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Accreditation
Committee










Accreditation standards: **Summary**

2021






Standards	Accreditation standards for entry-level podiatry programs	Accreditation standards for podiatric surgery programs	Accreditation standards for programs for registered podiatrists and podiatric surgeons addressing requirements for endorsement of registration in relation to scheduled medicines (ESM programs)	Accreditation standards for podiatric therapeutics programs for registered podiatrists and podiatric surgeons
1. Assuring safe practice	1.1 Safe practice is identified in the learning outcomes of the program, including any work-integrated learning elements.			
	1.2 Formal mechanisms exist and are applied with the aim of ensuring students are mentally and physically able to practise safely at all times.			n/a
	1.3 Students are required to achieve relevant capabilities before each period of work-integrated learning.			n/a
	1.4 Health practitioners who supervise students during work-integrated learning hold current registration in Australia for the clinical elements they supervise, or equivalent registration in their country, where relevant.			n/a
	1.5 Facilities and health services used for work-integrated learning maintain workplace safety standards, including any accreditation, licencing and/or registration required in the relevant state or territory.			n/a
	1.6 The education provider requires students in the program to comply with the principles of professional and safe practice, including a code of conduct that is consistent with the Podiatry Board of Australia's expectations of safe and professional conduct.			n/a
	1.7 The education provider complies with its obligations under the National Law and other laws.			






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2. Academic governance and quality assurance of the program	2.1 The education provider is currently registered with the Tertiary Education Quality Standards Agency (TEQSA).	The education provider has robust academic governance for the program.		
	2.2 The program is accredited by TEQSA or, for education providers with self-accrediting authority, the program has been approved by the education provider's relevant board or committee responsible for program approval.	n/a		
	2.3 TEQSA, or the relevant education provider board or committee has approved the Australian Qualifications Framework (AQF) level of the program at bachelor degree level (AQF Level 7) or higher.	The relevant education provider board or committee has verified the program reflects the Australian Qualifications Framework (AQF) specifications for a master's degree (coursework) program (AQF Level 9) or professional doctorate (AQF Level 10).	The relevant education provider board or committee has approved the Australian Qualifications Framework (AQF) level of the program at the equivalent of AQF Level 7 or higher.	TEQSA or the relevant education provider board or committee has approved the academic level of the program at the equivalent of an Australian Bachelor degree at Level 7 or higher in the Australian Qualifications Framework (AQF).
	2.4 The education provider has robust academic governance for the program that includes systematic monitoring, review and improvement, and committee/s or similar group/s with the responsibility, authority and capacity to design, implement and improve the program to meet the needs of the podiatry profession and the health workforce.			
	2.5 Formal mechanisms exist and are applied with the aim of evaluating and improving the design, implementation and quality of the program, including through student feedback, internal and external academic and professional peer review, and other evaluations.			
















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2. Academic governance and quality assurance of the program	2.6 Formal mechanisms exist and are applied with the aim of ensuring the ongoing availability and quality assurance of work-integrated learning.			n/a
	2.7 Students, academics and work-integrated learning supervisors have opportunities to contribute to the information that informs decision-making about program design, implementation and quality.			
	2.8 There is formalised and regular external stakeholder input to the design, implementation and quality of the program, including from representatives of the podiatry profession, other health professions, prospective employers, health consumers and graduates of the program.			
	2.9 Formal mechanisms exist and are applied with the aim of anticipating and responding to contemporary developments in podiatry practice and the education of health practitioners, within the curriculum of the program.			
	2.10 The education provider assesses and actively manages risks to the program and program outcomes.			
	2.11 The education provider appoints academic staff at an appropriate level to manage and lead the program.			















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2. Academic governance and quality assurance of the program	2.12 Staff managing and leading the program have sufficient autonomy to assure the level and range of human resources, facilities and equipment required in the program.			
	2.13 The education provider actively recruits or draws on staff or other individuals with the knowledge, expertise and culturally safe practice to facilitate learning in Aboriginal and Torres Strait Islander health.			
	2.14 The education provider ensures it holds and maintains appropriate insurance to indemnify all academic and clinical staff, students and clinical supervisors during all education activities, including work-integrated learning.			

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3. Program design, implementation and resourcing	3.1 A coherent educational philosophy informs the program design and implementation.	✓	✓	✓
	3.2 Culturally safe practice is integrated in the design and implementation of the program and is articulated in learning outcomes, with an emphasis on Aboriginal and Torres Strait Islander cultures and cultural safety in the Australian healthcare setting.	✓	✓	✓
	3.3 Unit and/or subject learning outcomes in the program address all the professional capabilities for podiatrists.	✓	✓	✓
	3.4 The curriculum design includes vertical and horizontal integration of theoretical concepts and practical application throughout the program including work-integrated learning experiences.	✓	✓	n/a
	3.5 Unit and/or subject learning outcomes in the program address contemporary principles of interprofessional education, collaborative practice and reflective practice.	✓	✓	✓
	3.6 Unit and/or subject learning outcomes and assessment in the program specifically reference relevant national safety and quality standards, including in relation to collaborative practice, team-based care and culturally safe healthcare, particularly for Aboriginal and Torres Strait Islander Peoples.	✓	✓	✓
	3.7 Unit and/or subject learning outcomes in the program address social and cultural determinants of health.	✓	✓	✓

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3. Program design, implementation and resourcing	3.8 Legislative and regulatory requirements relevant to podiatry practice are taught within the program and their application to practice is assessed during periods of work-integrated learning in the program.			
	3.9 The education provider ensures work-integrated learning experiences provide students in the program with regular opportunities to reflect on their observations of practice in the clinical setting.			n/a
	3.10 The education provider has an active relationship with the practitioners who provide instruction and supervision to students during work-integrated learning, and formal mechanisms exist and are applied with the aim of training and monitoring those supervisors.			n/a
	3.11 The quality, quantity, duration and diversity of student experience during work-integrated learning in the program is sufficient to produce a graduate who has demonstrated the knowledge, skills and professional attributes to safely and competently practise across a broad range of podiatry practice settings. This includes using pharmaceutical products for the treatment of podiatric conditions.			n/a
	3.12 The education provider appoints academic staff at an appropriate level to implement the program.			

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3. Program design, implementation and resourcing	3.13 The education provider offers development opportunities for staff to stay up-to-date with educational approaches and technologies.			
	3.14 The program has the level and range of facilities and equipment to sustain the quality and scope of education needed for students to achieve all the professional capabilities for podiatrists.			n/a
	n/a	The education provider ensures students can use radiographic equipment safely in podiatric surgical practice.	n/a	n/a

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4. The student experience	4.1 Program information is complete, accurate, clear, accessible and up-to-date.			
	4.2 The education provider has mechanisms in place to ensure physical, psychological and cultural safety for students at all times.			
	4.3 The education provider assesses and actively manages risks to students enrolled in the program.			
	4.4 The education provider identifies and provides support services, including cultural support services, to meet the needs of students in the program.			
	4.5 There are specific strategies to address the recruitment, admission, participation and completion of the program by Aboriginal and Torres Strait Islander Peoples.			

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5. Assessment	5.1 All the professional capabilities for podiatrists and unit and/or subject learning outcomes are mapped to assessment tasks in the program.			
	5.2 Multiple valid and reliable assessment tools, modes and sampling are used throughout the program, including evaluation of student capability through authentic assessment via direct observation of students in the clinical and non-clinical settings.			
	5.3 Formal mechanisms exist and are applied with the aim of ensuring assessment of student learning outcomes reflects the principles of assessment.			
	5.4 Staff assessing students in the program (including staff assessing work-integrated learning) are suitably experienced, prepared for the role, and hold appropriate qualifications and registration where required.			
	5.5 Formal mechanisms exist and are applied with the aim of ensuring the learning outcomes and assessment for all work-integrated learning activities are defined and known to both students and supervisors.			n/a