

Accreditation standards for education providers - anaesthetic technicians

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Standard title	Accreditation standards
Reference number	2025xxxx MSC Accreditation standards

Scope

Associated documents	File name
Accreditation Standards Guidance	20260106 Accreditation Standards AT Guide.docx
Competence standards for Anaesthetic Technicians in Aotearoa New Zealand (2025)	competence standards for anaesthetic technicians 2025
Monitoring framework	
Code of Ethical Conduct for Medical Laboratory Science and Anaesthetic Technology Practitioners in Aotearoa New Zealand (2020)	2020-Jun-Code-of-Ethical-Conduct.pdf

Revision schedule			
Version number	Version date	Approved by	Next review
One	February 2018	MSC	2020
Two	April 2021	MSC	2023
Three	XXXX	MSC	

Introduction

As a responsible authority under the Health Practitioners Competence Assurance Act 2003 (the Act), Te Kaunihera Pūtaiao Hauora O Aotearoa | the Medical Sciences Council (the Council) is charged with describing the work of the anaesthetic technology practitioners it regulates.

Sections 11 and 12 of the Health Practitioners Competence Assurance Act 2003 (HPCA/the Act) require the Council to prescribe the qualifications required for scopes of practice within the professions it regulates, and for that purpose, to accredit and monitor educational institutions and degrees, courses of studies, or programmes.

The Council is responsible for setting accreditation standards for Aotearoa New Zealand qualification programmes that are designed to lead to registration as an anaesthetic technician.

This edition of the Accreditation Standards is proposed to replace those published by the Council in 2014 and 2020.

Education programmes that have been accredited to these standards allow an applicant who has completed the programme to be registered as a practitioner in the scope without further assessment of their qualification.

These standards are supported for use by the Accreditation Standards Guide which details the process of accreditation and how to meet the standards.

Standard 1: Academic governance and quality assurance

Academic governance and quality assurance processes are effective

- 1.1 The qualification provider holds registration with the relevant higher education authority, and the purpose of the programme is clearly stated.
- 1.2 The qualification is a minimum of a level 7 bachelor's degree on the New Zealand Qualifications Framework (NZQF).
- 1.3 The provider commits to developing graduates who are competent to practise safely, and who have the foundations for lifelong learning and further training.
- 1.4 Robust academic governance arrangements are in place for the programme, which are inclusive of responsiveness to te Tiriti o Waitangi and include processes for systematic monitoring, review, and improvement.
- 1.5 Effective relationships, including those with community organisations, tangata whenua¹, health service providers, and professional groups are in place, and stakeholders are involved in the design, implementation, and evaluation of the programme.
- 1.6 The education provider operates in an environment informed by contemporary scholarship, research and professional enquiry that informs and fosters the development of the programme.
- 1.7 The provider ensures that accurate, relevant information about the programme, its policies, and its requirements is available and accessible to the public, applicants, ākonga²/ learners, staff and clinical supervisors. This includes information necessary to support delivery of the programme.
- 1.8 Risks to the quality and sustainability of the programme are, and continue to be, identified, managed, and mitigated effectively.

¹ [Tangata whenua: indigenous people. Refer to Te Aka Māori dictionary](#)

² [ākonga: Student or learner. Refer to Te Aka Māori Dictionary](#)

Standard 2: Public safety

Public safety and inclusive practice are assured, reflecting the competence standards and code of ethics of the profession

- 2.1 Guiding principles of the programme, clinical/cultural education and learning outcomes clearly articulate the importance of public protection and the safe care of patients and their whānau.
- 2.2 The programme equips ākonga/learners with the appropriate legal, ethical, clinical, cultural, and professional knowledge and skills to achieve the required learning outcomes.
- 2.3 Ākonga/learners achieve the appropriate competencies before providing patient care as part of the programme.
- 2.4. Procedures are in place to ensure patients must consent to care by ākonga/learners.
- 2.5. Ākonga/learners are supervised by competent and suitably qualified and registered health professionals during clinical experience/training.
- 2.6 The education provider and clinical placement providers have robust health, quality and safety policies and processes for staff and ākonga/learners, and meet all required regulations and standards.
- 2.7 Effective processes are in place for the identification, management, and reporting of ākonga/learner impairment, or concerns regarding professional behaviour.

Standard 3: Programme of study

Programme design, delivery and resourcing enable ākonga/learners to achieve the required professional competencies

- 3.1 A coherent educational philosophy informs the programme design and delivery.
- 3.2 Programme learning outcomes address all the required professional competencies as described in the current competence standards for practice, code of ethical standards, cultural competence standards and associated policy and guidance.
- 3.3 Learning and teaching methods are intentionally designed and applied to enable ākonga/learners to achieve required learning outcomes.
- 3.4 Cultural safety and cultural competence are differentiated, articulated clearly, and are integrated and assessed throughout the programme, ensuring graduates have the skills and knowledge to provide care to diverse groups and populations.
- 3.5 Cultural safety outcomes provide a critical framework for examining inherent dimensions of power between health professionals and patients/whānau.
- 3.6 Teaching staff and placement supervisors are suitably competent to enable ākonga/learners to achieve the required competence in practice contexts. Clinical teaching staff and supervisors hold registration and a practising certificate in the relevant scope.
- 3.7 The education programme has the autonomy and resources to sustain the quality of education that is necessary to support the achievement of required learning outcomes.
- 3.8 The quality, quantity and variety of clinical education is sufficient to produce a graduate competent to practise across a range of settings.
- 3.9 The education programme includes:
 - Simulated learning to enable development and proficiency of clinical skills and professional behaviours.
 - Practical hours of quality learning in a range of clinical settings.
 - Practice in the final year of the programme during which ākonga/learners must demonstrate achievement of all competencies.
- 3.10 The principles of interprofessional learning and interprofessional collaborative practice are included in the curriculum, eg interprofessional communication, role clarity around own and other professions, teamwork, conflict negotiation/resolving difference, collaborative leadership and followership, reflective practice, interprofessional coordination of care and shared decision-making.

- 3.11 Input is obtained periodically from internal and external stakeholders regarding the design, review and improvement of the programme, including feedback from ākonga/learners, consumers, academics, tangata whenua, and representatives of the profession, to ensure the programme remains fit for purpose. The input is considered, and the programme updated as required.
- 3.12 Robust academic regulations and processes determine programme progression and completion.
- 3.13 The education provider's governance structure has clear processes for monitoring, reviewing and updating the curriculum.
- 3.14 The programme includes education on digital competency for health including the ethical use of artificial intelligence (AI) technologies.
- 3.15 Explanation is given as to how interprofessional education leads to interprofessional collaborative practice and the benefits of this for service outcomes. Ākonga/learners can demonstrate how they have learnt with, from and about other health professionals.

Standard 4: Learning environment

The education provider has sufficient facilities, resources and infrastructure to sustain and support the delivery of the programme

- 4.1 The education provider has the educational facilities, staff and infrastructure to deliver the programme and achieve the programme outcomes.
- 4.2 The education provider works with health services and other stakeholders to ensure that the clinical learning environments provide high-quality clinical experiences that enable ākonga/learners to achieve the programme learning outcomes.
- 4.3 The education provider ensures that there is an effective system of clinical supervision to ensure safe involvement of ākonga/learners in clinical practice.
- 4.4 The education provider must ensure that clinical supervisors are provided with formal, structured preparation for the role and have access to education in supervision, assessment, and the use of relevant health education technologies.
- 4.5 There are opportunities for ākonga/learners to be exposed to a variety of clinical experiences in the perioperative environment including pre-assessment, intraoperative care and postoperative/postanaesthetic care. Intraoperative practice must include experience in anaesthetic care, as well as theatre scrub and circulating roles.
- 4.6 The education provider uses technologies effectively to support the programme's learning, teaching, assessment and research.
- 4.7 Information services available to ākonga/learners and staff, including library and reference resources and support staff, are adequate to meet learning, teaching and research needs.
- 4.8 The education provider implements a defined strategy for recruiting and retaining Māori and Pacific peoples, and ensuring their expertise is embraced in developing and managing the programme.
- 4.9 The education provider ensures all staff undertake appropriate professional development opportunities.

Standard 5: Assessment

Assessment is fair, valid, reliable and sufficient to evaluate ākonga/learner competence and professionalism

- 5.1 There is a clear relationship between learning outcomes and assessment strategies.
- 5.2 The curriculum is mapped against the Competence Standards for Anaesthetic Technicians in Aotearoa New Zealand, and all graduates have demonstrated their competence in each area.
- 5.3 The system of assessment enables ākonga/learners to demonstrate progress towards achieving the learning outcomes, including professional behaviours, over the length of the programme.
- 5.4 Opportunities for ākonga/learners to seek, discuss and be provided with feedback on their performance are regular, timely, clearly outlined and serve to guide learning.
- 5.5 Ākonga/learners who are not performing to the expected level are identified and provided with support and advised in a timely manner.
- 5.6 Programme management and coordination, including moderation procedures, ensure consistent and appropriate assessment and feedback to ākonga/learners.
- 5.7 Suitably competent staff who have undergone orientation as per 4.4 assess the competence of each ākonga/learner in clinical practice contexts.
- 5.8 All clinical assessment is undertaken collaboratively between the perioperative practice education provider, clinical learning provider, and ākonga/learners. Roles and responsibilities are clearly articulated, and the education provider maintains ultimate responsibility for the assessment process in the clinical learning environment.

Standard 6: The Ākonga/Learner Experience

Ākonga/Learners have equitable and timely access to information and support

- 6.1 Course information is complete, accurate, clear and accessible, and up to date.
- 6.2 Admissions and progression requirements and processes are fair and transparent.
- 6.3 Ākonga/learners have access to, and are aware of, effective grievance and appeal processes.
- 6.4 The education provider identifies and provides support to meet the academic needs of ākonga/learners.
- 6.5 Ākonga/learners are informed of, and have appropriate access to, personal wellbeing and support services provided by qualified personnel.
- 6.6 Ākonga/learners participate in the deliberative and decision-making processes of the programme.
- 6.7 The programme operates in an environment of inclusivity and diversity, allowing for equitable delivery of learning outcomes to all ākonga/learners.
- 6.8 Ākonga/learners are made aware of the requirements for professional registration including English language standards.