

# PODIATRISTS BOARD OF NEW ZEALAND

## REGISTRATION REQUIREMENTS:

- q MINIMUM COMPETENCIES
- q LEARNING OUTCOMES
- q PERFORMANCE CRITERIA

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### Revision

It is the intention of the Board that this document be reviewed every four years. The document has been written in such a way that new technology and changes in practice should be able to be accommodated within the parameters as laid down.

### Implementation

This document was first implemented in draft form as the Podiatrists Board's minimum standards for registration on a trial basis on **1 May 1998**.

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# 1. Introduction

## 1.1 Scoping

This document is directed at the podiatrist profession within the general domain of Health Care. It covers minimum standards for entry into the profession in terms of the competencies and skills that are needed for registration as a practising podiatrist. In developing these essential competencies and skills it was considered important that a group of professional experts, first, scan the domain of podiatry and identify boundaries and relationships to other allied professions, and second, undertake a future scan to provide a picture of an evolving profession with a past, present and future. This sets the scene to present the outcomes of this process, namely a way of organising the key competencies and defining the ensuing skills.

The following elements made up the scoping exercise:

- Definition of the occupational domain and occupation boundaries
- Overlaps with other domains and other professions
- Links with other domains and professions
- Identification of key stakeholders
- Verification of the key roles or functions in Podiatry
- Confirmation of national levels of competence required for registration as a podiatrist
- Identification of core, optional and specialist areas
- Reference to different sources of information
- Consideration of matters relating to gender, religion, ability, class and ethnicity including the Treaty of Waitangi
- Identification of future training and Human Resource needs for the profession of Podiatry
- Agreement on the priorities for registration standards development

## 1.2 History of Podiatry

Mention of footcare can be traced as far back as the early Greek and Roman periods and in ancient Egypt. The treatment of foot ailments as a specialist area seems to have continued until first being documented in 1593.

1593            The first known written record of the treatment of feet is said to be Thomas Nashe's (1593) description of corn cutters.

1772            Medical and surgical specialisation began in France in the 18<sup>th</sup> century. M Rousselot wrote three books on feet and corns and is credited with writing the first book on Podiatry or Chiropody. In this book Rousselot urged that podiatry become a speciality of surgery.

- 1895 The first chiropodial organisation was founded in 1895. The Podiatry Society of New York formed in the United States of America. The first license to practice was issued that same year.
- 1907 The first journal of the profession was published in America.
- 1912 The first English chiropodial body was formed.
- Several approaches were made over the years to the Minister of Health regarding registration.
- 1945 The English Society of Chiropodists was established by the amalgamation of five different chiropodial groups.
- 1946 The New Zealand Society of Chiropodists Inc. was formed.
- 1953 The Society made its first submission to the Minister of Health regarding registration.
- 1954 A deputation from the Society met the Minister of Health (Mr Marshall) but the matter was deferred.
- 1965 The Minister of Health was favourably disposed to the Society's request. The Department of Health was invited to exchange views with the Society on the outline which legislation would follow.
- As there was no formal training for chiropodists in New Zealand at that time, chiropodists could be registered if they had no formal qualifications but had been working in the field prior to the legislation being enacted.
- 1966 Medical and Dental Auxiliaries Act 1966 enacted.
- 1967 Medical and Dental Auxiliaries Act Commencement Order and Chiropodists became a registrable occupation. The regulations commenced in December 1967.
- 1968 First Board meeting of Chiropodists Board.
- 1970 New Zealand School of Chiropody commenced in Petone, Wellington and the Diploma of Chiropody was awarded by the Central Institute of Technology (CIT). The lecturers had come from the United Kingdom to establish the School in New Zealand and the training was based therefore on the United Kingdom model.
- 1980 The New Zealand School of Chiropody moved from Petone to the Heretaunga campus of CIT.
- 1981 After approach from the profession the Act was amended to change the name of Chiropodist to Podiatrist.
- 1984 The New Zealand Podiatry Association was established to meet the needs of post graduate education in New Zealand.

- 1986 The New Zealand College of Podiatric Surgery was established to represent the needs of podiatrists in New Zealand who had a special interest in developing their skills and knowledge in podiatric surgery. The Post Graduate diploma in Podiatric Surgery was developed with the collaboration of CIT and the Ohio College of Podiatric Medicine, USA. Needs analysis was performed by the CIT and profession, with regard to determining the need for advancing the undergraduate qualification from Diploma to Degree.
- 1990-1991 The New Zealand Diploma of Podiatry was accredited by New Zealand Qualifications Authority (NZQA) and became the New Zealand National Diploma of Podiatry.
- In response to the recommendations of the 1981 Needs Analysis the profession saw the need for further development of education in New Zealand and sought the implementation of a degree for podiatry.
- 1992 The Bachelor of Health Science (Podiatry) degree was introduced at CIT.
- 1995 The first degree students graduated from CIT with a Bachelor of Health Science (Podiatry).
- To enable recent graduates to attain the degree CIT developed an extension to the national diploma course which contained further research awarding its graduates with a Bachelor of Health Science (Podiatry) degree.
- Graduates with the Diploma in Chiropractic or Podiatry prior to the introduction of the National Diploma were given the opportunity to study through Brighton University (UK) for the BSc Hons (Podiatric Studies).
- 1995 The first graduates of New Zealand College of Podiatric Surgery were awarded their diplomas.
- 1996 - 98 Act review underway.
- 1998 Competency standards document developed and published.
- 2001 C.I.T. closes. Podiatry training continues under Wellington Polytechnic (Weltec) management.
- 2002 Auckland University of Technology (AUT) commences Podiatry programme. Some C.I.T./ Weltech students continue podiatry studies with AUT.
- 2003 Health Practitioners Competence Assurance Act passed. School of Podiatry established at AUT with own Head of School.
- 2004 HPCAA implemented. AUT provides post-graduate courses in podiatry.

### **1.3 Key Sectors within Podiatry**

The only recognised division within the profession of podiatry at the moment is the division between an undergraduate degree and a post-graduate diploma in Podiatric Surgery.

The undergraduate training is undertaken at the Auckland University of Technology which prepares graduates for a degree in Podiatry and entry to the profession. All undergraduates prior to registration have been provided with a common core training without specialisation.

When they become registered, Podiatrists can undertake a post-graduate qualification called the Diploma in Podiatric Surgery through the New Zealand College of Podiatric Surgery in collaboration with the Ohio College of Podiatric Medicine. The Ohio College is an accredited institution which is recognised by the Podiatrists Registration Board to teach and examine at this level.

However, likely areas for specialisation in the future have been identified. These are:

1. Sports medicine
2. Diabetes
3. Paediatrics
4. Pharmacology/ prescribing
5. Surgery

### **1.4 Links within the Profession**

The profession of podiatry is linked through its work to the following national and international professional groups:

1. Medical doctors (e.g. general practitioners)
2. Medical specialists (e.g. orthopaedic surgeon)
3. Nurses
4. Physiotherapists
5. Orthotists and pedorthists
6. Chiropractors and osteopaths
7. Pharmacists
8. Occupational therapists
9. Diabetes specialists
10. Community health care groups (eg dietitians)
11. Sports medicine specialists
12. Academic specialists
13. Professional associations (e.g. New Zealand Society of Podiatrists, New Zealand College of Podiatric Surgery)
14. Podiatrists Board
15. Links with other professions outside and adjunct to Healthcare (eg footwear industry and interpreters, patient advocates)

## 1.5 Guiding Principles

The general principles of podiatry are embodied in the profession's close relationship with medicine, healing and the general well being and safety of the public.

As public needs, expectations and perceptions change podiatrists are sensitive to their social, ethnic and cultural safety. The standards of practice are not compromised by other issues such as confidentiality, age, gender, sexual orientation, political or economic status.

The Treaty of Waitangi is the founding document of New Zealand and outlines the relationship between Maori, as *tangata whenua* (indigenous people) and the Crown. In contemporary New Zealand, the Treaty of Waitangi continues to be the most significant document in explaining that relationship as it informs the expectations and responsibilities between Maori, and the Crown and its agents. The Crown in recognition of the special needs of Maori has made Maori health a priority gain area. The Crown's objective is to improve Maori health status so that in the future Maori will have the same opportunity to enjoy the same level of health as non-Maori. To assist in achieving this objective, health practitioners should provide health and disability services which are culturally appropriate, and take account of Maori health needs and perspectives.

Podiatrists have developed a responsible approach to the ethical and moral (inter/intra professional and to their patients and staff) obligations of their position as part of the health care team.

A podiatrist is a registered primary health care practitioner (including those previously registered as a chiropodist) who utilises medical, physical, palliative and surgical means other than those prescribed in the Podiatric Surgeon Scope of Practice, to provide diagnostic, preventative and rehabilitative treatment of conditions affecting the feet and lower limbs.

## 1.6 Key Roles in the Podiatry and Health Care Domains

This recognises that podiatrists are primary care practitioners. They have the following major roles:

1. Diagnostic
2. Treatment (plan, negotiate and perform)
3. Management (e.g.. patient management, managing personnel, resources and office administration)
4. Support (e.g. giving professional support to patients, other medical professionals and the community at large)

## 1.7 Sources of Information

The main sources of information about the profession can be found in the following national and international documents:

1. Medical Auxiliaries Act 1966
2. Podiatrists Regulations 1982
3. Podiatrists Board Code of Practice
4. Ethics Statement
5. Podiatrists Board Registration Standards Document
6. Professional journals and texts
7. Any relevant Ministry of Health reports
8. Training provider syllabi and other related documents
9. Trans Tasman Mutual Recognition Act 1997
10. Health Practitioners Competence Assurance Act 2003

## 2. Preparation of Competencies and Skills Chart

The competencies and skills chart is designed, to not only give a complete picture of the whole minimum standard for entry into the profession, but to show the parts that make up the whole and the relationships between the parts. The two day workshop to develop the competencies and skills employed the following consultation process:

### 2.1 Consultation Process

Rationale for Group Process method  
Expert Panel

Belinda Smith (Convenor)	Registered Podiatrist	
Chris Harrington	Ministry of Health representative	
Julie Allen	Registered Podiatrist	Palmerston North
Judith Clarke	Registered Podiatrist	Napier
Lisa Hinchcliff	Registered Podiatrist	Auckland
Sam Irons	Registered Podiatrist	Christchurch
Julianne Jackson	Registered Podiatrist	Wellington
Henri Jooste	Registered Podiatrist	Wanganui
Charlotte Russell	Registered Podiatrist	Christchurch
Trevor Tillotson	Registered Podiatrist	Wellington
Merron Wilkes	Registered Podiatrist	Wellington

Time Line - indicating wider consultative process (**see Appendix 1**)

Updated 2004

Merron Wilkes	Registered Podiatrist	Wellington
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### 2.2 Future Scan

To prepare for the actual competency analysis phase of the workshop a future scan was undertaken. The purpose of the future scan was to identify the main forces shaping the future environment of podiatry in New Zealand with a view of taking into account any impending changes and integrating these into the competency statements. The results can be seen in **Appendix 2**.

## 2.3 Competencies

After analysis by the group of experts, the domain of podiatry realised nine competencies for entry to the profession.

For entry to the profession the registrant must be able to:

1. Demonstrate an understanding, and application, of Core Knowledge
2. Practice as a professional
3. Communicate
4. Diagnose
5. Effect treatments
6. Educate
7. Manage
8. Administrate
9. Ensure quality assurance

## 2.4 Essential Skills

Underpinning each of the nine competencies are a number of skills. Each of the skills is defined further in a Skills Development Profile that follows the Competencies and Skills Chart in the next section. It should be noted in reading these that the word skills is used in the broadest sense to include cognitive (thinking), affective (feeling) and psychomotor (doing) behaviours. Thus, while the Learning Outcome may emphasise a cognitive or psychomotor behaviour, this should not preclude the inclusion of affective performance criteria within the profile if such criteria are deemed important.

A chart showing the relationships between the competencies and skills is given in **Appendix 3**. The Skills Development Profiles are set out in **Appendix 5**.

## 2.5 Skill Level

The Skill Level contained in the Skills Development Profile is a reflection of the level of ability required to achieve or demonstrate the skill as described. This is intended to demonstrate the required ability level for minimal competency and is explained more fully in the Skill Level chart in **Appendix 4**.

## **2.6 Application of Minimum Entry Standards**

Having identified all the competencies and skills for entry to the profession, the next step in using this document is to match a registrant's prior learning with the minimum entry standards in the skills development profiles, then to match these results with the Podiatrists Board of New Zealand minimum entry standards and requirements.

A copy of the current registration requirements can be obtained from the Registrar of the Podiatrists Board of New Zealand at P O Box 10-140, Wellington, New Zealand.

# Appendix 1

## Timeline

April 1994      December 1994      August 1995      April 1996      15 April 1996      8-9 June 1996

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\* CWDP      Competency Development Working party  
\*\* NZCER

**TOR**  
compiled.  
Budget  
Determined

Chairperson  
CDWP\*  
Appointed

Competency  
Development  
Working party  
formed.

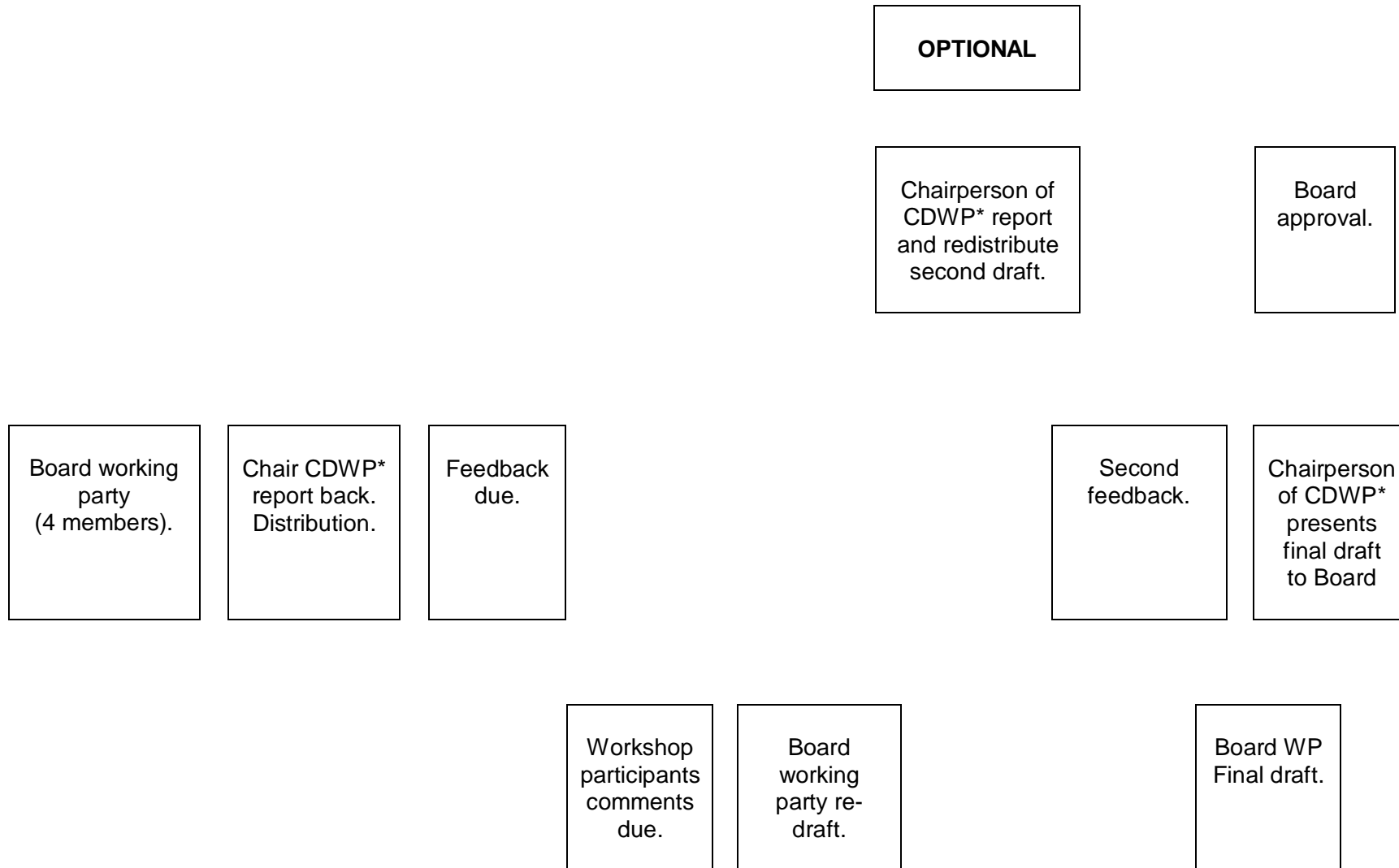
New  
CDWP\*  
Formed.

Report to  
Board  
time-framed

Workshop  
plan session.

Workshop  
over 2 days.

NZCER  
commissioned



## Appendix 2

### Future Scan

#### Introduction

The purpose of the Future Scan is to orient the workshop participants to the main forces shaping the future environment of Podiatry in New Zealand. The scan process is designed to focus on past and present events and trends that are seen to shape the future. Expected outcomes of this process are:

1. shared ideals and values about what are the important goals that need to be taken into consideration in planning the future of the profession;
2. identification of the professional, social, cultural and economic constraints which must realistically be taken into account in setting minimum competency standards for entry into the profession; and
3. the establishment of a “future-oriented” mind-set in readiness for working on a competency document. What follows is a record of the future scan process.

#### Past

Scholl's training  
Diploma  
Name change  
Recent registration  
Grandfathering  
Primitive premises  
Overseas (UK) influence  
Different standards of practice  
Less sophisticated  
Gender imbalance  
Medical Auxiliary  
Podiatry perceived as peripheral  
Narrow scope of practice  
Professional strife

#### Present

Competition between colleagues and other professionals  
Market-driven  
More professional  
More stress  
Predominantly private practice  
Higher standards  
Higher costs  
Advanced technology

Political input  
Increased scope of practice  
Advances in training (undergraduate and post-graduate)  
Increased awareness of infection control  
Global networking  
More administration  
More computerisation  
More public awareness of podiatry  
Less professional strife  
More realistic fees  
Higher esteem

## **Future**

### Most likely:

Evidence-based practice  
Increased fee structure  
Prescribing rights  
CME (continuing education)  
Enhanced professional image  
Specialised qualifications  
Recognition by allied health and funding agencies  
Global networking  
More entrepreneurial  
Risk of over-specialisation  
New technology (IT and other)  
More accountability  
Quality assurance  
More political  
Professional discipline  
Professional liability

### Most Desirable

Longer training  
Podiatry in hospitals  
Inter-professional parity  
Podiatry core services

# Appendix 3

## Competencies and skills chart

<b>Core Knowledge</b>  Demonstrate an understanding and application of	Applied Sciences 1.1	Microbiology 1.1.1	Clinical Chemistry 1.1.2	Pharmacology 1.1.3		
	Anatomy & Physiology 1.2					
	Medicine 1.3	General Medicine 1.3.1	Pathology 1.3.2	Orthopaedics 1.3.3	Dermatology 1.3.4	Psychology Behaviour Sciences
	Surgery 1.4	General Surgery 1.4.1	Vascular Surgery 1.4.2	Orthopedic Surgery 1.4.3	Neurological Surgery 1.4.4	Podiatric Surgery
	Primary Podiatric Surgery 1.5	Podiatric Theory 1.5.1	Functional Anatomy 1.5.2	Physical Therapy 1.5.3	Radiotherapy 1.5.4	Podiatric Therapeuti
	Research 1.6	Statistics 1.6.1	Epidemiology 1.6.2			
	Information Technology 1.7					
	Practice Management 1.8					

<b>Practice As a Professional</b>	Demonstrate an understanding of the healthcare system 2.1	Recognise the role of professional organisations 2.2	Respect Social & Culture Values 2.3	Recognise Professional Limitations 2.4	Manage Stress 2.5	Maintain Ethical Standard
	Apply the "Board's" Code of Practice 2.7	Promote a Professional Image Market Advertising Public Relations 2.8	Undertake Peer Review 2.9	Develop Professionally 2.10		
<b>Communicate</b>	Exhibit Written & Oral Communication Skills 3.1	Use appropriate Information Technology in Communications 3.2	Establish & Maintain Records 3.3	Report 3.4	Demonstrate Inter-personal Communication Skills 3.5	Maintain Int Inter-professional Relationships
<b>Diagnose</b>	Interview & Consult 4.1	Examine 4.2	Test 4.3	Differentiate 4.4	Communicate Results 4.5	
<b>Effect Treatments</b>	Manage Medical Emergencies 5.1	Ensure Safe Practices 5.2	Demonstrate appropriate use of equipment 5.3	Predict Patient outcomes 5.4	Provide options & Negotiate 5.5	Implement appropriate treatment
	Obtain Informed Consent 5.7	Utilise Resources 5.8	Provide Written Instructions when necessary 5.9	Prescribe as Required 5.10	Follow-up as Required 5.11	Refer appropriate
<b>Educate</b>	Train Staff 6.1	Advise on footwear 6.2	Advise on foot health & related disorders 6.3	Inform other Health Professional 6.4	Recommend Preventative Care 6.5	Counsel

<b>Manage</b>	Maintain Plant 7.1	Maintain Premises 7.2	Access reference material 7.3	Manage Time 7.4	Manage Staff 7.5	Upgrade equipmer when necessar
	Demonstrate an understanding of partnership (professional) 7.7	Negotiate Contracts 7.8	Communicate with Practitioner/s 7.9	Liase with Allied Professionals 7.10	Implement Accounting System 7.11	Keep Records
	Plan Finances or seek Financial Advice 7.13	Manage Patients 7.14				
<b>Administrate</b>	Maintain Supplies & Stock 8.1	Implement Contracts 8.2	Prepare & Pay Wages 8.3	Complete Documentation (form filing) 8.4	Bank 8.5	Keep Records
	Correspond 8.7	Observe legal requirements 8.8				
<b>Ensure Quality Assurance</b>	Demonstrate an understanding of quality assurance and TQM 9.1					

## Appendix 4

### Skill Level

5	Mentor/Master Podiatrist
---	--------------------------

4A	Able to lead others in the field
----	----------------------------------

4B	Experienced Practitioner
----	--------------------------

### **Minimal Competency Level**

3	No supervision
---	----------------

2	Some supervision
---	------------------

1	Total supervision
---	-------------------

0	Inactive
---	----------

## Appendix 5

### Skills development profiles

#### Competency area: Core knowledge

<b>1.1</b>	<b>Applied Sciences</b>	1.1.1	Microbiology
		1.1.2	Clinical Chemistry
		1.1.3	Pharmacology
<b>1.2</b>	<b>Anatomy and Physiology</b>		
<b>1.3</b>	<b>Medicine</b>	1.3.1	General Medicine
		1.3.2	Pathology
		1.3.3	Orthopaedics
		1.3.4	Dermatology
		1.3.5	Psychology and Behavioural Sciences
<b>1.4</b>	<b>Surgery</b>	1.4.1	General Surgery
		1.4.2	Vascular Surgery
		1.4.3	Orthopaedic Surgery
		1.4.4	Neurological Surgery
		1.4.5	Podiatric Surgery
<b>1.5</b>	<b>Primary Podiatric Medicine</b>	1.5.1	Podiatric Theory
		1.5.2	Functional Anatomy
		1.5.3	Physical Therapy
		1.5.4	Radiography
		1.5.5	Podiatric Therapeutics
<b>1.6</b>	<b>Research</b>	1.6.1	Statistics
		1.6.2	Epidemiology
<b>1.7</b>	<b>Information Technology</b>		
<b>1.8</b>	<b>Practice Management</b>		

## **Competency area: Practice as a professional**

- 2.1 Demonstrate an understanding of the health care system**
- 2.2 Recognise the role of professional organisations**
- 2.3 Respect social and cultural values**
- 2.4 Recognise professional limitations**
- 2.5 Manage stress**
- 2.6 Maintain ethical standards**
- 2.7 Apply Board's Code of Practice**
- 2.8 Promote a professional image**
- 2.9 Develop professionally**

## **Competency area: Communicate**

- 3.1 Exhibit Written and Oral Communication Skills**
- 3.2 Use Appropriate Information Technology**
- 3.3 Establish, Maintain and Interpret Records**
- 3.4 Report**
- 3.5 Demonstrate Inter Personal Communication**
- 3.6 Maintain Inter/Intra Professional Relationships**

**Competency area:        Diagnose**

**4.1     Interview and Consult**

**4.2     Examine**

**4.3     Test**

**4.4     Differentiate**

**4.5     Communicate Results**

**Competency area:        Effect treatment**

**5.1     Manage medical emergencies**

**5.2     Ensure safe practices**

**5.3     Demonstrate appropriate use of equipment**

**5.4     Predict patient outcomes**

**5.5     Provide options and negotiate**

**5.6     Implement appropriate treatment**

**5.7     Obtain informed consent**

**5.8     Utilise resources**

**5.9     Provide written instructions when necessary**

**5.10    Prescribe as required**

**5.11    Follow up as required**

**5.12    Refer appropriately**

**Competency area: Educate**

- 6.1 Train Staff**
- 6.2 Advise on Footwear**
- 6.3 Advise on Foot Health and related Disorders**
- 6.4 Inform other Health Professionals**
- 6.5 Recommend Preventative Care**
- 6.6 Counsel**

**Competency area: Manage**

- 7.1 Maintain Plant**
- 7.2 Maintain Premises**
- 7.3 Access Reference Material**
- 7.4 Manage Time**
- 7.5 Manage Staff**
- 7.6 Demonstrate an Understanding of Partnership (Professional)**
- 7.7 Negotiate Contracts**
- 7.8 Communicate with Practitioner/s**
- 7.9 Liaise with Allied Professionals**
- 7.10 Implement Accounting System**
- 7.11 Keep Records**

**7.12 Plan Finances or seek Financial Advice**

**7.13 Manage Patients**

**Competency area:       Administrate**

**8.1 Maintain Supplies and Stock**

**8.2 Implement Contracts**

**8.3 Prepare and Pay Wages**

**8.4 Complete Documents (form filling)**

**8.5 Bank**

**8.6 Keep Records**

**8.7 Correspond**

**8.8 Observe Legal Requirements**

**Competency area:       Ensure Quality Assurance**

**9.1 Apply Quality Assurance Measures**

# Skills development profiles

**COMPETENCY AREA**

**1.1**

**Skill Level 3**

---

Core knowledge

**LEARNING OUTCOME**

---

Applied Sciences

**PERFORMANCE CRITERIA**

---

Demonstrate and apply knowledge of normal and abnormal structure, function and range.

**CONTENT/RANGE STATEMENT**

---

- 1.1.1 Microbiology
- 1.1.2 Clinical Chemistry
- 1.1.3 Pharmacology

**SUGGESTED LEARNING ACTIVITIES**

---

Laboratory, lectures, tutorials, reading, research

**COMPETENCY AREA**

**1.1.1**

**Skill Level 3**

---

Core Knowledge

**LEARNING OUTCOME**

---

Microbiology

**PERFORMANCE CRITERIA**

---

Identify organisms and understand laboratory testing and procedure.

**CONTENT/RANGE STATEMENT**

---

Identify fungi, bacteria and viruses.  
Understand and perform culture sensitivity, microscopy and culture, colonisation and gram stain.  
Understand and perform laboratory procedures including sterilisation and waste disposal, tissue sampling and transportation.  
Differentiate between sterilisation, antisepsis and disinfection and perform these procedures.

**SUGGESTED LEARNING ACTIVITIES**

---

Laboratory, lectures, tutorials, reading, research, work experience

**COMPETENCY AREA**

**1.1.2**

Skill Level 3

---

Core Knowledge

**LEARNING OUTCOME**

---

Clinical Chemistry

**PERFORMANCE CRITERIA**

---

Demonstrate and apply knowledge of the structural and functional mechanisms of normal and abnormal biochemical values at cellular and systemic level.

**CONTENT/RANGE STATEMENT**

---

Understand essential elements (minerals and vitamins)  
Take samples and analyse.  
Order appropriate tests.  
Interpret test results.  
Use test results to effect appropriate treatment.

**SUGGESTED LEARNING ACTIVITIES**

---

Laboratory, lectures, tutorials, readings, research

**COMPETENCY AREA**

**1.1.3**

Skill Level 3

---

Core Knowledge

**LEARNING OUTCOME**

---

Pharmacology

**PERFORMANCE CRITERIA**

---

Identify the need and appropriately apply drug therapy in the treatment of disease, chemical imbalance, infection control and pain.

**CONTENT/RANGE STATEMENT**

---

Drug reactions (affects and effects)  
Contraindications for use  
Dosage (toxicity, emergency procedures)  
Drug interactions  
Prescription  
Legal considerations  
Ethical considerations

**SUGGESTED LEARNING ACTIVITIES**

---

Laboratory, lectures, tutorials, reading, research

**COMPETENCY AREA**

**1.2**

Skill Level 3

---

Core Knowledge

---

**LEARNING OUTCOME**

Anatomy and Physiology

---

**PERFORMANCE CRITERIA**

Demonstrate a fundamental understanding of body systems, cellular anatomy and functions and general anatomy.

---

**CONTENT/RANGE STATEMENT**

**Body systems**

lymphatic  
endocrine  
nervous  
cardiovascular  
musculoskeletal  
reproductive  
digestive  
urinary  
integumentary

**Cellular Anatomy and Function and  
Tissue Differentiation**

muscle  
bone  
skin  
connective tissue  
nail  
neurological  
vascular

---

**SUGGESTED LEARNING ACTIVITIES**

Laboratory, dissections, lectures, tutorials, research

**COMPETENCY AREA**            **1.3**

Skill Level 3

---

Core Knowledge

**LEARNING OUTCOME**

---

Medicine

**PERFORMANCE CRITERIA**

---

Demonstrate and apply knowledge of the aetiology, pathology, diagnosis, treatment, prognosis (short and long-term), management (short and long-term) and referral process in each of the following subject areas.

**CONTENT/RANGE STATEMENT**

---

- 1.3.1    General Medicine
- 1.3.2    Pathology
- 1.3.3    Orthopaedics
- 1.3.4    Dermatology
- 1.3.5    Psychology and Behavioural Sciences

**SUGGESTED LEARNING ACTIVITIES**

---

Lectures, tutorials, reading, research

**COMPETENCY AREA**

**1.3.1**

**Skill Level 3**

---

Core Knowledge

**LEARNING OUTCOME**

---

General Medicine

**PERFORMANCE CRITERIA**

---

Demonstrate a fundamental understanding of the function of body systems and any associated trauma or disease process as pertaining to general medicine.

**CONTENT/RANGE STATEMENT**

---

**Body System**

respiratory  
reproductive  
cardiovascular  
musculoskeletal  
digestive  
urinary  
neurological  
endocrine  
integumentary  
lymphatic

**SUGGESTED LEARNING ACTIVITIES**

---

Lectures, tutorials, research, reading, practical

**COMPETENCY AREA**

**1.3.2**

**Skill Level 3**

---

Core Knowledge

**LEARNING OUTCOME**

---

Pathology

**PERFORMANCE CRITERIA**

---

Demonstrate a fundamental understanding of the function of the body systems and any associated trauma or disease process as pertaining to pathology.

**CONTENT/RANGE STATEMENT**

---

**Body Systems**

respiratory  
reproductive  
cardiovascular  
musculoskeletal  
digestive  
urinary  
nervous  
endocrine  
integumentary  
lymphatic

**SUGGESTED LEARNING ACTIVITIES**

---

Lectures, tutorials, research, readings

**COMPETENCY AREA**

**1.3.3**

**Skill Level 3**

---

Core Knowledge

**LEARNING OUTCOME**

---

Orthopaedics

**PERFORMANCE CRITERIA**

---

Demonstrate a fundamental understanding of the diseases and trauma of the musculoskeletal, vascular, nervous and endocrine systems as pertaining to orthopaedics.

**CONTENT/RANGE STATEMENT**

---

Surgical procedures  
Healing process  
Rehabilitation process  
Imaging technology (bone scans, CT scans, X-rays, MRI, diagnostic ultrasound)  
Orthopaedic appliances and footwear

**SUGGESTED LEARNING ACTIVITIES**

---

Lectures, tutorials, research, readings, work experience

**COMPETENCY AREA**

**1.3.4**

**Skill Level 3**

---

Core Knowledge

**LEARNING OUTCOME**

---

Dermatology

**PERFORMANCE CRITERIA**

---

Demonstrate an understanding of the diseases and trauma of the integumentary, vascular, nervous and endocrine systems as pertaining to dermatology.

**CONTENT/RANGE STATEMENT**

---

Allergies  
Infections  
Congenital and hereditary

**SUGGESTED LEARNING ACTIVITIES**

---

Lectures, tutorials, research, readings, clinical work experience

**COMPETENCY AREA**            **1.3.5**

Skill Level 3

---

Core Knowledge

**LEARNING OUTCOME**

---

Psychology and Behavioural Science

**PERFORMANCE CRITERIA**

---

Recognise and employ an empathetic approach to the various needs of socio-economic, ethnic, gender, age, religious and ability groups.

**CONTENT/RANGE STATEMENT**

---

Behaviour  
Beliefs  
Performance  
Understanding  
Te Tiriti O Waitangi

**SUGGESTED LEARNING ACTIVITIES**

---

Lectures, tutorials, research, role play, video, group discussion

**COMPETENCY AREA**            **1.4**

Skill Level 3

---

Core Knowledge

**LEARNING OUTCOME**

---

Surgery

**PERFORMANCE CRITERIA**

---

Demonstrate and apply knowledge of Applied Sciences, Anatomy, Physiology and Medicine and the disease processes related to each of these subject areas.

**CONTENT/RANGE STATEMENT**

---

- 1.4.1 General Surgery
- 1.4.2 Vascular Surgery
- 1.4.3 Orthopaedic Surgery
- 1.4.4 Neurological Surgery
- 1.4.5 Podiatric Surgery

**SUGGESTED LEARNING ACTIVITIES**

---

Laboratory, dissections, lectures, tutorials, research

**COMPETENCY AREA**

**1.4.1**

**Skill Level 3**

---

Core Knowledge

**LEARNING OUTCOME**

---

General Surgery

**PERFORMANCE CRITERIA**

---

Demonstrate a fundamental understanding of the indication, implication and effects of general surgery and the complications and prognosis of surgical intervention on the human body.

**CONTENT/RANGE STATEMENT**

---

Heart disease  
Tumours  
GI Tract  
Renal  
Respiratory

**SUGGESTED LEARNING ACTIVITIES**

---

Lectures, tutorials, work experience, research, readings

**COMPETENCY AREA**

**1.4.2**

**Skill Level 3**

---

Core Knowledge

**LEARNING OUTCOME**

---

Vascular Surgery

**PERFORMANCE CRITERIA**

---

Demonstrate a fundamental understanding of the indication, implication and effects of vascular surgery and the complications and prognosis of surgical intervention on the human body.

**CONTENT/RANGE STATEMENT**

---

Venous insufficiency  
Arterial occlusion

**SUGGESTED LEARNING ACTIVITIES**

---

Lectures, tutorials, work experience, research, readings

**COMPETENCY AREA**

**1.4.3**

**Skill Level 3**

---

Core Knowledge

**LEARNING OUTCOME**

---

Orthopaedic Surgery

**PERFORMANCE CRITERIA**

---

Demonstrate a fundamental understanding of the indication, implication and effects of orthopaedic surgery and the complications and prognosis of surgical intervention on the human body.

**CONTENT/RANGE STATEMENT**

---

Joint disease  
Musculo-skeletal trauma  
Osseous disease  
Development disorder  
Hereditary disorders  
Acquired deformity

**SUGGESTED LEARNING ACTIVITIES**

---

Lectures, tutorials, work experience, research, readings

**COMPETENCY AREA**

**1.4.4.**

**Skill Level 3**

---

Core Knowledge

**LEARNING OUTCOME**

---

Neurological Surgery

**PERFORMANCE CRITERIA**

---

Understand and recognise the indication, implication and effects of neurological surgery and the complications and prognosis of surgical intervention on the human body.

**CONTENT/RANGE STATEMENT**

---

Sympathectomy  
Removal of neuroma  
Neural repair

**SUGGESTED LEARNING ACTIVITIES**

---

Lectures, tutorials, work experience, research, readings

**COMPETENCY AREA**

**1.4.5.**

**Skill Level 3**

---

Core Knowledge

**LEARNING OUTCOME**

---

Podiatric Surgery

**PERFORMANCE CRITERIA**

---

Demonstrate judgement and skills in selecting patients suitable for surgery.  
Discuss the technique and process involved in simple nail surgery and verrucae excision.  
Recognise post-operative complications and refer as appropriate.

**CONTENT/RANGE STATEMENT**

---

Theatre protocol  
Infection control  
Local analgesia  
Surgical technique  
Preparation of the surgical suite  
Nail matrix sterilisation  
Blunt dissection of verruca

**SUGGESTED LEARNING ACTIVITIES**

---

Clinical practice  
Lectures  
Tutorials  
Reading

**COMPETENCY AREA**

**1.5**

**Skill Level 3**

---

Core Knowledge

**LEARNING OUTCOME**

---

Primary Podiatric Medicine

**PERFORMANCE CRITERIA**

---

Demonstrate a full and fundamental understanding and apply knowledge of aetiology, pathology, diagnosis, treatment, prognosis (short and long-term), management (short and long-term) and the referral process as it pertains to podiatric medicine.

**CONTENT/RANGE STATEMENT**

---

- 1.5.1 Podiatric theory
- 1.5.2 Functional anatomy
- 1.5.3 Physical therapy
- 1.5.4 Radiography
- 1.5.5 Podiatric therapeutics

**SUGGESTED LEARNING ACTIVITIES**

---

Clinical, tutorials, lectures, readings, research

**COMPETENCY AREA**

**1.5.1**

Skill Level 3

---

Core Knowledge

**LEARNING OUTCOME**

---

Podiatric Theory

**PERFORMANCE CRITERIA**

---

Demonstrate an appropriate understanding and apply knowledge of the aetiology, pathology, diagnosis, treatment, prognosis (short and long-term), management (short and long-term), referral process in each of the following subject areas.

**CONTENT/RANGE STATEMENT**

---

Arthritis  
Diabetes  
Dermatological and collagen disorders  
Lymphatic conditions affecting the lower limb  
Vascular conditions affecting the lower limb  
Musculoskeletal conditions of the lower back and limbS  
Congenital and acquired conditions of the lower limb, foot and toes  
Neurological

**SUGGESTED LEARNING ACTIVITIES**

---

Clinical, tutorials, lectures, readings, research

**COMPETENCY AREA**

**1.5.2**

Skill Level 3

---

Core Knowledge

**LEARNING OUTCOME**

---

Functional Anatomy

**PERFORMANCE CRITERIA**

---

Demonstrate an understanding, clinical application and interpretation of findings pertaining to functional anatomy.

**CONTENT/RANGE STATEMENT**

---

foot

**Podiatric Biomechanics**  
Normal and abnormal structure and function of the lower limb and foot

Mechanical laws  
Tissue mechanics and stress models in bone, connective and soft tissues

**Gait Analysis**  
Patient examination and examination methodology  
Recognising deformity  
Interpretation of examination results  
Application of treatment relative to examination results  
Recording results of examination  
Use of equipment  
Communicating results  
Effect of abnormal structure on function of body as a whole

**Orthosis and prescription**  
Understanding of orthosis function and manufacture  
Orthopaedic appliances and footwear prescription  
Sports and general footwear prescription

**SUGGESTED LEARNING ACTIVITIES**

---

Lectures, tutorials, workshops, labs, research

**COMPETENCY AREA**

**1.5.3**

**Skill Level 3**

---

Core Knowledge

**LEARNING OUTCOME**

---

Physical Therapy

**PERFORMANCE CRITERIA**

---

Understand and apply physiotherapeutic modalities in the management and treatment of conditions, diseases and trauma affecting the foot and lower leg.

**CONTENT/RANGE STATEMENT**

---

Appropriate therapeutic modalities pertaining to podiatry.

**SUGGESTED LEARNING ACTIVITIES**

---

Practical and clinical application, tutorials, lectures, work experience  
Workshops

**COMPETENCY AREA**

**1.5.4**

**Skill Level 3**

---

Core Knowledge

**LEARNING OUTCOME**

---

Radiography

**PERFORMANCE CRITERIA**

---

Demonstrate an understanding of the safe and appropriate use of X-ray equipment approved for podiatry.  
Demonstrate an ability to read and interpret X-rays.

**CONTENT/RANGE STATEMENT**

---

Prescribe correct views.  
Understand physics of X-rays.  
Understand how radiographic development process works.  
Understand legal requirements.  
Interpret X-rays (differential diagnosis, know when to refer)

**SUGGESTED LEARNING ACTIVITIES**

---

Practical, lectures, tutorials, readings, research

**COMPETENCY AREA**

**1.5.5**

**Skill Level 3**

---

Core Knowledge

---

**LEARNING OUTCOME**

Podiatric Therapeutics

---

**PERFORMANCE CRITERIA**

Understand and apply the principles of therapeutic modalities used in podiatric medicine.

---

**CONTENT/RANGE STATEMENT**

Antibiotics	Anti-inflammatories
Antiseptics	Antimicrobials
Rubefacients	Antihistamines
Caustics	Styptics
Analgesics	Emollients
Acids	Antipruritics
Anaesthetics	Haemostatics
Astringents	

---

**SUGGESTED LEARNING ACTIVITIES**

Workshops, lectures, tutorials, research

**COMPETENCY AREA 1.6**

**Skill Level 2**

---

Core Knowledge

**LEARNING OUTCOME**

---

Research

**PERFORMANCE CRITERIA**

---

Understand and apply the research process and its application in the field of podiatry.

**CONTENT/RANGE STATEMENT**

---

**Epidemiology (see Epidemiology 1.6.2)**

**Research Processes**

Establish methodology  
Investigate legal requirements (ethical approval, Privacy Act)  
Research design  
Consult with appropriate mentor (statistician)  
Undertake literature review  
Seek funding  
Critique  
Use information technology  
Interpret results  
Obtain suitable research mentor or supervisor  
Record results  
Present results  
Publish results  
Social orientation and research

**SUGGESTED LEARNING ACTIVITIES**

---

Do literature review  
Undertake a small survey and process results

**COMPETENCY AREA**

**1.6.1**

**Skill Level 2**

---

Core Knowledge

**LEARNING OUTCOME**

---

Statistics

**PERFORMANCE CRITERIA**

---

Process, interpret and apply basic statistics.

**CONTENT/RANGE STATEMENT**

---

Qualitative measurement  
Quantitative measurement  
Principles of probability  
Spread sheet analysis  
Statistical interpretation  
Statistical application  
Recording statistical information  
Random sample  
Interpreting results

**SUGGESTED LEARNING ACTIVITIES**

---

Tutorial, lectures, reading, practical

**COMPETENCY AREA**

**1.6.2**

**Skill Level 2**

---

Core Knowledge

**LEARNING OUTCOME**

---

Epidemiology

**PERFORMANCE CRITERIA**

---

Understand and apply the principles of epidemiologic studies in order to determine the occurrence, incidence and causation of diseases affecting the human lower limb and foot and also apply epidemiologic criteria for causation and importance of control.

**CONTENT/RANGE STATEMENT**

---

Principles of epidemiologic study  
Measurement of health and disease  
Types of epidemiologic study and its interpretation (cross-sectional, case control, cohort, interventions)  
Principles of causation  
Evidence-based healthcare  
Demographic studies  
Ethnographic studies

**SUGGESTED LEARNING ACTIVITIES**

---

Tutorial, lectures, reading, practical

**COMPETENCY AREA 1.7**

**Skill Level 2-3**

---

Core Knowledge

**LEARNING OUTCOME**

---

Information Technology

**PERFORMANCE CRITERIA**

---

Understand the principles of information technology as it applies to the practice of podiatry.

**CONTENT/RANGE STATEMENT**

---

		<b>Skill Level</b>
Library Systems		3
Computers	Internet sourcing, E-mail, WWW, information services, forums, mailing lists, record-keeping, database, software, practice administration	2
Fax	external and internal	3
Copier	scanner and printer	3
Telephone systems	internal, mobile, connection with home base, network, conference calls	3
Video conferencing		2
AV equipment	slide projectors, computer presentations, overhead Projector, video recorder	2

## SUGGESTED LEARNING ACTIVITIES

---

Lectures, tutorials, practical, reading, research, searches

**COMPETENCY AREA****1.8**

Skill Level 3

---

Core Knowledge

**LEARNING OUTCOME**

---

Practice Management

**PERFORMANCE CRITERIA**

---

Demonstrate the necessary skills to effectively manage a podiatry practice.

**CONTENT/RANGE STATEMENT**

---

Communicate using appropriate correspondence and technology with patients, staff, other health care professionals, community interest groups, other non-health care professionals.

Manage patients, staff, stock, accounts and banking, premises, equipment and plant.

Keeping patient records, accounting record , records of wages and stock using appropriate correspondence and technology.

Observe legal requirements.

**SUGGESTED LEARNING ACTIVITIES**

---

Role play, workshops, lectures, tutorials, work experience, practical

## **COMPETENCY AREA: Practice as a professional**

- 2.1 Demonstrate an understanding of the health care system**
- 2.2 Recognise the role of professional organisations**
- 2.3 Respect social and cultural values**
- 2.4 Recognise professional limitations**
- 2.5 Manage stress**
- 2.6 Maintain ethical standards**
- 2.7 Apply Board's Code of Practice**
- 2.8 Promote a professional image**
- 2.9 Develop professionally**

**COMPETENCY AREA 2.1**

**Skill Level 3**

---

Practice as a professional

**LEARNING OUTCOME**

---

Demonstrate an understanding of the health care system

**PERFORMANCE CRITERIA**

---

Summarise the health care system and source relevant legislation

**CONTENT/RANGE STATEMENT**

---

New Zealand healthcare system  
Podiatry within the New Zealand healthcare system  
Legislative requirements  
Role of registration Board

**SUGGESTED LEARNING ACTIVITIES**

---

Lectures, guest speakers, reading of relevant legislation

**COMPETENCY AREA 2.2**

**Skill Level 3**

---

Practice as a professional

**LEARNING OUTCOME**

---

Recognise the role of professional organisations

**PERFORMANCE CRITERIA**

---

Recognise and gain access to professional organisations.

**CONTENT/RANGE STATEMENT**

---

Professional bodies

**SUGGESTED LEARNING ACTIVITIES**

---

Guest speakers  
Attendance at meetings, conferences etc.

**COMPETENCY AREA 2.3**

**Skill Level 3**

---

Practice as a professional

**LEARNING OUTCOME**

---

Respect social and cultural values

**PERFORMANCE CRITERIA**

---

Treat all patients, colleagues, and staff with respect.

**CONTENT/RANGE STATEMENT**

---

Treaty of Waitangi  
Religion  
Special Needs  
Socioeconomic  
Gender  
Cultural  
Age  
Sexual orientation

**SUGGESTED LEARNING ACTIVITIES**

---

Seminar and workshop  
Role play

**COMPETENCY AREA 2.4**

**Skill Level 3**

---

Practice as a professional

**LEARNING OUTCOME**

---

Recognise professional limitations

**PERFORMANCE CRITERIA**

---

The medical fitness of a registrant must conform with requirements legally determined from time to time by current legislation.  
The registrant must practice within the scope of his or her training.

**CONTENT/RANGE STATEMENT**

---

No substantiated negative reports from colleagues.  
No substantiated negative reports from patients.

**SUGGESTED LEARNING ACTIVITIES**

---

Reading  
Regular contact with peers  
GP visit

**COMPETENCY AREA 2.5**

**Skill Level 2-3**

---

Practice as a professional

**LEARNING OUTCOME**

---

Manage Stress

**PERFORMANCE CRITERIA**

---

	<b>Skill Level</b>
Describe likely stressful situations	3
Identify signs of stress in oneself and others	2
Take appropriate measures to deal with stress	3

**CONTENT/RANGE STATEMENT**

---

External and internal stresses  
Stress management

**SUGGESTED LEARNING ACTIVITIES**

---

Problem-based teaching  
Role play and case studies

**COMPETENCY AREA**

**2.6**

**Skill Level 3**

---

Practice as a professional

**LEARNING OUTCOME**

---

Maintain ethical standards

**PERFORMANCE CRITERIA**

---

Understand and apply the Board's Code of Ethics.

**CONTENT/RANGE STATEMENT**

---

Respect patient privacy.  
Refrain from criticising colleagues.  
Uphold the Board's Code of Ethics.  
Uphold ethical principles.

**SUGGESTED LEARNING ACTIVITIES**

---

Seminar and workshop  
Role play

**COMPETENCY AREA 2.7**

**Skill Level 3**

---

Practice as a professional

**LEARNING OUTCOME**

---

Apply Board's Code of Practice

**PERFORMANCE CRITERIA**

---

The registrant must: demonstrate an understanding of the Board's Code of Practice and be able to implement it.

**CONTENT/RANGE STATEMENT**

---

New Zealand Podiatrists Board Code of Practice

**SUGGESTED LEARNING ACTIVITIES**

---

Reading, lecturing

**COMPETENCY AREA 2.8**

**Skill Level 3**

---

Practice as a professional

**LEARNING OUTCOME**

---

Promote a professional image

**PERFORMANCE CRITERIA**

---

Present a high standard of personal integrity.  
Present a high standard of personal hygiene and grooming.

**CONTENT/RANGE STATEMENT**

---

Concept of professionalism  
Self presentation

**SUGGESTED LEARNING ACTIVITIES**

---

Seminars  
Dress code for clinical training  
Tutors example

**COMPETENCY AREA**

**2.9**

**Skill Level 3**

---

Practice as a professional

**LEARNING OUTCOME**

---

Develop professionally

**PERFORMANCE CRITERIA**

---

As determined by current legislation, participate in continued education and professional development

**CONTENT/RANGE STATEMENT**

---

Communicate effectively with peers, staff, patients and other health care professionals.  
Demonstrate appropriate professional behaviour.  
Source research material and evaluate research papers.  
Define research and undertake a literature review.  
Demonstrate an understanding of the research process.  
Know limitations and seek advice when appropriate.  
Identify need to use new technology.  
Demonstrate the use of new technology.  
Access required resources.  
Recognise and act upon the need for continuing education.  
Support peers in their acquisition of knowledge, skills and attitudes.  
Participate in personal development programmes and seminars.  
Recognise the need to attend conferences.

**SUGGESTED LEARNING ACTIVITIES**

---

Lectures, guest speakers, reading, research, work experience, observation, role play, workshops

**COMPETENCY AREA:            Communicate**

**3.1    Exhibit Written and Oral Communication Skills**

**3.2    Use Appropriate Information Technology**

**3.3    Establish, Maintain and Interpret Records**

**3.4    Report**

**3.5    Demonstrate Inter Personal Communication**

**3.6    Maintain Inter/Intra Professional Relationships**

**COMPETENCY AREA**

**3.1**

**Skill Level 3**

---

Communicate

**LEARNING OUTCOME**

---

Exhibit written and oral communication skills

**PERFORMANCE CRITERIA**

---

Demonstrate written and verbal skill in professional communications.

**CONTENT/RANGE STATEMENT**

---

Speeches  
Regular meetings  
Handouts  
Memos

**SUGGESTED LEARNING ACTIVITIES**

---

Lectures, tutorials, role play

**COMPETENCY AREA**

**3.2**

**Skill Level 2**

---

Communicate

**LEARNING OUTCOME**

---

Use appropriate information technology

**PERFORMANCE CRITERIA**

---

The registrant must have a fundamental understanding of appropriate information technology for podiatric practice

**CONTENT/RANGE STATEMENT**

---

Types of communication equipment  
(computers, spreadsheets, faxes, modems, e-mail, Internet)

**SUGGESTED LEARNING ACTIVITIES**

---

Computer workshops

**COMPETENCY AREA**

**3.3**

**Skill Level 3**

---

Communicate

**LEARNING OUTCOME**

---

Establish, maintain and interpret records

**PERFORMANCE CRITERIA**

---

The registrant must:

- Keep accurate and detailed records
- Keep patient notes and results
- Establish and maintain written procedures and forms
- Compile and use data
- Understand ACC requirements
- Understand and use communication technology

**CONTENT/RANGE STATEMENT**

---

- Confidentiality
- Regular meetings
- Types of reports
- Methods of reports
- Read correspondence

**SUGGESTED LEARNING ACTIVITIES**

---

Workshops, role play, practical, lectures

**COMPETENCY AREA**

**3.4**

**Skill Level 3**

---

Communicate

**LEARNING OUTCOME**

---

Report

**PERFORMANCE CRITERIA**

---

Report information, facts, figures and statistics  
Undertake information presentations  
Write and communicate orally with appropriate allied health professions  
Administer documents  
Use communication skills

**CONTENT/RANGE STATEMENT**

---

Computer skills  
Storage and retrieval  
Meetings

**SUGGESTED LEARNING ACTIVITIES**

---

Lectures, tutorials, practical, reading

**COMPETENCY AREA**

**3.5**

**Skill Level 3**

---

Communicate

**LEARNING OUTCOME**

---

Demonstrate inter-personal communication

**PERFORMANCE CRITERIA**

---

Use inter-personal skills  
Deal with cultural issues sensitively  
Understand the implications of the Treaty of Waitangi  
Generate empathy  
Use listening and verbal skills  
Consider patients' needs  
Establish peer, personal and professional relationships

**CONTENT/RANGE STATEMENT**

---

Journals and periodicals  
Seminars  
Special needs patients  
Treaty of Waitangi documents

**SUGGESTED LEARNING ACTIVITIES**

---

Role play, workshops, interview skills, practical

**COMPETENCY AREA 3.6**

**Skill Level 3**

---

Communicate

**LEARNING OUTCOME**

---

Maintain inter/intra professional relationships

**PERFORMANCE CRITERIA**

---

Establish working relationships  
Establish lines of communication  
Work with peer groups and allied health professionals  
Project a professional image

**CONTENT/RANGE STATEMENT**

---

Memos  
Meetings  
Seminars  
Conferences

**SUGGESTED LEARNING ACTIVITIES**

---

Role play, workshops, practical, seminars

**COMPETENCY AREA:            Diagnose**

**4.1    Interview and Consult**

**4.2    Examine**

**4.3    Test**

**4.4    Differentiate**

**4.5    Communicate Results**

**COMPETENCY AREA 4.1**

**Skill Level 3**

---

Diagnose

**LEARNING OUTCOME**

---

Ability to interview and consult

**PERFORMANCE CRITERIA**

---

Establish rapport with patient  
Ascertain reason for visit through verbal communication or from written referral  
Observe physical characteristics  
Obtain general medical history and ascertain current therapies including drugs

**CONTENT/RANGE STATEMENT**

---

Note gait, footwear, weight, demeanour, age, ethnicity, past podiatric history

**SUGGESTED LEARNING ACTIVITIES**

---

Practical clinical sessions, role play, observation, work experience, peer review

**COMPETENCY AREA 4.2**

**Skill Level 3**

---

Diagnose

**LEARNING OUTCOME**

---

Examine

**PERFORMANCE CRITERIA**

---

Conduct physical examination  
Record the results accurately  
Arrange further investigations if necessary

**CONTENT/RANGE STATEMENT**

---

Observe physical characteristics such as pain (onset, duration, occurrence, incidence), skin texture, temperature, colour, hair growth, nail growth  
Vascular assessment  
Neurological assessment  
Presence or absence of infection  
Bio-mechanical assessment  
Presenting symptoms

**SUGGESTED LEARNING ACTIVITIES**

---

Practical, tutorial, lectures, reading, research

**COMPETENCY AREA 4.3**

**Skill Level 3**

---

Diagnose

**LEARNING OUTCOME**

---

Test

**PERFORMANCE CRITERIA**

---

Determine the need for further diagnostic investigations and tests  
Perform tests covered by core knowledge competency  
Interpret results of diagnostic tests  
Refer to allied health professionals as necessary

**CONTENT/RANGE STATEMENT**

---

Could include:  
Clinical chemistry and laboratory tests  
Non-invasive vascular assessment  
Radiographic investigations  
Microbiology  
Pathology and biopsy  
Bio-mechanical assessment and gait analysis  
Neurological assessment

**SUGGESTED LEARNING ACTIVITIES**

---

Practical, labs, lectures, tutorials, workshops

**COMPETENCY AREA**

**4.4**

**Skill Level 3**

---

Diagnose

**LEARNING OUTCOME**

---

Differentiate

**PERFORMANCE CRITERIA**

---

Recognise common medical pathologies.  
Compare and contrast test results with physical examination results.  
Establish a diagnosis.

**CONTENT/RANGE STATEMENT**

---

Core knowledge  
Physical examination  
Evaluate test results  
Evaluate treatment to date

**SUGGESTED LEARNING ACTIVITIES**

---

Practical, lecture, tutorials, workshop

**COMPETENCY AREA 4.5**

Skill Level 3

---

Diagnose

**LEARNING OUTCOME**

---

Communicate results

**PERFORMANCE CRITERIA**

---

The registrant must be able to inform patient of findings, giving consideration to ethical, financial and legal implications

**CONTENT/RANGE STATEMENT**

---

Be sensitive to patients understanding and perception.  
Disclose full costs involved in procedures likely to be undertaken.  
Use terminology appropriate for patients level of understanding.

**SUGGESTED LEARNING ACTIVITIES**

---

Role play, workshops, practical, work experience

**COMPETENCY AREA:            Effect treatment**

- 5.1     Manage medical emergencies**
- 5.2     Ensure safe practices**
- 5.3     Demonstrate appropriate use of equipment**
- 5.4     Predict patient outcomes**
- 5.5     Provide options and negotiate**
- 5.6     Implement appropriate treatment**
- 5.7     Obtain informed consent**
- 5.8     Utilise resources**
- 5.9     Provide written instructions when necessary**
- 5.10    Prescribe as required**
- 5.11    Follow up as required**
- 5.12    Refer appropriately**

**COMPETENCY AREA**

**5.1**

**Skill Level 3**

---

Effect treatment

**LEARNING OUTCOME**

---

Manage medical emergencies

**PERFORMANCE CRITERIA**

---

Demonstrate knowledge, understanding and management of medical emergencies

**CONTENT/RANGE STATEMENT**

---

Design emergency procedure routines and guidelines for practice  
Inform staff of procedures  
Administer adrenalin

**SUGGESTED LEARNING ACTIVITIES**

---

Update courses on a biennial basis  
Practical demonstrations, lecture, reading, research

**COMPETENCY AREA**

**5.2**

**Skill Level 3**

---

Effect treatment

**LEARNING OUTCOME**

---

Ensure safe practice

**PERFORMANCE CRITERIA**

---

Practice according to the Board's Code of Practice

**CONTENT/RANGE STATEMENT**

---

Disinfection  
Sterilisation  
Premises  
Patient safety

**SUGGESTED LEARNING ACTIVITIES**

---

Practical, lectures, reading, research

**COMPETENCY AREA**

**5.3**

**Skill Level 3**

---

Effect treatments

**LEARNING OUTCOME**

---

Demonstrate appropriate use of equipment

**PERFORMANCE CRITERIA**

---

Demonstrate safe operation of equipment in appropriate situations

**CONTENT/RANGE STATEMENT**

---

Instrument use, electrical cords and cabling  
Nail drills  
X-Ray equipment  
Safe practice  
Diathermy  
Biothesiometer  
Treadmill

**SUGGESTED LEARNING ACTIVITIES**

---

Clinical experience

**COMPETENCY AREA**

**5.4**

**Skill Level 3**

---

Effect treatments

**LEARNING OUTCOME**

---

Predict patient outcomes

**PERFORMANCE CRITERIA**

---

Correlate the clinical evaluation of the patient with the likely treatment options to predict alternative outcomes.

**CONTENT/RANGE STATEMENT**

---

Based on core knowledge, clinical experience, patient needs  
Classification of signs and symptoms  
Discriminate and comparison treatment option  
Treatment implications relative outcome  
Drug interaction effects  
Significance of long-term management

**SUGGESTED LEARNING ACTIVITIES**

---

Practical, workshops, role play

**COMPETENCY AREA**

**5.5**

**Skill Level 3**

---

Effect treatments

**LEARNING OUTCOME**

---

The registrant must be able to provide options and negotiate an appropriate treatment regime

**PERFORMANCE CRITERIA**

---

Demonstrate knowledge of various treatment regimes, giving consideration to time, finance and patient commitment. and negotiate with the patient to establish a mutually agreeable course of action.

**CONTENT/RANGE STATEMENT**

---

Core knowledge  
Patient constraints

**SUGGESTED LEARNING ACTIVITIES**

---

Role play, workshops, clinical practice

**COMPETENCY AREA**

**5.6**

**Skill Level 3**

---

Effect treatments

**LEARNING OUTCOME**

---

Implement appropriate treatment

**PERFORMANCE CRITERIA**

---

Implement treatment safely appropriately using knowledge of core subjects

**CONTENT/RANGE STATEMENT**

---

Refer to:

1. Core knowledge
2. Practice as a professional
3. Communicate
4. Diagnose
5. Educate

**SUGGESTED LEARNING ACTIVITIES**

---

Tutorials, lectures, clinical, workshops, reading, research

**COMPETENCY AREA**

**5.7**

**Skill Level 3**

---

Effect treatments

**LEARNING OUTCOME**

---

Obtain informed consent

**PERFORMANCE CRITERIA**

---

Define informed consent in relation to patient's well-being; identify the occasions when informed consent is required; elicit informed consent as appropriate; understand relevant legal requirements related to informed consent and differences between informed consent for treatment and research

**CONTENT/RANGE STATEMENT**

---

Informed consent (e.g. when the patient is at risk)  
Case studies where informed consent is required

**SUGGESTED LEARNING ACTIVITIES**

---

Lecture, tutorials, practical experience

**COMPETENCY AREA**

**5.8**

**Skill Level 3**

---

Effect treatment

**LEARNING OUTCOME**

---

Utilise resources

**PERFORMANCE CRITERIA**

---

Gain access to appropriate information and materials for desired treatment and use and confer with associated health professionals and colleagues as required.

**CONTENT/RANGE STATEMENT**

---

Desired treatments  
Time management  
Associated health professionals  
Material, information, equipment  
External agencies, (e.g. orthotic labs, X-ray, medical laboratories, libraries, information databases)

**SUGGESTED LEARNING ACTIVITIES**

---

Work experience, lectures, practical, tutorials, workshops

**COMPETENCY AREA**

**5.9**

**Skill Level 3**

---

Effect treatment

**LEARNING OUTCOME**

---

Provide written instructions when necessary

**PERFORMANCE CRITERIA**

---

Demonstrate knowledge of underlying therapies and continuing treatment requirements.

**CONTENT/RANGE STATEMENT**

---

Continuity of care

**SUGGESTED LEARNING ACTIVITIES**

---

Lectures, tutorials, research, reading, comparisons

**COMPETENCY AREA**

**5.10**

**Skill Level 3**

---

Effect treatment

**LEARNING OUTCOME**

---

Prescribe as required

**PERFORMANCE CRITERIA**

---

Demonstrate knowledge of underlying conditions, treatment and application and its effects

**CONTENT/RANGE STATEMENT**

---

Orthotic therapy  
Drug therapy  
Physical therapy

**SUGGESTED LEARNING ACTIVITIES**

---

Practical, lectures, tutorials, research, reading, work experience

**COMPETENCY AREA**

**5.11**

**Skill Level 3**

---

Effect treatments

**LEARNING OUTCOME**

---

Follow up (as required)

**PERFORMANCE CRITERIA**

---

Determine when follow-up is required according to treatment protocol.

**CONTENT/RANGE STATEMENT**

---

Treatment follow-up  
Patient safety  
Time

**SUGGESTED LEARNING ACTIVITIES**

---

Practical, lectures, tutorials, workshops

**COMPETENCY AREA**

**5.12**

**Skill Level 3**

---

Effect treatment

**LEARNING OUTCOME**

---

Refer appropriately

**PERFORMANCE CRITERIA**

---

The registrant must be able to recognise the profession's limitations, the limitations of his or her skills and demonstrate knowledge of allied health professionals scope of practice.

**CONTENT/RANGE STATEMENT**

---

Government departments (e.g. Income Support Services)  
GP  
Laboratories  
Radiology  
Surgeons  
Dermatologists and other medical specialists  
Community health  
Podiatrists

**SUGGESTED LEARNING ACTIVITIES**

---

Practical, tutorial, lectures

**COMPETENCY AREA:**

**Educate**

**6.1 Train Staff**

**6.2 Advise on Footwear**

**6.3 Advise on Foot Health and related Disorders**

**6.4 Inform other Health Professionals**

**6.5 Recommend Preventative Care**

**6.6 Counsel**

**COMPETENCY AREA**

**6.1**

**Skill Level 2**

---

Educate

**LEARNING OUTCOME**

---

Train staff

**PERFORMANCE CRITERIA**

---

Establish good working relationships.  
Promote high standards.  
Apply safe practice.  
Communicate on all levels.  
Negotiate contracts.

**CONTENT/RANGE STATEMENT**

---

Documents (e.g. Codes of Ethics and Practice)  
CPR and emergency procedures reviewed biennially

**SUGGESTED LEARNING ACTIVITIES**

---

Workshops  
Seminars  
Tutorials  
In-house training

**COMPETENCY AREA**

**6.2**

**Skill Level 3**

---

Educate

**LEARNING OUTCOME**

---

Advise on footwear

**PERFORMANCE CRITERIA**

---

Educate and inform people on footwear.  
Understand shoe construction and materials.  
Understand shoe modification.  
Identify footwear in the market place.  
Liaise with manufacturers and retailers.  
Compile information on shoes.

**CONTENT/RANGE STATEMENT**

---

Leaflets  
Sample footwear

**SUGGESTED LEARNING ACTIVITIES**

---

Communication  
Demonstration

**COMPETENCY AREA**

**6.3**

**Skill Level 3**

---

Educate

**LEARNING OUTCOME**

---

Advise on foot health

**PERFORMANCE CRITERIA**

---

Instruct and advise on all foot problems and related disorders.  
Identify foot problems and related disorders.  
Diagnose.

**CONTENT/RANGE STATEMENT**

---

Journals and periodicals  
Pamphlets  
Core Knowledge  
Practice as Professional  
Communicate  
Diagnose  
Effect Treatment

**SUGGESTED LEARNING ACTIVITIES**

---

Lectures  
Seminars  
Workshops  
Conferences  
Research  
Critique

**COMPETENCY AREA**

**6.4**

**Skill Level 3**

---

Educate

**LEARNING OUTCOME**

---

Inform other health professionals

**PERFORMANCE CRITERIA**

---

Educate and inform other health professionals and interest groups.  
Communicate in writing proficiently.  
Be professional in attitudes and approaches.

**CONTENT/RANGE STATEMENT**

---

Faxes, e-mail, computer, telephone, overhead projector, slide projector, computer presentation technology

**SUGGESTED LEARNING ACTIVITIES**

---

Seminars and tutorials  
Mentors  
Role plays and group discussion  
Debates

**COMPETENCY AREA**

**6.5**

**Skill Level 3**

---

Educate

**LEARNING OUTCOME**

---

Recommend Preventative Care

**PERFORMANCE CRITERIA**

---

Instruct and advise on all foot problems and related disorders.  
Exhibit proficiency in all aspects of foot health and related disorders.  
Apply infection control.  
Provide information on foot health and related disorders.  
Inform and instruct patients.  
Seek allied professional advice.

**CONTENT/RANGE STATEMENT**

---

Journals, periodicals, information leaflets

**SUGGESTED LEARNING ACTIVITIES**

---

Seminars  
Conferences

**COMPETENCY AREA**

**6.6**

**Skill Level 3**

---

Educate

**LEARNING OUTCOME**

---

Counsel

**PERFORMANCE CRITERIA**

---

Be perceptive towards people.  
Demonstrate good communication skills.  
Liaise with peers.  
Show sensitivity and respect.  
Demonstrate listening abilities.  
Seek advice on behavioural needs.

**CONTENT/RANGE STATEMENT**

---

Cross-cultural sensitivity  
Assertiveness training  
Utilisation of health service

**SUGGESTED LEARNING ACTIVITIES**

---

Seminars  
Role plays  
Workshops

**COMPETENCY AREA:            Manage**

**7.1     Maintain Plant**

**7.2     Maintain Premises**

**7.3     Access Reference Material**

**7.4     Manage Time**

**7.5     Manage Staff**

**7.6     Demonstrate an Understanding of Partnership (Professional)**

**7.7     Negotiate Contracts**

**7.8     Communicate with Practitioner/s**

**7.9     Liaise with Allied Professionals**

**7.10    Implement Accounting System**

**7.11    Keep Records**

**7.12    Plan Finances or seek Financial Advice**

**7.13    Manage Patients**

**COMPETENCY AREA**

**7.1**

**Skill Level 2**

---

Manage

**LEARNING OUTCOME**

---

Maintain plant

**PERFORMANCE CRITERIA**

---

Maintain regular checking and reviewing system according to recommended maintenance schedule  
Demonstrate knowledge of minimum requirements related to equipment

**CONTENT/RANGE STATEMENT**

---

Plant and equipment maintenance  
Manufacturer's specifications  
Suppliers and repair agencies

**SUGGESTED LEARNING ACTIVITIES**

---

Tutorials  
Workshops  
Practical

**COMPETENCY AREA**

**7.2**

**Skill Level 2**

---

Manage

**LEARNING OUTCOME**

---

Maintain premises

**PERFORMANCE CRITERIA**

---

Maintain premises at an appropriate standard for the profession  
Maintain regular checking and review of system

**CONTENT/RANGE STATEMENT**

---

Plant and equipment maintenance  
Manufacturers specifications  
Suppliers and repair agencies

**SUGGESTED LEARNING ACTIVITIES**

---

Workshops  
Tutorials

**COMPETENCY AREA**

**7.3**

**Skill Level 3**

---

Manage

**LEARNING OUTCOME**

---

Access reference material

**PERFORMANCE CRITERIA**

---

Identify sources of appropriate reference material for the type of practice.  
Access information systems.

**CONTENT/RANGE STATEMENT**

---

Libraries  
Information technology  
Information sources

**SUGGESTED LEARNING ACTIVITIES**

---

Use of library and other resources

**COMPETENCY AREA**

**7.4**

**Skill Level 3**

---

Manage

**LEARNING OUTCOME**

---

Manage time

**PERFORMANCE CRITERIA**

---

Allocate time to suit activities (i.e. priorities)

**CONTENT/RANGE STATEMENT**

---

Time management  
Systems management  
Priority setting

**SUGGESTED LEARNING ACTIVITIES**

---

Tutorial, problem based teaching  
Field experience

**COMPETENCY AREA**

**7.5**

**Skill Level 2-3**

---

Manage

**LEARNING OUTCOME**

---

Manage staff

**PERFORMANCE CRITERIA**

---

	<b>Skills Levels</b>
Prepare job descriptions, letters of appointment	3
Demonstrate knowledge of legal requirements related to hiring, disciplinary action, dismissal	2
Identify skill needs and arrange suitable staff training	3

**CONTENT/RANGE STATEMENT**

---

Human resource management  
Employers responsibilities

**SUGGESTED LEARNING ACTIVITIES**

---

Tutorials  
Guest speakers

**COMPETENCY AREA**

**7.6**

**Skill Level 3**

---

Manage

**LEARNING OUTCOME**

---

Demonstrate understanding of professional partnership

**PERFORMANCE CRITERIA**

---

Demonstrate understanding of legal obligations and liabilities of partners and formal mechanisms for establishing and dissolving partnerships.

**CONTENT/RANGE STATEMENT**

---

Law of partnerships  
Communication and negotiation skills

**SUGGESTED LEARNING ACTIVITIES**

---

Tutorial  
Role play

**COMPETENCY AREA**      **7.7**

**Skill Level 2**

---

Manage

**LEARNING OUTCOME**

---

Negotiate contracts

**PERFORMANCE CRITERIA**

---

Demonstrate knowledge of basic contracting principles.  
Demonstrate negotiation skills to achieve win-win solutions.

**CONTENT/RANGE STATEMENT**

---

Negotiation skills  
Principles of contracting

**SUGGESTED LEARNING ACTIVITIES**

---

Workshops, tutorial

**COMPETENCY AREA**

**7.8**

**Skill Level 3**

---

Manage

**LEARNING OUTCOME**

---

Communicate with practitioners  
(within the practice of shared premises etc.)

**PERFORMANCE CRITERIA**

---

Provide written and oral reports on patients being referred.  
Maintain communication on a professional level.

**CONTENT/RANGE STATEMENT**

---

Communication skills

**SUGGESTED LEARNING ACTIVITIES**

---

Tutorial, role plays

**COMPETENCY AREA**

**7.9**

**Skill Level 3**

---

Manage

**LEARNING OUTCOME**

---

Liaise with allied professionals

**PERFORMANCE CRITERIA**

---

Provide written and oral reports on patients being referred.  
Resolve differences of opinion about treatment regimes for patients.

**CONTENT/RANGE STATEMENT**

---

Report writing  
Presentation skills  
Assertiveness training  
Conflict management

**SUGGESTED LEARNING ACTIVITIES**

---

Tutorial  
Role play

**COMPETENCY AREA**

**7.10**

**Skill Level 2**

---

Manage

**LEARNING OUTCOME**

---

Implement accounting system

**PERFORMANCE CRITERIA**

---

Run cash book, keep track of receipts etc.  
Manage cash received, banking.  
Control expenditure against budget.  
Keep track of GST and other legal obligations.  
Prepare and present financial statements.  
Demonstrate knowledge of sources of professional advice.

**CONTENT/RANGE STATEMENT**

---

Accounting systems for small businesses  
Where to go for advice

**SUGGESTED LEARNING ACTIVITIES**

---

Tutorials  
Guest speakers  
Practical

**COMPETENCY AREA**

**7.11**

**Skill Level 3**

---

Manage

**LEARNING OUTCOME**

---

Keep records (financial, patient, personnel)

**PERFORMANCE CRITERIA**

---

Implement an accounting system, to reflect the financial transactions of the practice  
Set up a patient record system, covering medical history, Diagnosis, treatment, medication prescribed, follow-up  
Set up personnel record system to meet legal requirements

**CONTENT/RANGE STATEMENT**

---

Accounting systems  
Patient record systems  
Staff (human resources)

**SUGGESTED LEARNING ACTIVITIES**

---

Tutorial  
Clinical experience

**COMPETENCY AREA**

**7.12**

**Skill Level 2**

---

Manage

**LEARNING OUTCOME**

---

Plan finances or seek financial advice

**PERFORMANCE CRITERIA**

---

Develop a plan of expenditure (wages, tax etc.) and projected income  
Set priorities and allocate resources  
Negotiate lease agreements etc.  
Demonstrate knowledge of sources of professional advice

**CONTENT/RANGE STATEMENT**

---

Financial planning  
Goal setting, priority setting  
Negotiation skills  
Where to go for advice

**SUGGESTED LEARNING ACTIVITIES**

---

Tutorials  
Guest speakers

**COMPETENCY AREA**

**7.13**

**Skill Level 3**

---

Manage

**LEARNING OUTCOME**

---

Manage patient

**PERFORMANCE CRITERIA**

---

Set up a patient appointment system  
Provide culturally appropriate services  
Manage patient referrals and reports

**CONTENT/RANGE STATEMENT**

---

Patient record systems  
Treaty of Waitangi, social and cultural values  
Report writing skills

**SUGGESTED LEARNING ACTIVITIES**

---

Clinical  
Tutorial  
Workshop  
Role play

**COMPETENCY AREA:            Administrate**

**8.1    Maintain Supplies and Stock**

**8.2    Implement Contracts**

**8.3    Prepare and Pay Wages**

**8.4    Complete Documents (form filing)**

**8.5    Bank**

**8.6    Keep Records**

**8.7    Correspond**

**8.8    Observe Legal Requirements**

**COMPETENCY AREA**

**8.1**

**Skill Level 3**

---

Administrate

**LEARNING OUTCOME**

---

Ability to maintain supplies and stock levels

**PERFORMANCE CRITERIA**

---

Maintain stock levels  
Maintain stock control

**CONTENT/RANGE STATEMENT**

---

Stock classifications  
Record keeping practices  
Record keeping procedures

**SUGGESTED LEARNING ACTIVITIES**

---

Tutorial  
Role playing  
Documents processes

**COMPETENCY AREA**

**8.2**

**Skill Level 2**

---

Administrate

**LEARNING OUTCOME**

---

Implement contracts

**PERFORMANCE CRITERIA**

---

Understand basic contracting principles.  
Fulfill contractual responsibilities.

**CONTENT/RANGE STATEMENT**

---

Contracting, employment, legal, financial, legal obligations and considerations, ethnic, socio economic, age and gender considerations

**SUGGESTED LEARNING ACTIVITIES**

---

Tutorial  
Lectures  
Workshop

**COMPETENCY AREA**

**8.3**

**Skill Level 3**

---

Administrate

**LEARNING OUTCOME**

---

Prepare and pay wages

**PERFORMANCE CRITERIA**

---

Manage a payroll  
Understand legal responsibilities

**CONTENT/RANGE STATEMENT**

---

PAYE procedures  
Payroll systems  
Employers responsibilities

**SUGGESTED LEARNING ACTIVITIES**

---

Workshops  
Guest speakers  
Tutorial

**COMPETENCY AREA**

**8.4**

**Skill Level 3**

---

Administrate

**LEARNING OUTCOME**

---

Complete documents (form filling)

**PERFORMANCE CRITERIA**

---

Demonstrate working knowledge of Accident Compensation Corporation, Income Support, Inland Revenue Department systems, and other organisations.

**CONTENT/RANGE STATEMENT**

---

Accident Compensation Corporation procedures and claims  
Income Support  
Inland Revenue Department

**SUGGESTED LEARNING ACTIVITIES**

---

Workshops  
Mock-ups

**COMPETENCY AREA**

**8.5**

**Skill Level 3**

---

Administrate

**LEARNING OUTCOME**

---

Ability to bank

**PERFORMANCE CRITERIA**

---

Demonstrate a knowledge and understanding of banking transactions and services.  
Undertake banking.

**CONTENT/RANGE STATEMENT**

---

Banking procedures

**SUGGESTED LEARNING ACTIVITIES**

---

Tutorials  
Workshops

**COMPETENCY AREA**

**8.6**

**Skill Level 3**

---

Administrate

**LEARNING OUTCOME**

---

Keep records

**PERFORMANCE CRITERIA**

---

Develop accounting systems.  
Understand financial transactions of the practice.  
Develop patient record systems covering medical histories, diagnosis, treatment, medication prescribed, follow-up.  
Ensure personnel record systems meet legal requirements.  
Keep records.  
Store records in compliance with current legal requirements.

**CONTENT/RANGE STATEMENT**

---

Legal requirements  
Accounting principles  
Medical requirements  
Privacy Act

**SUGGESTED LEARNING ACTIVITIES**

---

Practical workshop  
Role play  
Patient management problems

**COMPETENCY AREA**

**8.7**

**Skill Level 3**

---

Administrate

**LEARNING OUTCOME**

---

Ability to correspond

**PERFORMANCE CRITERIA**

---

Use written communications.  
Write reports.  
Write referral letters.

**CONTENT/RANGE STATEMENT**

---

Written communications  
Report writing

**SUGGESTED LEARNING ACTIVITIES**

---

Tutorial

**COMPETENCY AREA**

**8.8**

**Skill Level 3**

---

Administrate

**LEARNING OUTCOME**

---

Observe legal requirements

**PERFORMANCE CRITERIA**

---

Demonstrate a knowledge and understanding of the legal requirements related to the running of the practice as a small business, using available sources of advice and observing legal requirements.

**CONTENT/RANGE STATEMENT**

---

Legal requirements pertaining to:  
Health and Disability Commission  
Ministry of Health documents  
Acts and Regulations  
Council bylaws  
Inland Revenue Department  
Social Welfare  
Contract law  
Setting up a business  
Occupational Safety and Health

**SUGGESTED LEARNING ACTIVITIES**

---

Tutorial, guest speakers, seminars, lectures, research

**COMPETENCY AREA:  
ENSURE QUALITY ASSURANCE**

**9.1 Apply Quality Assurance Measures**

**COMPETENCY AREA**

**9.1**

**Skill Level 2**

---

Ensure quality assurance

**LEARNING OUTCOME**

---

Apply quality assurance measures

**PERFORMANCE CRITERIA**

---

Demonstrate an understanding and apply techniques of quality assurance in health care.  
Implement quality assurance performance criteria to clinical practice.

**CONTENT/RANGE STATEMENT**

---

Define and understand the following terms:

Quality Control  
Quality Assurance  
Total Quality Control  
Total Quality Management (see attached diagram)  
ISO9001, ISO9002 and ISO9003 standards

**SUGGESTED LEARNING ACTIVITIES**

---

Guest speakers, reading  
Applied models, eg case studies

**THE ISO 9000 BOOK**

*High*

***Market Leadership***

**Market Survival**

<b>Product</b>
<b>Specs</b>
Inspection
Records
Q.C.

**Market Presence**

<b>Procedures</b>
ISO 9000
Quality Management
Product Reliability
Training
-----
Q.C.
Q.A.

<b>Customer Satisfaction and Supplier Involvement</b>
Structured Problem Solving
Continuous Improvement Mindset
JIT/TQC
DPU/2
Quality Improvement Teams (QIP-PETs)
Cost of Quality
-----
Q.C.
Q.A.
T.Q.C.

<b>Attitude and Behaviour</b>
(5 Principles a way of life)
Customer Based Planning
Q.M. Structures
Culture Flip
Simplification of Process
Quality Function Deployment (QFD)
Design for Manufacturing (DFM)
-----
Q.C.
Q.A.
T.Q.C.
T.Q.M.

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Low

**Reactive** ®      **Stability** ®      **Incremental Improvement** ®  
**Revolutionary**

*Figure 2.4 ISO 9000 is at the very basic end of the quality evolution, providing stability and the minimum attributes for market survival.*