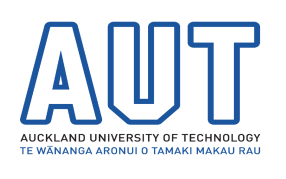
**Name of Ākonga|Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**AOTEAROA**

**Whakaora Ngangahau**

**Fieldwork Assessment**

**Year One**

**BT51001 Fieldwork 1**

**2023**

|  |  |
| --- | --- |
| **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 to:** [otfieldwork@op.ac.nz](mailto:otfieldwork@op.ac.nz)

**by:** Wednesday 5th July 2023

# 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 grades. Ākonga are expected to self-evaluate, pencilling in where they perceive they have achieved and presenting evidence to support their grading of each competency indicator.

**Successful completion of this course requires the ākonga 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 learning needs and provide specific feedback on the areas requiring improvement.
* Fieldwork supervisors should clearly outline what the ākonga 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 and supervisor signs and dates all midway assessment comments.

**If there is evidence to suggest the ākonga 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 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 is to complete a reflection and identify future learning objectives.
* The completed assessment should be signed by the fieldwork supervisor and the ākonga.

Fieldwork Supervisors should include the following when writing their reports:

1. For each competency, provide a description and examples of how the ākonga has met the performance indicators and a brief comment on areas that require further development. This evidence can be provided from pg21 onwards. Please ensure each competency is signed to confirm all statements are true and accurate representations of the ākonga competency whilst on fieldwork placement.

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

### Consequence of Failure

If a ākonga 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 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 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.**

This assessment is reflective of the level of training the ākonga has participated in to date. The pass mark is indicated in the shaded box for all performance indicators; to pass ākonga need to meet every competency. Where the box is black, please do not attempt to fill within these boxes.

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.
2. Emerging  
   Ākonga is beginning to utilise verbal/non-verbal techniques to establish rapport with people.
3. Appropriate   
   Ākonga demonstrates the ability to utilise verbal/non-verbal techniques to establish rapport with people, although with some inconsistency.
4. Consistent  
   Ākonga regularly demonstrates effective verbal/non-verbal techniques to establish rapport with people. Exceptional  
   Ākonga demonstrates excellent verbal/non-verbal techniques to establish rapport with people.

**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 grey 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 practise. |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |
| 1.4 [Coach], consult and collaborate to establish sustainable interventions that align with people’s aspirations and promote participation and inclusion. |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |
| 1. 7 You use a range of communication and active listening strategies with people receiving services |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |

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

**COMPETENCY:**

1. **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 |
| 2.7 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 |  |  |  |  |  |  |  |  |  |  |  |

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

**COMPETENCY:**

1. **Developing and sustaining partnerships**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| You promote and facilitate interdisciplinary collaboration and cooperation for people's health and wellbeing services. | | | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | | | |
|  | **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 practise. |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |
|  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |
| * 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. |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |
|  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |

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

**COMPETENCY:**

1. **Practicing in safe, legal, ethical, sustainable and culturally competent way**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 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, privacy requirements and professional and ethical guidelines relevant to your area of practise. |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |
| 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. |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |

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

**COMPETENCY:**

1. **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. | | | | | | | | | | | |
|  | | | | | | | | | | | |
|  | **MIDWAY** | | | | |  | **FINAL** | | | | |
| **PERFORMANCE INDICATORS:** | 1 | 2 | 3 | 4 | 5 |  | 1 | 2 | 3 | 4 | 5 |
| * 1. Reflect on your competence, knowledge, skills, attitudes and values, then work to enhance your practice through further development activities. |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |
| * 1. 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. |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |

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

Reflect and evaluate your performance to date and areas for further development.

**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 – Practicing 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 needs 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 on and evaluate your performance following completion of final assessment.

**Learning Objectives**

(Ākonga to 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 1 (4 Weeks)

|  |  |  |
| --- | --- | --- |
| Week Beginning | Details | Total Hours  (Min = 35) |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  | **TOTAL HOURS: (Approximately = 140 hours)** |  |

**Signed:**

Fieldwork Supervisor:

Occupational Therapy Ākonga:

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

***\*Person(s)/workplace related activities completed from home can be counted as “onsite hours” with prior consultation and agreement from supervisor.***