

# 2020–2022 ePortfolio audit report

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# Karakia

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 Papatūānu mō ake tonu.

*By Wereta W Pahau*



# Occupational Therapy Board of New Zealand

TE POARI WHAKAORA NGANGAHAU O AOTEAROA

FOSTERING FAITH AND CONFIDENCE IN THE PROFESSION

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# He Whakarāpopototanga

## Executive summary

This is the third in a series of audit reports carried out by Te Poari Whakaora Ngangahau o Aotearoa Occupational Therapy Board of New Zealand (te Poari). The audit is a quality assurance activity carried out on the ePortfolio, the designated competence assurance programme for kaiwhakaora ngangahau | occupational therapists under the Health Practitioners Competence Assurance Act 2003.

The audit was designed to look at overall compliance with the ePortfolio programme in the 2020–2022 ePortfolio cycle and to more closely examine how the ePortfolio was being used to evidence professional development and competence in the area of bicultural practice as defined in Competency 2 of the competencies for registration and continuing practice.

The audit is a replica of those carried out for the 2016–2018 and 2018–2020 ePortfolio cycles, with adjustments to the process informed by the previous reports. The audit team consisted of a partnership between te Poari and Tangata Whenua and Tangata Tiriti kaiwhakaora ngangahau, researchers and advisors.

The audit identified 3,217 practitioners who held a practising certificate in the 2020–2022 cycle who were required to engage in the ePortfolio process. Of these, 80 ePortfolios were randomly selected for further analysis of the entries in Competency 2: Practising appropriately for bicultural Aotearoa New Zealand.

The qualitative analysis found similar or higher levels of overall compliance with ePortfolio requirements than were seen in the previous two ePortfolio cycles. Compliance was lower for those who were returning to practice or registering from overseas, which may be partly attributable to the COVID-19 limitations on travel during this period. Supervision plays an important oversight role in the ePortfolio process. However, the proportion of practitioners who have a nominated supervisor (75%) continues to be lower than the proportion who have an ePortfolio (92%).

The qualitative analysis concluded that the ways that competence was demonstrated by practitioners in the ePortfolio was represented by the eight themes identified in the previous audit. As was found in previous audits, a number of ePortfolios showed little or no evidence of bicultural practice. However, this number has decreased over the three cycles investigated. The majority of ePortfolios contained evidence of emerging or developing competence, with a smaller number showing clear evidence of competence in this area.

The audit shows that compliance with ePortfolio requirements has increased over the three cycles as te Poari has continued with communicating expectations and the regular ePortfolio audit programme. This audit examined the last ePortfolio cycle completed using the **2015 competencies**. The next ePortfolio cycle will be audited against the refreshed **2022 competencies**.

# Ngā Tūtohutanga | Recommendations

- Continuation of the routine **ePortfolio audit programme**. Although auditing was suspended for part of the 2020–2022 cycle due to the COVID-19 pandemic, more than 15% of those eligible were individually audited in the cycle.
- Active targeting of practitioners who hold a practising certificate but have no ePortfolio or supervisor nominated to ensure they are aware of their obligations when practising in Aotearoa New Zealand.
- Provide support to supervisors to ensure they are aware of their obligations in supporting practitioners with their ePortfolio.
- Continuation of communication to practitioners about ePortfolio and supervision engagement expectations, including indications of when requirements are to be completed.
- Publication of the need to ensure supervisors are aware of the importance of their role in supporting the ePortfolio for Competency 2.
- Continued development of information and resources for supervisors detailing their role in the ePortfolio.
- Continued communication about the intent of Competency 2 to refer to evidence of competence relating to Te Tiriti o Waitangi and Tangata Whenua.
- Review and evaluation of the 2022–2024 ePortfolio cycle to examine if the refreshed definition and indicators have reduced the numbers of those providing no evidence of competence.
- Investigate methods of identifying ePortfolios that contain potentially unsafe content for audit referral.
- Adopt a working definition of cultural safety, including identification of the different types of racism to support practitioners and auditors.
- Send follow-up reminders to those who have not completed Te Rito.
- Provide examples of how learning such as Te Rito can be put into practice by practitioners. This may occur via webinars, conferences and so on.
- Development and provision of examples of good practice in each area to guide practitioners about expectations of the ePortfolio.
- Ensure that supporting information for the ePortfolio reinforces the need to evidence learning in practice.
- Continued provision of resources and training focused on responsiveness to Te Tiriti o Waitangi, including cultural safety.
- Continued training of ePortfolio auditors in ensuring bicultural practice is evidenced appropriately in the ePortfolio.
- Ensure that reaccreditation standards for education providers continue to reflect the role of of kaiwhakaora ngangahau in addressing inequity.

# Kupu Definitions and abbreviations

Te reo Māori used throughout the audit has been hyperlinked to the online **Te Aka Māori Dictionary**.

People, groups, and families who kaiwhakaora ngangahau | occupational therapists work with are referred to as whānau | people throughout this document.

# Tīmatanga kōrero | Introduction

Te Poari Whakaora Ngangahau o Aotearoa Occupational Therapy Board of New Zealand (te Poari) is the regulator for kaiwhakaora ngangahau | occupational therapists in Aotearoa New Zealand and is charged under the **Health Practitioners Competence Assurance Act (HPCAA) 2003** to protect the public by ensuring that kaiwhakaora ngangahau are competent and fit to practise.

Kaiwhakaora ngangahau provide services in diverse areas relating to health and wellbeing in Aotearoa New Zealand. This includes the health, disability, education and justice sectors. In all these sectors, racism has been identified as a cause of inequity for Māori and other marginalised groups.

*The relationship between the presence of racism, the unequal distribution of the social determinants and the impacts of racism on health outcomes is well evidenced and has been described in recent publications, including the Waitangi Tribunal Hauora Report: Wai 2575 Health Services and Outcomes Kaupapa Inquiry and the Health and Disability Review – Final Report.*

<https://www.health.govt.nz/system/files/documents/publications/hp8508-anti-racism-position-statement-v8.pdf>

The New Zealand Government also made changes to the HPCAA in 2019 aimed to ensure that all health practitioners are equipped to deliver appropriate care to Māori. HPCAA section 118(i) details that one of the roles of te Poari is:

*to set standards of clinical competence, cultural competence (including competencies that will enable effective and respectful interaction with Māori), and ethical conduct to be observed by health practitioners of the profession.*

<https://www.legislation.govt.nz/act/public/2003/0048/latest/DLM204334.html>

In 2015, te Poari rewrote the competencies for registration and continuing practice and specifically recognised occupational therapy's obligation to uphold the agreements made in Te Tiriti o Waitangi | Treaty of Waitangi. The process and rationale for this decision is detailed in the **2013–2015 review of the competencies for registration for occupational therapists**. One of these competencies (Competency 2) specifically referred to Te Tiriti o Waitangi and working in a bicultural context. In this context, competence was defined as the demonstration of specific actions and abilities leading to the desired outcome.

## **2: PRACTISING APPROPRIATELY FOR BICULTURAL AOTEAROA NEW ZEALAND**

*You treat people of all cultures appropriately. You acknowledge and respond to the history, cultures, and social structures influencing health and occupation in Aotearoa New Zealand. You take into account Te Tiriti o Waitangi The Treaty of Waitangi and work towards equal outcomes for all your clients.*

## **2015 Competencies for Registration and Continuing Practice**

Practitioners were required to demonstrate their ongoing professional development of their competence in this area using the ePortfolio. The ePortfolio is a tool that facilitates a five-step reflective practice cycle every two years.

Te Poari recognised the need to provide resources and training to enable practitioners to understand and develop in the level of competence required. Audit (such as this report) of practitioners' ePortfolios is one way of evaluating the actions taken.

Since the completion of the 2016–2018 ePortfolio cycle, te Poari has been conducting quality assurance audits on the levels of compliance and the contents of the ePortfolio to demonstrate how it is being used to evidence Competency 2. The outcomes of the previous audit reports have been utilised by te Poari to support the ongoing development of kaiwhakaora ngangahau and for te Poari to evaluate the effectiveness of the resources and training provided.

Findings from the previous audit reports for the **2016–2018** and **2018–2020** cycles has been influential in several areas of te Poari operations, including:

- using learnings and recommendations in the refresh of competencies for registration and continuing practice
- influencing the design of a new ePortfolio tool and supporting documentation
- informing the review and update of **regular individual audit criteria**
- sharing learning with the profession at conferences and webinars and in published reports
- providing additional training for auditors and assessors.

## Purpose of the audit

As in previous audits, the aim of this audit process is to:

- 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
- provide evidence to assist in regulatory decision making
- ensure the obligations of te Poari to Māori directed by the amendment of HPCAA section 118(i) are operationalised within the ePortfolio process.

Since the 2015 competencies were introduced, te Poari has invested significant resources into supporting practitioners' development in bicultural competency and cultural safety. This includes:

- provision of the **Te Rito** online learning course at no charge to all practitioners
- mandating Te Rito completion for all new practitioners or those returning to practice in Aotearoa New Zealand
- hui around the country (prior to COVID-19) featuring professional development in this area
- webinars conducted by te Poari kaitohutohu ngaio | professional advisors and tikanga advisor
- provision of an online **resource webpage**.

In supporting development in this area, te Poari aims to contribute towards honouring Te Tiriti responsibilities and reducing the inequities in outcomes experienced by Tangata Whenua in the health and disability system. Therefore, this audit of practitioners' ePortfolios in relation to Competency 2 was initiated by te Poari to look at the 2020–2022 ePortfolio cycle.



# Ngā tikanga | Audit approach

As was the case for the previous two audits, the audit team was selected to represent a partnership between te Poari and whakaora ngangahau stakeholders as well as equal Tangata Whenua<sup>1</sup> and Tangata Tiriti<sup>2</sup> partners.

Five of the team members who completed the 2020–2022 audit were selected to provide continuity for the study. Another Tangata Tiriti kaiwhakaora ngangahau (Dr Ema Tokolahi) was recruited to replace Dr Mary Silcock, who was unavailable.

## Audit design

The audit design was based on that previously developed for the 2018–2020 and 2020–2022 audit with small alterations made to reflect the learning from each cycle.

Ethics approval is not required for quality assurance and audit activities. However, the audit process was designed to adhere to the National Ethical Standards for Health and Disability Research and Quality Improvement as detailed in **Appendix 1**.

Review of the audit protocol was sought from all audit team members. As in previous years, the design and method of the audit process was developed as a collaboration between all team members. The protocol was also reviewed and discussed by Te Rōpū Tohutohu (Māori advisory kōmiti to te Poari) and its feedback incorporated.

As for previous audits, ePortfolios were selected at random. Practitioner names and other potentially identifying information such as setting or location were removed from the data. Any ePortfolio where the details in the ePortfolio could lead to identification by any members of the audit team were also excluded. Consistent with previous audits, there were no repercussions of the audit for the individual practitioners whose ePortfolios were selected.

The overall audit question was:

- How was the ePortfolio used to evidence the competence of practising kaiwhakaora ngangahau in 2020–2022?

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 2020–2022 ePortfolio cycle?
- What was the rate of completion of the reflective practice cycle?
- Were there significant differences of compliance between categories of practitioners in the 2020–2022 ePortfolio cycle? (Categories included those new or returning to the register and those who had no requirements.)
- What was the rate of compliance with ePortfolio supervisor requirements?
- What was used as evidence of competence in Competency 2?
- Were there strengths/weaknesses or themes in the evidence of competence that can assist with education and training in Competency 2?

## Audit methods

A mixed-methods pragmatic audit was carried out following the audit protocol designed for the previous ePortfolio audit. The protocol in **Appendix 2** details the approach to the quantitative data analysis (n=3,217 practitioners) as well as a qualitative content analysis of the content of Competency 2 (n=80 practitioners).

<sup>1</sup> 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).

<sup>2</sup> Tangata Tiriti is a generic term to describe people whose right to live in Aotearoa New Zealand derives from Te Tiriti o 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.

Content analysis was conducted with two main purposes. The first was to investigate in what ways kaiwhakaora ngangahau were demonstrating their learning and change in practice in relation to Competency 2 and the second to grade the level of competence in Competency 2 demonstrated by practitioners in their ePortfolios.

The content analysis was carried out predominantly by the kaiwhakaora ngangahau in the audit team to maintain a whakaora ngangahau lens. The team reviewed each of the 80 ePortfolios and discussed and identified the themes inherent to each ePortfolio. This was done individually by each kaiwhakaora ngangahau team member, and the team together then discussed each of the 80 ePortfolios and reached a consensus. The team also discussed and assigned the level of competence it felt each ePortfolio demonstrated.

When considering the ePortfolio data, the audit team was mindful that the 2020–2022 ePortfolio cycle was completed using the **2015 Competencies for Registration and Continuing Practice**, ePortfolio structure and available resources. For the 2022–2024 cycle onwards, the competencies for registration and continuing practice and the ePortfolio tool have been refreshed.

The team used a **directed content analysis** framework (Hsieh & Shannon, 2005). This involved using the themes developed in the first two projects as a guide

when considering the data. Extracts were coded to each theme and any information that did not fit the current themes was identified. Coders were particularly mindful of the effect of the COVID-19 pandemic over the 2020–2022 cycle and looked to identify any new themes that emerged related to this. Each ePortfolio was then graded by the team as either having:

- no evidence of bicultural learning and practice
- evidence of emerging bicultural practice
- evidence of developing bicultural practice
- clear evidence of bicultural practice and competence.

As had been done in previous audits, Whaea Iris Pahau acted as tikanga advisor for the team as well as reviewing the 80 ePortfolio Competency 2 extracts and rating each based on the grading system of makariri (cold), mahana (warm) or wera (hot). This was carried out largely independently of the group coding to provide an alternate way of considering the information and to prompt further thinking and discussion.

Te Poari staff managed the process, with Dr Megan Kenning responsible for carrying out the quantitative data analysis and Shaz Bryant co-ordinating the qualitative analysis. Regular meetings of the audit team were conducted between 8 November 2022 and 22 May 2023.

# Quantitative analysis

## Practitioners in overall sample

The ePortfolio is a recertification programme set under section 41 of the HPCAA that is mandatory for all practising kaiwhakaora ngangahau. The ePortfolio consists of five steps completed by practitioners for each competency area: self-assessment, goal, developmental activities, outcome and critical reflection.

Practitioners who held a practising certificate on 31 March 2021 and 31 March 2022 during the 2020–2022 ePortfolio cycle were identified as eligible and included in the analysis.

Following the closure of the 2020–2022 cycle, participation information from the ePortfolio was downloaded for editing on 30 June 2022. Compliance was defined as any non-empty field in the goal, outcome and/or critical reflection steps for the ePortfolio. Supervisor compliance was described as an accepted nomination by a supervisor.

As for previous cycles, information about compliance with the self-assessment and developmental activities steps was not available for analysis due to the limits of the platform reporting capabilities.

**Table 1: Numbers in each of the eligible practitioner groups**

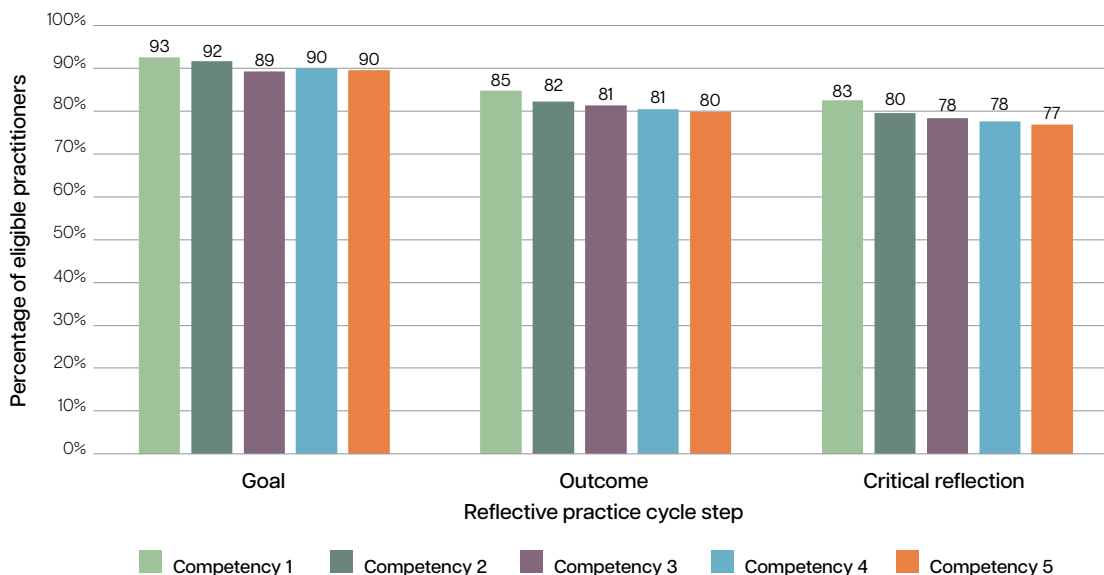
<b>Total number of eligible practitioners who held a practising certificate during the 2020–2022 cycle</b>	<b>Number of practitioners</b>
New graduate (NG): Practitioners who had a new graduate condition or <b>targeted recertification programme</b> in the two-year audit cycle	286
Return to practice (RTP): Practitioners who had a return to practice condition or targeted recertification programme in the two-year audit cycle	50
Overseas qualified (O): Practitioners who had an overseas qualified condition or targeted recertification programme in the two-year audit cycle	72
General (G): Practitioners who had no conditions or targeted recertification programme in the two-year audit cycle	2,809
<b>TOTAL</b>	<b>3,217</b>

**Note:** Due to an imminent change in competencies and the ePortfolio platform, all practitioners registered after 8 December 2022 were granted early access to the 2022–2024 ePortfolio cycle and were not required to participate in the 2020–2022 cycle. This meant the number of eligible practitioners in each of the NG, RTP and O groups was lower than in previous years.

## Compliance by core competency area

As in previous cycles, compliance for each of the goal, outcome and critical reflection steps was calculated and compared for each of the five competency areas.

**Figure 1: Compliance in core competency areas 2020–2022 cycle – all practitioners**



**Figure 1:** Comparison of compliance for the five different competency areas for the goal, outcome and critical reflection steps in the 2020–2022 ePortfolio cycle for all eligible practitioners.

In general, Figure 1 shows that compliance across all cycle steps was similar across all five competency areas, with a generalised decrease between Competency 1 and 5. The same trend has also been noted in the previous two ePortfolio cycles.

Compliance across all steps and competency areas was similar or better than that reported in the last two ePortfolio cycles, ranging from 93% to 77%. This again indicates that the order in which the competence areas are placed influences compliance in that area.

## ePortfolio supervisor compliance

All practitioners are required to have an ePortfolio supervisor. As shown in Figure 2, compliance rates for this have generally improved over the last three cycles for all practitioners. New graduate compliance rates have also improved after decreasing in the 2018–2020 cycle.

As for previous cycles, the comparatively lower rates in NG, O and RTP groups may reflect that not all practitioners in these groups are employed.

**Figure 2: Supervisor nomination by practitioner category over the last three ePortfolio cycles**

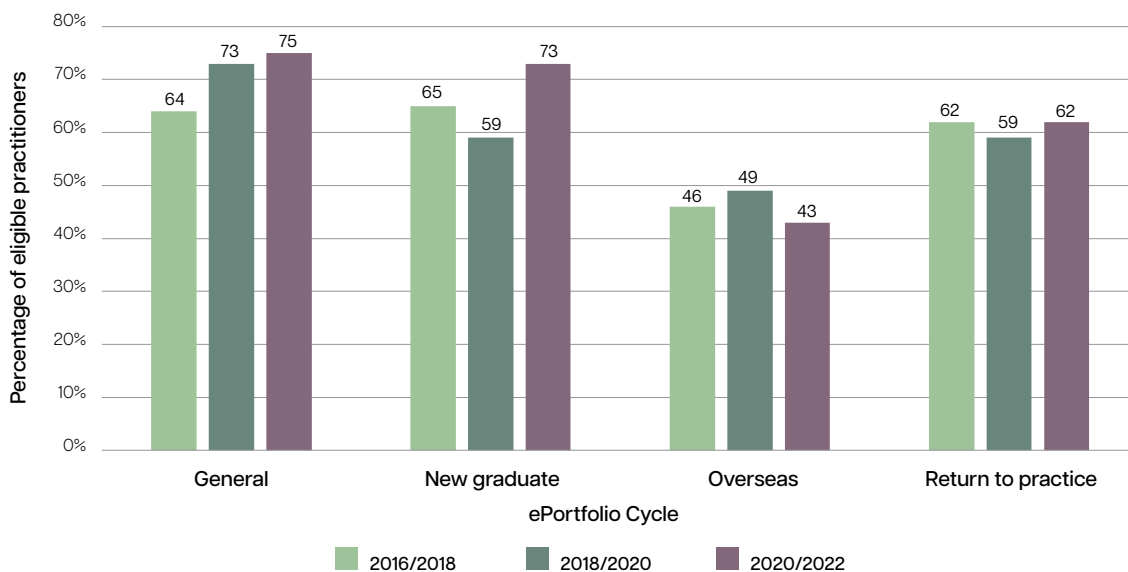


Figure 2: Comparison of the proportion of eligible practitioners in each group who have nominated an ePortfolio supervisor. Data from the three ePortfolio cycles is included.

## Competency 2: Practising appropriately for bicultural Aotearoa New Zealand compliance

**Figure 3: Participation in reflective practice steps by practitioner category for Competency 2**

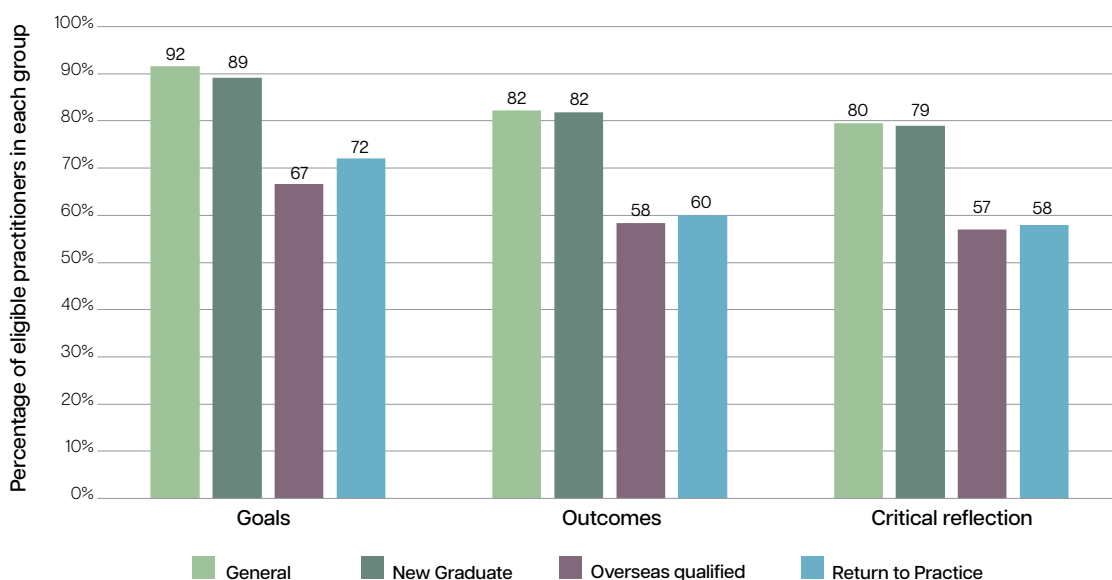


Figure 3: Comparison of participation in the goal, outcome and critical reflection steps for Competency 2 by practitioner group.

Compliance with the requirements was analysed in greater detail for Competency 2. As shown in Figure 3, compliance levels were similar for the new graduate and general groups, while the overseas and return to practice groups were lower. New graduate participation was notably higher than in the previous cycle (2018–2020) and closer to the overall group participation rate. This may be due to the most recent graduates (registered from December 2022) not being included in this sample for the reasons noted above. Return to practice participants had lower levels of participation in this cycle when compared to the 2018–2020 cycle.

## Qualitative analysis

Qualitative analysis was performed on 80 ePortfolios selected at random from the four different practitioner groups identified above.

20 ePortfolios were selected from each practitioner group identified in Table 1 above.

As in previous audit reports, the four groups have been traditionally identified by te Poari as presenting different risk profiles for delivering services to the public and in need of different levels of support under specific recertification programmes. Comparison of the groups allows the evaluation of the existing process for supporting practitioners in and identification of any residual risk for each group in the Competency 2 area.

ePortfolios were assigned a random number and data from the first 20 complete ePortfolios for each practitioner group was extracted into an Excel spreadsheet. A completed entry was considered as having text entered in the five steps of the cycle: self-assessment, goal, developmental activities, outcome and critical reflection fields. ePortfolios from the audit team and those who were being supervised by the audit team were excluded from the potential data group to prevent any conflicts of interest.

The practitioner's name, practitioner number, location, workplace and any other potentially identifying information (such as DHB or workplace) were removed from the ePortfolio by te Poari staff prior to the information being shared with the audit team. One practitioner in the initial general group was replaced as the information could not be sufficiently de-identified to prevent recognition. De-identified data was provided to the audit team by secure link or hard copy. All data was confirmed as destroyed following completion of the analysis.

## Evidence of competence

The individual ePortfolios were provided to the audit team for reading and familiarisation. Each kaiwhakaora ngangahau team member was asked to individually review whether the existing themes from the previous cycles were still evident and appropriate for the current audit, the existing themes were apparent but needed adjustment and/or new themes were emerging. The team was mindful of the effect of the COVID-19 pandemic during the cycle and any effect this may have had.

Following individual review, the kaiwhakaora ngangahau team members met to discuss their findings. The themes were felt to be appropriate for describing the ways practitioners in the sample were providing evidence of their competence with some minor adjustments in the theme descriptions. For the first five themes in Table 2, these were ways that practitioners were able to evidence their competence in the ePortfolio. Themes 6–8 identify the ways in which practitioners did not adequately provide evidence of competence in this area.

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## Theme and definition

<b>1</b>	<b>Change in practice or behaviour is described because of developmental activities</b>  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 <b>tino rangatiratanga</b> and <b>mana motuhake</b> . Examples include changed practice with <b>whānau</b> /people. Developmental activities are relevant for the practice context and are proactive and innovative with ideas to progress appropriately for the setting.
<b>2</b>	<b>Whakaora ngangahau language/values are implicit in bicultural practice (e.g., conscious use of self, spiritual dimension, meaningful occupation, client-centred practice)</b>  <b>Tikanga</b> values are expressed alongside whakaora ngangahau values and integrated/interwoven into practice/deeper knowledge. Practice as a kaiwhakaora ngangahau is specifically connected with Māori cultural practice, te Ao Māori and/or health. For example, lived experience and/or other aspects of whakaora ngangahau theory are connected to working with Māori, <b>wairua</b> /spirituality is connected and incorporated into whakaora ngangahau practice and/or client-centred practice is incorporated with Māori cultural beliefs.
<b>3</b>	<b>Bicultural understanding and knowledge is tacit in worldview and practice</b>  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 <b>te reo</b> , and the practitioner's worldview is impacted. There is no dependence on tools and techniques or relying on a 'formula' to support bicultural practice. The understanding about Aotearoa New Zealand is bicultural with a Māori focus. Deeper personalised learning is shown.
<b>4</b>	<b>Relationships (e.g., reciprocity and local connections) feature as underlying foundations of bicultural practice</b>  The practitioner's relationships demonstrate <b>whanaungatanga</b> . There is intentional establishment of a relationship with Māori colleagues, <b>kaumātua</b> , <b>kuia</b> 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
<b>5</b>	<b>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)</b>  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.

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## Themes for ePortfolio with no bicultural evidence

<b>6</b>	<b>Kūare/misunderstanding of bicultural practice and cultural competence</b>  Other ethnicities, cultural groups and/or social cultures are included in the evidence.
<b>7</b>	<b>Inadequate bicultural practice</b>  There is no or minimal 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.

## Theme and definition

<b>8</b>	<b>Potentially incompetent bicultural practice</b>
	Practice that may be unsafe to Tangata Whenua or colleagues and/or that 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 overrides critical reflection.

Table 2: Themes and definitions identified in the content analysis of ePortfolios.

Following this decision, the team members then individually coded each ePortfolio for the themes they felt were evident. The kaiwhakaora ngangahau team members met together to discuss their individual results and to decide on an overall coding for each ePortfolio. In this audit, each entire ePortfolio was assessed due to the expanding expertise of the audit team. This allowed for multiple themes to be identified in some ePortfolios. The team operated on a concept of consensus decision making for coding where the final coding of each ePortfolio was agreed on by all kaiwhakaora ngangahau members. The themes agreed on for each ePortfolio were entered onto an Excel spreadsheet.

The number of times each theme was identified in the ePortfolio is shown in Table 3.

	<b>New graduate</b>	<b>Overseas</b>	<b>RTP</b>	<b>General</b>	<b>Total</b>
Change in practice or behaviour is described because of developmental activities	11	10	7	9	37
Whakaora ngangahau language/values are implicit in bicultural practice (e.g., conscious use of self, spiritual dimension, meaningful occupation, client-centred practice)	2	2	2	2	8
Bicultural understanding and knowledge are tacit in worldview and practice	3	1	2	3	9
Relationships (e.g., reciprocity and local connections) feature as underlying foundations of bicultural practice	4	8	8	7	27
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)	10	11	4	7	32

Table 3: Numbers of ePortfolios containing each of the themes. Note, some ePortfolios may have more than one theme evident.



## Levels of competence

Following on from the analysis of themes, the team discussed each ePortfolio and assigned a level of evidence of competence.

In order to support the findings, this was performed independently by the kaiwhakaora ngangahau team and the project tikanga advisor. The grading scales developed in the 2018–2020 ePortfolio audit report were used and further developed.

For the kaiwhakaora ngangahau team, this encompassed a level where no evidence was seen and three levels where evidence of bicultural practice was seen. The criteria for assigning an ePortfolio to an evidence level was formalised by the team as shown in Table 4.

<b>Evidence of competence level</b>	<b>Definition</b>
No evidence	No evidence of any bicultural competence. ePortfolio may contain no reference to biculturalism or no evidence of any learning undertaken.
Evidence of emerging competence (emerging evidence)	ePortfolio contains references to biculturalism. Some learning may have been undertaken but no evidence of putting this learning into practice or action and no evidence of any change in practice as a result. ePortfolio may indicate future intent to put learning into practice.
Evidence of developing competence (developing evidence)	ePortfolio contains references to biculturalism. Learning has been undertaken and evidence of putting this learning into practice, actions and/or a change in practice are evident.
High level of competence evident (clear evidence)	ePortfolio has bicultural understanding. Obvious evidence of putting this understanding into practice and impact on others. May indicate sharing of this knowledge with others.

Table 4: Definition of competence level rating scale developed.

## Examples of bicultural practice themes

To further expand on the definitions in each theme, paraphrased examples of each are provided.

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

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### **Developing evidence**

The Te Rito course helped my understanding of historical factors that impact Māori health outcomes. I have built a relationship with the Māori health unit and now and have at least one joint visit with a Māori health representative with each Māori client/whānau. I have had positive feedback from clients and peers about this process.

### **Clear evidence**

My team now involve the whole whānau in discussing the needs of the client and planning how these can be met. This has led to a much greater involvement of the whānau in the care plan and better outcomes for the client. Evaluation of the service was completed, which indicated that both staff, clients and whānau felt that the service was achieving what it set out to do.

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**Theme 2: Whakaora ngangahau language/values are implicit in bicultural practice (e.g., conscious use of self, spiritual dimension, meaningful occupation, client-centred practice)**

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### **Emerging evidence**

My team and I developed a cultural group for tangata whaiora to come and meet. People did attend and reported it was positive for their mental health, but I identified from feedback that a more structured approach would help so am looking to incorporate Māori models of health.

### **Developing evidence**

I have researched what Māori health services are available in my local area and now understand what each service can provide, who their priority clients are and what their role in achieving equity is. I have been able to use this knowledge with clients and connect them into the service that is most suitable for their needs.

### **Clear evidence**

All staff at our service are now familiar with using a Māori health model and ongoing support is provided for this for new staff and those who are needing support.

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

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### **Emerging evidence**

My own worldview is not Māori, so I need to consider this when I am engaging with Māori clients.

### **Developing evidence**

After some time, using te reo in greetings and conversation has now become part of my everyday practice ...

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

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### **Emerging evidence**

There have been many changes in New Zealand while I have been away. I realise I need to get to know the local service providers and engage with them in appropriate ways.

### **Developing evidence**

While working with a Māori client I developed a relationship with the local marae. This helped the client I was working with as they were more comfortable having them there. I now have an ongoing respectful relationship with them, which means we can work together effectively.

### **Clear evidence**

I have been part of a group that is designing a building for a new service. I have been able to build a warm and respectful relationship with the local iwi representative on the team. This has meant I have a much deeper understanding and appreciation of the history of the area and how the new building for the service is reflective of this.

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*Theme 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)*

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**Emerging evidence**

*I attended a Treaty of Waitangi workshop. I was sad to learn how breaches of the Treaty have led to the injustices we see today. I aim to learn more about this so I can help work towards equity.*

**Developing evidence**

*I have been learning my pepeha and some karakia and have begun using these in my practice. This has not been easy at times. I have had to be open to*

*being corrected in my pronunciation and risk making mistakes in front of others.*

**Clear evidence**

*I come from a country that also has a history of racism and colonisation. I have realised that there are common issues for the indigenous people, who are Tangata Whenua in New Zealand. I need to remain open to learning from Māori and being inclusive of indigenous ways of being and doing in my practice.*

The number of ePortfolios assigned to each evidence of competence level is summarised in Figure 4. The majority of ePortfolios contained evidence that was rated at an emergent or developing level.

**Figure 4: Kaiwhakaora nganhahau analysis on a continuum of competence**

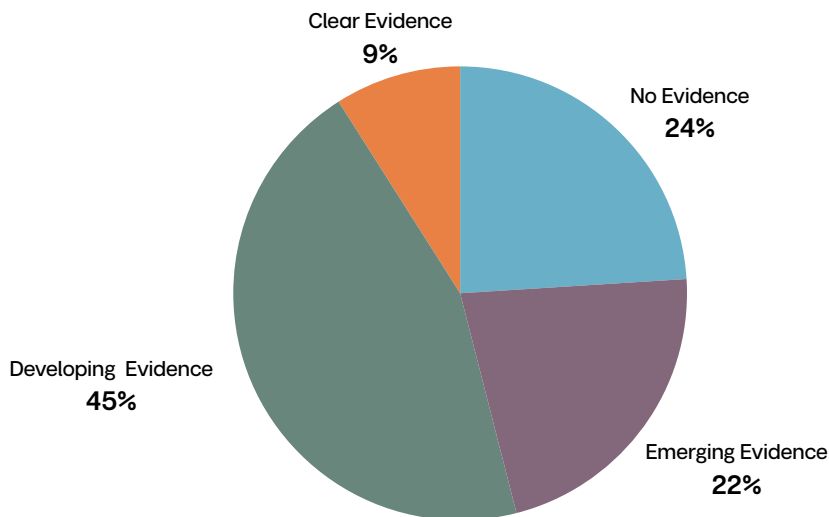


Figure 4: Overall summary of the levels of competence across the 80 ePortfolios investigated.

The evidence of competence levels is further broken down by practitioner group in Table 5. Most groups had ePortfolios falling into each evidence of competence category.

	No evidence	Emerging evidence	Developing evidence	Clear evidence
New graduate	5	3	11	1
RTP	3	6	11	0
Overseas	5	5	7	3
General	5	4	8	3
Total	18	18	37	7

Table 5: Comparison of competence level grading by practitioner group.

The project tikanga advisor used the criteria refined from the 2018–2020 audit when coding each ePortfolio as shown in Table 6 and Figure 5.

Evidence level	Definition
<b>Makariri</b> (cold)	The ePortfolio indicates little or no understanding of Competency 2.
<b>Mahana</b> (warm)	The ePortfolio indicates some understanding of Competency 2.
<b>Wera</b> (hot)	The ePortfolio indicates an understanding and comprehension of Competency 2, and steps are being taken to align practice with understanding.

Table 6: Definitions of evidence levels used by tikanga advisor in grading the 80 ePortfolios.

Figure 5: Tikanga advisor analysis of ePortfolios level of knowing

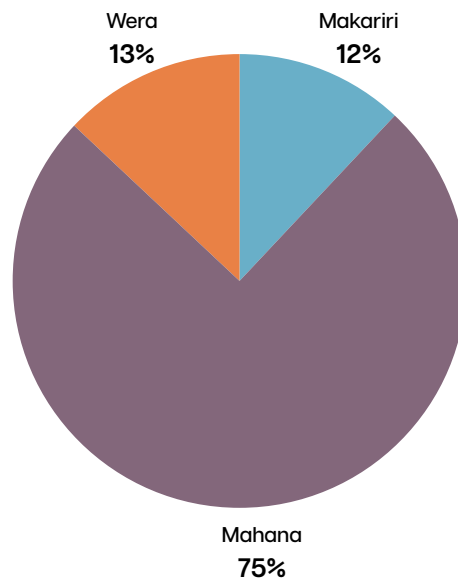


Figure 5: Summary of the levels of evidence for tikanga advisor grading.

Although the number of ePortfolios coded as no evidence or makariri in the two respective coding systems did not align as closely as in the 2018–2020 audit, the coding still indicates a reduction in the number displaying no evidence and an overall shift in the levels of competence demonstrated in the ePortfolios towards increased competence.

## No evidence of bicultural practice

For ePortfolios where little or no evidence of competence was found by the kaiwhakaora ngangahau group, this was further divided into three themes as shown in Table 7.

Theme number	6: Kūare/ misunderstanding of bicultural practice and cultural competence	7: Inadequate bicultural practice	8: Potentially incompetent bicultural practice
New graduate	4	10	0
RTP	9	3	0
Overseas	4	4	1
General	4	6	1
Total	21	23	2

Table 7: Summary of ePortfolios coded as having little or no evidence of bicultural evidence by practitioner group.

Of the 80 ePortfolios audited, 21 displayed some form of misunderstanding about the bicultural nature of Competency 2. Often this would take the form of providing examples from other cultures or marginalised groups. These ePortfolios were often also coded as showing inadequate evidence of bicultural practice (theme 7) development over the two-year cycle.

The existence of multiple themes being identified within an ePortfolio allowed for coding where an ePortfolio might contain aspects that indicated misunderstanding of the bicultural intent of Competency 2 while also including some evidence of bicultural practice.

All practitioner groups had ePortfolios that had little or no evidence of bicultural practice. Of note, in this cycle, half of the new graduate ePortfolios were identified as having inadequate bicultural practice.

### Examples of themes

Examples are paraphrased to protect privacy.

#### 6: Kūare/misunderstanding of bicultural practice and cultural competence

*I work in an area with many different ethnic and cultural groups and have much to learn about the different cultural groups that attended my service. I am learning from clients about their different cultural and belief systems and will use this in the future in my practice.*

*I am aware of the challenges that Māori and Pacifica can experience when accessing disability services in New Zealand. I have completed an online course about the different Pacifica cultures in order to learn more about the differences and similarities.*

#### 7: Inadequate bicultural practice.

*I have completed the Te Rito online training but do not see many Māori clients so have not been able to put this into practice.*

*I had intended to meet with the Māori advisory team but have run out of time in this cycle so will defer this goal to the next one.*

A pleasing result was the absence of many examples of practice that would potentially place Māori at risk of unsafe care. The team identified only two and the tikanga advisor identified only three instances of this in the 80 ePortfolios assessed.

#### 8: Potentially incompetent bicultural practice

*My attempts to engage with Māori health providers have been not very successful as they are slow to get back to my email enquiries.*

It was noted by the team that fewer examples of potentially incompetent bicultural practice were identified in this audit compared to 2018–2020.

## Coding against performance indicators

The group did not perform coding of the data against the performance indicators present in Competency 2 in this cycle. Previous work in this area has already been used to inform the refresh of the competencies for registration and continuing practice approved in January 2022, and replicating the analysis would add no further value at this stage.

## Number of practitioners making reference to Te Tiriti, Māori or equity

A quantitative analysis of the 80 ePortfolios was carried out. This counted the number of ePortfolios that contained at least one reference to Māori, Te Tiriti or equity within the text as shown in Table 8.

	Māori	Te Tiriti or Treaty	Equity
General	16	7	1
Return to practice	19	9	4
Overseas	20	13	1
New graduate	18	10	0
<b>Total</b>	<b>74</b>	<b>39</b>	<b>6</b>

Table 8: Number of times making reference to terms in the 80 ePortfolios identified for further analysis.

Almost all ePortfolios contained some reference to Māori, even if it was in passing and not related to the learning and outcomes.

## Limitations of the data

While over 3,000 practitioners were eligible to participate in the ePortfolio audit, only 80 were selected for thematic analysis due to the constraints of the time and depth of analysis needed. Te Poari is exploring methods that would allow analysis of a wider sample of ePortfolios to be reviewed and for other competency areas.

# Ngā kitenga | Findings

The specific audit questions in the report are answered below:

## ***What is the compliance rate of participation in the 2020–2022 ePortfolio cycle?***

The average completion rate of eligible practitioners, defined as having a critical reflection in all five areas, was 79% in the 2020–2022 cycle (80% in 2018–2020 and 71% in 2016–2018).

The average compliance in meeting the requirement for ePortfolio supervision was 75% in the 2020–2022 cycle (73% in 2018–2020 and 64% in 2016–2018).

## ***Are there differences in compliance in Competency 2 between categories of practitioners in the 2020–2022 ePortfolios?***

Yes. Practitioners with no conditions or recertification programme had the highest levels of compliance with ePortfolio and supervision requirements. Overseas qualified and those returning to practice during the ePortfolio cycle had the lowest rates of compliance with both the ePortfolio (57% and 58% respectively) and ePortfolio supervision (43%).

While the differences in compliance between groups was only investigated for Competency 2, it is likely that this is reflected for participation in the whole ePortfolio. The global disruption to international movements and border closures during the COVID-19 pandemic may have prevented many overseas qualified and return to practice practitioners from beginning work in Aotearoa New Zealand.

## ***What is used as evidence of competency in Competency 2?***

Of the ePortfolios examined in the qualitative sample, 78% (62) were found to contain some form of evidence of bicultural competence using one or combinations of the five themes identified by the kaiwhakaora ngangahau team. This is an increase from 58% (47) in 2018–2020. Independent analysis by the team tikanga advisor determined that 88% (70) of the samples contained some evidence of bicultural competence (coded as mahana and wera).

The level of competence evidence in ePortfolios varied in the sample, with some evidence showing practitioners were operating at a highly competent or wera level, while evidence from others suggested they were yet to put their demonstrated learning into practice.

Of the ePortfolios in the group sample investigated, 22% (18) contained insufficient evidence to demonstrate bicultural practice. This was most often due to including references to other cultures instead of Tangata Whenua or inadequate evidence of any learning or progress in this area.

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

The themes of whakaora ngangahau theory (2) and bicultural understanding (3) appear to be least frequently evidenced in the ePortfolios.

The ePortfolios examined provided evidence of a continuum of competence. The sample indicated that the number of ePortfolios with no evidence has decreased since the last audit.

For some practitioners, there was evidence of misunderstanding of the need to refer specifically to Tangata Whenua. Some practitioners who did have evidence of competence did also include references to other ethnic or cultural groups such as Pasifika or refugee groups.

References to Te Tiriti are infrequent in the ePortfolio samples, which may indicate that practitioners may have difficulty relating their learning and practice directly to Te Tiriti obligations.

# Matapaki / Discussion

## Compliance

Overall, the levels of compliance have increased over the three two-year ePortfolio cycles investigated. Te Poari has adopted practices that allow greater monitoring of compliance with the requirements of the ePortfolio over the six years as technology and staffing has allowed. This appears to have had the effect of ensuring that most practitioners are engaging in the ePortfolio and are engaging in supervision.

Te Poari does not require participation in the ePortfolio when a kaiwhakaora ngangahau is not practising in Aotearoa New Zealand, and it is likely that many of those who are non-compliant were not practising in Aotearoa New Zealand during the cycle. This is supported by the lower compliance for those new to or returning to the register, indicating a possible delay between being granted a practising certificate and beginning employment in Aotearoa New Zealand. The closing of Aotearoa New Zealand borders during this time also may have had an effect due to the delays in gaining entry to the country.

### Recommendations

- Continuation of the routine **ePortfolio audit programme**. Although auditing was suspended for part of the 2020–2022 cycle due to the COVID-19 pandemic, more than 15% of those eligible were individually audited in the cycle.
- Active targeting of practitioners who hold a practising certificate but have no ePortfolio or supervisor nominated to ensure they are aware of their obligations when practising in Aotearoa New Zealand.
- Provide support to supervisors to ensure they are aware of their obligations in supporting practitioners with their ePortfolio.
- Continuation of communication to practitioners about ePortfolio and supervision engagement expectations, including indications of when requirements are to be completed.

## Competence

The ways that practitioners have evidenced their competence through the themes identified has remained consistent throughout the three cycles, with

minor adjustments of the definitions of each theme. A demonstrated change in practice due to learning, building relationships and cyclic reflection are the most frequently identified ways of demonstrating competence.

In this cycle, themes 2 and 3 were less likely to be evidenced. For theme 2, this may indicate that practitioners are having difficulty in relating Competency 2 to kaiwhakaora ngangahau practice knowledge. It may reflect that kaiwhakaora ngangahau practice knowledge in Aotearoa New Zealand has not traditionally been founded on Tangata Whenua understandings about occupation and occupational therapy processes (Emery-Whittington, 2021). Theme 3 was also less frequently evidenced but may be more frequently evidenced in the future as the bicultural knowledge of the profession is further developed through the refreshed competency definition and indicators: Responsiveness to Te Tiriti o Waitangi.

A number of practitioners continue to misunderstand the intent of Competency 2 and instead include examples or learning relating to other cultural or ethnic groups. The number of practitioners in this group has decreased from the 2018–2020 cycle, which indicates greater understanding of the intent. The inclusion of information not related to Tangata Whenua was also noted in the previous audit cycles and has been partly attributed to wording in the 2015 competency and associated performance indicators. The definition and performance indicators in Competency 2 were refreshed in January 2022 and will be evidenced in the 2022–2024 ePortfolio cycle.

## Evidence of bicultural practice

The levels of competence defined by the audit team specifically reference that evidence of practice or of change in practice relating to Tangata Whenua is required. Overall, a shift towards kaiwhakaora ngangahau engaging in activities related to Tangata Whenua and putting this learning into practice has been observed over the three cycles investigated along with a larger number whose ePortfolios clearly indicated bicultural competence.

Te Poari has prioritised the provision of resources, information and training in the Competency 2 areas



since the inception of the 2015 competencies. While this has likely helped practitioners in this area, the improvement is also reflective of the changes to employer and training expectations and wider Aotearoa society in understanding of the effects of colonisation, racism and inequity and the role of health practitioners in addressing this.

### **Recommendations**

- Development and provision of examples of good practice in each area to guide practitioners about expectations of the ePortfolio.
- Ensure that supporting information for the ePortfolio reinforces the need to evidence learning in practice.
- Continued provision of resources and training focused on responsiveness to Te Tiriti o Waitangi, including cultural safety.
- Continued training of ePortfolio auditors in ensuring bicultural practice is evidenced appropriately in the ePortfolio.
- Ensure that reaccreditation standards for education providers continue to reflect the role of kaiwhakaora ngangahau in addressing inequity.

## **Supervision**

Oversight of the ePortfolio by a supervisor is an integral part of the Poari competence monitoring programme. The self-assessment component of the ePortfolio process can potentially lead to 'blind spots' not being identified and addressed, sometimes described as the Dunning-Kruger effect (Kruger & Dunning, 1999). Supervision plays an important role in the ePortfolio process in identifying and addressing such biases.

While compliance with nominating a supervisor has increased over the three ePortfolio cycles investigated, this number still lags behind the number of ePortfolios, indicating many of these do not have the mandated oversight. This is a particular concern for those in the new graduate, overseas qualified and return to practice groups where this may indicate they are practising outside of their legal requirements.

Effective supervision also requires that supervisors are aware of the significance of Competency 2 and their oversight role in ensuring appropriate development and evidencing of competence.

### **Recommendations**

- Publication of the need to ensure supervisors are aware of the importance of their role in supporting the ePortfolio for Competency 2.
- Continued development of information and resources for supervisors detailing their role in the ePortfolio.

## **No evidence of competence**

Overall, the numbers of practitioners who showed no development or misunderstood the bicultural intent of Competency 2 has decreased over the three audits. The number of ePortfolios that contained potentially racist or unsafe information had also decreased since the 2020–2022 ePortfolio cycle.

Where an ePortfolio was assessed as providing insufficient evidence of competence, the reasons for this were able to be broken down into three main themes. The first relates to kūare or misunderstanding of the need to provide evidence of practice relating to Tangata Whenua, and the second relates to inadequate evidence of progress in this competency area. While the majority of ePortfolios contained some reference to Māori (74 of 80), this was not always supported by evidence of competence in this area. While the small number of ePortfolios identified that contained racist or potentially unsafe information has reduced, this is still of concern.

### **Recommendations**

- Continued communication about the intent of Competency 2 to refer to evidence of competence relating to Te Tiriti o Waitangi and Tangata Whenua.
- Review and evaluation of the 2022–2024 ePortfolio cycle to examine if the refreshed definition and indicators have reduced the numbers of those providing no evidence of competence.
- Investigate methods of identifying ePortfolios that contain potentially unsafe content for routine audit referral.
- Adopt a working definition of cultural safety, including identification of the different types of racism to support practitioners and auditors.

## Mandating of Te Rito

In 2020, te Poari replaced the use of standard conditions on scope of practice on those new and returning to the register with a recertification programme. This was following research te Poari published in 2019 on **the use of professional supervision as a condition on scope of practice**.

A significant change in the requirements was the mandating of completion of an online cultural competence training course funded by te Poari, which came into effect on 30 September 2020. Te Poari has funded the Te Rito course to support the development of cultural competence in the whakaora ngangahau workforce since early 2018.

A significant number of practitioners referenced completing the Te Rito course in their ePortfolio. A lesser number referenced how this learning has been used in their practice to provide better care for clients. A number of practitioners did indicate that they had begun the course but had not completed it for various reasons.

### Recommendations

- Send follow-up reminders to those who have not completed Te Rito.
- Provide examples of how learning such as Te Rito can be put into practice by practitioners. This may occur via webinars, conferences and so on.

## COVID-19 commentary

The 2020–2022 ePortfolio cycle occurred against the backdrop of the COVID-19 pandemic, which caused widespread disruption all over the world and forced new ways of working for most health practitioners.

The COVID-19 pandemic did not have a significant impact on the rates of completion of the ePortfolio, which remained similar or better to those from previous ePortfolio cycles. Some ePortfolio Competency 2 entries contained references to COVID-19 interruptions to learning or services, but this was in the minority for all groups. Assessment of other competence areas may provide more information about the effect of the COVID-19 pandemic on wider practice.

The audit team did not identify a new theme related to the COVID-19 pandemic.

# Ngā tāpiritanga

## Appendix 1: Ethical standards

The Te Ara Tika standards were produced with reference to Hudson et al. (2010) and the guiding principles outlined in the national ethical standards for health and disability 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).

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 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 each implementation, including review by Te Rōpū Tohutohu, Tangata Whenua advisory group to te Poari.
- Te Poari will only use data in this research project that is collected as part of its normal operating processes and that it is legally authorised to use for quality improvement activity.

- All practitioners who held a practising certificate during April 2020 to April 2022 will be eligible for data collection.
- Extracted data will be held only for te Poari operational activity and destroyed following the completion of the project.
- Only te Poari staff involved with ongoing auditing and research responsibilities will access raw, identifiable 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 te Poari is required to ensure competent practice is occurring
  - Provide information about the effectiveness of te Poari policy
  - 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 and with appropriate tikanga advice.
- The project is considered as being part of the te Poari quality improvement and auditing activities and is intended to support positive change in whakaora ngangahau practice and outcomes for those receiving services.

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

- All data is held in the password-protected te Poari 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 secure server.
- Non-Poari 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 te Poari.

- 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 who acted as a third party in 2020–2022 for audit team members will be removed from the randomised sample.
- All supervisors from the 2020–2022 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 sought from Te Rōpū Tohutohu, Tangata Whenua advisory group to te Poari, on the research proposal and design before implementation.
- Tangata Whenua and Tangata Tiriti are 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 services provided by whakaora ngangahau particularly to address inequities facing Tangata Whenua
  - support improved te Poari policy and processes
  - provide knowledge and information for the whakaora ngangahau 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 a 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.

# Ngā tāpiritanga

## Appendix 2: Audit protocol

### 2020–2022 ePortfolio cycle audit

#### Audit title

An evaluation of Te Poari Whakaora Ngangahau o Aotearoa Occupational Therapy Board of New Zealand (te Poari) ongoing competence assurance programme: ePortfolio cycle 2020–2022.

With an in-depth focus on:

- Competency 2: Practising appropriately for bicultural Aotearoa

#### Audit team

##### **OTBNZ employees**

- Dr Megan Kenning, Policy, Standards and Risk Advisor, Tangata Tiriti
- Sharon (Shaz) Bryant, kaitohutohu ngaio | professional advisor, Tangata Whenua, kaiwhakaora ngangahau

##### **External partners**

- Huhana Whautere, Otago Polytechnic, Tangata Whenua, kaiwhakaora ngangahau
- Dr Margaret Jones, AUT, Tangata Tiriti, kaiwhakaora ngangahau
- Dr Ema Tokolahi, Otago Polytechnic, Tangata Whenua, kaiwhakaora ngangahau

##### **Tikanga advisor**

- Iris Pahau, AWE Consultants, Tangata Whenua

#### Conflicts of interest/standpoints of the auditors

Iris Pahau is the Director of AWE Consultants Limited. She has acted as tikanga advisor for the two previous audits.

Shaz Bryant is a kaiwhakaora ngangahau, Tangata Whenua and current kaitohutohu ngaio | professional advisor for te Poari. She is a former lecturer at the Otago Polytechnic School of Occupational Therapy | Te Kura

Whakaora Ngangahau based at the Kirikiriroa | Hamilton campus. Shaz has a current ePortfolio and practising certificate.

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

Huhana Whautere is a kaiwhakaora ngangahau and Tangata Whenua. She is a lecturer at the Otago Polytechnic School of Occupational Therapy | Te Kura Whakaora Ngangahau based at the Kirikiriroa | Hamilton campus. Huhana has a current ePortfolio and practising certificate.

Dr Margaret Jones is a kaiwhakaora ngangahau and senior lecturer at the AUT School of Occupational Therapy. Margaret has a current ePortfolio and practising certificate and has expertise in qualitative research and evidence-based practice.

Ema Tokolahi is a kaiwhakaora ngangahau and lecturer at the Otago Polytechnic School of Occupational Therapy based at the Kirikiriroa | Hamilton campus. Ema has a current ePortfolio and practising certificate and has expertise in quantitative and qualitative research and evidence-based practice.

#### Rationale for the audit

In 2015, new competencies for registration and continuing practice for kaiwhakaora ngangahau were enacted by te Poari for Aotearoa New Zealand practising kaiwhakaora ngangahau. This was the fourth iteration of the document since 1990. These new competencies introduced a much greater expectation of kaiwhakaora ngangahau 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 kaiwhakaora ngangahau and their ePortfolio supervisor.

Te Poari has an audit programme to ensure that practitioners are actively participating and complying with the ePortfolio expectations. Te Poari has 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, te Poari initiated an overall audit of all practitioners' participation in the ePortfolio in 2019 and 2021 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 te Poari can support the ongoing competence and professional development needs of the whakaora ngangahau profession.

Since 2004, kaiwhakaora ngangahau have been required to participate in an online competency programme to meet obligations under the HPCAA to provide assurance to the public they will receive safe whakaora ngangahau. In 2019, the HPCAA 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)". Te Poari has provided ongoing support and resources to practitioners to enable them to meet their obligations.

For this 2020–2022 audit, the core competencies described in Competency 2 are expected to provide evidence of how these requirements are being demonstrated in practice.

Competency 2, practising appropriately for bicultural Aotearoa, was also the focus of the past two audits. Replicating this for a third audit will provide valuable comparative data and a high-level view of development of the profession's competence in this area over a six-year period since the introduction of the new standards of competence in 2015.

The previous audit results have been used by te Poari in the development of new training, informing the 2022 refresh of competencies for registration and the redevelopment of the ePortfolio tool. Previous audits

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 2 and combining the findings with the 2016–2018 and 2018–2020 audits will provide information about how the profession is evidencing the requirements in the ePortfolio and how this is developing over the six-year period.

This is the third overall ePortfolio audit and will evaluate the 2020–2022 ePortfolio cycle. It is intended to be a replication of the same 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 previous two audits.

Previous audits have identified the significant effect on the audit team. To appropriately support the team, the tikanga for the audit has been expanded to mitigate for additional cultural support required for the audit team. Audit tikanga for huihuinga | meetings will include equal numbers of both Tangata Whenua and Tangata Tiriti as members of the audit team. Each huihuinga will open with karakia and follow the hui process (Lacey et al., 2011) of mihimihi, whakawhanaungatanga, kaupapa and poroporoaki. Tikanga advisor Iris Pahau will provide additional cultural support and overview as required. Additionally, manaakitanga will be provided in the form of debrief sessions and cultural supervision as necessary to ensure the mana of auditors is maintained.

The audit protocol was also reviewed by Te Rōpū Tohutohu, Tangata Whenua advisory group to te Poari, prior to the audit being undertaken.

## The broad audit question is:

How was the ePortfolio used to evidence the competence of practising kaiwhakaora ngangahau in 2020–2022?

## Specific audit questions to answer this are:

- What was the compliance rate of participation in the 2020–2022 ePortfolio cycle?
- What was the rate of completion of the reflective practice cycle?
- Were there significant differences of compliance between categories of practitioners in the 2020–2022 ePortfolio cycle? (Categories included those

new or returning to the register and those who had no requirements.)

- What was the rate of compliance with ePortfolio supervisor requirements?
- What was used as evidence of competence in Competency 2?
- Were there strengths/weaknesses or themes in the evidence of competence that can assist with education and training in Competency 2?

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 2. Te Poari intends to share the findings of the project with the profession in the form of a written publication and webinar, and the findings may also be presented at relevant conferences such as the OTNZ-WNA conference in 2023.

Te Poari will also use the information to inform any education and additional support te Poari can offer to practitioners to assist them in engaging with the ePortfolio. The audit will be conducted following the ethical standards in **Appendix 1**.

## Statistical analysis of compliance rates

All practising certificate holders 1 April 2020 to 31 March 2022.

Specific area of compliance	Definition
Complete non-compliance with ePortfolio	No data entered in ePortfolio in any field
ePortfolio supervision	ePortfolio supervisor nominated and accepted
Reflective practice cycle	
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	
Sampling n=80. If inadequate saturation reached for 2020–2022, continue to add to sample until saturation attained.	<p>Protocol: Four data sets created</p> <ul style="list-style-type: none"> <li>• New graduate condition or recertification programme n=20</li> <li>• Overseas qualified condition or recertification programme n=20</li> <li>• Return to practice condition or recertification programme n=20</li> <li>• No condition or recertification programme New Zealand registered n=20</li> </ul> <p>Oversampling of new graduate, overseas and return to practice conditions relative to proportion in overall sample to create enough for meaningful analysis.</p>



## Selection criteria

- All practitioners who meet inclusion criteria in each of the categories above will be randomised on an Excel spreadsheet.
- Practitioner identification numbers will be used only. ePortfolio entries for the first 20 of each category are extracted into a spreadsheet.
- ePortfolio 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 activities, outcome 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 who have or are acting as any of the audit team's supervisor or a 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 Shaz Bryant and Megan Kenning as part of the extraction process.
- If members of the audit team can identify a practitioner through the ePortfolio content, they will notify Shaz Bryant 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 te Poari's privacy requirements.

## Thematic categorisation

### Content analysis

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 previous two audits, 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 analysed into three main areas.
  - 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 previous audits are listed below 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.

## Themes from 2018-2020

- 1: Change in practice or behaviour is described because of developmental activities
- 2: Whakaora ngangahau language/values are implicit in bicultural practice (e.g., conscious use of self, spiritual dimension, meaningful occupation, client-centred practice)
- 3: Bicultural understanding and knowledge is tacit in worldview and practice
- 4: Relationships (e.g., reciprocity and local connections) feature as underlying foundations of bicultural practice
- 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)
- 6: Kūare/misunderstanding of bicultural practice and cultural competence

7: Inadequate bicultural practice

8: Potentially incompetent bicultural practice

- Reviewing themes: This phase involves checking for themes against the data set to determine that they tell a convincing story of the data 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: This phase involves developing a detailed review of each theme and developing and refining any new themes as they become apparent.
- Grading of competence: Following on from the 2018–2020 review, ePortfolios are assigned a

level of competence. In the 2018–2020 review, these were designated as:

- no evidence
  - emerging
  - developing
  - competent.
- 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 any ePortfolio is used to protect the identity of the practitioner. Extracts will be paraphrased if chosen for use in the final report.

# Ngā tāpiritanga

## Appendix 3: Audit timeline and workflow

Activity	Timeframe
Audit team confirmed	31 October 2022
Audit team meet to discuss plan and negotiate meeting times	8 November 2022
Te Poari distributes collated raw data sets for Competency 2	10 November 2022
Thematic analysis period	<p><b>Zoom meetings:</b></p> <p>12 December 2022</p> <p>18 January 2023</p> <p>31 March 2023</p> <p>5 April 2023</p> <p>17 April 2023</p> <p>12 May 2023</p> <p>22 May 2023</p> <p><b>Kanohi-ki-te-kanohi all-day meeting:</b></p> <p>24 February 2023</p>
Te Poari provides overall statistical data for team review	24 February 2023 meeting
Te Poari writes draft report	May 2023 – June 2023
Audit team reviews draft and provides feedback, input until consensus reached	June 2023 – August 2023
Present report to te Poari Board and Te Rōpū Tohutohu	15 August 2023

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