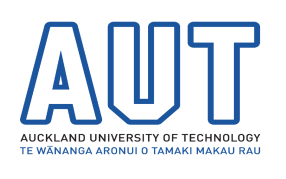
**Name of Ākonga: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

A blue and yellow logo

Description automatically generated



**AOTEAROA NEW ZEALAND**

**Whakaora Ngangahau |Occupational Therapy**

**Fieldwork Assessment**

**Year Two**

**BT611002 Fieldwork 3**

**2025**

|  |  |
| --- | --- |
| **DHB/School/Private Provider/Other** |  |
| **Facility/Hospital/Agency** |  |
| **Ward/Team/Area/Unit** |  |
| **Address** |  |
| **Area of Speciality** |  |
| **Supervisor/s** |  |

|  |  |  |
| --- | --- | --- |
| **Dates** | **Start Date:** | **Finish Date:** |

**Please return the ASSESSMENT FORM via email to:** [otfieldwork@op.ac.nz](mailto:otfieldwork@op.ac.nz)

by: **Wednesday 19th November 2025**

# Fieldwork assessmeNt

Assessment of fieldwork is both formative and summative. Feedback should be provided on a regular basis alongside weekly supervision sessions. Midway and final assessment meetings are an opportunity for ākonga/student and supervisor to discuss and negotiate ākonga/student grades. Ākonga/students are expected to self-evaluate, pencilling in where they perceive they have achieved and presenting evidence to support their grading of each competency indicate.

**Successful completion of this course requires the ākonga/student** **to reach all competency indicators at or above the expected level of performance identified by the shaded box at final assessment.**

**All competencies should be assessed. If you are unsure how to interpret the indicators in your setting, please refer to your manual or contact the Fieldwork Lecturer.**

**Midway Assessment**

* The midway assessment is a formative opportunity to identify ākonga/student learning needs and provide specific feedback on the areas requiring improvement.
* Fieldwork supervisors should clearly outline what the ākonga/student needs to do to reach the expected level of performance as identified by the shaded box for each competency indicator by the end of the placement.

* It is essential that the ākonga/student signs and dates all midway assessment comments.

**If there is evidence to suggest the ākonga/student** **may not meet the expected level of performance in any given indicator by the end of the placement, please contact the Fieldwork Lecturer immediately.**

**Final Assessment**

* The final assessment should be completed by the ākonga/student and fieldwork supervisor at least two days before the end of the placement.
* A full report, summarising the placement, is to be completed by the fieldwork supervisor. The ākonga/student is to complete a reflection and identify future learning objectives.
* The completed assessment should be signed by the fieldwork supervisor and the ākonga/student.

Fieldwork Supervisors should include the following when writing their reports:

1. For each competency, provide a description and examples of how the ākonga/student has met the performance indicators and a brief comment on areas that require further development.

2. If any competency has not been met, provide a description and examples of why the ākonga/student has not met the competency.

**Consequence of Failure**

If a ākonga/student has not reached the expected level in **one** or more of the competency indicators, please make recommendations on the final page of this assessment form. The Fieldwork Lecturer can be contacted to discuss your assessment. The school will consider your recommendations in deciding whether the ākonga/student passes or fails this course.

**GRADINGS:**

Each indicator should be graded using the five levels described below:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **1** | **2** | **3** | **4** | **5** |
| **NOT ACHIEVED**  Not yet able to demonstrate skills, knowledge, and attitudes to perform safely at emerging level in the setting | **EMERGING**  Beginning to demonstrate some of the necessary skills, knowledge, and attitudes to perform safely in the setting. | **APPROPRIATE**  Demonstrates skills, knowledge, and attitudes to perform safely, although with some inconsistency, in the setting. | **CONSISTENT**  Demonstrates sustained and consistent application of sufficient skills, knowledge, and attitudes to perform safely in the setting. | **EXCEPTIONAL**  Demonstrates remarkable depth and breadth in the application of skills, knowledge, and attitudes, in the setting. |

**The shaded box indicates the expected level of performance for each indicator.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| The example below indicates that a ākonga meets the expected level of achievement i.e. 3 = Appropriate | | | | |
| 1 | 2 | 3 | 4 | 5 |
|  |  | ü |  |  |

***Example of application of grading indicator:***

### Competency 1 - Applying whakaora ngangahau | occupational therapy knowledge, skills, and values

**PERFORMANCE INDICATOR:**

1.7 Use a range of communication and active listening strategies with people receiving services.

1. Not achieved  
   Ākonga is unable to use verbal/non-verbal techniques to establish rapport with people receiving services.
2. Emerging  
   Ākonga is beginning to utilise verbal/non-verbal techniques to establish rapport with people receiving services.
3. Appropriate  
   Ākonga demonstrates the ability to utilise verbal/non-verbal techniques to establish rapport with people receiving services, although with some inconsistency. This is where we expect the majority of Performance Indicators to be sitting by the end of Fieldwork 3.
4. Consistent  
   Ākonga regularly demonstrates effective verbal/non-verbal techniques to establish rapport with people receiving services.
5. Exceptional  
   Ākonga demonstrates excellent verbal/non-verbal techniques to establish rapport with people receiving services.

**GRADINGS:**

Each indicator should be graded using the five levels described below:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **1** | **2** | **3** | **4** | **5** |
| **NOT ACHIEVED**  Not yet able to demonstrate skills, knowledge, and attitudes to perform safely at emerging level in the setting | **EMERGING**  Beginning to demonstrate some of the necessary skills, knowledge, and attitudes to perform safely in the setting. | **APPROPRIATE**  Demonstrates skills, knowledge, and attitudes to perform safely, although with some inconsistency, in the setting. | **CONSISTENT**  Demonstrates sustained and consistent application of sufficient skills, knowledge, and attitudes to perform safely in the setting. | **EXCEPTIONAL**  Demonstrates remarkable depth and breadth in the application of skills, knowledge, and attitudes, in the setting. |

**The shaded box indicates the expected level of performance for each indicator.**

**Competency 1 - Applying whakaora ngangahau | occupational therapy knowledge, skills, and values**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **MIDWAY** |  | **FINAL** |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **PERFORMANCE INDICATORS:** | 1 | | 2 | | 3 | | 4 | | 5 | |  | | 1 | | 2 | | 3 | | 4 | 5 |
| 1.1 Apply an occupational therapy perspective to practice | |  | |  | |  | |  | |  | |  | |  | |  | |  |  |  |
|  | |  | |  | |  | |  | |  | |  | |  | |  |  |  |
| * 1. Use the occupational therapy process with people and a range of appropriate strategies and tools to assess, diagnose, provide interventions, evaluate, refer on, discharge, and follow up when appropriate.   . | |  | |  | |  | |  | |  | |  | |  | |  | |  |  |  |
|  | |  | |  | |  | |  | |  | |  | |  | |  |  |  |
| 1.3 Work with support and educate people and whānau to optimise occupational participation and outcomes. | |  | |  | |  | |  | |  | |  | |  | |  | |  |  |  |
|  | |  | |  | |  | |  | |  | |  | |  | |  |  |  |
| * 1. Identify, discuss and/or use sustainable practices interventions that align with people’s aspirations and promote participation and inclusion. | |  | |  | |  | |  | |  | |  | |  | |  | |  |  |  |
|  | |  | |  | |  | |  | |  | |  | |  | |  |  |  |
| * 1. Use a range of communication and active listening strategies with people receiving services | |  | |  | |  | |  | |  | |  | |  | |  | |  |  |  |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1.9 Record and justify your intervention and professional reasoning |  |  |  |  |  |  |  |  |  |  |  |

**FIELDWORK SUPERVISOR FEEDBACK**

**Competency 1 – Applying Whakaora Ngangahau | Occupational Therapy Knowledge, Skills, and Values**

**MIDWAY FEEDBACK**

|  |
| --- |
| **Ākonga strengths:** |

|  |
| --- |
| **Specifically state how the ākonga can improve performance from the midway assessment:** |

**FINAL FEEDBACK**

|  |
| --- |
|  |

**GRADINGS:**

Each indicator should be graded using the five levels described below:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **1** | **2** | **3** | **4** | **5** |
| **NOT ACHIEVED**  Not yet able to demonstrate skills, knowledge, and attitudes to perform safely at emerging level in the setting | **EMERGING**  Beginning to demonstrate some of the necessary skills, knowledge, and attitudes to perform safely in the setting. | **APPROPRIATE**  Demonstrates skills, knowledge, and attitudes to perform safely, although with some inconsistency, in the setting. | **CONSISTENT**  Demonstrates sustained and consistent application of sufficient skills, knowledge, and attitudes to perform safely in the setting. | **EXCEPTIONAL**  Demonstrates remarkable depth and breadth in the application of skills, knowledge, and attitudes, in the setting. |

**The shaded box indicates the expected level of performance for each indicator.**

### Competency 2: - Responsiveness to te Tiriti o Waitangi

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **MIDWAY** | | | | | | | | | |  | | **FINAL** | | | | | | | |
| **PERFORMANCE INDICATORS:** | 1 | | 2 | | 3 | | 4 | | 5 | |  | | 1 | | 2 | | 3 | | 4 | 5 |
| 2.1 Support tino rangatiratanga for Māori who use your services to improve their wellbeing and social outcomes. | |  | |  | |  | |  | |  | |  | |  | |  | |  |  |  |
|  | |  | |  | |  | |  | |  | |  | |  | |  |  |  |
| 2.2 Apply whānau tikanga, wairua and hauora to  improve outcomes. | |  | |  | |  | |  | |  | |  | |  | |  | |  |  |  |
|  | |  | |  | |  | |  | |  | |  | |  | |  |  |  |
| 2.5 Apply reflective practice to identify and address conscious and unconscious bias, discrimination and racism to support you to embrace whānau tikanga | |  | |  | |  | |  | |  | |  | |  | |  | |  |  |  |
|  | |  | |  | |  | |  | |  | |  | |  | |  |  |  |
| 2.7 Provide services reflective of tikanga, manaakitanga and kaitiakitanga as encapsulated in te Tiriti o Waitangi. | |  | |  | |  | |  | |  | |  | |  | |  | |  |  |  |
|  | |  | |  | |  | |  | |  | |  | |  | |  |  |  |
| 2.11 Enhance your understanding and use of te reo Māori and other taonga. | |  | |  | |  | |  | |  | |  | |  | |  | |  |  |  |

**FIELDWORK SUPERVISOR FEEDBACK**

**Competency 2 – Responsiveness to te Tiriti o Waitangi**

**MIDWAY FEEDBACK**

|  |
| --- |
| **Ākonga strengths:** |

|  |
| --- |
| **Specifically state how the ākonga can improve performance from the midway assessment:** |

**FINAL FEEDBACK**

|  |
| --- |
|  |

**GRADINGS:**

Each indicator should be graded using the five levels described below:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **1** | **2** | **3** | **4** | **5** |
| **NOT ACHIEVED**  Not yet able to demonstrate skills, knowledge, and attitudes to perform safely at emerging level in the setting | **EMERGING**  Beginning to demonstrate some of the necessary skills, knowledge, and attitudes to perform safely in the setting. | **APPROPIATE**  Demonstrates skills, knowledge, and attitudes to perform safely, although with some inconsistency, in the setting. | **CONSISTENT**  Demonstrates sustained and consistent application of sufficient skills, knowledge, and attitudes to perform safely in the setting. | **EXCEPTIONAL**  Demonstrates remarkable depth and breadth in the application of skills, knowledge, and attitudes, in the setting. |

**The shaded box indicates the expected level of performance for each indicator.**

### Competency 3 - Developing and sustaining partnerships

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **PERFORMANCE INDICATORS:** | 1 | | 2 | | 3 | | 4 | | 5 | |  | | 1 | | 2 | | 3 | 4 | 5 |
| 3.1 Work proactively and respectfully with others to ensure the best outcomes, keeping people and whānau at the centre of practice. | |  | |  | |  | |  | |  | |  | |  | |  |  |  |  |
|  | |  | |  | |  | |  | |  | |  | |  |  |  |  |
| * 1. Work collaboratively at all times by communicating in transparent and mana-enhancing ways, with the person receiving your service and/or whānau and relevant others involved. | |  | |  | |  | |  | |  | |  | |  | |  |  |  |  |
|  | |  | |  | |  | |  | |  | |  | |  |  |  |  |
| 3.4 Co-design, collaborate and consult with the person, whānau and team to ensure coordinated service delivery toward agreed goals. | |  | |  | |  | |  | |  | |  | |  | |  |  |  |  |
|  | |  | |  | |  | |  | |  | |  | |  |  |  |  |

**FIELDWORK SUPERVISOR FEEDBACK**

**Competency 3 – Developing and Sustaining Partnerships**

**MIDWAY FEEDBACK**

|  |
| --- |
| **Ākonga strengths:** |

|  |
| --- |
| **Specifically state how the ākonga can improve performance from the midway assessment:** |

**FINAL FEEDBACK**

|  |
| --- |
|  |

**GRADINGS:**

Each indicator should be graded using the five levels described below:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **1** | **2** | **3** | **4** | **5** |
| **NOT ACHIEVED**  Not yet able to demonstrate skills, knowledge, and attitudes to perform safely at emerging level in the setting | **EMERGING**  Beginning to demonstrate some of the necessary skills, knowledge, and attitudes to perform safely in the setting. | **APPROPRIATE**  Demonstrates skills, knowledge, and attitudes to perform safely, although with some inconsistency, in the setting. | **CONSISTENT**  Demonstrates sustained and consistent application of sufficient skills, knowledge, and attitudes to perform safely in the setting. | **EXCEPTIONAL**  Demonstrates remarkable depth and breadth in the application of skills, knowledge, and attitudes, in the setting. |

**The shaded box indicates the expected level of performance for each indicator.**

### Competency 4: - Practicing in a safe, legal ethical, sustainable and culturally competent way

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **PERFORMANCE INDICATORS:** | 1 | | 2 | | 3 | | 4 | | 5 | |  | | 1 | | 2 | | 3 | 4 | 5 |
| 4.1 Comply with the legislation, regulations, service standards, policies, data security requirements, privacy requirements, and professional and ethical guidelines to your area of practice | |  | |  | |  | |  | |  | |  | |  | |  |  |  |  |
|  | |  | |  | |  | |  | |  | |  | |  |  |  |  |
| 4.3 Clearly identify the boundaries of the service you can provide based on the Occupational Therapy Board of New Zealand (the Board) scope of practice, competencies, Code of Ethics and supplementary guidance | |  | |  | |  | |  | |  | |  | |  | |  |  |  |  |
|  | |  | |  | |  | |  | |  | |  | |  |  |  |  |
| 4.4 Manage the boundaries between personal and professional relationships with care and integrity. | |  | |  | |  | |  | |  | |  | |  | |  |  |  |  |
|  | |  | |  | |  | |  | |  | |  | |  |  |  |  |
| 4.9 Recognise and respect diversity, including people’s values, beliefs, attitudes, gender, SOGIESC, cultural identity and language. | |  | |  | |  | |  | |  | |  | |  | |  |  |  |  |
|  | |  | |  | |  | |  | |  | |  | |  |  |  |  |
| 4.12 Manage your own health and wellbeing so that you are fit to practise and take action when personal health and wellbeing affects your safety and fitness to practise, as required by legislation and the Board | |  | |  | |  | |  | |  | |  | |  | |  |  |  |  |
|  | |  | |  | |  | |  | |  | |  | |  |  |  |  |

**FIELDWORK SUPERVISOR FEEDBACK**

**COMPETENCY 4 - Practising in a Safe, Legal, Ethical, Sustainable and Culturally Competent Way**

**MIDWAY FEEDBACK**

|  |
| --- |
| **Ākonga strengths:** |

|  |
| --- |
| **Specifically state how the ākonga can improve performance from the midway assessment:** |

**FINAL FEEDBACK**

|  |
| --- |
|  |

**GRADINGS:**

Each indicator should be graded using the five levels described below:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **1** | **2** | **3** | **4** | **5** |
| **NOT ACHIEVED**  Not yet able to demonstrate skills, knowledge, and attitudes to perform safely at emerging level in the setting | **EMERGING**  Beginning to demonstrate some of the necessary skills, knowledge, and attitudes to perform safely in the setting. | **APPROPRIATE**  Demonstrates skills, knowledge, and attitudes to perform safely, although with some inconsistency, in the setting. | **CONSISTENT**  Demonstrates sustained and consistent application of sufficient skills, knowledge, and attitudes to perform safely in the setting. | **EXCEPTIONAL**  Demonstrates remarkable depth and breadth in the application of skills, knowledge, and attitudes, in the setting. |

**The shaded box indicates the expected level of performance for each indicator.**

### Competency 5 - Practising responsively and upholding the occupational therapy profession

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| You engage with your profession. You ensure your practice is professional, current, responsive, and evidence informed. You take responsibility for your own professional development. | | | | | | | | | | | |
|  | | | | | | | | | | | |
|  | **MIDWAY** | | | | |  | **FINAL** | | | | |
| **PERFORMANCE INDICATORS:** | 1 | 2 | 3 | 4 | 5 |  | 1 | 2 | 3 | 4 | 5 |
| 5.2 Reflect on your competence, knowledge, skills, attitudes, and values, then work to enhance your practice through further development activities. |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |
| 5.3 Support the development and promotion of occupational therapy knowledge, resources, and services. |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |
| 5.4 Actively support and engage in supervision arrangements at appropriate levels for yourself. |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |

**FIELDWORK SUPERVISOR FEEDBACK**

**COMPETENCY 5 – Practising Responsively and Upholding the Occupational Therapy Profession**

**MIDWAY FEEDBACK**

|  |
| --- |
| **Ākonga strengths:** |

|  |
| --- |
| **Specifically state how the ākonga can improve performance from the midway assessment:** |

**FINAL FEEDBACK**

|  |
| --- |
|  |

## Ākonga midway reflections

*Using either Gibbs or Rolfe’s model of reflection, complete an evaluation of your learning and performance at the completion of your final assessment.*

*Refer to the fieldwork manual for additional information on reflection.*

**COMPETENCY 1 - Applying Whakaora Ngangahau Occupational Therapy Knowledge, Skills and Values**

|  |
| --- |
|  |

**COMPETENCY 2 – Responsiveness to te Tiriti o Waitangi**

|  |
| --- |
|  |

**COMPETENCY 3 – Developing and Sustaining Partnerships**

|  |
| --- |
|  |

**COMPETENCY 4 - Practising in a Safe, Legal, Ethical, Sustainable and Culturally Competent Way**

|  |
| --- |
|  |

**COMPETENCY 5 – Practising Responsively and Upholding the Occupational Therapy Profession**

|  |
| --- |
|  |

## Midway assessment

The midway assessment is a collaborative opportunity to identify ākonga-learning needs and provide specific feedback on performance indicators that require improvement. Fieldwork supervisors should clearly outline what the ākonga need to do to reach the expected level of competency as identified by the shaded box for each of the five competencies.

This agreement states that

(Ākonga Name)

* Has read and understood the midway assessment.
* Is clear about what has been identified on each of the performance indicators for each of the competencies.
* Has an understanding of how they can improve their performance from the midway assessment, in order to successfully, meet the requirements of this specific fieldwork placement.

Ākonga signature

Supervisor signature

Date

FIELDWORK SUPERVISOR FINAL COMMENTS**:**

Overall Summary/Recommendations following completion of placement**:**

Fieldwork Supervisor signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_

ĀKONGA COMMENTS**:**

*Using either Gibbs or Rolfe’s model of reflection, complete an evaluation of your learning and performance at the completion of your final assessment.*

*Refer to the fieldwork manual for additional information on reflection.*

**Learning Objectives**

(Ākonga identify 3 areas to continue to work on for next fieldwork placement)

1.

2.

3.

Ākonga signature: Date:

## Ākonga hours

|  |
| --- |
| Expected Weekly Hours: **30 on-site, plus 5 hours study** |

Fieldwork Placement 3 (8 Weeks)

|  |  |  |
| --- | --- | --- |
| Week Beginning | Details | Total Hours  (Min = 35) |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  | **TOTAL HOURS: (Approximately = 280 hours)** |  |

Signed:

Fieldwork Supervisor:

Occupational Therapy Ākonga:

***\*Public holidays are not included in the accumulated hours***