

**OCCUPATIONAL THERAPY
COUNCIL (Australia & New Zealand) LTD**



ACN 159 509 387

**Accreditation Standards for Entry-Level
Occupational Therapy Education Programs
December 2013**

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The Occupational Therapy Council

The Occupational Therapy Council (Australia & New Zealand) Ltd (OTC) is the body appointed by the Occupational Therapy Board of Australia (OTBA) as the accreditation authority under the Health Practitioner Regulation National Law Act 2009 (National Law). The OTC is an independent organisation established to assess and accredit occupational therapy education programs leading to graduates' eligibility for registration as an occupational therapist in Australia and New Zealand, and to assess the suitability of overseas trained occupational therapists to practise in Australia and New Zealand.

The OTC's objectives that are particularly relevant to its program accreditation function under National Law include:

- To develop, review and maintain accreditation standards to assess occupational therapy programs for approval by the OTBA.
- To assess programs of study, and the education providers that provide the programs of study leading to eligibility for registration as an occupational therapist, to determine whether the programs meet approved accreditation standards.
- To assess for the purpose of granting accreditation to programs leading to eligibility for registration as an occupational therapist.
- To advise and make recommendations to either the OTBA or the Occupational Therapy Board of New Zealand (OTBNZ) (or to both) relating to the accredited status to be granted to an occupational therapy program.
- To provide information and advice to the OTBA or governmental agency relating to law and policy concerning accreditation and competency requirements for the registration of occupational therapists.

The standards in this document incorporate and build on the minimum standards for occupational therapy education outlined in the World Federation of Occupational Therapists (2002) *Revised Minimum Standards for the Education of Occupational Therapists*, the *Australian Minimum Competency Standards for New Graduate Occupational Therapists* (Occupational Therapy Australia, 2010) and accreditation standards developed by Occupational Therapy Australia Limited (OTAL).

Accreditation standards are used to assess whether a program of study, and the education provider that delivers the program of study, provide those people who complete the program with the knowledge, skills and professional attributes necessary to practise the profession in a competent and ethical manner. The accreditation standards are also used to monitor accredited programs of study.

The Accreditation Standards (December 2013) are effective from **1 December 2013**. They replace the November 2012 standards, which had been approved by the OTBA on an interim basis. Under section 46 (2) of the National Law, wide-ranging consultation about the content of an accreditation standard must be undertaken. Hence a public consultation held between December 2012 and February 2013 informed the December 2013 standards.

Key differences between the December 2013 standards and the November 2012 Standards:

- a stronger focus on Aboriginal and Torres Strait Islander people's health;
- a stronger focus on the expectation for consumer contributions to the program;
- clarification of some aspects of fieldwork/practice education, including supervision requirements;
- a stronger focus on the expectation that programs seek systematic feedback about the performance of graduates to inform the program;
- a stronger focus on the expectation that a program of study is delivered in a research context that informs the program.

The consultation indicated a need for the accreditation standards to place an increased emphasis on the core occupational therapy skills which are required by graduates across workplace environments, and for all students to receive supervised practice and to be assessed as competent in these skills during the program. Further work needs to be undertaken to identify the core occupational therapy practice skills as identified by key employers,

professional organizations, educators and other key stakeholders as required at graduation. Once these practice skills are identified, they can be defined and documented more specifically in the accreditation standards. Future review of the accreditation standards will also need to consider forthcoming revisions to the WFOT Minimum Standards.

In line with the National Law, accreditation may be granted by the OTC if it is reasonably satisfied that a program of study in occupational therapy, and the education provider that provides this program, meets the approved accreditation standard. The OTC may also grant accreditation if it is reasonably satisfied the program of study and the education provider substantially meet the approved accreditation standard, and the imposition of conditions on the approval will ensure the program meets the standard within a reasonable time. The OTC further monitors programs of study to ensure they continue to meet the accreditation standards.

The OTC reports its accreditation decisions to the OTBA. The OTBA makes the decision on the approval of the program of study for registration purposes. Students studying in an approved program and graduates of approved programs are eligible to be registered to practise in Australia.

Secondary benefits of the accreditation process include:

- The program can demonstrate it meets the World Federation of Occupational Therapist (2002) Minimum Standards for the Education of Occupational Therapists.
- Education providers engage in benchmarking and external review to ensure standards and ongoing improvement of occupational therapy education.

The Accreditation Standards

The accreditation standards document the expected requirements of entry-level occupational therapy education programs in Australia for the purpose of program accreditation.

The standards currently required of occupational therapy entry-level education programs in Australia are outlined below, along with guidance on the evidence that can be used to demonstrate the standards have been met.

The standards encompass the following areas:

- Program overview, philosophy and purpose.
- Curriculum content and sequence.
- Educational methods.
- Practice education/fieldwork.
- Local context of professional practice.
- Educators.
- Resources.
- Quality improvement processes.

The accreditation standards require that all programs must prepare students to meet the Australian Competency Standards for new graduate occupational therapists (Occupational Therapy Australia, 2010). The competency standards outline the expected knowledge, skills and attitudes required of occupational therapists at the point of completion of an entry-level program of study. The competency standards' document highlights the client-centered occupational nature of occupational therapy practice, the relationship of the person-environment-occupation in relation to health, the expectation that graduates are able to work autonomously as well as effective members of a team, valuing knowledge of and attention to the needs of Aboriginal and Torres Strait Islander people, and the necessity of developing culturally safe practices.

The units and elements of the competency standards:

1. Occupational professional attitudes and behavior

The new graduate occupational therapist:

- 1.1 Adopts a client centered approach to practise.
- 1.2 Practises in a culturally safe professional manner.
- 1.3 Practises in a professional manner that meets ethical and legal responsibilities.
- 1.4 Promotes and facilitates occupation through the application of professional knowledge, skills, attitudes and evidence appropriate to the practice context.
- 1.5 Incorporates best available research evidence and professional reasoning into occupational therapy practice.
- 1.6 Maintains and enhances competence through lifelong learning and continuing professional development activities.
- 1.7 Demonstrates professional knowledge, skills, and attitudes appropriate for the working environment.
- 1.8 Contributes to the promotion and advancement of occupational therapy.

2. Occupational therapy information gathering and collaborative goal setting

The new graduate occupational therapist:

- 2.1 Performs a relevant, comprehensive assessment of occupational performance.
- 2.2 Engages in critical, collaborative professional reasoning processes to determine priorities for intervention.
- 2.3 Develops, communicates and implements an effective, efficient plan for occupational therapy intervention.

3. Occupational therapy intervention and service implementation

The new graduate occupational therapist:

- 3.1 Demonstrates client centeredness during intervention.
- 3.2 Promotes client occupational performance and participation.
- 3.3 Selects and implements intervention strategies and methods appropriate to the client.
- 3.4 Selects and implements intervention strategies and methods appropriate to the working environment.
- 3.5 Utilises available community resources, facilities and services.
- 3.6 Respects and supports the role(s) of significant other(s).
- 3.7 Plans cessation/completion of services/effective handover.

4. Occupational therapy service evaluation

The new graduate occupational therapist:

- 4.1 Incorporates perspectives of multiple stakeholders in evaluation of occupational therapy service provision.
- 4.2 Demonstrates ability to understand and conduct multiple evaluation methods and techniques.
- 4.3 Demonstrates an understanding of, and commitment to, principles and methods of quality improvement.
- 4.4 Utilises evaluation outcomes to make recommendations for future practice.

5. Occupational therapy professional communication

The new graduate occupational therapist:

- 5.1 Facilitates active participation of the client in service provision.
- 5.2 Adopts a communication approach appropriate to the working environment.
- 5.3 Documents and reports relevant aspects of service provision.
- 5.4 Shares professional information responsibly.

6. Occupational therapy professional education and development

The new graduate occupational therapist:

- 6.1 Engages in lifelong learning processes and activities to maintain professional competence.
- 6.2 Contributes to education and professional practices of students.

7. Occupational therapy professional practice responsibilities

The new graduate occupational therapist:

- 7.1 Adopts an efficient, effective and systematic approach to daily workload management.
- 7.2 Works effectively within the structure of the workplace environment.
- 7.3 Contributes to quality assurance and service development.

The Accreditation Process

The individual accreditation standards for occupational therapy programs are documented in the following pages, along with statements of the evidence required to demonstrate the standard has been met.

Accreditation guidelines and explanatory notes are published separately on the OTC website. The information in the guidelines and explanatory notes should be used by education providers in conjunction with the accreditation standards to ensure relevant evidence is provided in an accreditation submission. Program leaders and education providers should contact the OTC if further information or clarification is required.

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The Occupational Therapy Accreditation Standards

Section 1: Program Overview, Philosophy and Purpose	
Standard	Evidence
<p>1.1 The program is delivered from an institution that is an Australian university.</p>	<p>Name of institution.</p> <p>Name other existing occupational therapy entry-level programs within the institution.</p>
<p>1.2 The program of study leading to the award is a minimum of four years (normally 96 teaching weeks) and is, at minimum, at the level of a Bachelor entry-level degree (AQF Level 7 or above).</p>	<p>Name the level of award and abbreviation of program e.g. Bachelor of Occupational Therapy (B OT), Master of Occupational Therapy Practice (M OT Prac).</p> <p>Indicate the length of intended program in years, semesters and weeks.</p> <p>Detail the pre-requisites for entry; explain how these ensure students have the underpinning knowledge to achieve the learning outcomes, and how these are assessed when previous studies are included to meet this four-year requirement (and Standard 2.6).</p> <p>If the program is new and will replace an existing program, indicate which program it will replace and outline the process and proposed date for phasing out the existing program.</p>
<p>1.3 The program is delivered from a distinct occupational therapy entity (e.g. occupational therapy school or department) and the status of this entity in the university is equivalent to comparable entry-level professional programs.</p>	<p>Indicate where the program aligns within the organisation using an organisational chart.</p> <p>State the mission of the university and outline the way this mission influences the occupational therapy program.</p> <p>Comment on any specific university focus that influences the delivery of the occupational therapy program(s) in this institution e.g. a specific research agenda, a shift to graduate entry professional programs, a focus on regional/rural remote issues, a focus on primary care.</p>
<p>1.4 The program has a documented philosophy which includes a client centered, occupational view of people (relevant to individuals, groups, communities and populations), the challenges they face and how to enable health, wellbeing and participation through occupation.</p>	<p>Provide the relevant documents that demonstrate this philosophy.</p>

<p>1.5 The elements of the program philosophy are congruent, and provide a comprehensive basis for the program.</p>	
<p>1.6 The philosophy and purpose of the program reflect concepts of occupation and occupational therapy shared by the international community of occupational therapists.</p>	<p>Provide program documents that demonstrate that the philosophy is embedded throughout the curriculum and informs graduate outcomes.</p> <p>Include key references.</p>
<p>1.7 The philosophy and purpose of the program reflect current and predicted health and welfare needs, occupations, systems and priorities of the Australian population including Aboriginal and Torres Strait Islander peoples and the local geographical region in which the program is conducted.</p>	<p>Provide program documents that demonstrate the program incorporates the health and welfare needs, occupations, systems and priorities of Australia and the geographical region.</p> <p>Provide a detailed outline of the philosophy, purpose, and graduate outcomes of the program as they pertain to Aboriginal and Torres Strait Islander peoples.</p> <p>Include key references.</p>
<p>1.8 The program is delivered in a research context that contributes to the advancement of occupational therapy and informs the program.</p>	<p>Provide evidence of the way the university supports occupational therapy scholarship and research, or has the structures in place to do this as the program develops.</p>
<p>1.9 There are aims and objectives for the program which identify expected graduate outcomes and these are congruent with the philosophy and purpose of the program.</p>	<p>Provide program documents that outline the aims and objectives.</p> <p>Indicate how the program duration and stated learning outcomes reflect the nominated Australian Qualifications Framework (AQF) level.</p>

Section 2: Curriculum Content and Sequence	
Standard	Evidence required
<p>2.1 The curriculum content and process is clearly articulated, planned, systematically scheduled and managed effectively.</p>	<p>Provide:</p> <ul style="list-style-type: none"> • an overview of the curriculum content and sequence for each semester of the program; • individual subject/course outlines as provided to the students, including an abstract; objectives /learning outcomes; content overview; prescribed textbooks; details of assessment; teaching and learning strategies; • copies of current timetables, or outlines of teaching activities in each subject, for all years of the program, in a format that indicates the time and study demands for students. <p>Identify significant changes made to the curriculum since the previous accreditation with a rationale for the changes, and future plans for changes to the program.</p>
<p>2.2 The curriculum content and sequence is congruent with the occupational therapy philosophy of the program.</p>	<p>Demonstrate how the occupational philosophy of the program informs and shapes the curriculum content, the sequence and delivery of the program.</p>
<p>2.3 The curriculum is designed, developed and revised by occupational therapists with relevant practice education/fieldwork and educational curriculum design expertise.</p>	<p>Provide the name, title, qualifications and contact details of person/s developing, updating or modifying the program.</p> <p>Provide evidence that the academic staff members responsible for new curriculum have demonstrated capacity to develop innovative and contemporary occupational therapy education programs.</p> <p>If there are aspects of the program that were not designed and developed by occupational therapists (e.g. foundation subjects such as anatomy; psychology, sociology) explain how these aspects of the program are integrated into an occupational therapy framework in the curriculum.</p> <p>Indicate how the occupational therapy perspective is incorporated into any inter-professional aspects of the program.</p>
<p>2.4 The curriculum is developed through consultation and collaboration with the occupational therapy practice community and other health and human service experts, including consumers and Aboriginal and Torres Strait Islander health professionals.</p>	<p>Provide evidence of the way this consultation has shaped the curriculum.</p>

<p>2.5 The curriculum content and process addresses all of the knowledge, skills and attitudes specified in the Australian Competency Standards for New Graduate Occupational Therapists (Occupational Therapy Australia, 2010) to equip graduates with the knowledge, skills and attitudes to work with individuals, groups and communities.</p>	<p>Provide a detailed curriculum map to indicate where and how the units and elements of the Australian Competency Standards for New Graduate Occupational Therapists (2010) are addressed in the curriculum.</p> <p>Indicate how the knowledge, skills and attitudes embedded within the units of competence are developed for students across all years of the curriculum.</p>
<p>2.6 In line with WFOT requirements, the program is structured to meet WFOT standards including:</p> <ul style="list-style-type: none"> • 60 per cent is focused on occupation and occupational therapy (including fieldwork to integrate knowledge); • 10 to 30 per cent is focused on knowledge supporting an understanding of body structure and function and biomedicine (including practice education/fieldwork to integrate knowledge), and • 10 to 30 per cent is focused on knowledge supporting an understanding of the human and social environment, and social perspectives of health (including practice education/fieldwork to integrate knowledge). 	<p>Indicate how the program meets these WFOT guidelines e.g. by referring to specific subjects or components of the curriculum where relevant material is addressed.</p> <p>If the pre-requisite knowledge acquired prior to commencement in the occupational therapy program is being counted in this calculation (e.g. where knowledge of body structure and function is required for admission to a Masters entry program) provide full details of these studies.</p>
<p>2.7 The program content includes individual, group, and population approaches to health and occupational enablement/wellbeing or occupational enablement leading to health and wellbeing.</p>	<p>Provide evidence of how these approaches are addressed in the curriculum.</p>
<p>2.8 The curriculum content reflects current and future emerging practice areas of Australian occupational therapists.</p>	<p>Provide program documents which demonstrate how the program prepares graduates in accordance with the expectations of practitioners' key practice areas, including mental health, acute and rehabilitative health services, occupational rehabilitation, community health as well as new and emerging practice areas.</p> <p>Provide evidence of the curriculum content focussing on the health of Aboriginal and Torres Strait Islander peoples and evidence of the contribution of Aboriginal and Torres Strait Islander people to the development of the curricula.</p> <p>Provide evidence that the program content is responsive to international, national and state/territory specific practice standards that have been developed by the profession, and indicate how these inform the curriculum.</p>

<p>2.9 Contemporary national and international theories, research findings, occupational therapy practice and expectations of professional practice inform the curriculum.</p>	<p>Provide evidence that the program meets the standard e.g. outline the theories and research used, collaborative relationships with other occupational therapy programs, peer review processes, faculty exchange and involvement of international educators in program review.</p>
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Section 3: Educational Methods	
Standard	Evidence required
3.1 A contemporary educational philosophy underpins teaching and learning in the program.	Outline the rationale for this educational philosophy and include key references.
3.2 National and international educational theories and research inform the educational methods used within the program.	Provide evidence and examples of national and international educational methods and research informing the educational methods used in the program. Include key references.
3.3 The range of educational methods used supports the development of graduate knowledge, reasoning, practice skills and attitudes.	Describe the range of educational/teaching and learning strategies used within the program including the underlying premise for their inclusion (refer to individual subject outlines to illustrate this). Outline the evidence which supports the choice of teaching/learning approaches used, including key references.
3.4 The educational methods used support the development of life-long learning behaviour.	
3.5 The educational methods support the development of graduates to work as effective members of inter-professional teams.	Outline the activities used to support development of knowledge of the role and contribution of the other professionals involved in delivering client services, and to develop cooperative and collaborative working relationships with other members of a team.
3.6 Assessment methods are contemporary and congruent with the educational approach of the program.	Describe the range of assessment strategies used, and indicate how assessment items ensure students meet the subject and the program learning objectives.
3.7 The range of assessment methods used supports the development of graduate knowledge, reasoning, practice skills and attitudes developed by the program.	<p>Outline the research evidence for the assessment processes used, including key references.</p> <p>Indicate the strategies used to assure the quality of the assessment process (e.g. committee review of exam questions, documentation of expected answers, moderation between markers).</p> <p>Provide examples of assessed work that demonstrates a range of standards i.e. good, poor and average, to the assessors during the site visit.</p> <p>Outline strategies used to manage poorly performing and failing students.</p> <p>Describe the processes and methods used to evaluate a student's performance on practice education/fieldwork placements e.g. SPEF-R, learning agreements, reflective assignments.</p>
3.8 The assessment strategies used are appropriate for developing graduates who are safe and competent to practise at completion of the program.	<p>Comment on the cumulative assessment process or specific items of assessment used for this purpose.</p> <p>Provide program documents that indicate how and where ethical and professional conduct is assessed throughout the program and how and where graduates are made aware of</p>

	<p>their responsibilities as outlined in the profession's Code of Conduct and Code of Ethics.</p>
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Comment specifically on the strategies used to ensure that core occupational therapy practice skills identified as required at graduation by key employers, professional organizations, educators and other key stakeholders are assessed as safe and competent by the conclusion of the program.

Section 4: Practice Education/Fieldwork	
Standard	Evidence required
<p>4.1 Students experience a range of different practice education opportunities that require them to integrate knowledge, skills and attitudes to practise with a range of people who have different needs, and in differing circumstances.</p> <p>The range of experiences always includes:</p> <ul style="list-style-type: none"> • people of different age groups; • people who have recently acquired and people who have long-standing health needs; • interventions that focus on the person, the occupation, and the environment. • experience in the provision of culturally responsive health care. <p>Fieldwork experiences will also encompass all of the following parameters:</p> <ul style="list-style-type: none"> • a range of personal factors such as gender, ethnicity that is reflective of the population that will be recipients of occupational therapy; • individual, community/group and population approaches; • health conditions that affect different aspects of body structure and function that cause different kinds of activity limitations; • different delivery systems such as hospital and community, public and private, health and educational, urban and rural, and local and international. 	<p>Provide detail of the range of practice education/fieldwork opportunities available for students (practice education/fieldwork is the time where students implement an occupational therapy process, or an aspect of this process, with or for a real living person and may include up to 20 per cent of well-designed simulation experience).</p> <p>Provide program documents that identify the systems used and the administrative processes in place to manage and monitor student practice education/fieldwork.</p> <p>Comment on areas of strength/difficulty in obtaining adequate range of placements and/or supervision, and the strategies used to obtain the required number of placements.</p> <p>Provide evidence that demonstrates all students have the range of practice education experiences required.</p> <p>Outline the systems and processes in place to ensure students are exposed to a range of clinical and non- clinical practice education experiences including role-emerging and more traditional practice.</p> <p>Provide evidence that the practice education experiences support the development of students' understanding of the role of occupational therapy and the contributions of other professions.</p>
<p>4.2 Fieldwork/practice education experiences are of sufficient duration to allow integration of theory to practise. In line with WFOT requirements a minimum of 1000 hours is normally required, including at least one fieldwork placement of up to eight weeks' duration.</p>	<p>Provide detail of all activities contributing to student practice education/fieldwork experiences.</p> <p>Outline the nature and extent of consultation with local occupational therapy practitioners and others in relation to gaining and sustaining placements.</p>
<p>4.3 There are sufficient numbers of fieldwork/practice education placements available for students.</p>	<p>Provide documentation which outlines the strategies used to ensure a minimum of 1000 hours of fieldwork/practice education will be completed by students in the program, and indicate where students experience extended placement experiences that support the integration of theory and practice.</p> <p>Provide evidence of agreements that ensure students have access to an appropriate range of fieldwork/practice education experiences.</p>

<p>4.4 Fieldwork/practice education supervision is provided by an occupational therapist (role model) with at least 12 months' experience, or an occupational therapy educator; and is graded from close support to independence, depending on the student's learning level.</p>	<p>Outline the process to ensure:</p> <ul style="list-style-type: none"> • all supervisors of practice education/fieldwork are occupational therapy practitioners with at least one year's experience, or an experienced occupational therapy educator; • supervision requirements match the student's learning level e.g. close direct supervision progressing to more independent practice; • an occupational therapy educator provides effective supervision where the supervisor is not on site and/or where a person other than an occupational therapist has a supervisory role (e.g. in a project placement).
<p>4.5 Administrative arrangements for fieldwork meet legal statutory obligations.</p>	<p>Outline the legal agreements in place, and include examples of contracts, memoranda of understanding.</p> <p>Provide evidence that indicates affiliation /placement agreements are in place for all placement locations.</p> <p>Provide evidence that agreements indicate arrangements for public protection and student protection (e.g. Working with Children checks, police checks, immunisation, safe food handling, first aid, public liability insurance/indemnity for practice education/fieldwork experiences, work health and safety legislation).</p>
<p>4.6 Fieldwork is normally distributed throughout every year of the curriculum.</p>	<p>Describe the distribution of hours of practice education/fieldwork through the curriculum, and provide a rationale for this distribution. Include, as an attachment, the documentation used to log the required hours of experience.</p>
<p>4.7 Learning agreements are used to guide and facilitate learning during practice education/fieldwork.</p>	<p>Include, as an attachment, examples of student learning agreements.</p>
<p>4.8 Practice education/fieldwork supervisors are prepared for student placements, and there is ongoing support and development of supervisors.</p>	<p>Indicate how the quality of supervision is promoted, and comment on:</p> <ul style="list-style-type: none"> • strategies used to respond to student feedback about their supervision; • strategies used to ensure all supervisors of practice education placements are adequately trained, supported and mentored. <p>Provide documentation which details the support provided to supervisors in distant or rural and regional locations.</p> <p>Outline guidelines or policy to promote a situation in which the number of students placed at a fieldwork site will be in proportion to the number of available clients.</p>

<p>4.9 The program adequately prepares students for their placements.</p>	<p>Provide documentation on the strategies used to ensure the roles and responsibilities of students on placement, including expected professional behaviours and attitude standards, are made known to them, made clear, explicit and relevant to the particular context.</p> <p>Provide detail about how the prerequisite knowledge assumed by the placement agency is obtained and made known to students.</p> <p>Provide documented evidence on how the roles and responsibilities of practice education/fieldwork supervisors and educators are made known to students, and made clear, explicit and relevant to the particular context.</p>
<p>4.10 Practice education/fieldwork draws on the literature and relevant research to support the program's approach to the establishment, implementation and evaluation of placements.</p>	<p>Indicate how the evidence base on fieldwork/practice education inform and is applied to the development, implementation and evaluation of the fieldwork program (e.g. supervisory strategies, supervisor education, teaching learning strategies, types of placements offered). Include key references.</p>

Section 5: Local Context of Professional Practice	
Standard	Evidence required
5.1 The curriculum content is relevant to Australia's national, state/territory and local region health, well-being and occupational therapy needs.	<p>Provide documented evidence of strategies used to ensure the curriculum content is relevant to the needs of the health, welfare, education, justice and disability systems; arts and cultural sector, and legislative environment in which the program is being delivered.</p> <p>Outline the strategies used to enable students to learn how to adapt their approach to take account of the local context of their practice e.g. placements in role-emerging locations as well as hospital based acute care; learning tasks that address a diverse range of social, economic and cultural factors.</p>
5.2 The program prepares graduates to engage in culturally safe practice, in particular practices relevant to the health and well-being of Aboriginal and Torres Strait Islander peoples.	<p>Identify how the curriculum incorporates the principles/standards of culturally safe practice.</p> <p>Provide specific description of content with particular relevance for the health and well-being of Aboriginal and Torres Strait Islander people.</p>
5.3 The program incorporates content in response to major national, state/territory and local health priorities and practice standards.	<p>Provide specific detail of how the curriculum incorporates and updates current health priority policy directions set by state and national governments, consumer bodies and advocacy organisations.</p> <p>Indicate how knowledge gained directly from the occupational therapy practice field informs the delivery of the curriculum.</p>
5.4 Academic staff have up-to-date knowledge of the local contexts of practice.	<p>Provide documented evidence on the strategies undertaken to ensure academics maintain up-to-date knowledge of the local contexts of practice.</p>

Section 6: Educators	
Standard	Evidence required
<p>6.1 The academic leadership of the program is provided by an occupational therapist. The academic leader will:</p> <ul style="list-style-type: none"> • have experience in leadership in the occupational therapy practice field and/or higher education sector; • have a post-graduate qualification, normally at doctoral level, and research experience in occupational therapy; • have demonstrated capacity to develop innovative and contemporary occupational therapy education at undergraduate and postgraduate level, and has demonstrated leadership capacity in complex and changing environments across multiple sectors (e.g. education, health, disability, community, higher education); • be appointed at professorial level or a minimum of associate professor level; • have the capacity to manage complex university processes to ensure the academic approval of the program. 	<p>Provide the name, title, qualifications, CV and contact details of the academic leader of the program.</p>
<p>6.2 There are a sufficient number of appropriately qualified occupational therapy academics to ensure effective development and delivery of the program.</p>	<p>Provide evidence that the number of academics is sufficient for the size of the intake and demands of the curriculum to be implemented (refer to Rodger et al, 2010 position statement on staffing).</p> <p>Indicate how the balance of full-time, part-time, sessional, contract and tenure ensures effective program development and delivery.</p> <p>Where there are aspects of the program not fully supported by the academic staff, indicate strategies used to address this.</p>
<p>6.3 The combined qualifications and experience of the academic staff supports the curriculum content and education methods used in the program.</p>	<p>Detail staff expertise that prepares them to deliver the program; include comment on how the mix of professional backgrounds, qualifications and experience of the educators enables the delivery of the program that is consistent with its stated philosophy and purpose. Attach CVs for those in leadership positions.</p>
<p>6.4 Academics have a relevant qualification that is higher than the qualification received by graduates of the program and/or can demonstrate excellence in their area of teaching.</p>	<p>Provide an outline of the expertise of occupational therapy educators (permanent and regular sessional teaching staff) responsible for the delivery of the program, including names, qualifications, fraction of appointment, key relevant expertise, role and research interests.</p> <p>Provide detail of the teaching and learning qualifications and achievements of the staff, as well as strategies used to support their ongoing development as educators. Describe the management strategies implemented to support, supervise and mentor sessional and less experienced occupational therapy academic staff.</p>

<p>6.5 Academic staff are up-to-date with knowledge, skills and attitudes relevant to their teaching.</p> <p>They maintain their currency with the national and international occupational therapy, health, disability, welfare, community and educational thinking and practice, and they are competent to teach in their allocated areas.</p>	<p>Indicate the methods used by occupational therapy educators to remain up-to-date e.g. engagement with the professional community, accessing international literature, gaining further formal qualifications, attending professional development programs and conferences, international collaboration with recognised experts, engaging in research, practising as an occupational therapist, supervision of practising occupational therapists, learning from visiting experts, student feedback, critical appraisal of teaching practice by consumers; knowledge of teaching/learning research findings, and skills in effective teaching.</p>
<p>6.6 The program supports occupational therapy academic staff to actively engage in research and scholarship relevant to their teaching.</p>	<p>Outline how the post-graduate and research activity undertaken by staff is supported, and how this contributes to the overall quality of the education of occupational therapy students.</p> <p>Provide documented evidence on how the university policies support and value the teaching and professional activity of academic staff.</p>
<p>6.7 There are policies and practices that address the balance of teaching, research, community or university service and administrative functions for academic staff.</p>	<p>Provide documentation on the policies and procedures in place to address the balance between teaching, research, administrative and community service functions of staff. Include any published policy documents as attachments.</p>
<p>6.8 Adequate numbers of administrative staff are providing support for the academic activities of the occupational therapy educators.</p>	<p>Outline the administrative systems and number of administrative staff, their fractional appointment, and key role.</p>

Section 7: Resources

Standard	Evidence required
<p>7.1 The program is adequately resourced in terms of physical facilities to effectively deliver on its intent.</p>	<p>Provide evidence that demonstrates the program currently and will continue to be adequately resourced to deliver its intent e.g. a business case or three to five-year budget for new programs or documentation demonstrating there is:</p> <ul style="list-style-type: none"> • adequate and accessible teaching space; • library and information technology resources that are accessible, up-to-date and supported by effective internet and off campus access. <p>as well as:</p> <ul style="list-style-type: none"> • offices for educators and support staff; • venues for specialist learning activities; • equipment that is relevant to recipients of occupational therapy services; • storage space to effectively and efficiently deliver the program. <p>Comment on any strategies used to manage limitations.</p>
<p>7.2 The educational facilities and resources available to the program are consistent with the program's philosophy and purpose.</p>	<p>Outline how the educational facilities and resources are consistent with the program's philosophy and purpose e.g. a program that includes a focus on developing economically viable employment options for disadvantaged populations may require opportunities for students to experience local work settings and the occupations performed there.</p>
<p>7.3 Plans are in place for the continual improvement of facilities and resources to support curriculum development where needed.</p>	<p>Outline the strategies to ensure facilities and resources will remain up-to-date and support curriculum development.</p> <p>Outline the strategies used to ensure students have access to emerging technologies that will enable their transition into the workplace.</p>
<p>7.4 Adequate and effective administrative services are provided to the occupational therapy program to support its effective delivery.</p>	<p>Outline the administrative arrangements in place.</p> <p>Where aspects of the program are not fully supported, indicate the strategies being used to address this.</p>

Section 8: Continuing Quality Improvement

Standard	Evidence required
<p>8.1 Conditions and recommendations made in previous accreditation reports have been addressed.</p>	<p>Provide a summary of achievements and progress related to each of the conditions and recommendations in the previous accreditation report and any subsequent reports.</p>
<p>8.2 The program philosophy and purpose, curriculum, content/sequence and educational methods (including practice education) are reviewed in an ongoing manner and revised in response to local changes and development of international knowledge.</p> <p>Current literature/evidence is used to inform program improvement.</p>	<p>Provide documented evidence of the quality improvement/assurance processes that are used to review and revise the program. Include comment on the strategies used to ensure that current evidence is used to inform program improvement. Provide documented evidence of a whole-of-staff review of the entire program.</p> <p>Indicate when the program was last reviewed and when the next review is scheduled.</p> <p>Provide an overview of the university’s teaching and learning policies and procedures of direct relevance to the development, implementation and review of the occupational therapy program.</p>
<p>8.3 Key stakeholders are engaged in the provision of feedback relevant to the occupational therapy program and the feedback informs the development of the curriculum and delivery of the program.</p>	<p>Provide evidence of adequate and appropriate consultation with key stakeholders on program design and delivery, including curriculum content and the fieldwork/practice education arrangements.</p> <p>Provide detailed evidence that the program receives and is responsive to feedback from each of the key stakeholders listed below:</p> <ul style="list-style-type: none"> • experienced occupational therapy practitioners in a range of practice areas; • fieldwork/practice education supervisors; • employers, funders representing a range of government, private, and NGOs servicing a range of human service activities across the lifespan; • state/territory occupational therapy division of the professional association; • recent graduates; • students (including their perspective on all aspects of the teaching and learning experience); • representatives, such as allied health advisors, from government departments (health, education, disability); • Aboriginal and Torres Strait Islander health professionals, organisations and/or local communities; • consumers and consumer organisations.

<p>8.4 A steering committee or advisory board including key occupational therapy stakeholders provides advice to the program.</p>	<p>Provide names and titles of members of the advisory board/steering committee.</p> <p>Provide evidence that the advisory body meets regularly and is used effectively to inform the ongoing development of the program.</p>
<p>8.5 There is support for the program from key stakeholders including local employers, practitioners and the local professional association.</p>	<p>Provide documented evidence that there is support for the program, and where there are areas of concern, indicate the processes being used to address these.</p>
<p>8.6 The perspective of consumers/service users/clients (i.e. people with a health and/or occupational issue/people who are recipients of occupational therapy services) are valued and integrated within the design, delivery and evaluation of the program.</p>	<p>Provide details and examples of the manner in which consumer feedback and perspectives are obtained and incorporated into the design, delivery and evaluation of the program.</p> <p>Indicate how consumers are providing input into the program in roles beyond that of providing their perspective as service recipients.</p>
<p>8.7 There are processes in place to evaluate and monitor the effectiveness of the program's graduates as ethical and competent occupational therapists.</p>	<p>Provide evidence of stakeholder feedback and review mechanisms used to determine the preparedness of graduates to practise safely and competently in initial employment and in the early years of their practice.</p> <p>Indicate how feedback about graduate performance (e.g. from graduate destination survey, survey of employers and graduates, advisory group feedback) is incorporated into and informs the ongoing development of the program.</p> <p>Provide evidence of continuing demand for the program e.g. enrolment statistics and completion rates, attrition rates, graduate employment data.</p>
<p>8.8 The program draws on current research from new/recent graduates to shape the curriculum and the teaching and learning methods used (including practice education/fieldwork), and to promote successful integration of students into the workplace and workforce following graduation.</p>	<p>Provide evidence of how current research on the experiences of new/recent graduates informs the curriculum and facilitates their integration into the workforce.</p>
<p>8.9 Strategies/admission policies are in place to target groups under-represented in the program to ensure student profile is reflective of the community profile.</p>	<p>Provide details of admission policy documents. Outline Aboriginal and Torres Strait Islander specific initiatives, and strategies to support the recruitment and retention of students within the program.</p>
<p>8.10 Processes/accommodations including the assessment and management of at risk/special needs students are used across all aspects of the program, including practice education/ fieldwork.</p>	<p>Provide policy documents relevant to sub groups of students e.g. Aboriginal and Torres Strait Islanders, international and culturally and linguistically diverse students, students with disabilities, and students with academic performance issues.</p>

References

- Occupational Therapy Australia. (2010). *Australian Minimum Competency Standards for New Graduate Occupational Therapists (ACSOT) 2010*. Brisbane: Occupational Therapy Australia Limited. Access at www.otaus.com.au/about/entry-level-program-accreditation.
- Rodger, S., Farnworth, L, Innes, E. & Kennedy-Jones, K. (2012). *Position paper on staff student ratios in occupational therapy*. ANZCOTE Consensus paper. Australia & New Zealand Council on Occupational Therapy Education.
- World Federation of Occupational Therapists. (2002). *Revised minimum standards for the education of occupational therapists*. Forrestfield, WA: WFOT.