



# **Accreditation Standards and Monitoring Framework for providers of Anaesthetic Technician education programmes**

Consultation outcome and next steps

August 2026

# Overview

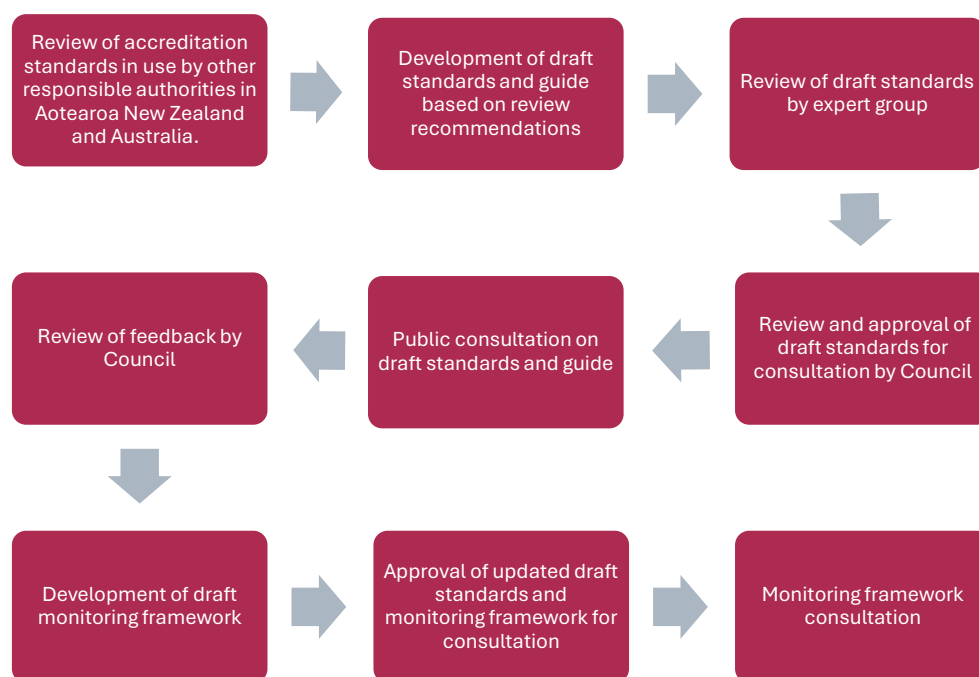
1. Te Kaunihera Pūtaiao Hauora O Aotearoa | The Medical Sciences Council (the Council) is responsible for protecting the health and safety of New Zealanders by ensuring practitioners registered in the profession of anaesthetic technology are qualified, competent and fit to practise.
2. The Council prescribes the qualifications for registration as an anaesthetic technician. The accreditation standards provide the Council with assurance that the programme of education leading to the prescribed qualification produces graduates that are fit and competent to practise as anaesthetic technicians. Graduates from accredited programmes may be registered by the Council with no further assessment of their qualification or competence.
3. The Council has been reviewing the accreditation standards for anaesthetic technicians and consulted on the draft standards and guide in February-April 2026. The Council has reviewed the consultation feedback and has made updates to the standards as a result. Updates to the standards are detailed in part A of this document. A summary of the feedback received is included in part B of the document.
4. The Council has also drafted a monitoring framework to ensure that accredited programs continue to meet the accreditation standards and the evolving scope of the profession.
5. The Council is providing an opportunity for practitioners, stakeholders and the public to review the updated accreditation standards and monitoring framework and provide feedback. The Council will consider the feedback prior to finalising the framework.

## Consultation submissions

6. The updated draft standards and draft monitoring framework are available on the Council's website.
7. The consultation will be open from 10 August- 30 September 2026. Those wishing to provide feedback may make submissions via email to [mscconsultations@medsci.co.nz](mailto:mscconsultations@medsci.co.nz). Respondents may wish to consider the following questions in their feedback:
  - a. Q1: Do you agree with the changes to the accreditation standards for programmes of education leading to registration as an anaesthetic technician? What changes do you think should be made to improve the standards?
  - b. Q2: Do you agree with the monitoring framework for accredited programmes? What changes do you think should be made to improve the monitoring framework?
  - c. Q3: Are there any other comments that you would like to make about the standards or monitoring framework?

## Part A: Council response

8. The Council has undertaken a multistep development process to ensure that the accreditation standards reflect best practice and are able to be understood by users. A high-level outline of the process for development of the standards and supporting documents is detailed below.



9. The accreditation standards are supported by the guide for education providers which provides practical information about the process of accreditation, potential outcomes of the process and information about how the standards may be met.
10. The Council has reviewed the feedback provided and made updates to reflect the feedback. Most of the responses supported the standards and guide and made suggestions for improvement. Further information about the feedback received is detailed in part B of this document.
11. The Council has also developed a draft monitoring framework to provide assurance that accredited providers continue to meet the standards over time. The draft framework is risk based with monitoring frequency and intensity aligned with the level of risk to public safety, accreditation status and the ongoing viability of the programme. The draft framework is available for review, and the Council will consider all feedback received prior to finalisation of the framework.

12. Updates to the standards and guide are summarised in the table below.

| Consulted text                                                                                                                                                                                                                     | Updated text                                                                                                                                                                                                                                                           | Reasoning                                                                                |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|
| <b>Updates to the Standard</b>                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                        |                                                                                          |
| 1.2 The qualification meets the requirements for the scope as stated in the NZ Gazette.                                                                                                                                            | 1.2 The qualification is a minimum of a level 7 bachelor's degree on the New Zealand Qualifications Framework (NZQF).                                                                                                                                                  | Define a minimum standard for the accredited qualification.                              |
| 1.5 Effective relationships, including those with community organisations, tangata whenua and health service providers are in place, and stakeholders are involved in the design, implementation, and evaluation of the programme. | 1.5 Effective relationships, including those with community organisations, tangata whenua <sup>1</sup> , health service providers, and professional groups are in place, and stakeholders are involved in the design, implementation, and evaluation of the programme. | Include professional groups in the list of relationships.                                |
| 3.2 Programme learning outcomes address all the required professional competencies.                                                                                                                                                | 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.                         | Ensures graduates are aware of all Council requirements.                                 |
| 3.6 Teaching staff and placement supervisors are suitably competent to enable learners to achieve the required competence in practice contexts.                                                                                    | 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.   | Clarification that all clinical teaching staff must hold registration and a current APC. |

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

| Consulted text                                                                                                                                                                                            | Updated text                                                                                                                                                                                                                                                                                                                                                                                              | Reasoning                                                                                                              |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|
| <b>Updates to the Standard</b>                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                        |
| 3.10 Principles of inter-professional learning and practice are included in the curriculum and learners have opportunities to work with and learn from other health professionals.                        | 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. | Expand on what interprofessional learning and collaborative practice means.                                            |
| NEW                                                                                                                                                                                                       | 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.                                                                                                                                   | Addition of education related to interprofessional learning.                                                           |
| 4.4 The education provider ensures that clinical supervisors are provided with orientation and have access to training in supervision, assessment, and the use of relevant health education technologies. | 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.                                                                                                                                                            | Clinical supervisors must be provided with appropriate support to ensure they can fulfil their role effectively.       |
| 4.5 There are opportunities for learners to be exposed to a variety of clinical experiences.                                                                                                              | 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.                                                           | Adjusted to ensure that graduates have been exposed to clinical placements across the scope of perioperative practice. |

| Consulted text                                                                                   | Updated text                                                                                                                                                                                                                                                                                                                                        | Reasoning                                                                      |
|--------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|
| <b>Updates to the Standard</b>                                                                   |                                                                                                                                                                                                                                                                                                                                                     |                                                                                |
| 5.2 All required competencies are mapped to learning outcomes and are assessed.                  | 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.                                                                                                                                                                | Expanded to refer to the competence standards.                                 |
| 5.7 Suitably competent staff assess the competence of each ākonga in clinical practice contexts. | 5.7 Suitably competent staff who have undergone orientation as per 4.4 assess the competence of each ākonga/learner in clinical practice contexts.                                                                                                                                                                                                  | Clinical placement assessors must have adequate education to perform the role. |
| NEW                                                                                              | 5.8 All clinical assessment is undertaken collaboratively between the perioperative practice education provider, clinical learning provider, and ākonga/ learner. Roles and responsibilities are clearly articulated, and the education provider maintains ultimate responsibility for the assessment process in the clinical learning environment. | Clarification of who is responsible for the assessment.                        |
| <b>Update to the Guide</b>                                                                       |                                                                                                                                                                                                                                                                                                                                                     |                                                                                |
| (p17) Detail arrangements for interprofessional learning across the curriculum                   | (p17) Detail arrangements for interprofessional learning across the curriculum; this may include partnership arrangements with other education providers                                                                                                                                                                                            | Addition for clarity of evidence that may be provided.                         |

## Part B: Consultation outcome

The consultation ran from 25 February-20 April 2026. Practitioners and stakeholders were invited to take part via email, and the consultation was available to the public on the Council's website.

### Individual responses

Responses were received by six individuals. All responses were received from registered anaesthetic technician practitioners.

## Organisation responses

In addition, we received responses from four organisations:

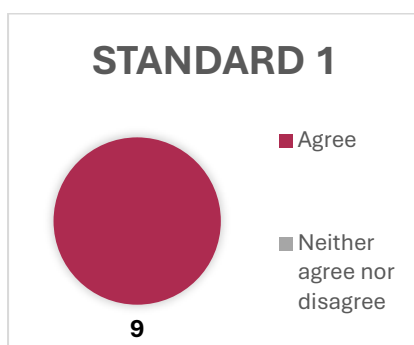
- New Zealand Anaesthetic Technicians Society (NZATS)
- University of Canterbury
- Australian and New Zealand College of Anaesthetists (ANZCA)
- Centre for Interprofessional Education, University of Otago

## Notes on the analysis

The analysis includes quantitative and qualitative information. Numbers on the graphs indicate those who directly answered each of the survey questions.

## Responses by question

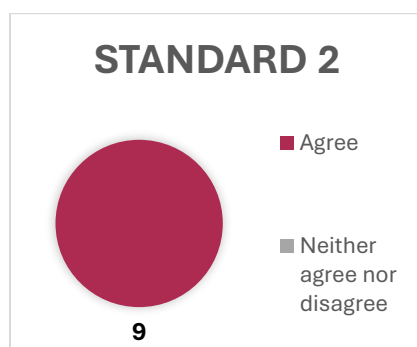
**Q1:** Do you agree with standard 1: Academic governance and quality assurance?



Suggested changes to the standard were:

- Standard 1.5: Including a reference to the professional body

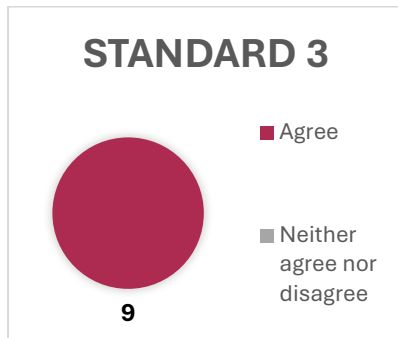
**Q2:** Do you agree with standard 2:



Suggested changes to the standard were:

- Ensuring definitions of the terms used such as 'Ākonga'
- Adjusting wording to reflect that clinical exposure may occur when competencies not yet assessed
- Refine requirement to access CV's for clinical supervisors - this is not always possible.

**Q3:** Do you agree with standard 3: Programme of study?

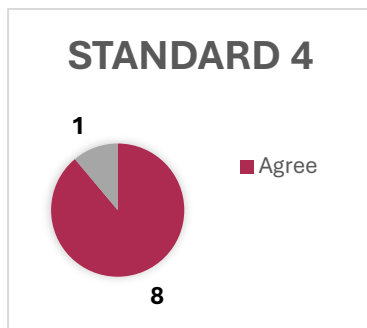


Suggested changes to the standard were:

- Students undertaking clinical placements earlier on in the course
- Ensure the breadth of competence to cover the scope of practice is included
- Include AI and Digital competency
- 3:10 Suggest this is reworded to expand what this means
- Suggest inclusion of further indicators related to Interprofessional Education.

Support that the level and length of qualification is not specified, this allows for flexibility in programme development.

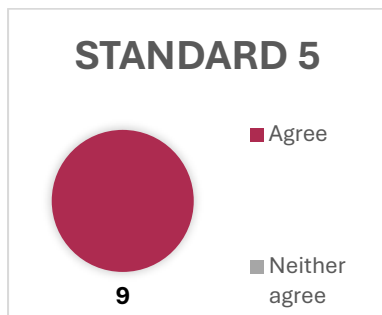
**Q4:** Do you agree with Standard 4: Learning environment?



Suggested changes to the standard were:

- Strengthen the requirements to ensure that clinical supervisors have received appropriate orientation and access to education and resources to enable them to perform their role effectively.

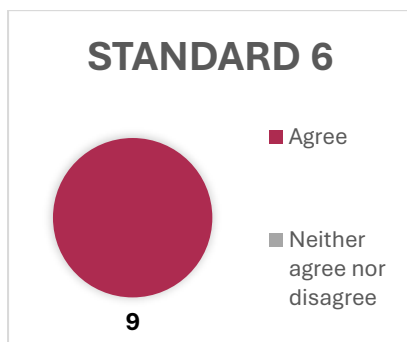
**Q5:** Do you agree with Standard 5: Assessment?



Suggested changes to the standard were:

- Ensuring that assessment of ākonga is done by suitability qualified staff
- Suggest the addition of a standard that requires identification of a process for exiting students who are not meeting competencies.

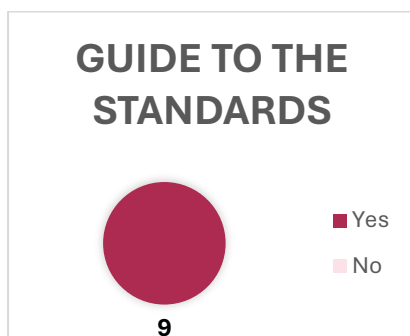
**Q6:** Do you agree with Standard 6: The learner experience?



Suggested changes to the standard were:

- Support for psychological safety and wellbeing, particularly in high pressure clinical learning environments and when having to travel for clinical placements.

**Q7:** Do you support the Guide to the Accreditation standards?



Suggested changes to the guide were:

- Include practical examples of evidence for meeting each standard, including those relevant to clinical placement settings
- Clarification that a site visit is a requirement to ensure that programmes continue to meet the standards
- Suggest that sections on interprofessional learning be expanded.