

Accreditation Standards

The standards encompass the following five overarching domains:

1. Public safety

Standard 1: Assuring public safety is paramount in programme design and implementation.

2. Academic governance and quality assurance

Standard 2: Academic governance and quality improvement systems are effective in developing and delivering sustainable, high-quality occupational therapy education.

3. Programme of study

Standard 3: Programme design, delivery and resourcing enable students to achieve the required occupational therapy learning outcomes, attributes, and competencies.

4. The student experience

Standard 4: Students are provided with equitable and timely access to information and support relevant to their occupational therapy programme.

5. Assessment

Standard 5: Graduates have demonstrated achievement of all programme learning outcomes, including the requirements for safe, ethical, and competent occupational therapy practice.

Domain: Public safety

Standard 1: Assuring public safety is paramount in programme design and implementation.

1.1	Protection of the public and provision of safe, ethical, and competent person/Whānau-centred services are prominent amongst the guiding principles of the occupational therapy educational programme, practice education/fieldwork and student learning outcomes.
1.2	Appraisal and management of students' fitness to practice during the programme is effective.
1.3	Students have achieved relevant pre-requisite occupational therapy professional knowledge, skills, and behaviours before interacting with the public or providing person/Whānau services as a component of the programme.

Domain: Academic governance and quality assurance

Standard 2: Academic governance and quality improvement systems are effective in developing and delivering sustainable, high-quality occupational therapy education.

2.1	Robust academic governance arrangements are in place for the occupational therapy programme, which are inclusive of responsiveness to te Tiriti o Waitangi and include processes for systematic monitoring, review, and improvement.
2.2	Programme design and implementation is informed through collaboration and consultation with key stakeholders including the occupational therapy profession, tangata whenua, consumers, employers and other health and human service experts.
2.3	Programme quality improvement processes include student evaluations, internal and external academic and professional peer review, feedback from tangata whenua, consumer feedback and outcome information from new graduates.
2.4	Contemporary and emerging developments in occupational therapy and broader health, disability and human service education and practice are incorporated into the curriculum in a timely manner.

Domain: Programme of study

Standard 3: Programme design, delivery and resourcing enable students to achieve the required occupational therapy learning outcomes, attributes, and competencies.

3.1	A contemporary educational framework informs the design and delivery of the programme.
3.2	The curriculum structure and content reflect current and predicted wellbeing, health and social needs, systems, and priorities of Aotearoa New Zealand. The curriculum structure is reflective of the local context including te Tiriti o Waitangi and the diverse historical and sociopolitical factors that relate to occupational engagement and health and wellbeing.
3.3	The programme philosophy and design embed concepts of occupation and occupational therapy shared by the national and international community of occupational therapists.
3.4	The curriculum structure and content is coherent, informed by theory, research, and practice relevant to occupational therapy.
3.5	The programme develops a commitment to life-long learning and assesses students' skills in critical thinking, professional reasoning, and self-reflection.
3.6	The programme and student learning outcomes address the General Scope of Practice and the Competencies for Registration and Continuing Practice for Occupational Therapists published by the Occupational Therapy Board of New Zealand.
3.7	The quality, quantity, duration, and diversity of practice education/fieldwork experiences are sufficient to ensure graduates are competent to practice across a range of person groups and environments reflective of current and emerging contexts.
3.8	Learning and teaching methods are informed by evidence and designed and delivered to ensure occupational therapy students achieve the required learning outcomes.
3.9	Cultural capability is integrated within the programme and clearly articulated in programme learning outcomes, and consistent with the cultural diversity of Aotearoa New Zealand society.
3.10	The perspectives of consumers/service users/persons/tangata whenua inform the design, delivery, and evaluation of the programme.
3.11	Graduates are competent in research literacy for the level and type of programme.

3.12	The application of principles of interprofessional learning for collaborative person/Whānau-centred practice is a learning outcome of the programme.
3.13	The academic team is suitably qualified and experienced to deliver the components of the programme it teaches and assesses, and the staffing complement is sufficient to support the student cohort to achieve programme outcomes.
3.14	Learning environments, facilities, resources, and equipment support the effective delivery of the programme and the achievement of the learning outcomes.

Domain: The student experience	
Standard 4: Students are provided with equitable and timely access to information and support relevant to their occupational therapy programme.	
4.1	Programme information is accurate, clear, and accessible.
4.2	Admission and progression requirements and processes are fair, equitable and transparent.
4.3	The academic learning needs of occupational therapy students at risk of unsatisfactory progress are identified and support provided.
4.4	Students are informed of and have access to personal support services provided by qualified personnel, including during practice education/fieldwork placements.
4.5	Students have opportunities to be represented within the deliberative and decision-making processes of the programme.
4.6	Equity and diversity principles are demonstrated and promoted in the student experience.
4.7	Specific consideration is given to the recruitment, admission, participation, and completion of the occupational therapy programme to groups under-represented in the profession, including Māori and Pacific Peoples.

Domain: Assessment

Standard 5: Graduates have demonstrated achievement of all programme learning outcomes, including the requirements for safe, ethical, and competent occupational therapy practice.

5.1	There is a clear relationship between learning outcomes and student assessment strategies.
5.2	The scope of assessment covers all learning outcomes required to ensure graduates are safe, ethical, and competent to practice.
5.3	Learning outcomes are mapped to the required occupational therapy attributes and competency standards and assessed.
5.4	Assessment is fair, valid, and reliable in measuring student achievement of learning outcomes.
5.5	Contemporary, evidence-informed assessment tools are used including direct observation in academic and practice education/fieldwork settings.
5.6	Programme management and co-ordination, including moderation procedures, ensure consistent and appropriate assessment and feedback to students.
5.7	Staff who assess students in academic and practice education/fieldwork contexts are suitably qualified and experienced for their role.

Domain: Public safety		
Standard 1: Assuring public safety is paramount in programme design and implementation.		
Criteria		Example of evidence
1.1	Protection of the public and provision of safe, ethical, and competent person/Whānau-centred services are prominent amongst the guiding principles of the occupational therapy educational programme, practice education/fieldwork and student learning outcomes.	<ul style="list-style-type: none"> • Statement of educational principles, curriculum design and learning outcomes for the programme. • Outline of principles used to guide and assess culturally safe practice.
1.2	Appraisal and management of students' fitness to practice during the programme is effective.	<ul style="list-style-type: none"> • Fitness to practice policy, procedures, and guidelines. • Examples of implementation of mechanisms used to identify, report, and manage student fitness to practice issues, including those related to professional behaviours and culturally safe practices. • Examples of strategies used to manage poorly performing and failing students. • Students comply with vaccination requirements.
1.3	Students have achieved relevant pre-requisite occupational therapy professional knowledge, skills, and behaviours before interacting with the public or providing person/Whānau services as a component of the programme.	<ul style="list-style-type: none"> • Documents identifying the learning outcomes to be achieved prior to student contact with persons/whānau (including volunteers) at each stage throughout the programme. • Learning and assessment activities used to determine foundational ethical and professional conduct, including work health and safety requirements, cultural capability, communication skills, appropriate level of English language. • Evidence students are informed of OTBNZ Code of Ethics
1.4	Competent and sufficient supervision is provided for students by occupational therapists and other suitably qualified supervisors to enable students to practice safely.	<ul style="list-style-type: none"> • Policies and procedures for practice education including supervision standards and arrangements • Examples of supervisory models and how these are managed in practice. • Strategies used to provide support and develop supervisors.

1.5	Robust quality and safety policies and processes consistent with relevant regulations and standards are in place for all practice education/fieldwork placements and experiences.	<ul style="list-style-type: none"> • Example of practice education/fieldwork placement agreements. • Example of formal mechanisms including professional indemnity insurance arrangements, health and safety requirements. • Evidence of policy and procedures used to manage voluntary community experiences.
1.6	Systems are in place to ensure persons/whānau or substitute decision- makers give informed consent for services provided by students.	<ul style="list-style-type: none"> • Mechanisms used to ensure person/whānau and volunteer consent for student services, including culturally appropriate consent with adults and children, and privacy procedures; • Examples of consent forms and processes.
1.7	The education provider requires staff and students to demonstrate ethical and professional conduct.	<ul style="list-style-type: none"> • Policies and procedures on ethical and professional behaviours for staff and students, consistent with the professions Competencies for Registration and Continuing Practice and Code of Ethics. • Examples of mandatory training for staff, including fixed term/casual staff. • Examples of assessment of students' ethical and professional conduct.
1.8	The education provider complies with its obligations under the Health Practitioners Competence Assurance Act 2003.	<ul style="list-style-type: none"> • Mechanisms in place to comply with voluntary and mandatory notifications and evidence of their implementation (e.g. Section 45(5) of the HPCA Act).

Domain: Academic governance and quality assurance

Standard 2: Academic governance and quality improvement systems are effective in developing and delivering sustainable, high-quality occupational therapy education.

Criteria		Example of evidence
2.1	Robust academic governance arrangements are in place for the occupational therapy programme, are inclusive of responsiveness to te Tiriti o Waitangi and include processes for systematic monitoring, review, and improvement.	<ul style="list-style-type: none"> • Overview of formal academic governance processes for programme quality assurance, review, and improvement. • Membership and terms of reference for programme governance committees/reviews (e.g. Advisory Committee) • Responsibilities of the entities and individuals managing the programme, and evidence they have appropriate level of autonomy to direct resources to achieve programme learning outcomes. • Examples of the arrangement of engagement between tangata whenua and tangata Treaty to support tino rangatiratanga in governance and decision-making bodies and processes which influence the programme. • Examples of implementation of decolonising structures and processes and culturally responsive governance arrangements. • Expertise of the Head of Discipline/programme leader/leadership team, including occupational therapy qualifications, educational expertise, and academic leadership experience.
2.2	Programme design and implementation is informed through collaboration and consultation with key stakeholders including the occupational therapy profession, tangata whenua, consumers, employers and other health and human service experts.	<ul style="list-style-type: none"> • Evidence of strategies being used to collaborate and consult with each key stakeholder to inform programme design and delivery e.g. minutes/records of meetings and consultation processes. • Evidence of culturally responsive consultation processes with tangata whenua.
2.3	Programme quality improvement processes include student evaluations, internal and external academic and professional peer review, feedback from tangata whenua, consumer feedback and outcome information from new graduates.	<ul style="list-style-type: none"> • Example of the ways student satisfaction data or other student feedback is used to improve the programme. • Reports from internal reviews and evaluations and action taken in response to feedback received. • Examples of processes to evaluate and improve practice education/fieldwork experiences. • Evidence of benchmarking the programme internally and externally e.g. against national and international standards. • Example of reports on graduate performance outcomes e.g. feedback from

		employers and graduates and how this feedback is used to improve the programme.
2.4	Contemporary and emerging developments in occupational therapy and broader health, disability and human service education and practice are incorporated into the curriculum in a timely manner.	<ul style="list-style-type: none"> • Examples of updating curriculum to contemporary evidence-based practice standards and future oriented developments. • Examples of staff development activities to ensure staff have the required expertise for the delivery of a contemporary, coherent curriculum.

Domain: Programme of study

Standard 3: Programme design, delivery and resourcing enable students to achieve the required occupational therapy learning outcomes, attributes, and competencies.

Criteria		Example of evidence
3.1	A contemporary educational framework informs the design and delivery of the programme.	<ul style="list-style-type: none"> • Statement of educational frameworks used are relevant to occupational therapy and how this informs curriculum design and delivery. • Evidence and rationale for frameworks, including key references. • Evidence the curriculum design and volume of learning complies with the New Zealand Qualifications Authority (2016) Qualifications Framework (e.g. for a level 7 bachelor's degree).
3.2	The curriculum structure and content reflect current and predicted wellbeing, health and social needs, systems, and priorities of Aotearoa New Zealand. The curriculum structure is reflective of te Tiriti o Waitangi and the diverse historical and sociopolitical factors that relate to occupational engagement, health, and wellbeing	<p>Programme documents which demonstrate:</p> <ul style="list-style-type: none"> • How wellbeing, health, social needs, and systemic factors contributing to health and wellbeing are embedded throughout the curriculum and informs graduate outcomes. • How the curriculum incorporates tangata whenua research, whānau tikanga, taonga, leadership, practices and lived experiences of occupation.
3.3	The programme philosophy and design embed concepts of occupation and occupational therapy shared by the national and international community of occupational therapists.	<p>Programme documents which demonstrate:</p> <ul style="list-style-type: none"> • How the occupational therapy/science philosophy is embedded throughout the curriculum and informs graduate outcomes; • How the curriculum is informed by occupational therapy/science theory, research and practice; • Consistency with occupational therapy international expectations documented in the World Federation of Occupational Therapists Minimum Standards for the Education of Occupational Therapists (2016).
3.4	The programme develops a commitment to life-long learning and assesses students' skills in critical thinking, professional reasoning, and self-reflection.	<ul style="list-style-type: none"> • Indication of how and where this is addressed in the programme, with teaching and learning examples. • Examples of relevant de-identified student assessment.

3.5	The programme and student learning outcomes address the General Scope of Practice and the Competencies for Registration and Continuing Practice for Occupational Therapists published by the Occupational Therapy Board of New Zealand.	<ul style="list-style-type: none"> • Detailed curriculum map/s to indicate alignment of course/paper learning outcomes with the OTBNZ 2022 Competencies for Registration. • Examples of how learning outcomes prepare students to meet the gazetted OTBNZ General Scope of Practice: Kaiwhakaora Ngangahau Occupational Therapist • Examples of how learning outcomes are scaffolded through the curriculum. • Detailed course/paper outlines.
3.6	The quality, quantity, duration, and diversity of practice education/fieldwork experiences (including simulation) are sufficient to ensure graduates are competent to practice across a range of person groups and environments reflective of current and emerging contexts.	<ul style="list-style-type: none"> • Description of practice education experiences provided to students. • Evidence students' practice education is congruent with national and international comparators, in particular the standards set by the World Federation of Occupational Therapists (2016). • Documents that identify the systems and administrative processes used to manage and monitor student practice education/fieldwork placements/experiences. • Examples of innovative/new practice education/fieldwork experiences introduced into the curriculum.
3.7	Learning and teaching methods are informed by evidence, designed, and delivered to ensure occupational therapy students achieve the required learning outcomes.	<ul style="list-style-type: none"> • Examples of learning and teaching methods used. • Outline of teaching and learning approaches and pedagogies used to teach Te Ao Māori specific content.
3.8	Cultural capability is integrated within the programme and clearly articulated in student learning outcomes, and consistent with the cultural diversity of Aotearoa New Zealand society.	<ul style="list-style-type: none"> • Examples of learning and assessment, and teaching materials across the programme demonstrating the integration of cultural capability. • Detail of education provided for staff to develop their cultural capability.
3.9	The perspectives of consumers/service users/persons/tangata whenua inform the design, delivery and evaluation of the programme.	<ul style="list-style-type: none"> • Examples of collaboration and consultation with consumers/service users/persons/tangata whenua in the design, delivery, and evaluation of the curriculum • Examples of how consumer perspectives are integrated within the curriculum.
3.10	Graduates are competent in research literacy for the level and type of programme.	<ul style="list-style-type: none"> • Examples of where research literacy is addressed and assessed in the programme. • Evidence of content addressing ethical conduct including in Te Ao Māori health research.

3.11	The application of principles of interprofessional learning for collaborative person/Whānau-centred practice is a learning outcome of the programme.	<ul style="list-style-type: none"> • Description of the scaffolding or framework to support interprofessional learning throughout the programme. • Examples of interprofessional student learning activities, including with health and other relevant practitioners. • Examples of assessment of interprofessional learning outcomes throughout the programme.
3.12	The academic team is suitably qualified and experienced to deliver the components of the programme it teaches and assesses, and the staffing complement is sufficient to support the student cohort to achieve programme outcomes.	<ul style="list-style-type: none"> • Academic staffing profile including professional qualifications, registration status, engagement with the profession, research, teaching, administrative and supervision responsibilities. Including fixed term/contracted staff. • Outline of practice educator qualifications, experience, and preparedness/education for their supervisory role.
3.13	Learning environments, facilities, resources, and equipment support the effective delivery of the programme and the achievement of the learning outcomes.	<ul style="list-style-type: none"> • Description of learning environments, facilities, equipment, and resources available to deliver the programme and processes for ensuring these remain up to date. • Description of administration staffing and processes in place to support the programme • Outline of anticipated programme changes/revisions.

Domain: The student experience		
Standard 4: Students are provided with equitable and timely access to information and support relevant to their occupational therapy programme.		
Criteria		Example of evidence
4.1	Programme information is accurate, clear, and accessible.	<ul style="list-style-type: none"> • Programme of study information provided to prospective and enrolled students (link to website) includes accreditation status of the programme and registration requirements.
4.2	Admission and progression requirements and processes are fair, equitable and transparent.	<ul style="list-style-type: none"> • Policies and procedures relevant to the student experience including admission criteria for entry and progression • Policies and procedures relevant to student grievance and appeals.
4.3	The academic learning needs of occupational therapy students at risk of unsatisfactory progress are identified and support provided.	<ul style="list-style-type: none"> • Description of academic, cultural, and personal support services available to domestic and international students. • Example of strategies used to develop student wellbeing and resilience. • Practices regarding English literacy and comprehension (including for international students and others who need literacy/language support).
4.4	Students are informed of and have access to personal support services provided by qualified personnel, including during practice education/fieldwork placements.	<ul style="list-style-type: none"> • Description of personal and learning support available to students while on practice education/fieldwork
4.5	Students have opportunities to be represented within the deliberative and decision-making processes of the programme.	<ul style="list-style-type: none"> • Evidence of student representation within the governance and curriculum management processes of the programme.
4.6	Equity and diversity principles are demonstrated and promoted in the student experience.	<ul style="list-style-type: none"> • Policies and procedures on equity and diversity, with examples of programme implementation and monitoring.
4.7	Specific consideration is given to the recruitment, admission, participation, and completion of the occupational therapy programme to groups under-represented in the profession, including Māori and Pacific Peoples.	<ul style="list-style-type: none"> • Report on the programme's recruitment, admission, and completion by Māori students and other under-represented student groups. • Examples of specific strategies to support participation and completion by Māori students and other underrepresented student groups. • Marketing strategies and collateral used to promote the programme which reflects Aotearoa New Zealand society.

Domain: Assessment		
Standard 5: Graduates have demonstrated achievement of all programme learning outcomes, including the requirements for safe, ethical, and competent occupational therapy practice.		
Criteria		Example of evidence
5.1	There is a clear relationship between learning outcomes and student assessment strategies.	<ul style="list-style-type: none"> • Assessment policies and procedures. • Course/paper outlines provided to students including detail of how each course/paper is structured and assessed.
5.2	The scope of assessment covers all learning outcomes required to ensure graduates are safe, ethical, and competent to practice.	<ul style="list-style-type: none"> • Assessment matrix which details assessment methods and weightings • Assessment matrix which demonstrates alignment of assessment to course/paper learning outcomes and to the OTBNZ Competencies for Registration and Continuing Practice.
5.3	Learning outcomes are mapped to the required occupational therapy attributes and competency standards and assessed.	<ul style="list-style-type: none"> • Policies/Guidelines and processes used to evaluate student performance on practice education/fieldwork.
5.4	Assessment is fair, valid, and reliable in measuring student achievement of learning outcomes.	<ul style="list-style-type: none"> • Outline of evidence and processes that indicate assessments in academic and practice education/fieldwork are fair, valid, and reliable. • Examples of assessment tools, including for simulation activities and practice education/fieldwork experiences. • Examples of de-identified marked student assessments
5.5	Contemporary, evidence-informed assessment tools are used including direct observation in academic and practice education settings.	<ul style="list-style-type: none"> • Examples of assessment guidelines provided to students • Examples of de-identified marked student assessments with feedback provided to students.
5.6	Programme management and co-ordination, including moderation procedures, ensure consistent and appropriate assessment and feedback to students.	<ul style="list-style-type: none"> • Policies on and examples of programme assessment moderation/benchmarking and feedback to students.
5.7	Staff who assess students in academic and practice education/fieldwork contexts are suitably qualified and experienced for their	<ul style="list-style-type: none"> • Academic staffing profile including qualifications, professional and academic experience, teaching, research and supervision responsibilities, registration status, continuing professional education undertaken specific to teaching

	role.	<p>and learning including assessment, culturally safe practice, and inclusive teaching.</p> <ul style="list-style-type: none"> • Practice educator/supervisor qualification, registration status and preparedness for the supervisory role.
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References:

New Zealand Qualifications Authority. (2016). *The New Zealand Qualifications Framework*. New Zealand Government.

Occupational Therapy Board of New Zealand. (2022a). *General Scope of Practice: Kaiwhakaora Ngangahau Occupational Therapist*. Occupational Therapy Board of New Zealand.

Occupational Therapy Board of New Zealand. (2022b) *Code of Ethics for Occupational Therapists*. Occupational Therapy Board of New Zealand.

Occupational Therapy Board of New Zealand. (2022c). *Competencies for Registration and Continuing Practice for Occupational Therapists*. Occupational Therapy Board of New Zealand.

World Federation of Occupational Therapists. (2016). *The Minimum Standards for the Education of Occupational Therapists*. World Federation of Occupational Therapists.