

Appendix 3: Accreditor role

Context and purpose

Our Education Enhancement Service (Service) supports delivery of our Workforce Strategy vision. We maximise engagement with Providers of pre-registration education, ensuring a high-quality education and introduction to the occupational therapy (OT) workforce. We deliver this through sustainable, data-driven decisions and ongoing investment in the profession's future quality and growth. The Service is a paid for service, contracted by Providers of pre-registration education which is delivered as a key leadership role for the professional body for occupational therapy.

The approach taken by the Service is designed to provide confidence for all stakeholder groups in the quality of pre-registration education and early career support across occupational therapy in the UK. This is achieved through a facilitative, supportive, consistent and proportionate quality assurance service. A key part of this quality assurance is programme level accreditation, an award that denotes that the programme of study and the surrounding education provider context (policy/procedures) meet the requirements of the *Standards*. Accreditors support programme level accreditation in the review stages of the accreditation process.

Accreditors will be occupational therapists working directly in (or recently retired from) pre-registration occupational therapy education and have experience in the design, development and delivery of occupational therapy curricula. Accreditors will normally be appointed for a maximum five-year term. When an Accreditor completes their term, at least one year should normally lapse before the individual is eligible to apply and be considered for a further term in the role. If an Accreditor retires from work during their term, they can continue to be an Accreditor for a further two years.

Purpose of role

- Act as a member of the reviewing Panel within the accreditation process. Including attendance at the programme team meeting or Provider approval event.
- Review and assess documentation and evidence submitted as part of an application for programme accreditation using RCOT's *Standards*.
- Work with the Reviewing Advisor to develop action plans (as required) to support an Provider seeking programme level accreditation.
- Agree and propose an accreditation outcome based on the assessment and review of evidence to be presented to the Education Enhancement Panel.

Main duties and expectations

Duties include:

- Represent RCOT through accreditation activities undertaken by the Service.
- Work collaboratively with the Reviewing Advisor and the Provider.
- Assess, critically review and provide feedback on pre-registration documents and evidence submitted for the purposes of the accreditation process.
- Provide constructive feedback by identifying highlights and interim outcome actions and supporting the development of action plans as appropriate with the Reviewing Advisor.
- Agree outcome recommendation(s) with the Reviewing Advisor to the Panel.
- Undertake up to a maximum of two accreditation reviews annually.

Please note that the Accreditor cannot act as an appointed critical friend for the same Provider where they are acting as an Accreditor.

Expectation that Accreditors will:

- attend and participate in relevant training
- maintain their knowledge and understanding of key standards, documentation and processes that impact and shape occupational therapy pre-registration education
- provide advice and contribute to the discussions and decision making of the review Panel
- complete tasks in an efficient and timely manner
- maintain their development and enhance their professional knowledge, skills and competence through continuing professional development
- disclose any known conflict of interest to their work as an Accreditor
- demonstrate professional behavior at all times and in all aspects of the role
- adhere to the requirements set out in the confidentiality agreement and their contract with RCOT
- provide regular feedback on their experience of being an Accreditor.

Skills and attributes of Accreditors

Accreditors are occupational therapists with a contemporary understanding of pre-registration occupational therapy education and quality assurance in the higher education sector. Skills and attributes relevant to role are identified in Table two.

Table One: Skills and attributes of Accreditors

	Accreditor
RCOT member	Essential
HPCPC registered	Essential
Holds teaching qualification for HE and/or full Fellowship of the Advance HE	Essential
Works in the education sector with direct involvement in pre-registration occupational therapy	Essential
In-depth understanding of RCOT's <i>Learning and development standards for pre-registration education</i> (2026) and an understanding of the relationship between these standards and WFOT's <i>Minimum standards of the education of occupational therapists</i> (2026)	Essential
Working knowledge of the RCOT Career Development Framework (RCOT 2017) and the RCOT Professional standards for occupational therapy practice, conduct and ethics (RCOT 2021)	Essential
Working knowledge of contemporary learning, teaching and assessment strategies.	Essential
Understanding of the HPCPC requirements in relation to pre-registration occupational therapy education	Essential
Contemporary understanding and experience of pre-registration OT curriculum design, delivery and review	Essential
Understanding of a range of routes to registration (i.e. direct entry, apprenticeship, undergraduate and postgraduate)	Essential
Commitment to including equity, diversity and belonging principles across all areas of pre-registration education	Essential
Commitment to preparing for programme accreditation activity	Essential
Ability to assess, critically review and provide feedback on documentation	Essential

Ability to work collaboratively with all stakeholders involved in the programme accreditation process	Essential
Ability to provide advice on matters that relate to the delivery of occupational therapy pre-registration education	Desirable
Understanding of policy and influencing factors in contemporary higher education and OT education	Desirable
Evidence of promoting or influencing occupational therapy pre-registration at a school/faculty level	Desirable

Accreditor recruitment

Accreditor, Recruitment needs will be assessed annually and the recruitment process followed as required. Table two outlines the recruitment process for Accreditors.

Table two: Accreditor recruitment process

Activity	Responsible person
Identify recruitment needs and instigate process if required.	Education Enhancement Manager
Liaise with Brand and Marketing, OT News teams to discuss promotion opportunities.	Education Enhancement Manager
Confirm advertisement and all recruitment paperwork.	Education Enhancement Manager
Applicants to apply via return of an expression of interest (max 500 words) and CV. Diversity data will also be collected in line with RCOT policy.	Education Enhancement Manager
Close advert. Application circulated to Manager and Head of Education.	Education Enhancement Manager
Initial review of applications via EEM and Head of Education. Those selected go on to EEP for consideration.	Education Enhancement Manager
Selected applications circulated to Panel members to review applicants, assess them against agreed criteria (through consideration of their CV) and approve those being invited to training.	Education Enhancement Manager
Panel members review applicants, as above.	Panel members
EEP review and approve those applicants being invited to Accreditor induction training.	Education Enhancement Manager
New Accreditor(s) notified. All unsuccessful applicants notified.	Education Enhancement Manager
New Accreditors attend induction training.	Education Enhancement Manager

Support

All new Accreditors, once appointed and approved by the Panel, will be invited to attend induction training. Accreditors will need to complete this training before undertaking an accreditation review. All Accreditors will be expected to attend annual update training for the duration of their term as an Accreditor.

Accreditors will be offered a debriefing session following each accreditation review with the Reviewing Advisor, allowing discussion for personalised feedback on what went well and areas/opportunities for further development. To support Accreditors' continuous professional development annually, they will receive a summary of the activity undertaken for the Service.

Accreditor contracts and remuneration:

Accreditors will need to attend training provided by the Service and return a completed contract and confidentiality agreement to act as an Accreditor. These documents set out the expectations of Accreditors and what Accreditors can expect from RCOT.

The Accreditor is remunerated for the work they undertake during the accreditation process. This fee is paid in two parts and the amount reviewed by RCOT annually. Accreditors undertaking all activities within the process will be paid both parts of the accreditation fee and those only able to complete a part will be able to claim that part.

- Part 1 Fee – Activity undertaken: complete initial review of documentation and meet with Reviewing Advisor to discuss findings and identify areas for exploration at the programme team meeting.
- Part 2 Fee – Activity undertaken: Participate at the online meeting with the programme team (usually two hours) and follow-up meeting with the Reviewing Advisor to agree interim outcome.

Review the Provider's initial response and agree a recommended outcome for the Panel (including any required action plan).

Where travel, accommodation and subsistence costs are the responsibility of the Provider the Manager will notify the Accreditor of arrangements made for reimbursement.