



Occupational Therapy
Board of New Zealand

TE POARI WHAKAORA NGANGAHAU O AOTEAROA

FOSTERING FAITH AND CONFIDENCE IN THE PROFESSION

ePortfolio Reference Guide



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ePortfolio Reference Guide

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Titiro whakamuri, Kōkiri whakamua
Look back and reflect, so you can move forward

1.0 What is the ePortfolio?

The OTBNZ ePortfolio (electronic portfolio) system is recognised as a recertification programme, as described in section 41 of the Health Practitioners Competence Assurance Act 2003 (HPCAA). The duration of each OTBNZ ePortfolio cycle is a two-year period.

Please note: Only practising kaiwhakaora ngangahau occupational therapists are required to participate in the ePortfolio.

The ePortfolio is an online platform, based on a reflective practice model, where you document and evidence the planning and achievement of your ongoing professional development (PD) and competence over a two-year period.

An ePortfolio can be defined as:

a digital collection of work over time that showcases skills, abilities, values, experiences, and competencies through a broad range of evidence-based learning.

<https://sites.google.com/site/loyolaepportfolio101/overview>

An ePortfolio may include a variety of relevant documents, records, artefacts, and media files, which together provide a holistic representation of who you are (professionally, clinically, educationally, academically) in your given roles and your area of practice and work.

The purpose of the OTBNZ ePortfolio system is to assure the public of Aotearoa New Zealand that practising kaiwhakaora ngangahau occupational therapists (*referred to hereafter as kaiwhakaora ngangahau throughout the document*) are fit and competent to practice. It is designed as an ongoing process of active engagement with PD activities and critical reflection in relation to the OTBNZ Competencies for Registration and Continuing Practice (OTBNZ, 2022) and Code of Ethics (OTBNZ, 2022). The ePortfolio cycle requires you to engage in critical self-reflection of your practice with the support and input of an ePortfolio supervisor. The ePortfolio platform allows the OTBNZ to monitor the ongoing competence of all Aotearoa New Zealand practising kaiwhakaora ngangahau. This monitoring occurs through an annual routine programme of individual ePortfolio audits.

For the OTBNZ to adequately monitor competence of all kaiwhakaora ngangahau, it relies on the profession to support active and meaningful engagement with the ePortfolio model. The ePortfolio is not intended to be a complete record of all

your work activities, achievements, or abilities. It is intended to be **a snapshot or window** into the practise of each kaiwhakaora ngangahau which is representative of their overall level of competence.

The ePortfolio operates on a high trust model relying on professional responsibility and accountability of kaiwhakaora ngangahau. Your ePortfolio supervisor is expected to support you to engage with and complete an appropriate and developmentally progressive ePortfolio. Engagement and compliance with the ePortfolio are also monitored annually through the [third party](#) declaration process to obtain a practising certificate.

The OTBNZ may access the content of your ePortfolio at any time, if necessary. All information required by the OTBNZ to conduct audits of an individual's ePortfolio is within the online platform. You are not required by the OTBNZ to keep a portfolio of hard copy evidence or provide additional documentation to the OTBNZ.

1.1 Foundations of the ePortfolio

The OTBNZ ePortfolio has been designed as a combined developmental and reflective portfolio, underpinned by the following premises:

Maintaining competence in healthcare practice requires life-long self-directed PD.

The ePortfolio records components of PD and continuing competence across five core competence areas using a self-directed process. Competency is defined as the "observable ability of a person, integrating knowledge, skills, and attitudes in their performance of tasks. Performance of a desired competency is defined by set standards which set the benchmark of what is considered competent and what is not (Mills et al., 2020).

The required standards for what is considered competent occupational therapy practise are set by the OTBNZ in the [Competencies for Registration and Continuing Practice](#) (OTBNZ, 2022), [Code of Ethics](#) (OTBNZ, 2022) and [formal standards published on the website](#). These documents are regularly reviewed and updated to ensure the standards are appropriate for the Aotearoa New Zealand context.

The flexibility provided by having a personalised ePortfolio which exists over time supports your active participation and motivation to meet your own PD needs and demonstrate competency. Critical reflection as part of reflective practice is required for the development of appropriate and ongoing PD.

Critical reflection and reflective practice are core theoretical elements of the ePortfolio; necessary to engaging with completion of a reflective practice cycle for each core area of competence every two years. Critical reflection is a key part of effective reflective practice and is a skill that may need to be learnt and developed. There are many published resources about reflective practice and critical reflection available.

In the context of Aotearoa New Zealand, critical reflection requires the consideration of [Te Tiriti o Waitangi](#) in the integration of theory and practice. Te Tiriti needs to be the over-arching guiding framework for kaiwhakaora ngangahau working in Aotearoa New Zealand.

Supervisor oversight and support

ePortfolio supervisors should have a clear understanding of these concepts to effectively support critical reflection, reflective practice, and the effective use of an ePortfolio to develop competence.

The ePortfolio has been designed with the understanding that oversight, support, guidance and coaching is provided by an ePortfolio supervisor to ensure competence is being addressed and maintained appropriately by practising kaiwhakaora ngangahau. ePortfolio supervision is required to provide objective and professional input to assist in accurate evaluation of competence. For some kaiwhakaora ngangahau, the personal nature of critical reflection and reflective practice may mean that they find this foundation of the ePortfolio more challenging than others. The ePortfolio supervision can support them to develop these skills of critical reflection and being a reflective practitioner. The role of the ePortfolio supervisor is discussed in more detail later in this document.

Fulfilling legal requirements of the HPCAA

The ePortfolio content and compliance should provide adequate information to monitor your competence and it is a requirement of the annual practising certificate renewal process.

1.2 Professional development (PD)

The ePortfolio records PD for each area of core competency in successive two-year cycles. You are required to engage in PD related to each competency area within this time. Planning for each competency area should occur at the beginning of each cycle, with flexibility to implement these plans over the two-year cycle according to what is realistic and manageable for the you. As stated earlier, the ePortfolio is not intended to be a complete record of all your practice/work activities, achievements, or abilities.

Planning PD over two years needs consideration of many factors. It is part of the role of the ePortfolio supervisor to support you with this process. A range of factors can influence where in the cycle you choose to actively pursue different goals, such as:

- Priority of attaining/developing a particular competence
- Achievement of other developmental activities across the two years of the ePortfolio
- Timing of upcoming opportunities for PD e.g., courses, seminars, post-graduate tertiary education, conferences, or organisation specific training
- Professional and personal commitments.

The flexibility and the two-year time period provided within the ePortfolio cycle is to accommodate these factors. These factors also enable each ePortfolio to be customised to be specific and meaningful for you.

The ePortfolio is not intended to be a performance appraisal or management tool for employers. It is a confidential document between the you, the ePortfolio supervisor, and the OTBNZ. It should be written with these people and the public of Aotearoa New Zealand as the intended audience. If it is appropriate, and you wish to do so, PD in the ePortfolio can be integrated with workplace goals and activities. This may reduce duplication and additional regulatory burden for you. For example, key performance indicators (KPI's), objectives from performance appraisals, return to work plans, induction programmes or career and salary progression objectives, can be translated to fit within the reflective practice cycle of the ePortfolio.

Note: You can decide how you wish to use your ePortfolio to demonstrate your competence, including who your ePortfolio supervisor and third party is and who (outside OTBNZ) gets to view your ePortfolio.

1.2 ePortfolio key messages

The ePortfolio is based on several foundations:

- Maintaining competence in healthcare practice requires life-long self-directed PD
- Critical reflection is required for the development of appropriate and ongoing PD
- You are expected to provide evidence of their ongoing competence through self-generated documentation and digital documents uploaded to the ePortfolio
- ePortfolio supervision is required to support critical reflection and the ongoing development of competence
- The ePortfolio is based on a high trust model
- Active and meaningful engagement with the ePortfolio is necessary to provide adequate information to monitor competence
- The ePortfolio allows the OTBNZ to perform audits to monitor your ongoing competence

2.0 The two-year cycle

The ePortfolio uses a two-year cycle, beginning April 1st of each new cycle. Annual practising certificate renewal will fall either in the middle or end of an ePortfolio cycle.

| Time within cycle | ePortfolio expectation |
|---|--|
| Practising certificate renewal falls at end of ePortfolio cycle | Completed or very nearly completed |
| Practising certificate renewal falls halfway through the ePortfolio cycle | Third party needs to use their discretion and professional judgement as to whether the ePortfolio has been engaged with sufficiently |
| First practising certificate obtained just before end of ePortfolio cycle e.g., for new graduates | Third party can use the upcoming ePortfolio cycle to make declaration |

2.1 Moving to a new cycle

When a 2-year ePortfolio cycle is due to finish there is a transition period to move to the new cycle. The transition period runs until 30th June, three months after the cycle has commenced.

During this time, you will have access to your existing and the upcoming ePortfolio. On 1st July the previous ePortfolio cycle is closed and will become read only.

To move from one ePortfolio cycle to the next it is important to ensure the ePortfolio has:

- A self-assessment which reflects competence at the beginning of the cycle in each of the five competency areas
- Appropriate tick boxes on each self-assessment page have been checked
- An appropriate goal entered for each competency area
- Professional development activities recorded for each goal
- An outcome/change of practice for each PD activity recorded. There needs to be a specific example documented of how your professional development activities have led to a change in your practice and improved outcomes for the people you work with.
- A critical reflection for each goal. If the goal was placed "on-hold" or "discontinued" the reflection should include a comment about this and why this occurred
- A current ePortfolio supervisor who has completed the two supervisor statements acknowledging that you have discussed their ePortfolio in supervision and is actively engaged in the ePortfolio PD.

2.2 New cycle expectations

Every two years on 1st April a new ePortfolio cycle will start. A period of three months at the beginning of the cycle is provided to allow time to enter the required information into your new ePortfolio and discuss the ePortfolio with the supervisor. By 1st July the ePortfolio must contain:

- A self-assessment for each of the five competency areas
- A goal for each of the five competency areas
- At least one set of PD activities entered for one of the goals
- A current ePortfolio supervisor

The ePortfolio supervisor must complete the two compulsory statements within the first six months of the new cycle. See the supervision user guide for technical instructions on how to make these statements.

Note: ePortfolio supervisors do not automatically transfer to new cycles. You must nominate an ePortfolio supervisor for each new cycle.

New cycle FAQs

What happens if I recently started practising as an kaiwhakaora ngangahau in the transition period?

If you have just graduated or recently become registered to practice in Aotearoa New Zealand near the end of the current ePortfolio cycle, you can start your first ePortfolio in the new cycle.

What are my responsibilities as an ePortfolio supervisor during the transition period?

- Acceptance of ePortfolio supervisor nominations for the new ePortfolio cycle
- Support and guidance to those you supervise to meet the ePortfolio expectations
- Discuss goals for each competency area with the kaiwhakaora ngangahau to ensure they are appropriate, realistic and achievable
- Guidance and support to plan suitable developmental activities to achieve each goal
- Completion of the two supervisor statements to acknowledge self-assessments have been discussed and engagement with the ePortfolio PD activities is occurring. These need to be made by the end of the first six months of practice in the cycle. *See the supervision user guide for instructions on how to make the statements.*

3.0 The reflective practice cycle

There are five key parts to the ePortfolio reflective practice cycle which are intended to support PD and continued competence:

- Self-assessment of competence and identification of areas for PD
- Setting of goal/s to address and attain specific competence
- Planning of PD activities to achieve the goals
- Documenting outcomes of PD activities
- Critical reflections related to goals, PD activities and the impact on competence and practice after completion of these

[Section 4.0 Career stages](#) provides examples of what is expected to be considered in your ePortfolio at different stages of your career and practice situations.

3.1 Critical reflection

The critical reflection step is essential to complete the reflective practice cycle for each area of competence in the ePortfolio. The complexity and skills required for critical reflection can often be unacknowledged by practitioners (Kinsella, 2001). The ePortfolio provides an opportunity for you to develop this skill. An essential component to critical reflection is the requirement of you to understand yourself and your role in this process. This is necessary before changes in practice can occur in ways that are responsive and appropriate to healthcare provision (Johns, 2017).

Critical reflection for all areas of competence needs to also incorporate concepts of responsiveness to Te Tiriti and cultural safety. This includes questioning your own biases, attitudes, assumptions, stereotypes, and prejudices which may be contributing to inequity and a lower quality of healthcare for people (Curtis et al., 2019). For Aotearoa New Zealand developing a critical reflexivity of practise is particularly important so you can understand how these factors may be contributing to systemic and institutional barriers for tangata whenua to access equitable standards of healthcare.

Note: Critical reflections for each competency should inform the self-assessments of competence in the next ePortfolio cycle. This is how a progression of competence is demonstrated in the ePortfolio.

3.2 Self-assessment of competence

There should be a self-assessment for each of the five competency areas completed within the first three months of practice within the ePortfolio cycle. This is where you 'take stock' of where you are with each Competency area.

The self-assessment of competence needs to consider the knowledge, skills and attitudes necessary for you to be safe and competent in your practice setting. Although it is called a 'self' assessment, there is an expectation that you are seeking and responding to feedback from a variety of other sources about your competence. This feedback may be received through formal performance appraisal processes, peer review, supervision, multi-disciplinary teams or directly from the people who you work with. OTBNZ considers receiving this feedback as an important element in the self-assessment of competence.

The self-assessment needs to use the [Competencies for Registration and Continuing Practice](#) (2022) as the guiding framework. The specific performance indicators under each area of competence need to be critically reviewed and considered in the context of your practice.

The self-assessment can include a description of contextual factors such as practice issues, upcoming changes in your role or responsibilities, or service user expectations. Self-assessments should be written to provide a logical progression to the goal set for each area of competence.

3.3 Setting goals

There needs to be at least one goal for each competency area for every 2-year cycle. The goal should address the area of competence and/or the performance indicators identified in the self-assessment as the focus for professional development. Goals should be specific, realistic, and clearly linked to achieving the professional development described in the self-assessment. Goals can be long term and cover the whole 2-year cycle or can be achieved in shorter time frames.

A goal for each competency area should be set at the beginning of each 2 year cycle within three months of commencing practice within an ePortfolio cycle. Goals should be discussed and reviewed with your ePortfolio supervisor. Goals that are in progress need to have PD activities documented. There needs to be at least one goal in progress at all times during the two year cycle until all five competency areas have been completed. Goals can be worked on concurrently, one after the other, or in any other way that best suits your individual situation.

ePortfolio goals

- Should be based on the self-assessment of competence and discussed with your ePortfolio supervisor
- At least one goal needs to be completed for each of the five core competency areas over the two year cycle
- May be the same as workplace goals and tasks from performance appraisals, KPI's or career progression objectives.

- Should reflect your level of experience and practice responsibilities.
- Should demonstrate progression of competence between ePortfolio cycles in ways that are appropriate to your own level of experience, skills, and knowledge

Note: Once a goal has been achieved a new goal does not need to be made until the next two year cycle.

Goals can be revised and updated at any time. This may be necessary when you change employment or work roles within an ePortfolio cycle. Reasons for the revision or change should be documented in the outcomes section under the relevant goal.

Where a goal is completed or discontinued near the beginning of the ePortfolio cycle there is room for a new self-assessment to be completed and a new reflective practice cycle begun.

3.4 Professional developmental activities

Professional developmental activities are the plan of action to achieve your goals. There is the ability to document several activities if this is required to complete the plan. To keep the activities realistic, the level of complexity and number of activities should be carefully considered over the whole ePortfolio.

One to three meaningful and targeted PD activities for each goal are adequate.

PD activities need to:

- Clearly and logically connect to achieving the associated goal
- Describe a specific action or task
- Be measurable and finite

Activities which can be carried out as part of daily practice or workplace PD are ideal to use to reduce additional work for you. Varying the type of PD activities used over the five competence areas will provide a range of learning opportunities.

Some examples of appropriate commonly engaged in PD activities are:

- Attending a course, workshop or seminar related to the area of competence
- Reviewing and presenting a specific article to peers
- Engaging in professional supervision
- Enrolling/completing post graduate education
- Completing online training courses related to area of competence
- Observing a mentor practising
- Initiating a peer review of practice
- Providing mentoring or preceptorship to another kaiwhakaora ngangahau
- Delivering an in service

- Writing an article or academic paper
- Offering to supervise a student or colleague
- Facilitating or attending professional networking opportunities
- Leading or participating in a workplace or professional project
- Attending or presenting at conferences
- Participating and contributing to OTNZ-WNA or another professional organisation
- Writing submissions to inform policy development
- Reviewing or writing organisational processes, procedures and standards of practice
- Spending time with co-workers, service users or other organisations to understand different ways of working
- Self-directed research and study
- Conducting or participating in research projects
- Engaging in career progression activities
- Piloting new assessments or interventions
- Implementing new guidelines or standards
- Signing up for journal alerts or other notifications of educational activities

You should not delete completed or discarded goals and PD activities. If activities have not been completed this should be documented in the outcomes section of the ePortfolio with an explanation of why this has happened. All experiences contribute to PD and can be reflected on in some way to progress, maintain or plan for continuing competence.

3.5 Digital artefacts

Where possible, documentation or a digital form of evidence ('digital artefacts') should be uploaded beside the relevant PD activity. Digital artefacts can provide additional evidence of competence and achievement of PD goals.

Note: Digital artefacts should not contain any personal or confidential information. Clinical notes, assessments or minutes of meetings are not appropriate to upload due to the confidential nature of this information.

Examples of appropriate digital artefacts are:

- Enrolment acceptance letters
- Certificates of attendance
- Qualifications
- In-service presentations
- Scanned workplace brochures, policies or projects
- Copies of authored articles/publications
- Supervision logs/agreements
- Letters of acknowledgement/feedback
- Performance review, performance management or return to work plans

- Reflective journaling
- Copies of emails (anonymised if other people's information is involved)
- Screenshots of feedback or web based information
- Photos
- Audio or video clips of presentations, webinars or other similar activity

3.6 Outcomes/Change in practice

The outcomes/change in practice section in the ePortfolio is where you document how your professional development activities have led to a change in your practice and improved outcomes for the people you work with. Reference to the [Ministry of Health's definition](#) of equity and health outcomes may be useful:

In Aotearoa New Zealand, people have differences in health that are not only avoidable but unfair and unjust. Equity recognises different people with different levels of advantage require different approaches and resources to get equitable health outcomes.

A specific example of what your new practices are needs to be provided to substantiate your outcomes. Some exemplars of what a specific example should look like are provided below:

"I now try and carry out part of my assessments in the persons own environment. This has meant allowing an extra visit in my diary for each referral and re-prioritising my time management each week. This has resulted in me being able to follow up and discuss solutions in much more depth on the phone and via telehealth with the person and whānau before making the final recommendations"

"I now visit with our Māori health worker for most visits to Māori whānau. We often continue to visit together and plan with the whānau what needs to happen for the next week or two. This has led to the needs assessor commenting on not needing to put in as much home help support for several people because of everyone knowing what to do and who was doing it"

"I have now started reviewing relevant organisations policies before our quarterly meetings so I can bring up difficulties we have following guidelines. I make notes with examples of what the problems are with the guidelines so I am prepared for questions. I also prepare suggestions for solutions to these. This has been very successful in changing policies related to reimbursement of expenses, travel allowances and health and safety procedures which were creating barriers to us providing individualised and rapid person centred care"

"I have created a flow chart for me and my staff to follow when there are complex ethical issues we have to resolve. We now use this when making funding and service provision decisions. It has helped us clarify what our ethical responsibilities were to make sure the person continued to receive the rehab they needed and we have been able to argue for a continuation of services"

"By organising monthly supervision six months in advance I was able to attend 5/6 pre-planned sessions. I was able to discuss and work through several complex issues with my supervisor with much greater depth due to not having to cram as much into each session. Prioritising supervision benefited the people involved in each of these situations as my supervisor challenged my approach and justifications for my decision making."

Documenting your achievements as they occur is a way to keep an up to date record of ongoing professional development over the two-year cycle. If a goal or developmental activity has not been completed an explanation of this can be recorded.

3.7 Reflective practice cycle key messages

- The ePortfolio is evidence of your ongoing engagement in PD to maintain and progress their competence.
- It is not necessary to record all PD undertaken in the ePortfolio
- There should be at least one goal completed for each of the five competency areas over the two-year cycle.
- ePortfolio goals should be connected explicitly to the self-assessment of competence and the Competencies for Registrations and Continuing practice.
- Any completed or discarded goals and developmental activities should not be deleted as these contribute to the PD history recorded in the ePortfolio.
- Uploading digital artefacts is an important part of the ePortfolio as these provide additional evidence of competence
- Outcomes of the PD and a change of practice example is required for each goal
- Critical reflection is an essential part of the reflective practice cycle
- Obligations under Te Tiriti o Waitangi need to be considered as part of the critical reflections for all areas of competence

4.0 Career stages

The ePortfolio will change as the you move through the different stages of your career.

Note: Critical reflection requires the consideration of Te Tiriti o Waitangi in the integration of theory and practice.

New graduates

New graduates are considered competent in all the Competencies for Registration upon graduation. As a new graduate, your ePortfolio should focus on applying the knowledge and skills you have learnt during your education and training to your practise setting. Your ability to transition to practice will vary considerably and the ePortfolio should be used to support this transition.

Considerations for new graduates should include:

- Establishing professional supervision as an ongoing part of their practice
- Supporting the development of critical reflective practice
- Supporting the transition from student to Registered Health Provider
- Advice and education about appropriate PD activities
- Guidance about realistic and manageable goals and PD activities
- Mentoring and coaching in the use of the ePortfolio as a record of PD and competence
- Practising within core the occupational therapy scope of practice, code of ethics and competencies for registration
- Understanding their obligations under Te Tiriti o Waitangi
- Understanding the regulatory requirements

Overseas-trained kaiwhakaora ngangahau

If you have trained and qualified overseas and are starting practise in Aotearoa New Zealand you will come with a wide variety of experience and knowledge. Your ePortfolio should reflect this in your self-assessments of competence.

Considerations for overseas qualified practitioners should include:

- Clear identification of the health context and system the kaiwhakaora ngangahau has come from
- Cultural differences and practices which may impact on competence
- Prioritisation of training and orientation to the health system and expectations of health practitioners in Aotearoa New Zealand
- Planning for learning and developing culturally safe practice for Aotearoa New Zealand context
- Engaging with the profession and establishing ongoing professional support

- Understanding core OTBNZ documents including scope of practice, code of ethics and competencies for registration
- Understanding their obligations under Te Tiriti o Waitangi
- Understanding the regulatory requirements

Returning kaiwhakaora ngangahau

If you have had a career break or have been practising overseas for more than three years, you are considered to be a returning practitioner.

Considerations for returning practitioners should include:

- Re-familiarisation with OTBNZ current competencies, ethical standards, and the legal requirements to hold a practising certificate
- Mentoring and coaching in the use of the ePortfolio as a record of PD and competence
- Planning for development of culturally safe practice for Aotearoa New Zealand context
- Updating theoretical, clinical and practice knowledge
- Engaging with the profession and establishing ongoing professional support
- Understanding their obligations under Te Tiriti o Waitangi

4.1 What about changing jobs or roles?

If, or when, you change jobs, practice settings and/or roles within the two year ePortfolio cycle, you will need to review their ePortfolio to ensure it continues to accurately provide a snapshot of your practice and competence. A pragmatic approach can be taken in this review depending on where in the two year cycle the change has occurred. When changing roles or employment consider:

- If the role change has occurred in the last six months of an ePortfolio cycle the existing goals and development activities could be completed as they relate to the past role
- If the role change has occurred in the first half of the ePortfolio cycle self-assessments, goals and developmental activities need to be reviewed and updated to reflect the new practice setting
- Any discontinued goals and developmental activities need to be documented in the outcomes and critical reflection sections of the ePortfolio
- The ePortfolio reflect changed roles through updating self-assessments and goals. Explain these circumstances in updated or new self-assessments.
- A new ePortfolio entry may be generated for the same year where there is a significant change in role

4.2 What about having periods of non-practice within an ePortfolio cycle?

If you have several months off within a two year ePortfolio cycle but continue to hold a practising certificate (e.g., for maternity leave, extended leave, or career breaks), you will need to document this in your ePortfolio. This documentation can be as a new self-assessment or in the outcomes and critical reflection sections of the ePortfolio. If the resumption of practice after the non-practising period is in a new practice setting, the guidance in the preceding section should be followed.

Remember to:

- Update any changes to employment history and contact details in myOTBNZ
- Complete the reflective practice cycle for each competency in the ePortfolio before you stop practising

Note: You should not delete goals and activities that are no longer relevant as they represent the journey of PD

6.0 Oversight of the ePortfolio

The ePortfolio is part of the high trust model implicit in the self-regulation of occupational therapy in Aotearoa New Zealand. The OTBNZ has oversight of the ePortfolio at several different levels.

6.1 Self-declaration

You are required to declare that you will engage with the ePortfolio when applying for or renewing their practising certificate. This declaration allows you to demonstrate to the OTBNZ and the public your intent to engage with ongoing PD.

6.2 Third-party attestation

If you have been recently practising in Aotearoa New Zealand you are required to nominate another practising kaiwhakaora ngangahau who will view your ePortfolio and attest that your engagement is appropriate.

6.3 Supervision

You are required to nominate a supervisor who will have oversight of your ePortfolio. Supervisors are required to make statements regarding your engagement in the ePortfolio process. Information about supervision is available in the practitioner section of the Board's website.

6.3 Auditing

The OTBNZ undertakes a structured annual auditing process. The criterion for this process is detailed in the [ePortfolio Audit Policy](#).

6.4 Monitoring

The OTBNZ monitors ePortfolio engagement and supervision nomination at various stages throughout the cycle.

Overall audit

The OTBNZ conducts overall audits of each ePortfolio cycle. These are conducted on an anonymised basis with the aim of quality improvement and identifying areas for future development. The audit is conducted using an ethical framework and the results published by the OTBNZ on its website.

Please note: You are professionally bound to make true and accurate attestations.

Glossary

Activity An area of work that encompasses groups of related tasks.

Attitude A person's feelings, values, and beliefs, which influence their behaviour and performance of tasks.

Behaviour Observable conduct towards other people or activities that expresses a competency.

Competency The observable ability of a person, integrating knowledge, skills, and attitudes in their performance of tasks. Competency can develop/improve or erode over time. Competencies are durable, trainable and, through the expression of behaviours, measurable" (Mills et al., 2020, p. 12). Competence is durable through multiple activities and develops or reduces over time.

Competent Performance of required competencies and activities to a defined standard for an occupational role (e.g., "she/he is competent") is a requirement of practice.

Competencies for Registration and Continuing Practice The minimum standards for kaiwhakaora ngangahau to hold a practising certificate as defined by the Occupational Therapy Board of New Zealand.

Condition/s A stipulation set by the OTBNZ on a kaiwhakaora ngangahau scope of practice e.g., may only work part-time or be required to be in a set period of supervision for identified issues.

Critical reflection is "an explicit approach to explore one's own beliefs, attitudes, and values in the context of integrating the theory and practice of the profession" (Hall et al., 2012, p. 745). This is a lens of reflective practice which seeks to understand the "barriers that limit the practitioner's ability to respond differently even when they know there is a better way to respond" (Johns, 2017, p. 3). Critical reflection requires knowledge, skills and abilities which can be developed and learnt over time. An understanding of one's own attitudes, values and beliefs is essential for critical reflection to be effectively applied to practice.

Knowledge The informational base of competencies and activities.

Practitioner for the purposes of this handbook, a 'health practitioner' or 'practitioner' is a practising kaiwhakaora ngangahau with a current practising certificate.

Professional Development Engagement in ongoing learning and continuing professional development activities in order to maintain and keep current with a person's knowledge, skills, attitudes, and competence and performance

Proficiency A person's level of performance (e.g., novice or expert). A degree of ability to perform (continuous)

Recertification programme This is a requirement set by the OTBNZ on a kaiwhakaora ngangahau scope of practice.

Reflective practice. Reflective practice is about developing an awareness of what is thought, felt, and enacted about an experience. It includes making judgements about the experience, distinguishing between good and bad, or right and wrong. Reflective practice is considered necessary for kaiwhakaora ngangahau to develop appropriate practise to respond to the experiences of the people they are working with and provide services to. For this to occur, you need to understand yourself and your practice first - “only when practitioners truly understand themselves and the conditions of their practice can they begin to realistically change and respond differently” (Johns, 2017, p. 3).

Skill A specific cognitive or motor ability that is typically developed through training and practice. Observable (physical) and unobservable (cognitive) attribute, often applied in combination, i.e., several skills may contribute towards one competency and/ or activity

Standard The level of proficiency required to perform an occupational role, acquire a professional title, or be deemed safe to perform specific tasks. A specific level of performance (discrete)

Supervision In the context of the HPCAA means the monitoring of, and reporting on, the performance of a kaiwhakaora ngangahau by a professional peer who is also a registered kaiwhakaora ngangahau. Refer to the OTBNZ supervision guidelines for further information.

Task Observable units of work as part of an activity, which draw on knowledge, skills, attitudes, and behaviours. Tasks are time limited, trainable, and measurable. Observable attribute of activities, often applied in combination, i.e., several tasks may contribute towards one activity (Mills et al., 2020, p. 12)

Third Party A person who attests to a kaiwhakaora ngangahau competence on the practising certificate renewal declaration. This person must be a registered kaiwhakaora ngangahau with a current licence to practice and who is not on the recertification programme and with no condition on their cope of practice. A third part must sight and discuss your ePortfolio with you prior to completing the attestation process.

Associated documents

OTBNZ. (August, 2020). Recertification Programme, Induction and Orientation.

OTBNZ. (August, 2020). Supervision requirements for Occupational Therapists Practising in NZ.

OTBNZ. (January, 2022). Code of Ethics for Occupational Therapists.

OTBNZ. (January, 2022). Competencies for Registration and Continuing Practice.

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Purnell, L. (2018). In M. "Marty" Douglas (Ed.), *Global Applications of Culturally Competent Health Care: Guidelines for Practice* (pp. 97–112). Springer International Publishing. <https://doi.org/10.1007/978-3-319-69332-3>