



Accreditation of Podiatric Surgery Programs

Provider Guidelines for Completion of the Self-Evaluation Report (SER)

For Podiatry Accreditation Processes related to

Accreditation Standards and Accreditation Procedures for Podiatric Surgery Programs

Introduction

This Guide is to assist providers of podiatric surgical training to review their educational program against the 'ANZPAC Accreditation Standards for Podiatric Surgical Programs'. Examples of Evidence for respective accreditation standards are outlined in this Guide.

Please ensure that this tool is read in conjunction with current versions of:

- *ANZPAC Accreditation Standards for Podiatric Surgical Programs*
- *ANZPAC Accreditation Procedures for Podiatric Surgical Programs*
- *ANZPAC Podiatry Competency Standards for Australia and New Zealand (including ESM competency standards).*

The data collections, based on the areas and sub-areas in the standards, should result in a document providing comprehensive answers to all the topics. Answers should, if possible, be referenced to published documents, which could be appended.

The provider is encouraged also to provide an outline of its strategies for the maintenance and further development of quality podiatric surgical education, and to identify its main current problems and the proposed solutions to them. Information on the processes by which decisions are made and the reasons for decisions may be just as important as the decisions themselves.

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. A clear case for this should be articulated in the self-evaluation report and how the program of study is aligned to achievement of these aspects. The ability of a provider to present a critical study of its total activity is an indication of overall quality.

NOTE: *For formatting of the Self Evaluation Review (SER) please follow the headings and sub-headings below which have been taken directly from the ANZPAC Podiatric Surgery Accreditation Standards. Information can be entered directly into this proforma, expanding the space below each heading as required. A table of contents is to be added at the start of the SER document, with additional information / data of importance to be included as appendices.*

SAMPLE TITLE PAGE DETAILS

ANZPAC Accreditation of Podiatric Surgery Programs Self-Evaluation Report (SER)

Provider title:

Title of Podiatry Unit:

**Title/s of program/s for which
accreditation is being sought:**

Type of accreditation being sought:

Date of SER submission:

INSERT TABLE OF CONTENTS ON NEXT PAGE

A. GOVERNANCE CONTEXT

A1 - Governance

Accreditation Standard

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.

Examples of Evidence

Quality governance includes diverse committee representation and links to relevant professional and educational expertise to support decision-making regarding curriculum directions, policies and CPD.

Describe and provide documentation/ website details regarding:

- Overall committee structure
- Terms of Reference
- Broad stakeholder representation on each relevant committee (education & training) eg consumer, trainee/student, industry representation and links with other professions/health departments
- Communication flow charts
- Strengths, challenges, strategies to address.

A1 Enter SER text below (add additional pages as required)

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A2 - Strategic Directions, Philosophy and Purpose

Accreditation Standard

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.

Examples of Evidence

Diverse interest group representatives including consumers, trainees, government agencies, training providers and relevant health practitioners and employers are involved in developing strategic directions.

Describe and provide documentation/ website details regarding:

- Overall institutional history, philosophy, purpose & strategic plan & detailed podiatric surgery information
- Stakeholder & wider network lists & consultation/decision making contributions & processes
- Strengths, challenges, strategies to address.

A2 Enter SER text below (add additional pages as required)

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A3 - Post-graduate / Trainee Program Outcomes

Accreditation Standard

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.

Examples of Evidence

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.

Describe and provide documentation/ website details regarding:

- Objectives/outcomes for each program
- Detailed information relating to individual course components
- Strengths, challenges, strategies to address.

A3 Enter SER text below (add additional pages as required)

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A4 - Educational Expertise, Leadership and Collaboration

Accreditation Standard

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.

Examples of Evidence

Educational expertise including relevant clinical persons' support the development of quality learning and assessment processes.

Describe and provide documentation/ website details regarding:

- Institutional/Program Leadership chart & details of responsibilities
- Program leaders' CVs, qualifications
- Wider network lists, program connections, communications, purposes, formal agreements
- Strengths, challenges, strategies to address.

A4 Enter SER text below (add additional pages as required)

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A5 - Policies and Procedures within Broader Health Context

Accreditation Standard

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.

Examples of Evidence

Broader legislative frameworks are complied with in the education and training programs context.

Describe and provide documentation/ website details regarding:

- Policy/protocols for safe work including appeal processes eg OHSW, anti-bullying
- Confidentiality & student record security processes
- Strengths, challenges, strategies to address.

A5 Enter SER text below (add additional pages as required)

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A6 - Financial Management

Accreditation Standard

Accounting complies with accepted standards, with adequate and stable financial resources to support program goals.

Examples of Evidence

Quality education and training are supported through appropriate financial planning, resources and staffing.

Describe and provide documentation/ website details regarding:

- Accounting standards & major features
- Business plan for podiatric surgery program
- Strengths, challenges, strategies to address.

A6 Enter SER text below (add additional pages as required)

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B. POST-GRADUATE STUDENT / TRAINEES

B1 - Admissions

Accreditation Standard

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.

Examples of Evidence

A consultatively-developed and clearly outlined framework of selection principles and criteria, and admissions processes for student/trainees from various circumstances is provided.

Describe and provide documentation/ website details regarding:

- Admissions body responsible, domestic and international student quotas selection policy & 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)
- Enrolment trends for 3 years, attrition, withdrawal reasons for different categories including domestic, overseas.

B1 Enter SER text below (add additional pages as required)

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B2 - Communication and Support

Accreditation Standard

Clear and accessible information and communication structures exist, with support services available and reviewed including academic and advisory services.

Examples of Evidence

Quality programs require transparent communication structures regarding the training program, any changes and support systems.

Describe and provide documentation/ website details regarding:

- Orientation program
- Organisation's support services, functions & access processes
- Other support services, functions & access processes
- Communication processes
- Strengths, challenges, strategies.

B2 Enter SER text below (add additional pages as required)

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B3 - Representation

Accreditation Standard

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.

Examples of Evidence

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.

Describe and provide documentation/ website details regarding:

- Numbers and representation on each relevant committee
- Active encouragement for participation
- Consultation processes for decision making.

B3 Enter SER text below (add additional pages as required)

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C. CURRICULUM AND ASSESSMENT

C1 - Curriculum Philosophy and Instructional Framework

Accreditation Standard

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.

Examples of Evidence

Quality outcomes are supported by consultatively-developed and reviewed up-to-date curriculum content and appropriately sequenced learning approaches.

Describe and provide documentation/ website details regarding:

- Curriculum development, review processes & stakeholders involved
- Terms of reference, composition of relevant curriculum committees
- Enrolments & completions at various stages for past 6 years
- Organisation's policies & principles related to guiding curriculum design & teaching and learning methods & building active responsibility for lifelong learning
- Summary of components, length, various teaching & learning methods, sequencing & integration.

C1 Enter SER text below (add additional pages as required)

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C2 - Curriculum Content

Accreditation Standard

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.

Examples of Evidence

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.

Curriculum mapping program handbooks and details course outlines to programs of study building knowledge, skills & wider professional attributes over various stages from assistance to independence regarding various components of:

Knowledge:

- basic science-cellular injury, wound healing, inflammation, thrombosis, embolism & infarction, neoplasia, immunology, microbiology & infection, pharmacology
- basic principles of osteosynthesis, diagnostic & 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 & osseous) & non elective soft tissue & osseous
- Case studies: 1st ray procedures & a range of multiple digital arthrodesis & neuroma excision; lesser metatarsal osteotomy & midfoot osteotomy or isolated joint arthrodesis; Rearfoot osteotomy or isolated joint arthrodesis
- case based discussion - history & physical pre operative consideration, peri operative management & follow up.

Skills:

- basic & advanced surgical skills & selection including dissection & instrumentation relevant to digital, first ray (hallux valgus, hallux rigidus), soft tissue foot, other osseous foot, reconstructive rear foot and ankle electives (soft tissue & osseous) & non elective soft tissue & osseous
- peri-operative medicine & pharmacology and basic & advanced life support
- surgical assessment, treatment and management of pathologies of the forefoot, mid-foot and rearfoot conditions
- clinical record keeping
- clinical decision making & procedural selection
- post-operative care & management of complications in multi-disciplinary contexts
- system review & discharge planning.

Professional Attributes:

- technical expertise, podiatric medical expertise, clinical decision making, professionalism/ethics and patient safety, collaboration, communication/cultural competence & interprofessionalism, scholarship & teaching, health advocacy & leadership, management & patient satisfaction & consent.

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C3 - Clinical Practice

Accreditation Standard

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.

Examples of Evidence

Quality training involves trainer demonstration, simulation opportunities and specific procedural skills practice for varied surgical/medical situations and in varying clinical contexts.

Describe documentation/ website details regarding:

- 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
- Outcomes/competencies
- Length/experiences provided for clinical involvement at observation, assistance, independent practice levels
- Processes for assistance to independence & verifying independence of practice.

C3 Enter SER text below (add additional pages as required)

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C4 - Teaching and Learning Activities

Accreditation Standard

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.

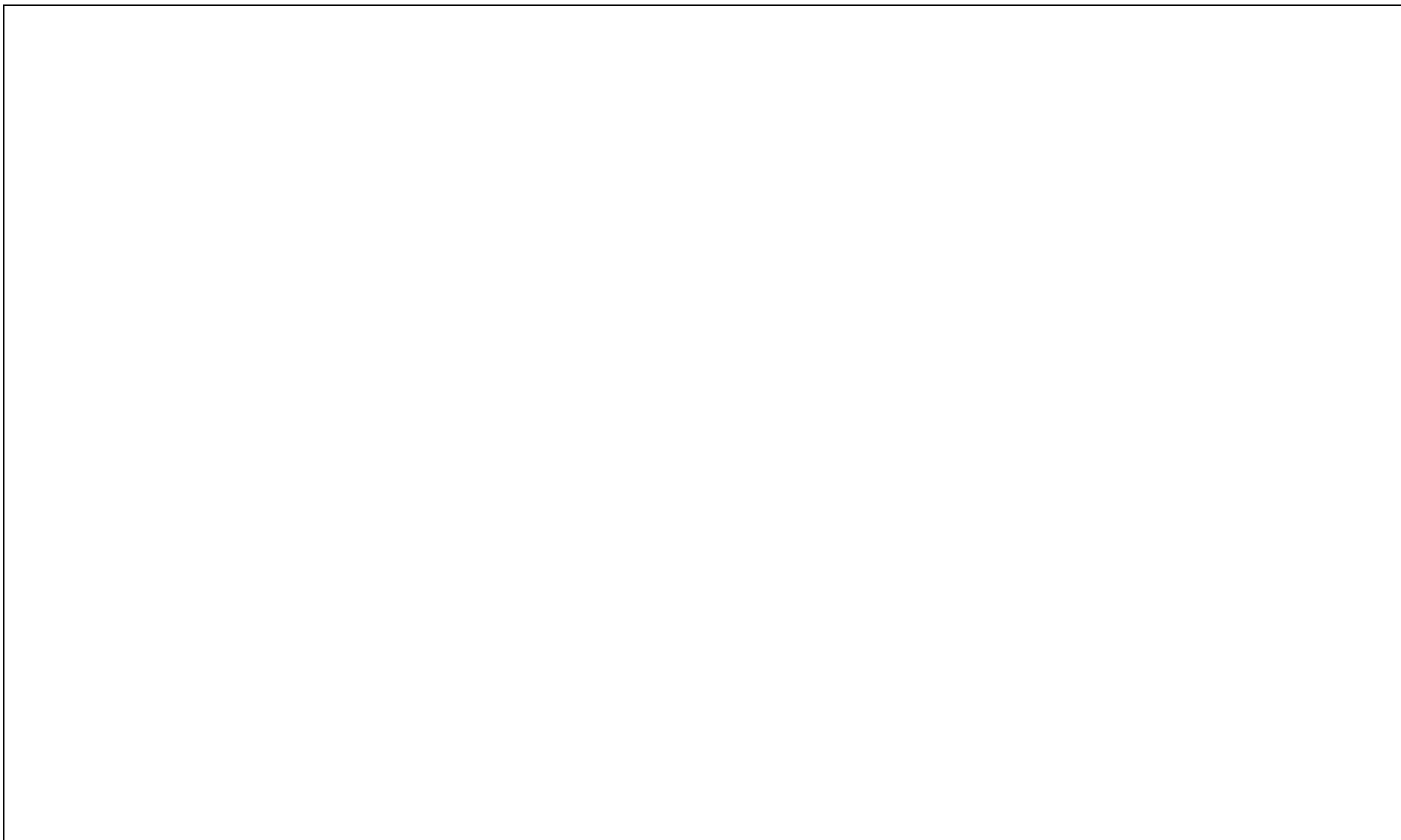
Examples of Evidence

Quality programs include varied learning such as self-directed activities, trainer demonstrations and structured theoretical and clinical skill-building opportunities.

Describe and provide documentation/ website details regarding:

- Program components & 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
- Strengths, challenges, strategies to address.

C4 Enter SER text below (add additional pages as required)

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C5 - Research in the Curriculum

Accreditation Standard

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.

Examples of Evidence

Research involving building skills of research methodology, critical appraisal of literature and building problem-solving and data analysis supports evidence-based practice.

Describe and provide documentation/ website details regarding:

- Research policy, supports, resources, links to overall curriculum & research requirements, ethics
- Requirements for preparation & presentation of thesis/research report
- List of publication for past 5 years
- Initiatives engaging staff & postgraduate/trainees in research
- Strengths, challenges, strategies to address.

C5 Enter SER text below (add additional pages as required)

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C6 - Assessment

Accreditation Standard

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.

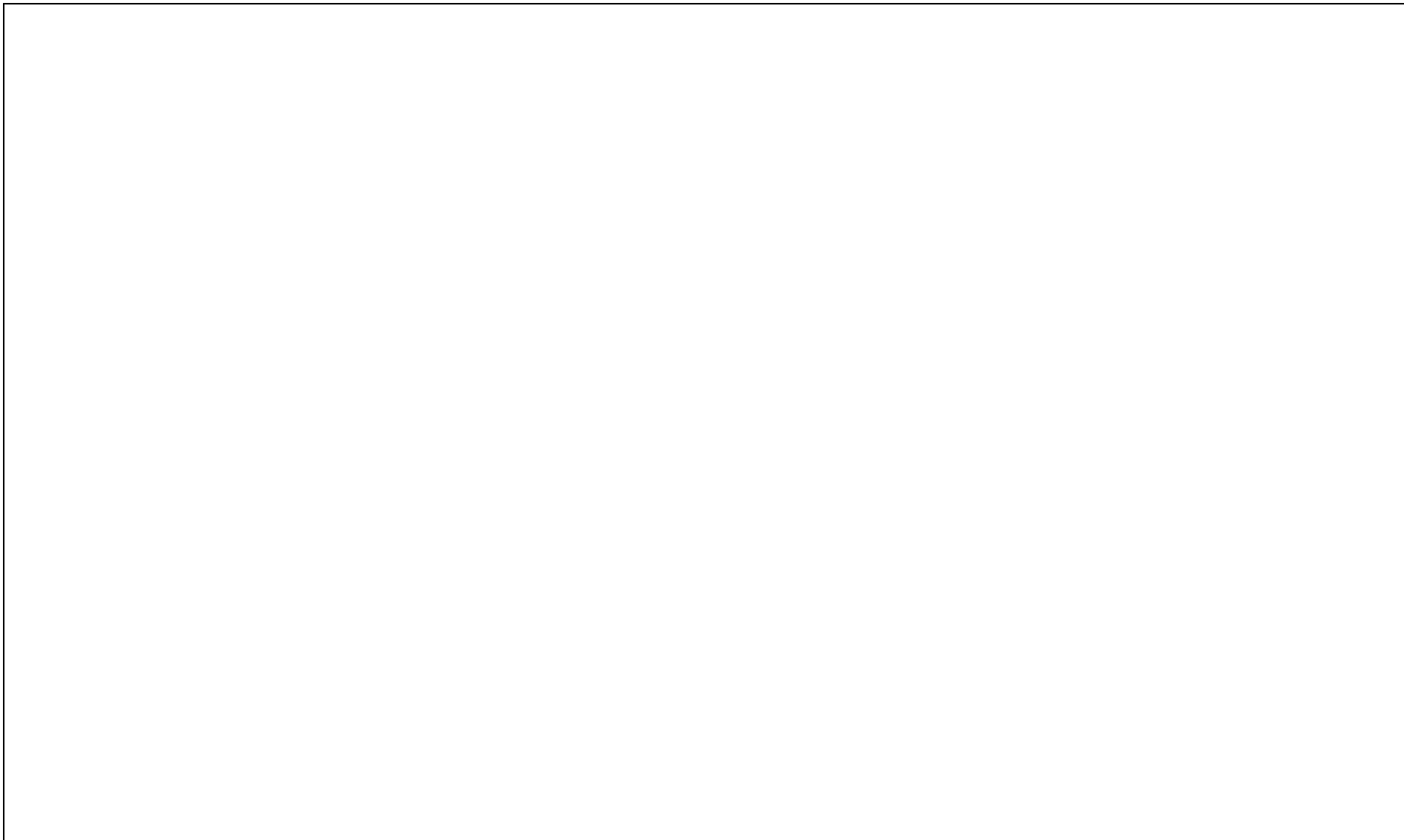
Examples of Evidence

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.

Describe and provide documentation/ website details regarding:

- Overall assessment policy within organisational framework, including supplementary exams
- Formative & 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
- Selection & training of examiners & assessors
- Involvement of specialist bodies & various supervisors in assessment of students & processes for communicating with others about skills demonstrated
- Support services and management of poor performance
- Strengths, challenges, strategies to address
- Validity, Reliability, review.

C6 Enter SER text below (add additional pages as required)

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C7 - Continuing Professional Development Program

Accreditation Standard

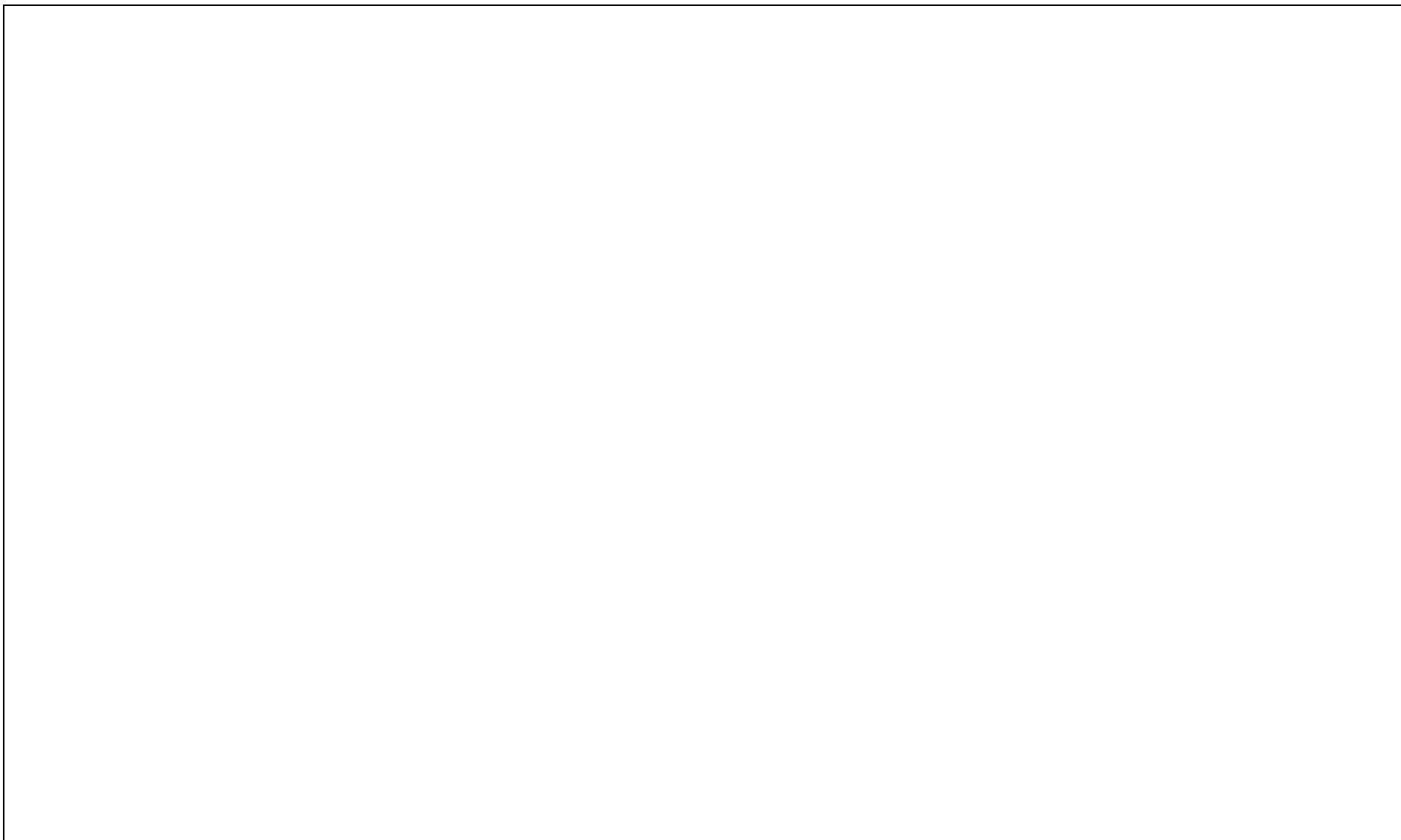
Continuing Professional Development programs to support and maintain specific knowledge, skills and attitudes are outlined and reviewed to ensure ongoing responsiveness to changing patient/health system needs and to medical and societal developments and expectations.

Examples of Evidence

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.

Documentation of CPD program and reviews, forward planning information.

C7 Enter SER text below (add additional pages as required)

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D. EDUCATIONAL RESOURCES

D1 - Clinical and other Specialist Staff and Support

Accreditation Standard

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.

Examples of Evidence

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.

Describe and provide documentation/ website details regarding:

- Clinical & Specialist staffing experience and qualifications matching range & balance of skills required to ensure quality and range of clinical placements and curriculum
- Organisational policies & processes for selection and ensuring quality of placements and curriculum
- Staffing numbers for each rotation/program component
- Staff PD opportunities, quality assurance processes, encouragement to participate
- Links to other organizations / departments for specific training/subjects
- Strengths, challenges, strategies.

D1 Enter SER text below (add additional pages as required)

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D2 - Education and Clinical Training Resources and Quality

Accreditation Standard

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.

Examples of Evidence

Ensuring quality processes for education, training and assessment in all locations supports student/trainee skill building and self learning.

Describe and provide documentation/ website details regarding:

- Organisation of teaching facilities & shared arrangements with other programs/organisations
- Outplacement facilities & formal relationships & agreements with various organisations regarding supervisors, facilities and quality assurance processes
- Strengths, challenges, strategies.

D2 Enter SER text below (add additional pages as required)

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D3 - Patient Care Services within Overall Health System Context

Accreditation Standard

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.

Examples of Evidence

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.

Describe and provide documentation/ website details regarding:

- Functional relationships, processes, MoU with groups such as:
 - a) podiatric authorities
 - b) hospitals
 - c) institutional health care facilities
 - d) specialist societies
 - e) other education provider departments
 - f) podiatry professional bodies & specialist academies/societies
 - g) specialty areas at interstate/overseas institutions.
- Review process
- OHSW policies and protocols including privacy, confidentiality, safety eg Australian Commission on Safety and Quality in Healthcare

D3 Enter SER text below (add additional pages as required)

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E. Program Evaluation

E1 - Mechanisms for Ongoing Monitoring

Accreditation Standard

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.

Examples of Evidence

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.

Describe and provide documentation/ website details regarding:

- Processes for evaluation of outcomes
- Evaluation tools for various stakeholder groups
- Action taken for each program & current status
- Strengths, challenges, strategies.

E1 Enter SER text below (add additional pages as required)

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E2 - Post-graduate Student / Trainee Performance and Outcomes

Accreditation Standard

Education and training outputs and overall outcomes including qualitative data is collected and action occurs as appropriate including in regard to non-performers.

Examples of Evidence

Monitoring outcomes including in relation to practicing specialists self-assessment and current and recent graduates, supports quality programs.

Describe and provide documentation / website details regarding:

- Pass / fail records
- Completion rates for various cohorts
- Policies and documentation regarding non-performers.

E2 Enter SER text below (add additional pages as required)

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E3 - Institutional Feedback, Reporting and Continual Improvement

Accreditation Standard

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.

Examples of Evidence

Overall monitoring regarding evaluations conducted and actions taken supports quality education and training programs.

Describe and provide documentation/ website details regarding:

- Re-accreditation reports indicate previous accreditation action.

E3 Enter SER text below (add additional pages as required)

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Additional Information Required in the S.E.R

Attainment of Student Competencies

In accordance with the ANZPAC Accreditation Standards for Podiatric Surgery Programs, each education provider must show evidence that their competencies/outcomes are documented and the program of study is aligned to achievement of these aspects.

Additionally, the Standards provide assurance that graduates are competent to practise podiatric surgery.

Evidence is provided that all podiatric surgery practitioners from various programs of study being competent, safe and responsive to the health needs of individual citizens and communities.

Examples of Evidence

Provider graduate profile.

Questionnaires distributed to graduates / employers / stakeholders.

Attainment of student competencies **Enter SER text below (add additional pages as required)**

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Summation of Program Strengths & Challenges

Reflection on perceived program strengths, challenges and proposed solutions are provided in the SER, with an outline of strategies around ongoing quality improvement.

A critical study of the institution's total activity is presented throughout the SER as an indication of institutional quality.

Examples of Evidence

A summary of strengths and challenges with supporting evidence

Evaluation data, reports of strategic planning, minutes of committees

Summary of program strengths and challenges **Enter SER text below (add additional pages as required)**

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Appendices

Add clearly labelled appendices where additional information is required.

Ensure information in the appendices is referred to within the text provided above, so its direct relevance to the overall SER is clear.

Do not include large numbers of additional files containing peripheral information, additional details will be requested if required.