



Proposed Accreditation Standards for Education Programmes leading to Registration in the Needling Techniques Scope of Practice

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Overview

The Osteopathic Council New Zealand (OCNZ) is a Health Regulatory Authority established under the Health Practitioners Competence Assurance Act 2003 (the Act). The OCNZ's accreditation function under Section 118 (a) of the Act is:

to prescribe the qualifications 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.

Accreditation standards are used to assess whether a programme of study and the education provider delivering the programme provide graduates with the knowledge, skills and professional attributes necessary to practise the profession in a competent and ethical manner. These accreditation standards are developed from the general Accreditation Standards for Education Programmes leading to Registration as an Osteopath, and have been adapted to reflect the specific requirements of education for the Needling Technique scope.

The accreditation standards identify the minimum expected requirements and are designed to be read as an integrated whole.

Draft accreditation standards

The OCNZ proposed accreditation standards for needling techniques address six areas:

1. Te Titiri o Waitangi partnership responsibilities
2. Public safety
3. Academic governance and quality assurance
4. Programme of study
5. Student experience
6. Assessment

Standard 1: Te Tiriti o Waitangi responsibilities

[note: This Standard is unchanged from the general accreditation standards]

1.1 The education provider is committed to its Te Tiriti o Waitangi partnership with Māori

1.2 The education provider has policies and processes that assist it to assess its institutional culture and responsiveness to Māori, and takes action to address racism and unconscious bias within its institution

1.3 The education provider has authentic and active partnerships with Māori that support the co-design, co-delivery and co-review of the programme of study

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Standard 2: Public safety

[note: This Standard has minor changes (highlighted) from the general accreditation standards]

2.1 Public safety is a key guiding principle of the programme of study, learning outcomes and students' clinical learning experience
2.2 The programme delivery prepares graduates for safe, legal and ethical practice and their professional responsibilities as a registered osteopath incorporating needling techniques into their practice
2.3 Students demonstrate knowledge and skills required for safe practice before providing supervised client care during their clinical learning experience
2.4 Clients give informed consent to student provision of supervised care during students' clinical learning experience
2.5 Suitably qualified and experienced practitioners, who are prepared for their supervisory role, supervise and assess students during their clinical learning experience
2.6 Services and practices providing student clinical learning experience have appropriate health and safety, client safety, and quality policies and processes and meet all relevant regulations
2.7 The education provider has effective processes to identify and manage student impairment that might place the public at risk during student clinical learning experience

Standard 3: Academic governance and quality assurance

[note: This Standard has minor changes (highlighted) from the general accreditation standards.]

3.1 The education provider meets all requirements of the relevant higher education authority or, for unregistered training establishments, meet equivalent requirements determined by the OCNZ

3.2 The education provider has robust academic governance arrangements for the programme of study, including systematic monitoring, review and improvement

3.3 The education provider's academic governance structure ensures the head of the programme of study is a registered health practitioner, with no conditions or undertakings on their registration relating to performance or conduct, and holds a current Annual Practising Certificate and a relevant postgraduate qualification

3.4 Student, client, service, Māori, academic, professional and other relevant stakeholder evaluations contribute to the design, management and review of the programme of study

3.5 Curriculum review processes ensure timely, evidence-based and effective response to contemporary developments in health and professional education

Standard 4: Programme of study

[This Standard replaces the equivalent Standard 4 from the general accreditation standards due to significant changes]

4.1 The programme develops students' understanding of Te Tiriti o Waitangi's principles and their application to needling techniques in osteopathy
4.2 The education provider promotes and actively supports the recruitment, retention and completion of the programme by Māori and Pasifika
4.3 Coherent educational philosophies inform the programme's design and delivery
4.4 The programme's content and learning outcomes embed culture, diversity, inclusion, and cultural safety for all people
4.5 The programme's learning outcomes effectively prepare graduates for competent, culturally safe, ethical, evidence-informed and self-reflective practice as an osteopath utilising needling techniques.
4.6 The programme's design, delivery, environment and resources enable achievement of learning outcomes
4.7 The programme's content and learning outcomes demonstrate appropriate coverage of anatomical knowledge, infection control, needling technique, safety and adverse event management, theoretical frameworks, evidence-based practice, clinical reasoning, communication, informed consent and cultural safety.
4.8 The programme reflects contemporary needling practice and responds effectively to changes and priorities in health and healthcare, evidence-based research, and professional education
4.9 The programme fosters intra-professional and inter-professional collaborative learning and practice

4.10 The qualification is set at a minimum of Level 5 on the New Zealand Qualifications and Credentials Framework, or demonstrates education of an equivalent academic level

4.11 The programme includes a minimum of 80 hours of learning, including a minimum of 16 hours face-to-face clinical learning experience.

4.12 The programme provides opportunities for students to undertake clinical learning experiences with Māori.

4.13 Teaching staff are appropriately qualified and experienced to deliver their educational responsibilities and use learning and teaching methods designed to support student achievement of learning outcomes

4.14 Contractual arrangements with relevant clinical services ensure access to quality clinical learning experience

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Standard 5: Student experience

[note: This Standard is unchanged from the general accreditation standards]

5.1 Programme information is clear, relevant, timely, transparent and accessible
5.2 Admission and progression requirements, policies and processes are fair and transparent
5.3 The education provider identifies and provides support to meet students' academic learning needs and a quality educational experience
5.4 Students are informed of and have access to effective grievance and appeals processes and personal support services by qualified personnel
5.5 Students have effective representation in the programme's advisory and decision-making processes
5.6 Equity, diversity, inclusion and cultural safety principles are observed and promoted in the student experience
5.7 The education provider actively supports and encourages Māori students' participation, experience and achievement in the programme of study
5.8 The student experience is regularly evaluated and informs the programme's continual quality improvement

Standard 6: Assessment

[note: This Standard is unchanged from the general accreditation standards]

6.1 The programme's theoretical and clinical assessment of student learning is comprehensive, fair, valid, reliable and embodies principles of equity and cultural safety
6.2 The programme's learning outcomes and assessment strategies are clearly aligned and the scope of assessment is comprehensive
6.3 Multiple validated assessment tools, modes and sampling are used and include direct observation in the clinical setting
6.4 Moderation procedures are appropriate, robust, fair, consistent and transparent
6.5 Assessments enhance learning, provide clear, appropriate and timely feedback to the student, and inform student progression
6.6 The education provider exercises ultimate accountability for student assessment in relation to students' clinical learning experience