

Education Survey

December 2021



Introduction

- 98 WFOT member organisations were surveyed regarding occupational therapy education in their country
- A questionnaire was circulated by email from WFOT March 26, 2021
- Data was collected by online survey

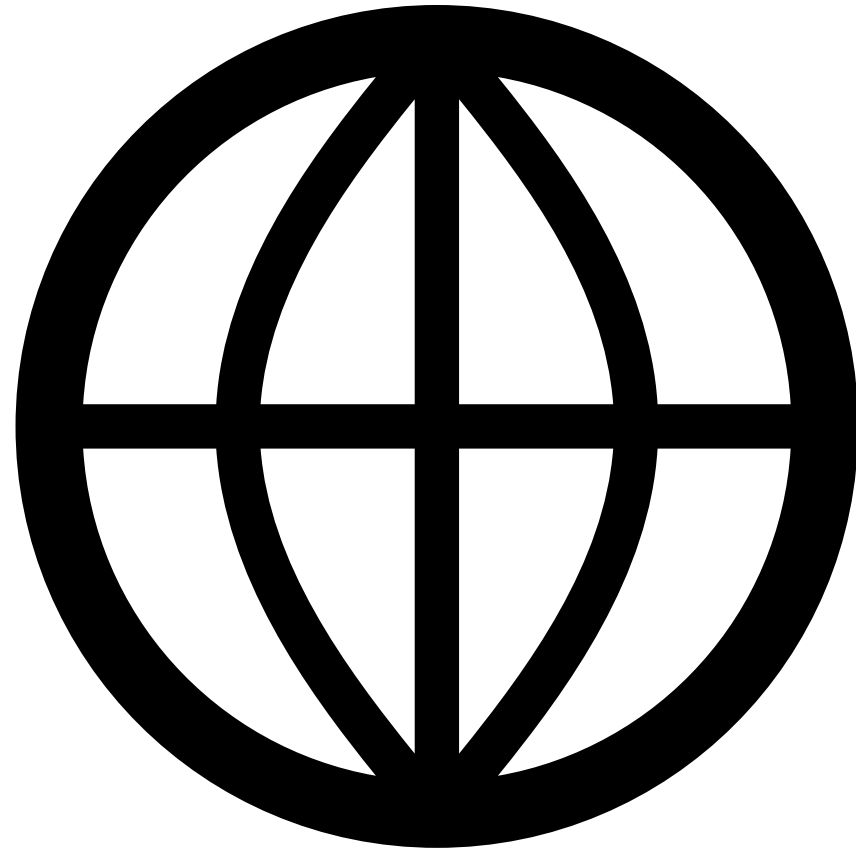
Purpose

To inform future planning regarding the education of occupational therapists, the survey sought information in relation to:

- Entry level education standards for occupational therapists
- Entry level competency frameworks for occupational therapists
- Transitioning occupational therapy education from diploma to degree level (where applicable)

Response

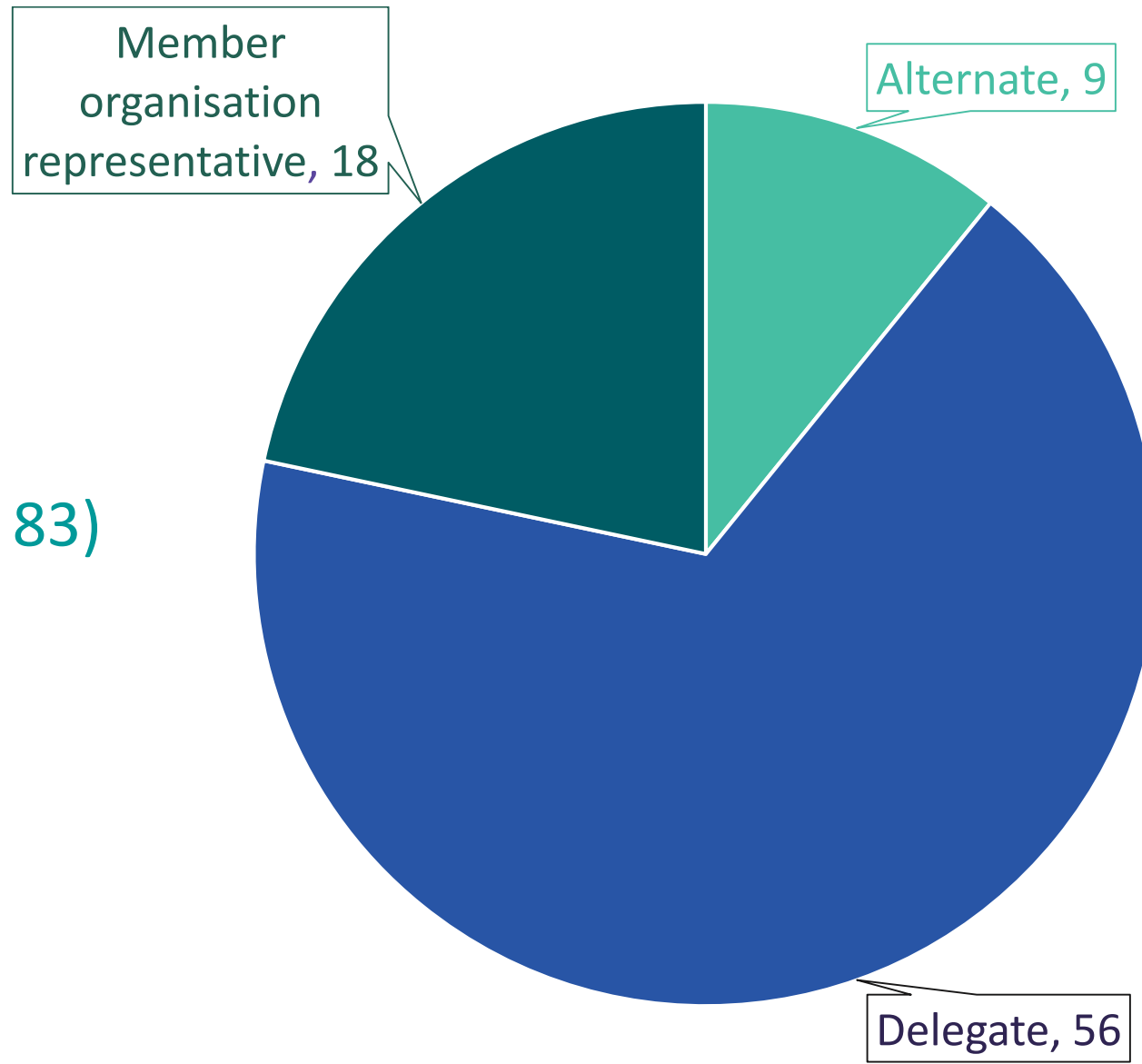
83 responses were received
85% response rate



Responding Member Organisations

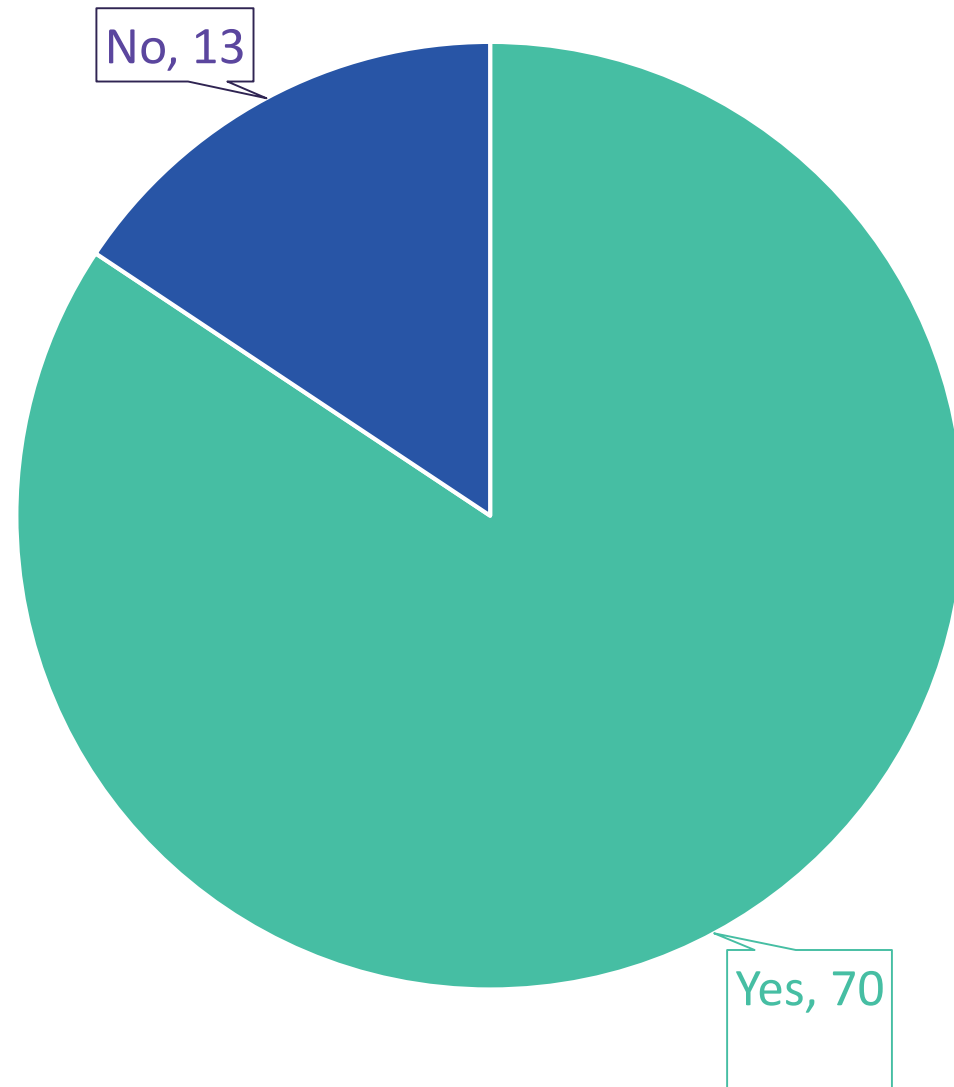
- Argentina
- Armenia
- Australia
- Austria
- Bahamas
- Bangladesh
- Belgium
- Bermuda
- Bosnia & Herzegovina
- Botswana
- Brazil
- Bulgaria
- Canada
- Chile
- China
- Colombia
- Croatia
- Denmark
- Dominican Republic
- Estonia
- Faroe Islands
- Finland
- France
- Germany
- Ghana
- Guyana
- Haiti
- Hong Kong
- Iceland
- India
- Indonesia
- Iran
- Ireland
- Israel
- Italy
- Jamaica
- Japan
- Jordan
- Kazakhstan
- Kenya
- Korea
- Latvia
- Lebanon
- Lithuania
- Luxembourg
- Macau
- Malaysia
- Malta
- Mauritius
- Mexico
- Mongolia
- Morocco
- Netherlands
- New Zealand
- Norway
- Panama
- Peru
- Philippines
- Poland
- Portugal
- Romania
- Russia
- Rwanda
- Saudi Arabia
- Serbia
- Seychelles
- Singapore
- Slovenia
- South Africa
- Spain
- Sri Lanka
- Sweden
- Switzerland
- Taiwan
- Tanzania
- Thailand
- Tunisia
- Uganda
- Ukraine
- United Kingdom
- United States of America
- Venezuela
- Zimbabwe

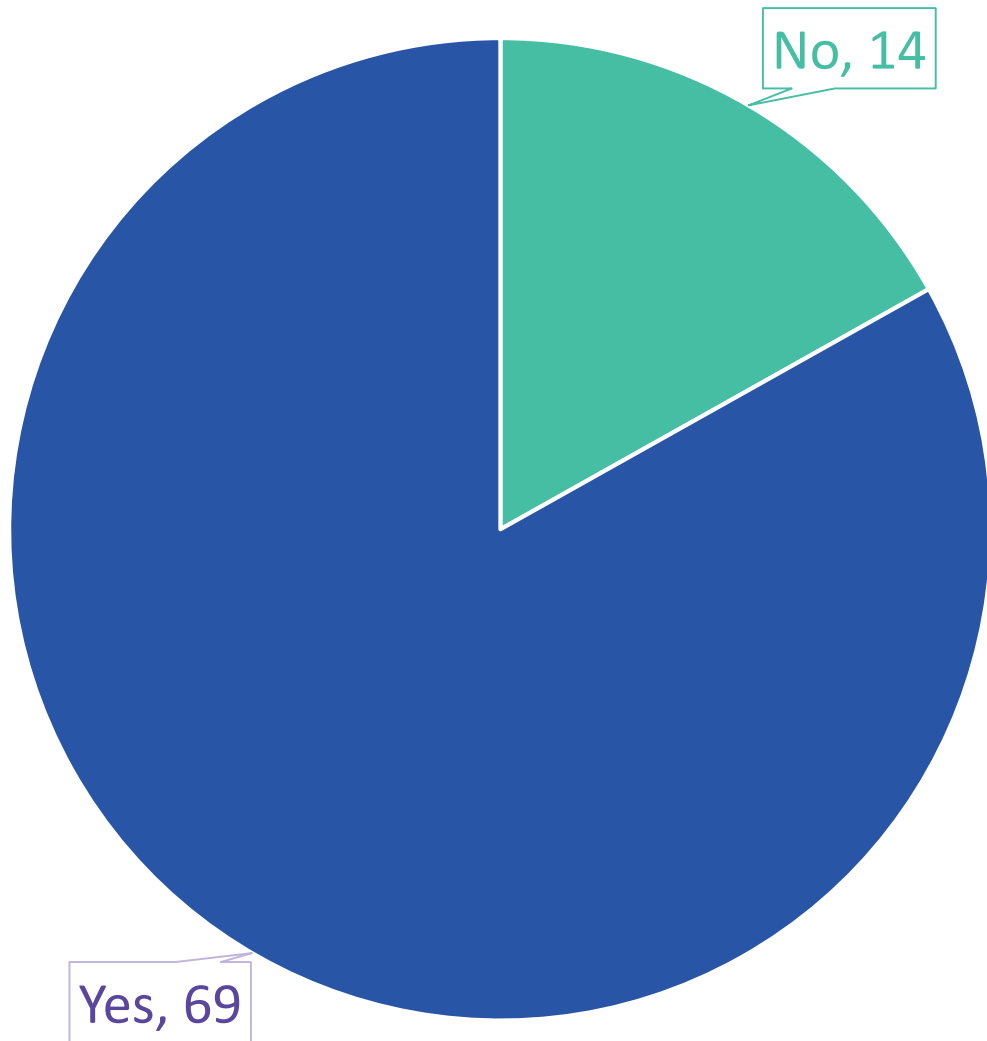
Role of Respondent (n= 83)



Entry Level Education

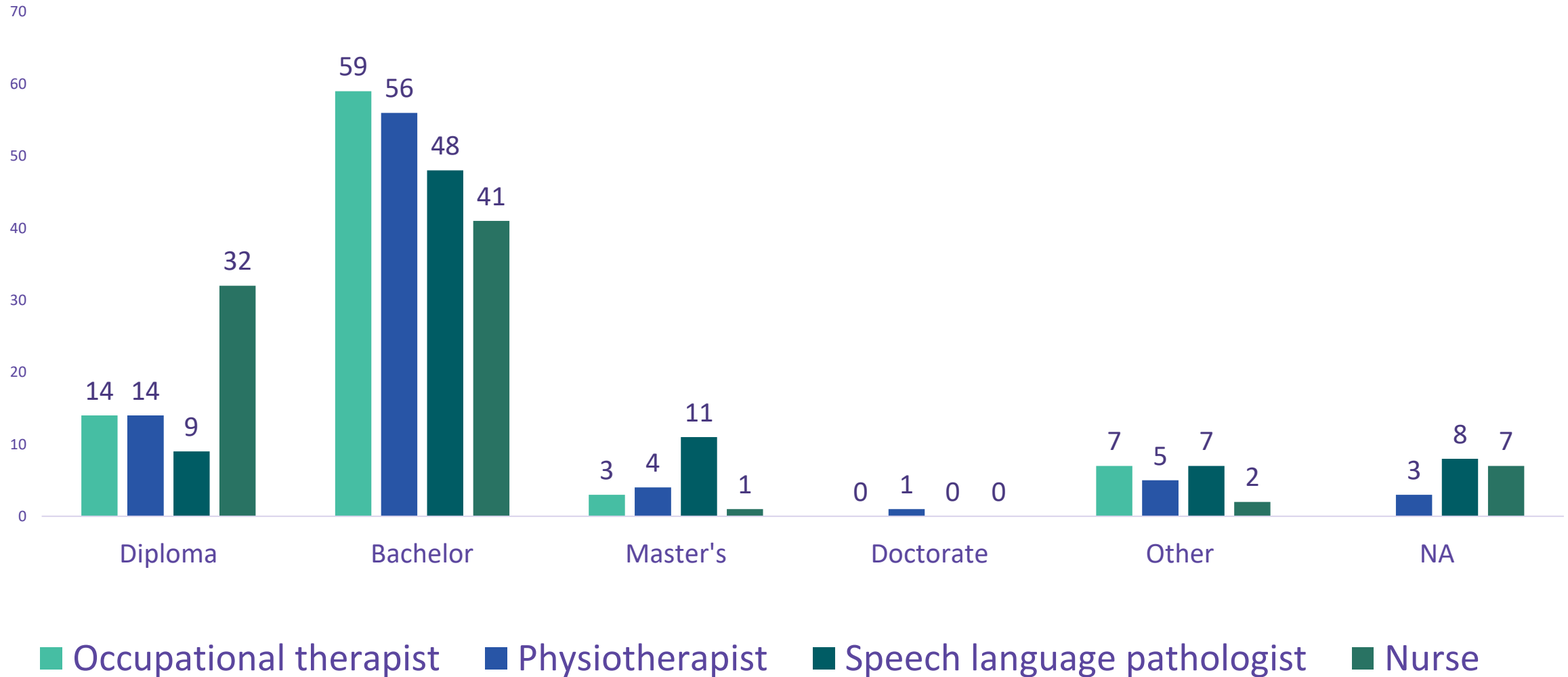
Are education programmes funded/regulated by government agencies in your country? (n= 83)



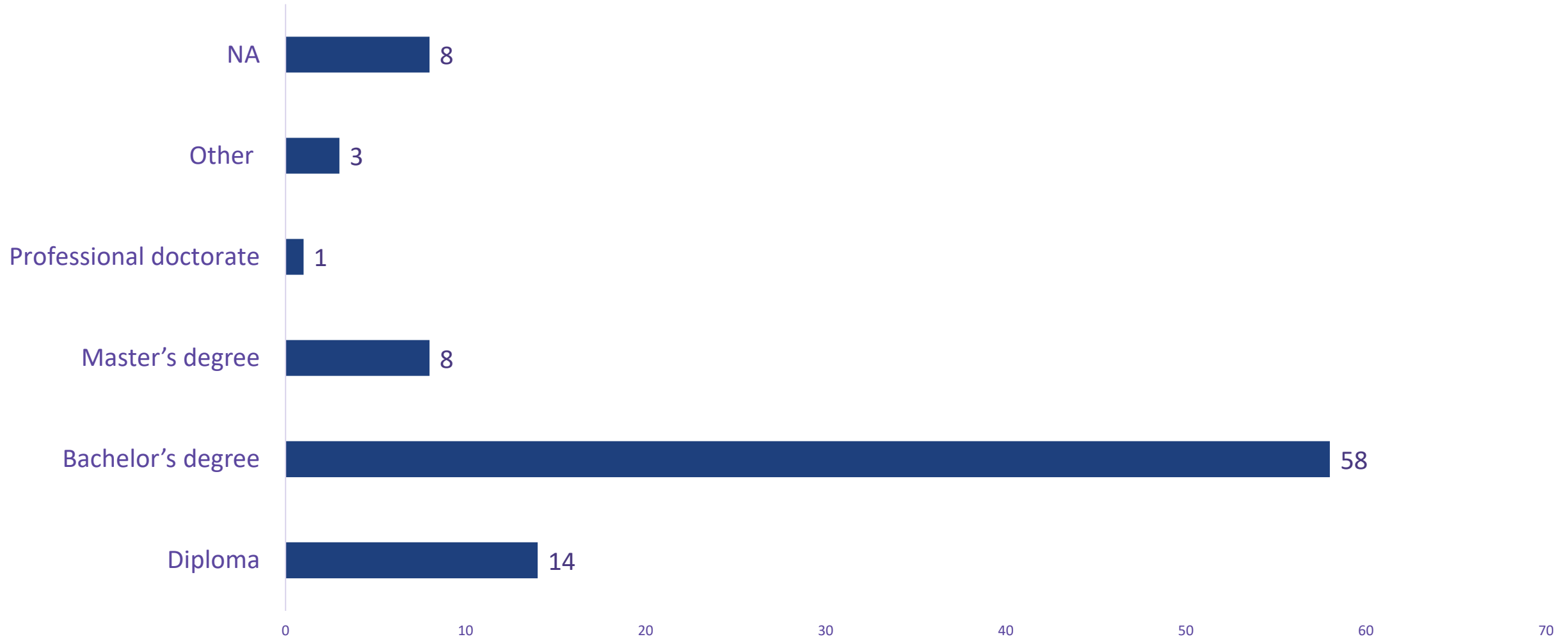


Is government registration/approval required to practice as an occupational therapist in your country? (n= 83)

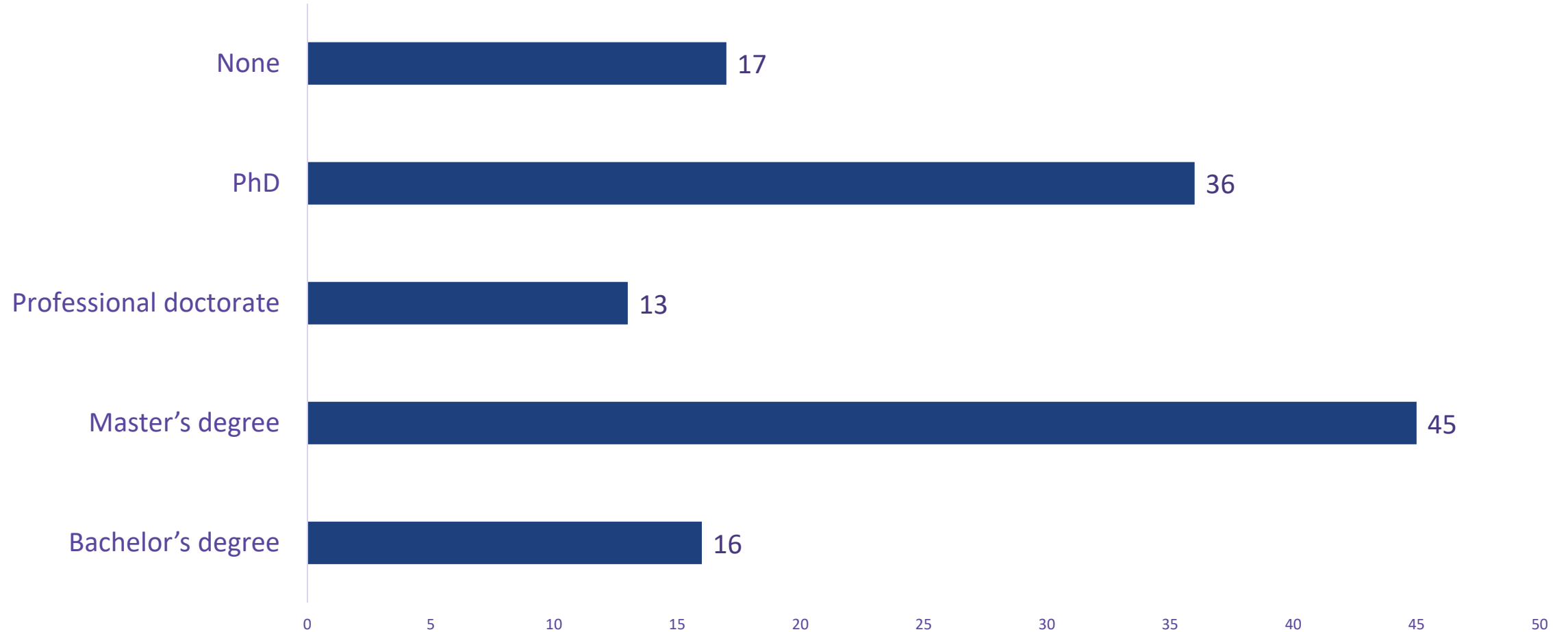
What is the minimum required standard of entry-to-practice education to work ? (n= 83)



What level of entry-to-practice education in occupational therapy is offered by education programmes in your country? (n=83)

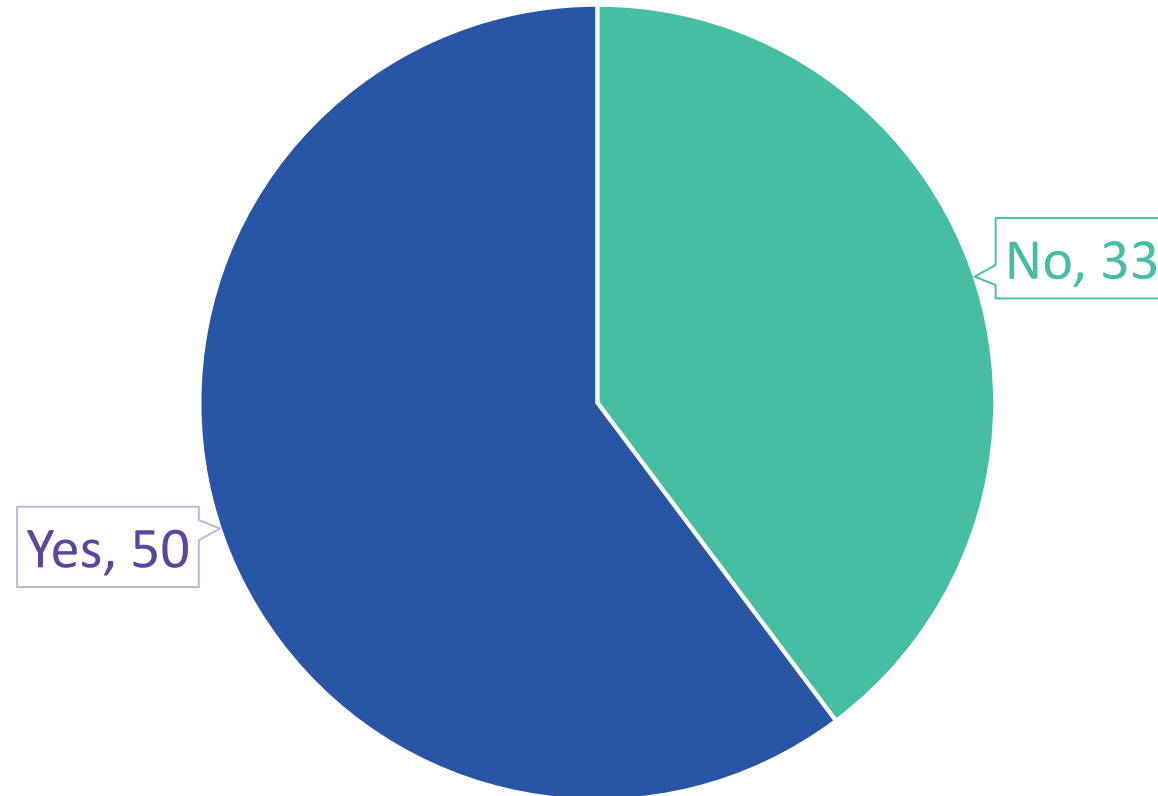


What level of post professional education is available to occupational therapists in your country? (n= 83)

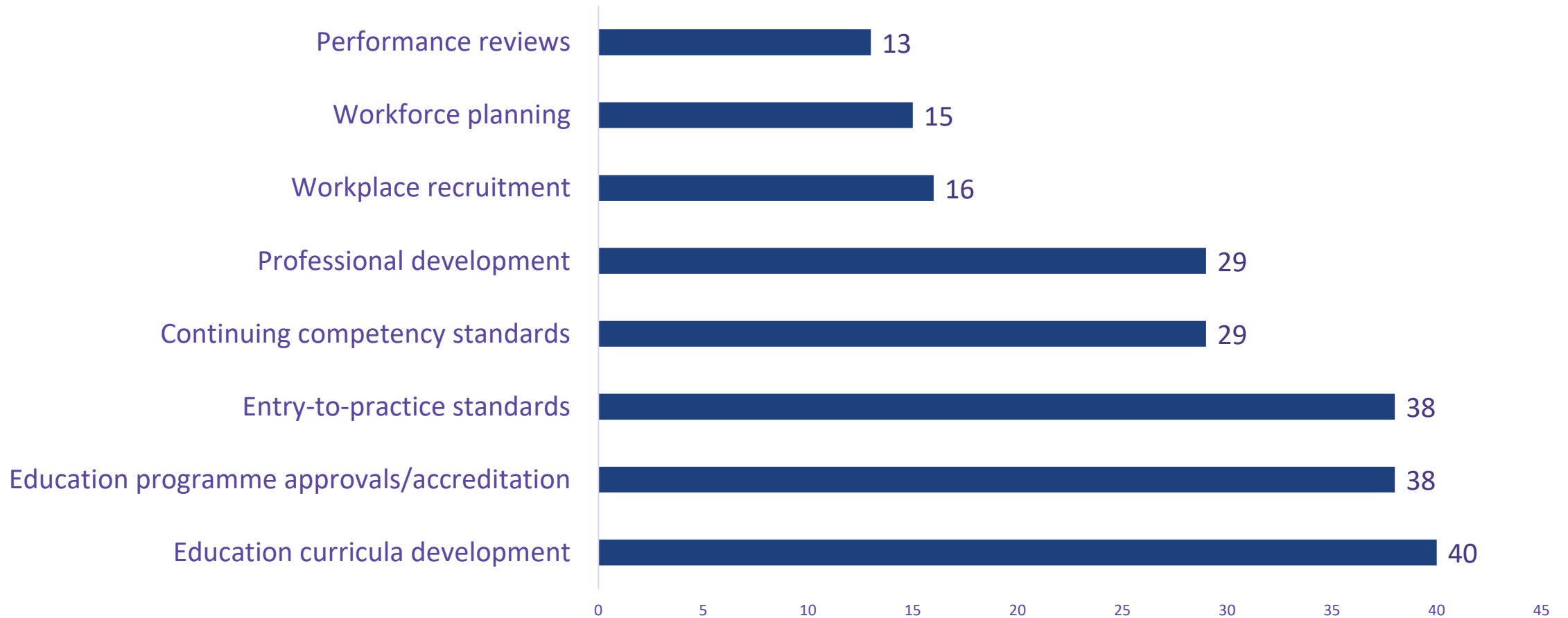


Entry Level Competency Frameworks

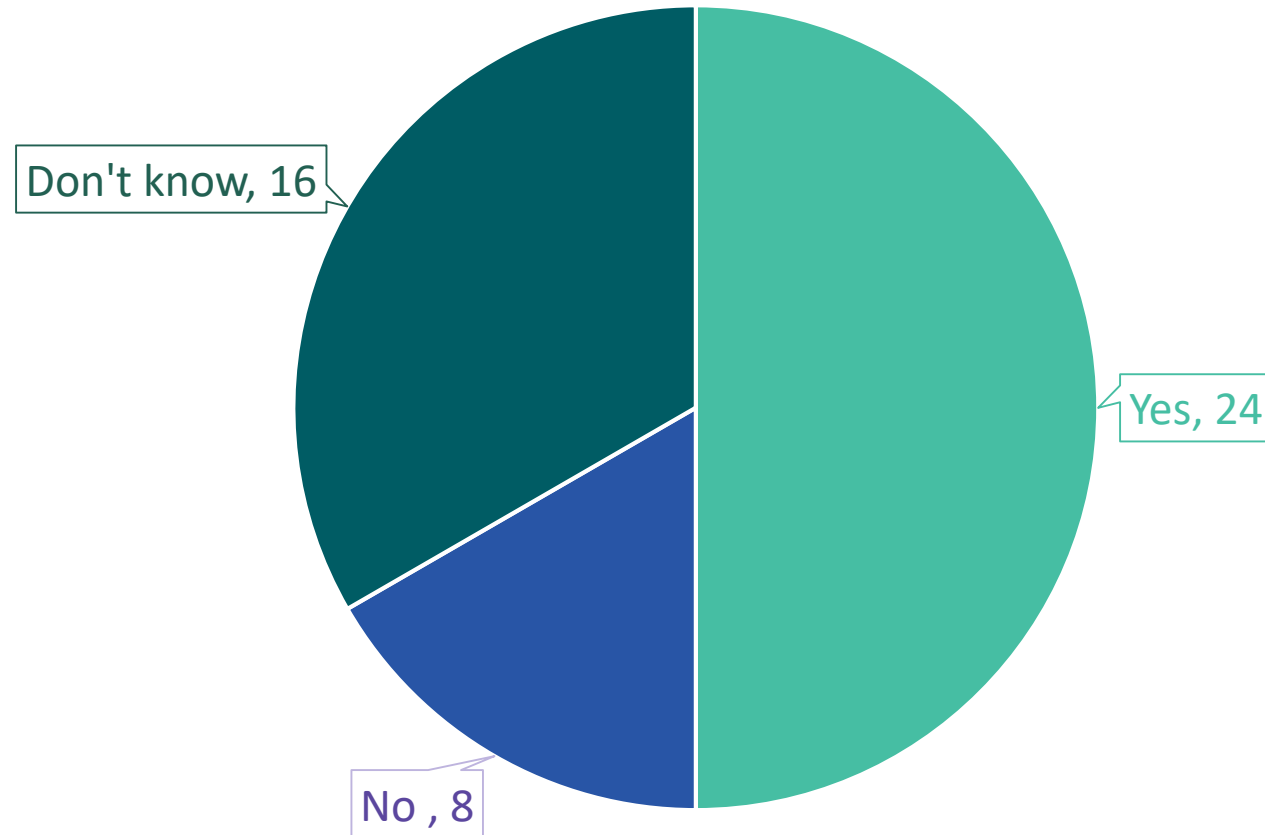
Is a competency framework used in your country for occupational therapy? (n=83)



How is the occupational therapy competency framework used in your country? (n=48)



Are there plans to review the occupational therapy competency framework used in your country? (n=48)



Diploma Level Occupational Therapy Education

Countries/Regions
with diploma level
entry-level
occupational therapy
programmes (n=15)



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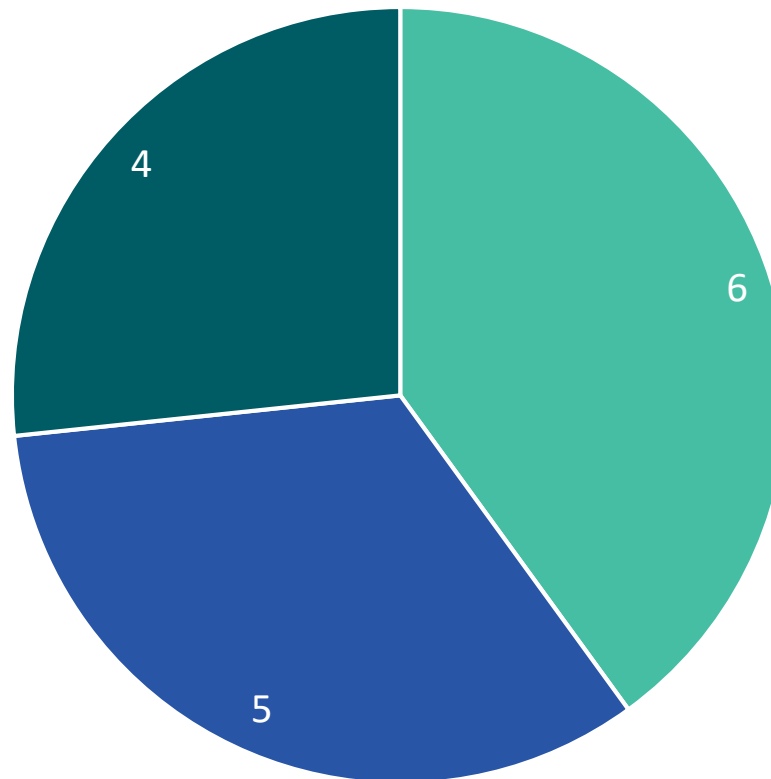
Are diploma entry-level occupational therapy programmes in your country approved by WFOT? (n=15)

All diploma programmes are approved:

- Kenya
- Sri Lanka
- Tanzania
- Uganda

Some diploma programmes are approved:

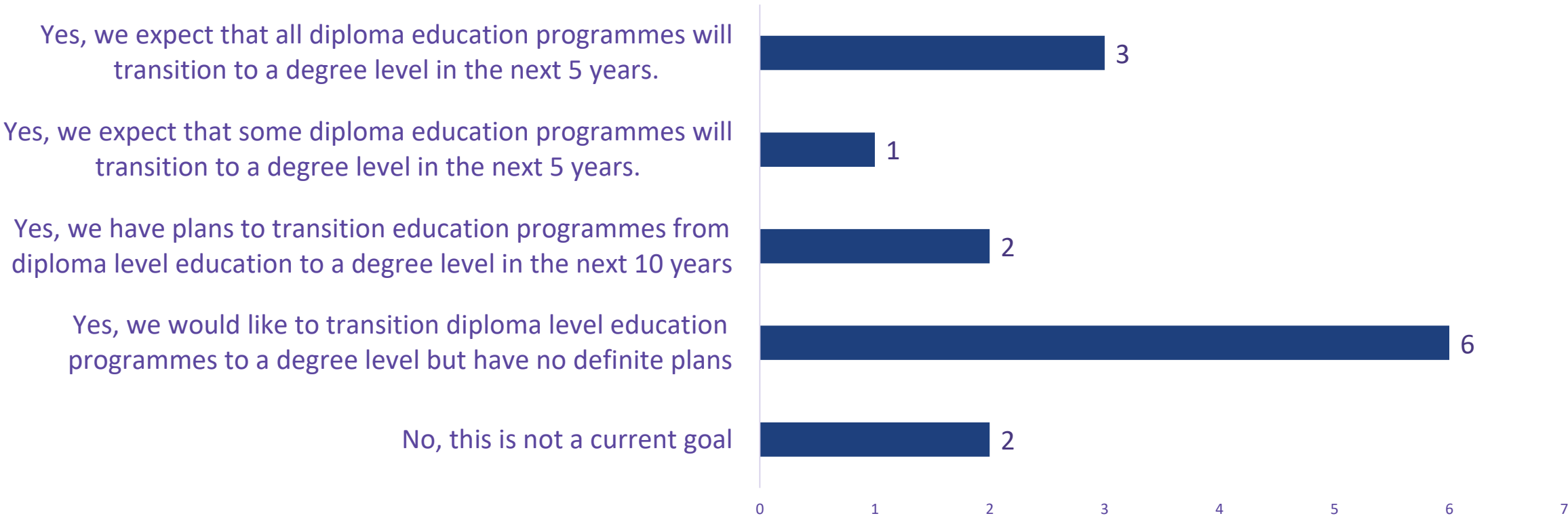
- Japan
- Korea
- Germany
- Malaysia
- Indonesia



No diploma programmes are approved:

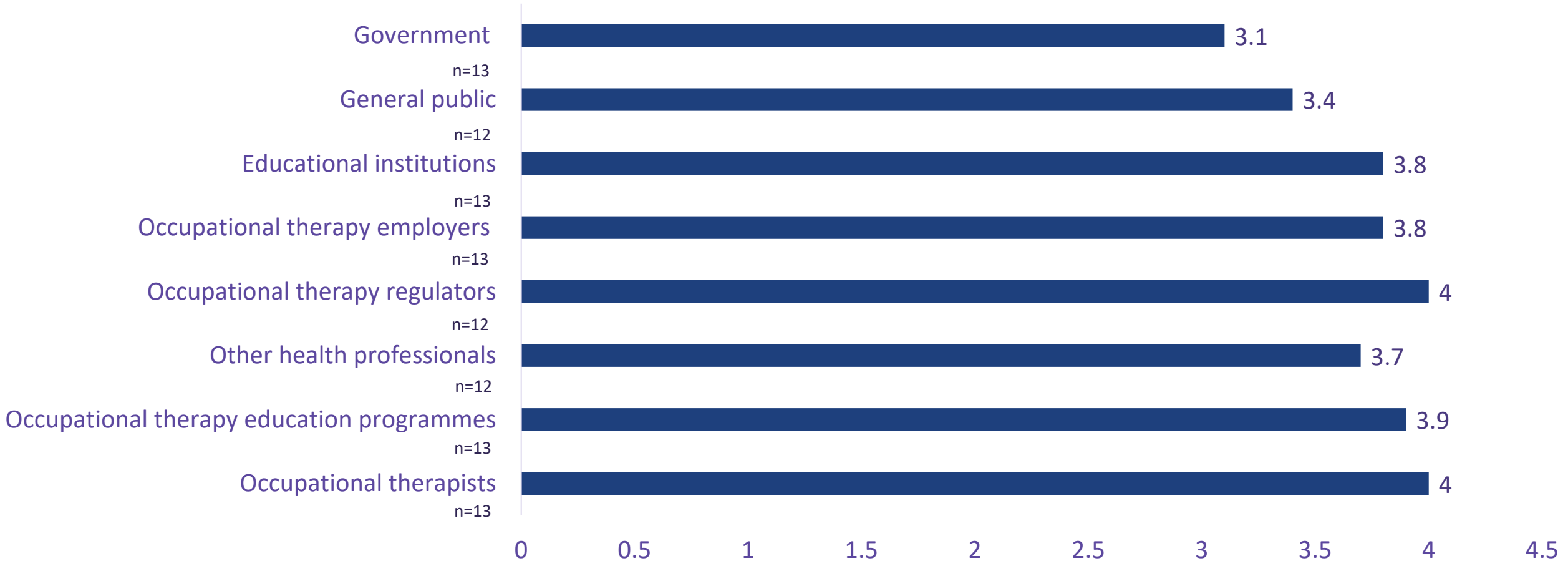
- Bangladesh
- Chile
- China
- Ghana
- Poland
- Taiwan

Does your member organisation plan for entry-to-practice occupational therapy diploma education programmes to transition to a degree level in your country? (n=14)

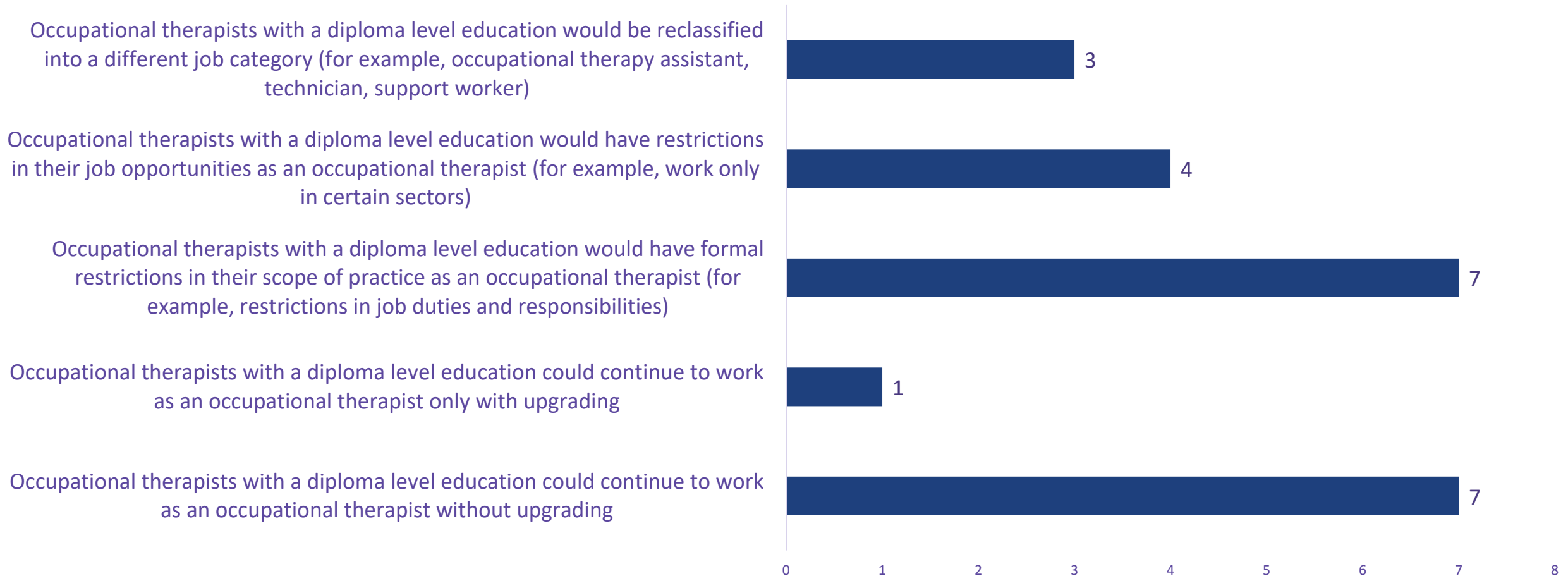


Please rate the support from the following regarding transitioning diploma occupational therapy education to a degree level

(Weighted average scores, 1 - strong opposition, 5 – strong support) (n=14)

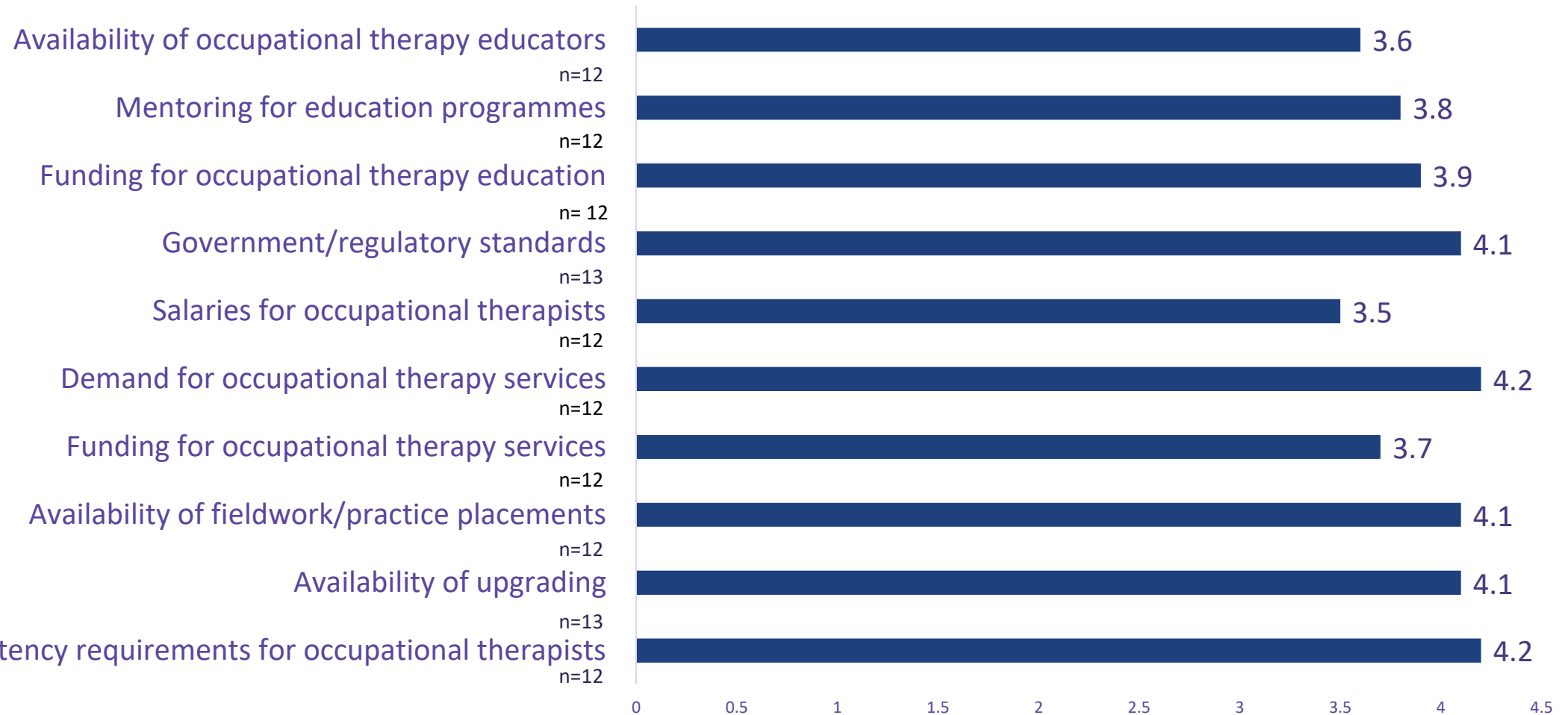


What is the expected impact for diploma level occupational therapists if all education programmes transitioned to a degree level? (n=14)



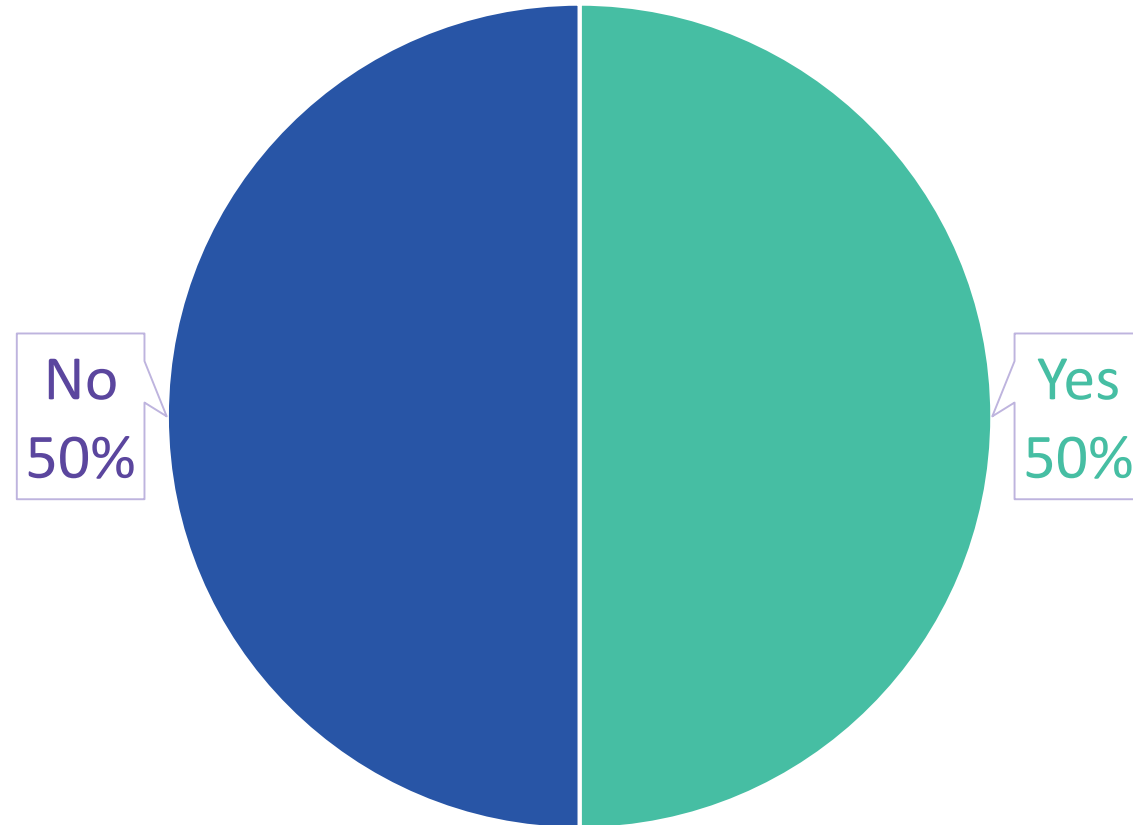
Please rate the impact of the following factors for a transition from diploma to a degree level of education:

(Weighted average score, 1 - strong negative impact, 5 - very strong positive impact) (n=14)



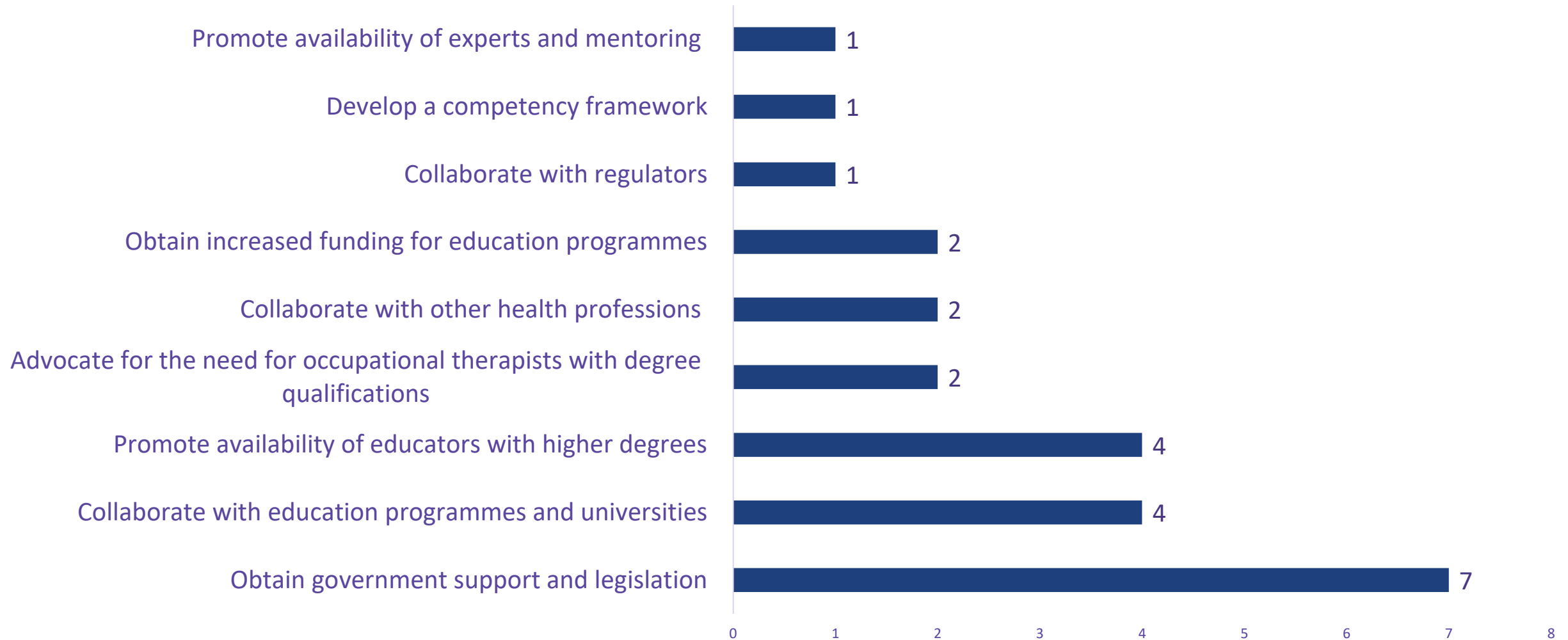
Are occupational therapy education programmes available for occupational therapists to upgrade their entry level education from a diploma to a degree (in countries offering diploma level education, n=14)?

- Bangladesh
- Chile
- Japan
- Poland
- Taiwan
- Tanzania
- Uganda

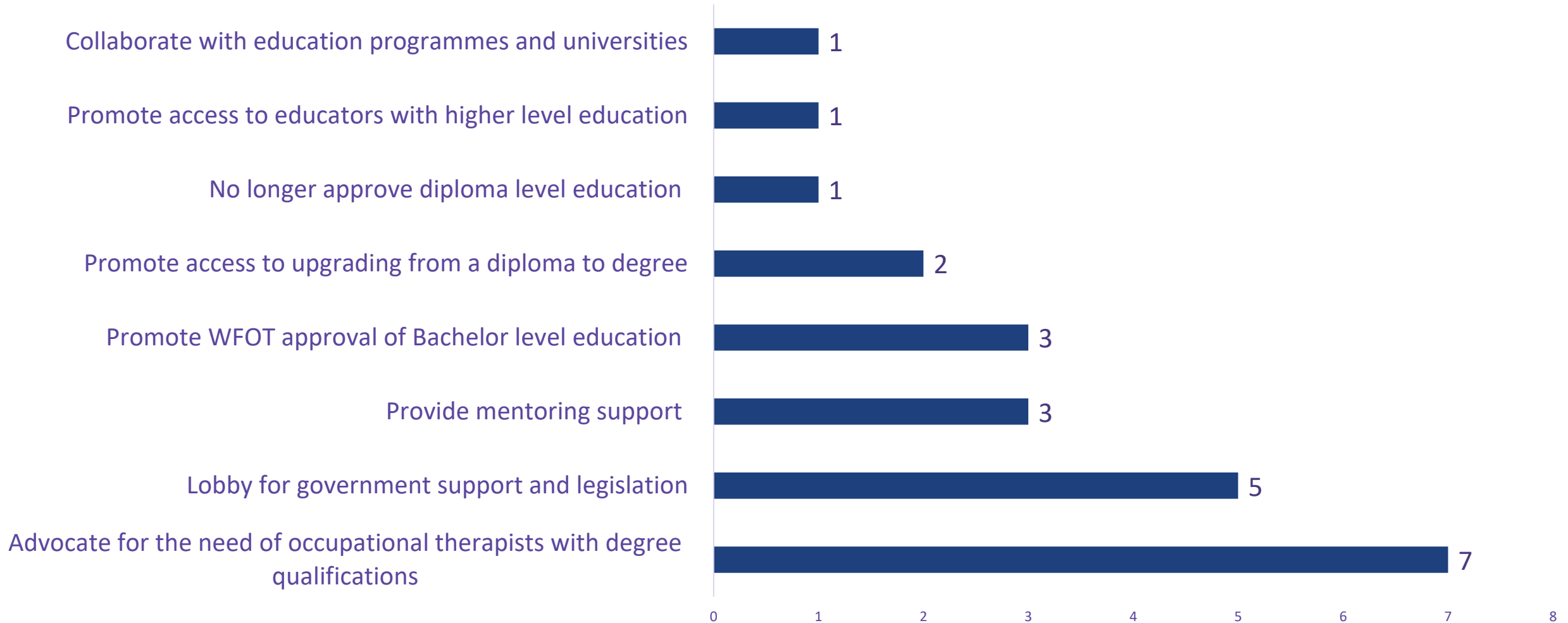


- China
- Germany
- Ghana
- Korea
- Indonesia
- Malaysia
- Sri Lanka

Recommended strategies to facilitate transitioning of occupational therapy education programmes from a diploma to degree level (n=13)



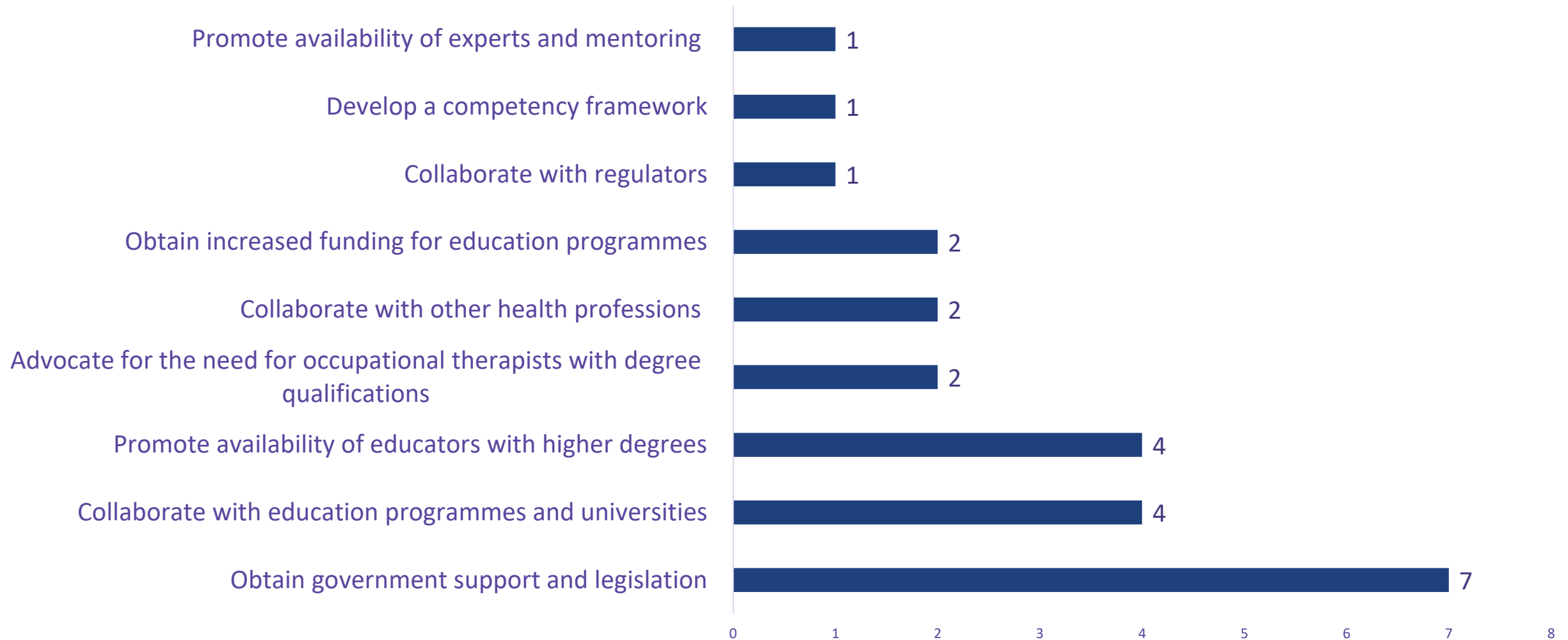
Recommended assistance from WFOT to facilitate the transition of education programmes from a diploma to degree level (n=13)



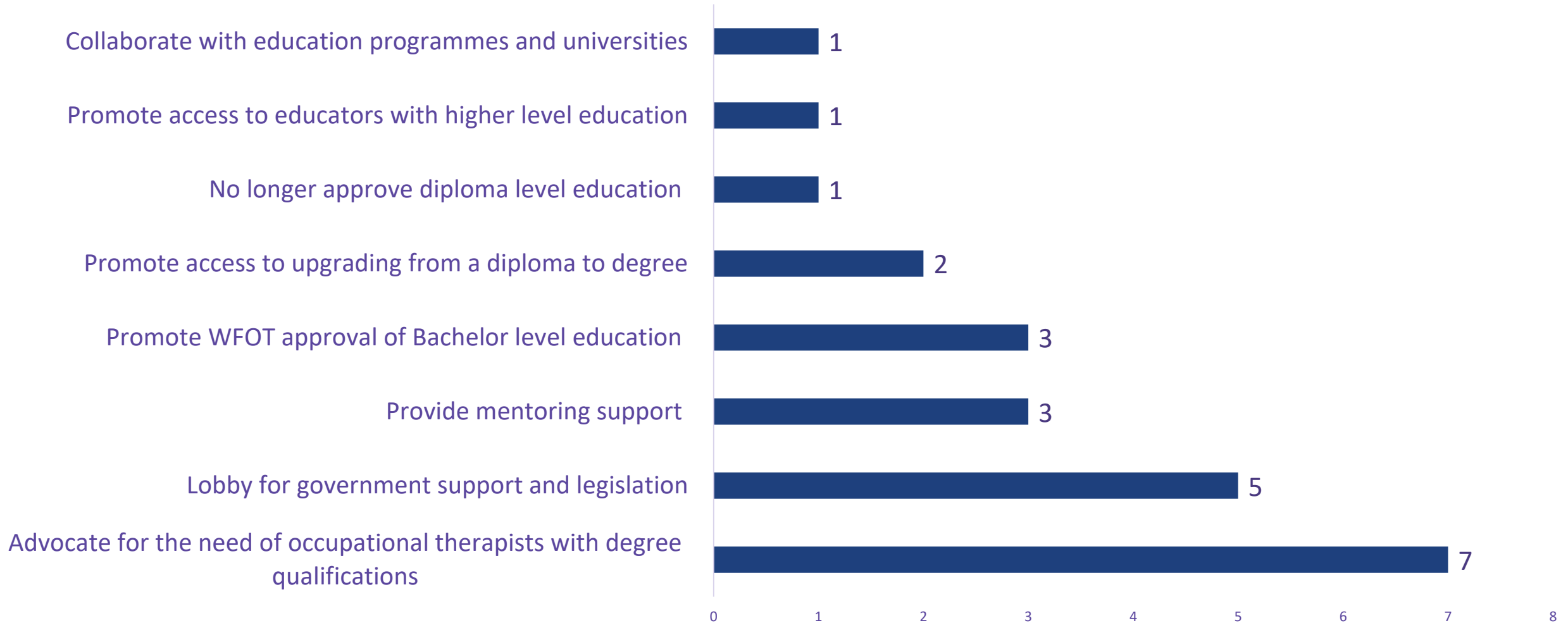
Transition Strategies to Degree Level Education

Countries/Regions with Diploma Education Programmes

Recommended strategies to facilitate transitioning of occupational therapy education programmes from a diploma to degree level (n=13)



Recommended assistance from WFOT to facilitate the transition of education programmes from a diploma to degree level (n=13)



Summary

Demographics

- A high response rate was received (85%), with surveys received from 83 countries
- The majority of respondents were WFOT delegates (68%); 22% were representatives of the member organisation.

Entry level education

- Most countries reported the need for government registration/approval to work as an occupational therapist (83%)
- Most frequently, the entry-to-practice education requirement for occupational therapists was a Bachelor's degree (71%), while 17% of represented countries required a diploma
- The entry-to-practice requirements for occupational therapists are roughly similar to those for physiotherapy; a higher number of represented countries required advanced degrees for practice in speech language pathology, whereas a higher number of countries accepted a diploma to work as a nurse.

Entry level competency frameworks

- Competency frameworks are used in the majority of represented countries (60%); of these countries, approximately 50% plan to review the competency framework in current use
- Competency frameworks are most frequently used for development of education curricula, approval and accreditation processes and entry-to-practice standards (approximately 80%); less frequent uses include continuing competency standards and professional development (35%); and workforce recruitment and planning (approximately 29%)

Diploma level education

- A minority of represented countries offer diploma entry-level occupational therapy education programmes (18%)
- Of these countries, only 27% indicated all diploma programmes were WFOT approved; 40% indicated no diploma level programmes were approved
- 100% of countries with diploma level education reported awareness of that the *2016 WFOT Minimum Standards for the Education of Occupational Therapists* encourage entry-to-practice occupational therapy education be offered at a minimum level of a Bachelor's level

Diploma level education (cont'd)

- The majority of countries/regions (60%) have one or two diploma level programmes; 27% have more than 21 programmes
- Eight countries/regions have no goals/plans to transition diploma programmes to a degree level, including three with more than 21 programmes and two with diploma level education programmes approved by WFOT
- Factors highly rated for influencing such a transition included awareness of competency requirements for occupational therapists and the demand for occupational therapy services
- Upgrading programmes are available in seven countries/regions

Strategies to promote transition to degree level education

- Most frequently, strategies to facilitate a transition to degree level education included collaboration with governments, educators, other health professionals and regulators
- Assistance from WFOT was recommended for advocacy, lobbying and mentoring support