

Arguably, we have seen the greatest changes in our profession's educational system over the last ten years. The effect of educational change has also had a change in the philosophy of our graduates. I believe that one of the major end products of the move from Diploma qualification to Degree has been a considerable increase in students enrolling in higher degree studies. The effect of concurrent research projects certainly produces a more critical approach to podiatry thinking. As I was heavily involved in much of the discussion which finally resulted in podiatry being included in the degree programs, I thought the time was appropriate to inform the profession and in particular our 'graduates' how the change occurred.

In the mid 1980's, when the profession was seriously debating the need for degree programs, the following scenario existed in the Schools of Podiatry. Four schools were in the College of Advanced Education (CAE) sector and one in the Technical and Further Education (TAFE) sector. The four CAE courses offered podiatry at diploma level and the TAFE course at associate diploma level. In the late 1980's, a restructuring of the tertiary educational system produced change, which resulted in the CAE's becoming universities. The announcement in 1983 by the Lincoln Institute of Health Sciences (Melbourne) that it would offer its Podiatry program at degree level was recognised by the profession as a very important landmark. The announcement was proclaimed in the *Australian Podiatrist* as "...the attaining of a milestone in the profession" (Anon, 1983). Despite the Lincoln euphoria, podiatry education was still offered across the spectrum of TAFE and CAE institutions.

From a professional identity perspective, the variety of podiatry courses was unsatisfactory, as there could be an inference that graduates from one institute may be inferior to another. A major problem encountered by TAFE graduates was

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