

ACCREDITATION STANDARD FOR PHYSIOTHERAPY PRACTITIONER PROGRAMMES IN AOTEAROA NEW ZEALAND

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This document is based on the Australian Physiotherapy Council's 'Accreditation Standard for Physiotherapy Practitioner Programs'.

Version 1.0

It was modified with permission from the Australian Physiotherapy Council.

Under the Health Practitioners Competence Assurance (HPCA) Act 2003, the Board is tasked with accrediting and monitoring Aotearoa New Zealand (NZ) entry-level physiotherapy programmes and their educational education providers.

- ‘To describe the qualification required for scopes of practice within the profession, and, for that purpose, to accredit and monitor educational institutions and degrees, courses of studies or programmes’ - section 118(a)

All programmes accredited by the Board are assessed against the Accreditation Standard for Physiotherapy Practitioner Programmes (2017) (the Accreditation Standard).

The standards set out the minimum requirements to be met in order to deliver physiotherapy programmes that provide persons who complete the programme with the knowledge, clinical skills and professional attributes for practise of physiotherapy in New Zealand. A standard is met when each and every criterion within that domain is met.

DOMAIN	STANDARD STATEMENT	CRITERIA
1. Public Safety	1. Public safety is assured.	1.1 Protection of the public and the care of patients are prominent amongst the guiding principles of the educational programme, clinical training and student learning outcomes. 1.2 Student impairment screening and management processes are effective. 1.3 Students achieve the relevant competencies before providing supervised patient care as part of the programme. 1.4 Students are supervised by suitably qualified and experienced physiotherapy and health practitioners with appropriate annual practicing certificates during clinical education. 1.5 Health services and physiotherapy practices providing clinical placements have robust quality and safety policies and processes and meet all relevant regulations and standards. 1.6 Patients consent to care by students. 1.7 The education provider advances and safeguards ethical and professional conduct of students and staff. 1.8 The educational programme has an accessible and clear procedure of notification to the Registrar of the Physiotherapy Board of any student who is unable to perform their required functions due to mental or physical condition (HPCA Act 2003, Section 45(5)).
2. Academic Governance and Quality Assurance	2. Academic governance and quality assurance processes are effective.	2.1 The provider has robust academic governance arrangements in place for the programme of study that includes systematic monitoring, review and improvement. 2.2 Quality improvement processes use student, health consumer, tangata whenua, and other evaluations, internal and external academic and professional peer review to improve the programme. 2.3 There is relevant external input to the design and management of the programme, including from Māori representatives, and representatives of the physiotherapy profession. 2.4 Mechanisms exist for responding within the curriculum to contemporary developments in health professional education. 2.5 The organisation offering the programme of study holds current registration with the relevant higher education authority.

DOMAIN	STANDARD STATEMENT	CRITERIA
3. Programme of Study	3. Programme design, delivery and resourcing enable students to achieve the required professional attributes and competencies.	<p>3.1 The content and learning activities of the programme provide understanding and relevance of Te Tiriti o Waitangi - the Treaty of Waitangi's and its principles, promoting health equality, within the context of Māori health models and their practical physiotherapy application.</p> <p>3.2 A coherent educational philosophy informs the programme of study design and delivery.</p> <p>3.3 Programme learning outcomes address all the relevant attributes and competencies.¹</p> <p>3.4 The quality and quantity of clinical education is sufficient to produce a graduate competent to practise across the lifespan in a range of environments and settings.</p> <p>3.5 Learning and teaching methods are intentionally designed and used to ensure students achieve the required learning outcomes.</p> <p>3.6 Graduates are competent in research literacy for the level and type of the programme.</p> <p>3.7 Principles of inter-professional learning and practice are embedded in the curriculum.</p> <p>3.8 Teaching staff are suitably qualified, experienced, and have appropriate annual practising certificates to deliver the units/courses that they teach.</p> <p>3.9 Appropriately qualified technical and laboratory staff support classes.</p> <p>3.10 Learning environments support the achievement of the required learning outcomes</p> <p>3.11 Facilities and equipment are accessible, well-maintained, fit for purpose and support the achievement of learning outcomes.</p> <p>3.12 Cultural competence is integrated within the programme and clearly articulated as required disciplinary learning outcomes.</p> <p>3.13 The physiotherapy programme has the resources to sustain the quality of education that is required to ensure the achievement of the necessary attributes and competencies.</p> <p>3.14 The physiotherapy programme design complies with the New Zealand Qualifications</p>

¹ For entry-level programmes refer to the current Physiotherapy Practice Thresholds in Australia & Aotearoa New Zealand, and the Aotearoa New Zealand Physiotherapy Code of Ethics and Professional Conduct.

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4. The student experience	4. Students are provided with equitable and timely access to information and support.	4.1 Programme information is clear and accessible. 4.2 Admission and progression requirements and processes, including specifics of Sections 16(b) and Sections 16(c) of the HPCA act related to English language requirements, and criminal convictions, are fair and transparent. 4.3 Students have access to effective grievance and appeals processes. 4.4 The provider identifies and provides support to meet the academic learning needs of students, including provision for students with specified disabilities. 4.5 Students are informed of and have access to personal support and/or remediation services provided by qualified personnel. 4.6 Students are represented within the deliberative and decision-making processes for the programme. 4.7 Equity and diversity principles are observed and promoted in the student experience. 4.8 There is support and encouragement of Māori recruitment, admission, participation and completion of programme of study.
5. Assessment	5. Assessment is fair, valid and reliable.	5.1 There is a clear relationship between learning outcomes and assessment strategies. 5.2 Scope of assessment covers all learning outcomes relevant to attributes and competencies. 5.3 Multiple assessment tools, modes and sampling are used including direct observation in the clinical setting. 5.4 Programme management and coordination, including moderation procedures ensure consistent and appropriate assessment and feedback to students. 5.5 Suitably qualified and experienced physiotherapists undertake the assessment of physiotherapy specific competence. 5.6 All learning outcomes are mapped to the required attributes and competencies, and assessed.