



Podiatry Endorsement for Scheduled Medicines (ESM)

(Podiatry ESM Accreditation Standards)

Part A: Podiatric Therapeutics

NB: This is the first of two complementary documents; the other is
Podiatry ESM Accreditation Standards, Part B: Supervised Practice
(including Web-based Case Studies)

July 2012

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Background

This document provides details of Accreditation Standards for education providers, which are seeking accreditation of programs of study relevant to an endorsement for scheduled medicines (ESM) with the Australian and New Zealand Podiatry Accreditation Council (ANZPAC). ANZPAC's role as the designated accreditation authority for the Podiatry Board of Australia (Board) 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.

Registration Standards

The Podiatry Board of Australia's (Board) Endorsement for Scheduled Medicines Registration Standard, as published on the Board's website (<http://www.podiatryboard.gov.au/>), sets out the qualifications and other requirements that must be met in order for a podiatrist to have their registration endorsed by the Board. These requirements are outlined under section 94 of the National Law in relation to being qualified to administer, obtain, possess, prescribe, sell, supply or use Schedule 2, 3, 4 or 8 medicines for the treatment of podiatric conditions from a list approved by the Board.

Accreditation Standards

The Podiatry ESM Accreditation Standards have been written to provide flexibility for education providers to seek accreditation for the podiatric therapeutics or supervised clinical practice components or for both.

Therefore, the Podiatry ESM Accreditation Standards are outlined in two parts:

- Part A: Podiatric Therapeutics
- Part B: Supervised Practice (including Web-based Case Studies).

This document provides Accreditation Standards relevant to Part A only. For information regarding Part B (Supervised Practice, including Web-based Case Studies), see the separately-published document.

Additional Information

ANZPAC does not assess or advise individual students regarding their programs of study. The Podiatry ESM Accreditation Standards are applicable once approved by the Podiatry Board of Australia. The document review date is August 2017.

More information about the Podiatry ESM Accreditation Standards for application for accreditation can be obtained from:



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Podiatry ESM Accreditation Standards

Part A: Podiatric Therapeutics

Introduction

The *Accreditation Standards and Procedures for Podiatry Programs in Australia and New Zealand* (ANZPAC, 2009) document provides the requirements of entry-level podiatric programs of study. The Podiatry ESM Accreditation Standards overlay the *Accreditation Standards and Procedures for Podiatry Programs in Australia and New Zealand*.

There are five broad Accreditation Standards, with these areas representing the broad components in the structure and process of podiatric education (ANZPAC, 2009):

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

Each broad Accreditation Standard area has sub-areas which are specific aspects comprising the Accreditation Standards which must be met. 'Examples of Evidence' provide some examples of the types of evidence which may be gathered by the education provider to present to the Accreditation Assessment team to indicate that these Accreditation Standards have been met.

The Podiatry ESM Accreditation Standards Part A relate to the endorsement for scheduled medicines education and training requirements. These requirements include a program of study in Podiatric Therapeutics, as reflected in the additional 'Examples of Evidence'.

The additional Examples of Evidence need to be demonstrated as relevant types of evidence for the endorsement for scheduled medicines by education providers seeking to deliver:

- ANZPAC–accredited and Board-approved entry-level programs of study which include Podiatric Therapeutics relevant to endorsement for scheduled medicines.

All relevant podiatry Accreditation Standards need to be met by education providers, as well as providing evidence in relation to meeting requirements of the Podiatry ESM Accreditation Standards, Part A: Podiatric Therapeutics. There are additional Examples of Evidence provided within the Curriculum and Assessment Standards which are particularly relevant (ie. '**Plus for Podiatric Therapeutics**')

Curriculum and Assessment Standards

Accreditation Standards for podiatry in relation to Curriculum and Assessment include Curriculum Philosophy and Framework, Curriculum Content, Clinical Experience, Teaching and Learning Activities, Research in the Curriculum and Assessment of Students. These accreditation standards and the additional Examples of Evidence for ESM for Part A: Podiatric Therapeutics are presented in Table 1. The Accreditation Standards indicate links to the minimum competency standards for podiatry (ANZPAC, 2009). Terms/content from the podiatry competencies are aligned with the NPS Prescribing Competencies Framework (NPS, 2012).

Table 1: Standards for Curriculum and Assessment relevant to Part A: Podiatric Therapeutics

C Curriculum and Assessment	Accreditation Standards	Additional Examples of Evidence for Podiatry ESM Accreditation Standard, Part A: Podiatric Therapeutics
<p>C1 Curriculum Philosophy and Framework-</p>	<p>The podiatry school has an educational philosophy and curriculum framework which provides contemporary content, diverse learning approaches and sequencing linked to competency standards, and involves a balance of core/electives with graduated increase in clinical practice opportunities, also continually evaluating to ensure an integrated and effective student-centred curriculum approach within a coherent program</p> <p>Total curriculum provides sufficient learning opportunities for students to meet minimum competency standards</p>	<p>See C1 Examples of Evidence in <i>Accreditation Standards and Procedures for Podiatry Programs in Australia and New Zealand</i> (ANZPAC, 2009)</p>
<p>C2 Curriculum Content</p>	<p>The podiatry school has documentation of clinical, behavioural and basic science components of sufficient depth and sequencing regarding the knowledge, skills and attitudes expected at each phase of the program towards achievement of the curriculum's overall defined competencies.</p>	<p>See C2 Examples of Evidence in <i>Accreditation Standards and Procedures for Podiatry Programs in Australia and New Zealand</i> (ANZPAC, 2009)</p>
<p>C2.1 Principles & Practice of Podiatry</p>	<p>The course provides a comprehensive coverage of:</p> <ul style="list-style-type: none"> • Philosophical concepts, understanding positioning and function of podiatry profession in health care system 	<p>See C2.1 Examples of Evidence in <i>Accreditation Standards and Procedures for Podiatry Programs in Australia and New Zealand</i> (ANZPAC, 2009)</p> <p>Plus for Podiatric Therapeutics</p> <p><i>Curriculum mapping program handbooks and detailed course outlines:</i></p> <ul style="list-style-type: none"> • <i>Shared care communications & understanding approaches with a variety of health professionals relevant to integrated care and referral</i> • <i>Patient communication understanding and approaches with varied groups and individuals</i> • <i>Scope of practice</i>

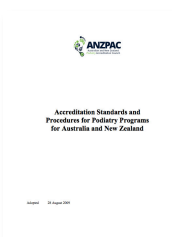
C Curriculum and Assessment	Accreditation Standards	Additional Examples of Evidence for Podiatry ESM Accreditation Standard, Part A: Podiatric Therapeutics
C2.2 Basic Sciences	Basic biomedical science, human anatomy, physiology, histology, microbiology and clinically-relevant chemistry, physics, biology, biochemistry, psychology	<p>See C2.2 Examples of Evidence in <i>Accreditation Standards and Procedures for Podiatry Programs in Australia and New Zealand</i> (ANZPAC, 2009)</p> <p>Plus for Podiatric Therapeutics</p> <p>Curriculum mapping program handbooks and detailed course outlines for:</p> <ul style="list-style-type: none"> • <i>Microbiology related to human illness, modern medicine & theory for response to drugs and immunology, as relevant to foot infection and foot pathologies</i>
C2.3 Clinical Sciences	<p>Clinical Pathology (general medicine, podiatric medicine) including systemic & local disease processes affecting foot and general pathophysiological principles, aetiology & pathogenesis, clinical presentation, assessment, diagnosis and management of specific disorders and specific populations including paediatrics, sports medicine, gerontology</p> <p>Human Movement Studies (biomechanics of the lower limb and foot, pathomechanics)</p>	<p>See C2.3 Examples of Evidence in <i>Accreditation Standards and Procedures for Podiatry Programs in Australia and New Zealand</i> (ANZPAC, 2009)</p> <p>Plus for Podiatric Therapeutics</p> <p>Curriculum mapping program handbooks and detailed course outlines for:</p> <ul style="list-style-type: none"> • <i>The use of scheduled medicines for foot pathology in the presence of systemic disease</i>
	Management studies including treatment modalities and management planning	<p>See C2.3 Examples of Evidence in <i>Accreditation Standards and Procedures for Podiatry Programs in Australia and New Zealand</i> (ANZPAC, 2009)</p> <p>Plus for Podiatric Therapeutics</p> <p>Curriculum mapping program handbooks and detailed course outlines for:</p> <ul style="list-style-type: none"> • <i>Pharmacology: anaesthesia, properties of local anaesthetics (LA), common LA techniques used in podiatry, indications & contra-indications, management protocols for safe use of LA & dealing with complications</i> • <i>General pharmacology: prescribing drugs, knowledge of drug prescription protocols, knowledge of National Podiatry Scheduled Medicines List & state laws in relation to restricted S2, S3, S4 and S8 drug formularies accessible to podiatrists, minimising drug abuse, management and processes</i>

C Curriculum and Assessment	Accreditation Standards	Additional Examples of Evidence for Podiatry ESM Accreditation Standard, Part A: Podiatric Therapeutics
	<p>Assessment and diagnostic studies (medical history construction, physical examination, assessment techniques, formulation of diagnoses, construction of patient management plans)</p> <p>Pre-clinical and Clinical Studies (clinical practice, clinical systems & procedures, patient safety and quality of health care)</p> <p>Professional Studies and Issues</p>	<p><i>related to adverse drug reactions, pharmacological principles of pharmacokinetics, pharmacodynamics, classification of drugs, pharmacological principles of drugs & effects, polypharmacy, side effects & complications, resistance to antibiotics</i></p> <ul style="list-style-type: none"> • <i>Legislative requirements and relevant codes & practices regarding S2, S3, S4, S8 prescriptions, record keeping, labeling, dispensing, storage</i> <p>See C2.3 Examples of Evidence in <i>Accreditation Standards and Procedures for Podiatry Programs in Australia and New Zealand</i> (ANZPAC, 2009)</p> <p>Plus for Podiatric Therapeutics</p> <ul style="list-style-type: none"> • <i>Diagnosis and treatment of allergic, infective, inflammatory, toxic & traumatic post conditions & circumstances for referral</i> • <i>Emergencies & serious complications associated with foot conditions, their identification and management & referral circumstances</i> • <i>Non-invasive first aid for foot conditions</i> <p>See C2.3 Examples of Evidence in <i>Accreditation Standards and Procedures for Podiatry Programs in Australia and New Zealand</i> (ANZPAC, 2009)</p> <p>Plus for Podiatric Therapeutics</p> <p>Curriculum mapping program handbooks and detailed course outlines for clinical knowledge & practices regarding</p> <ul style="list-style-type: none"> • <i>reviewing pharmacological management and decision making;</i> • <i>medical/medication history taking;</i> • <i>drugs prescribed and dosage;</i> • <i>contra-indications & drug interactions;</i> • <i>writing of prescriptions;</i> • <i>ethical/legal obligations;</i> • <i>commercial implications;</i> • <i>communication with other health providers;</i> • <i>shared care protocols;</i> • <i>National Podiatry Scheduled Medicines List</i> <p>See C2.3 Examples of Evidence in <i>Accreditation Standards and Procedures for Podiatry Programs in Australia and New Zealand</i> (ANZPAC, 2009)</p>

C Curriculum and Assessment	Accreditation Standards	Additional Examples of Evidence for Podiatry ESM Accreditation Standard, Part A: Podiatric Therapeutics
C2.4 Behavioural Social Sciences & Ethics	<p>Principles of professional enquiry related to the health care practitioner including research methods and biostatistics and evidence-based health care, with analytical and critical thinking taught throughout the curriculum</p> <p>Health & Human Behaviour (psychology, sociology, cultural studies)</p>	<p>See C2.4 Examples of Evidence in <i>Accreditation Standards and Procedures for Podiatry Programs in Australia and New Zealand</i> (ANZPAC, 2009)</p>
C3 Clinical Experience	<p>Appropriately-supervised clinical experiences progressively providing an increasingly wide range of patients in various internal clinic and external placement situations to develop their skills, professional dispositions and understandings such that they achieve course outcomes and develop the required competencies and safe practice</p>	<p>See C3 Examples of Evidence in <i>Accreditation Standards and Procedures for Podiatry Programs in Australia and New Zealand</i> (ANZPAC, 2009)</p>
C4 Teaching and Learning Activities	<p>The teaching and learning activities are consistent with the mission/vision and appropriate for developing the competency standards and evidence-based practice, with a range of pedagogies utilised including didactic, technological, clinical and inquiry based approaches and developing student responsibility in preparation for lifelong learning</p>	<p>See C4 Examples of Evidence in <i>Accreditation Standards and Procedures for Podiatry Programs in Australia and New Zealand</i> (ANZPAC, 2009)</p> <p>Plus for Podiatric Therapeutics</p> <p><i>Indicative minimum of 50 hours of structured contact in clinical & podiatric pharmacology and personal study equivalent to a minimum of 150 hours (to lead to achievement of ESM competency standards).</i></p>
C5 Research in the Curriculum	<p>The podiatry school emphasises the importance of research and scholarly activity in advancing relevant knowledge, with mechanisms in place to facilitate opportunities for staff and students and with active involvement occurring, including honours programs and postgraduate studies</p>	<p>See C5 Examples of Evidence in <i>Accreditation Standards and Procedures for Podiatry Programs in Australia and New Zealand</i> (ANZPAC, 2009)</p>

C Curriculum and Assessment	Accreditation Standards	Additional Examples of Evidence for Podiatry ESM Accreditation Standard, Part A: Podiatric Therapeutics
C6 Assessment of Students	The podiatry school has a defined and documented assessment policy regarding transparent success criteria for progression, compatibility with educational objectives and promotion of learning, with a range of formative and summative assessment methods linked to competencies being used	See C6 Examples of Evidence in <i>Accreditation Standards and Procedures for Podiatry Programs in Australia and New Zealand</i> (ANZPAC, 2009)

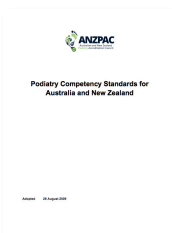
References



Australian and New Zealand Podiatry Accreditation Council (ANZPAC) (August 2009) *Accreditation Standards and Procedures for Podiatry Programs in Australia and New Zealand*.

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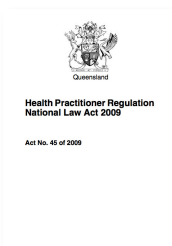
[http://www.anzpac.org.au/files/Accreditation%20Standards%20\(Final\).pdf](http://www.anzpac.org.au/files/Accreditation%20Standards%20(Final).pdf)



Australian and New Zealand Podiatry Accreditation Council (ANZPAC) (August 2009) *Podiatry Competency Standards for Australia and New Zealand*.

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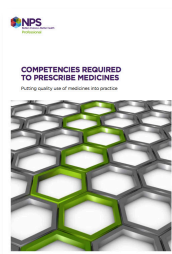
[http://www.anzpac.org.au/files/Podiatry%20Competency%20Standards%20for%20Australia%20and%20New%20Zealand%20\(Final\).pdf](http://www.anzpac.org.au/files/Podiatry%20Competency%20Standards%20for%20Australia%20and%20New%20Zealand%20(Final).pdf)



Health Practitioner Regulation National Law Act 2009 (Qld) ('National Law')

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National Prescribing Service (NPS) (2012) *Competencies Required to Prescribe Medicines*.

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NB: These web links are subject to change, verified on the 20/7/12.