



# Accreditation Standards for Podiatric Surgery Programs

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## Executive Summary

This document provides details of Accreditation Standards and Procedures for education providers which are seeking accreditation of podiatric surgery programs with the Australian and New Zealand Podiatry Accreditation Council (ANZPAC).

The primary purpose of ANZPAC is to assess and accredit podiatric education programs of study for the podiatry profession.

Five broad areas of standards are documented in relation to Governance Context, Post-graduate Students/Trainees, Curriculum and Assessment, Educational Resources and Program Evaluation. The *Accreditation Procedures for Podiatric Surgery Programs* document outlines the relevant processes.

## Section A: Introduction

### **Background**

ANZPAC was established in 2008; the Board of Management included nominated representatives from registration boards of states and territories of Australia and also of New Zealand, the professional organisations, podiatry program educators and consumers.

On 5<sup>th</sup> March 2009, the Australian Health Workforce Ministerial Council announced that it had assigned the accreditation functions for the Podiatry Board of Australia to ANZPAC. This means that under the National Law, ANZPAC is the external accreditation authority for the podiatry profession.

From July 1 2010, ANZPAC's role as the designated accreditation authority for the Podiatry Board of Australia is to exercise the accreditation functions as defined in the *Health Practitioner Regulation National Law Act* (National Law) as in force in each state and territory. The accreditation functions include developing accreditation standards for approval by the Podiatry Board of Australia and assessing programs of study and the education providers that provide the programs of study to determine whether the programs meet approved accreditation standards. If ANZPAC decides to accredit a program of study it must give the Podiatry Board of Australia a report about the accreditation of the program and the Board may then approve or refuse to approve the accredited program of study as providing qualification for the purposes of registration in the podiatry profession.

Education providers in the context of the National Law (s5) means:

- (a) a university; or
- (b) a tertiary education institution, or another institution or organisation that provides vocational training; or
- (c) a specialist medical college or other health profession college.

In 2011, the Podiatry Board of Australia (PodBA) requested the Australian and New Zealand Podiatry Accreditation Council (ANZPAC) to develop an Accreditation Standard for the training of podiatric surgeons. The Accreditation Standard was developed within the context of the *Procedures for the Development of Accreditation Standards* (AHPRA, 2011). These procedures relate to broader national registration and accreditation scheme objectives of protecting the public through ensuring that registered health practitioners are suitably trained and qualified, facilitating provision of high quality education and training for health practitioners and building a flexible and sustainable Australian health workforce (AHPRA, 2011).

## ***Scope of Practice***

Podiatric surgeons may be granted specialist registration with the Podiatry Board of Australia, after completing extensive specialised postgraduate training and education in podiatric medicine and surgery. Podiatric surgeons are competent in the diagnosis and treatment of disease, injuries and defects of the human foot and related structures, and use surgical and non-surgical processes to care for bone, joint and soft tissue pathology. Examples include, but are not limited to:

- Structural deformities, including bunions, hammertoes, painful flat foot and high arch deformity, bone spurs
- Heel pain;
- Nerve entrapments;
- Degeneration and arthrosis of joints'
- Skin and nail conditions;
- Congenital deformities; and
- Trauma-related injuries, including fractures and dislocations.

A key role for podiatric surgeons is contributing to safe, effective and cost-efficient clinical care within multi-disciplinary healthcare teams involving general practitioners, specialists and other health professionals, with appropriate referrals undertaken to support improved quality, safety and healthcare standards and practice.

## ***Principles for Developing Accreditation Standards***

Standards for podiatric surgery accreditation have been framed within the broader context of programs providing eligibility for registration as a podiatric surgeon and accreditation being about protecting the health and safety of the public. Additionally, the Standards provide assurance that graduates are competent to practise podiatric surgery. The principles of these accreditation standards include operating within legislative frameworks, being acceptable to various stakeholders, transparency and procedural fairness, and quality and improvement. Other principles relate to provision of valid and reliable assessment including training of the assessment team, supporting diversity of curriculum approaches and responsiveness to changing times.

## ***Process for Developing Standards***

Development of accreditation standards has occurred within the context of the Council of Australian Governments establishing a single national registration board and accreditation system for 14 health professions.

These Accreditation Standards have been developed in accordance with procedures established by the Australian Health Practitioner Regulation Agency (AHPRA) under section 25 of the National Law. These procedures are outlined in the document *Procedures for the Development of Accreditation Standards* which is published on the AHPRA website at [www.ahpra.gov.au](http://www.ahpra.gov.au).

The podiatric surgery accreditation standards were established following a review of previous work undertaken in regard to podiatry specialisations and special interest areas, also considering the Australian Medical Council (AMC) context. The AMC context reflects best practice education and training standards for specialisations and comparative education and training standards for various health specialisations within Australia and overseas.

Essentially, the Accreditation Standards for podiatric surgery are broadly aligned to the best practice standards, as well as to other podiatry accreditation standards. Specific details of Accreditation Standards and Examples of Evidence have been developed appropriate to podiatric surgery. A

consultation document was developed and widely disseminated for comment, with responses closely considered and further discussions undertaken.

### ***Links Between Education Providers and ANZPAC***

In framing the Standards, ANZPAC recognises the academic and professional independence of education providers. ANZPAC seeks to provide quality assurance, with all institutions adhering to a set of minimum standards of quality education and training. There is an emphasis on podiatric surgery education and training programs having equivalence of structure and process but also focusing on continuous improvement and associated planning. The intended outcome is all podiatric surgery practitioners from various programs of study being competent, safe and responsive to the health needs of individual citizens and communities.

Core podiatric curriculum consists of knowledge and skills which are sequentially developed and acknowledges various stages from assistance to independence. Key areas are related to various components for basic and advanced surgical science and techniques, peri-operative medicine, basic and advanced life support and principles of osteosynthesis, foot and ankle surgery. Additionally, professional attributes, technical and podiatric medical expertise, clinical decision making, professionalism/ethics, collaboration, communication including within interprofessional teams, scholarship and teaching, health advocacy and leadership and management are areas needing to be incorporated into programs offered by education providers. Well-recognised and accepted principles of learning are other expectations.

The Standards are also intended to support educational providers in their autonomy and uniqueness through encouraging innovative and experimental programs and enabling variations in curriculum and teaching methods.

### ***Accreditation Standards Summary***

Podiatry standards are organised under five broad areas as follows:

These broad areas of standards are:

- A. Governance Context
- B. Post-graduate students/Trainees
- C. Curriculum and Assessment
- D. Educational Resources
- E. Program Evaluation.

Within these broad areas, there are sub areas which represent the Accreditation Standards.

Further details are provided in Section B of this document.

## ***Podiatric Surgery Competencies/Outcomes***

Accreditation standards in relation to curriculum content, teaching and learning activities, clinical experience, assessment and other aspects are focused on achieving competencies/outcomes. Consistent with other health specialisations, each education provider must show evidence that their competencies/outcomes are documented and the program of study is aligned to achievement of these aspects.

### ***Additional Information***

ANZPAC does not assess or advise individual students regarding their programs of study. The Podiatric Surgery Accreditation Standards are applicable as approved by the Podiatry Board of Australia in mid 2012. The document review date is June 2017.

More information about the Podiatric Surgery Accreditation Standards for application for accreditation can be obtained from:

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## Section B: Accreditation Standards

### Introduction

In considering appropriate Accreditation Standards, a statement of goals for podiatric surgery is as follows:

1. To produce podiatric surgeons who:
  - have demonstrated the requisite knowledge, skills and professional attributes necessary for independent practice through a broad range of clinical experience and training in podiatric surgery
  - can practise unsupervised in the podiatric surgical specialty, providing comprehensive, safe and high quality care, including in the general roles and multifaceted competencies inherent in health practice and within the ethical standards of the podiatry profession and the community they serve.
2. To produce podiatric surgery specialists with a high level of understanding of the scientific and evidence base of the discipline.
3. To produce podiatric surgery specialists able to provide leadership in the complex health care environments in which they practice; who work collaboratively with patients and their families from diverse backgrounds and with the range of health professionals and administrators; and who accept responsibility for the education of junior colleagues.
4. To produce podiatric surgery specialists with knowledge and understanding of the issues associated with the delivery of safe, high quality and cost effective health care within the Australian health system.
5. To prepare specialists able to assess and maintain their competence and performance through continuing professional education, the maintenance of skills and the development of new skills.

Five broad areas of standards have been approved for specialist podiatric surgery education and training consistent with the following documents:

- *Podiatry Specialisations Education and Training Accreditation Standards Project* (Owen, 2010);
- *Accreditation Standards and Procedures for Podiatry Programs for Australia and New Zealand* (ANZPAC, 2009);
- *Accreditation of Specialist Medical Education and Training and Professional Development Programs. Standards and Procedures* (AMC, 2010) , and
- *Procedures for the Development of Accreditation Standards* (AHPRA, 2011).

The broad areas of standards for podiatric surgery are:

- A Governance Context
- B Post-graduate Students/Trainees
- C Curriculum and Assessment
- D Educational Resources
- E Program Evaluation.

Within these broad areas, there are sub areas which represent the Accreditation Standards.

**A Governance Context**

- A1 Governance
- A2 Strategic Directions and Philosophy
- A3 Post-graduate/Trainee Program Outcomes
- A4 Educational Expertise Leadership and Collaboration
- A5 Policies and Procedures within Broader Health Context
- A6 Financial Management

**B Post-graduate Students/Trainees**

- B1 Admissions
- B2 Communication and Support
- B3 Representation

**C Curriculum and Assessment**

- C1 Curriculum Philosophy and Framework
- C2 Curriculum Content
- C3 Clinical Experience
- C4 Teaching and Learning Activities
- C5 Research in the Curriculum
- C6 Assessment
- C7 Continuing Professional Development

**D Educational Resources**

- D1 Clinical and other Specialist Staff and Support
- D2 Education and Clinical Training Resources and Quality
- D3 Patient Care Services within Overall Health System Context

**E. Program Evaluation**

- E1 Mechanisms for Ongoing Monitoring
- E2 Post-graduate Student/Trainee Performance and Outcomes
- E3 Institutional Feedback, Reporting and Continual Improvement

The focus of the Accreditation Standards for podiatric surgery is about the relevant education providers supplying evidence that their programs meet the Standards. Each broad Accreditation Standard area has sub-areas which are specific aspects comprising the Accreditation Standards which must be met. The 'Examples of Evidence' column provides some examples of the types of evidence which may be gathered by the education providers to present to the Assessment Team to indicate that the Accreditation Standards have been met. Strengths, challenges and improvement strategies are aspects to be addressed by education providers within the self-assessment documentation in supplying evidence against the standards.



## A. Governance Context

Accreditation Standards for the podiatric surgery specialisation in relation to Governance Context include Governance; Strategic Directions, Philosophy and Purpose; Postgraduate/Trainee Program Outcomes; Educational Expertise Leadership and Collaboration; Policies and Procedures within Broader Health Context; and Financial Management, as outlined in Table 1.

**Table 1: Governance Context Standards**

A. Governance Context	Accreditation Standards	Examples of Evidence
<p><b>A1 Governance</b></p>	<p>The education and training organisation's governance structures and committees are representative of key stakeholder groups, clearly defining the terms of reference, powers and reporting lines, with education and training and assessment being priority focus areas.</p>	<p><i>Quality governance includes diverse committee representation and links to relevant professional and educational expertise to support decision-making regarding curriculum directions, policies and CPD.</i></p> <p>Describe and provide documentation/ website details regarding:</p> <ul style="list-style-type: none"> <li>• Overall committee structure</li> <li>• Terms of Reference</li> <li>• Broad stakeholder representation on each relevant committee (education &amp; training) eg consumer, trainee/student, industry representation and links with other professions/health departments</li> <li>• Communication flow charts</li> <li>• Strengths, challenges, strategies to address</li> </ul>

A. Governance Context	Accreditation Standards	Examples of Evidence
<p><b>A2 Strategic Directions, Philosophy and Purpose</b></p>	<p>A consultatively-developed philosophy and strategic plan are developed focused on the organisation's purpose involving post-graduate/trainee education and training and assessment, research, continuing professional development and also reflecting broader health, social and community needs</p>	<p><i>Diverse interest group representatives including consumers, trainees, government agencies, training providers and relevant health practitioners and employers are involved in developing strategic directions</i></p> <p>Describe and provide documentation/ website details regarding:</p> <ul style="list-style-type: none"> <li>• Overall institutional history, philosophy, purpose &amp; strategic plan &amp; detailed podiatric surgery information</li> <li>• Stakeholder &amp; wider network lists &amp; consultation/decision making contributions &amp; processes</li> <li>• Strengths, challenges, strategies to address</li> </ul>
<p><b>A3 Post-graduate/Trainee Program Outcomes</b></p>	<p>Published outcomes are developed for each program and component, addressing technical and clinical expertise, and with formal certification provided on successful completion of podiatric surgery requirements</p>	<p><i>Outcomes aligned to clear goals for podiatric surgery education and training and documented competencies/outcomes regarding knowledge, skills and attributes (including cultural competencies) provide a structure for developing quality program components.</i></p> <p>Describe and provide documentation/ website details regarding:</p> <ul style="list-style-type: none"> <li>• Objectives/outcomes for each program</li> <li>• Detailed information relating to individual course components</li> <li>• Strengths, challenges, strategies to address</li> </ul>

A. Governance Context	Accreditation Standards	Examples of Evidence
<b>A4 Educational Expertise Leadership and Collaboration</b>	Educational expertise is used in the development, management and continuous improvement of education and training and assessment activities, with collaboration occurring with relevant institutional and clinical personnel and also with other organisations to ensure comparability with relevant programs	<p><i>Educational expertise including relevant clinical persons support the development of quality learning and assessment processes.</i></p> <p>Describe and provide documentation/ website details regarding:</p> <ul style="list-style-type: none"> <li>• Institutional/Program Leadership chart &amp; details of responsibilities</li> <li>• Program leaders' CVs, qualifications</li> <li>• Wider network lists, program connections, communications, purposes, formal agreements</li> <li>• Strengths, challenges, strategies to address</li> </ul>
<b>A5 Policies and Procedures within Broader Health Context</b>	Educational policies and procedures are available and are compliant with legal requirements, also addressing broader health context requirements, including Occupational Health Safety Welfare (OHSW), Equal Opportunity (EO), anti-bullying, anti-discrimination, appeal processes and confidentiality	<p><i>Broader legislative frameworks are complied with in the education and training programs context.</i></p> <p>Describe and provide documentation/ website details regarding:</p> <ul style="list-style-type: none"> <li>• Policy/protocols for safe work including appeal processes eg OHSW, anti-bullying</li> <li>• Confidentiality &amp; student record security processes</li> <li>• Strengths, challenges, strategies to address</li> </ul>
<b>A6 Financial Management</b>	Accounting complies with accepted standards, with adequate and stable financial resources to support program goals	<p><i>Quality education and training are supported through appropriate financial planning, resources and staffing.</i></p> <p>Describe and provide documentation/ website details regarding:</p> <ul style="list-style-type: none"> <li>• Accounting standards &amp; major features</li> <li>• Business plan for podiatric surgery program</li> <li>• Strengths, challenges, strategies to address</li> </ul>

## B. Post-graduate Student/Trainees

Accreditation Standards for the podiatric surgery specialisation in relation to Post-graduate Student/Trainees include Admissions, Communication and Support and Representation as shown in Table 2.

**Table 2: Post-graduate Students/Trainee standards**

B. Post-graduate Students/ Trainees	Accreditation Standards	Examples of Evidence
<b>B1 Admissions</b>	Clearly defined and consistent admission procedures and criteria are outlined, published, and equitably applied, in regard to education and training, mandatory clinical experience rotation requirements, recognition of prior learning, part-time and flexible studies and program costs, with alignment also occurring within Podiatry Board of Australia registration standards and the Australian Government immigration requirements.	<p><i>A consultatively-developed and clearly outlined framework of selection principles and criteria, and admissions processes for student/trainees from various circumstances is provided.</i></p> <p>Describe and provide documentation/ website details regarding:</p> <ul style="list-style-type: none"> <li>• Admissions body responsible, domestic and international student quotas selection policy &amp; processes and induction procedures (including appeals, transfer credits, processes for recognition of prior learning for Australian/overseas persons including program update arrangements, part-time and flexible studies, review processes)</li> <li>• Enrolment trends for 3 years, attrition, withdrawal reasons for different categories including domestic, overseas</li> </ul>
<b>B2 Communication and Support</b>	Clear and accessible information and communication structures exist, with support services available and reviewed including academic and advisory services	<p><i>Quality programs require transparent communication structures regarding the training program, any changes and support systems.</i></p> <p>Describe and provide documentation/ website details regarding:</p> <ul style="list-style-type: none"> <li>• Orientation program</li> <li>• Organisation's support services, functions &amp; access processes</li> <li>• Other support services, functions &amp; access processes</li> <li>• Communication processes</li> <li>• Strengths, challenges, strategies</li> </ul>

B. Post-graduate Students/ Trainees	Accreditation Standards	Examples of Evidence
<p><b>B3 Representation</b></p>	<p>Mechanisms are in place which encourage and support post-graduate / trainee representation and active participation in governance and curriculum management aspects, with rights and privileges comparable with other relevant cohorts</p>	<p><i>Ensuring post-graduate student/trainee contributions to decision-making through various models is essential in ensuring that policies work in practice, are responsive to issues and recognise and expand the use of successful approaches.</i></p> <p>Describe and provide documentation/ website details regarding:</p> <ul style="list-style-type: none"> <li>• Numbers and representation on each relevant committee</li> <li>• Active encouragement for participation</li> <li>• Consultation processes for decision making</li> </ul>

### C. Curriculum and Assessment

Accreditation Standards for podiatric surgery specialisation in relation to Curriculum and Assessment include Curriculum Philosophy and Instructional Framework, Curriculum Content, Clinical Experiences, Teaching and Learning Activities, Research in the Curriculum, Assessment and Continuing Professional Development. These standards are outlined in Table 3.

**Table 3: Curriculum and Assessment Standards**

C Curriculum and Assessment	Accreditation Standards	Examples of Evidence
<b>C1 Curriculum Philosophy and Instructional Framework</b>	The education and training provider has a publicly-available educational philosophy, curriculum framework and review processes which provide contemporary and community-responsive content, diverse learning approaches and sequencing linked to the educational outcomes	<p><i>Quality outcomes are supported by consultatively-developed and reviewed up-to-date curriculum content and appropriately sequenced learning approaches.</i></p> <p>Describe and provide documentation/ website details regarding:</p> <ul style="list-style-type: none"> <li>• Curriculum development, review processes &amp; stakeholders involved</li> <li>• Terms of reference, composition of relevant curriculum committees</li> <li>• Enrolments &amp; completions at various stages for past 6 years</li> <li>• Organisation's policies &amp; principles related to guiding curriculum design &amp; teaching and learning methods &amp; building active responsibility for lifelong learning</li> <li>• Summary of components, length, various teaching &amp; learning methods, sequencing &amp; integration</li> </ul>
<b>C2 Curriculum Content</b>	Educational objectives and outcomes are outlined and details for each component and stage are provided regarding the syllabus of knowledge, skills and professional qualities to be acquired, including strategies to support development of skills from assistance to independence	<p><i>Quality programs include formal education and training covering basic and advanced scientific knowledge and clinical and diagnostic skill building, linked to contemporary and community-responsive health and podiatric surgery needs.</i></p> <p>Curriculum mapping program handbooks and details course outlines to programs of study building knowledge, skills &amp; wider professional attributes over various stages from assistance to independence regarding various components of:</p>

C Curriculum and Assessment	Accreditation Standards	Examples of Evidence
		<p><b>Knowledge:</b>  *basic science-cellular injury, wound healing, inflammation, thrombosis, embolism &amp; infarction, neoplasia, immunology, microbiology &amp; infection, pharmacology  *basic principles of osteosynthesis, diagnostic &amp; laboratory  *foot and ankle surgical theory relevant to procedures including digital, first ray (hallux valgus, hallux rigidus), soft tissue foot, other osseous foot, reconstructive rear foot and ankle electives (soft tissue &amp; osseous) &amp; non elective soft tissue &amp; osseous  *Case studies: 1<sup>st</sup> ray procedures &amp; a range of multiple digital arthrodesis &amp; neurona excision; lesser metatarsal osteotomy &amp; midfoot osteotomy or isolated joint arthrodesis; Rearfoot osteotomy or isolated joint arthrodesis  *case based discussion – history &amp; physical pre operative consideration, peri operative management &amp; follow up</p> <p><b>Skills:</b>  *basic &amp; advanced surgical skills &amp; selection including dissection &amp; instrumentation relevant to digital, first ray (hallux valgus, hallux rigidus), soft tissue foot, other osseous foot, reconstructive rear foot and ankle electives (soft tissue &amp; osseous) &amp; non elective soft tissue &amp; osseous  *peri-operative medicine &amp; pharmacology and basic &amp; advanced life support  *surgical assessment, treatment and management of pathologies of the forefoot, mid-foot and rearfoot conditions  *clinical record keeping  *clinical decision making &amp; procedural selection  *post-operative care &amp; management of complications in multi-disciplinary contexts  *system review &amp; discharge planning</p> <p><b>Professional Attributes:</b>  *technical expertise, podiatric medical expertise, clinical decision making, professionalism/ethics and patient safety, collaboration, communication/cultural competence &amp; interprofessionalism, scholarship &amp; teaching, health advocacy &amp; leadership, management &amp; patient satisfaction &amp; consent</p>

C Curriculum and Assessment	Accreditation Standards	Examples of Evidence
<b>C3 Clinical Experience</b>	Appropriately-supervised and broad medical and surgical rotations and clinical placements are available, with strategies documented to support the development of skills from assistance to independence and mechanisms in place to ensure achievement of program outcomes in relation to independent practice	<p><i>Quality training involves trainer demonstration, simulation opportunities and specific procedural skills practice for varied surgical/medical situations and in varying clinical contexts.</i></p> <p>Describe documentation/ website details regarding:</p> <ul style="list-style-type: none"> <li>• Appropriately supervised clinical rotations with emphasis on relevant medical and surgical disciplines eg general medicine, orthopaedic, plastics, emergency, endocrinology, rheumatology, vascular, high risk foot, infectious disease, radiology, dermatology, laboratory, neurology, sports, paediatrics</li> <li>• Outcomes/competencies</li> <li>• Length/experiences provided for clinical involvement at observation, assistance, independent practice levels</li> <li>• Processes for assistance to independence &amp; verifying independence of practice</li> </ul>
<b>C4 Teaching and Learning Activities</b>	Education and training activities are contributing to achievement of relevant post-graduate /trainee outcomes involving integration of practical and theoretical aspects and using a range of pedagogies in preparation for lifelong learning	<p><i>Quality programs include varied learning such as self-directed activities, trainer demonstrations and structured theoretical and clinical skill-building opportunities.</i></p> <p>Describe and provide documentation/ website details regarding:</p> <ul style="list-style-type: none"> <li>• Program components &amp; activities, hours involved including aspects such as : Reflective practice skills building; integration of evidence based practice; lectures; case studies; practical skill building courses including progressive development of preoperative, perioperative, postoperative skills; clinical rotations; peer review activities; research</li> <li>• Strengths, challenges, strategies to address</li> </ul>



C Curriculum and Assessment	Accreditation Standards	Examples of Evidence
<p><b>C5 Research in the Curriculum</b></p>	<p>Extended scholarly activity meetings and research publications which advance podiatry knowledge and practice are a substantial and credentialed component of the education and training program, with formal instruction/skill-building being provided in scientific methods, evidence-based practice, research methodology and ethical conduct</p>	<p><i>Research involving building skills of research methodology, critical appraisal of literature and building problem-solving and data analysis supports evidence-based practice.</i></p> <p>Describe and provide documentation/ website details regarding:</p> <ul style="list-style-type: none"> <li>• Research policy, supports, resources, links to overall curriculum &amp; research requirements, ethics</li> <li>• Requirements for preparation &amp; presentation of thesis/research report</li> <li>• List of publication for past 5 years</li> <li>• Initiatives engaging staff &amp; postgraduate/trainees in research</li> <li>• Strengths, challenges, strategies to address</li> </ul>
<p><b>C6 Assessment</b></p>	<p>A documented assessment policy exists which includes formative and summative assessment, varied task requirements such as clinical examinations and observation of performance, a focus on feedback linked to educational objectives criteria, support and remediation processes and explicit mechanisms for gathering various rotational supervisor information to determine candidate readiness to practise independently</p>	<p><i>Varied and reliable formative and summative assessment methods matching the goals of the training program and measuring skill-building over time (including direct observation of trainer performance), supports quality education and training programs.</i></p> <p>Describe and provide documentation/ website details regarding:</p> <ul style="list-style-type: none"> <li>• Overall assessment policy within organisational framework, including supplementary exams</li> <li>• Formative &amp; summative assessment methods for each program including minimum numbers of aspects involved at each of observation, assistance, independent levels such as logbooks, DOPS, DOCs, clinical theoretical exams, case studies</li> <li>• Selection &amp; training of examiners &amp; assessors</li> <li>• Involvement of specialist bodies &amp; various supervisors in assessment of students &amp; processes for communicating with others about skills demonstrated</li> <li>• Support services and management of poor performance</li> <li>• Strengths, challenges, strategies to address</li> <li>• Validity, Reliability, review</li> </ul>

C Curriculum and Assessment	Accreditation Standards	Examples of Evidence
<b>C7 Continuing Professional Development Program</b>	Continuing Professional Development programs to support and maintain specific knowledge, skills and attitudes are outlined and reviewed to ensure ongoing responsiveness to changing patient/health system needs and to medical and societal developments and expectations	<p><i>Education and training providers with support professionals in maintaining and broadening their knowledge, expertise and professional qualities relevant to changing health contexts through providing varying learning activities and approaches.</i></p> <p>Documentation of CPD program and reviews, forward planning information</p>

## D. Educational Resources

Accreditation Standards for podiatric surgery in relation to Educational Resources including Clinical and other Staff and Support, Education and Clinical Training Resources and Quality and Patient Care Services within Overall Health System Context. Table 4 outlines the Standards.

**Table 4: Educational Resources Standards**

D Educational Resources	Accreditation Standards	Examples of Evidence
<b>D1 Clinical and other Specialist Staff and Support</b>	Responsibilities of clinical supervisors and relevant others are defined, with qualifications, and experience being appropriate and systematically reviewed and with training/PD and processes available to ensure quality clinical placements and trainees/post-graduate students achieving educational and training outcomes	<p><i>Clear roles for clinical trainers, assessors and mentors and professional development in regard to adult learning, motivation, feedback and assessment support the provision of quality training for post-graduate students/trainees.</i></p> <p>Describe and provide documentation/ website details regarding:</p> <ul style="list-style-type: none"> <li>• Clinical &amp; Specialist staffing experience and qualifications matching range &amp; balance of skills required to ensure quality and range of clinical placements and curriculum</li> <li>• Organisational policies &amp; processes for selection and ensuring quality of placements and curriculum</li> <li>• Staffing numbers for each rotation/program component</li> <li>• Staff PD opportunities, quality assurance processes, encouragement to participate</li> <li>• Links to other organizations / departments for specific training/subjects</li> <li>• Strengths, challenges, strategies</li> </ul>
<b>D2 Education and Clinical Training Resources and Quality</b>	High quality physical/learning resource/ICT and equipment resources and clinical training facilities opportunities are available and providing experiences with a broad range of patients in varied clinical settings, with alignment to educational objectives/outcomes and processes in place to ensure quality clinical placements and experiences	<p><i>Ensuring quality processes for education, training and assessment in all locations supports student/trainee skill building and self learning</i></p> <p>Describe and provide documentation/ website details regarding:</p> <ul style="list-style-type: none"> <li>• Organisation of teaching facilities &amp; shared arrangements with other programs/organisations</li> <li>• Outplacement facilities &amp; formal relationships &amp; agreements with various organisations regarding supervisors, facilities and quality assurance processes</li> <li>• Strengths, challenges, strategies</li> </ul>

D Educational Resources	Accreditation Standards	Examples of Evidence
<p><b>D3 Patient Care Services within Overall Health System Context</b></p>	<p>The education and training organisation works with relevant health care institutions to communicate the post-graduate student/training organisation accreditation standards and selection process while ensuring quality experiences and patient-centred standards of care, operating within OHSW guidelines</p>	<p><i>Effective training programs depend on supportive and consultative communication and resources including in the clinical situation, with formal agreements clarifying expectations of parties and links to other relevant groups.</i></p> <p>Describe and provide documentation/ website details regarding:</p> <ul style="list-style-type: none"> <li>• Functional relationships, processes, MoU with groups such as: <ul style="list-style-type: none"> <li>a. podiatric authorities</li> <li>b. hospitals</li> <li>c. institutional health care facilities</li> <li>d. specialist societies</li> <li>e. other education provider departments</li> <li>f. podiatry professional bodies &amp; specialist academies/societies</li> <li>g. specialty areas at interstate/overseas institutions.</li> </ul> </li> <li>• Review process</li> <li>• OHSW policies and protocols including privacy, confidentiality, safety eg Australian Commission on Safety and Quality in Healthcare</li> </ul>

## E. Program Evaluation

Program Evaluation standards under the categories of Mechanisms for Ongoing Monitoring, Post-graduate Student/Trainee Performance and Outcomes, Institutional Feedback, Reporting and Continual Improvement as shown in Table 5.

**Table 5: Program Evaluation Standards**

E Program Evaluation	Standards	Examples of Evidence
<b>E1 Mechanisms for Ongoing Monitoring</b>	Course and evaluation mechanisms involving post-graduate / trainees, administrators, consumers & supervisors, are available to monitor policies, curriculum content, quality of teaching and supervision, assessment, and individual progress and to ensure concerns are systematically identified and addressed	<p><i>An evaluation plan and mechanism for monitoring and evaluation, including outlining the purpose for data collection processes and reporting and follow-up action, supports quality programs.</i></p> <p>Describe and provide documentation/ website details regarding:</p> <ul style="list-style-type: none"> <li>• Processes for evaluation of outcomes</li> <li>• Evaluation tools for various stakeholder groups</li> <li>• Action taken for each program &amp; current status</li> <li>• Strengths, challenges, strategies</li> </ul>
<b>E2 Post-graduate Student/ Trainee Performance and Outcomes</b>	Education and training outputs and overall outcomes including qualitative data is collected and action occurs as appropriate including in regard to non-performers	<p><i>Monitoring outcomes including in relation to practicing specialists self-assessment and current and recent graduates, supports quality programs.</i></p> <p>Describe and provide documentation / website details regarding:</p> <ul style="list-style-type: none"> <li>• Pass / fail records</li> <li>• Completion rates for various cohorts</li> <li>• Policies and documentation regarding non-performers</li> </ul>
<b>E3 Institutional Feedback, Reporting &amp; Continual Improvement</b>	Previous accreditation reports and education and training, and assessment outcomes are systematically collected and analysed to determine if specific objectives are being met, with results published and action planning occurring	<p><i>Overall monitoring regarding evaluations conducted and actions taken supports quality education and training programs.</i></p> <p>Describe and provide documentation/ website details regarding:</p> <ul style="list-style-type: none"> <li>• Re-accreditation reports indicate previous accreditation action</li> </ul>