



Podiatry Endorsement for Scheduled Medicines (ESM)

(Podiatry ESM Accreditation Standards)

Part B: Supervised Practice (including Web-based Case Studies)

NB: This is the second of two complementary documents; the other is
Podiatry ESM Accreditation Standards, Part A: Podiatric Therapeutics

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 educational providers to seek accreditation for the podiatric therapeutics or supervised clinical practice 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 B only. For information regarding Part A (Podiatric Therapeutics), 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 and Procedures 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 and Procedures for application for accreditation can be obtained from:



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Podiatry ESM Accreditation Standards

Part B: Supervised Practice (including Web-based Case Studies)

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 that 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 B relate to the endorsement for scheduled medicines education and training requirements for Supervised Practice (including Web-based Case Studies), as reflected in the additional 'Examples of Evidence' (i.e. **Plus for Supervised Practice**)

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 Supervised Practice (including Web-based Case Studies), relevant to endorsement for scheduled medicines.

This Part B document makes reference to the Examples of Evidence for relevant Curriculum and Assessment Accreditation Standards (C3 Clinical Experience, C4 Teaching and Learning Activities and C6 Assessment of Students) within the *Accreditation Standards and Procedures for Podiatry Programs in Australia and New Zealand* (2009). The document also outlines some additional Examples of Evidence provided within the Curriculum and Assessment Standards as particularly relevant to Supervised Practice (including Web-based Case Studies) in relation to C3 Clinical Experience, C4 Teaching and Learning Activities and also C6 Assessment of Students.

Curriculum and Assessment Standards

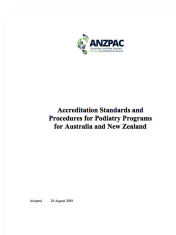
Curriculum and Assessment Accreditation Standards for podiatry as relevant to Supervised Practice (including Web-based Case Studies) include Clinical Experience, Teaching and Learning Activities and Assessment of Students. These accreditation standards, Examples of Evidence and the additional Examples of Evidence for ESM for Part B: Supervised Practice (including Web-based Case Studies), 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 B: Supervised Practice (including Web-based Case Studies)

C Curriculum and Assessment	Accreditation Standards	Additional Examples of Evidence for Podiatry ESM Accreditation Standard: Part B: Supervised Practice (including Web-based Case Studies)
<p>C3 Clinical Experience</p>	<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> <p>Plus for Supervised Practice</p> <p>Record keeping and handbook documentation indicate observation and skill-building regarding:</p> <ul style="list-style-type: none"> • <i>operational aspects of coordinated medicines prescribing shared care arrangements & communications involving a variety of health professionals, including referral processes</i> • <i>appropriate communications with patients from varied backgrounds and circumstances & for varied foot conditions</i> • <i>prescription writing, record keeping, labeling, dispensing, storage and undertaking practice for varied foot conditions in supervised situations</i>
<p>C4 Teaching and Learning Activities</p>	<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 Supervised Practice</p> <p><i>Course teaching and learning program materials include problem-solving case studies regarding scheduled medicines (20 hours indicative), to lead to achievement of ESM competency standards</i></p>

C Curriculum and Assessment	Accreditation Standards	Additional Examples of Evidence for Podiatry ESM Accreditation Standard: Part B: Supervised Practice (including Web-based Case Studies)
<p>C6 Assessment of Students</p>	<p>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</p>	<p>See C6 Examples of Evidence in <i>Accreditation Standards and Procedures for Podiatry Programs in Australia and New Zealand</i> (ANZPAC, 2009)</p> <p>Plus for Supervised Practice</p> <p><i>Log sheets / records of scheduled medicines prescribing supervision situations / web based case study details indicate:</i></p> <ul style="list-style-type: none"> • <i>Variety of contexts available and rotations</i> • <i>Valid and reliable assessment procedures for web based case studies</i> <p><i>Demonstrate knowledge and understanding of how to record when scheduled medicines from the National Podiatry Scheduled Medicines List are: administered, obtained, possessed, prescribed, sold, supplied or used</i></p>

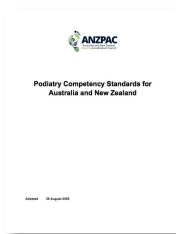
References



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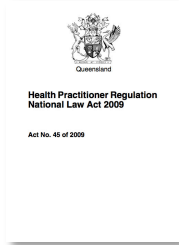
[http://www.anzpac.org.au/files/Accreditation%20Standards%20\(Final\).pdf](http://www.anzpac.org.au/files/Accreditation%20Standards%20(Final).pdf)



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

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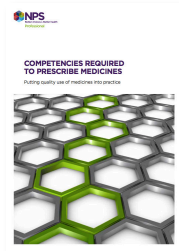
[http://www.anzpac.org.au/files/Podiatry%20Competency%20Standards%20for%20Australia%20and%20New%20Zealand%20\(Final\).pdf](http://www.anzpac.org.au/files/Podiatry%20Competency%20Standards%20for%20Australia%20and%20New%20Zealand%20(Final).pdf)



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

Accessed from:

<http://www.legislation.qld.gov.au/LEGISLTN/ACTS/2009/09AC045.pdf>



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

Accessed from:

http://www.nps.org.au/_data/assets/pdf_file/0009/143973/Prescribing_Competencies_Framework.pdf

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