



Assessment Guide

Bachelor of Occupational Therapy Fieldwork 4

Otago Polytechnic 2026

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2026

Contents

- Fieldwork 4 Course Outline 2**
- Expectations of Fieldwork 4 3**
- Fieldwork Assessment Overview 5**
 - Midway Assessment..... 5
 - Final Assessment..... 5
 - Fieldwork Supervisor Report Guidelines..... 5
 - Consequences of not meeting competencies 5
- Grading 6**
 - Competency 1 7
 - Competency 2 9
 - Competency 3 11
 - Competency 4 13
 - Competency 5 15
 - Ākonga Midway Reflections 17
 - Midway Assessment..... 18
 - Ākonga Hours 22
- Performance indicators and learning tasks 24**
 - Applying whakaora ngangahau occupational therapy knowledge, skills and values 25
 - Responsiveness to te Tiriti o Waitangi..... 30
 - Developing and sustaining partnerships 36
 - Practising in a safe, legal, ethical, sustainable and culturally competent way 40
 - Practising responsively and upholding the occupational therapy profession 47

Introduction to Fieldwork 4 Assessment Guide

Kia ora and Welcome to Your Fieldwork 4 Placement

This guide is here to support you throughout your placement, providing a clear framework for learning, assessment, and professional growth. Inside, you'll find essential information about placement expectations, learning tasks, and performance indicators, along with practical resources to guide your journey.

The resources included are designed to help you succeed. Use them to set goals, prepare for supervision sessions, reflect on your experiences, and track your progress. This guide is interactive—feel free to take notes, jot down questions, and actively engage with its content.

Fieldwork learning is a shared experience. Collaborate with your supervisor to clarify expectations, work through challenges, and celebrate your achievements. This placement is a unique opportunity to connect theory with practice, develop your professional identity, and grow as a whakaora ngangahau practitioner.

Placement Assessment Resources

- **Assessment Guide:** Each placement has a specific assessment guide outlining the learning tasks and expectations. Use this as a working document to record comments, discuss performance indicators during supervision, and refer to it during midway and final assessments.
- **Supervisor Assessment Form:** Supervisors receive a separate assessment form to document negotiated grades, reflections, hours completed, and recommendations. Once completed, this form is returned.
- **Fieldwork Manual:** Ākonga are also provided with a fieldwork manual, which details the policies and processes related to fieldwork. This also contains a number of resources to assist your learning.

We encourage you to make the most of these resources and the support available during your placement.

Fieldwork 4 Course Outline

SMS Code	BT710002	Teacher-directed learning hours	
Level	7	Authentic work experience learning hours	300
Credits	30	Ākonga-managed learning hours	
Prerequisites	Fieldwork 3 Complexity in Practice: Person, Occupation and Environment	Total Learning Hours	300
This course approved in another Programme: No			

Aim

This course enables ākonga |students to demonstrate competence through consistent application of whakaora ngangahau | occupational therapy skills and knowledge, within the practice setting, sustaining professional behaviours and attitudes at a consistent level.

Learning Outcomes

At the successful completion of this course, ākonga will be able to:

- Critique the role of the kaiwhakaora ngangahau | occupational therapist and whakaora ngangahau using evidence informed practice within the local context.
- Practice whakaora ngangahau at a consistent level* across identified areas of competence within the placement(s) setting.

Indicative Content

- Implement whakaora ngangahau e.g., process, assessment, intervention, discharge in a specific setting.
- Take responsibility for all or part of clients' whakaora ngangahau intervention/provision.
- Implement evidence-informed whakaora ngangahau practice in a specific setting.
- Take responsibility for parts/all of client(s) whakaora ngangahau provision.
- Discuss in supervision professional reasoning and ethical decision-making issues/dilemmas.
- Cultural values, beliefs, attitudes, and assumptions when planning whakaora ngangahau intervention.

Assessment

Assessment Activity	Weighting	Learning Outcomes	Assessment Grading Scheme	Completion Requirements
NZ Fieldwork Assessment	100%	1 & 2	Pass/fail	must pass

Resources Required: Library and database access, Internet access

*Consistent level is the level expected within the New Zealand Fieldwork Assessment

Expectations of Fieldwork 4

Ākonga are expected to progressively take responsibility for a caseload under supervision and guidance. Ideally, a caseload would be introduced around the midpoint of the placement, with ākonga maintaining and managing this caseload for the final four weeks.

We recognize that in some specialized settings, managing a caseload may not be feasible. In these instances, we encourage ākonga to assume increasing responsibility for specific aspects of work—such as assessments or targeted interventions—to ensure they experience a meaningful progression in responsibility throughout the placement.

By the end of the placement, the expectation is that ākonga will take responsibility for approximately 80% of a new graduate caseload. The specific number of person/s for whom they are responsible will naturally vary across different settings. We ask that you use your professional judgment and negotiate the appropriate level of responsibility through supervision with ākonga.

Name of ākonga: _____



AOTEAROA|NEW ZEALAND
Whakaora Ngangahau | Occupational Therapy
Fieldwork Assessment

Year Three
BT710002 Fieldwork 4

2026

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

Dates	Start Date:	Finish Date:
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Please return the ASSESSMENT FORM via email to: otfieldwork@op.ac.nz

By: Wednesday 9th September 2026

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

1	2	3	4	5
			✓	

Example of application of grading indicator:

Competency:

1. Applying whakaora ngāngahau occupational therapy knowledge, skills and values

Performance Indicator:

1.9 Record and justify your intervention and professional reasoning.

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

Performance indicators:	MIDWAY					FINAL				
	1	2	3	4	5	1	2	3	4	5
1.1 Apply an occupational therapy perspective to practice.										
1.2 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

Ākonga strengths:

Specifically state how 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 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 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.

Performance indicators:	MIDWAY					FINAL				
	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 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 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 3: Developing and sustaining partnerships

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

Performance indicators:	MIDWAY					FINAL				
	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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3.2 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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3.4 Co-design, collaborate and consult with the person, whānau and team to ensure coordinated service delivery toward agreed goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3.7 Use devices, apps and other digital tools to benefit your networks, teams, practice and people receiving your service	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Fieldwork supervisor feedback

Competency 3 – Developing and sustaining partnerships

Midway feedback

Ākonga strengths:

Specifically state how 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 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 4: Practicing in a 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 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

Ākonga strengths:

Specifically state how 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
<p>NOT ACHIEVED Not yet able to demonstrate skills, knowledge and attitudes to perform safely at emerging level in the setting</p>	<p>EMERGING Beginning to demonstrate some of the necessary skills, knowledge and attitudes to perform safely in the setting.</p>	<p>APPROPRIATE Demonstrates skills, knowledge and attitudes to perform safely, although with some inconsistency, in the setting.</p>	<p>CONSISTENT Demonstrates sustained and consistent application of sufficient skills, knowledge and attitudes to perform safely in the setting.</p>	<p>EXCEPTIONAL Demonstrates comprehensive depth and breadth in the application of skills, knowledge and attitudes, in the setting.</p>

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.

Performance indicators:	MIDWAY					FINAL				
	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

Ākonga strengths:

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

Final feedback

Ākonga Midway Reflections

Take some time to reflect on how you are going so far on placement and identify areas where you would like to continue developing. Before your midway assessment, you are required to complete a detailed reflection on your performance. This reflection helps you think about your progress and learning experiences and will support discussion during your midway assessment.

After the midway assessment, you will return to this reflection and build on it by exploring each competency in more detail. To help organise your thoughts and deepen your reflection, you may find it useful to use a reflective model as a guide.

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 - Practicing in 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.
- 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.

A large, empty rectangular box with a thin black border, intended for the student to write their reflective comments. It occupies the majority of the page's vertical space below the instructions.

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

Performance indicators and learning tasks

This section provides examples of learning tasks to help assess the standard the ākonga has achieved for each performance indicator on the fieldwork assessment. These tasks were developed by fieldwork kaiako and refined through feedback from clinical supervisors during a consultative workshop.

Purpose of this section

- It is designed to facilitate discussions between ākonga and supervisors, helping to identify which performance indicators have been addressed and which require further focus during the placement.
- The learning tasks and learning contract can serve as a basis for weekly discussions about progress and areas for improvement.

Format of this section

1. The five areas of assessment (aligned with the final assessment form) are presented.
2. Each area includes corresponding learning tasks, with numbers and headings matching those used on the assessment form.

How to use this section

- Ākonga and supervisors can customise the column “*Ways these performance indicators can be met in this setting*” by recording learning tasks specific to the placement context (e.g., adapting tasks to suit particular people or situations).
- Use a method to track progress, such as ticking off completed tasks, to clearly indicate which skills have been achieved.

Alternative approaches

- Supervisors or ākonga may identify alternative methods to meet performance indicators that are more relevant or effective in the specific placement setting. These alternatives are entirely acceptable and encouraged.
- If you discover approaches that could be beneficial in other settings, we would appreciate your feedback to enhance the learning experience for others.

Important note

These learning tasks are **examples** and are **not compulsory**. There is no expectation for ākonga to complete all tasks. Instead, they are suggestions that can be used flexibly to support learning and development during the placement.

Applying whakaora ngangahau occupational therapy knowledge, skills and values

1	2	3	4	5

1.1 Apply an occupational therapy perspective to practice.	Ways these performance indicators can be met in this setting.
<p>You analyse how occupational disruption and/or deprivation affects the individual and clearly explain how this understanding informs your approach to working with them.</p> <p>You evaluate the persons occupational identity and roles, examining their unique context and needs.</p> <p>Discuss the relationship between the persons occupational satisfaction, their goals, and the planned interventions, ensuring alignment and relevance.</p>	

Applying whakaora ngangahau occupational therapy knowledge, skills and values

1	2	3	4	5

1.2 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.

Ways these performance indicators can be met in this setting.

Gather the necessary information to plan assessments, using methods such as observing the individual during activities, reviewing case notes, and engaging in discussions or interviews with the client, occupational therapist, colleagues, other professionals, carers, or family members.

Collaborate with the individual to explore their interests and abilities, ensuring a person-centred approach.

Examine and justify the selection of appropriate assessments, and complete them in accordance with the relevant guidelines or manuals.

Accurately document assessment findings and share them in a formal discussion with your supervisor, the individual, and the team.

Use the information gathered during the assessment process to evaluate your performance, reflect on areas for improvement, and set goals for future professional development.

Applying whakaora ngangahau occupational therapy knowledge, skills and values

1	2	3	4	5

1.3 Work with, support and educate people and whānau to optimise occupational participation and outcomes.

Ways these performance indicators can be met in this setting.

Develop and justify goals for whakaora ngangahau intervention by identifying and prioritising occupations that are meaningful to the person

Ensure that person using the service are fully informed about the proposed interventions and provide their consent before proceeding.

Collaborate with your supervisor to reflect on and explain how your intervention supported the individual in improving their occupational performance and participation.

Applying whakaora ngangahau occupational therapy knowledge, skills and values

1	2	3	4	5

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

Ways these performance indicators can be met in this setting.

Provide examples of how you adapted your communication by employing a range of effective verbal and non-verbal strategies. Highlight the interviewing techniques used to build rapport.

Demonstrate clear, accurate, and professional written documentation.

Show respect for the dignity, confidentiality, privacy, and choices of individuals through your interactions.

Evaluate your strengths and areas for improvement in communicating with individuals, carers, and family members.

Reflect on your tolerance, patience, tact, sensitivity to emotions, and the appropriateness of your communication strategies.

Share your communication evaluation and reflections with your supervisor for feedback and development.

Applying whakaora ngangahau occupational therapy knowledge, skills and values

1	2	3	4	5

1.9 Record and justify your intervention and professional reasoning.

Ways these performance indicators can be met in this setting.

Identify relevant research and best practices specific to the setting and the person Use this evidence to plan and justify your interventions for individuals or groups.

Apply and critically evaluate a model of practice that forms the foundation of your intervention.

Justify your interventions by integrating relevant theoretical frameworks and concepts.

Discuss the theoretical assumptions that underpin your placement and their relevance to your practice.

Clearly articulate your clinical reasoning process, demonstrating how it informs your decision-making and interventions.

Demonstrate and apply occupational therapy problem-solving skills, explaining how these are utilised in this setting or with the individual.

Provide a clear justification for selecting a specific intervention for an individual, grounding your reasoning in relevant theoretical frameworks and evidence-based practice.

Justify why you would use a particular intervention with a person using theory.

Responsiveness to te Tiriti o Waitangi

1	2	3	4	5

2.1 Support tino rangatiratanga for Māori who use your services to improve their wellbeing and social outcomes.

Ways these performance indicators can be met in this setting.

Collaborate with your supervisor to explore issues of inequality and strategies for achieving equitable outcomes within the context of your specific setting.

Identify and critically reflect on any barriers that may limit access to the service being provided, and consider ways to address these challenges.

Analyse the primary factors preventing clients from achieving occupational satisfaction within this service, and reflect on potential solutions.

Responsiveness to te Tiriti o Waitangi

1	2	3	4	5

2.2 Apply whānau tikanga, wairua and hauora to improve outcomes.

Ways these performance indicators can be met in this setting.

Critically reflect upon your practice and discuss how you can tailor this to meet individual needs of those accessing services.

Consider how incorporating **whānau tikanga**, **wairua**, and **hauora** can improve outcomes for each person and have a discussion with your supervisor about potential ways to adapt your practice.

Apply whānau tikanga, wairua, and hauora:

- **Whānau tikanga:** Refers to the cultural practices, values, and traditions of Māori families (whānau). This includes understanding the role of family in decision-making and supporting family involvement in the service process.
- **Wairua:** Refers to the spiritual aspect of a person's wellbeing. It acknowledges the importance of spiritual health and the sense of connection to one's environment, culture, and beliefs.
- **Hauora:** Refers to holistic health and wellbeing, encompassing the physical, mental, social, and spiritual dimensions of health. It is a framework used to understand the overall health of an individual, emphasizing balance and interconnectedness.

Responsiveness to te Tiriti o Waitangi

1	2	3	4	5

2.5 Apply reflective practice to identify and address conscious and unconscious bias, discrimination and racism to support you to embrace whānau tikanga

Ways these performance indicators can be met in this setting.

Understand your own cultural values, attitudes, and assumptions:

Engage in reflective practice to become conscious of your personal **cultural values, attitudes, and assumptions.**

Identify and critically reflect on bias, discrimination, and racism:

Reflect on your attitudes, beliefs, bias and evaluate how these have changes in any way during your placement/training

Critically analyse how whakaora ngangahau is perceived by people using this service

Responsiveness to te Tiriti o Waitangi

1	2	3	4	5

2.7 Provide services reflective of tikanga, manaakitanga and kaitiakitanga as encapsulated in te Tiriti o Waitangi.

Ways these performance indicators can be met in this setting.

Evaluate how the setting honours te Tiriti o Waitangi and have a critical discussion with your supervisor

Critically evaluate how the setting demonstrates both manaakitanga and kaitiakitanga and apply this affectively to your practice

Critically evaluate the tikangi principles you have noticed within you setting

Responsiveness to te Tiriti o Waitangi

1	2	3	4	5

2.11 Enhance your understanding and use of te reo Māori and other taonga.

Ways these performance indicators can be met in this setting.

Justify your use of te reo Māori safely and appropriately in the setting:

When using **te reo Māori** (the Māori language) in your practice, ensure it is done respectfully and appropriately, considering the context and the individuals you are interacting with. Justify your use by reflecting on its cultural significance and the role it plays in fostering an inclusive and culturally responsive environment. It is important to ensure that the language is used with care and consideration, avoiding tokenistic or inappropriate applications.

Seek guidance from Māori/cultural advisor to gain an understanding of applying te reo Māori to practice:

If available, consult with a **Māori or cultural advisor** to enhance your understanding of how to incorporate **te reo Māori** into your practice in a respectful and meaningful way. If a cultural advisor is not available, discuss with your supervisor the appropriate person or group who can provide cultural guidance and support for the use of te reo Māori within the service setting.

Where appropriate, utilise Māori greetings and terminology in day-to-day interactions:

Incorporate **Māori greetings** such as "*Haere mai*" (welcome), "*Tēnā koe*" (hello), or "*Haere rā*" (goodbye) in your communication where appropriate. This could extend to emails and day-to-day terminology, showing respect for the language and cultural practices of Māori people.

Demonstrate your understanding by appropriately using te reo Māori in your reflective journal:

Reflect on your use of **te reo Māori** and document its appropriate application in your reflective journal. This could include reflections on when and how you used the language, the

cultural significance of doing so, and any learning that occurred through these interactions.

Using reflection, identify and evaluate the taonga used or relevant to the service:

Taonga refers to treasured possessions or resources, which could be cultural, spiritual, or physical objects, or even practices that hold significance within Māori culture. Reflect on any **taonga** that are relevant to your service setting, discussing how they are used or valued in the context of your practice. Explain and justify your own interactions with these taonga, considering how they contribute to the overall wellbeing of individuals and their cultural connections.

Create a te reo Māori “dictionary” for your setting:

Develop a **te reo Māori dictionary** that focuses on key terms and phrases relevant to your service setting. This will help you to demonstrate an understanding of the language in context and support you in making regular use of te reo Māori throughout your placement. The dictionary could include terminology specific to your field of practice, greetings, and common phrases used in daily interactions.

Developing and sustaining partnerships

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.

Ways these performance indicators can be met in this setting.

Demonstrate and foster effective communication with people receiving services, colleagues, peers, and other professionals:

Utilise a variety of communication skills—both spoken and written, formal and informal—to build and strengthen relationships. This includes engaging in informal discussions, participating in ward rounds, attending clinics, contributing to team meetings, preparing written assessment reports, and communicating via telephone.

Show respect by fulfilling commitments within agreed timeframes

Arrange time to meet with staff during your placement

Evaluate the interactions with different stakeholders on placement and how they facilitated and/or acted that lead to a specific outcome.

Developing and sustaining partnerships

1	2	3	4	5

3.2 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.

Ways these performance indicators can be met in this setting.

Conduct critical discussions with other team members to better understand roles, responsibilities and outcomes for those receiving services:

This will deepen your understanding of other team members roles whilst also consolidating your understanding of the role of kaiwhakaora ngangahau within the service.

Developing and sustaining partnerships

1	2	3	4	5

3.4 Co-design, collaborate and consult with the person, whānau and team to ensure coordinated service delivery toward agreed goals.

Ways these performance indicators can be met in this setting.

Explore and reflect on the roles of others in the team:

Take the opportunity to meet with, observe, and work alongside team members to gain a deeper understanding of their roles. This hands-on approach will help you appreciate the contributions of each team member and how their work complements yours in providing holistic care to people receiving services.

Explore and evaluate the challenges and benefits of roles within multidisciplinary teams:

Reflect on and evaluate challenges and benefits that arise when working within a multidisciplinary team. Consider how each team member's expertise contributes to the overall goals and how agreed roles and responsibilities are managed. This reflection will help you better understand the dynamics of teamwork and identify areas for improvement in collaborative practice.

Explore and reflect on the roles of team members and how they contribute to the team's objectives.

Developing and sustaining partnerships

1	2	3	4	5

3.7 Use devices, apps and other digital tools to benefit your networks, teams, practice and people receiving your service

Ways these performance indicators can be met in this setting.

Deliver an in-service presentation to other professionals within the service, highlighting an app or device that could enhance service delivery and client outcomes.

Critically assess the effectiveness and impact of a digital tool or app within the service, considering its benefits, limitations, and overall contribution to practice.

Practising in a safe, legal, ethical, sustainable and culturally competent way

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.

Ways these performance indicators can be met in this setting.

Consider the person's needs in relation to cultural and value systems:

Ensure that the approach or intervention is sensitive to the individual's cultural background and values, adapting where necessary to meet their unique needs.

Follow service policies:

Familiarize yourself with and adhere to the service policies in your setting. Ensure that your practice aligns with these guidelines at all times.

Identify relevant legislation governing your practice:

Familiarise yourself with the relevant legislation that governs practice in your setting, such as the **Health and Disability Act, Mental Health Act, and Education Act**. Ensure that your practice complies with these laws.

Understand occupational therapy service policies and guidelines:

Identify and apply the occupational therapy services policies and guidelines in your practice. This could include using documents such as the **initial interview format, home visit report**, or specific guidelines for conditions like **stroke**.

Understand and apply the Code of Conduct:

Demonstrate your knowledge of the **Code of Conduct** related to time management, dress, behavior, and professionalism in your setting. Discuss with your supervisor how you have implemented these standards in your practice.

Ensure data security and privacy:

Understand the service's measures to protect data security and privacy. Follow these protocols to ensure that you adhere to confidentiality and privacy regulations in your practice.

Identify and discuss potential ethical dilemmas:

With your supervisor, identify any potential ethical dilemmas that might arise in your setting and critically discuss strategies for resolving them in an ethically sound manner.

Practising in a safe, legal, ethical, sustainable and culturally competent way

1	2	3	4	5

4.3 Clearly identify the boundaries of the service you can provide based on the Whakaora ngangahau Board of New Zealand (the Board) scope of practice, competencies, Code of Ethics and supplementary guidance.

Ways these performance indicators can be met in this setting.

Comply with the Code of Conduct in this setting:

Ensure that you adhere to the **Code of Conduct** in your setting, which includes maintaining professional behaviors, demonstrating professionalism, and respecting the ethical standards outlined. Your conduct should reflect these principles in all interactions and service delivery.

Familiarise yourself with OTBNZ documents and evaluate how they apply to your service:

Review the relevant **Occupational Therapy Board of New Zealand (OTBNZ)** documents, such as the **Code of Ethics** and **Scope of Practice**, and evaluate how your service operates within the boundaries set by these guidelines. Understand the frameworks and how they guide your practice to ensure compliance with national standards.

Apply both the Code of Ethics and the current Scope of Practice:

Critically how you apply the **Code of Ethics** in your practice, ensuring that ethical principles guide your decision-making. Additionally, explain how you adhere to the current **Scope of Practice** set by OTBNZ, maintaining professional boundaries and meeting the standards expected of occupational therapists.

Practising in a safe, legal, ethical, sustainable and culturally competent way

1	2	3	4	5

4.4 Manage the boundaries between personal and professional relationships with care and integrity.

Ways these performance indicators can be met in this setting.

Discuss personal safety with your supervisor:

Engage with your supervisor to discuss your awareness of **personal safety** in the workplace, including maintaining boundaries and respecting personal space. Explain how you will manage these aspects during your placement to ensure your own safety and the safety of those you work with.

Critically reflect on and discuss the professional and social self: Reflect on your understanding of your **professional self** and your **social self**, recognising how they influence your interactions with people receiving services and colleagues. Reflect and evaluate how you balance professionalism with personal identity in your practice.

Understand self-disclosure in therapeutic relationships: Discuss the concept of **self-disclosure** and its role in **therapeutic relationships**. Critically reflect on when, how, and why it may or may not be appropriate to share personal information, keeping in mind the boundaries of professionalism and the therapeutic process.

Consider your social media presence: Review your **social media presence** and privacy settings. Ensure that your online interactions and personal information align with professional standards and that your privacy settings reflect your role as a healthcare professional.

Identify strategies for managing boundaries: Discuss and evaluate potential strategies with your supervisor for when **boundaries are not respected**.

Follow and comply with the Code of Conduct: Ensure that you follow the **Code of Conduct** in this setting, adhering to expected **behaviours** and demonstrating **professionalism** in all aspects of your practice.

Practising in a safe, legal, ethical, sustainable and culturally competent way

1	2	3	4	5

4.9 Recognise and respect diversity, including people’s values, beliefs, attitudes, gender, SOGIESC, cultural identity and language.

Ways these performance indicators can be met in this setting.

Critically reflect and discuss your understanding of diversity: Including the importance of recognising and valuing these differences in your professional practice. Evaluate how diversity impacts the way you interact with people receiving services and work within a team.

Identify and reflect upon issues of inequality and achieving equal outcomes: Critically discuss with your supervisor any issues of **inequality** (e.g., disparities in access to services or resources) that might affect the people receiving services. Reflect on how these inequalities might impact the ability to achieve **equal outcomes** (i.e., ensuring fair and equitable treatment) within the setting. Consider strategies to address these challenges and promote fairness in your practice, ensuring that all individuals have equal opportunities for support and care.

Reflect on your personal cultural values, beliefs, attitudes, gender, SOGIESC, and language: Reflect on your own **cultural values** (beliefs and practices associated with your cultural identity), **attitudes**, and how they might influence your interactions with others. **SOGIESC** refers to **Sexual Orientation, Gender Identity, Gender Expression, and Sex Characteristics**

Consider how your personal experiences, **language**, and biases may impact your approach to practice and relationships with people receiving services, and reflect on how you can navigate these factors to provide inclusive, culturally competent care.

Incorporate the person's values and beliefs into intervention: Evaluate how you have, or how you would, integrate the **values** and **beliefs** of the person receiving services into your intervention. This may involve understanding their cultural or personal perspectives and adapting your approach to align with what is meaningful and respectful for the individual. Recognise how this personalization of care enhances the therapeutic relationship and supports better outcomes.

Practising in a safe, legal, ethical, sustainable and culturally competent way

1	2	3	4	5

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.

Ways these performance indicators can be met in this setting.

Discuss personal health issues with your supervisor: If you have any **personal health issues** that may impact your **learning** or **practice** in this setting, openly discuss them with your supervisor. This will ensure that appropriate adjustments or support can be provided to maintain your well-being and professional growth during your placement.

Follow sick leave procedures: When necessary, take **sick leave** according to the procedures outlined in your setting. Ensure that you comply with **Otago Polytechnic's policy** for taking leave, and inform relevant parties as required.

Discuss safety and risk concerns: Identify and discuss any **safety** concerns or **risks** that may arise when interacting with people receiving services. Reflect on how to minimize these risks and ensure a safe environment for both yourself and those you serve.

Notify the Fieldwork team and supervising kaiwhakaora ngangahau of absence: If you are unable to attend placement due to **sickness** or **bereavement**, promptly inform the **Fieldwork team** and supervising **kaiwhakaora ngangahau** as per your setting's policy. Ensure that your absence is communicated in a timely and professional manner.

Identify methods to support safety and well-being: Learn about and identify the **methods** your setting uses to support **safety** and **well-being**. Use these strategies as appropriate to maintain a safe, supportive environment for both your personal well-being and the people receiving services.

Practising responsively and upholding the occupational therapy profession

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.

Ways these performance indicators can be met in this setting.

You demonstrate the ability to critically evaluate and source up-to-date evidence, including mātauranga Māori, that is relevant to your practice and setting.

Definition:

- Mātauranga Māori: The body of knowledge that is rooted in Māori culture, traditions, and worldview.
- Critical evaluation: The process of examining and judging the quality, relevance, and credibility of information.

You assess research, mātauranga Māori, and professional literature, discussing its relevance and implications for current and future practice.

Definition:

- Research: Systematic inquiry aimed at discovering, interpreting, and revising facts, theories, or applications.
- Mātauranga Māori and professional literature: Sources of knowledge and information from both Māori traditions and contemporary professional fields.
- Relevance and implications: The degree to which the research or knowledge impacts or informs the way you practice.

You apply research evidence effectively and efficiently, ensuring it enhances decision-making and outcomes in your practice.

Definition:

- Research evidence: Data or information derived from studies, findings, or systematic reviews.
- Effective and efficient use: Using evidence in a way that maximizes positive outcomes without wasting resources or time.

You find, analyse, and present a relevant research article or source of mātauranga Māori to your supervisor or team, integrating key findings into your practice.

Definition:

- Analysis: Breaking down information into components to understand it better and evaluate its relevance.
- Integration: Incorporating key insights from research or mātauranga Māori into practical strategies or interventions in your practice.

Practising responsively and upholding the occupational therapy profession

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.

Ways these performance indicators can be met in this setting.

Critically reflect on your learning objectives with your supervisor:

Have a conversation with your supervisor to ensure clarity with your **learning objectives** for your placement. Ensure that these objectives align with your professional development goals and guide your experience throughout the placement.

Maintain a daily reflective journal:

Keep a **daily journal** to document your experiences, thoughts, and feelings throughout your placement. Use this journal to critically reflect on your learning, personal growth, and how you are applying new knowledge and skills in practice.

Discuss your reflections in supervision sessions:

During your **supervision sessions**, share and discuss your reflections from your journal. Highlight any **new skills**, knowledge, or insights you have gained, and seek feedback from your supervisor to deepen your learning.

Identify areas for further development:

Reflect on areas where you feel you need **further development** and discuss these with your supervisor. Together, create a **plan** to help you achieve this growth, ensuring continuous improvement throughout your placement.

Practising responsively and upholding the occupational therapy profession

1	2	3	4	5

5.3 Support the development and promotion of whakaora ngangahau knowledge, resources and services.

Ways these performance indicators can be met in this setting.

Identify and complete a project:

In **negotiation** with your supervisor, identify a project that will be valuable to the setting. Take **ownership** of creating and completing this project, ensuring it aligns with the needs of the setting. Reflect on the **learning** and skills you gained throughout the process of completing the project.

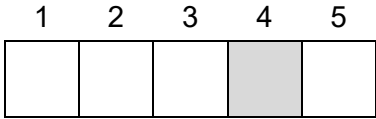
Promote occupational therapy knowledge:

Develop strategies with your supervisor for promoting **occupational therapy knowledge** within your setting. Consider how you can share relevant information and raise awareness of the role of occupational therapy to enhance understanding among colleagues and other professionals.

Promote occupational therapy services in the setting/community:

Develop and implement **methods** to promote **occupational therapy services** within the setting or broader community. This could involve awareness campaigns, presentations, or collaborations that highlight the benefits of occupational therapy and encourage its integration into various services and settings.

Practising responsively and upholding the occupational therapy profession



5.4 Actively support and engage in supervision arrangements at appropriate levels for yourself, occupational therapists and or others.

Ways these performance indicators can be met in this setting.

Negotiate a regular time for supervision:

Collaborate with your supervisor to **schedule a consistent time each week** for supervision. This ensures dedicated time for reflection, feedback, and guidance on your professional development.

Set weekly goals and reflect on progress:

Establish **weekly goals** focused on your development in key areas. Use your **supervision sessions** to critically reflect on your performance, track progress, and adjust your goals as needed to ensure continued growth.

Be proactive in your learning:

Take an active role in your learning by **setting an agenda** for each weeks supervision session. This ensures that important topics are addressed, and your development is prioritised.

Request and respond to feedback:

Actively **seek feedback** from your supervisor and respond to it in a constructive manner. Use the feedback to enhance your practice and refine your professional skills.

Discuss your experiences and observations:

Share your **experiences** and **observations** during supervision, providing context for your learning. Use this time to gain insight from your supervisor and integrate their perspective into your practice.

Identify your professional strengths and areas for growth:

Critically reflect on your **professional abilities, attitudes, and knowledge**. Recognise both your **strengths** and the areas where you need further development, and work with your supervisor to create a plan for improvement.

Clearly identify and articulate your **occupational therapy-specific abilities**. Be able to communicate your strengths and areas for growth within the context of your practice, ensuring a focus on continuous professional development.