**Name of ākonga: \_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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Description automatically generated****

**AOTEAROA|NEW ZEALAND**

**Whakaora Ngangahau | Occupational Therapy**

**Fieldwork Assessment**

**Year Three**

**BT710002 Fieldwork 4**

**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 3rd September 2025**

**Fieldwork Assessment Overview**

Fieldwork assessments are both formative and summative, with regular feedback provided during weekly supervision sessions. The midway and final assessments are opportunities for both ākonga (student) and supervisor to review and discuss progress, set expectations, and negotiate final grades. Ākonga are expected to conduct a self-evaluation, marking where they believe they have met the competency indicators, and provide evidence to support their assessments.

To successfully complete the course, ākonga must meet or exceed the expected performance level for all competency indicators, as indicated in the shaded box on the final assessment.

All competencies must be assessed. If there is uncertainty about how to interpret the indicators in your setting, refer to the manual or contact the Fieldwork Kaiako (lecturer).

**Midway Assessment**

* **Purpose**: The midway assessment is a formative checkpoint to identify areas where the ākonga may need additional support or improvement. It is not required to be returned to the Fieldwork Team at Te Kura Whakaora ngangahau | School of Occupational Therapy.
* **Feedback**: Fieldwork supervisors should clearly outline what ākonga needs to do in order to meet the expected level of performance for each competency indicator by the end of the placement.
* **Signatures**: Both ākonga and supervisor must sign and date all comments made during the midway assessment.
* **Early Intervention**: If there is evidence that the ākonga may not meet the required performance level for any competency by the end of the placement, the supervisor must immediately contact the Fieldwork Kaiako.

**Final Assessment**

* **Timing**: The final assessment should be completed by both ākonga and fieldwork supervisor at least two days before the end of the placement.
* **Report**: A comprehensive report summarising ākonga progress during the placement must be completed by the fieldwork supervisor. Ākonga will complete a reflection and identify their future learning objectives.
* **Signatures**: The final assessment should be signed by both the fieldwork supervisor and ākonga to confirm agreement with the assessment.

**Fieldwork Supervisor Report Guidelines**

1. **Competency Description and Evidence**: For each competency, the fieldwork supervisor should describe how the ākonga has met the performance indicators and provide examples. Brief comments on areas that require further development should also be included. Evidence for these assessments can be found starting on page 25 of the assessment guide. Please ensure all competencies are signed to confirm the statements are accurate representations of ākonga performance during the placement.
2. **Unmet Competencies**: If any competency has not been met, the supervisor should provide an explanation with examples of why ākonga has not reached the expected standard.

**Consequences of not meeting competencies**

If ākonga has not met the expected performance level in one or more competencies, the final page of the assessment form should include recommendations for improvement. The fieldwork Kaiako must be contacted to discuss the assessment.

The school will review these recommendations to determine the best course of action and create a plan to support ākonga moving forward.

**Grading**

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 comprehensive 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 ākonga meets the expected level of achievement i.e. 4 = Consistent

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 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:**

1.9 Record and justify your intervention and professional reasoning.

1. **Not Achieved**   
   Ākonga is unable to provide professional reasoning for interventions provided. Ākonga can identify ideas and concepts but struggles record this information appropriately.
2. **Emerging**  
   Ākonga is beginning to identify clinical reasoning for interventions provided. Ākonga can identify goals and concepts and are beginning to record information appropriately
3. **Appropriate**  
   Ākonga is able to provide clinical reasoning for interventions provided. Ākonga identifies appropriate goals and priorities and can record them using SOAP format.
4. **Consistent**  
   Ākonga is able to justify their intervention with sound clinical reasoning skills and able to independently record information using SOAP format.
5. **Exceptional**  
   Ākonga is able to comprehensively justify their intervention with sound clinical reasoning skills and is able to record information to an exceptional level using SOAP format

**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 comprehensive 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**

You apply your knowledge, skills, and values as a kaiwhakaora ngangahau occupational therapist by engaging with and supporting people and whānau to have a life they value, through enabling occupation and inclusion in communities.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | | **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. |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |
| 1.7 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**

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| **Ākonga strengths:** |

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

**Final feedback**

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**Gradings:**

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **1** | **2** | **3** | **4** | **5** |
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**The shaded box indicates the expected level of performance for each indicator.**

**Competency 2: Responsiveness to te Tiriti O Waitangi**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| As tangata whenua and tangata Tiriti, you recognise your role and responsibilities under te Tiriti o Waitangi and apply your knowledge to work for equitable outcomes for Māori wellbeing. Te Ao Māori, tikanga, wairua, whānau hauora and taonga such as te reo Māori are respected and supported. | | | | | | | | | | | | | | | | | | | | | | |
|  | **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. | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  |
|  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  |
| * 1. 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**

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| **Ākonga strengths:** |

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

**Final feedback**

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**Gradings:**

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **1** | **2** | **3** | **4** | **5** |
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**The shaded box indicates the expected level of performance for each indicator.**

**Competency 3: Developing and sustaining partnerships**

You promote and facilitate interdisciplinary collaboration and cooperation for people's health and wellbeing services.

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|  | **MIDWAY** | | | | | | | | | |  | | | **FINAL** | | | | | | | | | |
| **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. | |  | |  | |  | |  | |  | | |  | |  | |  | |  | |  | |  | |
|  | |  | |  | |  | |  | | |  | |  | |  | |  | |  | |  | |
| 3.7 Use devices, apps and other digital tools to benefit your networks, teams, practice and people receiving your service | |  | |  | |  | |  | |  | | |  | |  | |  | |  | |  | |  | |
|  | |  | |  | |  | |  | | |  | |  | |  | |  | |  | |  | |

**Fieldwork supervisor feedback**

**Competency 3 – Developing and sustaining partnerships**

**Midway feedback**

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| **Ākonga strengths:** |

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

**Final feedback**

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**Gradings:**

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **1** | **2** | **3** | **4** | **5** |
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**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**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| You act with integrity. You meet safety, legal, ethical, sustainability and cultural requirements and expectations in your professional practice. | | | | | | | | | | | |
|  | **MIDWAY** | | | | |  | **FINAL** | | | | |
|  |  | | | | |  |  | | | | |
| **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 relevant 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**

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| **Ākonga strengths:** |

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

**Final feedback**

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**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 comprehensive 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 practise is professional, current, responsive, collaborative, and evidence based. You take responsibility for your own professional development.

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|  | | | | | | | | | | | |
|  | **MIDWAY** | | | | |  | **FINAL** | | | | |
| **Performance indicators:** | 1 | 2 | 3 | 4 | 5 |  | 1 | 2 | 3 | 4 | 5 |
| 5.1 Critically appraise professional literature, research and/or mātauranga Māori to update your knowledge of current theories, techniques and technologies and integrate appropriate current developments into practice. |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |
| 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, occupational therapists and or others. |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |

**Fieldwork supervisor feedback**

**Competency 5 – Practising responsively and upholding the occupational therapy profession**

**Midway feedback**

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| **Ākonga strengths:** |

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

**Final feedback**

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**Ākonga Midway Reflections**

Reflect and evaluate your performance so far, identifying areas for further development. For the midway assessment, you are required to complete a detailed reflection on your performance. This reflection provides an opportunity to analyse your progress and discuss your experiences during midway.

After the midway assessment, you will need to expand your reflection by addressing each competency in more depth. To enhance your insights, consider using a reflective model to structure your evaluation and guide your thinking.

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

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

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**Competency 3 - Developing and sustaining partnerships**

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**Competency 4 - Practicing in safe, legal, ethical, sustainable and culturally competent way**

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

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**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.
* Understands how they can improve their performance from the midway assessment, 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:**

Reflect and evaluate your performance after completing your final assessment. Use either Gibbs' reflective cycle or Rolfe's framework for reflection to structure your evaluation, focusing on your learning and overall performance throughout the placement.

For further guidance on reflection, please refer to the fieldwork manual.

**Learning Objectives**

Ākonga are encouraged to identify three key areas for development to focus on during their next fieldwork placement. These objectives should be based on reflections from your current placement, feedback from your supervisor, and self-assessment of your competencies.

When setting your objectives, aim to make them specific, measurable, and achievable within the context of your next placement. Consider areas where you feel less confident or skills that could be strengthened to enhance your professional growth.

Your learning objectives will serve as a foundation for planning and guiding your progress in the next placement, helping you to focus on continuous improvement and skill development.

1.

2.

3.

**Ākonga Hours**

**Public Holidays and Placement Hours**  
Public holidays are not included in the accumulated placement hours.

Workplace-related activities or tasks completed from home may be counted as "onsite hours," provided prior consultation and agreement are obtained from your supervisor. This ensures that all work contributes meaningfully to your learning and aligns with placement expectations.

**Expected Weekly Hours**  
Ākonga are expected to complete 30 onsite hours per week, with an additional 5 hours allocated for study and preparation. This combination is designed to support both practical learning and academic reflection during your placement.

**Fieldwork Placement 4 (8 Weeks)**  
This first placement spans eight weeks and is an opportunity to demonstrate the application of theoretical knowledge, showcase professional reasoning and consistently apply this with the context of settling.

This form needs to be signed off by your supervisor.

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

Fieldwork Placement 4 (8 weeks)

|  |  |  |
| --- | --- | --- |
| Week Beginning | Details | Total Hours (Min = 35) |
|  |  |  |
|  |  |  |
|  |  |  |
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|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  | **Total hours : (Expected = 280 hours)\*** |  |

**Signed:**

Fieldwork Supervisor:

Whakaora ngangahau I occupational therapy ākonga: