Reaccreditation Process

with Accreditation Standard Information

for entry-level whakaora ngangahau occupational therapy educational programmes

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Contents

The Occupational Therapy Board of New Zealand

The Occupational Therapy Board of New Zealand Te Poari Whakaora Ngangahau o Aotearoa (OTBNZ) is a Responsible Authority established under the Health Practitioners Competence Assurance Act 2003 (HPCA Act). One of the functions of the OTBNZ under the HPCA Act is to accredit whakaora ngangahau occupational therapy education programmes that lead to graduates' eligibility for registration as a kaiwhakaora ngangahau occupational therapist in New Zealand.

The OTBNZ's function under section 118(a) of the HPCA Act for accreditation is:

> **to prescribe the qualifications required for scopes of practice within the profession, and, for that purpose, to accredit and monitor education institutions and degrees, courses of studies, or programmes**

The standards in this document incorporate and build on the minimum standards for whakaora ngangahau occupational therapy education outlined:

- World Federation of Occupational Therapists (2020) *Revised Minimum Standards for the Education of Occupational Therapists*
- Occupational Therapy Council (Australia & New Zealand) Ltd (2013) *Accreditation Standards for Entry-Level Occupational Therapy Education Programs*.

Accreditation standards are used to assess whether a programme of study and the education provider that delivers the programme of study provide graduates who complete the programme with the knowledge, skills and professional attributes necessary to practise the profession in a competent and ethical manner. The accreditation standards are used to monitor accredited programmes of study throughout the year and assist in the OTBNZ reaccreditation programme.

In line with the HPCA Act, accreditation may be granted by the OTBNZ if it is reasonably satisfied that a programme of study in whakaora ngangahau occupational therapy and the education provider that provides this programme meet the approved OTBNZ accreditation standards. The OTBNZ may also grant accreditation if it is reasonably satisfied the programme of study and the education provider substantially meet the approved accreditation standards and the imposition of conditions for the approval will ensure the programme meets the standard within a reasonable timeframe. The OTBNZ further monitors programmes of study to ensure they continue to meet the accreditation standards through the reaccreditation process within this document.

Ākonga students studying in an approved programme and graduates of approved programmes are eligible to apply to be registered to practise in Aotearoa New Zealand.

The accreditation standards and evidence required for accreditation

The accreditation standards identify the expected requirements of entry-level whakaora ngangahau occupational therapy education programmes in New Zealand for the purpose of programme accreditation.

All educational providers who wish to deliver whakaora ngangahau occupational therapy programmes in Aotearoa New Zealand must accredit their programme with the OTBNZ. Accreditation is for a specified period of time. A programme is required to reaccredit once the first accreditation period is over. The purpose of reaccreditation is to review and, if deemed appropriate, reissue accreditation to a programme for a subsequent period of time. The OTBNZ refers to our requirements as accreditation standards. These standards are valid for both the initial accreditation process and all subsequent reaccreditation processes.

The standards currently required of whakaora ngangahau occupational therapy entry-level education programmes in Aotearoa New Zealand are in this document along with guidance on the evidence that can be used to demonstrate the standards have been met and the forms required to be completed.

The standards encompass the following overarching principles:

Public safety

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

Academic governance and quality assurance

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

Programme of study

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

The student experience

Standard 4: Ākonga students are provided with equitable and timely access to information and support relevant to their whakaora ngangahau occupational therapy programme.

Assessment

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

The accreditation standards require that all programmes must prepare ākonga students to meet the OTBNZ Competencies for Registration and Continuing Practice and OTBNZ Code of Ethics.

The Competencies for Registration and Continuing Practice outline the expected knowledge, skills and attitudes required of occupational therapists at the point of completion of an entry-level programme of study. The Competencies for Registration and Continuing Practice highlight the client-centred occupational nature of whakaora ngangahau occupational therapy practice, the relationship of the person-environment-occupation in relation to health, the expectation that graduates are able to work autonomously and as effective members of a team, valuing knowledge of and attention to the needs of Māori and the necessity of developing culturally safe practice.

Prior to the end of a period of accreditation, an educational provider will receive notification from the OTBNZ that their accreditation is due to end. This will start the reaccreditation process. The tables below describe the accreditation standards and the evidence required for accreditation.

Domain: Public safety	
Standard 1: Assuring public safety is paramount in programme design and implementation.	
Criteria	**Evidence required**
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 whakaora ngangahau occupational therapy educational programme, practice education/fieldwork and student learning outcomes.	• Statement of educational principles, curriculum design and learning outcomes for the programme. • Outline of principles used to guide and assess culturally safe practice. • Statements of strategies and their outcomes designed to bring te Tiriti o Waitangi into clinical education.
1.2 Appraisal and management of ākonga students' fitness to practise during the programme is effective.	• Fitness to practise policy, procedures and guidelines. • Examples of implementation of mechanisms used to identify, report and manage student fitness to practise issues, including those related to professional behaviours and culturally safe practices. • Examples of strategies used to manage poorly performing and failing ākonga students. • Ākonga students comply with vaccination requirements.
1.3 Ākonga have achieved relevant pre-requisite whakaora ngangahau occupational therapy professional knowledge, skills and behaviours before interacting with the public or providing person/whānau services	• 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 and appropriate level of English language.

	as a component of the programme.	• Evidence ākonga students are informed of the OTBNZ Code of Ethics.
1.4	Competent and sufficient supervision is provided for ākonga students by kaiwhakaora ngangahau occupational therapists and other suitably qualified supervisors to enable ākonga students to practise safely.	• Policies and procedures for practice education, including supervision standards and arrangements. • Examples of supervisory models including kaupapa Māori 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.	• Example of practice education/fieldwork placement agreements. • Example of formal mechanisms, including professional indemnity insurance arrangements and 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 ākonga students.	• 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 kaimahi staff and ākonga students to demonstrate ethical and professional conduct.	• Policies and procedures on ethical and professional behaviours for kaimahi staff and ākonga students consistent with the profession's Competencies for Registration and Continuing Practice and Code of Ethics. • Examples of mandatory training for kaimahi staff, including fixed-term/casual kaimahi staff. • Examples of assessment of ākonga students' ethical and professional conduct.
1.8	The education provider complies with its obligations under the Health Practitioners Competence Assurance	• Mechanisms in place to comply with voluntary and mandatory notifications and evidence of their implementation (for example, section 45(5) of the HPCA Act).

Act 2003.	

Domain: Academic governance and quality assurance	
Standard 2: Academic governance and quality improvement systems are effective in developing and delivering sustainable, high-quality whakaora ngangahau occupational therapy education.	
Criteria	**Evidence required**
2.1 Robust academic governance arrangements are in place for the whakaora ngangahau occupational therapy programme, are inclusive of responsiveness to te Tiriti o Waitangi and include processes for systematic monitoring, review and improvement.	• Overview of formal academic governance processes for programme quality assurance, review and improvement. • Membership and terms of reference for programme governance committees/reviews (for example, Advisory Committee). • Responsibilities of the entities and individuals managing the programme and evidence they have the appropriate level of autonomy to direct resources to achieve programme learning outcomes. • Examples of the arrangement of engagement between tangata whenua and tangata Tiriti to support tino rangatiratanga in governance and decision-making bodies and processes that 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 whakaora ngangahau occupational therapy qualifications, educational expertise and academic leadership experience. • Evidence that the programme is working with whānau, hapū and iwi to develop practices and procedures that will improve cultural safety and competence in graduates. • Evidence that the programme ensures te Tiriti o Waitangi workshops sanctioned by tangata whenua and in liaison with local iwi are accessed by kaimahi staff and ākonga students.
2.2 Programme design and implementation is informed through collaboration and consultation with key stakeholders, including the whakaora ngangahau occupational	• Evidence of strategies being used to collaborate and consult with each key stakeholder to inform programme design and delivery (for example, minutes/records of meetings and consultation processes). • Evidence of culturally responsive consultation processes with tangata whenua.

	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.	• 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 (for example, against national and international standards). • Example of reports on graduate performance outcomes (for example, feedback from employers, graduates and stakeholders and how this feedback is used to improve the programme). • Evidence that the programme is working with tangata whenua and Pasifika to develop practices and procedure that will improve cultural safety and competence in graduates.
2.4	Contemporary and emerging developments in whakaora ngangahau occupational therapy and broader health, disability and human service education and practice are incorporated into the curriculum in a timely manner.	• Examples of updating curriculum to contemporary evidence-based practice standards and future-oriented developments. • Examples of kaimahi staff development activities to ensure kaimahi staff have the required expertise for the delivery of a contemporary, coherent curriculum and te Tiriti o Waitangi.

Domain: Programme of study	
Standard 3: Programme design, delivery and resourcing enable ākonga students to achieve the required whakaora ngangahau occupational therapy learning outcomes, attributes and competencies.	
Criteria	**Evidence required**
3.1 A contemporary educational framework informs the design and delivery of the programme.	• Statement of educational frameworks used are relevant to whakaora ngangahau 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 Qualifications Framework (for example, 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 socio-political factors that relate to occupational engagement, health and wellbeing.	Programme documents that demonstrate: • how wellbeing, health, social needs and systemic factors contributing to health and wellbeing are embedded throughout the curriculum and inform graduate outcomes • how the curriculum incorporates tangata whenua research, whānau tikanga, taonga, leadership, rangatiratanga, kawa, practices and lived experiences of occupation.
3.3 The programme philosophy and design embed concepts of occupation and whakaora ngangahau occupational therapy shared by the national and international community of kaiwhakaora ngangahau kaiwhakaora ngangahau occupational therapists.	Programme documents that demonstrate: • how the whakaora ngangahau occupational therapy/science philosophy is embedded throughout the curriculum and informs graduate outcomes • how the curriculum is informed by whakaora ngangahau occupational therapy/science theory, research and practice • consistency with whakaora ngangahau occupational therapy international expectations documented in the World Federation of Occupational Therapists (2016) *Minimum Standards for the Education of Occupational Therapists* • how te ao Māori and te Tiriti o Waitangi are embedded throughout the curriculum and inform graduate outcomes.

3.4	The programme develops a commitment to life-long learning and assesses ākonga students' skills in critical thinking, professional reasoning and self-reflection.	• 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 and the Occupational Therapy Board of New Zealand Code of Ethics.	• Detailed curriculum map(s) to indicate alignment of course/paper learning outcomes with the OTBNZ 2022 Competencies for Registration. • Examples of how leaning outcomes prepare ākonga students to meet the gazetted OTBNZ General Scope of Practice: Kaiwhakaora Ngangahau Occupational Therapist and the Code of Ethics. • 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 practise across a range of person groups and environments reflective of current and emerging contexts.	• Description of practice education experiences provided to ākonga students. • Evidence that ākonga students' practice education is congruent with national and international comparators, in particular the standards set by the World Federation of Occupational Therapists. • 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 and designed and delivered to ensure whakaora ngangahau occupational therapy ākonga students achieve the required learning outcomes.	• Examples of learning and teaching methods used. • Outline of teaching and learning approaches and pedagogies used to teach te ao Māori embedded content. • Indicators of the programme uses of te reo Māori to increase the use of awareness, pronunciation and skills of understanding. • Indicators on how the programme builds a constant reference through te ao Māori (for example, visual (art, symbols), verbal (use of te reo), tikanga Māori and Māori models of health).

		• Examples of learning outcomes can be based on historical and cultural tangata whenua methods.
3.8	Cultural capability is integrated within the programme, clearly articulated in student learning outcomes and consistent with the cultural diversity of Aotearoa New Zealand society and te Tiriti o Waitangi.	• Examples of learning and assessment and teaching materials across the programme demonstrating the integration of cultural capability. • Details of education provided for kaimahi 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.	• 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.	• Examples of where research literacy including kaupapa Māori research 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 and te ao Māori for collaborative person/whānau-centred practice is a learning outcome of the programme.	• Description of the scaffolding or framework to support interprofessional/te ao Māori learning throughout the programme. • Examples of interprofessional and te ao Māori 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.	• Academic staffing profile, including professional qualifications, registration status, engagement with the profession, research, teaching, administrative and supervision responsibilities. Includes fixed-term/contracted kaimahi staff. • Outline of practice educator qualifications, experience and preparedness/education for their supervisory role, including tikanga Māori as part of clinical skills. • Evidence that kaimahi staff bring with them innate cultural knowledge that they may be happy to share or seek further learning through guests or invited

		• lecturers.
		• Outline of current and professional development specifically to te ao Māori and te Tiriti o Waitangi.
3.13	Learning environments, facilities, resources and equipment support the effective delivery of the programme and the achievement of the learning outcomes.	• 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: Ākonga students are provided with equitable and timely access to information and support relevant to their whakaora ngangahau occupational therapy programme.

Criteria		Evidence required
4.1	Programme information is accurate, clear and accessible.	• Programme of study information provided to prospective and enrolled ākonga students (linked to website) includes accreditation status of the programme and registration requirements.
4.2	Admission and progression requirements and processes are fair, equitable and transparent.	• 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 ākonga at risk of unsatisfactory progress are identified in a timely manner and robust support is provided.	• Description of academic, cultural and personal support services available to domestic and international ākonga students. • Example of strategies used to develop student wellbeing and resilience. • Evidence of practices regarding te reo Māori, English literacy and comprehension, including for international ākonga students and others who need literacy/language support. • Evidence the programme and provider institution are undertaking steps to help ensure success within the programme for tangata whenua and Pasifika kaimahi

		• staff and ākonga students. • Evidence of how cultural competence is understood and communicated to ākonga students working across all cultures.
4.4	Ākonga students are informed of and have access to personal support services provided by qualified personnel, including during practice education/fieldwork placements and pastoral care.	• Description of personal and learning support available to ākonga students while on practice education/fieldwork. • Examples of care packages implemented. • Examples of pastoral care implemented. • Examples of pastoral care implemented specific to tangata whenua and Pasifika.
4.5	Ākonga students have opportunities to be represented within the deliberative and decision-making processes of the programme.	• 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.	• 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, retention and completion of the whakaora ngangahau occupational therapy programme to groups under-represented in the profession, including tangata whenua and Pasifika.	• Report on the programme's recruitment, admission and completion by tangata whenua ākonga students and other under-represented student groups. • Examples of specific strategies to support participation and completion by tangata whenua ākonga students and other underrepresented student groups. • Marketing strategies and collateral used to promote the programme that reflects Aotearoa New Zealand society. • Evidence of a plan to include goals and actions to increase tangata whenua and Pasifika student numbers in the programme. • Examples of how the programme is valuing the contributions of tangata whenua ākonga students and kaimahi staff to ongoing development of the programme.

Domain: Assessment	
Standard 5: Graduates have demonstrated achievement of all programme learning outcomes, including the requirements for safe, ethical and competent whakaora ngangahau occupational therapy practice.	
Criteria	**Evidence required**
5.1 There is a clear relationship between learning outcomes and student assessment strategies.	• Assessment policies and procedures. • Course/paper outlines provided to ākonga 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 culturally sensitive, safe, ethical and competent to practise.	• Assessment matrix that details assessment methods and weightings. • Assessment matrix that demonstrates alignment of assessment to course/paper learning outcomes and to the OTBNZ Competencies for Registration and Continuing Practice. • Assessment can be submitted in te reo Māori.
5.3 Learning outcomes are mapped to the required whakaora ngangahau occupational therapy attributes and competency standards and assessed.	• 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.	• 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/fieldwork settings.	• Examples of assessment guidelines provided to ākonga students. • Examples of de-identified marked student assessments with feedback provided to ākonga students.

5.6	Programme management and co-ordination, including moderation procedures, ensure consistent and appropriate assessment and feedback to students.	• Policies on and examples of programme assessment moderation/benchmarking and feedback to students.
5.7	Kaimahi staff who assess students in academic and practice education/fieldwork contexts are suitably qualified and experienced for their role.	• Academic staffing profile, including qualifications, professional and academic experience, teaching, research and supervision responsibilities, registration status and continuing professional education undertaken specific to teaching.

The reaccreditation process

Objective of reaccreditation

The key objective of reaccreditation is to provide independent confirmation that an accredited whakaora ngangahau occupational therapy programme is still producing graduates who have acquired the academic capabilities, competencies and understanding required of them to practise safely and competently in Aotearoa New Zealand.

Possible reaccreditation process outcomes and what they mean to an educational provider

The range of possible outcomes is set out in Table 1 below. The table summarises the justification for each outcome (in terms of the reaccreditation panel's findings in regard to accreditation status) and sets out consequential actions such as the term to next accreditation and the need for reporting and additional assessment.

Unconditional accreditation

Unconditional accreditation is granted to programmes that meet all standards. Unconditional accreditation is granted for a 5-year period.

Unconditional accredited programmes are required to provide a yearly report summarising progress in respect of any recommendations made by the reaccreditation panel and developments with delivery of the programme(s). Institutes with accredited programmes must allow the OTBNZ to visit programme facilities two times per year. These visits are part of the monitoring activity required by the HPCA Act. A pro forma monitoring template is used to support the monitoring visits.

Conditional accreditation

Conditional accreditation may be granted where the programme does not satisfy one or more standards. Depending on the nature of deficiencies, conditional accreditation may be granted for up to 2 years. Conditions may include, but are not limited to, changes in curriculum, student placement, reporting and/or required site visits.

Prior to the end of the period of conditional accreditation, the institution is required to provide a self-review or external monitoring report with supporting evidence to show how deficiencies identified by the accreditation panel have been addressed.

The OTBNZ will determine the means to evaluate whether the requirements have been met.

Note: Deficiencies relating to the achievement of a graduate being fit to practise upon graduating are deemed serious and may result in a decline for new programmes seeking accreditation.

Provisional accreditation

Provisional accreditation may be granted to new or revised programmes that have yet to have graduates emerge.

The overarching view of the OTBNZ accreditation panel for provisional accreditation is that the development of the programme already undertaken and the plans in place for further development of the programme are collectively of a sufficient standard that it is assessed as likely (although not necessarily certain) that the programme can achieve the full standard.

In evaluating a programme for provisional accreditation, standards are interpreted by the assessment. This is against the potential to achieve the requirement by the time ākonga students graduate rather than the actual status of the programme at the time of assessment.

Abeyance

A decision may be made to place accreditation in abeyance for up to 12 months in situations where a programme fails to satisfy a number of accreditation standards when reviewed by the reaccreditation panel. When this occurs, the institute is required to provide a report within 6 months addressing the deficiencies (expressed as requirements.) The original panel or a panel subcommittee will undertake a further visit to assess the situation. Overseas panel members are not normally part of follow-up visits although they will continue to be consulted.

Decline

A decision may be made to place accreditation in abeyance for up to 12 months in situations where a programme fails to satisfy a number of accreditation standards when reviewed by the reaccreditation panel. When this occurs, the institute is required to provide a report within 6 months addressing the deficiencies (expressed as requirements.) The original panel or a panel subcommittee will undertake a further visit to assess the situation. Overseas panel members are not normally part of follow-up visits although they will continue to be consulted.

Table 1: Accreditation results quick reference

ACCREDITATION STATUS	TERM TO NEXT ASSESSMENT	ACCREDITATION FINDINGS	OTBNZ OBLIGATIONS	POSSIBLE OUTCOME OF REVIEW REPORT	GRADUATE CREDIT APPLIES TO
Unconditional accreditation	5 years	All accreditation standards are met and no requirements are set but the panel may still make recommendations.	Mid-term report on responses to any recommendations required. Liaison or monitoring site visits to programme is required on a 6-monthly basis. External monitoring reports may also be required.	No change to unconditional accredited programme is needed. However, additional recommendations may be placed on the programme when a report is received.	Graduates of unconditionally accredited programmes are deemed to have graduated from an approved programme of whakaora ngangahau occupational therapy from an Aotearoa New Zealand-based education provider.
Conditional accreditation	Up to 2 years	One or more accreditation standards are not met. However, any deficiencies relating to the achievement of graduate outcomes are assessed as relatively minor and not putting at risk substantial harm to the public. Requirements to fix each deficiency will be made.	Self-review and supporting evidence showing how the requirements have been addressed is required prior to the end of the conditional term subscribed. It is recommended that programme providers who believe they may be in breach of the requirements discuss this as early as possible with the OTBNZ or their Reaccreditation Panel Chair.	Should all the requirement(s) be met, the programme is given unconditional accreditation status and the date of the next review is set to be 5 years from the previous full review completed. *Example: Review done in 2024 with condition placed for 2-year period. In 2024, report is given and unconditional status is received and the date of the next full review is 2026.* Should requirements not be met, removal of accreditation at the end of the last year within the conditional accreditation period term will result.	Graduates of unconditionally accredited programmes are deemed to have graduated from an approved programme of whakaora ngangahau occupational therapy from an Aotearoa New Zealand-based education provider

				Example: Review done in 2020 with condition placed for 2-year period. In 2022, report is received and requirements not met and the date of removal will be 31 December 2022.	
Provisional accreditation	2 years after the first graduates are awarded degrees	There is reasonable evidence that accreditation standards can be achieved, but the panel may summarise (in the form of recommendations).	No reporting is required.	No outcomes to note.	Provisional accreditation lapses if conditional or unconditional accreditation is not gained within 2 years of first graduates completing or at next scheduled accreditation visit (whichever is later).
Abeyance	1 year	One or more accreditation standards are not met. Deficiencies relating to the achievement of graduate outcomes are assessed as significant and substantial, resulting in possible harm to the public by graduates of the programme.	Self-review and supporting evidence against deficiencies (expressed as requirements) within 9 months from original findings.	Should the report raise concerns, there will be a need to revisit the programme. This will be done by the original reaccreditation panel, a panel subcommittee or a reconstituted panel that is agreed upon by the OTBNZ Board.	Graduates who complete the programme in the final calendar year before accreditation was placed in abeyance will be awarded the qualification and deemed to have graduated from an approved programme of whakaora ngangahau occupational therapy from an Aotearoa New Zealand-based education provider. In the event abeyance is removed and conditional accreditation granted, graduates completing in the year of abeyance receive graduate credit and are deemed to have graduated from an approved programme of whakaora ngangahau occupational therapy from an Aotearoa New Zealand-based education provider. In the event abeyance is not

					removed and accreditation is denied, graduates completing in that year will be required to sit an OTBNZ evaluation on their competence and fitness to practise before registration and a practising certificate is awarded and they are deemed graduated from an approved programme of whakaora ngangahau occupational therapy from an Aotearoa New Zealand-based education provider.

Requirements

Requirements will be set to address any areas where a reaccreditation panel identifies that standard(s) are not being met. All requirements will be time bound as they will lead to a decision on accreditation status.

Where requirements are identified, accreditation may be conditional. Requirements must be addressed for accreditation to continue beyond the period of conditional accreditation.

Recommendations

A key objective of the reaccreditation process is continuous improvement. The reaccreditation panel may list recommendations that are not mandatory but will improve the programme in the opinion of the reaccreditation panel.

Recommendations are defined as specific suggestions for improvement, and while education programmes are not required to act on them, they are expected to report on their consideration of the recommendation and any subsequent action taken.

Benefits to graduates

Only graduates from accredited programmes in Aotearoa New Zealand are eligible to practise in Aotearoa New Zealand and be registered with the OTBNZ.

Programmes accredited by the OTBNZ are deemed to be educating ākonga students in the most contemporary, current and internationally known practices in whakaora ngangahau occupational therapy that meet the OTBNZ Competencies for Registration and Continuing Practice.

Declined or removed accreditation

In cases where accreditation is terminated, a further application will not be considered for 2 years, when a new panel is formed to undertake the new review.

In making a decision to terminate accreditation, a decision on the extent to which ākonga students currently enrolled on the programme can be recognised by the OTBNZ will be made by the Board.

Section 12(5) of the HPCA Act allows for revocation of accreditation.

Multiple campus provision

If a programme is offered from an education provider from more than one permanent location, the reaccreditation panel will visit each location to gain assurance of the standard of provision and achievement of graduate outcomes. If the programme award is undifferentiated, the provision at every campus must satisfy the standard for the programme to be accredited.

The panel will assess the impacts of such aspects as:

- any differences in physical and staffing resources
- any differences in programme delivery and structure
- student support
- the effectiveness of moderation processes across sites to ensure consistent assessment of common courses.

Distance or online learning

Panels evaluating programmes that are substantially delivered in some form of distance learning will ensure that the nature of delivery overall provides ākonga students with an appropriate learning experience and does not compromise the achievement of graduate outcomes. The panel is expected to consider the adequacy by considering the student

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experience. Does the way of facilitating learning by the student through the use of various aids to teaching, including block courses, condensed laboratory programmes, transportable equipment facilities blinded learning and so on, create an equivalent learning experience to that experienced by ākonga students undertaking an on-campus educational experience?

The evaluation will consider whether the provider is taking reasonable steps to ensure the adequacy of:

- any part-time or occasional physical resources such as teaching or laboratory facilities
- instructional design in the development of distance (electronic or hard copy) learning materials
- laboratory activities, which might include mobile laboratories, laboratory access agreements, use of site visits or virtual laboratory experiments
- online learning management systems
- mechanisms for staff-to-student, staff-to-staff and student-to-student interaction
- all accreditation standards being met.

In-term programme development

Accredited programmes that undergo substantial changes to structure, content, delivery or staffing and/or experience a significant decline in student numbers or institutional support arrangements during the period of their accreditation may be required to undergo re-evaluation prior to the expiry of the current accredited period. It is the responsibility of the education provider to advise the OTBNZ of any such changes. The OTBNZ will determine the accreditation status of the programme and, in conjunction with the provider, decide if a reaccreditation process is required earlier than the period originally granted as well as the form an assessment will take.

Substantial changes may include but are not limited to:

- change of qualification title
- changes to regulations concerning entry requirements and cross-crediting arrangements
- changes to the level or credits necessary to gain the qualification
- changes to overall programme objectives
- significant changes to the structure of the qualification
- significant changes to staffing
- significant changes in student numbers that bring the financial or academic viability of a programme into question or lead to concern as to whether the graduate attributes can be consistently delivered
- changes to the mode of delivery
- the programme being offered at a new site.

Discontinued programmes

When a provider makes a decision to discontinue delivery of an accredited programme, the provider must advise the OTBNZ, which will determine the termination period of accreditation of the programme.

Public reporting

After an accreditation decision is made, the OTBNZ updates the list of accredited programmes on its website. The list shows the initial and final year of accreditation and the current reaccreditation date. Where a programme is no longer accredited, the previous period of accreditation is shown. Provisional or conditional accredited programmes are identified as such.

Programme providers are expected to ensure that current and prospective ākonga students are aware of the current accreditation status of their programme(s).

Operational principles

Confidentiality

The OTBNZ will not divulge details of investigation, documentation, correspondence and discussions between the OTBNZ, the reaccreditation panel and the institution concerned to third parties or those not involved in the accreditation process without the approval of the institution.

Links to other processes

New Zealand Qualifications Authority

The OTBNZ will not divulge details of investigation, documentation, correspondence and discussions between the OTBNZ, the reaccreditation panel and the institution concerned to third parties or those not involved in the accreditation process without the approval of the institution.

Te Pūkenga

The accreditation or reaccreditation of programmes delivered in the polytechnic sector will need to involve Te Pūkenga. The level of involvement and, where indicated, representation on the accreditation or reaccreditation panel will be discussed with Te Pūkenga.

Universities New Zealand

Whakaora ngangahau occupational therapy programmes offered by New Zealand universities must be accredited by the Committee on University Academic Programmes (CUAP).

Requests for academic approval from CUAP must be accompanied by written evidence of consultation with and acceptability to the appropriate professional registration or licensing bodies.

In order to respond to this CUAP requirement, for new programmes, the OTBNZ will assess any new programme proposal to ensure it has a systematic programme development process that suggests:

- alignment to a coherent and recognised body of whakaora ngangahau occupational therapy knowledge consistent with the proposed programme title
- engagement with and consideration of feedback with key stakeholders
- constructive alignment of the proposed curriculum with a set of programme graduate outcomes that are substantially equivalent to the OTBNZ Competencies for Registration and Continuing Practice.

Quality assurance processes

Institutions may have an internal review system or be monitored through the NZQA or Te Pūkenga accreditation process. The OTBNZ may consider the reporting and records of these processes during their reaccreditation process of the programme.

World Federation of Occupational Therapists (WFOT)

Where possible, the approval or reapproval of programmes will take place at the same time as the OTBNZ accreditation or reaccreditation process. WFOT has produced guidance on this process. The WFOT standards have been incorporated into the OTBNZ standards. The WFOT delegates from Occupational Therapy New Zealand Whakaora Ngangahau Aotearoa (OTNZ-WNA) will have membership of the accreditation/reaccreditation panel. This is to facilitate joint approval mechanisms.

Reaccreditation visit costs

Direct costs associated with individual reaccreditation visits are the responsibility of the institution entering the reaccreditation process. This includes all travel and accommodation costs associated with the OTBNZ reaccreditation process. Panel members are reimbursed expenses. Refer to Appendix 1 for expense claim guidelines.

The OTBNZ will make the travel and accommodation arrangements for the reaccreditation process. The amount to be recovered is gazetted and is currently capped at $25,000.

Roles and appointments

Guidelines for selection of panels

Reaccreditation panels are led by a chair and supported by a quality manager selected by the OTBNZ. The panel members are selected by the OTBNZ and include:

- a chair – layperson with experience in accreditation
- one occupational therapist from an Australian institution providing an occupational therapy programme
- two kaiwhakaora ngangahau occupational therapists registered with a current practising certificate – one must have experience in teaching a whakaora ngangahau occupational therapy programme
- two kaiwhakaora ngangahau occupational therapists registered with a current practising certificate who identify as tangata whenua, one of which could be a WFOT delegate from OTNZ-WNA
- WFOT delegates from OTNZ-WNA
- an NZQA representative (if required)
- a Te Pūkenga representative (if required).

Representatives from the quality assurance departments of the institutions being reaccredited may have observer status.

The institution being reaccredited is asked to comment on the composition of the panel. The reaccreditation panel is responsible for the review of an individual programme. The panel will, whenever possible, have one member who has previously been part of an OTBNZ accreditation or reaccreditation panel.

Reaccreditation panel roles

Chair

The chair is responsible for the reaccreditation report and for leadership of the panel. This person is appointed by the Chief Executive of the OTBNZ in collaboration with the co-chairs.

The chair's responsibilities are:

- chairing all plenary sessions
- general co-ordination and problem solving during all plenary sessions and meetings
- reviewing high-level considerations such as institutional and school governance, strategy, finance and culture
- liaison with representatives of the programme being reaccredited
- liaising with representative parties on the panel (NZQA, WFOT and Te Pūkenga)
- providing verbal feedback of accreditation outcomes at the end of meetings
- approving final reports before submission to the OTBNZ
- providing the OTBNZ with feedback on the contributions of panel members to assist with future accreditation panel selection
- providing feedback on the accreditation process.

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Quality manager

The quality manager will be selected by the Chief Executive of the OTBNZ following confirmation by the chair of the reaccreditation panel.

The quality manager's responsibilities are:

- collecting and collating evidence from the institution
- ensuring that all necessary information to support the panel's findings is verified
- ensuring that any concerns are reported to the reaccreditation panel chair
- collating panel member submissions for plenary sessions
- producing a panel report within 3 weeks of the reaccreditation meetings.

Reaccreditation procedures

The reaccreditation process for a programme comprises the steps set out below.

Letter for reaccreditation

The OTBNZ will send a letter to accredited programmes when their accreditation period is ending. This is usually done 6 months prior to the end date of an accreditation period.

Scheduling of reaccreditation visit

A date will be established by which the institution must submit its documentation to the OTBNZ. The OTBNZ estimates a date by which it will make a decision on accreditation following consideration of the panel's report.

Appointment of reaccreditation panel

The reaccreditation panel will be selected by the Chief Executive of the OTBNZ in consultation with the reaccreditation panel chair. Panel members will receive a contract for service and be required to sign confidentiality agreements.

Finalisation of visit timetable

The OTBNZ, with assistance from the reaccreditation panel, will finalise the timetable for visiting with the institution.

A visit will be scheduled and notification of at least 4 weeks before the visit will be given. Visits will normally extend over 1.5 days but may take longer. A sample reaccreditation visit timetable is given in Appendix 1.

Submission of documentation

At least 8 weeks prior to the reaccreditation visit, the institute is required to submit a reaccreditation standards review form for institutes (see Appendix 3) and supporting documentation setting out how the programme addresses the standards. A suggested list of documents can be found in Appendix 4.

Initial review of documentation

On receipt of the documentation, the OTBNZ will send them to the reaccreditation panel quality manager who will review the adequacy of the documentation. If the documentation is considered seriously deficient, the institute will be advised and the reaccreditation process will be delayed until adequate documentation is received or the visit cancelled. All costs of rescheduling are the responsibility of the institute.

Review of documentation by reaccreditation panel

The reaccreditation panel will receive and review the documentation from the institute once it is deemed sufficient by the reaccreditation panel quality manager. The panel will have at least 1 month to review the documentation.

Pre-visit teleconference by panel

2 weeks prior to the visit, the panel will confer to discuss any preliminary findings and to particularly identify any concerns for which additional information is required from the institute. The institute will be advised accordingly and requested to provide a formal response either prior to or at the time of the reaccreditation visit.

The reaccreditation panel chair will use the outcomes of the panel's discussions to develop a set of targeted and generic questions to guide the reaccreditation panel during the visit.

Panel orientation and training

The reaccreditation panel normally convenes the afternoon before they visit the institute. Most of this session is treated as an orientation and briefing session where panel members are given advice on their role, responsibilities and procedures during the visit. The objective is to ensure that the panel is consistent in their standards and approach across all programmes being accredited in Aotearoa New Zealand.

Panel members are expected to have reviewed all documentation before arriving at the orientation session. They will have been provided with worksheets for the programme being reviewed. These worksheets are intended as an aid to the panel to ensure they comprehensively evaluate the programme. The OTBNZ does not insist these worksheets are completed by each panel member but does expect the areas for evaluation set out are considered in a systematic manner by the panel using the indicators of attainment to support their evaluation.

Prior to the orientation session, each panel member will send their evaluation to the reaccreditation panel quality manager who will collate the forms and have a collated form available at the orientation session for the panel to review and consider questions for the institute's representatives.

On-site visit

The visit will focus principally on:

- verifying the documents supplied
- verifying that the stated programme objectives and graduate competency profiles are being met
- evaluating factors that cannot readily be described in or verified from documentation provided by the institute
- auditing quality systems and processes of the institution or meeting with the institution's quality manager
- meeting with the dean, heads of departments or their equivalents and representative samples of ākonga students, academic kaimahi staff, technical support kaimahi staff, alumni and industry advisory group members, and some of the panel members will accompany the reaccreditation panel chair when they meet with the vice-chancellor or equivalent of the institute
- reviewing and discussing assessment procedures and examining representative samples of assessment tasks of the programme, ākonga students' work (both marginal and highly capable ākonga students), focusing particularly on whether all aspects of the graduate capability profiles are being proficiently and comprehensively assessed

- evaluating factors such as the professional culture in the institute, the morale and calibre of the kaimahi staff and ākonga students and the general awareness of current developments in whakaora ngangahau occupational therapy education and practice
- reviewing facilities, particularly simulation laboratories and independent study facilities, including the library and information technology
- examining and discussing evidence of how well the quality processes are functioning.

Exit meeting

The exit meeting should be confined to:

- stating the likely outcome of the visit – the reaccreditation panel chair will note what they will be recommending to the OTBNZ, which will make the final decision
- stating any requirements and, if possible, the method and timing of any follow-up
- noting any recommendations.

The purpose of the exit meeting is to report findings. It is not the place to conduct open or detailed discussions of any of the recommendations or requirements outlined.

Final draft report and response from the institute

As soon as possible after the visit, normally within 3 weeks, a draft report is prepared and sent to the institute.

The institute has 2 weeks from the date of receipt of the report to provide a written response if it so wishes. The response is normally limited to correcting any errors of fact, but it may comment on any issue the institute feels the panel has misunderstood.

Report and Board decisions

The report and recommendations are then finalised by the reaccreditation panel, noting any response from the institute, and forwarded to the OTBNZ for review and consideration at their next available Board meeting.

The Board formally accepts the report and considers the recommendations outlined in it. The reaccreditation panel chair is invited to attend the Board meeting at which the visit report is considered.

Notification of outcome

The outcome of the reaccreditation process is then communicated to the dean or head of department, and the OTBNZ listing of accredited programmes is updated as appropriate. A copy of the final reaccreditation report will be attached to the notification letter and an accreditation certificate will be produced for all conditionally or unconditionally accredited programmes.

Appeals

If the institute wishes to appeal against a refusal to reaccredit a programme, an appeal must be lodged with the Chief Executive of the OTBNZ within 20 working days of receipt by the institute of the reaccreditation decision and must state the grounds on which it is based. Grounds for the appeal are normally limited to errors of fact or breach of the policy, standards and/or procedures set out in this publication. The Board will consider the appeal and may appoint an appeals panel of not fewer than one experienced academic and one experienced practising occupational therapist to investigate the appeal and advise the Board. The Board's decision, which is final, will be given within 8 weeks of receipt of the appeal.

Appendix 1 – Reaccreditation visit timetable exemplar

A possible reaccreditation process schedule for the 1.5 day visit is given below. A specific visit programme will be developed for each institute to ensure the reaccreditation panel has the time necessary to assess each new programme.

Note that:

- there is some flexibility in the order and timing of activities but the general aim is to consider the information presented in a logical order
- experience has shown that some presentations tend to repeat material already provided so care should be taken to avoid this where practical.

TIME	VENUE	ACTIVITY
2–3 weeks prior to visit		
1-2 hours	Teleconference/Zoom	• Reaccreditation panel teleconference/Zooms to identify gaps in documentation and key areas of focus for visit.
Afternoon or evening before visit		
At least 4 hours	Off campus	• Panel introductions and advice on role if not done previously. • Discuss gaps in documentation and list specific questions for the institute.

Day 1 of visit

PERIOD	VENUE	ACTIVITY
1 hour	Central campus	• Opening session – the panel meets with senior departmental kaimahi staff. • Introductions. • Overview presentation by dean on recent developments and strategic directions.
1.5 hours	Departments	• The panel meets with relevant programme leaders. • **Objective:** Opportunity for further discussion at programme level. Areas for discussion should include curriculum developments within individual programmes, coverage of the OTBNZ Competencies for Registration and Continuing Practice, staffing, departmental research activity and stakeholder input.
1 hour	Potential parallel session	• Meet with head of school and their most senior kaimahi staff (this should be limited to 1–3 people and should be focused on academic quality systems).
1 hour (lunch)	Central	• Lunch with programme advisory group (or similar) members and stakeholders. • **Objective:** Review level of engagement with industry and consumers and level of stakeholder support.
1 hour	Departments	• The panel meets with relevant academic kaimahi staff. • **Objective:** Consideration of issues relating to curriculum development, teaching and learning approaches, assessment, programme objectives,

		graduate profile, workloads, resourcing, technical support, research and professional culture.
1.5 hours	Departments	• The panel reviews samples of student work, examination scripts, projects and assessment tasks. • **Objective:** Review learning outcomes against course descriptors and the OTBNZ Competencies for Registration and Continuing Practice.
1 hour	Departments	• The panel meets with a selection of undergraduate ākonga students.
30 minutes	Central	• Private session for the panel.
45 minutes – early evening		• The panel meets with recent alumni and/or postgraduate ākonga students.
Later evening	Off campus	• Working dinner for the panel while reviewing the day's findings.

Day 2 of visit

PERIOD	VENUE	ACTIVITY
1 hour	Central	• Private session for the panel. • **Objective:** Consolidate initial findings. • **Note:** Programme leaders available to discuss issues arising from day 1 as required.
1 hour	Departments	• The panel tours the facilities, focusing on classrooms, laboratories and independent study facilities.
1 hour	Central	• The panel meets with the head of school. • **Objective:** Review matters relating to institutional strategy, governance and support.
	Potential parallel session	• Kaimahi staff research, teaching and learning support initiatives.
	Potential parallel session	• Student learning support initiatives.
	Potential parallel session	• Work experience support initiatives.
1 hour	Departments	• The panel reviews student work and assessment tasks. • **Objective:** Further opportunity to review samples of student work, examinations/projects.
30 minutes	Departments	• The panel meets with technical kaimahi staff. • **Objective:** Consideration of levels of administrative and technical support and associated systems.
2 hours	Central	• Private session for the panel. • **Objective:** Consolidate findings and begin to draft report.
30 minutes	Central	• Exit meeting. • **Objective**: Present verbal report on findings to senior management.

Note: The institution is expected to provide lists of names and titles/affiliations of attendees at panel sessions with academic kaimahi staff, ākonga students, alumni and advisory group members. Where possible, name badges should be provided to assist with interaction.

Appendix 2 – Expense claim guidelines

Institutions that wish to continue being accredited by the OTBNZ are expected to cover all direct costs associated with the reaccreditation process. The following guidelines have been developed to ensure consistency across reaccreditation costs. This is a cost recovery activity for the OTBNZ.

Overseas representatives

The OTBNZ considers possible Australian panel members and the travel costs against the advantages the representative brings to the panel. The OTBNZ considers the opportunity to develop networks and the ability to benchmark standards to those used in Australia.

Australian representatives have direct costs associated with their participation in the reaccreditation process that will be reimbursed. They would be expected to travel economy class if the flight time is less than 5 hours. The OTBNZ will arrange travel. They will have their accommodation costs met for one day either side of the actual reaccreditation visit – for example, if the visit required 2 nights' stay, the overseas representative would be accommodated for up to 4 nights.

Travel within Aotearoa New Zealand

Travel within Aotearoa New Zealand will be economy class. Bookings will be made at least 1 month in advance so advantage can be taken of airfare discounts. If panel members use their own vehicle when travelling to participate in a reaccreditation visit, they will be reimbursed at the IRD standard rate. A claim form will be provided.

Hotel accommodation and meeting rooms

The OTBNZ will make all accommodation and meeting room bookings.

Meals

Morning and afternoon teas and lunches are arranged by the institute during visits, and evening meals are organised by the OTBNZ unless other arrangements are requested.

General expenses

Panel members receive a set fee that is agreed upon in the service agreement signed by the panel member and the Chief Executive of the OTBNZ. If a panel member is a representative of an institution, the institution will be paid the invoiced amounts.

Costs of extra activities

If the institution wishes to use local or Australian panel members for other contiguous reviews or activities before or after the accreditation visit, the costs of doing so will be the responsibility of the institute.

Costs of the attendance by a reaccreditation panel member at any meeting where reaccreditation reports are considered is the responsibility of the OTBNZ.

Appendix 3 – Reaccreditation standards review form for institutes

Institution name	
Programme name	

Lead contact details for queries about this form	**Landline**	
	Mobile	
	Email	

Please ensure that your responses include reference(s) to the document(s) with specific sections or pages that you believe hold evidence on how the programme meets the standard.

In instances where you believe a similar reference can be used in a subsequent standard, you may place a reference to the previous standard for the reaccreditation panel to view.

Domain: Public safety	Evidence Required	Commentary on how programme meets the standard
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 whakaora ngangahau occupational therapy educational programme, practice education/fieldwork and student learning outcomes.	• Statement of educational principles, curriculum design and learning outcomes for the programme. • Outline of principles used to guide and assess culturally safe practice. • Statements of strategies and their outcomes designed to bring Te Tiriti o Waitangi into clinical education	
1.2 Appraisal and management of ākonga students' fitness to practise during the programme is effective.	• Fitness to practise policy, procedures, and guidelines. • Examples of implementation of mechanisms used to identify, report, and manage student fitness to practise issues, including those related to professional behaviours and culturally safe practices. • Examples of strategies used to manage poorly performing and failing ākonga students. • Ākonga students comply with vaccination requirements.	
1.3 Ākonga have achieved relevant pre-requisite whakaora ngangahau occupational therapy professional knowledge, skills, and behaviours before interacting with the public or providing person/Whānau services as a component of the programme.	• 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 ākonga students are informed of OTBNZ Code of Ethics.	
1.4	That the Provider Institution and the Programme weaves Te Tiriti o Waitangi ongoing development in meeting this standard	• Policies and procedures for practice education including supervision standards and arrangements • Examples of supervisory models including kaupapa Māori 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.	• 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 ākonga students.	• 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 kaimahi staff and ākonga students to demonstrate ethical and professional conduct.	• Policies and procedures on ethical and professional behaviours for kaimahi staff and ākonga students, consistent with the professions Competencies for Registration and Continuing Practice and Code of Ethics. • Examples of mandatory training for kaimahi staff, including fixed term/casual kaimahi staff.	

			Commentary on how programme meets the standard
		• Examples of assessment of ākonga students' ethical and professional conduct.	
1.8	The education provider complies with its obligations under the Health Practitioners Competence Assurance Act 2003.	• 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	Evidence Required	Commentary on how programme meets the standard
Standard 2: Academic governance and quality improvement systems are effective in developing and delivering sustainable, high-quality whakaora ngangahau occupational therapy education.		
2.1 Robust academic governance arrangements are in place for the whakaora ngangahau occupational therapy programme, which are inclusive of responsiveness to te Tiriti o Waitangi and include processes for systematic monitoring, review, and improvement.	• 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 Tiriti 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 whakaora ngangahau occupational therapy qualifications, educational expertise, and academic leadership experience. • Evidence that the programme is working with whānau, hapū and iwi to develop practices and procedures that will improve cultural safety and competence in graduates. • Evidence that the programme ensures te Tiriti o Waitangi workshops, sanctioned by Tangata Whenua and in liaison with local iwi, are accessed by both kaimahi staff and ākonga students	
2.2	Programme design and implementation is informed through collaboration and consultation with key stakeholders including the whakaora ngangahau occupational therapy profession, tangata whenua, consumers, employers and other health and human service experts**.**	• 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	• Example of the ways student satisfaction data or other student feedback is used to improve the programme.	

	review, feedback from tangata whenua, consumer feedback and outcome information from new graduates.	• 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, graduates and stakeholders and how this feedback is used to improve the programme. • Evidence that the programme is working Tāngata Whenua and Pasifika to develop practices and procedure that will improve cultural safety and competence in graduates.	
2.4	Contemporary and emerging developments in whakaora ngangahau occupational therapy and broader health, disability and human service education and practice are incorporated into the curriculum in a timely manner.	• Examples of updating curriculum to contemporary evidence-based practice standards and future oriented developments. • Examples of kaimahi staff development activities to ensure kaimahi staff have the required expertise for the delivery of a contemporary, coherent curriculum and Te Tiriti o Waitangi.	

Domain: Programme of Study		
Standard 3: Programme design, delivery and resourcing enable ākonga students to achieve the required whakaora ngangahau occupational therapy learning outcomes, attributes, and competencies.	**Evidence required**	**Commentary on how programme meets the standard**
3.1 A contemporary educational framework informs the design and delivery of the programme.	• Statement of educational frameworks used are relevant to whakaora ngangahau 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 the local context including te Tiriti o Waitangi and the diverse historical and socio-political factors that relate to occupational engagement and health and wellbeing.	Programme documents which demonstrate: • 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, rangatiratanga, kawa, matauranga Māori practices and lived experiences of occupation.	
3.3 The programme philosophy and design embed concepts of occupation and whakaora ngangahau occupational therapy shared by the national and international community of	Programme documents which demonstrate: • How the whakaora ngangahau occupational therapy/science philosophy is embedded	

		kaiwhakaora ngangahau occupational therapists.	throughout the curriculum and informs graduate outcomes; • How the curriculum is informed by whakaora ngangahau occupational therapy/science theory, research and practice; • Consistency with whakaora ngangahau occupational therapy international expectations documented in the World Federation of Occupational Therapists Minimum Standards for the Education of Occupational Therapists (2016); • How te ao Māori and Te Tiriti o Waitangi are embedded throughout the curriculum and inform graduate outcomes.	
3.4		The programme develops a commitment to life-long learning and assesses ākonga students' skills in critical thinking, professional reasoning, and self-reflection.	• 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 and Code of Ethics.	• Detailed curriculum map/s to indicate alignment of course/paper learning outcomes with the OTBNZ 2022 Competencies for Registration. • Examples of how leaning outcomes prepare ākonga students to meet the gazetted OTBNZ General Scope of Practice: Kaiwhakaora Ngangahau Occupational Therapist and the Code of Ethics. • 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.	• Description of practice education experiences provided to ākonga students. • Evidence ākonga 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. • Tangata whenua ākonga students are offered kaupapa Māori field work placements.	
3.7	Learning and teaching methods are informed by evidence, designed, and delivered to ensure occupational therapy ākonga students achieve the required learning outcomes.	• Examples of learning and teaching methods used. • Outline of teaching and learning approaches and pedagogies used to teach Te • Ao Māori embedded content. • Indicators of the Programme uses of te reo Māori to increase the use of awareness, pronunciation, and skills of understanding • Indicators on how the programme builds a constant reference through Te Ao Māori1. • Examples of learning outcomes can be based on historical and cultural Tangata Whenua methods. •	
3.8	Cultural capability is integrated within the programme and clearly articulated in student	• Examples of learning and assessment, and teaching materials across the programme	

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[1] Visual (art, symbols), verbal(use te reo), tikanga Māori and Māori models of health

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	learning outcomes, and consistent with the cultural diversity of Aotearoa New Zealand society.	• demonstrating the integration of cultural capability. • Detail of education provided for kaimahi 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.	• 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.	• Examples of where research literacy including kaupapa Māori research 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 / Te Ao Māori learning for collaborative person/Whānau-centred practice is a learning outcome of the programme.	• Description of the scaffolding or framework to support interprofessional / Te Ao Māori learning throughout the programme. • Examples of interprofessional and te ao Māori 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.	• Academic staffing profile including professional qualifications, registration status, engagement with the profession, research, teaching, administrative and supervision responsibilities. Including fixed term/contracted kaimahi staff. • Outline of practice educator qualifications, experience, and preparedness/education for	

		their supervisory role, including tikanga Māori as part of clinical skills. • Kaimahi staff bring with them innate cultural knowledge that they may be happy to share or seeking further learning through guests or invited lecturers • Outline of current and professional development specifically to te ao Māori and Te Tiriti o Waitangi.	
3.13	Learning environments, facilities, resources, and equipment support the effective delivery of the programme and the achievement of the learning outcomes.	• 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: Ākonga students are provided with equitable and timely access to information and support relevant to their whakaora ngangahau occupational therapy programme.	**Evidence Required**	**Commentary on how programme meets the standard**
4.1 Programme information is accurate, clear, and accessible.	• Programme of study information provided to prospective and enrolled ākonga 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.	• 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 whakaora ngangahau occupational therapy ākonga students at risk of unsatisfactory progress are identified and support provided.	• Description of academic, cultural, and personal support services available to domestic and international ākonga students. • Example of strategies used to develop student wellbeing and resilience. • Practices regarding Te Reo, English literacy and comprehension (including for international ākonga students and others who need literacy/language support). • Evidence the programme and Provider Institution are undertaking steps to help ensure success within the programme for Tāngata Whenua and Pasifika kaimahi staff and ākonga students. • Evidence how cultural competence are understood and communicated to ākonga students working across all cultures.	
4.4	Ākonga students are informed of and have access to personal support services provided by qualified personnel, including during practice education/fieldwork placements and pastoral care.	• Description of personal and learning support available to ākonga students while on practice education/fieldwork • Examples of care packages implemented • Example of pastoral care implemented • Example of pastoral care implemented specific to Tāngata Whenua and Pasifika	
4.5	Ākonga students have opportunities to be represented within the deliberative and decision-making processes of the programme.	• Evidence of ākonga student representation and Māori ākonga student representation within the governance and curriculum management processes of the programme.	

			Commentary on how programme meets the standard
4.6	Equity and diversity principles are demonstrated and promoted in the student experience.	• 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 whakaora ngangahau occupational therapy programme to groups under-represented in the profession, including Tāngata Whenua and Pasifika.	• Report on the programme's recruitment, admission, and completion by Tangata Whenua ākonga students and other under-represented student groups. • Examples of specific strategies to support participation and completion by • Tangata Whenua ākonga students and other underrepresented student groups. • Marketing strategies and collateral used to promote the programme which reflects Aotearoa New Zealand society. • Evidence of a plan to include goals and actions to increase Tāngata Whenua and Pasifika student numbers in the programme. • Examples of how the programme is valuing the contributions of Tangata Whenua ākonga students and kaimahi staff to ongoing development of the programme.	

Domain: Assessment	Evidence Required	Commentary on how programme meets the standard
Standard 5: Graduates have demonstrated achievement of all programme learning outcomes, including the requirements for safe, ethical, and competent whakaora ngangahau occupational therapy practice.		
5.1 There is a clear relationship between learning outcomes and student assessment strategies.	• Assessment policies and procedures	

		• Course/paper outlines provided to ākonga 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 culturally sensitive, safe, ethical, and competent to practice.	• 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. • Assessment can be submitted in Te Reo.	
5.3	Learning outcomes are mapped to the required whakaora ngangahau occupational therapy attributes and competency standards and assessed.	• 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.	• 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/fieldwork settings.	• Examples of assessment guidelines provided to ākonga students • Examples of de-identified marked student assessments with feedback provided to ākonga students.	
5.6	Programme management and co-ordination, including moderation procedures, ensure consistent and appropriate assessment and feedback to ākonga students.	• Policies on and examples of programme assessment moderation/ benchmarking and feedback to ākonga students.	

| 5.7 | Kaimahi staff who assess ākonga students in academic and practice education/fieldwork contexts are suitably qualified and experienced for their role. | • Academic staffing profile including qualifications, professional and academic experience, teaching, research and supervision responsibilities, registration status, continuing professional education undertaken specific to teaching and learning including assessment, culturally safe practice, and inclusive teaching.
• Practice educator/supervisor qualification, registration status and preparedness for the supervisory role. | |

Appendix 4 – Accreditation standards review suggested document list

Below is a list of suggested documents to accompany your reaccreditation standards review form. We encourage you to include additional documentation if you feel it evidences how the programme meets the standards.

Programme information

- Programme prospectus
- Graduate profile
- Research programmes planned and/or already merited along with their findings
- Programme planning for next 3 years
- List of all fieldwork programmes and their kaimahi staff
- Programme documents
- Programme review (external) monitor reports
- Programme outcomes and assessments
- Programme structure (mapping) documents
- Completion rates for the programme (APER summary)
- Publicity material/information about the programme

Kaimahi staff information

- Kaimahi staff list
- Suggested staffing numbers for accreditation
- Kaimahi staff performance plans (appraisal programme)
- Research profile

Course and student information

- Student guides and instructions (may include assessment outlines)
- Course schedule
- Topic schedules for courses
- Study pathways

Other

- Policies both student and kaimahi staff related
- All procedure and process documents
- Kaimahi staff and ākonga student handbooks
- Budget guidelines
- Templates of certificates, diplomas and/or degrees
- Monitoring reports
- Documents in regard to internal or external monitoring groups (terms of reference, guides, minutes, etc.)
- Fieldwork documents including assessments, guidelines, agreements
- Information to supervisors such as handbooks and assessment forms
- Framework documents for programmes, courses, and processes such as cultural strategy, research
- Lists of resources (books, equipment, etc.) held by the institute for ākonga students and kaimahi staff
- Organisational chart
- Legal agreements
- Fieldwork logs
- Organisational annual report

References

Children's Act 2014
http://www.legislation.govt.nz/act/public/2014/0040/latest/DLM5501618.html

Health Practitioners Competence Assurance Act 2003
https://www.legislation.govt.nz/act/public/2003/0048/latest/DLM203312.html

New Zealand Qualifications Authority (2016) *The New Zealand Qualifications Framework*
https://www.nzqa.govt.nz/assets/Studying-in-NZ/New-Zealand-Qualification-Framework/requirements-nzqf.pdf

New Zealand Qualifications Authority (2022) *Programme Approval, Recognition, and Accreditation Rules 2022*
https://www.nzqa.govt.nz/assets/About-us/Our-role/Rules/2022/Programme-Approval-Recognition-and-Accreditation-Rules-2022.pdf

Occupational Therapy Board of New Zealand (2022) *Code of Ethics for Occupational Therapists*
https://otboard.org.nz/document/5884/7569%20OTBNZ%20%E2%80%93%20Code%20of%20Ethics%20G.pdf

Occupational Therapy Board of New Zealand (2022) *Competencies for Registration and Continuing Practice for Occupational Therapists*
https://otboard.org.nz/document/5886/Jan%202022%20Competencies%20for%20Registration%20and%20Continuing%20Practice.pdf

Occupational Therapy Board of New Zealand (2022) *General Scope of Practice: Kaiwhakaora Ngangahau Occupational Therapist*
https://otboard.org.nz/document/5885/Jan%202022%20Scope%20of%20Practice.pdf

Occupational Therapy Council (Australia & New Zealand) Ltd (2013) *Accreditation Standards for Entry-Level Occupational Therapy Education Programs*
https://www.otcouncil.com.au/wp-content/uploads/Accred-Standards-December-2013.pdf

World Federation of Occupational Therapists (2016) *Minimum Standards for the Education of Occupational Therapists*
https://www.wfot.org/assets/resources/COPYRIGHTED-World-Federation-of-Occupational-Therapists-Minimum-Standards-for-the-Education-of-Occupational-Therapists-2016a.pdf

World Federation of Occupational Therapists (2020) *Revised Minimum Standards for the Education of Occupational Therapists*