



Consultation Outcomes: Accreditation Standards for Education Programmes

In October 2025, the Chinese Medicine Council of New Zealand (the Council) published a consultation document proposing amendments to the Accreditation Standards for Education Programmes. This report provides a summary of the key themes from the consultation feedback and the Council's final decisions.

The Council extends its thanks and appreciation to all individuals, stakeholder groups, and industry experts who provided feedback.

Consultation overview

Consultation respondents were invited to provide feedback via email.

19 submissions were received from the following stakeholder groups:

- Students (8)
- Individual practitioners (2)
- Professional bodies (including ACMANZ, NZASA, NZCMAS, AcNZ)
- Education providers (NZCCM, NZSATCM, CMINZ)
- Responsible Authorities (ODOB)
- Industry experts (1)

Consensus themes and Council decisions

Stakeholders strongly supported maintaining comprehensive, transparent, and streamlined accreditation standards. There was widespread endorsement for strengthening cultural safety and Māori participation in programme governance and delivery. Respondents emphasised the importance of high standards for programme approval, teaching staff qualifications, and public safety, as well as the value of regular student feedback and representation in governance to drive continuous improvement.

Reflecting this consensus of the stakeholder submissions, the Council has revised the standards to confirm the following:

- Governance structures must demonstrate expertise and responsiveness to Māori health needs and encourage Māori representation.
- Governance, programme design, and delivery should actively support Māori learner success through culturally responsive support services and targeted professional



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development for all staff that ensures culturally safe Chinese Medicine (CM) practice in Aotearoa New Zealand.

- Contemporary and recognised external educational evaluation and review processes are required for all accredited programmes (e.g., NZQA, CUAP).
- Clinical and academic staff are required to be appropriately qualified and actively engaged in professional and academic development, as well as hold a qualification one level above the programme taught.
- The timeframe for issuing graduation documentation will be extended to a maximum of 30 working days to accommodate institutional processes.
- Criteria are now clarified as mandatory requirements, while indicators serve as illustrative examples.
- Students are regularly invited to critique their learning experiences and provide feedback to the provider. This feedback must inform continuous improvement of programmes, teaching methods, and student services.
- Students must be represented in the deliberative and decision-making processes related to programme design, delivery, and evaluation.

Consultation feedback indicated that permitting national or international programmes without NZQA or CUAP approval would pose an unacceptable risk to public safety, educational quality, and professional recognition.

While the Council acknowledges the concerns raised, the Council believes these risks can be offset by retaining the overall intent of the original criteria written in a more generalized way to ensure all educational programmes meet contemporary and recognised external educational evaluation and review processes. This will enable applications from all programmes, regardless of NZQA/CUAP status, and ensures both the robustness of the standards in terms of safety and quality of education as well as longevity of the standards in case of government education framework changes.

The Council has made minor revisions to the proposed changes based on respondent feedback and approved these changes at its meeting held on 30 April 2026.

Next Steps

A final version of the standards has been published on the Council's website and sent out via e-communication. The Council thanks all submitters for their valuable feedback.