Course Accreditation Standards for Pedorthic Tertiary Education Programs

PEDORTHIC ASSOCIATION OF AUSTRALIA

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PEDORTHIC ASSOCIATION OF AUSTRALIA

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Overview

Pedorthists apply a person-centred, evidence-based approach to health care provision and demonstrate diverse professional attributes. They possess clinical and technical expertise, utilised in the specialist provision of prefabricated and custom-made pedorthic/orthopaedic footwear and orthoses to minimise impairment, maximise function, improve mobility and promote health and wellbeing for people with lower limb conditions.

There are three levels of Certified Pedorthists in Australia:

1. **Certified Pedorthic Retailers (CRetPed Au)** specialise in advice, fitting, and provision of prefabricated pedorthic footwear and orthotic appliances.

2. **Certified Pedorthists (CPed Au)** assess clients, provide prefabricated or custom-made foot orthoses, and modify footwear to meet client needs. (**Note:** The pathway to CPed Au registration was closed in 2020, but this registration level is recognised for re-certification purposes.)

3. **Certified Pedorthist Custom Makers (CPedCM Au)** are tertiary-qualified autonomous allied health professionals involved in all clinical, technical, and service delivery aspects of pedorthics.

Pedorthics is a self-regulated profession. The Pedorthic Association of Australia (PAA) is the peak industry body for Pedorthics in the southern hemisphere. It is recognised by the Australian Government Department of Education as the professional body representing Pedorthists in Australia. The PAA is governed by a Board of Directors elected by members at the Association's Annual General Meeting.

Course accreditation is a key quality assurance process and an important component of the self-regulation of the pedorthic profession. The PAA is responsible for accrediting tertiary education providers to deliver higher education and training in Pedorthics that meet the professional standards for practice in Australia. Accredited programs equip students with the attributes to practise Pedorthics competently and safely at the Pedorthist Custom Maker level and qualify them for certified practising membership of the PAA.

The Association sets accreditation standards to assess whether a course of study will provide students with the necessary attributes to practise Pedorthics in Australia safely, effectively, and competently.

History

At the 2012 IVO (International Pedorthic Association) World Congress conference held in Sydney, it was officially announced that an Australian tertiary institution would implement the southern hemisphere's first and only tertiary program offering a qualification in the allied health profession of Pedorthics. The first intake of students to the Bachelor of Pedorthics was accepted in 2013, representing a significant step forward for the pedorthic profession in the Asia-Pacific region.

While the initial Australian program was delivered at the bachelor level, these Course Accreditation Standards apply to any higher education program that meets the required competency outcomes and Australian Qualifications Framework (AQF) Level 7 or higher requirements for entry-level pedorthic practice.

Before this landmark event, the Australian School of Pedorthics, a private institution, provided theoretical and technical training courses in Pedorthics. The school was overseen by the Australian Pedorthic and Medical Grade Footwear Association (APMGFA). APMGFA managed the certification of pedorthists. The Registrar of Certified Pedorthists conducted student assessments and monitored and re-assessed certified Pedorthists.

In 2009, a team from APMGFA visited education providers that offered well-established, high quality and sustainable pedorthic degree courses in the Netherlands, Germany, and Japan. A review of these education providers and research conducted at these institutions informed the current Standards. The APMGFA evolved into the Pedorthic Association of Australia (PAA), which took responsibility for revising and developing pedorthic certification criteria and course accreditation processes.

The Purpose of Course Accreditation

PAA Course Accreditation Standards seek to:

- inform and guide education providers who want to deliver accredited pedorthic education programs;
- assure students that a pedorthic course is relevant and delivered to a high standard;
- ensure that a pedorthic course equips students with the required medical knowledge and patient management skills to function as autonomous allied health practitioners at the level of Pedorthist Custom Maker;
- provide safeguards for the public by ensuring graduates have appropriate qualifications, credentials and skills to practice as entry-level Pedorthists;
- assure the pedorthic industry that graduates from accredited courses are competent, safe and prepared to undertake entry-level employment and become part of a sustainable workforce;
- demonstrate that an education provider delivers a course that meets the accreditation standards and continually seeks to improve the quality of education;
- ensure that graduating pedorthic students meet the certification requirements of the Pedorthic Association of Australia; and

- guarantee that an education provider offers a program that fulfils the needs of the pedorthic profession and the community and is not a mere addition to existing academic programs and facilities.

Programs accredited under these Standards may be delivered at different qualification levels, provided they meet the required competencies for entry-level pedorthic practice and comply with the minimum AQF Level 7 or higher requirements specified in these Standards.

Course Accreditation Standards

Through its Board of Directors, the PAA drafted the Course Accreditation Standards for Pedorthic Tertiary Education Programs, which specify the minimum criteria against which an education course is assessed for accreditation. The accreditation standards are subject to regular review and revision, allowing for continuous development, improvement, and an adaptive response to education and industry changes.

Programs proposing online or blended delivery of any component of the pedorthics program must comply with the PAA Online Delivery Addendum (as amended from time to time). The Addendum forms part of the Course Accreditation Standards and must be read and applied in conjunction with this document.

The four accreditation standards are:

Accreditation Standard 1: Governance

The tertiary education provider has governance procedures for the pedorthics program that ensure the development and delivery of sustainable, high-quality education for students and enables them to graduate with the competencies required to enter the pedorthic profession in Australia.

Accreditation Standard 2: Facilities, Environment and Resources

The tertiary education institution provides facilities, staff, resources and learning environments that promote the effective delivery of the pedorthics program.

Accreditation Standard 3: Students

The tertiary education provider has transparent and equitable processes for students throughout the pedorthics program.

Accreditation Standard 4: Curriculum

The tertiary education provider ensures that the course curriculum and assessments prepare students to meet the minimum standards for entry into the pedorthic profession and to be eligible to apply for certification as Certified Pedorthist Custom Makers (CPedCM Au).

Accreditation Criteria

Accreditation Standard 1: Governance

Where a program is delivered by an international higher education provider, equivalent regulatory approval and quality assurance arrangements in the provider's home jurisdiction may be accepted, provided the program demonstrates equivalence to the requirements of the Australian Qualifications Framework and these Accreditation Standards.

The tertiary education provider meets the following criteria:

- The tertiary education provider holds current registration with TEQSA (Tertiary Education and Quality Standards Agency) as an Australian university or higher education provider, or is recognised and quality assured by an equivalent national higher education regulatory authority in its home jurisdiction, and demonstrates equivalence to Australian higher education standards and the requirements of these Accreditation Standards.
- The tertiary education provider holds current registration as a Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS) provider, where relevant, for visa classification.
- The course is approved by the tertiary education provider and meets the requirements of the Australian Qualifications Framework (AQF) at Level 7 or higher, or demonstrates equivalence when delivered by an international provider.
- Accredited programs must demonstrate that graduates meet the competency standards required for entry-level practice as a Certified Pedorthist Custom Maker (CPedCM Au), regardless of the qualification level at which the program is delivered.
- The title of the course and the award title must include the term "Pedorthics" and only emphasise the profession of Pedorthics.
- The course has its own mission, objectives, goals, strategic plan, and competencies that reflect the needs of the education provider, as well as professional and community needs.
- The course is registered on CRICOS as an approved course for international students.
- The tertiary education provider has a clearly articulated academic governance structure that illustrates academic oversight of the course.
- The tertiary education provider has a course advisory committee operating in partnership with key stakeholders.
- The tertiary education provider has a process for quality management, course review, response to feedback and maintenance of accreditation requirements in relation to teaching, learning and research practices.
- The tertiary education provider has established frameworks to facilitate course delivery.
- The tertiary education provider promotes high-quality teaching and learning, fosters equality, diversity, and inclusion, and provides a safe, positive, and rewarding student experience.
- The tertiary education provider has strategies in place to form and maintain partnerships with practical work-based placement education providers.

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Accreditation Standard 2: Facilities, Environment and Resources

Facilities and Environment Criteria

The clinical, educational and laboratory facility requirements for a tertiary education provider offering a recognised program in Pedorthics are listed in the table below. Unless otherwise stated, the facilities can be common purpose areas.

Facility	Requirement	Specifications
1. Clinical	1.1 A private patient/clinician assessment and fitting area.	- Desk and clinician chair. - Forms and documents. - Elevated assessment chair with platform for the patient to stand on and bench for supine/prone assessment. - Assessment aids including but not limited to goniometer, foot skeleton, diagrams, pedograph, foam impression boxes, and non-plaster casting equipment.
	1.2 A gait analysis area with standard and advanced equipment.	- A space of suitable length and width to allow for walking over short distances. - Advanced assessment and analysis tools to perform plantar pressure mapping and in-shoe pressure mapping. - Video and other digital recording and analytical equipment. - Walking rails.
	1.3 An area for digital record keeping, note taking and discussion.	- A space close to but separate from the assessment and/or gait analysis areas. - Chairs and tables. - Wi-Fi connection.
	1.4 Casting area.	- Elevated casting chair. - Platform for weight bearing casting. - Bench for supine/prone casting. - Safety rails. - Suitable surfaces for easy cleaning and disinfection. - Plaster traps.
	1.5 Reception and waiting room.	- Chairs for clients. - Reading and health educational material.

Facility	Requirement	Specifications
2 Educational	2.1 Training area.	- Training rooms comprising comfortable areas that consider the personal space of the students.
	2.2 Research and study areas.	- Library. - ICT terminals. - Other facilities that ensure adequate resources to meet curriculum expectations and enhance the student learning experience.
	2.3 Digital learning spaces.	- Online learning platform. - Digital tools to support online learning.
3 Laboratory	3.1 Work bench area	- An area of suitable size for each student to use for the entire duration of each session. - Adequate lighting. - Adequate dust collection and ventilation. - Pedorthic bench tooling for each student to complete the tasks of shoemaking and orthoses manufacture. - Areas suitable for cast and last preparation and filling. - Storage and shelving for each student whilst working on footwear and orthoses.
	3.2 Machinery area	- An area of suitable size for each student to use to complete operational tasks with adequate lighting, dust collection and ventilation. - Grinding, brushing, finishing machinery and tools with attachments suitable to complete the tasks of shoemaking. - Heating and vacuum forming equipment suitable to complete the tasks of orthoses manufacture. - Clicking (cutting) equipment suitable to complete the tasks of shoemaking and orthoses manufacture. - Stitching equipment suitable to complete the tasks of shoemaking and orthoses manufacture. - Lockable storage area for each student for project pieces. - Suitable storage for each student for footwear and orthoses between classes.
	3.3 Material storage area	- A suitable area where prefabricated footwear, shoemaking and orthotic materials are kept, and where stock can be monitored.

Patient Resources Criteria

The tertiary education provider can demonstrate:

- appropriate recruitment, support and training processes for patients engaged in planned learning and teaching activities so students can safely practise, under appropriate staff supervision, the clinical skills and knowledge required of a Pedorthist;
- access to a wide variety of patient conditions and treatment objectives to achieve student learning outcomes and competencies; and
- students are provided with practice education experiences with individuals across the lifespan and from diverse communities and populations.

Staff Resources Criteria

The tertiary education provider can demonstrate that it has:

- qualified academic, professional, technical and support staff with expertise commensurate with their roles to ensure effective development and delivery of the pedorthics course;
- sufficient staffing levels to cover curricular and clinical practice requirements and enable effective and sustainable program delivery; and
- a detailed staff performance and review process, including professional development opportunities.

As Pedorthics is an emerging and highly specialised field, pedorthic educators and trainers may not hold Australian academic qualifications but possess qualifications obtained overseas and/or have demonstrated vocational skills, knowledge and professional experience that are essential to ensure high calibre graduates.

Staff responsible for delivery of pedorthic units should hold one of the following pedorthic qualifications:

- Certified Pedorthist Custom Maker, Australia (CPedCM Au)
- Orthopaedic Shoemaker Meister, Germany, The Netherlands, Austria & Switzerland
- Certified Pedorthist Master Craftsman, Canada (C.Ped MC)

Staff responsible for delivery of pedorthic units should have the following professional experience:

- Five (5) years of continuous clinical and practical work in private or public practice of more than twenty (20) hours per week.
- Demonstrated management of a significant patient caseload and treatment of a wide variety of conditions affecting the lower limb.

Staff responsible for delivery of pedorthic units should have the following educational background:

- Holds appropriate educational qualifications.
- Demonstrated record of teaching, training and course delivery that is learner-centric and research-informed.
- Can employ a range of teaching strategies to achieve effective student learning.
- Demonstrated history in the delivery of face-to-face practical training and development of hand skills.

Accreditation Standard 3: Students

The tertiary education provider shows clear, consistent and equitable standards and processes pertaining to student administration and services.

Student Administration and Service Criteria

The tertiary education provider can demonstrate that:

- prospective and current students have access to timely and accurate information about the pedorthics course;
- admission eligibility and selection criteria are documented;
- policies exist regarding recognition of prior learning and credit transfer consistent with AQF Qualifications Pathways Policy.
- policies are in place for recruitment, admission and enrolment of international students including visa requirements, study load, financial capacity and English language proficiency;
- enrolment, completion and conferral information are recorded and analysed;
- strategies are in place regarding student recruitment and retention, and these are regularly reviewed; and
- assessment policies and academic progression rules are applied transparently, consistently and rigorously.

Student Support Criteria

The tertiary education provider:

- offers appropriate and accessible student support, including academic, cultural and personal support services; and
- has processes to identify and support students who are not making satisfactory progress in their course or are at risk of not meeting academic requirements.

Student Representation Criteria

The tertiary education provider has opportunities for students to be involved in decision-making and to provide feedback about course content and delivery.

Accreditation Standard 4: Curriculum

Curricular Criteria

The course curriculum should include the following:

- Current, evidence-based content that is relevant to Australian population health care needs and addresses broader international perspectives.
- A combination of clinical, technical, scientific and research domains.
- A well-integrated combination of academic and practice education content.
- Clearly defined course outcomes utilising a range of learning and teaching methods.
- A framework where students are supported to progress to a level of competency appropriate for entry to the pedorthic profession.
- Integrated clinical work-based placements to allow the achievement of competencies across various practice areas and enable students to develop core skills before joining the pedorthic workforce.
- Competencies integral to teamwork and multidisciplinary collaborative practice.
- Competencies integral to assessment, prescription and treatment of people with pathologies, lower limb health issues and/or impaired mobility.
- Competencies integral to ethical and evidence-based practice.
- Cultural awareness, cultural competency and cultural safety are embedded into course content.
- Strategies to encourage students to take responsibility for their own learning and prepare them for lifelong learning.

Course Content Criteria

The course should incorporate the subject areas described below.

Anatomy
Certified Pedorthist Custom Makers have a sound understanding of human anatomy with extensive structural and functional knowledge of the foot, ankle, legs, pelvis and spine.

Biomechanics
Certified Pedorthist Custom Makers demonstrate a detailed understanding of the biomechanics of the human body and how the body moves. This includes the relationship between bone, muscle, ligaments, skin and brain signal propagation for mobility.

Custom-made Footwear Manufacture
The Certified Pedorthist Custom Maker demonstrates very high level and consistent skills in the manufacture of custom-made pedorthic footwear and orthoses. Footwear and orthoses manufactured by the Certified Pedorthist need to be appropriate for a patient's anatomical,

biomechanical, functional and psychological needs and align with their treatment goals, prescription and management plan. Processes include but are not limited to:

- Produce negative and positive cast for last and accommodative orthoses.
- Produce negative and positive cast for last and corrective orthoses.
- Design, evaluate and produce patterns for custom-made pedorthic footwear.
- Produce custom-made pedorthic footwear.
- Ensure custom-made pedorthic footwear is structurally and functionally safe and complies with legislation and manufacturing guidelines and standards.
- Provide education, guidance and documentation in clear terms for the use and maintenance of custom-made pedorthic footwear.
- Evaluate fit, function, comfort, suitability, quality and safety of custom-made pedorthic footwear.
- Grade leather and evaluate other commonly used materials.

Prefabricated Footwear Fitting
The Certified Pedorthist Custom Maker demonstrates a very high skill level in appropriately selecting, fitting, adjusting and reviewing prefabricated pedorthic footwear.

Footwear and Orthoses Modifications
The Certified Pedorthist Custom Maker demonstrates a very high level of skill in performing footwear and orthoses modifications to improve fit, function and patient mobility. These may include but are not limited to:

- Upper modification
- Sole unit modification
- Insole modification
- Orthotic modification

Foot Assessment
The Certified Pedorthist Custom Maker demonstrates a very high level of skill and detailed understanding of foot assessment and assessment of related structures, which enable them to formulate, implement, manage and evaluate a patient-centred treatment plan that includes the necessary elements for prescription, design, application, bespoke manufacture and fitting of pedorthic footwear and orthoses.

Footwear Assessment
The Certified Pedorthist Custom Maker displays a very high level of skill and detailed understanding of footwear assessment. Assessment involves footwear observation, inspection and/or recommendations regarding the current footwear's use, repair, maintenance. This also includes recommending functional changes to the current footwear to improve a patient's health, mobility or safety, including condemning footwear.

Introductory Elements of Allied Health
The Certified Pedorthist Custom Maker possesses comprehensive understanding of health and human sciences in an allied health context and the curriculum should include elements consistent across allied health professions, such as:

- Health science fundamentals
- Behavioural sciences
- Clinical pathologies
- Human movement
- Interdisciplinary practice
- Health care systems
- Health and Indigenous Australian Peoples

Lower Limb Assessment
The Certified Pedorthist Custom Maker has comprehensive understanding of lower limb assessment and diagnostics. The curriculum should include history-taking; assessment of body systems related to the lower limbs; assessment of the impact of systemic health and chronic disease on the lower limbs; assessment of specific patient populations; and the use and interpretation of diagnostic imaging and laboratory modalities.

Lower Limb Medicine
The Certified Pedorthist Custom Maker possesses sound understanding of lower limb medicine including disease processes and pathologies behind common foot and ankle conditions, concepts of population health as it relates to the foot and ankle, and management and treatment of the high risk foot.

Management
The Certified Pedorthist Custom Maker applies administrative and management skills to practice safely and deliver high-quality pedorthic services. The Certified Pedorthist Custom Maker:

- Understands principles of small business management and applies related knowledge and skills in marketing, financial management, operations and human resources to monitor and manage business operations.
- Develops and maintains a quality management system to appropriate standards.
- Manages the pedorthic practice in accordance with applicable legislation and organisational policies and procedures.
- Supervises staff and delegates tasks where indicated.
- Understands the structure and functions of the Australian healthcare system.

Orthoses and Orthotic Appliances
The Certified Pedorthist Custom Maker has a detailed understanding of prescription, design, construction and application of foot and leg orthoses and orthotic appliances worn on the body to reduce or prevent deformity or provide support, relieve pain and facilitate movement. These include but are not limited to:

- Accommodative orthoses
- Functional orthoses
- Orthoses and orthotic appliances below the ankle
- Lower limb orthoses and orthotic appliances
- Compression therapy

Pathology
Certified Pedorthist Custom Makers require a comprehensive understanding of diseases that impact foot health and footwear. Key diseases include but are not limited to:

- Diabetes
- Arthritis and other inflammatory conditions
- Bone degradation and wear
- Neuromuscular disorders
- Disorders of the paediatric foot and lower limb
- Disorders of the geriatric lower limb and their impact on mobility
- Sports-related disorders of the foot and ankle

Patient Care
The Certified Pedorthist Custom Maker establishes and maintains professional and respectful relationships to achieve patient-centred care. This includes identifying effective communication strategies, awareness of cultural paradigms, and collaborating with a patient's healthcare team. The Certified Pedorthist Custom Maker competently applies a broad range of evidence-based assessment tools, possesses good observational skills and demonstrates the ability to record accurate and relevant assessment documentation.

Key areas include:

- Comprehensive pedorthic assessment, prescription and treatment.
- Cultural sensitivity, inclusiveness and awareness of patient preferences, needs, rights, values and the importance of informed consent.
- Ethical, therapeutic and professional oral and written communication skills.
- Interdisciplinary collaboration.
- Documentation of all stages of patient care provision to support safe, high-quality and continuous patient care.

Physiology
Certified Pedorthist Custom Makers have a sound understanding of human physiology with comprehensive knowledge of body systems and functioning.

Prescription
The Certified Pedorthist Custom Maker demonstrates a very high level of skill in assessing the patient and independently prescribing appropriate pedorthic treatments and appliances following foot and footwear assessments. They can:

- Link pathologies, biomechanical deficits, impairments, deformities and other related lower limb conditions to the need for and specifications of:
    - Prefabricated footwear
    - Footwear modifications
    - Custom-made footwear and/or
    - Orthoses and orthotic appliances
- Incorporate knowledge of the foot and leg with the understanding and application of materials used in footwear and orthoses manufacture.

- Recognise limitations in their scope of practice and refer to other health and medical professionals.

Product Development
The Certified Pedorthist Custom Maker can develop, design, test and review new footwear, orthoses and related products including conceptualising new devices and/or improvement of existing products. During the product development process, the Certified Pedorthist Custom Maker can:

- Research and evaluate footwear and orthotic conditions, processes and products.
- Use traditional and modern instruments for assessment, design and testing.
- Understand the structure, composition and function of materials used in footwear and orthoses manufacture.

Regulatory Frameworks
Certified Pedorthist Custom Makers are aware of the regulatory and legal frameworks in which they operate and conduct themselves in a lawful, safe, ethical and evidence-based manner. Examples include scheduling by government bodies and funding provisions from government and private health funds.

Sales and Marketing
The Certified Pedorthist Custom Maker can:

- estimate and supply quotes for products and services;
- develop and implement a sales or marketing plan;
- manage sales and service delivery;
- provide advice on products and services;
- manage, maintain and order stock; and
- provide a high level of client service.

Assessment Criteria
Students undergo assessment to qualify as a Certified Pedorthist Custom Maker in Australia and be recognised by the Pedorthic Association of Australia (PAA) as a certified practitioner. Graduates of the pedorthics course should meet the Association's Criteria for Certification in Pedorthics, Competency Standards for Australian Professional Pedorthists and English language requirements.

Assessment shall include demonstration of a student's clinical maturity through the presentation of a case study during the final semester of study to an expert certification panel. The case presentation allows the student to demonstrate:

- ability to work as a safe and competent pedorthic practitioner;
- case management skills consistent with an entry-level pedorthic practitioner;
- professional communication skills;
- capability to provide person-centred pedorthic advice and appliances for complex cases using assessment skills, technical proficiency and sound clinical judgement; and
- capacity to critically review pedorthic practice.

The tertiary education provider ensures:

- students are evaluated with reliable and valid assessment methods aligned with the Criteria for Certification in Pedorthics and Competency Standards for Australian Professional Pedorthists; and
- assessment and academic progression policies, criteria and procedures are clear, equitable and consistently applied.

Accreditation Process

Application

Course accreditation is available for Australian tertiary programs in Pedorthics. Accreditation applications may be submitted to the PAA and should be received between nine (9) and twelve (12) months before the commencement of any Pedorthics course. All documentation and information supplied by the tertiary education provider will be treated with the utmost confidentiality by the PAA.

Tertiary education providers must provide a self-evaluation and address the criteria outlined in each accreditation standard. Incomplete applications will be returned unprocessed.

Accreditation staff

The PAA Board of Directors coordinates the course accreditation approval process through an Accreditation Committee. The Accreditation Committee is a Board Committee established under the authority of the PAA Board of Directors for the purpose of conducting the accreditation of a higher education pedorthics program. While operating under the Board's authority, the Accreditation Committee must include members who are independent of the PAA Board of Directors.

The Committee is responsible for reviewing and assessing evidence against the Accreditation Standards for Pedorthic Tertiary Education Programs and providing advice and guidance to the PAA Board Directors on a Program's compliance with the relevant Accreditation Standards. It is also responsible for forming an accreditation recommendation outcome following evaluation of all available evidence.

The Accreditation Committee does not have the authority to make a decision regarding course accreditation. The PAA Board of Directors holds the sole responsibility for making accreditation decisions. A unanimous recommendation from the Accreditation Committee is desirable, however should conflicts arise, consensus will be sought through discussion and negotiation. In cases of disagreement, the decision will be determined by a majority vote. As the final decision-making body, the PAA Board of Directors will seek consensus. If consensus cannot be reached, the decision will also be based on a majority vote. In such cases, PAA will inform the tertiary education provider that the recommendation was based on a majority rather than a unanimous decision, and this will be noted in the draft final report.

The Accreditation Committee Terms of Reference may be found in Appendix A.

Assessment

The accreditation application is assessed by the Accreditation Committee, which will evaluate the submission documents against the accreditation standards.

The tertiary education provider and PAA will enter into an accreditation agreement, which sets out the basis upon which the PAA will engage with the accreditation process and incorporates an acceptance by the education provider of the standards and processes. The Accreditation Committee and the tertiary education provider will mutually agree on site visit dates and timelines for the accreditation evaluation. A preliminary report will be provided to the applicant prior to the site visit.

The Accreditation Committee will conduct a site visit and evaluate the information gained to support its understanding of the tertiary program.

The Committee will review all information provided and form a recommendation to present to the PAA Board of Directors based on the accreditation classifications. Interim reports will be provided as required during the accreditation process. A final report will be provided to the applicant once an accreditation decision is made by the PAA Board of Directors.

Accreditation Classification

The table below outlines the classifications that can be issued to a tertiary course during and after accreditation.

CLASSIFICATION	DESCRIPTION
Qualifying	The tertiary education provider has applied for accreditation of a pedorthics course and is undergoing accreditation evaluation. During this qualifying period, graduate cohorts are ineligible for certified membership of the Pedorthic Association of Australia.
Provisional Accreditation	Following the initial assessment, including a site visit, the course will be considered for **Provisional Accreditation** if the education provider is on target with the proposed course plans. During the provisional period, graduate cohorts are ineligible for certified membership of the Pedorthic Association of Australia.
Full Accreditation	A final assessment occurs following the graduation of the first cohort of students and, if

CLASSIFICATION	DESCRIPTION
	successful, the education provider will be granted **Full Accreditation** for five (5) years. Graduates are eligible for certified membership of the Pedorthic Association of Australia.
Accreditation Refused	A course does not meet the accreditation standards, and the shortcomings cannot be addressed within a reasonable time period. Graduates of courses where accreditation has been refused are not eligible for certified membership of the Pedorthic Association of Australia but may be considered for alternative membership categories by the PAA Board of Directors.
Accreditation Revoked	Full accreditation previously granted to a tertiary education provider is withdrawn. The PAA may conduct a review during the accreditation period or at re-accreditation. If the tertiary provider fails to meet accreditation requirements, the PAA will provide written notice specifying the unmet requirements. The tertiary provider will have up to two (2) years to fulfil the accreditation requirements. During this time, the tertiary provider will hold provisional status. If the requirements are not satisfactorily met, course accreditation will be revoked, and the tertiary provider will need to re-apply. Consecutive provisional statuses are not available unless an extension is granted by the PAA. Graduates remain eligible for certified PAA membership during the review and provisional periods.

Reporting

Preliminary, interim, and final reports will be prepared by the PAA in collaboration with the Accreditation Committee throughout the accreditation process and provided to the tertiary education provider.

The tertiary education provider must submit an Annual Report to the PAA on the status of the program at the end of each financial year. The PAA will notify the tertiary education provider at least three (3) months prior to the Annual Report being due.

Compliance

The tertiary education provider will demonstrate evidence of compliance in all areas of the Standards. If PAA Competency Standards are updated or changed at any time, the education provider must revise the course within six (6) months of being notified of the changes by PAA.

Fees

The fees associated with accreditation and reaccreditation of a program are as follows:

Accreditation Assessment: AUD 6,000
(including site visit)

Annual Accreditation Fee: AUD 2,500
(ongoing monitoring, annual report from the education provider)

Re-Accreditation

The PAA will commence discussions with tertiary education providers of accredited programs at least twelve (12) months prior to the end of the existing accreditation period to confirm if they would like to seek reaccreditation. The reaccreditation process then follows the same stages as the accreditation application and assessment.

Appeals Process

Grounds for Appeal

If the PAA Board of Directors determines to refuse or revoke accreditation based on the recommendation of the Accreditation Committee, the Association will notify the education provider in writing, including the reasons for the determination. The applicant may appeal the decision within thirty (30) days of the date that the accreditation determination was issued.

There are three (3) grounds for appealing an accreditation determination of Accreditation revoked or Accreditation refused.

These grounds are:

- The accreditation procedures and processes as set out in this document were not implemented or adhered to in the established manner or format.
- There is proven prejudice or bias exhibited by the Accreditation Committee in the undertaking of the accreditation assessment.
- Significant information or documentation becomes available after the accreditation assessment process, which would add to or change the education provider's claims and capacities to demonstrate compliance with the Accreditation Standards.

Sequence of Appeal Process

In the event of a tertiary education provider lodging an appeal against an accreditation decision, the PAA will establish and convene an Accreditation Appeal Committee.

The Accreditation Appeal Committee will have a minimum of three (3) members. Members of the Committee will not have had any prior involvement in the accreditation or re-accreditation assessment of the program that is the subject of the appeal.

Within two (2) weeks of receipt of the appeal information from the education provider, PAA will send the following documentation to the Accreditation Appeal Committee:

- The original documentation provided by the tertiary education provider seeking accreditation.
- The preliminary and final accreditation reports.
- The tertiary education provider's stated grounds for appeal, and the supporting evidence for the appeal.

The Accreditation Appeal Committee will review the documentation presented and decide on the validity of the appeal. The Committee may call for more evidence from the education provider and/or PAA. It will come to a decision on whether the appeal should be upheld.

Based on its review of the Accreditation Appeal Committee's recommendation, the Accreditation Committee will forward to the PAA Board of Directors for ratification of its final recommendation on whether to change the accreditation determination being appealed. The PAA Board of Directors has the sole decision-making responsibility regarding the appeal. PAA then informs the education provider of the appeal outcome. No appeal of this decision will be considered.

Appeal Costs

The costs of the appeal will be borne by the education provider that submitted the appeal.

Additional Terms

Release

Each applicant for accreditation by completing and signing the application forms thereby releases and forever discharges the PAA, its officers, employees and each of its members and their heirs, executors, administrators, successors and assigns of and from any and all manner of actions, causes of action, suits, dues, contracts, claims, demands, damages, costs and expenses whatsoever which the applicant ever had, now has or can, shall or may have, from or in respect of or arising out of the application, the timing of the processing of the application or the granting, refusal to grant or revocation, of accreditation (including, without limitation, the granting of accreditation based on documents submitted by an applicant which are false, incomplete or misleading).

Appendix A: Accreditation Committee Terms of Reference

Accreditors must be current certified members of the PAA and have significant experience and/or knowledge of pedorthic practice and pedorthic education and training. Knowledge of higher education principles, processes and competency-based assessment is desirable.

The Accreditation Committee comprises a minimum of three (3) members. The composition of the panel includes representatives from the independent PAA sub-committee, the Australian Pedorthists Registration Board (APRB) Committee, PAA education and training representatives and PAA members. Membership of the Accreditation Committee must include representatives who are independent of the PAA Board of Directors.

The Accreditation Committee currently comprises the following:

- PAA APRB Chair or representative
- PAA Training Officer
- PAA member representative

At the request of the Accreditation Committee, the Board may appoint additional committee members with relevant expertise if needed. The Accreditation Committee may also seek independent, external advice as required.

If the tertiary education provider or PAA perceives a member of the committee to have a conflict of interest (personal or professional), PAA will offer alternative members until the provider and PAA agree on committee representation.

Roles and responsibilities of the Accreditation Committee

Chairperson

The Chair is the appointed head of the Accreditation Committee and is responsible for ensuring accreditation outcomes are met. The Chair leads the Committee, presides over Committee meetings, reports to the PAA Board of Directors, and ensures key tasks are completed to an acceptable standard within required timeframes. The Chair will be appointed by the Committee at the first Committee meeting.

Moderator

The moderator is responsible for ensuring all accreditations are administered equitably and impartially. The moderator performs a secretariat role, ensuring the agenda is being followed and recording minutes of meetings.

Committee Member

A Committee Member participates in the process of accreditation assessments. The member is responsible for the reviewing all accreditation documents against the accreditation standards and criteria, attending, and actively contributing to Committee meetings.

Accreditation Committee Administration

1. Establish a calendar of meetings for assessment of the accreditation application.
2. Resolutions and questions arising and considered at a meeting of the Accreditation Committee will be decided by a majority of votes.
3. Each Accreditation Committee Member will have a deliberative vote. In the event of an equality of votes, the Chair will have a casting vote in addition to their deliberative vote.
4. The Accreditation Committee may meet by video conference.
5. All Accreditation Committee Members will uphold strict confidentiality regarding Association and accreditation matters.
6. The Chair of the Accreditation Committee will provide an annual report for the Association's Annual General Meeting.
7. Assess available evidence against the relevant Accreditation Standards for each accreditation application.
8. Attend and contribute to a site visit.
9. Produce preliminary, interim, and final reports.
10. Present accreditation recommendation to the PAA Board of Directors.

Review of Document

This document will be reviewed from time to time as required. This will generally be at least every five years.

Last approved: April 2026

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Glossary

The following glossary of terms applies across all PAA governance documents:

Accredited Pedorthics Program: A higher education program (AQF Level 7 or higher) accredited by the Pedorthic Association of Australia to deliver tertiary education that prepares graduates for entry-level practice as Certified Pedorthist Custom Makers (CPedCM Au).

Advice: Provision of information, education, guidance and/or recommendations regarding foot health, foot care, footwear, pedorthic footwear and orthotic appliances.

AGM: Annual General Meeting.

ANTA: Australian National Training Authority or succeeding organisations. A statutory authority operating between 1992 and 2005 that focused on vocational education and training (VET).

Appeal: A written request to review a PAA or APRB Committee decision.

Appeal Committee: A committee nominated by the PAA Board to manage the appeals process.

Applicant: An individual who has applied for membership with the PAA or certification/re-certification.

APRB Committee Chair/Committee Chair: A member of the APRB Committee responsible for administering the certification process and maintaining the pedorthic register.

APRB Committee Members: A managing committee of five (5) individuals nominated and endorsed by the PAA Board. Each Committee member is elected for three (3) years.

Australian Pedorthists Registration Board (APRB) Committee or APRB Committee: A PAA sub-committee that manages certification of pedorthists in Australia and investigates all complaints received by the PAA.

Board of Directors: The body responsible for governance of the PAA.

Certification: The formal recognition and registration process of pedorthists in Australia.

Certification Panel: A panel of examiners that reviews certification applications and makes a decision regarding an applicant's competency and suitability for certification.

Certified Person: An individual formally recognised and registered by the APRB Committee including Certified Pedorthic Retailer, Certified Pedorthist and/or Certified Pedorthist Custom Maker.

Complaint: Any expression of concern, dissatisfaction or disagreement with a decision or action made by the PAA, APRB, certified pedorthists or other members, the quality or delivery of service or the conduct of another person.

Criteria for Certification in Pedorthics or **Criteria**: The program prepared by the PAA which sets out the requirements and processes for pedorthic certification and re-certification in Australia.

Custom-made: Unique and made specifically for an individual.

Evidence-based or evidence: Valid and reliable information that is supported by rigorous research.

Fabricated or fabricates: All aspects involved in producing an orthotic appliance or pedorthic footwear. Similar terms include “manufactures”, “makes” or “custom-makes.”

Informed consent or consent: A voluntary decision by an individual agreeing to a treatment or intervention following provision of comprehensive, accurate, relevant, and clear information.

Investigating Officer: The person delegated by the APRB Committee to investigate a complaint and provide a report to the APRB Committee Chair.

IVO: Internationaler Verband der Orthopädie-Schuhtechniker (IVO), also known as the International Pedorthics Association, of which the PAA is a member.

Orthotic Appliances: An appliance worn on the body to reduce or prevent deformity or to provide support, relieve pain and facilitate movement such as foot and lower limb orthoses, foot orthotics, orthomechanical devices, ankle foot orthoses (AFOs), knee ankle foot orthoses (KAFOs), compression garments, splints, below knee walkers, controlled ankle movement (CAM) walkers, moonboots, Charcot Restraint Orthotic Walkers (CROW), ankle braces, and drop foot braces.

Patient: a recipient of pedorthic care, products and services. Includes terms such as client, user, recipient of service, insured person, consumer, beneficiary or participant. The term may include stakeholders who represent the patient such as carers, support people, family members, partners, workers and/or guardians.

Patient- or person-centred care: involves identifying and understanding what is important to the patient, establishing trust and mutual respect and working together to share decisions and plan care.

Pedorthic Association of Australia (PAA) or Association or PAA: A voluntary fee-based membership organisation and peak representative body for pedorthists in Australia.

Pedorthic Footwear: Footwear specially designed, fabricated and/ or modified to improve health and mobility, reduce discomfort and/or minimise the propensity for lower limb impairment in the future. Similar terms include medical grade, orthopaedic, therapeutic, extra-depth or surgical footwear.

Pedorthic Register: A list of certified persons maintained by the APRB Committee.

Pedorthics: The professional field concerned with the provision of pedorthic footwear, orthotic appliances and appropriate advice to a patient after assessment and analysis of the patient’s condition(s). Includes the provision of prefabricated footwear, alteration and

modification of prefabricated footwear, custom-designed and fabricated pedorthic footwear and orthotic appliances, and advice on the need and application of pedorthic footwear and orthotic appliances.

Pedorthic Services: Strategies to improve, maintain or promote patient health and mobility that includes advice regarding foot health care, footwear, and orthotic appliances and/or provision of prefabricated or custom-made pedorthic footwear, prefabricated or custom-made orthotic appliances and/or footwear modifications. Includes the terms “pedorthic care” and “pedorthic intervention.”

Pedorthist: A person trained in Pedorthics who provides pedorthic footwear and orthotic appliances, pedorthic advice and pedorthic services.

Practice: Work performed in any role, whether remunerated or not, in which an individual uses their skills or knowledge to contribute to the safe and effective delivery of pedorthic services.

Prefabricated: Industrially manufactured and not custom-made to individual specifications. Similar terms include “ready-made”, “off-the-shelf” and “over-the-counter”.

Recent: An individual who has utilised their professional knowledge and skills in activities that meet the definition of practice since qualifying as a pedorthic retailer or pedorthist.

Re-certification: The process of renewing pedorthic certification in Australia.

Registrar of Pedorthists or Registrar: The agency that credentials individuals as certified pedorthists. The Registrar is the PAA.

Relevant Regulatory Body: Includes any department or nominated individual, or body empowered by the Government of the Commonwealth of Australia, States and Territories and local councils.

Review Board: A panel of representatives from which the Certification Panel is drawn.

TCF Training Package: Textiles, Clothing and Footwear (TCF) Training Package Medical Grade Footwear LMT07 as endorsed by the National Training Quality Council 2008 or later versions endorsed by the relevant government authority and PAA.

VET: Vocational education and training.