

Te Poari Tiaki Waewae o Aotearoa | Podiatrists Board of New Zealand:

Accreditation assessment tool for New Zealand entry-level podiatry programs

School/Department:

Program Title:

Date of Accreditation visit:

Te Poari Tiaki Waewae o Aotearoa / The New Zealand Podiatrists Board acknowledge the following document was adapted from the following sources:

- The Nursing Board Education program standards for the enrolled podiatrist scope of practice
- The Podiatry Board of Australia - Accreditation standards: Entry-level podiatry programs

Summary of Accreditation Standards

STANDARD 1	STANDARD CRITERIA	
ACADEMIC GOVERNANCE	1.1	The education provider is currently registered with the New Zealand Qualifications Authority (NZQA).
	1.2	The program is accredited and approved at a Bachelor level degree at New Zealand Qualifications Authority (NZQA) level (5-7) by the Committee on University Academic Program (CUAP).
	1.3	The person in charge of the program will be a Registered Podiatrist with a current Practising Certificate (APC).
	1.4	The Head of Program will have the authority and responsibility for decision making
	1.5	The education provider has robust academic governance for the program that includes systematic monitoring, review and improvement, and committee/s or similar group/s with the responsibility, authority, and capacity to design, implement and improve the program to meet the needs of the podiatry profession and the health workforce.
	1.6	There is formalised and regular external stakeholder input to the design, implementation, and quality of the program, including from representatives of the podiatry profession, other health professions, prospective employers, health consumers and graduates of the program.
	1.7	The educational institution has a plan for improving equity for tangata whenua and other minority equity groups such as: Pacific staff, staff with disabilities, gender-diverse people, Lesbian, gay, transgender, bisexual, and intersex Takatāpui.
STANDARD 2	STANDARD CRITERIA	
QUALITY ASSURANCE	2.1	Safe practice is identified in the learning outcomes of the program, including any work-integrated learning elements.
	2.2	Formal mechanisms exist and are applied with the aim of ensuring students are mentally and physically able to practise safely at all times.
	2.3	The school identifies the model of clinical teaching and clinical supervision of students that ensures: <ul style="list-style-type: none"> • the ongoing quality of student learning • the safety of health consumers and students in the work integrated learning environment. • support for registered podiatrists supervising students.
	2.4	Health practitioners who supervise students during work-integrated learning hold current registration in New Zealand for the clinical elements they supervise, or equivalent registration in their country, where relevant.
	2.5	Facilities and health services used for work-integrated learning maintain workplace safety standards, including any accreditation, licencing and/or registration required.
	2.6	The education provider requires students comply with the principles of professional and safe practice, including a code of conduct that is consistent with the NZ Podiatrists Board expectations of safe, ethical, and professional conduct.
	2.7	The program can identify throughout the curriculum, culturally safe practice.

STANDARD 3	STANDARD CRITERIA	
PROGRAM DESIGN, IMPLEMENTATION AND RESOURCING	3.1	Culturally safe practice is integrated in the design and implementation of the program and is articulated in learning outcomes.
	3.2	Course learning outcomes in the program address all the podiatry competency standards.
	3.3	The curriculum design includes integration of theoretical concepts and practical application throughout the program including work-integrated learning experiences.
	3.4	Course learning outcomes in the program address contemporary principles of interprofessional education, collaborative practice and reflective practice.
	3.5	Course outcomes in the program address population and public health outcomes.
	3.6	Legislative and regulatory requirements relevant to podiatry practice are taught within the program and their application to practice is assessed during periods of work-integrated learning in the program.
	3.7	The education provider ensures work-integrated learning experiences provide students in the program with regular opportunities to reflect on their observations of practice in the clinical setting.
	3.8	The education provider has an active relationship with the practitioners who provide instruction and supervision to students during work-integrated learning, and formal mechanisms exist and are applied with the aim of training and monitoring those supervisors.
	3.9	The quality, quantity, duration, and diversity of student experience during work-integrated learning in the program is sufficient to produce a graduate who has demonstrated the knowledge, skills and professional attributes to safely and competently practise across a broad range of podiatry practice settings.
	3.10	The education provider appoints academic staff at an appropriate level to implement the program.
	3.11	The education provider offers development opportunities for staff to stay up to date with educational approaches and technologies.
	3.12	The program has the level and range of facilities and equipment to sustain the quality and scope of education needed for students to achieve all the podiatry competency standards.
STANDARD 4	STANDARD CRITERIA	
STUDENT EXPERIENCE	4.1	Program information is complete, accurate, clear, accessible, and up to date.
	4.2	The education provider has mechanisms in place to ensure physical, psychological, and cultural safety for students at all times.
	4.3	The education provider assesses and actively manages risks to students enrolled in the program.
	4.4	The education provider identifies and provides support services, including cultural support services, to meet the needs of students in the program.
	4.5	There are specific strategies to address the recruitment, admission, participation, and completion of the program by Māori and Pasifika.
	4.6	Provision is made for students to participate in cross-cultural environments

STANDARD 5	STANDARD CRITERIA	
AUTHENTIC ASSESSMENT	5.1	There is a clear assessment processes for the program that demonstrates a staged progression toward the achievement of the Podiatry competency standards
	5.2	Multiple valid and reliable assessment tools, modes and sampling are used throughout the program, including evaluation of student capability through authentic assessment via direct observation of students in the clinical and non-clinical settings.
	5.3	Students have the criteria for assessments made available to them and they are adequately prepared to undertake the assessment activities.
	5.4	Formal mechanisms exist and are applied with the aim of ensuring assessment of student learning outcomes reflects the principles of assessment.
	5.5	Staff assessing students in the program (including staff assessing work-integrated learning) are suitably experienced, prepared for the role, and hold appropriate qualifications and registration where required.
	5.6	Formal mechanisms exist and are applied with the aim of ensuring the learning outcomes and assessment for all work-integrated learning activities are defined and known to both students and supervisors.
	5.7	Processes for appeals and re-sit policies are explicit.
	5.8	Processes for academic integrity issues surrounding assessment are explicit.
	5.9	Provision is made for students to participate in planning their learning experiences and there is an individual plan for each student in the final semester of the program.
	5.10	There is a formal mechanism for ongoing discussion about student progress between staff/clinical teaching staff and the student in each work-integrated learning experience.

STANDARD 1: ACADEMIC GOVERNANCE

The educational institution and the program comply with legislated requirements and the Podiatrists Board's policies and guidelines

Criteria	Expected information for inclusion in the response with accreditation application	Criteria detailed in report	
		Yes	
1.1	The education provider is currently registered with the New Zealand Qualifications Authority (NZQA).	<ul style="list-style-type: none"> Evidence of: <ul style="list-style-type: none"> – registration. 	<input type="checkbox"/>
1.2	The program is accredited and approved at a Bachelor level degree at New Zealand Qualifications Authority (NZQA) level (5-7) by the Committee on University Academic Program (CUAP).	<ul style="list-style-type: none"> Evidence of: <ul style="list-style-type: none"> – program approval. 	<input type="checkbox"/>
1.3	The person in charge of the program will be a Registered Podiatrist with a current Practising Certificate (APC).	<ul style="list-style-type: none"> Curriculum vitae of Head of Podiatry. Annual practicing certificate of Head of Podiatry. 	<input type="checkbox"/>
1.4	The Head of Program will have the authority and responsibility for decision making	<ul style="list-style-type: none"> Evidence of: <ul style="list-style-type: none"> – decision-making process and delegations. 	<input type="checkbox"/>
1.5	The education provider has robust academic governance for the program that includes systematic monitoring, review and improvement, and committee/s or similar group/s with the responsibility, authority, and capacity to design, implement and improve the program to meet the needs of the podiatry profession and the health workforce.	<ul style="list-style-type: none"> Evidence of: <ul style="list-style-type: none"> – Program monitoring processes. – Monitoring committees and memberships 	<input type="checkbox"/>
1.6	There is formalised and regular external stakeholder input to the design, implementation, and quality of the program, including from representatives of the podiatry profession, other health professions, prospective employers, health consumers and graduates of the program.	<ul style="list-style-type: none"> Evidence of: <ul style="list-style-type: none"> – external stakeholder engagement. 	<input type="checkbox"/>
1.7	<p>The educational institution has a plan for improving equity for tangata whenua and other minority equity groups such as:</p> <ul style="list-style-type: none"> Pacific staff. Staff with disabilities. Gender-diverse people. Lesbian, gay, transgender, bisexual, intersex Takatāpui. 	<ul style="list-style-type: none"> Evidence of: <ul style="list-style-type: none"> – equity plan/s. 	<input type="checkbox"/>

STANDARD 2: QUALITY ASSURANCE

The program has a structured curriculum that enables students to achieve the program outcomes and the Podiatrists Board competencies for the enrolled podiatrist scope of practice

Criteria	Expected information for inclusion in the response with accreditation application	Criteria detailed in report	
		Yes	
2.1	<p>Safe practice is identified in the learning outcomes of the program, including any work-integrated learning elements.</p>	<ul style="list-style-type: none"> Program materials and course guidelines that show protection of the public and safe practice, including ethical and culturally safe practice, are addressed in the curriculum. A range of different assessment tools or modalities which show that safe practice, including culturally safe practice, is being taught and assessed across the curriculum, including the clinical setting. For each tool or modality, give a range of de-identified examples of student assessment. Where possible give an example of a satisfactory or pass, and an example of unsatisfactory pass; or where the benchmark is not yet met. 	<input type="checkbox"/>
2.2	<p>Formal mechanisms exist and are applied with the aim of ensuring students are mentally and physically able to practise safely at all times.</p>	<ul style="list-style-type: none"> Examples of the implementation of formal mechanisms used to monitor whether students are fit to practise safely throughout the program and manage safety issues where they arise. A range of de-identified examples of the implementation of formal mechanisms used to ensure students are safe to engage in practice before work-integrated learning, such as confidential disclosure of issues by students, vaccinations and completion of police and child and vulnerable person safety screening checks, where mandated. 	<input type="checkbox"/>
2.3	<p>The school identifies the model of clinical teaching and clinical supervision of students that ensures:</p> <ul style="list-style-type: none"> the ongoing quality of student learning the safety of health consumers and students in the work integrated learning environment. support for registered podiatrists supervising students. 	<ul style="list-style-type: none"> Examples demonstrating the model of clinical supervision. Information provided to students about the clinical education component of their program Information of how support is provided to podiatrists supervising students during work integrated learning. 	<input type="checkbox"/>
2.4	<p>Health practitioners who supervise students during work-integrated learning hold current registration in New Zealand for the clinical elements they supervise, or equivalent registration in their country, where relevant.</p>	<ul style="list-style-type: none"> Examples of the implementation of formal arrangements with facilities and health services (including those operated by universities) used for work-integrated learning that ensure practitioners supervising students hold current registration (for example, a formal contract and/or other written communication securing the work-integrated learning arrangements). 	<input type="checkbox"/>
2.5	<p>Facilities and health services used for work-integrated learning maintain workplace safety standards, including any accreditation, licencing and/or registration required.</p>	<ul style="list-style-type: none"> Examples of implementation of formal mechanisms that show facilities and health services used for work-integrated learning maintain any accreditation, licensing and/or registration required Examples that show the education provider monitors the currency of any required accreditation and licences. Register of agreements (formal contracts and/or other written communication securing work-integrated learning) between the education provider and facilities and health services used for work-integrated learning. Examples of the implementation of formal mechanisms used for clinical and workplace safety. 	<input type="checkbox"/>

2.6	The education provider requires students comply with the principles of professional and safe practice, including a code of conduct that is consistent with the NZ Podiatrists Board expectations of safe, ethical and professional conduct.	<ul style="list-style-type: none"> • Examples of implementation of a code of conduct that is consistent with the Board’s guiding principles on ethical and professional conduct. • Information given to students that refers to the requirement for them to comply with a code of conduct consistent with the Board’s expectations and guidelines. • Evidence of mechanisms to monitor compliance with the education provider’s code of conduct. 	□
2.7	The program can identify throughout the curriculum, culturally safe practice.	<ul style="list-style-type: none"> • Examples that support best practice in order to achieve health equity for Māori • Examples of a commitment to Te Tiriti o Waitangi in the curriculum 	□

STANDARD 3: PROGRAM DESIGN, IMPLEMENTATION AND RESOURCING

Program design, implementation and resourcing enable students to achieve all the podiatry competency standards

Criteria		Expected information for inclusion in the response with accreditation application	Criteria detailed in report
			Yes
3.1	Culturally safe practice is integrated in the design and implementation of the program and is articulated in learning outcomes.	<ul style="list-style-type: none"> • Explanation of how culturally safe practice is integrated in the design and implementation of the program. • Details of learning outcomes that articulate how culturally safe practice is integrated in the program. 	<input type="checkbox"/>
3.2	Course learning outcomes in the program address all the podiatry competency standards.	<ul style="list-style-type: none"> • Curriculum map that shows alignment and mapping of Course learning outcomes to all podiatry competency standards. • Guidelines for all courses taught in the program 	<input type="checkbox"/>
3.3	The curriculum design includes integration of theoretical concepts and practical application throughout the program including work-integrated learning experiences.	<ul style="list-style-type: none"> • Overview of the program identifying relationships between units/subjects and student learning outcomes in and between year-levels of the program. 	<input type="checkbox"/>
3.4	Course learning outcomes in the program address contemporary principles of interprofessional education, collaborative practice and reflective practice.	<ul style="list-style-type: none"> • Program materials and course guidelines that show where the principles of interprofessional education, collaborative practice and reflective practice are included and reflected in student learning outcomes. 	<input type="checkbox"/>
3.5	Course outcomes in the program address population and public health outcomes.	<ul style="list-style-type: none"> • Program materials and course guidelines that show access and quality of care, socioeconomic factors, the physical environment and health behaviours are addressed. 	<input type="checkbox"/>
3.6	Legislative and regulatory requirements relevant to podiatry practice are taught within the program and their application to practice is assessed during periods of work-integrated learning in the program.	<ul style="list-style-type: none"> • Identification of where relevant legislative and regulatory requirements are taught in the program, including assessment of application during work-integrated learning, including examples of the outcomes of the assessments. 	<input type="checkbox"/>
3.7	The education provider ensures work-integrated learning experiences provide students in the program with regular opportunities to reflect on their observations of practice in the clinical setting.	<ul style="list-style-type: none"> • A range of de-identified records of student feedback that include an opportunity for reflection on their work-integrated learning experiences, and responses to those reflections. 	<input type="checkbox"/>
3.8	The education provider has an active relationship with the practitioners who provide instruction and supervision to students during work-integrated learning, and formal mechanisms exist and are applied with the aim of training and monitoring those supervisors.	<ul style="list-style-type: none"> • Examples of: <ul style="list-style-type: none"> – engagement between the education provider and practitioners who provide instruction and supervision to students during work-integrated learning. – implementation of formal mechanisms used for training, monitoring and evaluating work-integrated learning supervisors. 	<input type="checkbox"/>

3.9	The quality, quantity, duration and diversity of student experience during work-integrated learning in the program is sufficient to produce a graduate who has demonstrated the knowledge, skills and professional attributes to safely and competently practise across a broad range of podiatry practice settings.	<ul style="list-style-type: none"> • Explanation about how the education provider monitors the quality, quantity, duration and diversity of student experience during work-integrated learning to ensure it is sufficient to produce graduates that demonstrate the knowledge, skills and professional attributes to safely and competently practise podiatry. • Examples of implementation of formal mechanisms used for monitoring the quality, quantity, duration and diversity of student experience during work-integrated learning. 	□
3.10	The education provider appoints academic staff at an appropriate level to implement the program.	<ul style="list-style-type: none"> • Staffing profile for staff responsible for implementation of the program, identifying: <ul style="list-style-type: none"> – academic level of appointment. – role in implementation of the program. – fraction (full-time, part-time) and type of appointment (ongoing, contract, casual) – qualifications and experience relevant to their responsibilities. – relevant registration status where required (for health practitioners), and – engagement in further learning related to their role and responsibilities. • Description of and examples that show the mechanisms by which the education provider ensures staff demonstrate culturally safe practice in the delivery of programs. 	□
3.11	The education provider offers development opportunities for staff to stay up to date with educational approaches and technologies.	<ul style="list-style-type: none"> • Details of development opportunities and staff engagement in these. 	□
3.12	The program has the level and range of facilities and equipment to sustain the quality and scope of education needed for students to achieve all the podiatry competency standards.	<ul style="list-style-type: none"> • Letter from the Dean confirming ongoing support for the quality and resourcing of the program. • Description of, and examples that show, the facilities and equipment used by the education provider for teaching and learning in the program to enable students to develop all the podiatry competency standards including culturally safe practice. 	□

STANDARD 4: STUDENT EXPERIENCE

Facilities and resources are available to support the achievement of the expected outcomes of the program

Criteria		Expected information for inclusion in the response with accreditation application	Criteria detailed in report
			Yes
4.1	Program information is complete, accurate, clear, accessible, and up to date.	<ul style="list-style-type: none"> • Program information and/or links to website pages provided to prospective students (before enrolment) and enrolled students about the program, including information on recognition of prior learning. • Description of mechanisms by which students can access inherent requirements and reasonable adjustments to allow them to complete their studies. • Explanation about when and how prospective and enrolled students are provided with full details about registration requirements, program fees, refunds and any other costs involved in the program. 	<input type="checkbox"/>
4.2	The education provider has mechanisms in place to ensure physical, psychological, and cultural safety for students at all times.	<ul style="list-style-type: none"> • Examples of: <ul style="list-style-type: none"> – the implementation of formal mechanisms used to ensure that staff and students work and learn in an environment that is physically, psychologically and culturally safe, including in face-to-face and online environments. – feedback from students about the safety of the environment. – resolution of any issues that compromised the physical, psychological and/or cultural safety of the environment for students. 	<input type="checkbox"/>
4.3	The education provider assesses and actively manages risks to students enrolled in the program.	<ul style="list-style-type: none"> • Examples of: <ul style="list-style-type: none"> – the development and implementation of a risk management plan. – the implementation of formal mechanisms for assessing, mitigating and addressing risks to students enrolled in the program. – engagement between the education provider and practitioners who provide instruction and supervision to students during work-integrated learning. – the implementation of formal mechanisms used for training and monitoring work-integrated learning supervisors. 	<input type="checkbox"/>
4.4	The education provider identifies and provides support services, including cultural support services, to meet the needs of students in the program.	<ul style="list-style-type: none"> • Examples of the implementation and availability of adequate support services to meet the needs of students in the program. 	<input type="checkbox"/>
4.5	There are specific strategies to address the recruitment, admission, participation, and completion of the program by Māori and Pasifika.	<ul style="list-style-type: none"> • Examples of the implementation of formal mechanisms for: <ul style="list-style-type: none"> – the recruitment and admission to the program Māori. – supporting the retention of Māori and Pasifika. 	<input type="checkbox"/>
4.6	Provision is made for students to participate in cross-cultural environments	<ul style="list-style-type: none"> • Examples of student and staff involvement in cross-cultural environments 	<input type="checkbox"/>

STANDARD FIVE: AUTHENTIC ASSESSMENT

All graduates of the program have demonstrated achievement of the learning outcomes taught and assessed during the program

Criteria		Expected information for inclusion in the response with accreditation application	Criteria detailed in report
			Yes
5.1	There is a clear assessment processes for the program that demonstrates a staged progression toward the achievement of the Podiatry competency standards	<ul style="list-style-type: none"> • Assessment matrix or other consolidated and comprehensive assessment design documents to show alignment and mapping of all assessment tasks, all course learning outcomes and all podiatry competency standards. • Detailed guidelines for each course in the entire program, including details of the assessment tasks for the relevant course. • A range of different assessment tools or modalities used during work-integrated learning that show how students attain the podiatry competency standards and the principles and standards for practice of podiatry in NZ. <ul style="list-style-type: none"> – for each tool or modality, provide a range of de-identified examples from students across the range of performance. Where possible provide an example of a satisfactory or pass, and an example of unsatisfactory pass; or where the benchmark is not yet met. 	<input type="checkbox"/>
5.2	Multiple valid and reliable assessment tools, modes and sampling are used throughout the program, including evaluation of student capability through authentic assessment via direct observation of students in the clinical and non-clinical settings.	<ul style="list-style-type: none"> • Details of the assessment strategy for each year of the program, identifying assessment tools, modes and sampling. • Examples of implementation of formal mechanisms used to evaluate student capability in the clinical setting. 	<input type="checkbox"/>
5.3	Students have the criteria for assessments made available to them and they are adequately prepared to undertake the assessment activities.	<ul style="list-style-type: none"> • Examples of how students are prepared for assessment. 	<input type="checkbox"/>
5.4	Formal mechanisms exist and are applied with the aim of ensuring assessment of student learning outcomes reflects the principles of assessment.	<ul style="list-style-type: none"> • Examples of: <ul style="list-style-type: none"> – the implementation of formal assessment mechanisms used to determine student competence. – assessment review processes and their use in quality improvement outcomes. – assessment moderation and validation, including peer validation. This should include the outcomes, and responses to those outcomes. – external referencing of assessment methods including the outcomes. 	<input type="checkbox"/>

5.5	Staff assessing students in the program (including staff assessing work-integrated learning) are suitably experienced, prepared for the role, and hold appropriate qualifications and registration where required.	<p>Staffing profile for academic staff responsible for assessment of students in the program identifying:</p> <ul style="list-style-type: none"> • academic level of appointment. • role in assessment of students in the program • fraction (full-time, part-time) and type of appointment (ongoing, contract, casual). • qualifications and/or experience relevant to their responsibilities. • relevant registration status where required (for health practitioners), and • engagement in further learning related to their role and responsibilities. • Details of arrangements to monitor staff who assess students during work-integrated learning to ensure assessment meets the principles of assessment. • Description of and examples that show the mechanisms by which the education provider ensures staff demonstrate culturally safe practice in the assessment of students. 	□
5.6	Formal mechanisms exist and are applied with the aim of ensuring the learning outcomes and assessment for all work-integrated learning activities are defined and known to both students and supervisors.	<ul style="list-style-type: none"> • Information provided to students and supervisors about work-integrated learning activities and assessment. • Examples of: <ul style="list-style-type: none"> – the implementation of formal mechanisms used to ensure the learning outcomes and assessment for all work-integrated learning activities are defined and known to both students and supervisors, and – guidance provided to work-integrated learning supervisors on use of assessment tools to improve the validity and reliability of their assessments. 	□
5.7	Processes for appeals and re-sit policies are explicit.	<ul style="list-style-type: none"> • Evidence of processes. 	□
5.8	Processes for academic integrity issues surrounding assessment are explicit.	<ul style="list-style-type: none"> • Evidence of processes. 	□
5.9	Provision is made for students to participate in planning their learning experiences and there is an individual plan for each student in the final semester of the program.	<ul style="list-style-type: none"> • Evidence of development process surrounding allocation of work-integrated learning experiences. 	□
5.10	There is a formal mechanism for ongoing discussion about student progress between staff/clinical teaching staff and the student in each work-integrated learning experience.	<ul style="list-style-type: none"> • Evidence of mechanisms to discuss student progression. 	□