



# MDWF13005 *Transition to Autonomous Practice*

## Term 1 - 2018

Profile information current as at 13/05/2024 12:31 pm

All details in this unit profile for MDWF13005 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

### General Information

#### Overview

This capstone unit will consolidate relevant knowledge and values acquired throughout the midwifery course thereby facilitating your transition to practicing as a midwife. You will evaluate the breadth and types of maternity services available and explore the role of the midwife in supporting a woman's informed choice. You will also learn the importance of continual professional development, for your own professional development and for the care you will provide to women and their families. This unit is to be undertaken in conjunction with Midwifery Practice 4.

#### Details

Career Level: *Undergraduate*

Unit Level: *Level 3*

Credit Points: 6

Student Contribution Band: 7

Fraction of Full-Time Student Load: 0.125

#### Pre-requisites or Co-requisites

Co-reqs MDWF13006 Midwifery Practice 4 Pre-reqs MDWF13002 Postnatal Health and Wellbeing MDWF13003 Midwifery Practice 3

Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).

#### Offerings For Term 1 - 2018

- Distance

#### Attendance Requirements

All on-campus students are expected to attend scheduled classes - in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

#### Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

## Class and Assessment Overview

### Recommended Student Time Commitment

Each 6-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

### Class Timetable

#### [Regional Campuses](#)

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

#### [Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

### Assessment Overview

#### 1. **Group Discussion**

Weighting: 30%

#### 2. **Written Assessment**

Weighting: 30%

#### 3. **Written Assessment**

Weighting: 40%

### Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the [University's Grades and Results Policy](#) for more details of interim results and final grades.

## CQUniversity Policies

**All University policies are available on the [CQUniversity Policy site](#).**

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

## Unit Learning Outcomes

**On successful completion of this unit, you will be able to:**

1. Evaluate the breadth and types of available maternity services .
2. Appraise the role of the midwife in supporting woman's informed choice.
3. Articulate the key values associated with a commitment to ongoing professional midwifery development.

### NMBA Midwife Standards for Practice

Standard 1: Promotes evidence-based maternal health and wellbeing.

Standard 2: Engages in respectful partnerships and professional relationships.

Standard 3: Demonstrates the capability and accountability for midwifery practice.

Standard 4: Undertakes comprehensive assessments.

Standard 5: Develops plans for midwifery practice.

Standard 6: Provides safe and quality midwifery practice.

Standard 7: Evaluates outcomes to improve midwifery practice.

## Alignment of Learning Outcomes, Assessment and Graduate Attributes

 N/A Level	 Introductory Level	 Intermediate Level	 Graduate Level	 Professional Level	 Advanced Level
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### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes		
	1	2	3
<b>1 - Group Discussion - 30%</b>	•	•	•
<b>2 - Written Assessment - 30%</b>	•	•	
<b>3 - Written Assessment - 40%</b>			•

### Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes		
	1	2	3
<b>1 - Communication</b>	•	•	•
<b>2 - Problem Solving</b>			
<b>3 - Critical Thinking</b>	•	•	•
<b>4 - Information Literacy</b>	•	•	•
<b>5 - Team Work</b>			
<b>6 - Information Technology Competence</b>			•
<b>7 - Cross Cultural Competence</b>		•	•

Graduate Attributes	Learning Outcomes		
	1	2	3
8 - Ethical practice		•	•
9 - Social Innovation			
10 - Aboriginal and Torres Strait Islander Cultures			

## Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
1 - Group Discussion - 30%	•		•	•			•	•		
2 - Written Assessment - 30%	•		•	•			•	•		
3 - Written Assessment - 40%	•		•	•		•	•	•		

## Textbooks and Resources

### Textbooks

MDWF13005

#### Prescribed

#### Midwifery Preparation for Practice

3rd edition (2015)

Authors: Pairman, S., Pincombe, J., Thorogood, C. & Tracey, S

Churchill Livingstone

Sydney , N.S.W. , Australia

ISBN: 9780729539289

Binding: Other

[View textbooks at the CQUniversity Bookshop](#)

### IT Resources

**You will need access to the following IT resources:**

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)

## Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 6th Edition \(APA 6th edition\)](#)

For further information, see the Assessment Tasks.

## Teaching Contacts

**Bridget Ferguson** Unit Coordinator  
[b.ferguson@cqu.edu.au](mailto:b.ferguson@cqu.edu.au)

## Schedule

### Week 1 - 05 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
INTRODUCTION		Online discussion forum post 1

### Week 2 - 12 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
AUTONOMOUS PRACTICE IN MIDWIFERY	Prescribed reading	

### Week 3 - 19 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
MATERNITY SERVICE MODELS	Prescribed reading	

### Week 4 - 26 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
PROFESSIONAL ROLES OF THE MIDWIFE Part 1	Prescribed reading	Online discussion forum post 2.

### Week 5 - 02 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
PROFESSIONAL ROLES OF THE MIDWIFE Part 2	Prescribed reading	Written Assessment 2, due Friday 6 April 2018, 11.45 AEDT  <b>Written Assessment</b> Due: Week 5 Friday (6 Apr 2018) 11:45 pm AEST

### Vacation Week - 09 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
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### Week 6 - 16 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
TRANSITION TO PRACTICE	Prescribed reading	

### Week 7 - 23 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
CONTINUING PROFESSIONAL DEVELOPMENT Part 1	Prescribed reading	Online discussion forum post 3.

### Week 8 - 30 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
CONTINUING PROFESSIONAL DEVELOPMENT Part 2	Prescribed reading	

### Week 9 - 07 May 2018

Module/Topic	Chapter	Events and Submissions/Topic
CAREER DEVELOPMENT	Prescribed reading	

### Week 10 - 14 May 2018

Module/Topic	Chapter	Events and Submissions/Topic
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WORKPLACE CULTURE/RESILIENCE Prescribed reading

Online discussion forum post 4. Final submission of online posts due Friday 18th May 2018, 11.45 AEST.  
Written Assignment 3, due Friday 18th May 2018, 11.45 AEDT

**Online Group Discussion** Due: Week 10 Friday (18 May 2018) 11:45 pm AEST

**Written Assessment** Due: Week 10 Friday (18 May 2018) 11:45 pm AEST

#### Week 11 - 21 May 2018

Module/Topic	Chapter	Events and Submissions/Topic
SUSTAINABILITY IN MIDWIFERY	Prescribed reading	

#### Week 12 - 28 May 2018

Module/Topic	Chapter	Events and Submissions/Topic
MIDWIFERY FUTURES	Prescribed reading	

#### Review/Exam Week - 04 Jun 2018

Module/Topic	Chapter	Events and Submissions/Topic
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#### Exam Week - 11 Jun 2018

Module/Topic	Chapter	Events and Submissions/Topic
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## Assessment Tasks

### 1 Online Group Discussion

#### Assessment Type

Group Discussion

#### Task Description

#### Task Description

**You are required to participate in an online group discussion via Moodle that will be directed by the Unit Coordinator. The online activities will require you to participate in a group discussion on set questions posed in your study guide. Marks will be awarded for your online participation in the group discussion. *Group discussion subjects will be set for study weeks 1, 4, 7 & 10.***

**Contribution to the online discussion is to add to the question being posed in the study guide and to contribute to the discussion generated by your colleagues. Simply stating yes I agree with previous statements will not be considered to be contributing to the discussion.**

**Individual online submission is due by the Friday of the corresponding week at 11:45pm AEST.**

**Length of Post/Discussion: 150-250 words**

***The Unit co-ordinator will collate your responses and complete the final submission.***

#### Assessment Due Date

Week 10 Friday (18 May 2018) 11:45 pm AEST

#### Return Date to Students

Review/Exam Week Friday (8 June 2018)

Assessments will be returned approximately 3 weeks after submission.

#### Weighting

30%

#### Assessment Criteria

Your written online discussion will be evaluated on the following assessment criteria:

Comprehension of Topic: 30%

Critical Thinking: 40%

## Online Posting: 30%

<b>COMPREHENSION OF TOPIC</b>	Comprehensively addresses all aspects of the questions raised by the lecturer in the weekly online lecture material/course resources. Thorough comprehension of relevance of content clearly evident.	Extensively addresses the majority of the aspects for the questions raised by the lecturer in the weekly online lecture material/course resources and effectively comprehends relevance of content.	Broadly addresses most aspects of the questions raised by the lecturer in the weekly online lecture material/course resources. Generally demonstrates comprehension of how content is relevant.	Content basically addresses aspects of the questions raised by the lecturer in the weekly online lecture material/course resources. Demonstrates limited comprehension of how content is relevant.	Content does not address all aspects of the questions raised by the lecturer in the weekly online lecture material/course resources inadequate comprehension of required content.	30
<b>CRITICAL THINKING</b>	Clear, coherent and convincing critical thought. Comprehensively inclusive of concepts and evidence.	Clear, coherent critical thought that is well developed and logically builds each point on the last. Effectively inclusive of both concepts and evidence.	Clear, critical and logically developed thought presented. Generally inclusive of concepts and evidence.	Critical thought discernible. Generally demonstrates logical flow although some reliance on descriptive discussion.	Discussion is poorly developed or absent. No or minimal evidence of critical thought.	40
<b>Online posting</b>	Postings are made in a timely manner providing other students with the opportunity to respond. Postings consistently respond directly to course content material and demonstrate a critical and thoughtful approach to the content. Critical and mindful connections are made to other student's discussion.	Other students are given the opportunity to respond as postings are made in a timely manner. Postings largely respond directly to course content material and demonstrate a critical and thoughtful approach. Mindful connections are made to other student's discussion in the majority of postings.	Other students are given the opportunity to respond as postings are made in a timely manner. Postings in the majority of the time respond directly to course content material and demonstrate a thoughtful approach. Connections are made to other student's discussion in some of postings.	Other students are given the opportunity to respond as postings are made in a timely manner. Postings in the majority of the time respond directly to course content material. However could demonstrate a more thoughtful approach. Connections are made to other student's discussion in the majority of postings.	Other students are not given the opportunity to respond as postings are not made in a timely manner. Postings in the majority of the time do not respond directly to course content material. Connections are not made to other student's discussion in the majority of postings	30

## Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

## Submission

Online

## Learning Outcomes Assessed

- Evaluate the breadth and types of available maternity services .
- Appraise the role of the midwife in supporting woman's informed choice.
- Articulate the key values associated with a commitment to ongoing professional midwifery development.

## Graduate Attributes

- Communication
- Critical Thinking
- Information Literacy
- Cross Cultural Competence
- Ethical practice

## 2 Written Assessment

### Assessment Type

Written Assessment

### Task Description

WRITTEN ESSAY - 2000 words

This written essay provides you with an opportunity to evaluate different types of maternity services available to women in Australia; explore what factors influence women's choice of model of care; and examine the role of the Midwife in supporting a woman's choice of model of care.

### Task:

1. Briefly outline the range of maternity services available to women in Australia and **discuss** what factors influence women's choice of these models of care.

*(You should include the following considerations: The individual woman's perspective, plus, external factors such as demographics, service provision and Clinical Services Capability Frameworks)*

2. Choose **two** differing models of care from those outlined above. **Critically compare and contrast** them with regard to what extent each model utilizes a midwife's full scope of practice

3. **Discuss** what strategies a midwife working within each of your chosen models might adopt to support women's informed choice.

Your responses should make reference to the following:

- ACM National Midwifery Guidelines for Consultation & Referral
- NMBA Professional codes and guidelines for midwives

### Assessment Due Date

Week 5 Friday (6 Apr 2018) 11:45 pm AEST

### Return Date to Students

Week 7 Friday (27 Apr 2018)

Assessments will be returned approximately 3 weeks after submission.

### Weighting

30%

### Assessment Criteria

HD	D	C	P	F
<b>Structure (15%)</b>				
Clear and succinct introduction that introduces the topic and outlines the direction of the paper. (5%)	Clear and appropriate introduction that introduces the topic and outlines the direction of the paper	Appropriate introduction that introduces the topic and outlines the direction of the paper	Introduction is apparent and the topic is introduced but there is not clear direction to the paper	No recognisable introduction-the topic is not introduced and/or there is no direction of the paper
Clear and succinct conclusion that outlines the main points and brings the argument to a logical close. (5%)	Clear and appropriate conclusion that outlines the main points and brings the argument to a close	Conclusion outlines most of the main points and brings some sense of closure	Conclusion apparent and outlines most of the main points and endeavours to bring the argument to a close-there may be some incongruity	No recognisable conclusion-little reference to the main points and no clear conclusion to the paper
Excellent presentation of assignment, double spaced with 12 point font. Consistently accurate with spelling, grammar and paragraph structure. (5%)	Well-presented assignment, double spaced with 12 point font. 1 or 2 errors spelling, grammar and paragraph structure.	Well-presented assignment, double spaced with 12 point font. 3 or 4 consistent errors with spelling, grammar and paragraph structure.	Well-presented assignment, double spaced with 12 point font. 3 or 4 inconsistent errors with spelling, grammar and paragraph structure	Poorly presented assignment. Double spacing not used. 12 point font not used. Many inaccuracies with spelling, grammar and paragraph structure. (> 5 errors).
<b>Approach &amp; Argument (75%)</b>				
Content is clearly relevant to the topic and the argument proceeds logically and is within the set word limit. (10%)	Content is relevant to the topic, the approach clearly answers the question and the argument proceeds logically and is within the set word limit	Content is appropriate and answers the question and the argument for the most part proceeds logically and is within the set word limit	Content answers the question the argument is at times repetitive or lacks cohesion and is within the set word limit with a 10% allowance (under or over the set limit)	Content is irrelevant and or does not answer the question and the argument lacks cohesion. The word limit has not been adhered to, the word limit is well over or under the 10% allowance
Clear, articulate and comprehensive discussion of factors which influence women's choice of maternity services in Australia. (25%)	Clear and comprehensive discussion of factors which influence women's choice of maternity services in Australia	Competent discussion of factors which influence women's choice of maternity services in Australia.	Limited discussion of factors which influence women's choice of maternity services in Australia.	Inadequate discussion of factors which influence women's choice of maternity services in Australia.
An articulate, comprehensive and insightful discussion which compares and contrasts how two chosen models of care utilize a midwife's full scope of practice. (20%)	A clear and well developed discussion which compares and contrasts how two chosen models of care utilize a midwife's full scope of practice.	A competent discussion which compares and contrasts how two chosen models of care utilize a midwife's full scope of practice.	Limited or disjointed discussion which compares and contrasts how two chosen models of care utilize a midwife's full scope of practice.	Inadequate discussion which compares and contrasts how two chosen models of care utilize a midwife's full scope of practice.
An articulate, comprehensive and insightful discussion of strategies a midwife working within each model might adopt to support a woman's informed choice. Discussion well linked to professional codes and guidelines. (20%)	A clear and well developed discussion of strategies a midwife working within each model might adopt to support a woman's informed choice. Discussion linked to professional codes and guidelines.	A competent discussion of strategies a midwife working within each model might adopt to support a woman's informed choice. Some links to professional codes and guidelines.	Limited or disjointed discussion of strategies a midwife working within each model might adopt to support a woman's informed choice. Limited links made to professional codes and guidelines.	Inadequate discussion of strategies a midwife working within each model might adopt to support a woman's informed choice. Inadequate links made to professional codes and guidelines
<b>Referencing (10%)</b>				
Consistently integrates up-to-date references to support and reflect all ideas, factual information and quotations. (5%)	Generally integrates up-to-date references to support and reflect ideas, factual information and quotations, with 1 or 2 exceptions	Frequently integrates up-to-date references to support and reflect ideas, factual information and quotations, with 3 or 4 exceptions	Occasionally integrates up-to-date references to support and reflect ideas, factual information and quotations, with 5 or 6 exceptions	Fails to or infrequent attempts (>7 errors) to integrate up-to-date references to support and reflect ideas, factual information and quotations
Consistently accurate with referencing. A minimum of 10 references used including 7 journal articles and relevant web-sites. (5%)	1 or 2 consistent referencing errors identified. A minimum of 10 references used including 6 journal articles and relevant web-sites.	3 or 4 consistent referencing errors identified. A minimum of 10 references used including 5 journal articles and relevant web-sites.	3 or 4 inconsistent referencing errors identified. A minimum of 10 references used including 4 journal articles and relevant web-sites.	Many inaccuracies with referencing (>5). Less than 10 references used. Less than 4 journal articles not sourced. Relevant web-sites not included.

### Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)



**Submission**

Online

**Learning Outcomes Assessed**

- Evaluate the breadth and types of available maternity services .
- Appraise the role of the midwife in supporting woman's informed choice.

**Graduate Attributes**

- Communication
- Critical Thinking
- Information Literacy
- Cross Cultural Competence
- Ethical practice

### 3 Written Assessment

**Assessment Type**

Written Assessment

**Task Description**

Written Essay 2500 words

This written essay provides you with an opportunity to further explore the role of the midwife in supporting a woman's informed choice. You will also evaluate the role of continuing profession development as a means of maintaining, and advancing your capacity to provide this support.

Task:

Scenario: You are a midwife working within a continuity of care, caseload model midwifery group practice. You are conducting a booking history for a new client, in their home.

Choose one of the following clients:

Rachael

Rachael is a woman in her second pregnancy with no risk factors. She previously had a normal pregnancy and vaginal birth within a GP shared care model. The recommendation for routine Glucose Tolerance Testing (GTT) in pregnancy comes up in your conversation. Rachel did have a GTT with her last pregnancy but says she doesn't really understand why. She says that it was an unpleasant experience as she felt very nauseous at the time. She says that as she has no family history of diabetes, is healthy and had a problem free pregnancy last time that she feels she won't bother to have the test this time. She also says that now she has her 18 months old toddler, she would find it very hard to present for a test at 7 am and find child care for the long duration of the test.

Karen

Karen is a young primigravida. She has a supportive partner, Liam - who is present - and they are both happy and excited about the pregnancy. Karen informs you that she is not sure about whether she will breastfeed her baby. She says that her Mum says that "she couldn't feed any of her babies because she just didn't have enough milk." Also her sister had a "nightmare" with breastfeeding because she got really sore nipples and gave up at two weeks. Karen says she knows that 'they' say that 'breast is best', but she is planning to go back to work at after about 12 weeks anyway. She says she thinks she will 'give it a go' but will not be hard on herself if it does not work out. Liam seems very much in agreement with this approach.

1. Analyse the issues regarding informed choice that arise within your chosen scenario.

2. Discuss

a) What information should a Midwife convey to this client/s?

b) What professional skills and attitudes would a midwife need to apply in their relationship with this client/s in order to provide safe, evidenced based care which also supports women's choice?

3. Discuss what ongoing professional development activities you might undertake to enhance your practice in supporting women to make informed choices for their maternity care.

Your discussion should make reference to the NMBA Professional codes and guides for midwives

<http://www.nursingmidwiferyboard.gov.au/Codes-Guidelines-Statements/Professional-standards.aspx> (standards for practice/competency standards, code of conduct, code of ethics, guides to professional boundaries)

**Assessment Due Date**

Week 10 Friday (18 May 2018) 11:45 pm AEST

**Return Date to Students**

Review/Exam Week Friday (8 June 2018)

Assessments will be returned approximately 3 weeks after submission.

**Weighting**

40%

## Assessment Criteria

HD	D	C	P	F
<b>Structure (15%)</b>				
Clear and succinct introduction that introduces the topic and outlines the direction of the paper. (5%)	Clear and appropriate introduction that introduces the topic and outlines the direction of the paper	Appropriate introduction that introduces the topic and outlines the direction of the paper	Introduction is apparent and the topic is introduced but there is not clear direction to the paper	No recognisable introduction- the topic is not introduced and/or there is no direction of the paper
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Excellent presentation of assignment, double spaced with 12 point font. Consistently accurate with spelling, grammar and paragraph structure. (5%)	Well-presented assignment, double spaced with 12 point font. 1 or 2 errors spelling, grammar and paragraph structure.	Well-presented assignment, double spaced with 12 point font. 3 or 4 consistent errors with spelling, grammar and paragraph structure.	Well-presented assignment, double spaced with 12 point font. 3 or 4 inconsistent errors with spelling, grammar and paragraph structure	Poorly presented assignment. Double spacing not used. 12 point font not used. Many inaccuracies with spelling, grammar and paragraph structure. (> 5 errors).
<b>Approach &amp; Argument (75%)</b>				
Content is clearly relevant to the topic, the approach comprehensively answers the question and the argument proceeds logically and is within the set word limit. (10%)	Content is relevant to the topic, the approach clearly answers the question and the argument proceeds logically and is within the set word limit	Content is appropriate and answers the question and the argument for the most part proceeds logically and is within the set word limit	Content answers the question the argument is at times repetitive or lacks cohesion and is within the set word limit with a 10% allowance (under or over the set limit)	Content is irrelevant and or does not answer the question and the argument lacks cohesion. The word limit has not been adhered to, the word limit is well over or under the 10% allowance
Clear, coherent and comprehensive analysis of the informed choice issues within the scenario. (15%)	Coherent and comprehensive analysis of the informed choice issues within the scenario.	Competent analysis of the informed choice issues within the scenario.	Limited analysis of the informed choice issues within the scenario.	Inadequate analysis of the informed choice issues within the scenario.
An articulate & insightful discussion of the information to be given by the midwife, plus professional skills & attitudes required to support women's informed choice. (30%)	A clear and well developed discussion of the information to be given by the midwife, plus the professional skills & attitudes required to support women's informed choice.	A competent discussion of the information to be given by the midwife, plus the professional skills & attitudes required to support women's informed choice.	Limited or disjointed discussion of the information to be given by the midwife, plus the professional skills & attitudes required to support women's informed choice.	Inadequate discussion of the information to be given by the midwife, plus the professional skills & attitudes required to support women's informed choice.
An articulate and insightful discussion of ongoing professional development activities to enhance a midwife's practice in supporting women's informed choice. (20%)	A clear and insightful discussion of ongoing professional development activities to enhance a midwife's practice in supporting women's informed choice.	A competent discussion of ongoing professional development activities to enhance a midwife's practice in supporting women's informed choice	Limited discussion of ongoing professional development activities to enhance a midwife's practice in supporting women's informed choice.	Inadequate discussion of ongoing professional development activities to enhance midwife's practice in supporting women's informed choice.
<b>Referencing (10%)</b>				
Consistently integrates up-to-date references to support and reflect all ideas, factual information and quotations. (5%)	Generally integrates up-to-date references to support and reflect ideas, factual information and quotations, with 1 or 2 exceptions	Frequently integrates up-to-date references to support and reflect ideas, factual information and quotations, with 3 or 4 exceptions	Occasionally integrates up-to-date references to support and reflect ideas, factual information and quotations, with 5 or 6 exceptions	Fails to or infrequent attempts (>7 errors) to integrate up-to-date references to support and reflect ideas, factual information and quotations
Consistently accurate with referencing. A minimum of 10 references used including 7 journal articles and relevant web-sites. (5%)	1 or 2 consistent referencing errors identified. A minimum of 10 references used including 6 journal articles and relevant web-sites.	3 or 4 consistent referencing errors identified. A minimum of 10 references used including 5 journal articles and relevant web-sites.	3 or 4 inconsistent referencing errors identified. A minimum of 10 references used including 4 journal articles and relevant web-sites.	Many inaccuracies with referencing (>5). Less than 10 references used. Less than 4 journal articles not sourced. Relevant web-sites not included.

## Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

## Submission

Online

## Learning Outcomes Assessed

- Articulate the key values associated with a commitment to ongoing professional midwifery development.

## Graduate Attributes

- Communication
- Critical Thinking
- Information Literacy
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice

## Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the [Student Academic Integrity Policy and Procedure](#). This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

### What is a breach of academic integrity?

A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

### Why is academic integrity important?

A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

### Where can I get assistance?

For academic advice and guidance, the [Academic Learning Centre \(ALC\)](#) can support you in becoming confident in completing assessments with integrity and of high standard.

### What can you do to act with integrity?



#### Be Honest

If your assessment task is done by someone else, it would be dishonest of you to claim it as your own



#### Seek Help

If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)



#### Produce Original Work

Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem