



TERMS OF REFERENCE ACADEMIC ACCREDITATION REVIEWERS REGISTRY

Purpose:

The Canadian Association of Occupational Therapists (CAOT) Academic Accreditation Program shall have an Academic Accreditation Reviewers Registry. The purpose of the Registry is to provide a current listing of qualified volunteers who may act as reviewers and therefore serve as members of a three- or four- person team during the off-site or on-site academic accreditation review of university occupational therapy programs.

Reporting:

Reviewers work as part of a three- or four-person Accreditation Team. Accreditation teams are responsible to prepare a report for the Academic Credentialing Council for each off-site or on-site report.

Membership Composition:

Term of Office:

Appointment of reviewers to the Registry will be made by the Academic Credentialing Council. Reviewers will be appointed for an initial two-year term that may be renewed for longer periods.

Rosters:

The Registry includes three rosters of reviewers who have received an Information and Orientation package for an academic accreditation reviewer:

- **Academic Credentialing Council Roster** – includes all Council members.
- **Occupational Therapist Roster** – includes at least 6 current members of the Association appointed with consideration to promote regional representation, diversity of practice setting in research, consultation, education or direct services and have typically completed at least one term on Council or have an interest in joining Council when there is a vacancy.
- **Public Roster** – includes at least 3 non-occupational therapists who have experience in academic accreditation in another field, and who may have been or may indicate a willingness to become a Public Member in future.

Review Team Composition:

Reviewers included in the Registry are eligible to serve as Reader or a member of an



accreditation Review Team.

1. The Chair is a member of the past or present Academic Credentialing Council Roster or the Occupational Therapist Roster, holds an academic appointment with an occupational therapy education program and has previously served as a member of a Review Team.
2. Members: All members must be able to proficiently read and comprehend the official language of the educational program under review.
3. Reader: The role of the reader is described below. The Reader does not take part in the onsite visit unless a substitute reviewer is required due to illness or unforeseen circumstances.
4. The Review Team is composed of two parts: An Off- Site Team and On-Site Team.
 - a. The Off-Site Team is composed of a) two occupational therapist reviewers from the past or present Academic Credentialing Council Roster or the Occupational Therapist Roster, b) one member from the Public Roster, c) one Reader. The Reader is a member of any roster list.
 - b. The On-Site Team includes all members of the Offsite Team, except the Reader, unless in an exceptional circumstance in which the Reader is required to replace one member.

Roles and Responsibilities:

1. All Registry Reviewers:

- a. Complete an Information and Orientation program to ensure a fair and equitable accreditation process for university occupational therapy programs (see ACC.P.07 Training of New Accreditation Reviewers).
- b. Agree to participate as both an Off-Site and On-Site team member for during their term of office.
- c. Work in collaboration with the Accreditation Officer to schedule their participation as part of a Review Team.
- d. Declare any conflict of interest to the Exam and Accreditation Officer regarding their participation as part of a Review Team.

2. Chair, Review Team:

a. Offsite review:

- i. Reviews the Self-Study Report and the previous accreditation report according to the review protocol.
- ii. Orients new registry members as per ACC.P.07 (Training of New Accreditation Reviewers).
- iii. Completes the draft of the Off-Site Report according to the report writing protocol provided with accreditation training materials.
- iv. Provides a draft of the Off-Site Report to members of the Off-Site Team for



- input and approval and submits the report to the Academic Credentialing Council Chair within the prescribed timeframe.
- v. Assumes the functions of an Off-Site Team member.

b. On-Site review:

- i. Reviews all documentation including the Off-Site report and response from the program.
- ii. Orients the Reader member, if the Reader is required for the On-Site review.
- iii. Assigns accreditation questions according to the expertise of the team members.
- iv. Coordinates the questions of the On-Site Team at the pre-visit meeting.
- v. At the conclusion of the on-site visit, completes the draft of the On-Site Report according to the report writing protocol.
- vi. Provides a draft of the On-Site Report to members of the On-Site Team for their review and approval prior to their departure.
- vii. At the end of the visit, provides a verbal report of findings to the educational program. The accreditation recommendation is not discussed at this time. The recommendation regarding the accreditation award is directed only to the Academic Credentialing Council. The Academic Credentialing Council is responsible for all accreditation decisions.
- viii. Contributes to the accreditation summary.
- ix. Submits the On-Site Report to the Academic Credentialing Council Chair four weeks post on-site visit.
- x. Reviews the response provided by the occupational therapy educational program following review of the On-Site Report.
- xi. Revises the final report as needed in collaboration with the On-Site Team.
- xii. Submits a final report with recommendations to the Academic Credentialing Council Chair.
- xiii. Attends the meeting of the Academic Credentialing Council to summarize the final report and answer questions. The Chair shall leave the meeting for further discussion of the report. If the Chair is a member of the Academic Credentialing Council, he/she shall be excused from the discussion of the accreditation recommendation.
- xiv. Assumes functions of an On-Site Team member.

3. Team Members:

a. Offsite review:

- i. Work in collaboration with the Chair, other Review Team members and National Office Staff.
- ii. Validate the program Self-Study Report through a review of program



documents.

- iii. Generate/identify issues for further clarification during the On-Site visit.
- iv. Review the Self-Study Report of the educational program and prepare the Off-Site Report.
- v. Contribute to the accreditation summary.

b. On-Site Review:

- i. Reviews the Off-Site Report and any response to the Off-Site Report by the educational program.
- ii. Provides a draft list of questions for the On-Site visit to the On-Site Chair.
- iii. Coordinates the questions with other team members on the pre-visit meeting.
- iv. Validates the program's self-evaluation through interviews with stakeholders and observations during an On-Site visit of the education program.
- v. Clarifies questions/concerns raised during the Off-Site review through interviews/ discussions with the stakeholders to the program.
- vi. Work with the team to generate the initial draft of the On-Site Report.
- vii. Reviews and submits comments to the draft of the final report and submit comments to the Chair of the On-Site Team.
- viii. Approves the draft report and submits suggestions to the Chair of the On-Site Team.
- ix. Works with the Chair of the On-Site Team to make any final changes following the review of the report by the educational program.
- x. Submits a draft of the On-Site Report and its accreditation summary to the Academic Credentialing Council within the prescribed timeframe.
- xi. Assumes the role and responsibilities of the Chair of the On-Site Team in the absence of the Chair (occupational therapist team members only).

4. Reader:

a. Off-Site review

- i. Works in collaboration with the Chair, Off-Site Team, and National Office Staff.
- ii. Reviews the program Self-Study Report. If work is divided amongst team members, the Reader does not have an assigned portion, but reviews all documents overall.
- iii. Participates in the discussion to generate/identify issues for further clarification during the On-Site visit. The Reader is not required to independently generate issues or write sections of the report.

b. On-Site review

- i. If a substitution is required, the Reader will attend the Onsite review and perform all responsibilities above noted for the On-Site review.



TOR: ACC REVIEWERS REGISTRY	
Revised	Agenda item
September 2022	B.22.09.C.07
April 2018	B.18.04.C.02
June 2017	B.17.06.C.08

Related documents:

- CAOT Academic Accreditation Standards and Self-Study Guide.
- ACC P.07 Training of New Accreditation Reviewers