

# Assessment of clinical competence of audiology students: A global perspective

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## AIMS

This study evaluates global practices in audiology education, aiming to identify common assessment methods of students on clinical placement.

## METHODS

A systematic Google search was conducted to identify 16 university handbooks and syllabi in the English language from seven countries with established audiology programs. Of these 16 documents, only eight reported approaches used to assess clinical competence of audiology students within subjects dedicated to clinical placements.



### 16 Handbooks reviewed

8 handbooks provided information relating to assessment of clinical skills in placement related subjects

## RESULTS

Varied approaches were used by the university programs to assess the clinical competence of audiology students. These approaches ranged from simple quizzes to Objective Structured Clinical Exams. The University of British Columbia was the only program that created dedicated forms for the assessment of audiology students on clinical placement that were publicly accessible.



13%

Clinical skills exam  
Quiz  
Reflection



25%

e-Portfolio  
Clinical diary  
Spot test  
Learning conference  
Written assessment



38%

Case studies  
Viva



50%

Objective Structured Clinical Exam (OSCE)

## A MISSED OPPORTUNITY & FUTURE RESEARCH

In audiology education, placements are essential for developing and assessing clinical skills. Clinical competency is most effectively assessed in authentic clinical settings by clinical educators. However, there is a need for a validated assessment tool to support this process. This study demonstrates that the audiology profession, on a global scale, currently lacks such a tool.

The need for evidence-based assessment frameworks in audiology

This forms part of a current PhD thesis on developing an assessment tool for evaluating student performance during clinical placements in Australia

Proposed tool can be adapted for use in different local contexts

Strengthen the presence of audiology within educational literature