2018–2020 ePortfolio cycle audit

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Ki ngā tapu o te ao tukupū.

Tēnei te inoi ki te wairua whakahihiri

Tohia nuku, tohia rangi.

Tohia ki te pou whaitua.

E tipu, e rea, i te tirohanga kanohi.

Ki ngā tapu o te ao tukupū

whaka-tāpua tēnei wāhi, tēnei tauranga tangata,

Tohia nuku, tohia rangi.

Tohia ki te pou whaitua.

Whakareia a Papatūānuku mō ake tonu.

By Wereta W Pahau

Executive summary

This is the second ePortfolio cycle audit carried out by Te Poari Whakaora Ngangahau o Aotearoa / Occupational Therapy Board of New Zealand (OTBNZ). The audit is a continuing quality assurance activity to monitor the effectiveness of how the online ePortfolio system of documenting professional development and continued competence was performing over the 2018–2020 time period. It is a replication of the audit of the first two-year cycle using the current ePortfolio platform. It is an overall quantitative analysis of compliance with mandatory expectations and an in-depth qualitative review of competency two, Practising appropriately for bicultural Aotearoa New Zealand. The audit team was compiled to represent a partnership between OTBNZ and whakaora ngangahau/occupational therapy stakeholders as well as tangata whenua[1] and tangata Tiriti[2] partners.

There were 3,300 kaiwhakaora ngangahau/ occupational therapists who held a practising certificate during the 2018–2020 ePortfolio cycle, and these practitioners made up the overall quantitative sample. The qualitative data was made up of 81 randomly selected ePortfolios from the overall sample. The content entered for competency two (Practising appropriately for bicultural Aotearoa New Zealand) was then extracted for analysis.

The audit found an overall increase in compliance with the mandatory expectations of the ePortfolio compared to 2016–2018. While this is encouraging, compliance was only at 80% for completing the ePortfolio and 72% for having an ePortfolio supervisor. For a mandatory competence assurance process, this does not appear to be high enough. Within these figures, practitioners who were new to practice had lower and little change in compliance rates from 2016–2018.

The qualitative analysis showed a strong alignment between the kaiwhakaora ngangahau/occupational therapist audit team members and the tikanga advisor evaluations of the levels of competence evidenced in the ePortfolios. Some practitioners did not provide any evidence of appropriate bicultural practice, while the majority showed emerging or developing competence. Competence was demonstrated by less than 5% of the investigated portfolios. An in-depth analysis of this overall finding was then carried out. Eight themes were identified to describe the practice that kaiwhakaora ngangahau/occupational therapists were documenting as evidence of their competence. Three of these themes focus on ePortfolios that did not meet the standard of competence required.

An evaluation of the content of the ePortfolios against the 15 performance indicators in competency two showed that there were several performance indicators seldom or never evidenced in the ePortfolio entries. There was a large degree of inconsistency between the audit team members for which performance indicators were being evidenced. There were also additional findings that were noted about the language of the performance indicators and lack of the Tiriti o Waitangi within the content of the ePortfolios.

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1   Tangata whenua is a generic term for Māori comprising those with mana whenua responsibilities (Māori who are tied culturally to an area by whakapapa and whose ancestors who lived and died there), together with taura here (Māori resident in an area but who belong to waka and tribes from other parts of Aotearoa/New Zealand).
2   Tangata Tiriti is a generic term to describe people whose rights to live in Aotearoa/New Zealand derive from te Tiriti/Treaty of Waitangi and the arrangements that the Crown has established under a common rule of law and the equity provisions of Article 3 of te Tiriti/Treaty.

Recommendations

1. Continuation of OTBNZ's routine auditing of 20% of individual ePortfolios per annum as this appears to be having an influence on compliance.

2. Proactive targeting and audit of practitioners with empty ePortfolios in the middle of a cycle to ensure they are engaged in professional development.

3. Supervisors who are supervising therapists on the recertification programme (new graduates, returning and overseas qualified practitioners) need to be clear in their responsibilities as ePortfolio supervisors as well as their role in supervising the practice of these new therapists in their day-to-day working roles.

4. As recommended in the 2016–2018 cycle, training and a standard of competence for ePortfolio supervisors is essential. As the ePortfolio is a tool to support the maintenance and development of competence, supervisors need to know how to utilise it.

5. Presentation of findings from the 2016–2018 and 2018–2020 cycles at the next OTNZ-WNA conference and/or online webinar for the profession to access.

6. As recommended in the 2016–2018 cycle audit, the language of all the performance indicators in competency two needs to be reviewed. This revision should consider:

   a. removing any inferences of other cultural or ethnic groups as part of the competency

   b. substantially increasing the reference to te Tiriti o Waitangi and the Tiriti partnership

   c. inclusion of performance indicators that align occupation, whakaora ngangahau/occupational therapy theory and whakaora ngangahau/occupational therapy values to te Tiriti and bicultural practice

   d. removing words related to knowledge and understanding – competence is not about what people know, it is how they apply what they know.

7. The 2020–2022 ePortfolio cycle audit should be conducted following this audit protocol. As the language of the performance indicators cannot be altered at present, it should focus on the level of competence on the continuum and the volume of multicultural inadequate and potentially incompetent practice. As the new competencies for registration will be in force after this cycle, audits after 2022 will be auditing to them.

8. A wānanga is held to discuss the terminology and concepts used to describe practice in competency two so that kaiwhakaora ngangahau/occupational therapists can more easily relate how their unique whakaora ngangahau/occupational therapy practice is able to reflect te Tiriti o Waitangi principles and responsibilities.

9. The practitioners who have been audit team members for the last two ePortfolio cycle audits have gained greater knowledge in their interpretation and understanding of competency two. Consideration should be given to involving them in the upcoming review of the competencies.

10. Undergraduate curriculum should continue to focus on and review content taught about bicultural practice as a Tiriti partner and how this occurs in practice. Although new graduate therapists were well represented in the continuum of competence, they were not all meeting the minimum threshold of competence at graduation.

11. As recommended in the 2016–2018 audit, training and a standard of competence for ePortfolio supervisors is essential. Supervisors must be meeting the threshold for competence themselves in order to provide appropriate guidance and supervision for others in this area.

12. Development of clear guidance of what is incompetent and unsafe practice. This would also mean a clear definition of competence, which may be provided in the upcoming review of the competencies for registration if the right language is chosen.

13. Examples of what is considered competent practice should be provided for supervisors, practitioners and auditors on the **OTBNZ bicultural practice** page. These should align with the performance indicators within the competencies for registration.

14. OTBNZ auditors of the ePortfolio must be competent bicultural practitioners. Referrals by auditors for individual coaching and cultural guidance should be considered if there is a risk of potentially unsafe or incompetent practice evident in an ePortfolio. Additional training for auditors is required.

15. Exploration by OTBNZ of the use of powers under the Health Practitioners Competence Assurance Act 2003 (HPCA Act) to mandate completion of Te Rito and/or other appropriate training to continue to hold a practising certificate.

Introduction

This is the second ePortfolio cycle audit carried out by the Occupational Therapy Board of New Zealand/Te Poari Whakaora Ngangahau o Aotearoa (OTBNZ).

The ePortfolio is one of the main ways OTBNZ regulates the ongoing competence of kaiwhakaora ngangahau/occupational therapists. It is founded on the five areas of core competence specified in the OTBNZ **competencies for registration**. The audit is a continuing quality assurance activity to monitor the effectiveness of how this online system of documenting professional development and continued competence was performing over the 2018–2020 time period. It is a replication of the audit of the first two-year cycle using the current ePortfolio platform.

The audit includes an overall quantitative analysis of compliance with mandatory ePortfolio expectations and an in-depth qualitative review of competency two, Practising appropriately for bicultural Aotearoa New Zealand. Competency two remains the target area of focused qualitative audit due to the importance of and increased legislative requirements to assure the public of Aotearoa New Zealand that kaiwhakaora ngangahau/occupational therapists are competent and practising in ways that reflect the partnership of te Tiriti o Waitangi. For further background to the ePortfolio platform and the **competences for registration**, please refer to the introduction to the **2016–2018 cycle audit**.

The purpose of the audit remains to:

» provide evidence to assist in regulatory decision making

» provide evidence of how the ePortfolio supports the ongoing development of competence of practitioners

» inform targeted education and additional support to practitioners and specific practitioner groups

» ensure the obligations of OTBNZ to Māori directed by the amendment of HPCA Act section 118 (i) are operationalised within the ePortfolio process.

Audit approach

Audit team

The audit team was compiled to represent a partnership between OTBNZ and occupational therapy stakeholders as well as tangata whenua and tangata Tiriti partners. Dr Mary Silcock, Dr Megan Kenning and Iris Pahau represented OTBNZ on the team. Expressions of interest for two tangata whenua external team members were called for from all registered occupational therapists via an OTBNZ mass email on 17 June 2020. An external tangata Tiriti occupational therapist was purposively recruited from AUT occupational therapy school.[3] The audit team consisted of:

» Dr Mary Silcock
(tangata Tiriti, NZROT, Professional Advisor, OTBNZ)

» Dr Megan Kenning
(tangata Tiriti, Standards, Policy and Risk Advisor, OTBNZ)

» Iris Pahau
(OTBNZ Tikanga Advisor, AWE Consultants Limited)

» Sharon (Shaz) Bryant
(tangata whenua, NZROT, Lecturer, Otago Polytechnic)

» Huhana Whautere
(tangata whenua, NZROT, APM Workcare)

» Dr Margaret Jones
(tangata Tiriti, NZROT, Lecturer, AUT University).

Audit design

In the national ethical standards for health and disability research and quality improvement (National Ethics Advisory Committee, 2019), the expectation is laid out for quality improvement activities to be conducted to the same standard as research activity, regardless of the level of risk or if ethical approval is required. To ensure this project was carried out in an ethical and methodologically sound manner, the audit team followed an ethical framework designed from the above ethical standards. Appendix 1 documents how the standards have been applied in the conduction of the audit. The design and all stages of implementation of the audit, including writing the report, were carried out as a collaborative project between the team members. The audit protocol used for the 2016–2018 audit was peer reviewed by Dr Margaret Jones before the project commenced. The protocol was modified from this original protocol in minimal ways in response to feedback to incorporate the changed audit team make-up and to reflect the project being a replication. All team members reviewed the new audit protocol (Appendix 2) before the project commenced.

Prior to the first meeting of the audit team, all occupational therapists on the OTBNZ register were notified by a mass email that the audit was taking place (Appendix 3). In the email, there was a notification that all data would be de-identified before any analysis occurred and that the audit was a quality assurance exercise to improve OTBNZ processes and systems. Practitioners were assured that individuals would not have any repercussions from this audit activity.

The overall audit question was:

> How was the ePortfolio used to evidence the competence of practising kaiwhakaora ngangahau/occupational therapists in 2018–2020?

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3   AUT was approached as the Otago Polytechnic occupational therapy school had been represented in the 2016–2018 audit team. There had been large mutual benefits having a team member from an educational provider on the team due to the transfer of knowledge directly to students and the academic workforce. Replicating this experience with AUT appeared to be a proactive way of having the same result with the other occupational therapy school in Aotearoa New Zealand.

The following specific audit questions were then used to guide the information gathered in answering the overall audit question:

» What was the compliance rate of participation in the 2018–2020 ePortfolio cycle?

» What was the rate of completion of the reflective practice cycle?

» Were there significant differences of compliance between categories of practitioners (with and without conditions, overseas/Aotearoa New Zealand qualified) in the 2018–2020 ePortfolio cycle?

» What was the rate of compliance with ePortfolio supervisor requirements?

» What was used as evidence of competence in competency two?

» Which performance indicators are most often reflected in the evidence of competence in competency two?

» Were there strengths/weaknesses or themes in the evidence of competence that can assist with education and training in competency two?

Audit methods

A mixed-methods pragmatic audit was carried out following the audit protocol designed for the 2016–2018 ePortfolio audit. The protocol details a quantitative data analysis (n=3,330 practitioners) as well as an in-depth qualitative thematic analysis of the content of competency two (n = 81 practitioners). The thematic analysis was carried out predominantly by the kaiwhakaora ngangahau/occupational therapists in the audit team to maintain a whakaora ngangahau/ occupational therapy lens. The trustworthiness of the findings were strengthened by the two non-occupational therapist members of the audit team (Iris Pahau and Megan Kenning) reviewing the analysis and findings. These 'outsider' reviews generated robust discussion, and consensus of the team was achieved before moving to the next stage of the protocol.

OTBNZ staff managed the process, with Dr Megan Kenning responsible for the quantitative data analysis and Dr Mary Silcock the qualitative analysis. Regular meetings between the audit team were conducted between July 2020 and February 2021 (Appendix 4).

Overall analysis

Practitioners in overall sample

The ePortfolio is a mandatory requirement for registered practitioners holding a current practising certificate. It is a recertification programme set under section 41 of the HPCA Act. All practitioners who held a practising certificate during the 2018–2020 ePortfolio cycle were included in the overall sample. The cycle ran from 1 April 2018 until 31 March 2020. Kaiwhakaora ngangahau/occupational therapists who held a practising certificate on 31 March 2018 and 31 March 2019 were included in the overall quantitative data set.

Compliance with the ePortfolio reflective practice cycle steps for each competency were downloaded into an Excel spreadsheet for each category of practitioner. Compliance was defined as any non-zero step in the cycle (any text of any quantity) entered in the goals, outcome and critical reflection steps and an accepted nomination by a supervisor in the ePortfolio platform (see Appendix 5 for the reflective practice entry fields and Appendix 6 for the record of supervision). The self-assessment step of the cycle was not able to be downloaded in the same way due to limitations of the ePortfolio platform design and was not able to be included in the comparative data.

Overall compliance of the entire sample was analysed and then broken down into the groups identified in Table 1:

Table 1: Overall ePortfolio compliance sample.

	Number of eligible practitioners
Total eligible practitioners who held a practising certificate during the 2018–2020 period (including short-term certificates)	3,330
Practitioners with standard conditions	
New graduate **(NG)**	475
Return to practice **(RTP)**	71
Overseas qualified **(O)**	116
No conditions **(NC)**	2,638

Compliance by core competence area

Compliance with the steps of the reflective practice cycle in each of the five areas of core competence was calculated to measure the level of participation in the ePortfolio (Figure 1).

Figure 1: Comparison of compliance between core competency areas in 2018–2020 cycle.
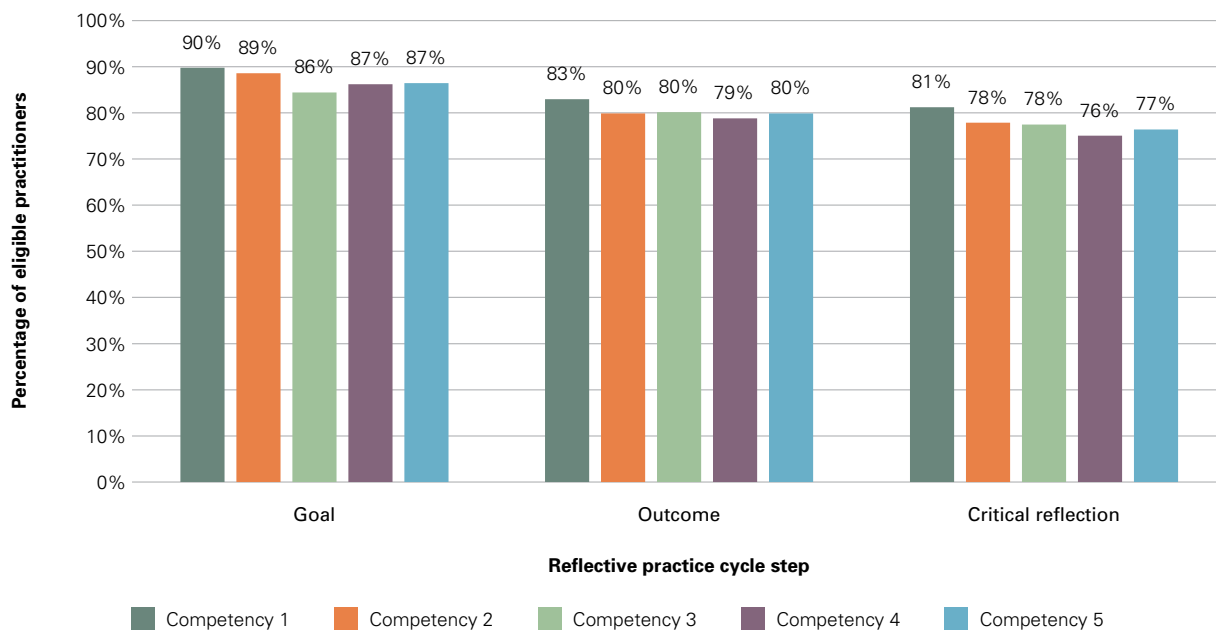
In general, compliance remained similar across all competencies. The trend noted in the 2016–2018 cycle[4] of decreasing compliance from competency 1 to competency 5 of the reflective practice cycle continued in this cycle. The rate of completing the reflective practice cycle (having a critical reflection) ranged from 77–81% for all competencies (71–79% in 2016–2018). There was a slight increase in compliance in each step of the cycle in 2018–2020 compared to the previous cycle.

As was noted in the 2016–2018 cycle, a small number of practitioners had no data entered in any fields of their ePortfolio. 114 practitioners (3.5%) had empty ePortfolios – a reduction from 4.8% in the 2016–2018 cycle. The reasons for non-participation are unclear. Over half of the practitioners who had empty ePortfolios were in the new graduate, overseas or returning to practice groups. These practitioners may be job seeking whilst holding a current practising certificate.

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4   Please refer to 2016–2018 ePortfolio audit for comparative data.

ePortfolio supervisor compliance

The overall compliance with having an ePortfolio supervisor has improved overall by almost 9% since 2016–2018 (Figure 2). This improvement was not observed in the categories of practitioners who are receiving mandatory weekly or fortnightly supervision (new graduate, overseas qualified and returning practitioners).

Figure 2: Comparison of 2016–2018 and 2018–2020 supervisor nomination by practitioner category.
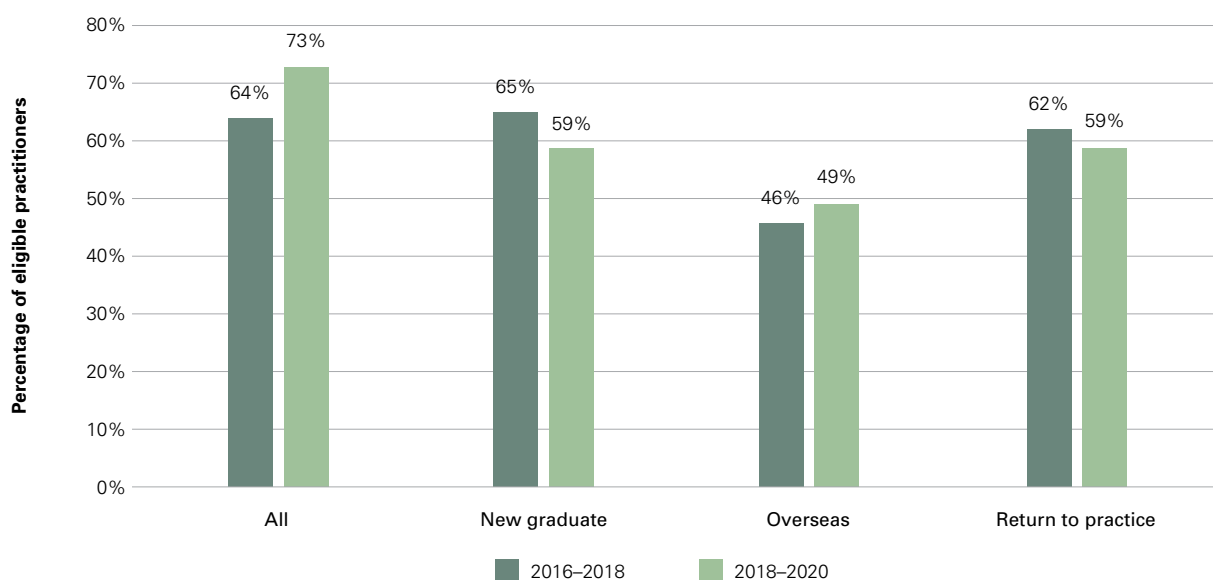
Further analysis of the data related to supervision was carried out. There were 1,285 ePortfolio supervisors during the 2018–2020 cycle. Of these, 119 were external supervisors who were not practising kaiwhakaora ngangahau/occupational therapists. On average, each supervisor supervised 1.9 practitioners. The most kaiwhakaora ngangahau/ occupational therapists supervised by one practitioner was 26. 745 (58%) of these supervisors only supervise one practitioner. This suggests there may be a wide range of skill level, experience and time commitment to the role of ePortfolio supervisor, and these figures may be useful for any future targeted training.

Competency two: Practising appropriately for bicultural Aotearoa New Zealand compliance

As competency two was the target area of competence for the qualitative audit, the compliance of participation by the overall sample in competency two was broken down into the reflective practice cycle steps (Figure 3).

Figure 3: Participation in reflective practice steps by practitioner category.
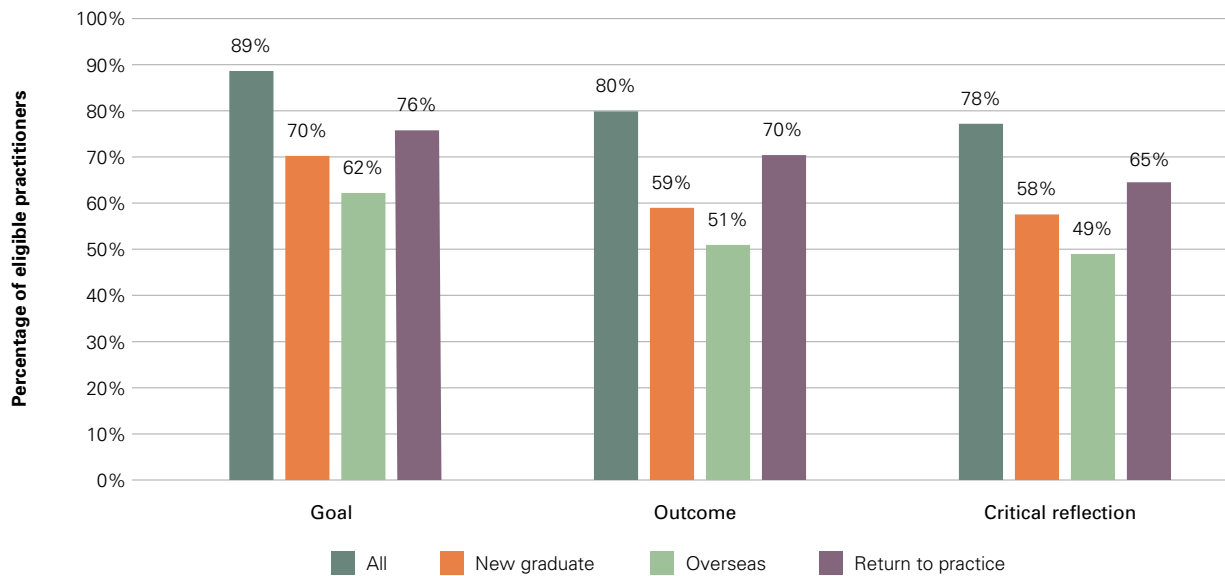
There was a small increase in compliance (3%) when compared to the 2016–2018 cycle of practitioners having a goal, outcome and critical reflection entered for competency two. In a similar trend to 2016–2018, practitioners with conditions continued to have lower levels of completion in all steps of the reflective practice cycle for competency two.

Competency two qualitative analysis

The qualitative data sample was made up of 81 ePortfolio entries for competency two, Practising appropriately for Aotearoa New Zealand (Table 2).

The qualitative data was extracted at the beginning of July 2020[5] and was divided into four groups of kaiwhakaora ngangahau/occupational therapists: those who held a new graduate, return to practice or overseas qualified condition in the two-year cycle and therapists without conditions. The ePortfolios were selected from 3,290[6] practitioners who held practising certificates during the 2018–2020 ePortfolio cycle. Randomised lists of practitioners were generated in Excel, one for each of the four data sub-groupings. The first 20 ePortfolios that had a completed competency two entry were chosen. A completed entry was considered as text entered in the self-assessment, goal, developmental activities, outcomes and critical reflection fields.

The raw data from each ePortfolio was extracted and collated into Word documents for each practitioner grouping, and each ePortfolio was assigned a unique numerical identifier. No connections between the practitioner registration number and the audit identifiers were made, and no linking record has been kept between the two identifying numbers. Additional steps were taken to minimise the likelihood of team members identifying practitioners and to mitigate conflicts of interest. These are outlined in the audit protocol (Appendix 2).

The four groups were chosen to provide OTBNZ with information and insight into the main categories of practitioners it regulates. These groups have different regulatory needs and pose different risks to the public, which OTBNZ is required to manage. For ease of numerical analysis, the sample was increased by 10 from that used in the 2016–2018 audit to make four even sets of data.

Table 2: Qualitative analysis sample.

Practitioner category	Number of practitioners (percentage of total sample)
Practitioners without conditions	20 (25%)
Overseas qualified condition	21 (25%)[7]
Return to practice condition	20 (25%)
New graduate condition	20 (25%)
Total sampled	81 (100%)

Thematic analysis

The thematic analysis was carried out to understand more about what professional development kaiwhakaora ngangahau/occupational therapists were undertaking to develop their bicultural competence and how effective this appeared to be in achieving the level of competence described in the competencies for registration. The purpose of this was to identify where training, education and additional regulatory intervention was needed to support the profession with this area of competence. To carry out the analysis, the two stages of coding detailed in the audit protocol were followed.

Data categorisation

Each person in the audit team was provided with the four data sets to read and study. To strengthen and triangulate the findings, two analytical processes occurred. The data was categorised by the four kaiwhakaora ngangahau/occupational therapists under each of the themes from the 2016–2018 audit (Table 3). Through this categorisation process, the themes were refined and clarified to more accurately represent what the 2018–2020 team was reading in the data.

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5   When an ePortfolio cycle ends on 31 March, practitioners are able to edit their ePortfolio until 1 July as their new ePortfolio is not required to meet audit standards until three months of a cycle has passed. This allows OTBNZ auditors to ask for changes to be made to the ePortfolio during the transition period between cycles. After this date, the ePortfolio is archived to read only. Extraction of the data for this audit occurred once the content could not be altered by the practitioner.

6   10 practitioners were removed from the overall sample due to conflicts of interests with the audit team because of the occupational therapists in the team being supervised by or supervising other occupational therapists. See the audit protocol (Appendix 2) for more detail.

7   An additional overseas qualified practitioner was added in this sample in error, making this sample slightly greater than 25%.

Table 3: Themes for 2018–2020 audit.

	Theme and definition
1	**Change in practice or behaviour is described because of developmental activities** A concrete example is evident and shows how practice has changed after learning or by doing an activity. Theory is put into practice. Practice is solidifying **tino rangatiratanga**[8] and **mana motuhake**. Examples include changed practice with **whānau**/people[9]. Developmental activities are relevant for the practice context and are proactive and innovative with ideas to progress appropriately for the setting.
2	**Whakaora ngangahau/occupational therapy language/values are implicit in bicultural practice (e.g. conscious use of self, spiritual dimension, meaningful occupation, client-centred practice)** **Tikanga** values are expressed alongside whakaora ngangahau/occupational therapy values and integrated/interwoven into practice/deeper knowledge. Practice as a kaiwhakaora ngangahau/occupational therapist is specifically connected with Māori cultural practice, te ao Māori and/or health. For example, lived experience and/or other aspects of whakaora ngangahau/occupational therapy theory are connected to working with Māori, **wairua**/spirituality is connected and incorporated into whakaora ngangahau/occupational therapy practice and/or client-centred practice is incorporated with Māori cultural beliefs.
3	**Bicultural understanding and knowledge is tacit in worldview and practice** A **Tiriti**-based cultural position (tangata Tiriti, tangata whenua) is generalised and tacit in practice. Tikanga understanding is tacit in practice. There is a strong use of te **reo**, and the practitioner's worldview is impacted. There is no dependence on tools and techniques or relying on a recipe to support bicultural practice. The understanding about Aotearoa New Zealand is bicultural with a Māori focus. Deeper personalised learning is shown.
4	**Relationships (e.g. reciprocity and local connections) feature as underlying foundations of bicultural practice** The practitioner's relationships demonstrate **whanaungatanga**. There is intentional establishment of a relationship with Māori colleagues, **kaumātua**, **kuia** and whānau. Information is sought to build knowledge of Māori services, such as asking for help and advice, seeking guidance for safe practice and showing confidence in initiating contact with Māori. Reciprocity and shared experiences are evident and can be seen transferring to wider relationships
5	**Cyclic reflection is present where deeper understanding of knowledge and practice is described (e.g. connecting personal experience to social, institutional or structural barriers or historical context/colonisation)** Deeper understanding and insights are evident. There is connection of heart to practice, a genuine want/desire and authenticity in the text. The personal history and stories of whānau are noticed and incorporated into appropriate changes to practice. The practitioner is aware of the need for life-long learning and has an openness for ongoing development. There is evidence of questioning why and how practice could be better and incorporation of ideas that are not their own.

Due to higher-quality data and experience gained from the prior audit, a greater depth of thematic analysis was carried out in the analysis. The ePortfolios that did not meet the standards expected in competency two have also been thematically categorised into three new themes.

Table 4: New themes in 2018–2020 audit.

|	Theme and definition
6	**Kūare/misunderstanding of bicultural practice and cultural competence** Other ethnicities, cultural groups and/or social cultures are included in the evidence.
7	**Inadequate bicultural practice** There is no achievement of goals or activities and/or no progress in professional development evident and/or no identifiable plan or commitment and/or activities are not related to cultural competence in any way.
8	**Potentially incompetent bicultural practice** Practice that may be unsafe to tangata whenua or colleagues and/or supports structural and/or institutional racism and/or increases cultural burden for Māori co-workers or whānau and/or abdicating responsibility as a health practitioner and/or racist language and perspectives and/or white supremacy/western worldview over-rides critical reflection.

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8   Te reo Māori used throughout the audit has been hyperlinked to the online Māori Dictionary.
9   People who kaiwhakaora ngangahau/occupational therapists work with have been referred to as whānau/people throughout this document

In order to examine the prevalence and nuances of each theme, the process of checking themes and additional coding in the audit protocol was then followed. As the amount of text in an entire ePortfolio can be large (the range is single sentences to over 800 words in each section of the reflective practice cycle), a pivotal extract was chosen by each occupational therapist team member that demonstrated evidence of each theme.

Pivotal extracts from each of the 81 ePortfolios were categorised into the eight themes. Each process involved the four kaiwhakaora ngangahau/occupational therapists comparing and reviewing each other's analysis and discussing what the data was saying. After the third review, 47 (58%) ePortfolios were identified as providing some form of evidence of bicultural practice. The remaining 34 ePortfolios were considered to have no evidence. Through this process, a clear continuum of competence could be seen, and the ePortfolios that had some form of competence evident were then ranked as emerging, developing or competent (Figure 4).

Figure 4: Occupational therapist analysis of 81 ePortfolios on a continuum of competence.
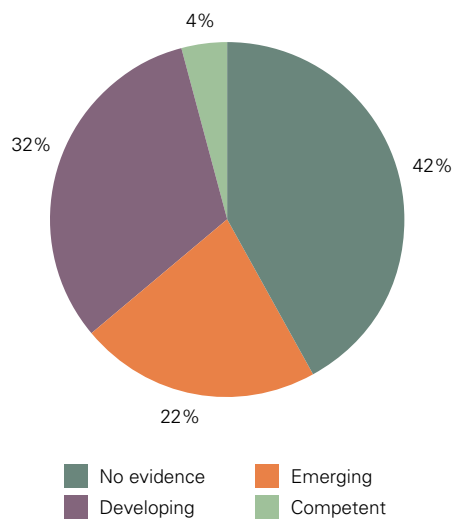
Kaiwhakaora ngangahau/occupational therapists who were returning to practice and overseas qualified were under-represented in developing and competent levels. New graduate therapists generally were providing evidence that was at least equal to or better than all other categories of practitioner.

Table 5: Distribution of extracts with evidence of bicultural practice by practitioner category.

Category	Emerging	Developing	Competent
No conditions (NC)	19	13	2
New graduate (NG)	13	12	5
Overseas qualified (OS)	14	6	0
Return to practice (RTP)	16	5	1

At the same time, the tikanga advisor conducted an independent audit of the data through a tikanga Māori lens. She evaluated the competence evidenced in the 81 ePortfolios through a level of knowing (Figure 5):

» Makariri – the practitioner has little or no understanding of competency two.
» Mahana – the practitioner's reflective practice indicates they have some understanding of competency two.
» Wera – the practitioner's reflective practice indicates they understand and comprehend competency two and are taking steps to change their practice to align with their understanding.

Figure 5: Tikanga advisor analysis of 81 ePortfolios' level of knowing.
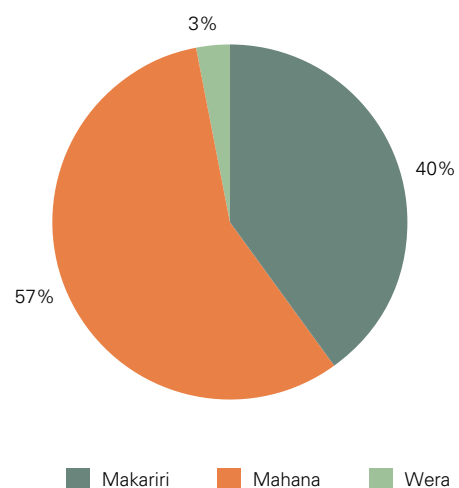
These two processes demonstrated an alignment between the kaiwhakaora ngangahau/occupational therapist team members and the tikanga evaluation. Very similar numbers of ePortfolios were assigned to similar categories in both sets of analysis. The next step in the audit protocol involved additional coding of selected pivotal extracts from the ePortfolios against the performance indicators within competency two in the competencies for registration.

Assessment against performance indicators

The whole team met for a day **kanohi ki te kanohi** on 10 December 2020 to discuss the above analysis. The occupational therapist emerging-developing-competent extracts were compared with tikanga categories of makariri, mahana and wera. From this process, 13 extracts were identified as strong examples of the themes and levels of continuum and became the primary data for the next step of the audit protocol.

The evidence documented in these extracts was assessed against the performance indicators of the competencies for registration. A paraphrased example of the 13 pivotal extracts has been provided below.

→ **Theme 1: Change in practice or behaviour is described because of developmental activities**

Emerging (RTP): Correct pronunciation of Māori language and names has been an important focus for me and I now feel I am practising with more respect and have developed stronger relationships with others because of it.

Developing (NC): Using YouTube, I wrote my own **pepeha** *and started using it with my work mates. I asked for feedback about my pronunciation to ensure it was correct. I have initiated use of tikanga at formal work meetings and informally use* **waiata** *and te reo whenever I can with the people I work with. Connecting through the everyday and natural use of Māori language has been a really positive experience for all of us.*

Competent (NG): I carried out research and learnt more about the Māori worldview and health. This helped change how I approached my work and communication, particularly thinking of what Māori may need and how I can work as a partner in their recovery. I do this by finding support through their marae, working with whānau and cultural advisors when appropriate and using culturally appropriate occupations such as waiata as an intervention.

→ **Theme 2: Whakaora ngangahau/occupational therapy language/values are implicit in bicultural practice**

Emerging (O): I have used an integration of **Te Whare Tapa Wha**, *recovery and the* **Kawa models** *when I have worked with Māori people. The storytelling of the Kawa model was beneficial not just for the person I was working with but taught me about Māori tikanga and values. I have learnt a lot from doing this and it has really developed my ability to develop relationships and see people's strengths.*

Developing (NC): I have been applying a Māori model of health in my practice and it has aligned with my Māori worldview and OT perspective very easily. I realise that OT can be used to enhance and add to Māori health models if deeper thought is carried out when applying them, rather than using them as a tick box strategy.

→ **Theme 3: Bicultural understanding and knowledge is tacit in worldview and practice**

Emerging (RTP): Using te reo is a way of honouring te Tiriti o Waitangi. By using te reo in my everyday practice with Māori and non-Māori, I can support the language to flourish and be part of living in a bicultural way.

Developing (NG): I have become aware that I had assumptions about what non-Māori and other Māori know and believe. This awareness has really helped me progress with my ability to apply te Tiriti o Waitangi at work. I have started to speak up and advise my work mates about tikanga. I have been also actively supporting whānau with ways they can address the racism we have to deal with in our everyday lives.

→ **Theme 4: Relationships (e.g. reciprocity and local connections) feature as underlying foundations of bicultural practice**

Emerging (NC): Meeting new staff at the Māori Health service needed initiating and organising. We had a really successful meeting, and I have started to build a great working relationship with them. We have worked together for several people now. I have changed my approach when working with Māori as I have more understanding of the support we can offer and how we can work together for people when they go home.

Developing (O): I know that developing trust is essential for working with Māori, especially from a government-run organisation. I do this by taking time to get to know people. Having an understanding of the history of the area has been important for this. I use te reo and acknowledge Māoritanga and iwi affiliations when I can. Over time, I have developed relationships with people in a variety of community-based services, and this has also assisted me being able to practise in ways that are culturally appropriate.

Competent (O): I worked closely with the matriarch of the whānau, the Nanny. I knew I needed to develop a relationship with her that was built on respect to work successfully with the rest of the whānau and other services that were involved. Establishing this relationship was essential to reach the outcomes we did.

→ **Theme 5: Cyclic reflection is present where deeper understanding of knowledge and practice is described**

Emerging (NC): Completing the OTBNZ Te Rito[10] modules enabled me to identify where I need to develop greater competence when working with Māori. I recognise that Māori culture has been dominated and suppressed through colonisation and that the learning I have done is essential to apply in practice to provide appropriate OT for Māori.

Developing (NC): It was an epiphany to realise I could weave Māori models of health with OT models easily and in partnership with the person I was working with. I have actively started encouraging my team to consider Māori models of health when we are discussing clinical issues.

Bordering competent (NG): I know I have not learnt enough this year to do everything I can for the Māori whānau I work with. I want to focus on listening and actually hearing why people do not engage with our service so I can meet my responsibility as a health professional to address health inequities.

Coding extracts

To compare what these kaiwhakaora ngangahau/ occupational therapists had provided as evidence of competence to the expectations in the competencies for registration, the 13 extracts were then coded against the 15 performance indicators. The four kaiwhakaora ngangahau/occupational therapist team members coded each pivotal extract with any number of performance indicators it was evidencing.

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10   OTBNZ funds free access for all registered occupational therapists to Te Rito – online bicultural competence training provided by Kia Māia.

Table 6: Frequency of performance indicators providing evidence of competence in the 13 pivotal extracts.

Indicator	Coder 1	Coder 2	Coder 3	Coder 4	% performance indicators total = 245	2016–2018 audit
2.1 You understand the effects of Te Tiriti o Waitangi The Treaty of Waitangi on Māori health and social outcomes.	1	6	1	1	4%	5%
2.2 You recognise your responsibility as a health professional to ensure equal health outcomes for all your clients/ tangata whaiora (Māori clients).	9	9	2	4	10%	7%
2.3 You recognise the effect of structural, systemic and historical decisions on individuals, as well as on their choices and their occupational possibilities.	2	4	4	2	5%	5%
2.4 You understand the factors contributing to rates of Māori mortality, imprisonment, health and social participation. You understand why Māori outcomes differ to those of non-Māori.	0	0	2	0	1%	1%
2.5 You understand the factors contributing to the occupational and health needs of specific clients, including Māori, tau iwi (non-Māori), Pacific peoples, refugees, new settlers and others.	1	0	3	1	2%	1%
2.6 You develop strategies and practise in ways that promote equal outcomes for Māori and other groups that are occupationally compromised.	19	14	6	2	17%	6%
2.7 You recognise that different communities need different resources. You make sure these resources are available or developed.	0	10	2	2	6%	4%
2.8 You adapt your services to each client. You acknowledge and respect that a client's culture or ethnicity may affect how they wish to be treated.	10	13	1	10	14%	10%
2.9 You acknowledge diversity across and within all groups, whether Māori or tau iwi.	0	6	1	1	3%	3%
2.10 You identify your own cultural values, beliefs, attitudes and assumptions about what people are entitled to. You understand the effect these ideas have on the decisions you make in your practice.	4	6	1	5	7%	9%
2.11 You recognise that your peers, colleagues and clients all bring different realities and identities to your practice.	4	4	0	1	4%	2%
2.12 You understand sociopolitical, governmental and organisational processes for making decisions and setting policies. You understand the effects of these decisions and policies on services for different cultural groups.	1	2	1	1	2%	3%
2.13 You take your responsibilities under Te Tiriti o Waitangi The Treaty of Waitangi seriously. You meet and develop relationships with local iwi and with people who work in Māori health, welfare and education.	3	1	4	1	4%	10%
2.14 You identify your own role in building and sustaining relationships with whānau, hapū, iwi, Māori organisations and tangata whenua as a whole.	8	4	5	10	11%	10%
2.15 You understand power imbalance between different cultures. You negotiate appropriately when collaborating, consulting or partnering with Māori.	3	9	2	2	7%	2%

*Tangata whenua
*Tangata Tiriti

Indicator	Coder 1	Coder 2	Coder 3	Coder 4	% performance indicators total = 245	2016–2018 audit
1.3 You use a range of strategies for communicating. You adapt how you communicate to each context, acknowledging and respecting the values, beliefs, attitudes and practices of your clients tangata whaiora (Māori clients).	0	0	2	0	1%	3%
1.16 You understand and recognise key Māori concepts, and you include appropriate tikanga (Māori customs) in your practice.	9	0	1	0	4%	14%

*Tangata whenua
*Tangata Tiriti

Like 2016–2018, there were some significant discrepancies between the frequency of use of several performance indicators by the coders. For example 1.16, 2.4 and 2.15 were used with more frequency by one coder and 2.4, 2.5, 2.11 and 1.3 were never used by some coders. The indicators 2.4, 2.5, 2.9 and 2.12 were seldom chosen. A comparison between tangata Tiriti and tangata whenua occupational therapist coders shows that 2.2 and 2.6 were the most disparate between the two Tiriti partners.

Table 7: Performance indicators by theme. Highlighted indicators were present in every theme for 2018–2020.

Indicator	Change in practice		OT theory		Relationships		Bicultural tacit		Cyclic reflection	
2.1	✔		✔	✔	✔		✔	✔	✔	✔
2.2	✔		✔	✔	✔	✔	✔	✔	✔	✔
2.3	✔	✔	✔		✔	✔	✔		✔	✔
2.4							✔		✔	✔
2.5	✔	✔		✔		✔			✔	✔
2.6	✔	✔	✔		✔	✔		✔		✔
2.7	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔
2.8	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔
2.9	✔		✔			✔		✔	✔	✔
2.10	✔	✔	✔	✔		✔	✔	✔	✔	✔
2.11	✔			✔		✔		✔	✔	✔
2.12	✔	✔			✔	✔	✔		✔	✔
2.13			✔			✔		✔	✔	✔
2.14	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔
2.15	✔	✔			✔	✔		✔		✔

✔ 2018–2020
✔ 2016–2018

Additional performance indicators outside of competency two were also noted as being evidenced in some of the extracted sections (Table 8).

Table 8: Performance indicators evidenced outside competency two.

Indicator	Change in practice		OT theory	Relationships		Bicultural tacit		Cyclic reflection	
1.16	✔	✔	✔	✔	✔	✔	✔	✔	✔
1.3	✔	✔	✔	✔	✔			✔	✔

✔ 2018–2020
✔ 2016–2018

The only theme that had all 15 performance indicators associated with it was cyclic reflection. This was a change from 2016–2018 where no themes had all the indicators associated with them.

Indicators 2.2, 2.7, 2.8, 2.10 and 2.14 were used in every theme, suggesting these were more easily evidenced by kaiwhakaora ngangahau/ occupational therapists.

Evidence suggesting bicultural competence is not being met

There were three main themes that related to not meeting the expectations of competency two. These themes were discussed at length at the kanohi-ki-te-kanohi hui with the whole team and correspond with the tikanga advisor assessment of the makariri level of competence. Paraphrased examples of the evidence related to each theme has been provided below.

→ **Theme 6: Kūare/misunderstanding of bicultural practice and cultural competence**

This theme was noted in the 2016–2018 audit where 13 of the 70 ePortfolios related to multicultural practice. There were nuances in the content of the ePortfolios that indicated different misunderstandings of practising appropriately for the bicultural Aotearoa New Zealand context.

Practice that involved all cultures and/or ethnicities: I need to increase my understanding of other cultures to ensure I work in a culturally safe and appropriate manner.

Using translators or interpreters of people who have English as a second language has been important to organise and facilitate.

Practice related to sociocultural groups: My workplace and people we work with are really diverse as is my community. NZ is becoming more multicultural and there is so much to learn.

I have had a successful outcome working with a person who identified as transgender.

Practice that grouped Māori culture with Polynesian cultures: I am experienced working with Māori and Pacific Island clients and have a good understanding of their cultures.

I want to learn about Samoan and Tongan cultures to ensure culturally appropriate practice.

→ **Theme 7: Inadequate bicultural practice**

Many ePortfolios contained content that reflected no progression in competence over the two-year cycle.

Running out of time: Time constraints have prevented me completing my planned developmental activities.

I haven't been able to complete Te Rito but if I get a Māori person referred to me I will prioritise this.

No change in practice or competence evident: Pronouncing the Māori language is difficult and I have been reminded that I need to work on this.

I uphold te Tiriti o Waitangi, and after attending a course, I felt like my practice did not need to change.

Not prioritising bicultural competence as professional development: I have not engaged in any professional development related to Māori this ePortfolio cycle.

No professional development was provided by my organisation for cultural competence, and I ended up using my budget for PD on other training.

→ **Theme 8: Potentially incompetent bicultural practice**

There were five main risk areas the audit team felt needed to specifically highlighted. There were often sentences or phrases within an ePortfolio that contradicted or nullified content that indicated developing competence. Other ePortfolios had content that was consistent with one of more of these themes throughout all entries. Some of these extracts have been paraphrased below and appear to indicate that kaiwhakaora ngangahau/occupational therapists' underlying beliefs, biases or misconceptions may be creating unsafe environments for Māori. There were also examples of a distinct lack of commitment to te Tiriti, indicating a fundamental issue in what is understood as necessary to be competent in competency two.

Protecting Eurocentric norms
Several ePortfolios contained content that appeared to perpetuate western supremacy and protect white and/or western ways of delivering services.

Other cultures also need to be heard and understood so our history of suppression and violence is recognised.

Our service received a complaint from a Māori whānau about one of the staff members, which took us by surprise. I think it was because of their cultural beliefs and values not because we did anything wrong.

I have not engaged in any professional development related to Māori this ePortfolio cycle. I will continue to work with people as individuals. I do not judge other people and am sure my clients are comfortable and feel respected.

Maintaining structural barriers to accessing services and supporting institutional and systemic racism
Some ePortfolios referred to practice that did not include Māori in policy or analytical work that had potential outcomes for service delivery or may have prevented access to services.

The low numbers of Māori in our service was surprising so we have decided to carry out an internal audit and analysis of data to explore why this is [no evidence of consultation with Māori].

Our region has a low population of Māori and I hardly ever work with Māori. I can provide services that have an equal outcome for all people as I can adapt my services to meet each person's needs.

Unsafe for whānau/people
Some of the portfolios documented reflections that indicated potentially culturally unsafe practice. These involved negative bias, decision making for Māori and creating unsafe environments for Māori.

Whānau stay and use our supplies, which makes it difficult to practice.

There was a Māori person in the session, and when another participant was discussing risk factors for Māori people, they did not want to provide an explanation.

After an initial assessment, I would decide if it was necessary to refer onto Māori health services.

Reliance on Māori co-workers and whānau for own self-development clients

Many ePortfolios identified relationships and co-working with Māori as important for their bicultural competence. There were some among these that indicated an over-reliance or dependence on whānau and colleagues for their practice decisions. While appropriate reciprocity was evident in some of these examples, using clients or colleagues for professional development can overburden whānau/people with demands that can be met elsewhere.

I intend to meet with the Māori health team to find out how to incorporate OT models of healthcare into my practice with Māori whānau.

I take advantage of Māori clients and colleagues who can speak te reo to learn about how to practice biculturally.

Racism

There were a small number of the portfolios that had racist content. Any such content is not acceptable for health practitioners. The racism was not blatant but rather presented itself as bias, stereotyping and associating Māori with anti-social or criminal activity.

Māori have low health literacy and need help to understand the health system.

The training was mainly about the way Māori have been poorly treated by white people.

Understanding family violence, gang affiliation, homelessness and poverty are required for me to work effectively with Māori.

Additional results

There were some additional observations that warranted inclusion in these findings.

Te Tiriti o Waitangi references

There was little reference to te Tiriti in the 81 ePortfolios. This was a change from 2016–2018 when 45/70 mentioned te Tiriti or the Treaty in the text. To explore this further, a basic word search was carried on all of the 81 ePortfolios to establish the frequency that the kupu 'Tiriti', 'Treaty' and 'Māori' were mentioned. As can be seen in Table 9, te Tiriti or the Treaty were seldom referred to in the text compared to references to Māori.

Table 9: Frequency of the use of the kupu 'Tiriti', 'Treaty' and 'Māori' in the 81 extracted ePortfolios 2018–2020.

Category	Tiriti	Treaty	Māori
New graduate	10	30	175
NZ	2	26	179
Overseas qualified	2	8	194
Return to practice	3	14	127
	17	**78**	**675**

Te Tiriti o Waitangi as a partnership and bicultural practice for context of Aotearoa

Several of the ePortfolios in the qualitative sample were from kaiwhakaora ngangahau/occupational therapists who identified themselves as Māori in the text. Evaluation of the competence evidenced in their extracts varied considerably between the audit team members. This variation appeared to be due to the different worldviews, understanding of te Tiriti and whether they were a tangata Tiriti or tangata whenua team member. The expectations within the competency two performance indicators and the appropriateness of these for practitioners who identify as tangata whenua was discussed at length by the audit team. It was felt that competency two did not adequately meet the needs of both sides of the Tiriti partnership as it is currently written. At present, the performance indicators appear to be written in language that is strongly biased towards tangata Tiriti competence. This has implications for all OTBNZ auditors and assessors who are evaluating practitioners against the competencies for registration.

Relation to competence

Competency is defined as the "observable ability of a person, integrating knowledge, skills, and attitudes in their performance of tasks. Competencies are durable, trainable and, through the expression of behaviours, measurable" (Mills et al., 2020, p. 12). A large amount of the content in the self-assessments and critical reflections was noted to be documentation of the knowledge and understanding the practitioner had, which is a prerequisite to being competent but cannot be used as a measurement of competence. The tendency to document knowledge acquisition as evidence of competence is supported by the language used in 5/15 of the performance indicators as they commence with "You understand…". This is another example of how the language in competency two may be confusing practitioners and making it unclear on what and how to evidence competence.

Findings

What is the compliance rate of participation in the 2018–2020 ePortfolio cycle?

» What is the rate of completion of the reflective practice cycle?

» What is the rate of compliance with ePortfolio supervisor requirements?

The average of eligible practitioners completing the reflective practice cycle by having a critical reflection in all five competencies was 80% (71% in 2016–2018). The average compliance in meeting the requirements of ePortfolio supervision was 72% (64% in 2016–2018).

Are there differences of compliance in competency two between categories of practitioners (with and without conditions, overseas/New Zealand qualified) in the 2018–2020 ePortfolio cycle?

Yes. Practitioners with no conditions on practice were the most compliant in completion of reflective practice cycle (84%) and with having an ePortfolio supervisor (72%). Overseas qualified with condition and returning practitioners had lower rates of compliance of completing the reflective practice cycle than in 2016–2018. Returning practitioners also had lower rates of compliance with ePortfolio supervision.

There has been an increase in overall compliance in completing the ePortfolio and with ePortfolio supervision since the 2016–2018 cycle. The implementation of a robust and consistent auditing process of 20% of practitioners over 2019 and 2020 is likely to be the reason for this.

The overall non-compliance of completing the reflective practice cycle in the 2018–2020 two-year period was approximately 20% over the five competency areas. This represents over 660 kaiwhakaora ngangahau/ occupational therapists who held a practising certificate during 2018–2020 but did not complete the cycle. Practitioners leaving employment or taking a break from practice while still holding a practising certificate make up some of this number.

The low compliance of ePortfolio supervision (average 72%) remains a concern. As a high-trust regulatory model, the ePortfolio relies on these supervisors to support and provide guidance on how to maintain and progress competence. This is particularly concerning for the returning practitioners who were under-represented in the developing and competent level of competence in competency two and for all new registrants who continued to have lower levels of compliance with ePortfolio supervision in this cycle.

What is used as evidence of competence in competency two?

» 58% (47) of the ePortfolios in the qualitative sample had some form of bicultural competence evidenced by the five identified themes. Most of these fell into the emerging or developing/mahana levels on the continuum of competence with only two ePortfolios evidencing competence/wera.

» As found in 2016–2018, evidence that showed cyclic reflection with deeper understanding remained the strongest theme. It was the only theme where all performance indicators of competency two were identified in the extracts.

» 42% (34) of the extracted ePortfolios contained evidence that did not meet the threshold of expected competence due to the content being multicultural or inadequate or containing reference to potentially unsafe and incompetent practice.

Which performance indicators are most often reflected in evidence of competence?

» Performance indicators 2.2, 2.6, 2.8, and 2.14 were the most commonly coded performance indicators (2016–2018: 2.8, 2.13 and 2.14).

» Indicators 2.2 and 2.6 had discrepancies between tangata whenua coders compared to tangata Tiriti.

» Indicators 2.7, 2.11 and 2.15 had discrepancies between one coder and other three (2016–2018: 2.8 and 2.14).

» No performance indicators were highly used by all coders (2016–2018: 2.13 had high frequency use by all the coders).

» Indicators 2.1, 2.4, 2.5, 2.9 and 2.12 were seldom used by all four coders (2016–2018: 2.4, 2.5, 2.9, 2.11, 2.12 and 2.15).

» Indicator 1.16 was used by two coders as well as indicators from competency two and was also was used by two coders in 2016–2018).

Are there strengths/weaknesses or themes in the evidence of competence that can assist with education and training?

» The absence of reference to te Tiriti in the evidence of competence for competency two appears to indicate a lack of understanding and awareness of it as the foundation for competency two and competent practice.

» The cyclic reflection theme had all 15 performance indicators from competency two associated with it. The bicultural tacit and relationships themes each had 13/15. This suggests a close connection between these three ways of demonstrating competence and the competence in the performance indicators.

» The themes of OT theory and change of practice had the lowest number of performance indicators associated with them. This suggests these are the most difficult ways to evidence the range of competence expected in competency two.

» Practitioners are providing evidence that is on a continuum of competence, and most appear to require further professional development to move to a competent level.

» Cyclic reflection, bicultural tacit and OT theory themes did not have any practitioners evidencing the use of these approaches to a competent level. This suggests that these are more challenging ways of evidencing competence. These themes could be target sites for education and training.

» Five indicators were seldom or never used by the four coders. Reasons for this were not explored but it suggests they are difficult to evidence to meet competency two expectations. Note that, except 2.1, the other four inference to multicultural practice rather than te Tiriti o Waitangi-based practice:

> **2.1** You understand the effects of Te Tiriti o Waitangi The Treaty of Waitangi on Māori health and social outcomes.

> **2.4** You understand the factors contributing to rates of Māori mortality, imprisonment, health and social participation. You understand why Māori outcomes differ to those of non-Māori.

> **2.5** You understand the factors contributing to the occupational and health needs of specific clients, including Māori, tau iwi (non-Māori), Pacific peoples, refugees, new settlers and others.

> **2.9** You acknowledge diversity across and within all groups, whether Māori or tau iwi.

> **2.12** You understand sociopolitical, governmental and organisational processes for making decisions and setting policies. You understand the effects of these decisions and policies on services for different cultural groups.

Commentary on overall findings

Compliance with requirements

The 2018–2020 audit found an overall increase in compliance with completing the ePortfolio in the mandatory time period as well as having an ePortfolio supervisor compared to 2016–2018. While this is encouraging, compliance was only at 80% and 72% respectively. For a mandatory competence assurance process, this does not appear to be high enough. It is also concerning that returning to practice and overseas qualified kaiwhakaora ngangahau/occupational therapists had little change in compliance rates from 2016–2018. Along with new graduates, these practitioner groups continue to have the lowest compliance in having an ePortfolio supervisor despite professional supervision being a mandated condition of them starting to practise in Aotearoa New Zealand. This was also highlighted as a concern in the 2016–2018 cycle.

There was a reduction (1.3%) of empty ePortfolios in the 2018–2020 cycle to 3.5% (114 practitioners) compared to 2016–2018. This also suggests there has been movement in increased compliance with the mandatory expectation of completing the ePortfolio when holding a practising certificate.

Recommendations

1. Continuation of OTBNZ's routine auditing of 20% of individual ePortfolios per annum as this appears to be having an influence on compliance.
2. Proactive targeting and audit of practitioners with empty ePortfolios in the middle of a cycle to ensure they are engaged in professional development.
3. Supervisors who are supervising therapists on the recertification programme (new graduates, returning and overseas qualified practitioners) need to be clear in their responsibilities as ePortfolio supervisors as well as their role in supervising the practice of these new therapists in their day-to-day working roles.

4. As recommended in the 2016–2018 cycle, training and a standard of competence for ePortfolio supervisors is essential. As the ePortfolio is a tool to support the maintenance and development of competence, supervisors need to know how to utilise it.
5. Presentation of findings from the 2016–2018 and 2018–2020 cycles at the next OTNZ-WNA conference and/or online webinar for the profession to access.

Competency two analysis findings

The analysis raised several issues relating to the way in which competency two is evidenced by practitioners in their ePortfolio. A primary factor appears to be the use of multicultural and sociocultural inferences in the language of several of the 15 performance indicators. This is likely to be a contributor to the significant proportion of ePortfolios that continued to provide evidence of competence that is multicultural or is misunderstanding the concept of bicultural practice. Another issue was the continued inconsistency between the audit team members in evaluating what performance indicators were being evidenced. This suggests the language and/or the content of the performance indicators is difficult to audit against. Lastly, there was very little evidence of whakaora ngangahau/occupational therapy theory being applied and adapted to competency two. This may be an indication that the performance indicators are not reflecting whakaora ngangahau/occupational therapy-specific practice in ways that practitioners can identify and relate to. In the upcoming review of the competencies for registration, the language of the performance indicators requires careful attention.

Recommendations

6. As recommended in the 2016–2018 cycle audit, the language of all the performance indicators in competency two needs to be reviewed. This revision should consider:

a. removing any inferences of other cultural or ethnic groups as part of the competency

b. substantially increasing the reference to te Tiriti o Waitangi and the Tiriti partnership

c. inclusion of performance indicators that align occupation, whakaora ngangahau/ occupational therapy theory and whakaora ngangahau/occupational therapy values to te Tiriti and bicultural practice

d. removing words related to knowledge and understanding – competence is not about what people know, it is how they apply what they know.

7. The 2020–2022 ePortfolio cycle audit should be conducted following this audit protocol. As the language of the performance indicators cannot be altered at present, it should focus on the level of competence on the continuum and the volume of multicultural inadequate and potentially incompetent practice. As the new competencies for registration will be in force after this cycle, audits after 2022 will be auditing to them.

8. A wānanga is held to discuss the terminology and concepts used to describe practice in competency two so that kaiwhakaora ngangahau/occupational therapists can more easily relate how their unique whakaora ngangahau/occupational therapy practice is able to reflect te Tiriti o Waitangi principles and responsibilities.

9. The practitioners who have been audit team members for the last two ePortfolio cycle audits have gained greater knowledge in their interpretation and understanding of competency two. Consideration should be given to involving them in the upcoming review of the competencies.

10. Undergraduate curriculum should continue to focus on and review content taught about bicultural practice as a Tiriti partner and how this occurs in practice. Although new graduate therapists were well represented in the continuum of competence, they were not all meeting the minimum threshold of competence at graduation.

11. As recommended in the 2016–2018 audit, training and a standard of competence for ePortfolio supervisors is essential. Supervisors must be meeting the threshold for competence themselves in order to provide appropriate guidance and supervision for others in this area.

Evidence of competent bicultural practice

A significant finding of the in-depth analysis was the low level of competence demonstrated in the evidence. This was similar to the finding in 2016–2018.[11] Most of the 47 ePortfolios that had some evidence of competence were in the emerging or developing end of the continuum, with the remaining 33 not providing any evidence of competence. This may be reflective of the issues discussed above in the language of the performance indicators and in evidencing some of the indicators.

The lack of competence is consistent with the findings of several reports, including the **WAI 2575** inquiry, which suggest that health practitioner competence is a factor leading to inequities in health outcomes between Māori and non-Māori.

Of concern, there appears to have been little movement in the professions' overall competence in competency two in the last two years. There is a significant need for education and support to assist kaiwhakaora ngangahau/occupational therapists with this area of competence.

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11 In 2016–2018, 4/70 ePortfolios were identified as competent compared to 2/81 in 2018–2020.

Recommendations

12. Development of clear guidance of what is incompetent and unsafe practice. This would also mean a clear definition of competence, which may be provided in the upcoming review of the competencies for registration if the right language is chosen.

13. Examples of what is considered competent practice should be provided for supervisors, practitioners and auditors on the **OTBNZ bicultural practice** page. These should align with the performance indicators within the competencies for registration.

14. OTBNZ auditors of the ePortfolio must be competent bicultural practitioners. Referrals by auditors for individual coaching and cultural guidance should be considered if there is a risk of potentially unsafe or incompetent practice evident in an ePortfolio. Additional training for auditors is required.

15. Exploration by OTBNZ of the use of powers under the Health Practitioners Competence Assurance Act 2003 (HPCA Act) to mandate completion of Te Rito and/or other appropriate training to continue to hold a practising certificate.

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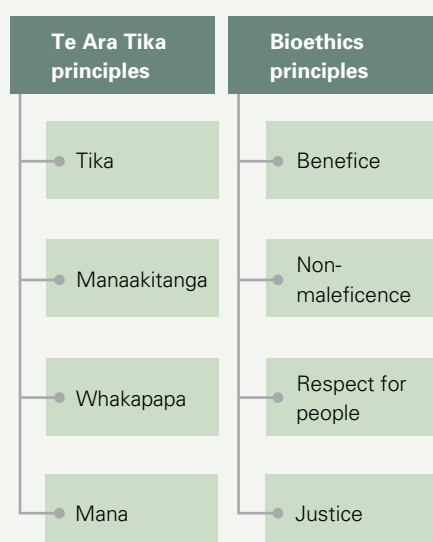
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Appendices

Appendix 1: Ethical standards

These standards were produced with reference to Hudson et al. (2010) and the guiding principles outlined in the national ethical standards for disability and health research and quality improvement (National Ethics Advisory Committee, 2019). These principles are represented in Figure 6.

Figure 6: Overview of Te Ara Tika and bioethics principles (National Ethics Advisory Committee, 2019, p. 35).

Te Ara Tika principles	Bioethics principles
Tika	Benefice
Manaakitanga	Non-maleficence
Whakapapa	Respect for people
Mana	Justice

The partnership between the principles as they relate to ethical research activity for the context of Aotearoa New Zealand is explained as follows:

> These Standards do not ethically or conceptually prioritise to either [the principles of Te Ara Tika or traditional bioethics]. No assumption is made that they cover the same ground in all cases. However, they do have an important common ground in one sense: they involve knowledge discovery through respectful and rights-based engagement between researchers, participants and communities to advance health and wellbeing. When used together, the two sets address ethical positions of different societies, thereby strengthening ethical discourse in New Zealand.
>
> These two sets of principles are the ethical sources of the more specific standards… For example, the guideline that participants give their informed consent to participate comes from the principle of respect for people, and from the principles of mana and manaakitanga…
>
> When the principles are described in the abstract, outside of a specific context, it may become more challenging for researchers to realise them all simultaneously; they may make incompatible demands on researchers. A well-designed research project will mitigate against obstacles and identify necessary solutions.
>
> (National Ethics Advisory Committee, 2019, pp. 34–35).

Appropriate design/outcomes/respectful relationships

» Peer review of the audit protocol will be obtained before implementation.

» OTBNZ will only use data in this research project that is collected as part of its normal business operating processes and that it is legally authorised to use for quality improvement activity.

» All practitioners who held an annual practising certificate during April 2018 to April 2020 will be included in the data collection.

» Extracted data will be held only for OTBNZ's operational activity and destroyed following the completion of the project.

» Only OTBNZ staff involved with ongoing auditing and research responsibilities will access the data.

» Analysis of data will be conducted collaboratively and respectfully within the audit team.

» Findings of the research will be shared with key stakeholders and the profession at large.

» Key outcomes of the research are expected to:

  > inform policy related to the application of the ePortfolio

  > assist with future planning to ensure the profession has the support to maintain competent practice

  > provide information on where additional education and support from OTBNZ is required to ensure competent practice is occurring

  > continue the high-level audit programme of the ePortfolio as a competence measure.

» Any findings and operational decisions that are applicable to Māori or intended to support implementation of bicultural practice will be written in partnership with tangata whenua kaiwhakaora ngangahau/occupational therapists and with appropriate tikanga advice.

» The project is considered as being part of OTBNZ's quality improvement and auditing activities and is intended to support positive change in whakaora ngangahau/occupational therapy practice.

Respect and care for others/ensuring privacy confidentiality/co-design/giving back to community

» All data will be held in the password-protected OTBNZ server.

» As soon as practicable, all identifiers will be removed from the raw data and the reidentifying linking data will be held in a separate file in the OTBNZ secure server.

» Non-OTBNZ audit team members will only see the ePortfolio entries once they have had any potentially identifying information removed.

» Protection of all data will comply with the confidentiality, privacy and governance policies of OTBNZ.

» All practitioners on the register will be notified that the audit project is taking place, with the aims, expected outcomes and plans for disseminating the findings detailed.

» All practitioners will be informed of the ethical standards of the audit.

» All kaiwhakaora ngangahau/occupational therapists who acted as a third party in 2018–2020 for audit team members will be removed from the randomised sample.

» All supervisors from the 2018–2020 time period and who are currently providing supervision of the audit team will be removed from the randomised sample.

» Audit team members will declare any additional conflicts of interest if the situation arises where they can identify a practitioner by the content of the ePortfolio, and the ePortfolio will be excluded from the audit.

» No potentially identifying verbatim text from the data will be used in publications.

Relationships and engagement with Māori and participants

» Consultation and advice from the OTBNZ tikanga advisor on the research proposal and design before implementation.

» Tangata whenua and tangata Tiriti will be represented as equal partners in the audit team.

» All practitioners on the register will be notified that the audit project is taking place, with the aims, expected outcomes and plans for disseminating the findings detailed.

Shares knowledge and upholds mana/ upholds tikanga/mitigates risks of research

» Minutes will be taken and shared after each meeting.

» Meetings will be convened in ways and at times so that all members can attend.

» All data and documents will be shared with the whole audit team.

» Content of written reports will not be produced without consensus from the whole team.

» The benefits of the audit will be to:

> improve the quality and standard of receiving whakaora ngangahau/occupational therapy, particularly to address inequities facing tangata whenua

> support improved OTBNZ processes

> provide knowledge and information for the whakaora ngangahau/occupational therapy profession and wider regulatory community.

» All analysis will be carried out with de-identified data. This will anonymise the data as much as possible, minimising risk of subjective bias or unconscious repercussions of the ePortfolio content being used for purposes outside the audit.

» Any risk to the public of incompetent practice is balanced by the operational processes already in place where an occupational therapist/kaiwhakaora ngangahau and supervisor are required for the annual recertification to take place. The oversight required by these two roles involves reading the content of the practitioner's ePortfolio and, as such, should address any immediate risk to the public.

Occupational Therapy
Board of New Zealand
TE POARI WHAKAORA NGANGAHAU O AOTEAROA
FOSTERING FAITH AND CONFIDENCE IN THE PROFESSION

2018–2020 ePortfolio cycle audit

Audit title

An evaluation of the Te Poari Whakaora Ngangahau o Aotearoa/ Occupational Therapy Board of New Zealand/ (OTBNZ) ongoing competence assurance programme: ePortfolio cycle 2018–2020.

With an in-depth focus on:

» Competency two, Practising appropriately for bicultural Aotearoa

» Competency four, Practising in a safe, legal ethical and culturally competent way.

Audit team

OTBNZ employees

» Dr Megan Kenning, PhD, Policy, Standards and Risk Advisor/tangata Tiriti

» Dr Mary Silcock, PhD, Professional Advisor/tangata Tiriti OT

External partners

» Dr Margaret Jones (AUT)/tangata Tiriti OT

» Shaz (Sharon) Bryant (Otago Polytechnic)/tangata whenua OT

» Huhana Whautere, tangata whenua OT

Tikanga advisor

» Iris Pahau (OTBNZ tikanga advisor)

Conflicts of interest/standpoints of the auditors

Iris Pahau is the tikanga advisor for OTBNZ. The tikanga advisor holds many responsibilities and acts in the same capacity for the New Zealand Psychologists Board and the Psychotherapists Board of Aotearoa New Zealand. She is the Director of AWE Consultants Limited.

Dr Mary Silcock is a kaiwhakaora ngangahau/ occupational therapist and has a current ePortfolio and practising certificate. Mary is a qualitative researcher with expertise in sociological analysis.

Dr Megan Kenning hold a qualification in optometry and completed her PhD in molecular biology. She is a quantitative researcher with an interest in evidence-based policy.

Dr Margaret Jones is an occupational therapist and lecturer at the AUT School of Whakaora Ngangahau/ Occupational Therapy. Margaret has a current ePortfolio and practising certificate and has expertise in qualitative research and evidence-based practice.

Shaz (Sharon) Bryant is a kaiwhakaora ngangahau/ Māori occupational therapist and lecturer at the Otago Polytechnic School of whakaora ngangahau/ occupational Therapy based at the Kirikiriroa campus. Shaz has a current ePortfolio and practising certificate.

Huhana Whautere is an occupational therapist employed by APM Workcare Limited. She is currently enrolled in a master's programme at Otago Polytechnic, and her research involves bicultural practice and whakaora ngangahau/occupational therapy. Huhana has a current ePortfolio and practising certificate.

Rationale for the audit

In 2015, new competencies for registration and continuing practice for kaiwhakaora ngangahau/ occupational therapists were enacted by OTBNZ for Aotearoa New Zealand practising kaiwhakaora ngangahau/occupational therapists. This was the fourth iteration of the document since 1990. These new competencies introduced a much greater expectation of kaiwhakaora ngangahau/occupational therapists to demonstrate competence in practice that was reflective of te Tiriti o Waitangi and the bicultural status of Aotearoa New Zealand. At the same time, a new online platform, the ePortfolio, was introduced where therapists could evidence their ongoing competence against the new competencies for registration. The online ePortfolio is a high-trust model reliant on active participation by each occupational therapist and their ePortfolio supervisor.

OTBNZ has an audit programme to ensure that practitioners are actively participating and complying with the ePortfolio expectations. The Board has set a target of auditing 20% of practitioners each year to monitor this. This means all practitioners can expect to be audited on average once every five years. In addition to these individual audits, the Board initiated an overall audit of all practitioners' participation in the ePortfolio in 2019 as a quality improvement activity. This was to examine overall trends of compliance and provide in-depth qualitative information about the quality of the content entered in the ePortfolio. As each ePortfolio cycle spans two years, an evaluation of each cycle once it has finished provides an ongoing appraisal of the performance of the ePortfolio system and ways OTBNZ can support the ongoing competence and professional development needs of the whakaora ngangahau/occupational therapy profession.

Since 2004, kaiwhakaora ngangahau/occupational therapists have been required to participate in an online competency programme to meet OTBNZ's obligations under the HPCA Act to provide assurance to the public they will receive safe whakaora ngangahau/occupational therapy. In 2019, the HPCA Act was amended and a specific clause inserted to increase the expectations of regulatory authorities to ensure health practitioners were meeting their obligations to Māori as partners of te Tiriti o Waitangi. A change to section 118(i) was made to replace the phrase "cultural competence" with "cultural competence (including competencies that will enable effective and respectful interaction with Māori)". There was also another amendment to section 118(j), which introduced an expectation to "promote and facilitate inter-disciplinary collaboration and co-operation in the delivery of health services". These two changes to the HPCA Act require OTBNZ to operationalise these legal expectations as part of its function as a regulatory authority. To do this, OTBNZ intends to update the present competencies for registration in 2021.

For this 2020 ePortfolio audit, the core competencies described in competency two were predicted to provide the most useful information for OTBNZ to operationalise expectations within the two new HPCA Act amendments. This area remains the focus of the in-depth qualitative component of this audit, and it is anticipated this will provide valuable information for the upcoming review of the competencies for registration document.

Competency two, Practising appropriately for bicultural Aotearoa, was also the focus of the 2019 audit. Replicating this will provide valuable comparative data and a high-level view of development of the profession's competence in this area over a four-year period since the introduction of the new standards of competence in 2015. There were several recommendations in the 2019 audit related to the language and requirements of performance indicators within competency two. The audit also recommended repeating the in-depth analysis for every ePortfolio cycle for some time to track the profession's competence in this area. Reauditing competency two and combining the findings with the 2016–2018 audit recommendations will strengthen the review of this competency area in 2021.

This is the second overall ePortfolio audit and will evaluate the 2018–2020 ePortfolio cycle. It is intended to be a replication of the first audit design to provide comparable data and information. As a pragmatic mixed-methods audit, the design has been modified in slight ways to accommodate what was learned through carrying out the project in 2019.

The broad audit question is:

> How was the ePortfolio used to evidence the competence of practising kaiwhakaora ngangahau/occupational therapists/kaiwhakaora ngangahau in 2018–2020?

Specific audit questions to answer this are:

» What was the compliance rate of participation in the 2018–2020 ePortfolio cycle?

» What was the rate of completion of the reflective practice cycle?

» Were there significant differences of compliance between categories of practitioners (with and without conditions, overseas/Aotearoa New Zealand qualified) in the 2018–2020 ePortfolio cycle?

» What was the rate of compliance with ePortfolio supervisor requirements?

» What was used as evidence of competence in competency two?

» Which performance indicators are most often reflected in the evidence of competence in competencies two?

» Were there strengths/weaknesses or themes in the evidence of competence that can assist with education and training in competency two?

To answer these questions, qualitative and quantitative methods will be deployed to provide analysis of engagement with the ePortfolio as well as a detailed examination of the written content of competency two and competency four.

OTBNZ intends to share the findings of the project with the profession in the form of a written publication, and the findings may also be presented at relevant conferences such as the OTNZ-WNA conference in 2021. OTBNZ will also use the information to inform any education and additional support OTBNZ can offer to practitioners to assist them in engaging with the ePortfolio. It will also use the information to inform the upcoming review of the competencies for registration and continuing practice document. The audit will be conducted following the ethical standards in Appendix 1. A proposed timeline for the project is in Appendix 4.

Statistical analysis of compliance rates
n=3,300 – 10 conflicts of interest = 3,290
[all practising certificate holders April 2018 – 31 March 2020]
() indicates which audit question the protocol aligns with

Specific area of compliance	Definition
Complete non-compliance with ePortfolio (1)	No data entered in ePortfolio in any field
ePortfolio supervision (4)	ePortfolio supervisor nominated and accepted
Reflective practice cycle (2)	
Self-assessment completion by competency	Text entered in field
Goal completion by competency	At least one goal entered in field
Developmental activity completion by competency	At least one developmental activity entered in field
Outcome completion by competency	Text entered in field
Critical reflection completion by competency	Text entered in field
Competency 2 qualitative analysis (5)	

Sampling	*Protocol*
n=80 If inadequate saturation reached for 2018–2020, continue to add to sample until saturation attained.	Four data sets created (3): » New graduate condition **n=20** » Overseas qualified (condition or no condition) **n=20** » Return to practice condition **n=20** » No condition New Zealand registered **n=20** Oversampling of new graduate, overseas and return to practice conditions relative to proportion in overall sample to create enough for meaningful analysis.

Selection criteria	» All practitioners who meet inclusion criteria in each of the categories above will be randomised on an Excel spreadsheet by Megan Kenning.
	» Practitioner identification numbers will be used only. Mary Silcock will extract the ePortfolio entries for the first 20 of each category.
	» ePortfolios will only be included if the reflective practice cycle is completed. This means the ePortfolio must have text entered in a full set of one cycle: self-assessment, goal, developmental activity and critical reflection in each field.
	» The extracted data will be assigned a new code and collated into the four categories of practitioner for distribution to the audit team.
	» Kaiwhakaora ngangahau/occupational therapists who have or are acting as any of the audit team's supervisor or third party will be removed from the randomised sample as conflicts of interest.
	» Any other identifying information within an ePortfolio, such as names of workplaces or specific unique work roles will be removed by Mary Silcock as part of the extraction process.
	» If members of the audit team can identify a practitioner through the ePortfolio content, they will notify Mary Silcock or Megan Kenning and the ePortfolio will be excluded from the sample and another chosen
	» All audit team members are required to sign a confidentiality agreement and agree to adhere to the Board's privacy requirements.

Thematic categorisation
Themes from 2016–2018:
» Change in practice or behaviour is described because of developmental activities
» Cyclic reflection is present where deeper understanding of knowledge and practice is described (e.g. connecting personal experience to social, institutional or structural barriers or historical context/colonisation)
» Bicultural understanding and knowledge is generalised and becoming tacit in worldview and practice
» Whakaora ngangahau/occupational therapy language/values are implicit in bicultural practice (e.g. conscious use of self, spiritual dimension, meaningful occupation, client-centred practice)
» Relationships (e.g. reciprocity and local connections) feature as underlying foundations of bicultural practice

Categorisation of each practitioner's self-assessment and critical reflection into themes following Braun and Clark's (2006) process:

Familiarisation with the data
This phase involves reading and rereading the data to become immersed and intimately familiar with its content.

Coding
This phase involves generating succinct labels (codes) that identify important features of the data that might be relevant to answering the audit questions. It involves coding the entire data set, and after that, collating all the codes and all relevant data extracts together for later stages of analysis.

Codes
As this is a replication of the 2019 audit, the following codes are suggested as a starting guide to identify features of the text that are important to assist the analysis and identification of themes.
» Te Tiriti o Waitangi referred to.
» Multicultural competence where the practitioner describes working with all cultures or non-Māori cultures is the focus of text.
» Adequate volume of text entered in the required fields to enable analysis. Single sentences or disjointed narratives where the outcomes and critical reflections do not logically flow from the self-assessment and goal do not provide enough coherent data to analyse.

ePortfolios that are multicultural or have inadequate reflective content are counted and removed from further analysis.

Searching for themes
This phase involves examining the codes and collated data to identify significant broader patterns (potential themes). It then involves collating data relevant to each pattern and inductively working with these patterns to establish themes. The themes identified in the 2019 audit have been included in the left column as examples of possible themes. These may or may not be appropriate for this audit. The content of practitioners' ePortfolios are not linked between cycles – they are stand-alone data sets. As such, each cycle may represent different contextual influences and changes in practice.

Checking themes and additional coding (7)
Due to the large amount of data extracted for analysis (the content of 80 entries for competency two – some of which can be over 1,000 words), an additional process is necessary to reduce the text used for the in-depth analysis. To do this, each ePortfolio has a pivotal section identified by each audit team member.

The pivotal section is one or two paragraphs that stand out to the reader as demonstrating evidence of competence by the practitioner.

Pivotal sections can be from any extracted field – they do not need to be only from the critical reflections.

Pivotal sections should be chosen with the underpinning theory of the ePortfolio in mind – that critical reflective practice is key to maintaining and continuing the development of competence.

If an ePortfolio does not have a pivotal section, this is also a finding.

Different pivotal sections from the same ePortfolio are included if chosen by different team members

The pivotal sections then are collated as a new data set for the remaining analysis

Occupational therapist team members compare each pivotal section against the performance indicators of competency two and assign the indicators that the section is evidencing. Multiple indicators may be attributed to each extract.

A matrix of the assigned performance indicators is then compiled to compare the results between the occupational therapist coders.

Assessment against the performance indicators is quantitatively compared between coders, and frequency of use and gaps in use of indicators are analysed.

Reviewing themes

This phase involves checking for themes against the data set to determine that they tell a convincing story of the data and one that answers the audit questions. In this phase, themes are typically refined, which sometimes involves them being split, combined or discarded.

Reviewing and naming themes (8)

This phase involves developing a detailed review of each theme and analysing against use of the performance indicators.

Writing up

This final phase involves weaving together the analytic narrative and data extracts and contextualising the analysis in relation to existing literature. No verbatim quoting of ePortfolios will be used to protect the identity of the practitioner. Extracts will be paraphrased if chosen for use in the final report.

2018-2020 ePortfolio cycle review: We would like to inform practitioners that a retrospective ausit of the ePortfolio 2018-2020 cycle is taking place. This is the second overall ePortfolio audit. The audit is a pragmatic mixed-methods quality improvement project and is a replication of the audit of the 2016-2018 cycle. It intends to gather information about the effectiveness of the ePortfolio as a continuing competence recertification programme. Individual practitioners are NOT being audited. What is being audited is compliance with ePortfolio expectations by practising therapists during 2018-2020 as an overall data set (approximately 3300). As well as this high-level statistical analysis, an in-depth qualitative analysis of engagement with competency two and competency four is planned. Findings will be published on the Board's website in early 2021.

Appendix 4: Audit timeline and workflow

Activity	Timeframe
Audit team confirmed	7 July 2020
Audit team meet to discuss plan and negotiate meeting times	22 July 2020
OTBNZ distributes collated raw data sets for competency two	23 July 2020
Thematic analysis period	**Zoom meetings held on:** 5 August 2020 24 August 2020 8 September 2020 29 September 2020 2 November 2020 2 February 2021 **Kanohi-ki-te-kanohi all-day meeting:** 10 December 2020
OTBNZ provides overall statistical data for team review	At 10 December 2020 meeting
OTBNZ writes draft report	December 2020 – January 2021
Audit team reviews draft and provides feedback, input until consensus reached	December 2020 – February 2021
Present report to OTBNZ Board publish on website	16 February 2021

Appendix 5: 2018–2020 ePortfolio reflective practice fields

| Competency 1 | Competency 2 | Competency 3 | Competency 4 | Competency 5 |

2. Practising appropriately for bicultural Aotearoa New Zealand

Self-Assessment Comments

Assessment 1:

Goal #	Goal	PROGRESS TO MEETING GOAL
2.1		

Development Activities

These are the steps required to advance your Goal. You should consider the availability of resources and the different ways you might progress it.

Development Activity	Type of Development Activity	Documentation	Status

Outcomes

Critical reflection is an important part of your professional development. Consider whether a change in practice has occurred as a consequence of advancing your Goal and what this could mean for your client groups.

Outcomes	
	⊞ Questions to examine impact on outcomes for clients

Appendix 6: 2018–2020 ePortfolio record of supervision

Supervision - Test 97

Cycle 2020-22 ⌄

This is not your Third Party, you can only nominate your Third Party through myOTBNZ.

This is where you can nominate your supervisor, review who your current supervisor is, You can also check to see who you are providing supervision to and that this is

If you are providing supervision for others, this is where you will accept that nomination and make a statement regarding the supervisee's engagement in the process

Supervision is an important component both in the process of developing awareness of self and your abilities, and in developing your critical reflection skills. Supervisic receive feedback and guidance and is a critical component of continuing competence.

For the purposes of the ePortfolio, it can be good practice to keep a supervision log, maintaining the details of the nature, themes, and frequency of supervision. If you practice then you must keep a signed log to provide along with other documentation when you apply to remove the condition.You may keep the log electronically or in

The role of the supervisor in relation to your ePortfolio is to assist you to critically reflect on your work, and to provide feedback and guidance to help you maintain and appropriate to your role and level of experience. Supervision for the ePortfolio should focus on ongoing competence.

A supervisor should be someone who has sufficient self-awareness and a broad knowledge of processes relevant to you and your area of practice.

Supervision Status: (2020-22 Cycle)

Nominations Pending:
None Pending

- Nominate a Supervisor
- Nominate an External Supervisor
- Accept a Nomination
- View History

Your Current Supervisor is:
99, Test (50-09999)   Remove

You are Currently Supervising:
Practitioner #1, Test (TEST-0001)   Details   Withdraw