope of Project

Any departure from the Project Plan set out in Schedule 2 must be notified to the other parties and agreed in writing signed by the University. Such agreement will be subject also to the requirements set out in the Funding Agreement.

1.4. Sub-contracting

A Project Party must not sub-contract the performance of any part of the Project which is stipulated in the Project Plan in Schedule 2 without the prior written consent of the University, such consent not to be unreasonably withheld.

2. Obligations of parties

2.1. Funding Agreement obligations

(a) Each party acknowledges that the University has entered the Funding Agreement which imposes certain obligations on the University, as the Administering Organisation, regarding use of the Australian Learning and Teaching Council Funding and the conduct of the Project. The Project Parties (other than the University) acknowledge that they have reviewed the Funding Agreement and agree to assist the University to comply with the Funding Agreement and to use their best endeavours not to do anything that causes the University to breach its obligations under the Funding Agreement.

(b) In addition to their general obligations under clause 2.10, each party agrees to comply and act consistently with the obligations imposed by Australian Learning and Teaching Council under the Funding Agreement, including:

(i) if applicable, ensuring that its Project is carried out in accordance with the Funding Agreement, in a diligent and competent manner;

(ii) assisting the University to obtain any necessary prior approvals from Australian Learning and Teaching Council in accordance with the Funding Agreement before it undertakes any acts with respect to this agreement, including replacing any Specified Personnel or expelling or replacing any party to this agreement;

(iii) in addition to its obligations under clause 0 and 0 (General obligations), promptly providing any information reasonably required by the University to enable the University to meet the Funding Agreement requirements on reporting and financial management of the Project, including reasonable access to records and premises if required for the purpose of conducting reviews of the Project under the Funding Agreement;

(iv) complying with the requirements in the Funding Agreement with respect to the protection of personal information, including any applicable obligations under the *Privacy Act 1988* (Cwlth) and related policies as set out in the Funding Agreement, and immediately notifying the University if it becomes aware of a breach of its obligations under this clause 0;

(v) complying with all applicable laws and Australian Learning and Teaching Council policies with respect to the Project, including any laws relating to workplace relations, equal opportunity, occupational health and safety and other laws and policies as set out in the Funding Agreement; and

(vi) complying with the provisions of the Funding Agreement, as applicable, as if references to 'You' and 'Your' were references to that party, including clause 2, 6,

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7, 8, 10, 11, 13, 14, 15, 16, 17, 19, 20, 21, 25 and 29 of the Funding Agreement.

The obligations in subclause (b) operate as agreements between the parties, enforceable against each other, not by Carrick.

2.2. General obligations

In addition to the obligations under clause 2.1 (Funding Agreement obligations), each party agrees to:

(a) use reasonable endeavours to comply with its Individual Project Obligations, the details of which are set out in Schedule 1;

(b) provide any other related assistance, information, data, equipment, facilities, resources or materials as may be reasonably required to satisfactorily perform the Project;

(c) if applicable, comply with all safety, security and other procedures notified to it by any other party while on any other party's site;

(d) if applicable, provide the Reports to the Management Committee at the times and in the manner set out in Schedule 1 or as reasonably requested by the Management Committee; and

(e) provide all reasonable assistance to the University in preparing any reports required to be submitted by the University under the Funding Agreement.

2.3. Conflicts of interest

Each party agrees to disclose to the University any conflict of interest which has the potential to influence, or appear to influence, the project and activities, publications and media reports, or requests for funding in relation to the Project. Each party (other than the University) warrants that to the best of its knowledge after making diligent inquiries no conflict of interest exists or is likely to arise in its performance of its obligations under this agreement. The parties acknowledge that, under the terms of the Funding Agreement, the University is required to notify Australian Learning and Teaching Council immediately of the nature and details of any conflict of which the University becomes aware relating to any party involved in or associated with the Project.

3. Personnel

3.1. Responsibility

Each Project Party agrees to comply with all obligations required by law with respect to its employees for work done in connection with the Project, including paying all Employee Entitlements, deducting and remitting any taxation from payments to employees, and adhering to any industrial awards or related agreements.

3.2. Project Leader

The Project Leader will have the authority in consultation with the Management Committee to review and direct the performance of the Project in accordance with the Project Plan and the Project Outcome, including the authority to:

(a) monitor the provision by each party of its respective Individual Project Obligations;

(b) monitor the provision by each party of their respective Reports in accordance with clause 0 (General obligations); and

(c) monitor the maintenance of records by each party under clause 1.2 (Records).

4. Intellectual Property Rights

4.1. Project IPRs

All parties acknowledge Australian Learning and Teaching Council's ownership rights to project material under clause 13 of the Funding Agreement. Each party grants the University all necessary warranties and licences, and will arrange for the preparation and execution of all necessary documents, in order for the University to comply with clause 13 of the Funding Agreement.

4.2. Moral rights

Each party acknowledges that the Specified Personnel, employees, Students and any other representatives involved in the Project will, if they are authors of material in which copyright subsists, have moral rights in those copyright materials.

5. Confidentiality and publication

5.1. Limited use and disclosure

Each party must maintain the secrecy of each other party's Confidential Information.

5.2. Association approval

No party will use any other party's name or the name of any other party's employee or refer to the Project, in any public manner whatsoever including in any capital raising, business, advertising or other promotional material without the written permission of the relevant other party, which may be granted subject to conditions.

5.3. Australian Learning and Teaching Council acknowledgment

Each party acknowledges Australian Learning and Teaching Council's rights to veto publications in the Funding Agreement, and agrees to comply with that,

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together with acknowledging Australian Learning and Teaching Council in any publication in accordance with the Funding Agreement.

6. Liability

6.1. Consequential loss

Subject to applicable laws, a party will not be liable to any other party for loss of profits, revenue, goodwill or opportunities in contract, tort, under any statute or otherwise (including negligence) arising from or in any way related to this agreement or the Project.

6.2. Contributory negligence

Each party's liability under this agreement is reduced to the extent that any damages, liability, loss or costs arise from or are attributable to, any negligent act or omission of the other party or its officers, employees, agents or contractors.

6.3. Indemnity

Subject to applicable laws, each party indemnifies (the **"Indemnifying Party"**) and agrees to keep indemnified each of the other parties and its respective directors, officers, employees and agents (each an **"Indemnified Party"**) against all liability, loss, costs, damages or expense (including legal costs and expenses) incurred or suffered by an Indemnified Party as a result of negligence, wilful misconduct, negligent act or omission, wilful act or failure to act, or unlawful act or omission on the part of the Indemnifying Party in connection with this agreement.

The parties acknowledge that, under clause 13.9 and 18 of the Funding Agreement, the University is required to indemnify Australian Learning and Teaching Council. Each party indemnifies the University and its respective directors, officers, employees and agents for any amounts which the University is liable to pay to Australian Learning and Teaching Council under those indemnity provisions to the extent that the liability to pay arose as a result of the acts or omissions of that party or its directors, officers, employees, agents or Students.

References to the Indemnifying Party in this clause include its directors, officers, employees, agents or Students with respect to the Project.

7. Termination and expulsion

7.1. Termination by mutual agreement

This agreement may be terminated at any time by mutual written agreement of all the parties.

7.2. Termination or expulsion of Defaulting Party

In addition to rights for Force Majeure events, where a party (**"Defaulting Party"**):

(a) breaches a term of this agreement and fails to remedy the breach within 30 days after receiving notice requiring them to do so; or

(b) has entered into any form of insolvency, liquidation or external administration, whether voluntary or involuntary, formal or otherwise,

the University, as the Administering Organisation, may terminate this agreement with immediate effect by notice to the parties or the other parties may jointly expel the Defaulting Party from participating in this agreement provided the termination or expulsion is undertaken in accordance with the Funding Agreement.

7.3. Termination of Funding Agreement

The University, as the Administering Organisation, may immediately terminate this agreement by written notice to the other parties on termination of the Funding Agreement or if Carrick ceases to provide all or any part of the Carrick Funding to the University.

7.4. Consequences of termination

On termination of this agreement for any reason, each party will return all property in their possession belonging to any other party, including Confidential Information and Project Confidential Information.

7.5. Rights of Defaulting Party

On expulsion of a Defaulting Party from participating in this agreement for any reason, the Defaulting Party will:

(a) cease to have any rights to the Project Material as defined in the Funding Agreement, under this agreement; and

(b) return all property in their possession belonging to any other party, including Confidential Information and Project Confidential Information.

7.6. Variation on expulsion

Subject to the obligations under the Funding Agreement, if a party is expelled from participating in this agreement under clause 7.2 (Termination or expulsion of Defaulting Party) or for Force Majeure, the remaining parties will promptly meet and agree any changes to the terms of this agreement and will enter into a variation agreement to effect any such change.

7.7. No prejudice

Expulsion of a party from participation in this agreement or termination of this agreement is without

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prejudice to the rights of the parties to obtain damages for any breach of this agreement.

7.8. Survival

All clauses that are intended to survive termination will survive termination. For the avoidance of doubt, the obligation to comply with the code of conduct survives termination.

8. Disputes

8.1. Dispute resolution procedure

Any dispute relating to this agreement (**"Dispute"**) must, prior to a party initiating litigation (other than for equitable or interlocutory relief), be dealt with as follows:

(a) the affected party will notify the other parties with details of the Dispute ("Dispute Notice") and, within 7 days of receiving the Dispute Notice, the Management Committee will meet and attempt to resolve the Dispute;

(b) if unresolved within 30 days of the Dispute Notice, the Project Officers of each relevant party, or another nominated member of senior management (the "Nominated Person") will negotiate and attempt to resolve the dispute;

(c) if unresolved within 30 days of the commencement of the negotiations between the Nominated Persons, any of the affected parties may refer the Dispute to mediation;

(d) if the parties cannot agree on a mediator within a further 14 days, the Dispute will be referred by the parties to the President, Australian Commercial Disputes Centre, Sydney to nominate a suitably qualified mediator and the parties will accept that nomination;

(e) the parties will cooperate to enable the mediator to mediate the Dispute within 30 days of the mediator's appointment; and

(f) the fees of the mediator will be paid by the parties in equal proportions.

9. Communication

9.1. Requirements for valid notice

Any notice or other formal communication under this agreement:

(a) must be in writing and signed by the Project Officer of the sender or an authorised representative of them;

(b) must be marked to the attention of the recipient's Project Officer and be delivered to the recipient by hand, pre-paid post or fax at the address or number shown in Schedule 1 (or as last notified); and

(c) will be effective once received, and will be deemed to be received, if posted in Australia, on the seventh day or, if faxed, at the time shown on the transmission report for the complete message being sent.

10. General

10.1. Terms and entire agreement

This agreement consists of these General Terms, the Details, the Special Terms and any annexures or schedules expressly incorporated and it constitutes the entire agreement of the parties about its subject matter and supersedes all previous agreements, understandings and negotiations on that subject matter.

10.2. Inconsistency

If there is an inconsistency between a provision of a Schedule, Details, the Special Terms or any annexures expressly incorporated and these General Terms then the first-mentioned terms prevail.

10.3. No representations or warranties

Each party acknowledges that in entering into this agreement they have not relied on any representations or warranties about its subject matter except as expressly provided by this agreement.

10.4. Variation and waiver

A provision of this agreement or a right created under it may not be waived or varied except in writing, signed by the party or parties to be bound. A failure or delay in exercise of a right arising from a breach of this agreement does not constitute a waiver of that right.

10.5. Further assurances

Each party agrees to execute such agreements, deeds and documents and do or cause to be executed or done all such acts and things as may be reasonably necessary to give effect to the Funding Agreement and this agreement, including assisting to facilitate any application to register IPRs, confirming any rights granted in relation to the IPRs, and assisting with any GST requirements.

10.6. No exclusivity

Subject to the parties at all times observing their respective obligations under this agreement, each party acknowledges that the parties are not carrying out the Project on an exclusive basis and this agreement will not preclude any of the parties engaging in activities similar to or in competition with the Project or its subject matter.

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10.7. No agency or partnership

Nothing contained or implied in this agreement is intended to create a partnership between any of the parties or, except as otherwise provided in this agreement, establish any of the parties as an agent or representative of any other party or of the Australian Learning and Teaching Council. Except as otherwise provided in this agreement, no party has any authority to bind any other party, or to act for, or to incur any obligation or assume any responsibility on behalf of, any other party in any way.

10.8. Force Majeure

No party is liable for any breach of its obligations under this agreement to the extent that the breach resulted from a Force Majeure Event provided that it:

(a) promptly notifies the other parties (with appropriate details); and

(b) takes all reasonable steps to work around or reduce the effects of the Force Majeure Event.

Subject to the obligations under the Funding Agreement, if a Force Majeure Event continues for more than 30 days or continues beyond the Project Period, any of the other parties may terminate this agreement with immediate effect by notice to the parties or the other parties may jointly expel the party the subject of the Force Majeure Event from participation in the Project in accordance with clause 7.2 (Termination or expulsion of Defaulting Party).

10.9. Governing law

This agreement is governed by the law in force in New South Wales. Each party submits to the non-exclusive jurisdiction of the courts of that place.

10.10. Counterparts

This agreement may be executed in counterparts. All counterparts when taken together are to be taken to constitute one instrument.

10.11. General interpretation

Unless the contrary intention appears, in this agreement:

(a) references to the singular includes the plural and vice versa;

(b) references to person or individuals include a firm, a body corporate, a partnership, a joint venture, an unincorporated body or association, or any government agency;

(c) the words "include" and "including" are not used as, nor are they to be interpreted as, words of limitation;

(d) headings are for convenience only and do not affect interpretation;

(e) a reference to Carrick statutes, policies, rules, or regulations include references to those statutes, policies, rules or regulations as amended, updated or replaced from time to time;

(f) reference to a party means a party to this agreement and includes the party's executors, administrators, successors and permitted assigns;

(g) references to dollars is to Australian dollars, unless otherwise stated;

(h) a provision of this agreement will not be construed to the disadvantage of a party merely because that party was responsible for the preparation of the agreement or the inclusion of the provision in the agreement;

(i) the liability of the parties is several, not joint and several;

(j) if an act must be done on a specified day which is not a business day, it must be done instead on the next business day; and

(k) where consent or approval is to be provided under the terms of this agreement, that consent or approval must not be withheld unreasonably.

11. Definitions

The following words have these meanings in this agreement:

Administering Organisation means the University, in its role as the party to which the Australian Learning and Teaching Council provides the Australian Learning and Teaching Council Funding and who is responsible for any such Australian Learning and Teaching Council Funding and the conduct of the Project under the Funding Agreement.

Carrick means The Carrick Institute for Learning and Teaching in Higher Education Ltd.

Project Leader means the project leader identified in the Details.

Australian Learning and Teaching Council Funding means funds provided by Australian Learning and Teaching Council to the University under the Funding Agreement for the purposes of the Project.

Confidential Information of a party means all information or data that is disclosed by or obtained from that party for the purposes of this agreement or the Project before, on or after the Effective Date of this agreement relating to the operations, business, research and technology of the disclosing party excluding information which is:

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(a) publicly available or subsequently becomes publicly available other than in a breach of this agreement;

(b) lawfully known to the other party on a non-confidential basis before being disclosed by the party that owned the confidential information;

(c) rightly acquired from a third party who is not in breach of an agreement to keep such information confidential; or

(d) developed independently by a party.

Employee Entitlements means any amounts to which an employee would be entitled by law or under any award, agreement or arrangement in connection with salary and allowances, including (without limitation) annual leave entitlements, long service leave entitlements and superannuation contributions.

Force Majeure Event means any event which is outside the reasonable control of the affected party and could not have been prevented by that party taking all reasonable steps.

Funding Agreement means an agreement between Australian Learning and Teaching Council and the University governing the award of funds to the University, a copy of which is attached at Annexure A.

IPRs means all registered and unregistered rights in relation to present and future copyright, trade marks, designs, know-how, patents, confidential information and all other intellectual property as defined in article 2 of the Convention establishing the World Intellectual Property Organisation 1967.

Project Confidential Information means any confidential information created in carrying out the Project and which contributes to the Project Outcome, including any Reports.

Student means a person enrolled as a student with a Project Party under the rules and policies of that Project Party

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Schedule 1—Project and party details

Funding Proposal title	Establishing infrastructure and collaborative processes for cross-institutional benchmarking of student clinical performance in speech pathology
Australian Learning and Teaching Council Reference Number	PP8-955
Project Period	This agreement commences on the Effective Date and terminates on December 2014
Duration of the Australian Learning and Teaching Council grant	September 2008 to April 2011

Part A: Project Parties
Note: All capitalised terms in column 1 of the following tables have the meaning given in column 2.

The University/Administering Organisation		
The University of Sydney	A body corporate under The University of Sydney Act 1989, ABN: 15 211 513 464	
Project Officer	Attention: A/Prof Michelle Lincoln Email: mlincoln@usyd.edu.au	Telephone: 02 9351 9430 Fax: 02 9351 9173
Individual Project Obligations		
Project Role	Participate in project management as a member of the project team. Contribute data from COMPASS® Online to the Benchmarking COMPASS® Database.	
Specified Personnel	The following persons: Associate Professor Michelle Lincoln	
Will Students be involved?	No	
Reports	Provide copies of prerequisite materials described in Schedule 1 (signed Memorandum of Understanding, Code of Conduct, and relevant ethics approval).	
Other project obligations	As detailed in Schedule 2.	
Flinders University	A body corporate under the Flinders University Act 1966, ABN 65 542 596 200	
Project Leader	Attention: Dr Sue McAllister	Telephone: 08 8204 5417
	Email: sue.mcallister@flinders.edu.au	Fax: 08 8204 5935
Individual Project Obligations		
Project Role	Lead and manage the project team and the cross-institutional benchmarking using the Benchmarking COMPASS® Database Contribute data from COMPASS® Online to the Benchmarking COMPASS® Database.	
Specified Personnel	The following persons: Dr Sue McAllister	
Will Students be involved?	No	

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Reports	1. Evaluation report to participating universities and the Australian Learning and Teaching Council on utility of the benchmarking database and quality improvement processes by April 1011. 2. Confidential reports accessible by each university on their data benchmarked against the combined data of participating universities until December 2014 3. Provide copies of prerequisite materials described in Schedule 1 (signed Memorandum of Understanding, Code of Conduct, and relevant ethics approval).	
Other project obligations	As detailed in Schedule 2.	
The University of Newcastle	A body corporate under the University of Newcastle Act 1989, **ABN** 15 736 576 735	
Project Officer	Attention: Associate Professor Alison Ferguson	Telephone: 02 4921 5716
	Email: alison.ferguson@newcastle.edu.au	Fax: 02 4921 7386
Individual Project Obligations		
Project Role	Participate in project management as a member of the project team. Contribute data from COMPASS® Online to the Benchmarking COMPASS® Database.	
Specified Personnel	The following persons: Associate Professor Alison Ferguson	
Will Students be involved?	No	
Reports	Provide copies of prerequisite materials described in Schedule 1 (signed Memorandum of Understanding, Code of Conduct, and relevant ethics approval).	
Other project obligations	As detailed in Schedule 2.	
The University of Queensland	A body corporate under The University of Queensland Act 1998, **ABN** 63 942 912 684	
Project Officer	Attention: Dr Bronwyn Davidson	Telephone: 07 3365 2830
	Email: b.davidson@uq.edu.au	Fax: 07 3365 4754
Individual Project Obligations		
Project Role	Participate in project management as a member of the project team. Contribute data from COMPASS® Online to the Benchmarking COMPASS® Database.	
Specified Personnel	The following persons: Dr Bronwyn Davidson Ms Anne Hill	
Will Students be involved?	No	
Reports	Provide copies of prerequisite materials described in Schedule 1 (signed Memorandum of Understanding, Code of Conduct, and relevant ethics approval).	
Other project obligations	As detailed in Schedule 2.	
James Cook University	A body corporate under the James Cook University Act 1998, **ABN** 46253211955	
Project Officer	Attention: Ms Louise Brown	Telephone: 07 47816229
	Email: louise.brown1@jcu.edu.au	Fax: 07 4781 6868
Individual Project Obligations		

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Project Role	Participate in project management as a member of the project team. Contribute data from COMPASS® Online to the Benchmarking COMPASS® Database.	
Specified Personnel	The following persons: Ms Louise Brown	
Will Students be involved?	No	
Reports	Provide copies of prerequisite materials described in Schedule 1 (signed Memorandum of Understanding, Code of Conduct, and relevant ethics approval).	
Other project obligations	As detailed in Schedule 2.	
La Trobe University	A body corporate under the La Trobe University Act 1964, **ABN** 64 804 735 113	
Project Officer	Attention: Ms Rachel Davenport	Telephone: 03 9479 1808
	Email: r.davenport@latrobe.edu.au	Fax: 03 9479 1874
Individual Project Obligations		
Project Role	Participate in project management as a member of the project team. Contribute data from COMPASS® Online to the Benchmarking COMPASS® Database.	
Specified Personnel	The following persons: Ms Rachel Davenport Ms Debbie Kras	
Will Students be involved?	No	
Reports	Provide copies of prerequisite materials described in Schedule 1 (signed Memorandum of Understanding, Code of Conduct, and relevant ethics approval).	
Other project obligations	As detailed in Schedule 2.	
Curtin University	A body corporate under the Curtin University Act 1966, **ABN** 99 143 842 569	
Project Officer	Attention: Dr Cori Williams	Telephone: 8 9266 7865
	Email: C.J.Williams@curtin.edu.au	Fax: 8 9266 2464
Individual Project Obligations		
Project Role	Contribute data from COMPASS® Online to the Benchmarking COMPASS® Database.	
Specified Personnel	The following persons: Dr Cori Williams	
Will Students be involved?	No	
Reports	Provide copies of prerequisite materials described in Schedule 1 (signed Memorandum of Understanding, Code of Conduct, and relevant ethics approval).	
Other project obligations	Nil	
Edith Cowan University	A body corporate under the Edith Cowan University Act 1984, **ABN** 54 361 485 361	
Project Officer	Attention: Professor Beth Armstrong	Telephone: 8 6304 5101

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	Email: b.armstrong@ecu.edu.au	Fax: 8 6304 5834
Individual Project Obligations		
Project Role	Contribute data from COMPASS® Online to the Benchmarking COMPASS® Database.	
Specified Personnel	The following persons: Professor Beth Armstrong	
Will Students be involved?	No	
Reports	Provide copies of prerequisite materials described in Schedule 1 (signed Memorandum of Understanding, Code of Conduct, and relevant ethics approval).	
Other project obligations	Nil	
Macquarie University	A body corporate under the Macquarie University Act 1989, **ABN** 90 952 801 237	
Project Officer	Attention: Dr Elisabeth Harrison	Telephone: 2 9850 6716
	Email: Elisabeth.Harrison@ling.mq.edu.au	Fax: 2 9850 9199
Individual Project Obligations		
Project Role	Contribute data from COMPASS® Online to the Benchmarking COMPASS® Database.	
Specified Personnel	The following persons: Dr Elisabeth Harrison	
Will Students be involved?	No	
Reports	Provide copies of prerequisite materials described in Schedule 1 (signed Memorandum of Understanding, Code of Conduct, and relevant ethics approval).	
Other project obligations	Nil	
Charles Sturt	A body corporate under the Charles Sturt University Act 1989, **ABN** 64 085 727 288	
Project Officer	Attention: Ms Libby Clark	Telephone: 2 6051 6747
	Email: lclark@csu.edu.au	Fax: 2 6051 6989
Individual Project Obligations		
Project Role	Contribute data from COMPASS® Online to the Benchmarking COMPASS® Database.	
Specified Personnel	The following persons: Ms Libby Clark	
Will Students be involved?	No	
Reports	Provide copies of prerequisite materials described in Schedule 1 (signed Memorandum of Understanding, Code of Conduct, and relevant ethics approval).	
Other project obligations	Nil	
Massey University	A body corporate under the Massey University Act 1963, **ABN** N/A	
Project Officer	Attention: A/Prof Helen Southwood	Telephone: +64 9 414 0800

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	Email: H.Southwood@massey.ac.nz	Fax: +64 9 443 9717
Individual Project Obligations		
Project Role	Contribute data from COMPASS® Online to the Benchmarking COMPASS® Database.	
Specified Personnel	The following persons: A/Prof Helen Southwood	
Will Students be involved?	No	
Reports	Provide copies of prerequisite materials described in Schedule 1 (signed Memorandum of Understanding, Code of Conduct, and relevant ethics approval).	
Other project obligations	Nil	
University of Auckland	A body corporate under the University of Auckland Act 1961, **ABN** N/A	
Project Officer	Attention: A/Prof Suzanne Purdy	Telephone: +64 9 373 7599
	Email: sc.purdy@auckland.ac.nz	Fax: 64 9 373 7450
Individual Project Obligations		
Project Role	Contribute data from COMPASS® Online to the Benchmarking COMPASS® Database.	
Specified Personnel	The following persons: A/Prof Suzanne Purdy	
Will Students be involved?	No	
Reports	Provide copies of prerequisite materials described in Schedule 1 (signed Memorandum of Understanding, Code of Conduct, and relevant ethics approval).	
Other project obligations	Nil	
University of Canterbury	A body corporate under the University of Canterbury Act 1961, **ABN** N/A	
Project Officer	Attention: Dr Catherine Moran	Telephone: +64 3 364 2401
	Email: catherine.moran@canterbury.ac.nz	Fax: +64 3 364 2760
Individual Project Obligations		
Project Role	Contribute data from COMPASS® Online to the Benchmarking COMPASS® Database.	
Specified Personnel	The following persons: A/Prof Suzanne Purdy	
Will Students be involved?	No	
Reports	Provide copies of prerequisite materials described in Schedule 1 (signed Memorandum of Understanding, Code of Conduct, and relevant ethics approval).	
Other project obligations	Nil	

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Schedule 2—Project Plan

Benchmarking COMPASS® Database
October 2009

Introduction

This document provides information on joining, contributing and accessing data from the Benchmarking COMPASS® Database to support cross institutional benchmarking and quality improvement activities aimed to review and renew speech pathology curricula. The database has been developed through project funding provided by the Australian Learning and Teaching Council (ALTC)[1]. Access to this database will be sponsored by ALTC until April 2011 with the project period continuing until December 2014. A cost recovery leasing fee will apply after April 2011 for those universities who wish to continue participating in the database.

Australian and New Zealand universities have collaborated to develop the content and processes of this cross institutional benchmarking initiative to inform and evaluate quality improvement activities that aim to improve teaching and learning practices. The primary function of cross institutional collaborative benchmarking using student assessment data generated by COMPASS® Competency Assessment in Speech Pathology (McAllister, Lincoln, Ferguson, & McAllister, 2006) is to inform learning and teaching practices within speech pathology programs at participating universities[2].

This Memorandum of Understanding and related policies and procedures were developed and trialled successfully during a previous project funded by ALTC (Lincoln, McAllister, Ferguson and McAllister, 2008) by The University of Sydney, The University of Newcastle and Charles Sturt University.

Benchmarking COMPASS® Database

Benchmarking Process

The Benchmarking COMPASS® Database will be managed by a committee auspiced by the Asia Pacific Education Collaboration in Speech Language Pathology (APEC SLP) and chaired by Dr Sue McAllister, Flinders University and includes the following people:

- A/Prof Michelle Lincoln, The University of Sydney (APEC SLP Chair)
- Associate Professor Alison Ferguson, The University of Newcastle
- Dr Bronwyn Davidson, The University of Queensland
- Ms Anne Hill, The University of Queensland

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1 Support for this publication has been provided by The Australian Learning and Teaching Council Ltd, an initiative of the Australian Government Department of Education, Science and Training. The views expressed in this publication do not necessarily reflect the views of The Carrick Institute for Learning and Teaching in Higher Education.
2 COMPASS® is a copyrighted assessment tool published by Speech Pathology Australia

- Ms Louise Brown, James Cook University
- Ms Rachel Davenport, Latrobe University

All participating universities will be notified of any changes to the Management Committee and will have the opportunity to nominate and vote for replacements.

All universities using COMPASS® Online to assess student performance in practicum will be invited to participate.

Benchmarking will be conducted via the automated Benchmarking COMPASS® Database as follows:

- each enrolled university will receive 5 confidential accounts accessible only by individual logons and passwords. The Benchmarking COMPASS® Database will be run on a server secured according to current best practice internet security protocols
- each university will be able to select what parameters they wish to benchmark their speech pathology program(s) against. Parameters include choices among the options described in Table 1 below. Data is collected for each of these parameters by COMPASS® Online
- requesting a benchmarking report will result in aggregated and de-identified data being harvested from COMPASS® Online by the Benchmarking COMPASS® Database. University and student data will be aggregated and de-identified. Therefore no individual student data or speech pathology program data can be identified. A report will be generated that can be downloaded as a PDF or Excel file.

Any sharing of the results of benchmarking reports will be strictly governed by the Code of Conduct described below.

Programs will be able to give temporary password protected access to their benchmarking interface to Dr Sue McAllister (leader of the management committee) to investigate and problem solve any technical difficulties with the use of the Benchmarking COMPASS® Database. As per the Code of Conduct, Dr McAllister undertakes to not discuss or retain any benchmarking reports or information generated when resolving technical issues with the database.

Table 1: Benchmarking parameters

Benchmarking Parameters	Description of options
COMPASS® Measure	Zone of Competency
	Competency Score
Experience	Hours in groups of 50 up to and including 300+
	Place in program (early, mid, late)
Benchmarking Pool	All participating programs
	Australian programs
Time frame	Calendar Year
	Previous 3 calendar years
	All years for which data has been contributed
Placement Type	
Client Age Group	Adult
	Child
	Mixed
Placement Intensity	Sessional
	Block
Client Location	Rural/regional
	Town
	Metropolitan - Capital City
	Metropolitan - Other
	International
Range Indicators	Speech
	Language
	Fluency
	Voice
	Swallowing
Clinical practice setting	Educational
	Home
	Hospital inpatients
	Hospital outpatients
	Rehabilitation
	Community health
	Community other
Intervention Model	Consultative
	Direct
	Both
Service Delivery Model	Group
	Individual
	Both

Joining the Benchmarking COMPASS® Database

Each speech pathology program participating in the Benchmarking COMPASS® Database will need to submit the following items to the Chair of the Benchmarking Committee of the Asia Pacific Education Collaboration in Speech Language Pathology.

Items to be submitted

- Evidence of approval to participate from Chair or full Human Research Ethics Committee: this benchmarking activity is a quality improvement initiative. However, each university will have its own requirements regarding approval as benchmarking does involve student assessment data. A copy of correspondence indicating approval to participate from the Chair or the full committee of the appropriate human research ethics committee is required. See Attachment A for an example of a request for approval for this activity.
- Memorandum of Understanding signed by appropriate university representative:

a signed copy of the Memorandum of Understanding supplied with these materials and including this document as Schedule 2 is required. The Memorandum of Understanding (MOU) describes the nature of the cross-institutional collaboration involved in using the Benchmarking COMPASS® Database, and is a legal document. It will therefore need to be signed by an appropriate representative for the university which will depend on each university's particular organisational structure e.g. Deputy Vice Chancellor for Learning and Teaching (DVC), or equivalent. It may be that MOU will need to be first approved by the university's legal counsel. Please note that this MOU cannot be negotiated on a case by case basis.

- Agreement to abide by Code of Conduct signed by appropriate university representative and Head of Speech Pathology program: a copy of the Code of Conduct (see Attachment B) signed by the university's DVC (or equivalent) and the Speech Pathology Head of Program will need to be forwarded to Dr McAllister.

Once Dr McAllister has received all documentation from the University applying to participate, she will activate an account for the speech pathology program(s). This activation will cause an automated email to be generated by the database that will be sent to the representative of the speech pathology program that wishes to join. This email will request confirmation of their wish to participate in the benchmarking database and include information on how to join and activate their 5 confidential accounts.

Suggested process
It is recommended that submission of materials be carried out by the Head of Program for Speech Pathology, with the participation and support of the Clinical Education Program Director. Steps may include the following:

- adapt the request for ethics approval in Appendix B as required, and forward to the Secretary for the appropriate Human Research Ethics Committee to present to the Chair for approval
- once ethics approval has been granted, forward the following jointly to the Faculty Legal Officer and the DVC for approval and signing
    - copy of the ethics approval
    - memorandum of understanding
    - code of conduct
- send copies of the ethics approval, signed memorandum of understanding and code of conduct to:

  Dr Sue McAllister
  Chair of the Benchmarking Committee, Asia Pacific Education Collaboration in Speech Language Pathology
  Speech Pathology
  Flinders University
  GPO Box 2100
  Adelaide 5001 SA

Withdrawing the Online COMPASS® Database

Programs may leave voluntarily at any time or their participation can be withdrawn involuntarily if the Code of Conduct is breached. Withdrawing from the database will mean that no data from the program will be harvested from COMPASS® Online for benchmarking from the date of leaving onwards. Data previously contributed will remain in the database to maintain the integrity of benchmarked data.

Voluntary withdrawal
If a program wishes to discontinue involvement in the Benchmarking COMPASS® Database, they may log in to the database and select the "End enrolment in database" option. A confirmation of intention to withdraw from the benchmarking database will be required before the Chair of the Benchmarking Committee of the Asia Pacific Education Collaboration in Speech Language Pathology (Dr McAllister) will activate the withdrawal.

Involuntary withdrawal
Programs may be withdrawn from the Benchmarking COMPASS® Database at the discretion of the COMPASS® Benchmarking Database Management Committee if a university's use of the benchmarking reports contravenes the Code of Conduct.

References

Lincoln, M., Ferguson, A., McAllister, L., & McAllister, S. (2008). *Benchmarking clinical learning in speech pathology to support assessment, discipline standards, teaching innovation and student learning*: Australian Learning & Teaching Council Ltd, an initiative of the Australian Government Department of Education, Employment and Workplace Relations.

McAllister, S., Lincoln, M., Ferguson, A., & McAllister, L. (2006). *COMPASS®: Competency Assessment in Speech Pathology*. Melbourne: Speech Pathology Association of Australia Ltd.

Attachment A

MEMO

To: [*Chair, HREC]*

From:

Date:

Re: Seeking formal approval to participate in trial of cross-institutional benchmarking of COMPASS® data

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Over the last four years our speech pathology program, along with all other Australian and New Zealand programs, has been involved with three interrelated projects funded by the Australian Learning and Teaching Council (ALTC)[3]. These projects have involved the:

- national roll-out of a competency based performance assessment tool for speech pathology studies (COMPASS®). This project is now completed (Ferguson, Lincoln, McAllister, & McAllister, 2008)
- successful trialling of a process to enable ethical and confidential national and international benchmarking of data from this assessment tool for speech pathology education programs. This project is now completed (Lincoln, Ferguson, McAllister, & McAllister, 2008)
- development of a confidential, automated online database to support cross-institutional benchmarking of de-identified and aggregated student assessment data harvested from COMPASS® Online. This activity is focussed on quality improvement of our curriculum through the use of benchmarked data to inform us as to how our students are progressing in their development of competency compared to those of other universities. This project is current.

We wish to participate in the current ALTC project (no. 3 above) through enrolling in the Benchmarking COMPASS® Database to participate in cross-institutional benchmarking reports on student cohort's performance as measured by COMPASS® and in relation to degree of experience and types of placement.

Enrolment in the Benchmarking COMPASS® Database requires supplying the following to Dr Sue McAllister, Chair of the Benchmarking Committee of the Asia Pacific Education Collaboration in Speech Language Pathology:

- evidence of approval to participate from Chair or full Human Research Ethics Committee
- memorandum of Understanding signed by appropriate university representative
- agreement to abide by Code of Conduct signed by appropriate university

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3 Ferguson, A., Lincoln, M., McAllister, L., & McAllister, S. COMPASS® Directions: Leading the integration of a competency based assessment tool in speech pathology learning and teaching. Leadership for Excellence in Learning and Teaching Grant, Carrick Institute for Learning & Teaching in Higher Education – 2006-2007.
Lincoln, M., McAllister, S., Ferguson, A., McAllister, L. Benchmarking clinical learning in speech pathology to support assessment, discipline standards, teaching innovation and student learning. Priority Projects Program Grant, Carrick Institute for Learning & Teaching in Higher Education – 2006-2007.

representative and Head of Speech Pathology program.

Items 2 and 3 are not the subject of this memo and will proceed through the DVC Academic.

Therefore we would appreciate communication from you as to whether the HREC would require a full ethics approval to participate, or whether you are able to give approval to participate in your capacity of Chair, HREC. The following is a brief overview of the benchmarking process proposed for this trial, I would be happy to provide you with more detailed documentation if that would assist you in your decision making.

Description of the data to be shared & the process of data sharing

The COMPASS® Online tool is completed for all speech pathology students for each clinical placement. The benchmarking parameters are described in Table 1.

Table 1: COMPASS® Benchmarking Database parameters

Benchmarking Parameters	Description of options
COMPASS® Measure	Zone of Competency Competency Score
Experience	Hours in groups of 50 up to and including 300+ Place in program (early, mid, late)
Benchmarking Pool	All participating programs Australian programs
Time frame	Calendar Year Previous 3 calendar years All years for which data has been contributed
Placement Type	
Client Age Group	Adult Child Mixed
Placement Intensity	Sessional Block
Client Location	Rural/regional Town Metropolitan - Capital City Metropolitan - Other International
Range Indicators	Speech Language Fluency Voice Swallowing
Clinical practice setting	Educational Home Hospital inpatients Hospital outpatients Rehabilitation Community health Community other
Intervention Model	Consultative Direct Both
Service Delivery Model	Group Individual Both

Enrolment in the benchmarking database enables de-identified aggregated student and placement data (as per Table 1) to be harvested from COMPASS® Online and made available for benchmarking. No data that will identify an individual student will be harvested. Each participating university can access benchmarking reports that:

- provide general descriptive data e.g. how many students enrolled
- report the aggregated assessment results (medians and percentiles) of specified groups of students in comparison to the aggregated results of all students from all other universities in the pool.

Individual universities participating will not be identified. A university can only access their benchmarked data via a password protected account on a server secured by best practice internet security. The automated nature of this process means that individual student data or data related to a specific university will not be seen or handled by a person.

This process will in effect ensure that data is doubly de-identified—neither individual students nor universities will be able to be identified in the benchmarking reports we request. The above process will ensure that the performance of a particular university will remain **only** known to the university involved.

Programs will be able to give temporary password protected access to their benchmarking interface to Dr Sue McAllister (Chair of the Benchmarking Committee of the Asia Pacific Education Collaboration in Speech Language Pathology) to investigate and problem solve any technical difficulties with the use of the COMPASS® Benchmarking Database. As per the Code of Conduct, Dr McAllister undertakes to not discuss or retain any benchmarking reports or information generated when resolving technical issues with the database.

Our comparison of our data with the aggregated data pool will allow for an empirically-based reflection on our clinical program. For the purposes of the ATLC project, programs will be asked to evaluate the process and outcome in general terms.

Naturally, I would be happy to provide any further information you may need.

Appendix 3—Code of conduct

Benchmarking COMPASS® Database
Code of Conduct: Use and Interpretation of Cross-Institutional Benchmarked Data

Policy Statement

The primary function of the Benchmarking COMPASS® Database is to facilitate cross institutional collaborative benchmarking of student assessment data gathered by COMPASS® Online (McAllister et al. 2006). The goal of cross-institutional benchmarking of COMPASS® data is to inform learning and teaching practices within speech pathology programs at participating universities. Public disclosure of this data will be governed by this Code of Conduct which does not supersede any policies and procedures particular to each university relevant to benchmarking and the use of student data. Benchmarking will be conducted under a formal Memoranda of Understanding signed by the participating universities. Specific use and interpretation of COMPASS® benchmarking data is guided by agreements established by the participating universities. Related policies and procedural information is documented within the Benchmarking COMPASS® Database document, October 2009.

Defining COMPASS® Benchmarking

The Benchmarking COMPASS® Database enables individual university programs to compare their students' performance on COMPASS® to the combined performance of students at all other participating universities. Comparisons will occur on the basis of parameters developed and agreed on by participating universities. This process is guided by the following principles:

- all data will be de-identified and aggregated before reporting.
- parameters will not result in individual universities and students becoming identifiable within the benchmarking pool.

Speech pathology programs may also choose to engage in internal benchmarking activities (e.g. across years of a program or within topics). The conduct and public communication of benchmarking information arising from internal benchmarking activities or specific university to university collaborative relationships is not covered under this code. Public communication of cross institutional benchmarking through the use of the Benchmarking COMPASS® Database is supported under the conditions outlined below and breaches will be subject to disciplinary procedures including involuntary withdrawal from the benchmarking trial by the APEC SLP Benchmarking Committee

Use of Benchmarked Data

The following general conditions apply:

- benchmarking results are the property of the program to which they refer and can only be communicated with the program's permission

- use of benchmarking data must also be guided by each university's policies and procedures regarding benchmarking and the use of student assessment data
- results may not be used in false, deceptive or misleading ways, either because of what is stated, conveyed or suggested, or because of what is omitted
- any communication of benchmarking results must be accompanied by a footnote that states that "This benchmarking data must be used and interpreted within the guidelines of The Benchmarking COMPASS® Database Code of Conduct. This code requires that data is to be communicated with the permission of the program to which it refers, interpreted within the limitations of this data, and not be used for marketing purposes."

Individual universities may choose to share their benchmarking results for the purposes of supporting teaching and learning practices only, under the above conditions and with attention to the following guidelines:

- results may be shared within programs or university communities for the purpose of improving teaching and learning within the university's speech pathology program(s). Examples include program and curriculum review, identifying areas that may need change or have responded to change, and educating students about the clinical program
- results can be used to provide evidence required for promotion or teaching awards where the contributions of individuals or teams have resulted in positive changes in their program's performance in relation to the benchmarking pool
- results can be shared outside the participating universities in the following contexts:
    - participation in course accreditation processes
    - in academic fora e.g. journal articles or conference presentations, where university Human Research Ethics Committees approval has been granted to do so.

Programs will be able to give temporary password protected access to their benchmarking interface to Chair of the Benchmarking Committee (Asia Pacific Education Collaboration in Speech Language Pathology) to investigate and problem solve any technical difficulties with the use of the Benchmarking COMPASS® Database. The Chair of the Benchmarking Committee will undertake to not discuss or retain any benchmarking reports or information generated when resolving technical issues with the database.

Guidelines for Interpretation of Data

Cross-institutional benchmarking data is reported as aggregated student results for your program(s) in comparison to all other programs' combined. As COMPASS® is a criterion based assessment and the rating scale is effectively 'truncated' at each end by starting at Novice and ending at Entry-Level; it represents the slice of the continuum of competency of interest when assessing for entry level competency. Therefore the meaning of medians, percentiles, maximums and minimums will need to be interpreted with this in mind. The number of students from your program(s) represented in each comparative benchmark report should guide interpretation of reports i.e. you can have higher confidence in the meaningfulness of the comparison with greater numbers of students. In addition, you will have greater confidence in the representativeness of the data if similar results are found over consecutive years.

Expectations of Participating Universities

Universities participating in the Benchmarking COMPASS® Database are expected to do the following:

- sign the Memorandum of Understanding

- provide evidence of approval to participate from Chair or full Human Research Ethics Committee
- adhere to this Code of Conduct and related requirements
- report any concerns regarding the use of external benchmarking data to the APEC SLP Benchmarking Management Committee.

Agreement to Abide by the Code of Conduct

Deputy Vice Chancellor, Learning and Teaching (or equivalent)	**Head of Program, Speech Pathology (or equivalent)**
Signature_____	Signature_____
Name_____	Name_____
Date_____	Date_____
Position_____	Position_____
University_____	University_____

References

McAllister, S, Lincoln, M, Ferguson, A & McAllister, L 2006, COMPASS®: Competency assessment in speech pathology, Speech Pathology Association of Australia Ltd., Melbourne.

Appendix 4—Project newsletters

COMPASS® Benchmarking for Curriculum Renewal Project
PROJECT UPDATE
4 September 2009

Thank you for your ongoing interest in the COMPASS® Benchmarking for Curriculum Renewal Project[4]. The following is an update on project progress, opportunities to contribute to project activities and a 'forecast' for activities in 2010 for you to plan towards. As you will recall, this project has two major aims:

- establish an ethical, efficient and sustainable cross-institutional strategy to use COMPASS™ data to benchmark assessment of speech pathology student workplace performance in Australia, New Zealand and Singapore
- facilitate ongoing engagement with and effective use of benchmarked data to inform curriculum and research on preparing students for practice.

There are two phases to this project. First, developing an online database to support confidential and efficient cross-institutional benchmarking of COMPASS® data harvested from COMPASS® Online. Second, inviting universities to participate in two collaborative quality improvement cycles to examine their benchmarked data to identify and act upon areas for curriculum reform or research to support practice based learning.

1. Project progress

We were pleased to have a consensus agreement at the APEC-SLP Forum in Adelaide (May 2009) from all universities on the functionality of the proposed database for benchmarking data harvested from COMPASS® Online. The team has been consulting with Portal Australia, the company developing the software for the database, to finalise the details of the database design. We are learning a lot about data management, flow and security! Portal Australia has commenced developing a detailed specifications document that will then provide the basis for building the benchmarking database. It is anticipated that this will be finalized and building of the database commenced in October with a view to having a database ready for trialling by December.

Action note: We can't benchmark data unless it is entered into COMPASS® Online. For those who haven't been able to finalise lease agreements between your universities and Speech Pathology Australia as yet - please continue your efforts! Please let Sue McAllister know if you need any support with this process.

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4 Support for this (report/publication/activity) has been provided by the Australian Learning and Teaching Council Ltd, an initiative of the Australian Government Department of Education, Employment and Workplace Relations. The views expressed in this (report/publication/activity) do not necessarily reflect the views of the Australian Learning and Teaching Council.

2. Consultations

We have been consulting with students at all of the universities represented by team members to inform them of the project and provide an opportunity to have input into the design of the benchmarking database. While the overall database functionality has been agreed on, there are a number of decisions to be made regarding the content and format of reports that the benchmarking database will generate. If you would like to have input into these, please let Sue McAllister know as soon as possible and we will include you in the circulation of consultation documents. There will also be an opportunity to participate in trialling the database in early 2010.

Action note: Contact Sue McAllister if you would like to have input into the content and format of reports generated by the benchmarking database.

3. Key activities and dates

a. Memorandum of understanding for participation in the collaborative benchmarking process.

We will be forwarding you materials to invite your program to establish Memoranda of Understanding (MOU) with all universities who wish to participate through contributing data to the benchmarking database. The MOU will include the Code of Conduct and processes agreed upon during the previous ALTC projects to ensure ethical and confidential benchmarking activity. Signing the MOU will mean that your program can access the benchmarking database to both contribute data and generate reports on your program data in comparison to other programs.

b. Quality improvement meetings in 2010

We are planning for 2 x two day benchmarking forums to be held in the 'common weeks' of semester breaks i.e. when the majority of Australian universities have non teaching weeks. In 2010 these will be the weeks of April 5- 9 and 27 Sept - 1 October 2010. However, we are aware that these weeks fall into school holidays for some states and both weeks adjoin public holidays. Please let us know ASAP if the following dates are not feasible and suggest alternatives. Proposed dates are:
Meeting One - Thursday 8 and Friday 9 April
Meeting Two - Monday 27 and Tuesday 28 September.
We anticipate these meetings will be held in Sydney. The project will support travel and accommodation costs for 2 representatives from each Australian and New Zealand university for the first meeting, and 1 representative for the second. Representatives from other universities, or extra staff members will be welcome to attend at their own cost.

Action note: Please note these dates and let Sue McAllister know if you have suggestions or preferences for particular days or if meetings in these weeks are not feasible and suggested alternatives.

4. Contact Information

Thank you again for your interest and participation in the project. Please feel welcome to contact Sue McAllister on 08 8204 5417, Sue.McAllister@flinders.edu.au or any of the other team members if you would like any information or make suggestions.

Project Team

Dr Sue McAllister, Flinders University
A/Prof Alison Ferguson, The University of Newcastle
A/Prof Michelle Lincoln, The University of Sydney
Dr Bronwyn Davidson, The University of Queensland
Ms Anne Hill, The University of Queensland
Ms Rachel Davenport, Latrobe University (maternity leave)
Ms Louise Brown, James Cook University

Benchmarking COMPASS® for Curriculum Renewal
Project Team Newsletter

Issue 3 Jan 2011

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Contact Information 3

Project Team

Sue McAllister
Alison Ferguson
Rachel Davenport
Anne Hill
Bronwyn Davidson
Louise Brown
Michelle Lincoln
Helen Tedesco
Samantha Kruger

NOVEMBER 2010 BENCHMARKING PROJECT MEETING, SYDNEY.

The Project Team would like to thank everyone for attending the November meeting in Sydney. It was another great meeting with lively participation by everyone and a sense of genuine enthusiasm and commitment from people to continue to engage in meaningful discussion with others to share ideas, to network and to collaborate regarding benchmarking for curriculum renewal.

Participants discuss benchmarking reports

Many useful ideas and suggestions for ongoing improvements to the benchmarking tools and process were raised at the meeting, and some new developments are underway in response to these (see page 3).

Please continue to keep us updated with how you are using the Benchmarking Database to facilitate curriculum renewal at your University.

APEC SLP MEETING 25th & 26th JUNE 2011 - CALL FOR VOLUNTEERS

The Asia Pacific Education Collaboration in Speech Language Pathology (APEC-SLP) aims to support and foster innovative practice in the education of speech language pathologists.

The next APEC SLP meeting is to be held in Darwin, June 25th & 26th, 2011. As decided at the November Benchmarking meeting, the half-day session on Sunday 26th June will be devoted solely to benchmarking discussions.

This meeting will provide a chance to continue informal discussions around curriculum renewal and facilitate ongoing collaborations.

We are looking for volunteers to form an organising committee for this meeting. Please go to the APEC-SLP site to indicate your willingness to volunteer.
www.edna.edu.au

BENCHMARKING DATABASE UPDATE

The live database is up and running at http:\\benchmarking.portal.com.au for members who have subscribed to benchmarking. The Australia Pool now contains 9 speech pathology programs with live data updates from COMPASS® Online daily. The demonstration database is still up and running for you to access if you are not yet subscribed to benchmarking and can be accessed at the same URL, just select "proceed to Demonstration Database" Username:data Password:data

Some ongoing minor changes are still being made to the database in response to feedback from users. If you notice any problems with the database while you are using it, please contact Portal Australia (or via Brett@portal.com.au) immediately so that they can resolve any problems promptly. If you have any suggestions for improvements to the database, please contact Samantha Kruger at Samantha.kruger@sydney.edu.au

Issue 3 Jan 2011

Benchmarking COMPASS® for Curriculum Renewal
Project Team Newsletter

Summary of November Meeting Evaluation

Jonquil Eyre, Independent Evaluator, once again did a tremendous task of watching, supporting and summarising the outcomes of the November meeting. All Australian and New Zealand universities that offer a Speech Pathology program participated in the November two day meeting (10 from Australia and 3 from New Zealand). There were 28 participants who attended one or more days of the event. There was a high degree of participant satisfaction and engagement with the workshop, with

- 100% of respondents rating the workshop as good or very good at increasing their knowledge about Benchmarking for Curriculum Renewal,
- 91% of respondents rated the workshop as good or very good at meeting their expectations,
- 87% of respondents rated the workshop as good or very good at increasing their confidence in using the benchmarking database and
- 98% of respondents rated the workshop as good or very good for understanding the possibilities of benchmarking for their program

Below is a summary of the key outcomes and issues that were raised by workshop participants in the evaluation feedback. Notable differences in feedback from the November meeting compared with the April meeting were that securing university buy-in and participation were no longer identified as barriers, more people indicated the database is very easy to use and more saw very good potential for the database to help improve curriculum.

Summary of Useful Workshop Outcomes

- Networking
- Collaboration
- Understanding benchmarking database and how to use it
- Ideas for benchmarking
- Research possibilities
- Understanding COMPASS® Online
- More sophisticated use of COMPASS® Online
- Valuable resource

Summary of Benefits to Universities

- Monitor and compare programs
- Improve program quality
- Support change and innovation
- Learning from other programs
- Research opportunities
- Professional development

Needed Useful Information

- Manual and support materials
- Documentation of definitions
- More information exchange
- Practical experience with database
- Training
- Practical help
- Funding

Challenges to Universities

- Insufficient time
- Logistics
- Catching up
- Comparability of programs
- Costs
- Effective use
- Staff support and roles
- Training

DOCUMENTS TO DOWNLOAD AT APEC SLP

A number of resources from the November Meeting in Sydney have been uploaded to the APEC SLP website such as;

- Meeting Workbook
- Presentation Notes
- Student Poster
- Map of COMPASS® Online Data Download database

Go to www.edna.groups.edu.au

Issue 3 Jan 2011

Benchmarking COMPASS® for Curriculum Renewal
Project Team Newsletter

Follow-up on issues raised at the November meeting

- **Changes to Stage Definition** - There was considerable discussion at the benchmarking meeting about the application of the 'Stage' definitions for practicums within COMPASS© Online. The proposal was made to change definitions to better reflect the amount of clinical practicum experience a student has had, rather than the assessment criteria for the placement, as it currently is (i.e. 'early stage' relates to expected performance at novice, 'middle' stage to intermediate and 'late stage' to entry level). Before the Stage definition is officially changed in COMPASS© Online we want to be sure that people are comfortable applying this definition to clinical practicums within their own program. We have posted the proposed new definitions on APEC SLP and you have the opportunity to vote if you agree with them or not, and provide any comments. We will keep **voting open until the end of February,** so please go to **www.edna.groups.edu.au** and cast your vote.
- **Ongoing Quality checking—** The project team are currently working with Portal Australia to develop some additional reports that will appear in COMPASS© Online to facilitate quality checks of information entered into the system by university users. The new reports will provide snapshot views of cohorts with counts of benchmarking variables such as client age, location, setting, range indicators, etc. The intention is that this will enable a coordinator (or someone familiar with the details of student placements) to easily view the counts and pick up any errors in coding student and placement details. Corrections can then be made directly in COMPASS© Online and the data in Benchmarking reports will be updated accordingly.
- **Failed Student Data** — there was a concern raised at the November meeting that failed student data may not be included in Benchmarking reports if the placement status is recorded in COMPASS© Online as 'failed' (and therefore not 'complete'), or if an educator submitted final assessment is re-opened by the coordinator in order to change the placement results (and thereby also rendering the placement status 'incomplete'). Please note - this is NOT the case. The Benchmarking database harvests all records from COMPASS© Online that contain completed educator end placement assessments. Providing a student has had their final educator assessment, regardless of the whether they are recorded as 'failed' or 'unsatisfactory', they will still have a full set of assessment data and so will be included in the benchmarking data. However, students who fail a placement prior to completing an end placement assessment will not be included in benchmarking reports.
- **Internal Benchmarking Resources** - To facilitate use of the Benchmarking Database in curriculum renewal, a technical manual is being developed as a guide to using your COMPASS© Online Data Download, which comes in the form of an Access™Database. The manual will contain detailed explanations of all of the data harvested from COMPASS© Online contained in the database, how it is structured and interconnected, as well as useful tips on how to build queries in Access™ to answer your internal benchmarking questions. We look forward to making the manual available to assist with your internal query building once it is completed. In the meantime, if you are keen to get on with some internal benchmarking and have any questions, please contact samantha.kruger@sydney.edu.au

CONTACT DETAILS

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Portal Australia

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Benchmarking COMPASS® for Curriculum Renewal Team Newsletter

Flinders University · The University of Sydney Australia · The University of Newcastle Australia · La Trobe University · The University of Queensland Australia · James Cook University Australia · Australian Learning & Teaching Council

Issue 1 May 2010

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Project Team

Sue McAllister
Alison Ferguson
Rachel Davenport
Anne Hill
Bronwyn Davidson
Louise Brown
Michelle Lincoln
Helen Tedesco

THANKS TO EVERYONE

The Project Team would like to thank everyone for attending the April meeting in Sydney. It was fantastic to see such a motivated group of professionals coming together to share ideas, to network and most importantly to collaborate regarding benchmarking for curriculum renewal.

The project team were both excited and impressed by the level of interest, commitment and enthusiasm shown by everyone who attended. Our aim is to maintain this high level of engagement with all stakeholders and to keep momentum going.

So please keep us updated with how you are progressing or how you are using the Benchmarking Database to facilitate curriculum renewal at your University.

Meeting attendants practice using the Benchmarking database and discuss ideas for curriculum renewal

APEC SLP

The Australia Pacific Education Collaboration in Speech Language Pathology (APEC-SLP) aims to support and foster innovative practice in the education of speech language pathologists. APEC SLP provides opportunities for speech pathology educators to meet, exchange information and develop collaborations in learning and teaching and curriculum development and to foster research into learning and teaching and ultimately, positively influence the education of speech language pathology students.

We would like to encourage everyone to join. Click here to access the webpage that houses the APEC SLP group or contact Helen Tedesco for instructions on how to join APEC SLP.

The next APEC SLP meeting is being held in Melbourne on May 20th. This meeting will provide a chance to continue informal discussions around curriculum renewal and facilitate ongoing collaborations. The full agenda is available on the APEC SLP website.

BENCHMARKING DATABASE UPDATE

The demonstration database is still up and running for you to access and practice running queries with our 'dummy data' (https://compass.speechpathologyaustralia.org.au/benchmarking/portal/portal.jsp ; user name; testdata & password; data). The project team are currently finalising any changes needed to the demonstration database in readiness for the live version of the database to go online. Once changes are finalised, the live Benchmarking Database will become accessible for people who have completed the MOU process to start benchmarking with their own data. If possible, we would like the demonstration database to remain available for practice. We are currently working on costing that as an option and will let you know details as we know them.

Summary of April Meeting Evaluation

A big thank you to Jonquil Eyre, Independent Evaluator and Project Team Member who did a tremendous task of watching, supporting and summarising the outcomes of the April meeting. Jonquil's full summary is available on the APEC SLP website.

We would like to thank you all for your overwhelmingly positive responses to the workshop. 100% of respondents rated the April workshop as meeting their expectations *well* or *very well*. Some meeting attendants reported they needed more confidence to use the Benchmarking database. The main objective of this project is to increase confidence and ability to effectively use the Benchmarking database for curriculum renewal and the Project Team will continue to provide training and support to do so. Below is a summary of responses you provided us with at the conclusion of the workshop.

Summary of Useful Workshop Outcomes

- Networking
- Collaboration
- Understanding the Benchmarking Database and How to Use it
- Ideas for Benchmarking
- Strengthening Own University Program
- Practical Experience with the Benchmarking Database
- Research Possibilities
- Learning About Other
- Speech Pathology Programs

Summary of Benefits to Universities Participating in Benchmarking

- Monitor Program Compared with Others
- Improve Program Quality
- Support Change and Innovation
- Increase Learning From and Knowledge of Other Programs
- Benefit from Working with Others
- Research Opportunities

Summary of Challenges to participating in Benchmarking

- Insufficient Time
- Logistics
- Catching Up
- Securing University Buy-In
- Comparability of programs
- Costs
- Effective Use

DOCUMENTS AVAILABLE FOR DOWNLOAD

A number of resources resulting from the April Meeting in Sydney have been uploaded to the APEC – SLP website such as;

- Contact list
- Independent Evaluator report
- Meeting Workbook

Please let someone from the project team know if you would like any other documents uploaded to the website or have a go at attaching any relevant documents via your own login.

Meeting Attendants share details about their speech pathology programs

Benchmarking COMPASS® for Curriculum Renewal Project Team Newsletter

MOU Update

Currently 4 Universities have completed and returned the signed MOU and are ready to access the Benchmarking database to drive their curriculum review. Remember, this is a separate process from that which is required to lease COMPASS® online. As more universities join the collaboration agreement, the pool of data against which we benchmark becomes richer. All of the documents that are required to complete this process are available from the Benchmarking section of the APEC SLP website located at www.groups.edna.edu.au. You will need to join APEC SLP to access these documents. If at any point you require some assistance or would like to clarify any points, please contact Helen Tedesco, Project Manager (see below for email address).

Networking and sharing ideas

Frequently Asked Questions

This will be an ongoing feature within the newsletter. Please email your questions through to h.tedesco@sydney.edu.au. Or alternatively, post your questions on the APEC SLP website and they will be summarised in the next newsletter. The question arising most frequently at the April meeting involved concerns that a lack of knowledge about the pool you were benchmarking against, impacted on the conclusions you were able to draw. The project team are in the process of finalising the framework of a shared document that will house details of individual programs course structure, curriculum and clinical programs. This document will facilitate the ability to make comparisons and draw conclusions and will allow collaborations between institutions. Individual programs will be responsible to input their own data (if they would like to) and details about this document will be circulated as soon as it is completed.

ALTC Grants

If you are interested in finding out more information about an ALTC grant, please visit their website at www.altc.edu.au

Work in Progress

The Project Team are currently working on a number of tasks to facilitate use of the Benchmarking Database in curriculum renewal. These tasks include;

- Fine tuning the Benchmarking Database in readiness for it to 'go live'.
- Developing a training resource to guide users through the Benchmarking Database
- Finalising a (rather large) Access Database which will allow Speech Pathology programs to input their course details to allow comparison of programs for benchmarking.
- Planning an on-line live training module to walk through the steps of running a query, how to interpret that query and what to do with the information.

Contact Details

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h.tedesco@sydney.edu.au

Sue McAllister; Team Leader
Sue.mcallister@flinders.edu.au

APEC SLP: www.edna.groups.edu.au
Or see uploaded contact list of all meeting attendants at APEC SLP website

The Project Team
Helen, Sue, Anne, Rachel, Lou, Michelle, Bronwyn
Unfortunately this photo was taken after Alison had to leave

Benchmarking COMPASS® for Curriculum Renewal Team Newsletter

Issue 2 July 2010

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Project Team

Sue McAllister
Alison Ferguson
Rachel Davenport
Anne Hill
Bronwyn Davidson
Louise Brown
Michelle Lincoln
Helen Tedesco

DATES SET FOR SECOND BENCHMARKING MEETING—25th & 26th November

The project team is very excited to announce that the dates for the second Benchmarking COMPASS® for Curriculum Renewal meeting have been finalised. The meeting will be held on the 25th and 26th of November 2010 at the University of Sydney. Full details to follow closer to the dates.

The main aim of the second meeting is to share and discuss benchmarking data generated throughout 2010. We would like meeting attendants to consider which queries they would like to explore in more detail and bring those queries to the meeting to share with delegates who have run the same query. This will provide a forum for open discussion and sharing of benchmarking data for curriculum renewal.

Meeting attendants share benchmarking ideas and brainstorm using the Benchmarking database

MOU Update

Currently 7 universities have completed and returned the signed MOU and are ready to access the Benchmarking database to drive their curriculum review. A number of universities have commenced the process and are awaiting the outcome.

The project team would like to highlight that one University has been able to complete the MOU process before finalising the COMPASS® Online leasing agreement. Because both processes can take some time to complete, the project team would like to recommend that, where possible Universities plan to progress both the COMPASS® Online agreement and the MOU simultaneously.

As more universities join the collaboration agreement, the pool of data against which we benchmark becomes richer. All of the documents required to complete this process are available from the Benchmarking section of the APEC SLP website www.groups.edna.edu.au. You will need to join APEC SLP to access these documents. If at any point you require some assistance or would like to clarify any points, please contact Helen Tedesco, Project Manager (see Contact Us section for email address).

BENCHMARKING DATABASE UPDATE

Final changes are being made to the database which include built-in help functions, explanations of graphs and reports as well as online tutorials which will guide users through example queries. Once these final changes are implemented, the Benchmarking database will be ready to 'go live' for those who have completed the MOU process. The demonstration database (which will also include the new functions and updates) is also available for everyone to access and practice running queries with our dummy data via (https://compass.speechpathologyaustralia.org.au/benchmarking/portal/portal.jsp ; user name; testdata & password; data). The demonstration database will remain accessible following activation of the 'live' database.

Frequently Asked Questions

Which universities should we benchmark against?

The original solution to this question revolved around developing a reference document that allowed universities to provide details about each of their programs. As the idea for this developed it became obvious that this document would not only be difficult to maintain, but that it may limit the depth of conversation that university staff would engage in, and that it may inappropriately prevent users from talking about benchmarking with universities that have a different teaching structure. As a result, a template for a brief description of your university program has been embedded into the Benchmarking Database so that users can obtain an overview of a program with which to benchmark before initiating further and more detailed conversation with a representative from that university. The project team are excited about the types of benchmarking conversations that the Benchmarking Database will allow you to start with colleagues from other universities that have both similar and completely different teaching philosophies or structures.

Which COMPASS® Online data will appear in the Benchmarking Database?

Once the MOU is finalised and a login has been created for your university, COMPASS® Online data for the year in which you have 'signed on' will be uploaded to the Benchmarking Database. This means that if the MOU process is finalised in August 2010, COMPASS® Online data for 2010 prior to August will be included in the Benchmarking Database. Data is uploaded daily. This means that at the beginning of the year, there will be very little data in the Benchmarking Database, however as COMPASS® Online assessments are completed, the amount of depth of this data will increase for your own program as well as for the pool with which you are comparing.

Networking and sharing ideas

Welcome to our new Team Member

The Project Team would like to welcome Samantha Kruger to the team. Samantha will be taking over as project manager when Helen Tedesco goes on maternity leave at the end of September.

APEC SLP

The Australia Pacific Education Collaboration in Speech Language Pathology (APEC-SLP) aims to support and foster innovative practice in the education of speech language pathologists. APEC SLP continues to be a great resource regarding the benchmarking project. We would like to encourage everyone to become members in order to be able to access documents and participate in discussions regarding benchmarking for curriculum renewal. Membership is quick, easy and free via www.groups.edna.edu.au. You will first need to register and then search for the APEC SLP website on the edna homepage. Please contact Helen Tedesco (see Contact Us section for email) if you have any trouble registering with this website.

Contact Us

Helen Tedesco; Project Manager
h.tedesco@sydney.edu.au

Sue McAllister; Team Leader
Sue.mcallister@flinders.edu.au

APEC SLP: www.groups.edna.edu.au

Or see uploaded contact list of all meeting attendants at APEC SLP website

The Project Team
Helen, Sue, Anne, Rachel, Lou, Michelle, Bronwyn
Unfortunately this photo was taken after Alison had to leave

Appendix 5—Cycle 1 Benchmarking forum briefing paper

Benchmarking COMPASS® for Curriculum Renewal Project
Benchmarking COMPASS® Meeting
Sydney 8th - 9th April 2010
Participant Briefing Paper

This briefing paper will assist you to prepare for and get the most out of the Benchmarking COMPASS® Meeting. In this paper you will find information on:

1. Materials to bring for the workshop:
    a. Answers to questions in preparation for workshop activities;
    b. Materials to bring.
2. Meeting objectives and plan.
3. Background information on the benchmarking project and links to national and international agendas on quality assurance in higher education.

Thank you again for your interest in this project. We are looking forward to introducing you to the Benchmarking COMPASS® Database and, more importantly, collaborating with you on benchmarking for curriculum improvement.

Project Team[5]

Dr Sue McAllister, Project Leader, Flinders University
A/Prof Alison Ferguson, The University of Newcastle
A/Prof Michelle Lincoln, The University of Sydney
Dr Bronwyn Davidson, The University of Queensland
Ms Anne Hill, The University of Queensland
Ms Rachel Davenport, Latrobe University
Ms Louise Brown, James Cook University
Ms Helen Tedesco, Project Manager, The University of Sydney

[5] Support for this activity has been provided by the Australian Learning and Teaching Council Ltd, an initiative of the Australian Government Department of Education, Employment and Workplace Relations. The views expressed in this activity do not necessarily reflect the views of the Australian Learning and Teaching Council.

1. What to bring

Please bring the following materials to the workshop:

- A copy of the COMPASS® Assessment Booklet and Resource Manual. You do not need the whole folder;
- A Wi-Fi enabled laptop if you own one and it is **convenient** for you to bring it with you. It is **not** necessary for everyone to have one at the workshop, we will be sharing laptops in groups of 2 or 3 for some activities;
- Answers to the reflection questions below. You are welcome to collaborate with your colleagues at your university to answer these questions. However, you will **each** need to bring a copy of your responses to the workshop.

Reflection questions

This meeting will be interactive and provide you with concrete information to use in your benchmarking process. In preparation for discussions, please consider the following questions relating to your specific academic and clinical curricula and make notes for your own use and bring them to the meeting.

1. What are the unique features of your program/s?
2. What do you see as some of the challenges of your program/s?
3. What questions can you immediately think of that you would like to ask of the Benchmarking COMPASS® Database given the specifics of your program/s?
4. What are three areas of your curriculum that you would like to benchmark/compare with other universities? **1.**

2.

3.

5. What are three benefits to your university program/s that you anticipate as a result of your participation in this collaborative project with other universities?

1.

2.

3.

6. What are three challenges to your university program/s that you anticipate as a result of your participation in this collaborative project with other universities?

1.

2.

3.

2. Meeting objectives and plan

Meeting aims

Participants will be able to:

- explain to their colleagues:
    - the role of benchmarking for curriculum improvement
    - why colleagues might wish to engage in benchmarking
    - differences between internal and cross-institutional benchmarking and research
    - the processes involved in confidentially benchmarking student data using the Benchmarking COMPASS® Database
- design benchmarking queries and identify which ones may be answerable by using the Benchmarking COMPASS® Database
- identify the internal benchmarking tools available in COMPASS® Online
- identify areas of potential collaboration for benchmarking or research with other speech pathology programs and strategies to establish these
- identify how they can expedite the processes of licensing COMPASS® Online and enrolling in the Benchmarking COMPASS® MOU (if applicable)
- develop ideas about other aspects speech pathology education they are interested in benchmarking
- locate the COMPASS® benchmarking project in the National Standards Based Agenda.

3. Project background

This project can be considered to be the extension of two prior collaborative projects (2006-2008) between Speech Pathology educators across Australia and New Zealand and funded by the Australian Learning and Teaching Council. These projects were badged as The COMPASS® Project and supported the adoption of COMPASS® as a tool for assessing students' clinical performance and strategies to integrate it to support current curriculum. The potential of using COMPASS® data for benchmarking and educational research was also explored. Further information on these projects can be found in the project reports from the ALTC website:
COMPASS directions: Leading the integration of a competency based assessment tool in speech pathology learning and teaching (http://www.altc.edu.au/resource-compass-directions-pathology-learning-teaching-uon-2008).
Benchmarking clinical learning in speech pathology to support assessment, discipline standards, teaching innovation and student learning (http://www.altc.edu.au/resource-benchmarking-clinical-learning-in-speech-pathology-sydney-2008).
Alternatively, you can contact Helen Tedesco (Project Manager, h.tedesco@sydney.edu.au) for copies.

One of the key outcomes of these projects with regard to benchmarking COMPASS® data was consensus across all universities offering speech pathology programs in Australia and New Zealand at that time that:

- internal and cross-institutional benchmarking of student performances as measured by COMPASS® had the potential to inform curriculum and support educational research
- cross-institutional benchmarking of COMPASS® data should be pursued and clear expectations established by all participants with regard to confidentiality and use of benchmarked data

- a confidential online benchmarking system that harvested and reported de-identified data from COMPASS® Online (under development at the time) was the preferred strategy for cross-institutional benchmarking.

The content, process and desired outcomes were identified and a clear process for benchmarking established. Three pieces of evidence are required before a university can subscribe to the benchmarking project and must be provided to the current Chair of the Benchmarking Subcommittee of the Australian Pacific Education Collaboration in Speech Language Pathology (APEC SLP). A copy also must be lodged with The University of Sydney as coordinator of the cross-institutional Benchmarking Agreement/MOU. The evidence required is as follows:

- evidence of consultation with a Chair of the relevant university Ethics Committee and a ruling that the benchmarking activity constituted quality improvement and not research
- a code of conduct signed by a speech pathology program representative (e.g. Head of Program, Discipline Convenor) and a university representative (e.g. DVC for Learning and Teaching)
- establishment of Memorandum of Understanding between universities that wished to undertake cross-institutional benchmarking of COMPASS® data.

This process was successfully trialled by three universities and confirmed that such agreements could be established and that an online benchmarking system would be the most confidential, time and cost effective strategy.

The current project team applied for further funds from ALTC to build an online benchmarking database and support universities to use and interpret benchmarked data for curriculum renewal in anticipation of the advent of COMPASS® Online in early 2009. This project was funded in September 2008, commenced in January 2009 and is expected to be completed in April 2011.

Current project
This project aims to:

- establish an ethical, efficient and sustainable cross-institutional strategy to use COMPASS® data to benchmark assessment of speech pathology student workplace performance in Australia, New Zealand and Singapore
- facilitate ongoing engagement with and effective use of benchmarked data to inform curriculum and research on preparing students for practice.

The project has been conducted in two phases. The first phase is now completed and involved reviewing benchmark fields within COMPASS® Online and designing and building an online database to support the first aim i.e. an ethical, efficient and sustainable strategy to support cross-institutional benchmarking of COMPASS® data. Once programs have provided the 3 pieces of evidence described above and have subscribed to the Benchmarking COMPASS® Database, their de-identified student data can be confidentially harvested contributed to a pool. Subscribed universities will be able to log on and benchmark their students' performances on COMPASS® against the performances of students in the pool. Student performances can be compared based on the 'amount' of experience they have (stage in program or time on placements). Further benchmarking of the performance of students grouped by experience (e.g. early in the program or 0-50 hours of experience) can be carried out with reference to other benchmarks considered to be relevant to the inquiry being made e.g. intensity of placement, age groups of clients, range indicators.

This meeting is the first activity in support of the second project aim. The meeting will introduce participants to the Benchmarking COMPASS® Database and seeks to re-establish a common understanding of aspects of benchmarking (internal and cross-institutional) COMPASS® data and its relationship with research. The meeting also aims to assist interested participants to identify opportunities and establish plans to collaborate in exploring curriculum issues of mutual interest through benchmarking. Interested participants will be invited and supported to undertake "Plan, Do, Study, Act" cycles using the Benchmarking COMPASS® Database as a resource over the remainder of the project. A second face to face meeting to support this process is planned for later in 2010.

Links to national and international standards agendas

The activities we are engaging in as part of the Benchmarking COMPASS® for Curriculum Renewal Project are of relevance to three major areas of international and national activity in relation to educational standards and outcomes. The Australian Learning and Teaching Council recently established the Academic Standards Project[6] supported by the activities of Discipline Scholars across six major groupings including one for Health, Medicine and Veterinary Sciences. This activity aims to identify and establish a framework of standards for learning and teaching across higher education programs with the aim of improving learning outcomes for students. The Federal Government have indicated their intention to replace the Australian University Quality Agency with a Tertiary Education Quality and Standards Agency (TEQSA)[7]. This agency will require universities to demonstrate what their graduates know and can do. Finally, the OECD has initiated a feasibility study into the international Assessment of Higher Education Learning Outcomes (AHELO Project[8]) which aims to create measures of learning outcomes from university programs that could be validly applied across different cultures and languages and ensure quality graduates.

The development and adoption of COMPASS® as a common assessment tool and exploration of benchmarking using COMPASS® data positions our discipline at the forefront of these agendas. COMPASS® can be seen as clearly identifying threshold standards of learning outcomes for our students that are workable across institutions and do not stifle innovation across programs. COMPASS® has also been used by programs to support quality learning and teaching processes. This provides us with an opportunity to be proactive in identifying and managing both the benefits and risks inherent in the current quality improvement agendas for tertiary education.

[6] More information available from: http://www.altc.edu.au/november2009-altc-leads-learning-teaching-academic-standards-project

[7] More information can be accessed here: http://www.deewr.gov.au/HigherEducation/Documents/RTF/09_FactSheet_A%20national%20quality%20and%20standards%20agency.rtf

[8] More information can be accessed here: http://www.oecd.org/document/22/0,3343,en_2649_35961291_40624662_1_1_1_1,00.html

Appendix 6—Cycle 1 Benchmarking forum agenda

Benchmarking COMPASS® for Curriculum Renewal Project
Benchmarking COMPASS® Meeting
Sydney 8th- 9th April 2010
AGENDA

Day One: Thursday 8 April, 2010

11:00 Welcome and introduction to the project
Presentations: Benchmarking overview and demonstration of the Benchmarking COMPASS® Database.

12:30 Lunch

1:30 Orientation to Benchmarking for Curriculum Renewal.
Activity: Identifying queries of interest and most effective strategy to answer them.
Discussion: Types of benchmarking and relationship to curriculum and research.

3:00 Afternoon Tea

3:30 Benchmarking COMPASS® Database
Demonstration and Discussion: Benchmarking COMPASS® Database.
Discussion: Licensing COMPASS® Online and subscribing to the Benchmarking COMPASS® Database.

5:00 Finish

6:30 Dinner (optional and at own cost, venue to be advised)

Day Two: Friday 9 April, 2010

9:00 Using the COMPASS® Benchmarking Database
Practical session.

10:00 Morning Tea

10:30 Identifying potential future collaborative benchmarking activity
Activity: Small group discussion of potential questions.
Discussion: Identifying areas of common interest for future collaboration.

12:30 Lunch.

1:30 Using COMPASS® Online for internal benchmarking
Demonstration and discussion: Features for internal benchmarking of topics.

2:30 Afternoon Tea

2:45 Where to from here?
Discussion: Identifying and supporting partnerships for “Plan, Do, Study, Act” cycles using benchmarked data for quality improvement of curriculum.

4:00 Meeting evaluation and close

Appendix 7—Cycle 1 Benchmarking forum workbook

COMPASS® Benchmarking for Curriculum Renewal Project
National Workshop
Sydney
8th - 9th April 2010
Participant Workbook

Project Team[9]
Dr Sue McAllister, Project Leader, Flinders University
A/Prof Alison Ferguson, The University of Newcastle
A/Prof Michelle Lincoln, The University of Sydney
Dr Bronwyn Davidson, The University of Queensland
Ms Anne Hill, The University of Queensland
Ms Rachel Davenport, Latrobe University
Ms Louise Brown, James Cook University
Ms Helen Tedesco, Project Manager, The University of Sydney

[9] Support for this activity has been provided by the Australian Learning and Teaching Council Ltd, an initiative of the Australian Government Department of Education, Employment and Workplace Relations. The views expressed in this activity do not necessarily reflect the views of the Australian Learning and Teaching Council.

Running notes

Does the Benchmarking COMPASS® Database [do] …..?
How do I do …….. on the Benchmarking COMPASS® Database?
Why doesn't the Benchmarking COMPASS® Database do…?

Bright ideas to follow up!!!

PUT OVERVIEW OF BENCHMARKING PDF DOCUMENT HERE

Orientation to benchmarking for curriculum renewal

Thursday 1.30 pm

a. Activity in pairs

- Consider the responses you have made to the questions in the pre-meeting briefing paper (unique features and challenges of your program, potential benchmarking questions, etc)
- Note down some similarities in your program features

Similarities

- Note down some differences in your program features

Differences

- What areas of similarity or difference would you like to further explore? Consider your pre-briefing notes about three areas of your curriculum that you would like to benchmark/compare with other universities? Design a query of the database that may answer your question/s.

Potential question/s

b. Group discussion: Types of benchmarking and relationship to curriculum and research

This section will focus on discussing the concepts of internal and cross-institutional benchmarking through exploration of participants' responses to above questions.

Key points related to internal vs cross-institutional benchmarking

Additional questions you would be interested in asking of the database after discussion with the broader group.

Reflections on potential outcomes of your queries (i.e. what valuable information will this add to your curriculum renewal process?).

Demonstrating the Benchmarking COMPASS® Database

Thursday 3:30 and Friday 9:00

Log on
URL
Username:
Password:

Logging on to Wi Fi during the workshop
Connect to wireless.
At the prompt enter:
Guest login: benchmark
Password: l9qPovGt

Demonstration queries
1. Demonstration query: How well prepared are my students for their first placement compared to other students?

Question: How well do they do on COMPASS® by the end of their first placement?

- Who am I comparing them to?
- What are the patterns of performance for all students (total)?
- Who am I comparing them to (pool)?
- How do I want to compare them?
- Experience indicator: hours/stage in program?
- Measures of performance: Zone of Competence/Competency Score?
- Do I need to subgroup them according to other benchmarking fields? E.g. intensity (sessional compared to block).

2. Demonstration query: Are my students who are halfway through their placement experiences developing their competencies at the same rate as other students?

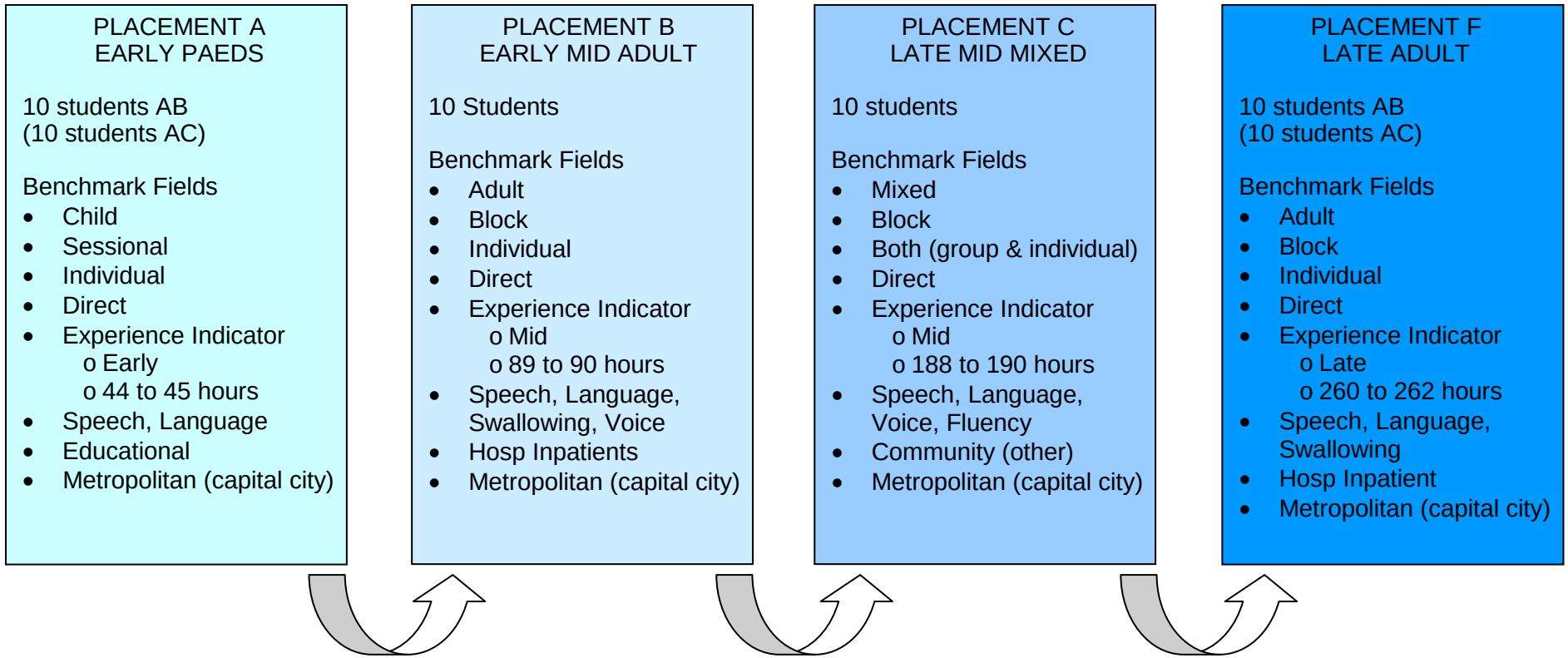
Question: How well do they do on COMPASS® by the end of their third placement?

- Who am I comparing them to?
- What are the patterns of performance for all students (total)?
- Who am I comparing them to (pool)?
- How do I want to compare them?
- Which experience indicator would capture these students best as a group? Hours/stage in program?
- Measures of performance: Zone of Competence/Competency Score?
- If there are differences is it because they have different experiences? If so, should I subgroup them according to other benchmarking fields?

Description of test data

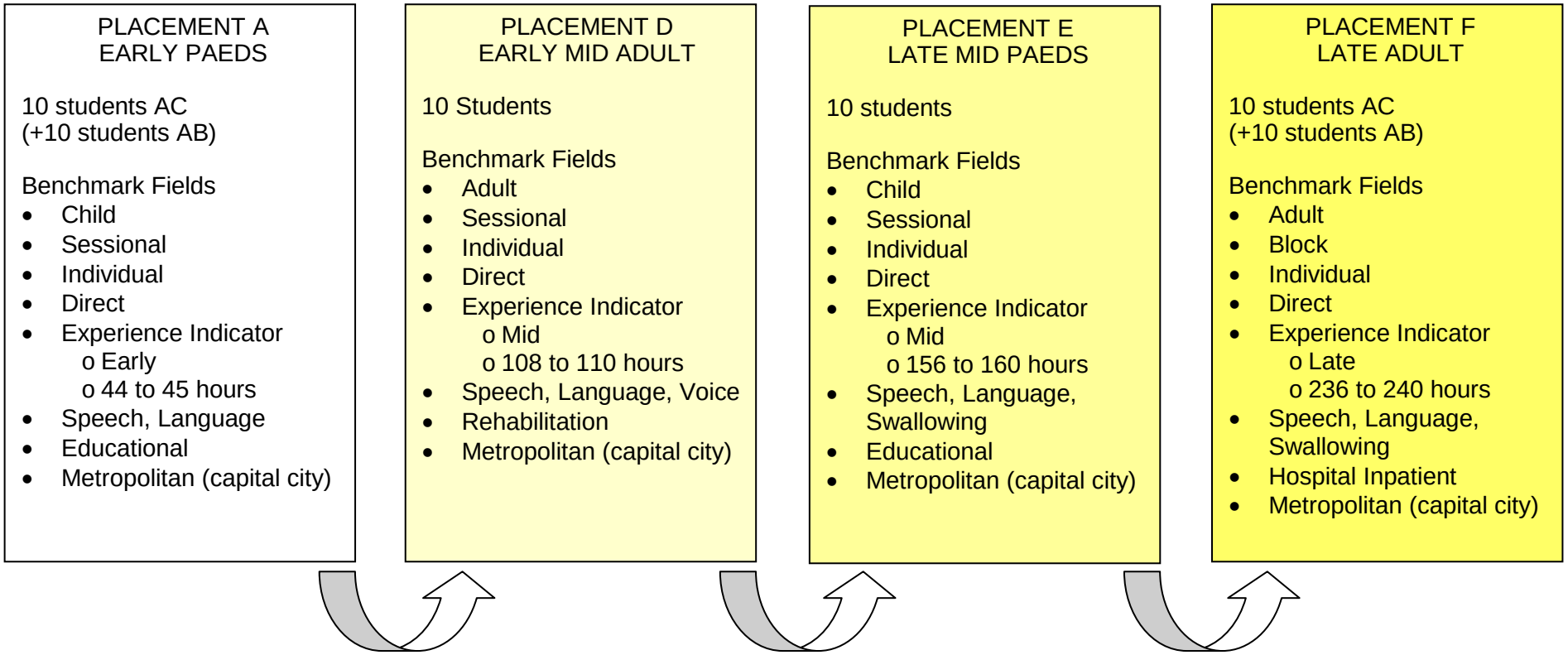
DEMONSTRATION UNIVERSITY DATA ORGANISATION

STUDENTS AB1-AB10



DEMONSTRATION UNIVERSITY DATA ORGANISATION

STUDENTS AC1 - AC10



The following table describes the test university data in the demonstration version of the Benchmarking COMPASS® Database but also identifies who enters the data and at what stage of setting up practica in COMPASS® Online, and what the options are available for selection.

Entered by	Action within COMPASS Online	COMPASS Online Screen Heading	COMPASS Online Heading	Options Available	Option Represented in Test Data
Coordinator	**Setting Up Site**	**Supervisors**	Client Age Group	Adult	Yes
				Child	Yes
				Mixed	Yes
	Setting Up Site	**Supervisors**	Clinical Practice Setting	Educational	Yes
				Home	No
				Hospital Inpatients	Yes
				Hospital Outpatients	No
				Rehabilitation	Yes
				Community Health	No
				Community Other	Yes
	Setting Up Site	**Supervisors**	Client Location	Rural / Regional	No
				Towns	No
				Metropolitan (Other)	No
				Metropolitan (Capital City)	Yes
				International	No

	Setting Up Practicum	**Placements**	Stage	Early	Yes
				Middle	Yes
				Late	Yes
	Setting Up Practicum	**Placements**	Semester	Begin Year Semester	Yes
				1st Semester	Yes
				Mid Year Break	Yes
				2nd Semester	Yes
				End Year Break	No
	Adding Placement	**Placements**	Site	Flinders Hospital	n/a
Entered by	**Action within COMPASS Online**	**COMPASS Online Screen Heading**	**COMPASS Online Heading**	**Options Available**	**Option Represented in Test Data**
	Adding Placement	**Placements**	Client Age Group	Adult	Yes
				Child	Yes
				Mixed	Yes
	Adding Placement	**Placements**	Placement Intensity	Block	Yes
				Sessional	Yes
	Adding Placement	**Placements**	Service Delivery Model	Group	No
				Individual	Yes
				Both	No
	Adding Placement	**Placements**	Intervention Model	Consultative	No

				Direct	Yes
				Both	No
Clinical Educator	Finalising End Placement Assessment	End Placement Assessment	Placement Range Indicator	Speech	Yes
				Language	Yes
				Voice	Yes
				Fluency	Yes
				Swallowing	Yes
	Finalising End Placement Assessment	Overall End Performance	Duration in Hours	free range entry	44-262 hours
			Duration in Days	44-262 hours	0 - 50
					51-100
					101-150
					151-200
					201 - 250
					251 - 300

Definition

COMPASS® assessment terminology
(see Technical Manual for more detail)

Rating categories
These are ratings from 1 to 7 that are derived from measurements of the Visual Analogue Scale for each of the 11 competencies. These rating categories have been derived from a Rasch analysis that has identified how much of the scale represents and equal and increasing amount of competence on the competency being rated. They can be considered quasi-numbers.

Zone of competency and competency score
Both scores represent a way of segmenting the continuum of development of competency between Novice and Entry-Level, and quantifying when a discriminable degree of change has occurred. Both are interval level data; however this discrimination is based on well informed judgment that will have some degree of inherent error. Competency scores are a more finely graded measure, and thus represent small increments of competency. However, given the high stakes nature of the assessment and that overall clinical educators (CEs) are able to reliably discriminate 7 levels of performance - the ZOC scores are used to inform final assessment decisions. So, Competency Scores will provide finer grades of information, but must be interpreted within certain limits and in relation to the overall ZOC score.

For example:
Student A has a Raw Score of 15, based on 7 ratings in category 1 on the scale, and 4 ratings in category 2. This gives her a Competency Score of 210.8, and we can be 95 per cent confident that her performance represents a true competency level between 177.9 and 243.6, and places her in the first ZOC.
Student B has a Raw Score of 11, based on 11 ratings in category 1 of the scale, and a Competency Score of 144. We can be 95 per cent confident that her performance represents a true competency level between 71.97 and 216.03 and places her in the first ZOC.

If you placed these measures on a line, you would see that these ranges overlap on the overall continuum of competency so it is possible that these students have the same amount of competency in this overlap area (as illustrated by Fig 1), and in fact their performances place them both in ZOC 1. However, qualitatively we can see that their performance, as represented by the SUM of the 11 ratings, extend over different sections of the ‘infinite’ continuum of competency.

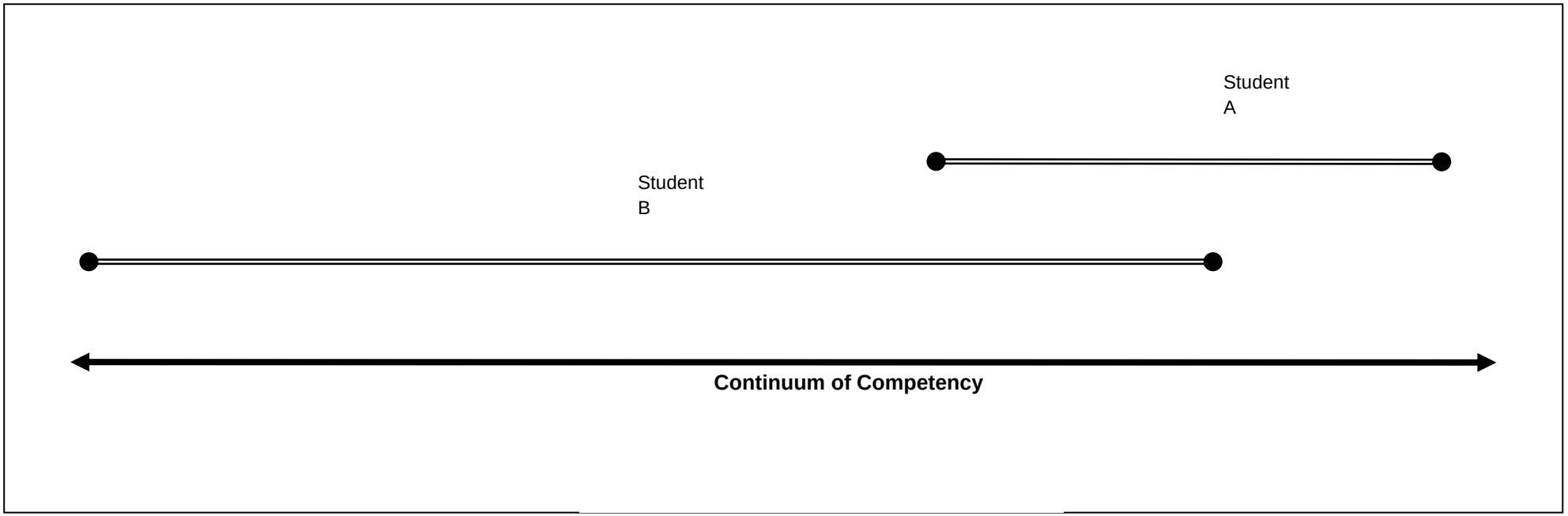


Figure 2: Slices of continuum of competency represented by different COMPASS™ competency scores

Table 1: Summary of differences between competency score and zone of competency (extract from COMPASS® Technical Manual)

Measure/Indicator	Type of Measure	Information Provided
Competency Score	Interval measure expressed as a Standard Score between X (min) and Y (max) or Logit Measure between X (min) and Y (max).	Level of competency the student is judged to have reached.
Zone of Competency	Interval measure from 1 to 7, with 7 representing Entry Level Performance.	Identifies the category of competency that the student is overall performance is judged to fall into.

Overall ratings
This is a qualitative overall rating by the clinical educator of the student's performance made at the end of a Mid Placement or End Placement assessment. This rating is NOT measured or scored and therefore is not included in the Benchmarking COMPASS® Database.

Mid placement ratings
These are formative ratings that are yet to be converted to quantitative measures and are therefore NOT scored or included in the Benchmarking COMPASS® Database.

Variability indicator
This measure is available from the COMPASS® Access File/Database but is not yet available on COMPASS® Online and therefore is not included in the Benchmarking COMPASS® Database. It is an indication of whether the ratings that are summed to create the student's score were unexpectedly more variable than the usual patterns of variability (see COMPASS® Technical Manual for more details).

Benchmark fields from COMPASS® Online

1. Experience indicators

Hours of experience
The CASLPA definition of countable hours: total time spent on this placement on clinical activities for specific clients and/or families both directly (e.g. assessment) or indirectly (e.g. case discussion). Round up or down to the nearest half hour.

Stage in program
Minimum acceptable performance level on COMPASS™ that is described in the topic outline as required to pass the practicum.
Specific definitions for each of the three options:
1. Early: Minimum satisfactory performance to pass the placement is Novice.
2. Middle: Minimum satisfactory performance to pass the placement is Intermediate.
3. Late: Minimum satisfactory performance to pass the placement is Entry Level

2. Subgroup fields

Client age group
Usual age group serviced by the agency.
Specific definitions
1. Adult: Clients are 18 years and over
2. Child: Clients are 0 to 17 years
3. Mixed: Clients are either children or adults where the minority group is serviced

10 per cent or more of the time

Placement intensity
Number of days per week spent at the agency on practicum.
Specific definitions
1. Block: Student placed at the service for a total of 3 or more full time days per week for the total placement
2. Sessional: Student placed at the service for a total of less than 3 full time days per week for the whole or part of the placement

Client location
Where the clients live who are serviced by the agency providing the practicum
Specific definitions
1. Rural/regional: Clients live in concentrations of less than 10,000 people
2. Towns: Clients live in concentrations of 10,000 to 100,000 people
3. Metropolitan (Other): Clients live in concentrations of more than 100,000 people
4. Metropolitan (Capital City): Clients live in concentrations of more than 100,000 people that are also the capital of a state or territory
5. International: Agency is located in a country other than the country of the speech pathology program

Range indicators
Overall definition
Broad areas of clinical practice for speech pathologists, as defined by the AusTOMs definitions.
Specific definitions
1. Speech: All disorders of the structure and/or function of speech production
2. Language: Receptive, expressive, reading and writing language disorders/delays
3. Voice: All disorders of vocal structure and/or function
4. Fluency: All disorders of fluency including rate, effort, and/or continuity of speech
5. Swallowing: All disorders of the structure and/or function of the swallowing mechanism, and/or feeding

Clinical practice setting
The usual site at which speech pathology services are provided.
Specific definitions:
1. Educational: Services provided at a formal educational or care setting for children

   Examples: mainstream schools, special schools, child care.
2. Home: Services provided in a residential setting

   Examples: private home, aged care residential facility
3. Hospital inpatients: Services provided at an inpatient health care facility primarily focussed on acute or short term care
4. Hospital outpatients: Services provided at appointment based clinics held at a hospital
5. Rehabilitation: Services provided at a site that is focussed on rehabilitation

   Example: Inpatient rehabilitation service, facility that the client visits multiple times per week to access rehabilitation

6. Community Health: Services provided at a community site with a focus on health

   Examples: Community health service, general medical practice

7. Community Other: Services provided at a community site that is not primarily focussed on health

   Example: Day activity service for people with disabilities

8. University: Service provided in university owned or leased buildings

Intervention model
The overall model of intervention that is guiding the design and delivery of speech pathology services by the agency.
Specific definitions

1. Consultative: 80 per cent or more of the work involves activities aiming to minimise occurrence, risks or consequences of communication or swallowing disabilities
2. Direct: 80 per cent or more of the work involves activities directly involving the client and/or caregivers in remediating an identified communication or swallowing disability

Service delivery model
The number of people to whom the service is provided.
Specific definitions:

1. Individual: Services are always provided to the individual client and/or their family, staff or carers
2. Group: Services are always provided to groups of clients and/or families, staff or carers or to clients in group settings (e.g. in a classroom)
3. Both: Any mix of service delivery where the least common model (individual or group) is used for 10 per cent or more of the service delivery

Benchmarking COMPASS® Database Terminology

One layer benchmark
Selecting a sub-group of the students, in a program based on their experience (Hours or Stage in Program), and comparing their performance with the same subgroup in the pool.

Two layer benchmark
Selecting a sub-group of the students, in a program based on their experience (Hours or Stage in Program), and categorising them into other subgroups according to other benchmarking fields (see above) before comparing their performance with the same subgroup in the pool.

Benchmarking Terminology

Internal benchmarking - benchmarking between cohorts of students over time in your programme External/Cross Institutional benchmarking - benchmarking between your cohorts and an Australian and International pool of data

University to university benchmarking - specific arrangements between universities to compare benchmarked data via cross institutional agreements and use of COMPASS On-Line™ downloaded data

Accessing resources from the APEC SLP Website

1. Go to http://www.groups.edna.edu.au/

   Click on "login" or "register".

2. NB: If you have been accessing the COMPASS project site, then you are already registered (you do NOT have to register again), so use "login".

3. If not, go to, "register". To register, you need to complete the registration form and confirm your registration via an email that will be sent to you from Edna groups. When you are registered return to 1. above and continue.

4. To go to APEC-SLP group use "search": (type in) APEC-SLP or type: Asia Pacific Education Collaboration in Speech Language Pathology (note: both these will work)

5. The first time you go to APEC-SLP you will be asked for an enrolment key to gain access to the group. The enrolment key is APEC-SLP (note: case sensitive)

You will be able to login to Edna groups at any time and find your groups, including APEC-SLP, by clicking "My Groups" on the right block on the home page.

Have a look at the site, note the netiquette (Conditions of Use), please upload a picture/photo to your 'Personal Profile' page(!), and send any resources through to us or the appropriate Chair that may be of interest and you think should be uploaded.

Let us know if you need any assistance.

APEC SLP Website Subcommittee

Yvonne Cope
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Rachel Davenport
R.Davenport@latrobe.edu.au

Appendix 8—Teleconference agenda

Benchmarking COMPASS® for Curriculum Renewal
Pre-Workshop Teleconference
October 29th 2010: 12.30 to 2.30 (Aust. Eastern Daylight Savings Time)

Agenda

- Universities' current MOU and COMPASS® Online status
- Code of conduct requirements for national meeting
- Data sharing
- Feedback on Benchmarking COMPASS® Database
- Preparation for national meeting
- Agreement on queries to share
- Material to bring for the meeting
- Any other business

Appendix 9—Cycle 2 Benchmarking forum briefing paper

Benchmarking COMPASS® for Curriculum Renewal Project
Benchmarking COMPASS® Meeting
Sydney 25th - 26th November 2010
Participant Briefing Paper

This briefing paper will assist you to prepare for and get the most out of the Benchmarking COMPASS® Meeting. In this paper you will find information on:

1. materials to bring for the workshop
2. meeting objectives and plan
3. modified Code of Conduct
4. background information on the benchmarking project and links to national and international agendas on quality assurance in higher education.

Thank you again for your interest in this project. We are looking forward to engaging with you in benchmarking discussions using the Benchmarking COMPASS® Database and, more importantly, collaborating with you on ongoing benchmarking for curriculum improvement.

Project Team[1]
Dr Sue McAllister, Project Leader, Flinders University
A/Prof Alison Ferguson, The University of Newcastle
A/Prof Michelle Lincoln, The University of Sydney
Dr Bronwyn Davidson, The University of Queensland
Ms Anne Hill, The University of Queensland
Ms Rachel Davenport, Latrobe University
Ms Louise Brown, James Cook University
Ms Helen Tedesco, Project Manager, The University of Sydney
Ms Samantha Kruger, Project Manager, The University of Sydney

[1] Support for this activity has been provided by the Australian Learning and Teaching Council Ltd, an initiative of the Australian Government Department of Education, Employment and Workplace Relations. The views expressed in this activity do not necessarily reflect the views of the Australian Learning and Teaching Council.

1. What to bring

Please bring the following materials to the workshop:

1. a copy of the COMPASS® Assessment Booklet and Resource Manual. You do not need the whole folder
2. a Wi-Fi enabled laptop if you own one and it is **convenient** for you to bring it with you. It is **not** necessary for everyone to have one at the workshop, we will be sharing laptops in groups of 2 or 3 for some activities
3. a signed copy of the **Benchmarking COMPASS® Database Modified Code of Conduct**
4. print-outs (preferably colour) of benchmarking reports based on the following queries, **for EACH of the programs your university runs.**

NOTE: you only need to bring these if your university has joined benchmarking and has some data in the Benchmarking COMPASS® Database.

a. Benchmarking query, comparing your program with Australia pool, layer one, by zone of competency, by stage

b. Benchmarking query, comparing your program with Australia pool, layer two, at early stage, looking at competency performance in individual units (repeat this same query for middle and late stage also)

c. Benchmarking query, comparing your program with Australia Pool, layer two, by middle stage, overall assessment, by zone of competency, by client age

d. Benchmarking query, comparing your program with Australia Pool, layer two, by middle stage, overall assessment, by competency score, by range indicator

If you have any difficulty with the queries or print-outs, please contact Samantha Kruger at samantha.kruger@sydney.edu.au.

Reflection questions

This meeting will be interactive and provide you with practical demonstrations and information about using the Benchmarking COMPASS® Database in your benchmarking process. In preparation for discussions, please make notes of questions that have arisen when looking at the Benchmarking database, and anything you would like to raise for discussion at the meeting.

- **What questions do I have about the Benchmarking COMPASS® Database?**

- **What would I like to discuss further with others at the November meeting in Sydney?**

Benchmarking COMPASS® Database Modified Code of Conduct: Use and interpretation of cross-institutional benchmarked data as disclosed at the Benchmarking COMPASS® for Curriculum Renewal Project Meeting, Sydney, November 25th & 26th 2010

Modified Code of Conduct

Background

This Code of Conduct applies to sharing and discussion of benchmarked data by universities participating in the *Benchmarking COMPASS® for Curriculum Renewal Project Meeting held in Sydney, November 25th & 26th 2010.* The intent of this Code of Conduct is identical to the intent of the code of conduct agreed to by universities subscribed to the Benchmarking COMPASS® Database[2]. This code already addresses sharing and discussion of benchmarked data, however, not all participants at the meeting are subscribed to the Benchmarking COMPASS® Data and will not have had an opportunity to read and agree to abide by it.

Therefore the content of the Code of Conduct has been modified to reflect the activities that will be undertaken at the meeting. Participants are required to provide a signed copy of this modified Code of Conduct, which comprises:

- Section A: Relevant excerpts from the original Benchmarking COMPASS® Database Code of Conduct
  - use and interpretation of cross-institutional benchmarked data
  - policy Statement
  - use of Benchmarked data
  - guidelines for interpretation of data
- Section B: Specific agreement for the Benchmarking COMPASS® for Curriculum Renewal Project Meeting held in Sydney, November 25th & 26th 2010
  - expectations of participating universities
  - signature.

SECTION A

Policy statement

The primary function of the Benchmarking COMPASS® Database is to facilitate cross institutional collaborative benchmarking of student assessment data gathered by COMPASS® Online (McAllister et al., 2006[3]). The goal of cross-institutional benchmarking of COMPASS® data is to inform learning and teaching practices within speech pathology programs at participating universities. Public disclosure of this data will be governed by this Code of Conduct which does not supersede any policies and procedures particular to each university relevant to benchmarking and the use of student data. Related policies and procedural information is documented within the Benchmarking COMPASS® Database document, October 2009.

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[2] Benchmarking COMPASS® Database Code of Conduct: Use and interpretation of cross-institutional benchmarked data

[3] McAllister, S., Lincoln, M., Ferguson, A., & McAllister, L. (2006). COMPASS®: Competency assessment in speech pathology. Melbourne: Speech Pathology Association of Australia Ltd.

Defining COMPASS® Benchmarking

The Benchmarking COMPASS® Database enables individual university programs to compare their students' performance on COMPASS® to the combined performance of students at all other participating universities. Comparisons will occur on the basis of parameters developed and agreed on by participating universities. The process for use of the Benchmarking COMPASS® Database in usual circumstances is guided by the following principles:

- all data will be de-identified and aggregated before reporting
- parameters will not result in individual universities and students becoming identifiable within the benchmarking pool.

Use of benchmarked data

The following general conditions apply:

- benchmarking results are the property of the program to which they refer and can only be communicated with the program's permission
- use of benchmarking data must also be guided by each university's policies and procedures regarding benchmarking and the use of student assessment data
- results may not be used in false, deceptive or misleading ways, either because of what is stated, conveyed or suggested, or because of what is omitted
- any communication of benchmarking results must be accompanied by a footnote that states that "This benchmarking data must be used and interpreted within the guidelines of The Benchmarking COMPASS® Database Code of Conduct. This code requires that data is to be communicated with the permission of the program to which it refers, interpreted within the limitations of this data, and not be used for marketing purposes."

Individual universities may choose to share their benchmarking results for the purposes of supporting teaching and learning practices only, under the above conditions and with attention to the following guidelines:

1. results may be shared within programs or university communities for the purpose of improving teaching and learning within the university's speech pathology program(s). Examples include program and curriculum review, identifying areas that may need change or have responded to change, and educating students about the clinical program.
2. results can be used to provide evidence required for promotion or teaching awards where the contributions of individuals or teams have resulted in positive changes in their program's performance in relation to the benchmarking pool.
3. results can be shared outside the participating universities in the following contexts:
    - participation in course accreditation processes
    - in academic for an e.g. journal articles or conference presentations, where university Human Research Ethics Committees approval has been granted to do so.

Guidelines for interpretation of data

Cross-institutional benchmarking data is reported as aggregated student results for your program(s) in comparison to all other programs' combined. As COMPASS® is a criterion based assessment and the rating scale is effectively 'truncated' at each end

by starting at Novice and ending at Entry-Level; it represents the slice of the continuum of competency of interest when assessing for entry level competency. Therefore the meaning of medians, percentiles, maximums and minimums will need to be interpreted with this in mind. The number of students from your program(s) represented in each comparative benchmark report should guide interpretation of reports i.e. you can have higher confidence in the meaningfulness of the comparison with greater numbers of students. In addition, you will have greater confidence in the representativeness of the data if similar results are found over consecutive years.

SECTION B

Expectations of Participating Universities at the Benchmarking COMPASS® for Curriculum Renewal Project Meeting held in Sydney, November 25th & 26th 2010

The project meeting in Sydney on November 25th & 26th will include confidential sharing and discussion of benchmarked student assessment data between university programs. Participants will be asked to bring examples of benchmarking reports utilising their own individual university data, and as such it will be possible for participants at the meeting to identify view and identify data specific to individual universities during these discussion. It is therefore *imperative* that the principles of the Benchmarking Code of Conduct will apply to all meeting activities. Not all invitees will be able to bring benchmarked data to this meeting. Previous discussion with participating universities indicated that participants were willing to share their benchmarking reports in a confidential setting with those who do not yet have benchmarked data.

The conduct and public communication of cross institutional benchmarking data using the Benchmarking COMPASS® Database arising from discussion held at the *Benchmarking COMPASS® for Curriculum Renewal Project Meeting held in Sydney, November 25th & 26th 2010* is supported under the conditions outlined above. Breaches will be subject to disciplinary procedures including involuntary withdrawal from the Benchmarking COMPASS® Database by the APEC SLP Benchmarking Committee.

Universities participating in this meeting, either with or without the sharing of their own university data from the Benchmarking COMPASS® Database are expected to do the following:

- sign and adhere to this modified Code of Conduct and related requirements
- report any concerns regarding the use of external benchmarking data to the APEC SLP Benchmarking Management Committee.

Agreement to abide by this Code of Conduct:

Participant

Signature _____

Name _____

Date _____

Position _____

University _____

2. Meeting Objectives and Plan

Meeting aims

Participants will be able to:

- explain to their colleagues
  - the role of benchmarking for curriculum improvement;
  - why colleagues might wish to engage in benchmarking;
  - the differences between internal and cross-institutional benchmarking and research;
  - the processes involved in confidentially benchmarking student data using the Benchmarking COMPASS® Database
- design benchmarking queries and identify which ones may be answerable by using the Benchmarking COMPASS® Database
- describe data available in COMPASS® Online Download Access database and the resources available to use this data for internal benchmarking and/or research
- use the internal benchmarking tools available in COMPASS® Online
- initiate collaboration for benchmarking or research with other speech pathology programs
- develop ideas about aspects speech pathology education they are interested in benchmarking or researching
- identify how they can expedite the processes of licensing COMPASS® Online and enrolling in the Benchmarking COMPASS® MOU (if applicable).

3. Project background[4]

This project can be considered to be the extension of two prior collaborative projects (2006-2008) between Speech Pathology educators across Australia and New Zealand and funded by the Australian Learning and Teaching Council. These projects were badged as The COMPASS® Project and supported the adoption of COMPASS® as a tool for assessing students' clinical performance and strategies to integrate it to support current curriculum. The potential of using COMPASS® data for benchmarking and educational research was also explored. Further information on these projects can be found in the project reports from the ALTC website:

COMPASS directions: Leading the integration of a competency based assessment tool in speech pathology learning and teaching (http://www.altc.edu.au/resource-compass-directions-pathology-learning-teaching-uon-2008).
Benchmarking clinical learning in speech pathology to support assessment, discipline standards, teaching innovation and student learning (http://www.altc.edu.au/resource-benchmarking-clinical-learning-in-speech-pathology-sydney-2008).
Alternatively, you can contact Helen Tedesco (Project Manager, h.tedesco@sydney.edu.au) for copies.

One of the key outcomes of these projects with regard to benchmarking COMPASS® data was consensus across all universities offering speech pathology programs in Australia and New Zealand at that time that:

- internal and cross-institutional benchmarking of student performances as measured by COMPASS® had the potential to inform curriculum and support educational research
- cross-institutional benchmarking of COMPASS® data should be pursued and clear expectations established by all participants with regard to confidentiality and use of benchmarked data
- a confidential online benchmarking system that harvested and reported de-identified data from COMPASS® Online (under development at the time) was the preferred strategy for cross-institutional benchmarking.

The content, process and desired outcomes were identified and a clear process for benchmarking established. Three pieces of evidence are required before a university can subscribe to the benchmarking project and must be provided to the current Chair of the Benchmarking Subcommittee of the Australian Pacific Education Collaboration in Speech Language Pathology (APEC SLP). A copy also must be lodged with The University of Sydney as coordinator of the cross-institutional Benchmarking Agreement/MOU. The evidence required is as follows:

1. evidence of consultation with a Chair of the relevant university Ethics Committee and a ruling that the benchmarking activity constituted quality improvement and not research
2. a code of conduct signed by a speech pathology program representative (e.g. Head of Program, Discipline Convenor) and a university representative (e.g. DVC for Learning and Teaching)
3. establishment of Memorandum of Understanding between universities that wished to undertake cross-institutional benchmarking of COMPASS® data.

[4] This information was provided prior to the April meeting but has been included for those who were not able to attend that meeting

This process was successfully trialled by three universities and confirmed that such agreements could be established and that an online benchmarking system would be the most confidential, time and cost effective strategy.

The current project team applied for further funds from ALTC to build an online benchmarking database and support universities to use and interpret benchmarked data for curriculum renewal in anticipation of the advent of COMPASS® Online in early 2009. This project was funded in September 2008, commenced in January 2009 and is expected to be completed in April 2011.

Current project

This project aims to:

1. establish an ethical, efficient and sustainable cross-institutional strategy to use COMPASS® data to benchmark assessment of speech pathology student workplace performance in Australia, New Zealand and Singapore
2. facilitate ongoing engagement with and effective use of benchmarked data to inform curriculum and research on preparing students for practice.

The project has been conducted in two phases. The first phase is now completed and involved reviewing benchmark fields within COMPASS® Online and designing and building an online database to support the first aim i.e. an ethical, efficient and sustainable strategy to support cross-institutional benchmarking of COMPASS® data. Once programs have provided the 3 pieces of evidence described above and have subscribed to the Benchmarking COMPASS® Database, their de-identified student data can be confidentially harvested contributed to a pool. Subscribed universities will be able to log on and benchmark their students' performances on COMPASS® against the performances of students in the pool. Student performances can be compared based on the 'amount' of experience they have (stage in program or time on placements). Further benchmarking of the performance of students grouped by experience (e.g. early in the program or 0-50 hours of experience) can be carried out with reference to other benchmarks considered to be relevant to the inquiry being made e.g. intensity of placement, age groups of clients, range indicators.

This meeting is the first activity in support of the second project aim. The meeting will introduce participants to the Benchmarking COMPASS® Database and seeks to re-establish a common understanding of aspects of benchmarking (internal and cross-institutional) COMPASS® data and its relationship with research. The meeting also aims to assist interested participants to identify opportunities and establish plans to collaborate in exploring curriculum issues of mutual interest through benchmarking. Interested participants will be invited and supported to undertake "Plan, Do, Study, Act" cycles using the Benchmarking COMPASS® Database as a resource over the remainder of the project. A second face to face meeting to support this process is planned for later in 2010.

Links to national and international standards agendas

The activities we are engaging in as part of the Benchmarking COMPASS® for Curriculum Renewal Project are of relevance to three major areas of international and national activity in relation to educational standards and outcomes. The Australian Learning and Teaching Council recently established the Academic

Standards Project[5] supported by the activities of Discipline Scholars across six major groupings including one for Health, Medicine and Veterinary Sciences. This activity aims to identify and establish a framework of standards for learning and teaching across higher education programs with the aim of improving learning outcomes for students. The Federal Government have indicated their intention to replace the Australian University Quality Agency with a Tertiary Education Quality and Standards Agency (TEQSA)[6]. This agency will require universities to demonstrate what their graduates know and can do. Finally, the OECD has initiated a feasibility study into the international Assessment of Higher Education Learning Outcomes (AHELO Project[7]) which aims to create measures of learning outcomes from university programs that could be validly applied across different cultures and languages and ensures quality graduates.

The development and adoption of COMPASS® as a common assessment tool and exploration of benchmarking using COMPASS® data positions our discipline at the forefront of these agendas. COMPASS® can be seen as clearly identifying threshold standards of learning outcomes for our students that are workable across institutions and do not stifle innovation across programs. COMPASS® has also been used by programs to support quality learning and teaching processes. This provides us with an opportunity to be proactive in identifying and managing both the benefits and risks inherent in the current quality improvement agendas for tertiary education.

[5] More information available from: http://www.altc.edu.au/november2009-altc-leads-learning-teaching-academic-standards-project
[6] More information can be accessed here: http://www.deewr.gov.au/HigherEducation/Documents/RTF/09_FactSheet_A%20national%20quality%20and%20standards%20agency.rtf
[7] More information can be accessed here: http://www.oecd.org/document/22/0,3343,en_2649_35961291_40624662_1_1_1_1,00.html

Appendix 10—Cycle 2 Benchmarking forum agenda

COMPASS® Benchmarking for Curriculum Renewal Project National Workshop—Sydney 25th and 26th November 2010 AGENDA

Day One: Thursday 25th November, 2010

11:00 Welcome and introduction
Presentation: Benchmarking COMPASS® Database overview, demonstration of the descriptive query functions and the Australia Pool

11.45 Presentation: Example of cross-institutional benchmarking discussion
Small Group Discussions: Benchmarking queries

1.00 Lunch

1:45 Small Group Discussions: Benchmarking queries

3:15 Afternoon Tea

3:30 Feedback from group benchmarking discussions

5:00 Finish

6:30 Dinner (optional and at own cost, reasonably priced venue to be advised)

Day Two: Friday 26th November, 2010

9:00 Presentation: Internal benchmarking—using your COMPASS® Online Download Access database for further analysis

10:30 Morning Tea

11.00 Presentation: External Benchmarking—using benchmarking data for curriculum renewal and research

12:30 Lunch

1:30 Planning and discussion—where to from here?

2:30 Resources and Tips

3.00 Networking & Collaboration - building relationships and generating ideas for future collaboration and projects

4:00 Meeting evaluation and close

Appendix 11—Cycle 2 Benchmarking forum workbook

COMPASS® Benchmarking for Curriculum Renewal Project
National Workshop
Sydney
25th and 26th November 2010
Participant Workbook

Project Team[8]
Dr Sue McAllister, Project Leader, Flinders University
A/Prof Alison Ferguson, The University of Newcastle
A/Prof Michelle Lincoln, The University of Sydney
Dr Bronwyn Davidson, The University of Queensland
Ms Anne Hill, The University of Queensland
Ms Rachel Davenport, Latrobe University
Ms Louise Brown, James Cook University
Ms Helen Tedesco, Project Manager, The University of Sydney
Ms Samantha Kruger, Project Manager, The University of Sydney.

[8] Support for this activity has been provided by the Australian Learning and Teaching Council Ltd, an initiative of the Australian Government Department of Education, Employment and Workplace Relations. The views expressed in this activity do not necessarily reflect the views of the Australian Learning and Teaching Council.

Benchmarking for Curriculum Renewal–Day 1 Notes

Small group discussion 1
Consider the results generated for your university program for each of the following benchmarking queries and make notes about your responses to the prompting questions in the boxes below.

1. Benchmarking query, comparing your program with Australia pool, layer one, by zone of competency, by stage

Which of our programs align with the Australia pool in terms of the zone of competency at early stage? At mid stage? At late stage?

Where some of our programs **don't** align with the Australia pool (in terms of zone of competency at early, mid, or late stage), are we aware of particular aspects of our curricula that might help us interpret that difference?

Any other thoughts or comments about the results generated by this benchmarking query.

2. Benchmarking query, comparing your program with Australia pool, layer two, at early stage, looking at competency performance in individual units (repeat this same query for middle and late stage also)

What are our students competent in and when?

At what stage do our programs' students move into intermediate zones of competence for intervention (CBOS Unit 4)?

	Do the student assessment results in the Australia pool align with our programs for this unit and level of competency?

	Any other thoughts or comments about the results generated by this benchmarking query.

3. Benchmarking query, comparing your program with Australia Pool, layer two, by middle stage, overall assessment, by zone of competency, by client age

How competent with who? Are there any differences in the level of competence reached for child or adult caseloads for students in mid stage?

From the data in the Australia pool, does it look like our programs differ in provision of child and adult experience?

Any other thoughts or comments about the results generated by this benchmarking query.

4. Benchmarking query, comparing your program with Australia Pool, layer two, by middle stage, overall assessment, by competency score, by range indicator

How competent are our students with what type of disorder?

From the data in the Australia pool, does it look like our programs share similar issues in the provision of experience with different types of disorder?

Small Group Discussion 2–Comparing similar programs
Consider the responses you made to the questions in the previous discussion session about the results generated for each of the benchmarking queries.

a) Discuss the similarities in your program features as well as similarities in query results generated by the database.

b) Discuss some differences in your program features and any differences in the query results generated by the database.

c) What areas of similarity or difference would you like to further explore? Design some internal benchmarking queries that may answer your question/s.

Small Group Discussion 3–Comparing dissimilar programs
As for group Discussion 2, above.

Notes

Resources

Definitions

This list of definitions will help you to navigate around the benchmarking database and better understand the graphs and tables. Definitions relating to COMPASS® Online assessment have been taken directly from the COMPASS® Technical Manual (McAllister, Lincoln, Ferguson, McAllister, 2006).

CLIENT AGE GROUP	
Adult	Clients are 18 years and over. Example: A stroke rehabilitation unit in which the average age of patients is around 60-70 yrs; an acute hospital placement in which most referrals are expected to be from the neurological wards for stroke with occasional referrals from the children's ward such that expectation is that the student will be working with adults but opportunities may arise for other cases.
Child	Clients are 0 to 17 years. Example: A placement in a primary school; community health centre placement in which most referrals are expected to be for school aged children, but which occasionally has slightly older cases with similar communication disabilities, e.g. 19 yr old person who stutters.
Mixed	Clients are either children or adults, where the smaller of the two groups is serviced at least 10% or more of the time. Example: A rural placement in which the student will be expected to see adults in the local hospital in the mornings from 9-11am and then work in the community health centre seeing children for the rest of the day.
CLIENT LOCATION (If population not known follow this link to look up Remoteness Area information)	
Rural/Regional	Clients live in concentrations of less than 10,000 people.
Towns	Clients live in concentrations of 10,000 to 100,000 people.
Metropolitan (other)	Clients live in concentrations of more than 100,000 people.
Metropolitan (capital city)	Clients live in concentrations of more than 100,000 people that are also the capital of a state or territory.
International	Agency is located in a country other than the country of the speech pathology program.
CLINICAL PRACTICE SETTING	
Educational	Services provided at a formal educational or care setting for children. Examples: mainstream schools, special schools, child care.
Home	Services provided in a residential setting. Examples: private home, aged care residential facility.
Hospital Inpatients	Services provided at an inpatient health care facility primarily focussed on acute or short term care.
Hospital Outpatients	Services provided at appointment based clinics held at a hospital.
Rehabilitation	Services provided at a site that is focussed on rehabilitation. Example: Inpatient rehabilitation service, facility that the client visits multiple times per week to access rehabilitation.
Community Health	Services provided at a community site with a focus on health. Examples: Community health service, general medical practice.
Community Other	Services provided at a community site that is not primarily focussed on health. Example: Day activity service for people with disabilities. University: Service provided in university owned or leased buildings.

Count	The total number of data points within the sample.
Competency Score	A score that reflects the level of competence the student has achieved, calculated using the ratings for the 11 COMPASS® competencies. Please refer to COMPASS® technical manual for further information and guidelines on Competency Scores.
Duration (in hours)	In COMPASS® Online, The Canadian Association of Speech-Language Pathologists and Audiologists (CASLPA) definition of countable clinical hours is used when estimating student experience hours. Please note that this is limited in scope and does not include all aspects of speech pathology practice (such as planning and report writing time) or other activities involving COMPASS® assessable competencies (such as time spent in supervisory conferences in which the supervisee's clinical skill development is the focus of discussion). For a detailed description of the definition see CASLPA Clinical Hours Definition The Benchmarking COMPASS® Online Database then classifies student hours into one of 7 different hours groupings within a defined range of hours (0-50, 51-100, 101-150 etc.).
External Benchmarking	Benchmarking or comparing COMPASS® assessment scores for students in your program(s) to programs from other universities. The Benchmarking COMPASS® Database is designed for you to benchmark your program in relation to all other programs in the selected pool. External benchmarking could also involve other types of benchmarking arrangements with specific universities.
Internal Benchmarking	Benchmarking or comparing COMPASS® assessment scores of students or student groups within your own program. For example: • comparing the performance of a cohort of students after a curriculum change to a cohort of students before the curriculum change • comparing the performance of students at the end of their third year in 2009 with students at the end of their third year in 2010.
INTERVENTION MODEL	
Consultative	80% or more of the work involves activities aiming to minimise occurrence, risks or consequences of communication or swallowing disabilities. Examples: Educating preschool teachers as to how to support language development in 0-5 year old children; training carers in supporting clients' use of AAC devices and strategies; assessment services that yield information to advise clients, carers or other significant people on appropriate strategies to support or promote communication or swallowing skills.
Direct	80% or more of the work involves activities directly involving the client and/or caregivers in remediating an identified communication or swallowing disability. Examples: Intensive fluency group; phonological therapy with a preschool aged child; individualised rehabilitation program for a client with a TBI.
Both	Work involves a combination of consultative and direct activities, with neither type of activity representing 80% or more of the work.
Minimum	The minimum value in the data set
Maximum	The maximum value in the data set
Median	The median is a simple measure of central tendency. To find the median, we arrange the observations in order from smallest to largest value. If there are an odd number of data points or observations, the median is the middle value. If there is an even number of observations, the median is the average of the two middle values. See also "Interpreting the Graphs" information.
Outlier	An outlier is an extreme value that differs greatly from other values in a set of values. As a "rule of thumb", an extreme value is considered to be an outlier if it is at least 1.5 interquartile ranges below the first quartile (Q1),

	or at least 1.5 interquartile ranges above the third quartile (Q3). An outlying observation, or outlier, is one that appears to deviate markedly from other members of the sample in which it occurs. See also “Interpreting the Graphs” information.
Percentile	A percentile (or centile) is the value of a variable below which a certain percent of observations fall. So the 20th percentile is the value (or score) below which 20 percent of the observations may be found. So if a student scores at the 80th percentile on an assessment, then only 20% of students performed better than that student on that task. See also “Interpreting the Graphs” information.
PLACEMENT INTENSITY	
Block	A student placement which consists of 3 or more full time days per week for the total placement.
Sessional	A student placement which consists of less than 3 full time days per week for the whole or part of the placement.
PLACEMENT RANGE INDICATOR	
Speech	All disorders of the structure and/or function of speech production.
Language	Receptive, expressive, reading and writing language disorders/delays.
Voice	All disorders of vocal structure and/or function.
Fluency	All disorders of fluency including rate, effort, and/or continuity of speech
Swallowing	All disorders of the structure and/or function of the swallowing mechanism, and/or feeding.
Pool	The pool includes all the assessment scores for students of the participating universities within the Benchmarking COMPASS® Database. The pool will not include assessment scores from the students from your own program. The pool with which you are comparing scores contains only scores from the same year as you have chosen to examine. You may have several pools to choose from e.g. a pool that has COMPASS® results from Australian universities or pool that has COMPASS® results from all participating universities.
SERVICE DELIVERY MODEL	
Group	Services are always provided to groups of clients and/or families, staff or carers or to clients in group settings (e.g. in a classroom).
Individual	Services are always provided to the individual client and/or their family, staff or carers.
Both	Any mix of service delivery where the least common model (individual or group) is used for 10% or more of the service delivery.
STAGE	
Early	The following is an example from a university program’s assessment documentation that indicates the student is at the early stage of his/her program. “In order to pass the placement at this stage in the program, students need to be able to recall relevant theory, develop plans for assessment and intervention, and apply these to their work, with a high degree of supervisory support. The student’s competency level was evaluated by both the clinical education coordinator and the External Clinical Educator as being at a novice level on the COMPASS® Assessment Booklet.”
Middle	The following is an example from a university program’s assessment documentation that indicates the student is at the middle stage of his/her program. “To pass this placement the student needs to be able to relate theory and observations to clients in order to plan and implement assessment and intervention, given time and moderate supervision. The student’s competency level was evaluated by both the clinical education coordinator and the External Clinical Educator as being at an intermediate level on the COMPASS® Assessment Booklet.”
Late	The following is an example from a university program’s assessment

	documentation that indicates the student is at the late stage of his/her program. “To pass this placement the student must perform most of the work of a speech pathologist independently, competently and efficiently, recognising where support and supervision is required. The student’s competency level was evaluated by both the clinical education coordinator and the External Clinical Educator as being at an Entry Level on the COMPASS® Assessment Booklet.”
Zone of Competency (ZOC)	Refers to one of the seven developmental zones that the student’s competency score places them into. Please refer to COMPASS® technical manual for further information and guidelines on interpreting ZOC.

[2] McAllister, S., Lincoln, M., Ferguson, A., & McAllister, L. (2006). *COMPASS® Competency Assessment in speech pathology*.
Melbourne: Speech Pathology Association of Australia.

Accessing resources from the APEC SLP Website

1. Go to http://www.groups.edna.edu.au/
2. Click on "login" or "register"

NB: If you have been accessing the COMPASS project site, then you are already registered (you do NOT have to register again), so use "login".
If not, go to, "register". To register, you need to complete the registration form and confirm your registration via an email that will be sent to you from Edna groups.
When you are registered return to 1. above and continue.
3. To go to APEC-SLP group use "search": (type in) APEC-SLP or type: Asia Pacific Education Collaboration in Speech Language Pathology (note: both these will work)

4. The first time you go to APEC-SLP you will be asked for an enrolment key to gain access to the group. The enrolment key is APEC-SLP (note: case sensitive)

You will be able to login to Edna groups at any time and find your groups, including APEC-SLP, by clicking "My Groups" on the right block on the home page.

Have a look at the site, note the netiquette (Conditions of Use), please upload a picture/photo to your 'Personal Profile' page(!), and send any resources through to us or the appropriate Chair that may be of interest and you think should be uploaded.

Let us know if you need any assistance.

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Appendix 12— Table of contents: Manual for benchmarking and research using the COMPASS® Online Assessment tool

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