



MDWF12002 *Foundations of Midwifery 1*

Term 1 - 2024

Profile information current as at 19/05/2024 04:15 am

All details in this unit profile for MDWF12002 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 unit introduces you to the childbearing continuum and the role of the midwife in promoting and facilitating healthy processes. You will have the opportunity to develop an understanding of the underpinning philosophy of midwifery care which emphasises the concepts of 'with woman', midwife-woman partnerships, and continuity of care.

Details

Career Level: *Undergraduate*

Unit Level: *Level 2*

Credit Points: 6

Student Contribution Band: 7

Fraction of Full-Time Student Load: 0.125

Pre-requisites or Co-requisites

There are no requisites for this unit.

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 - 2024

- Online

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. **Written Assessment**

Weighting: 50%

2. **Oral Examination**

Weighting: 50%

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](#).

Previous Student Feedback

Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

Feedback from Verbal feedback.

Feedback

Some students were displeased with the format of assessment 2 - the oral examination/VIVA, stating that this is not a means in which they are comfortable to be assessed.

Recommendation

The format of the examination must remain the same, however, the assessments for this unit remain varied. Students have been provided with a comprehensive interactive feedback session at a residential school, where they had the opportunity to engage with the teaching staff without limitation regarding general performance advice for the oral examinations.

Unit Learning Outcomes

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

1. Interpret the anatomy and physiology of human reproduction, pregnancy, birth and lactation
2. Analyse the role of the midwife in promoting and facilitating normal processes of the childbearing continuum
3. Apply current evidence associated with the provision of midwifery care.

The proposed changes to learning outcomes and the unit will meet the following:

The draft ANMAC Midwifery Education Standards (2020).

Standard 1: Safety of the public.

Standard 3: Program of study.

Standard 5: Student assessment.

The Nursing and Midwifery Board of Australia (NMBA) Midwife Standards for Practice (2018).

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 a plan for midwifery care.

Standard 6: Provides safe and quality midwifery practice.

Standard 7: Evaluates outcomes to improve midwifery practice.

The Nursing and Midwifery Board of Australia (NMBA) Code of Conduct for Midwives (2018).

Principle 1. Legal compliance.

Principle 2. Woman-centred practice.

Principle 3. Cultural practice and respectful relationships.

Principle 4. Professional behaviour.

Principle 7: Health and wellbeing.

The International Confederation of Midwives (ICM) International Code of Ethics for Midwives (2014).

1. Midwifery Relationships.

2. Practice of Midwifery.

3. The Professional Responsibilities of Midwives.

4. Advancement of Midwifery Knowledge and Practice.

National Safety and Quality Health Service Standards (2017).

Clinical Governance Standard.

Partnering with Consumers Standard.

Preventing and Controlling Healthcare-Associated Infection Standard.

Medication Safety Standard.

Comprehensive Care Standard.

Communicating for Safety Standard.

Alignment of Learning Outcomes, Assessment and Graduate Attributes



Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes		
	1	2	3
1 - Written Assessment - 50%	•	•	•
2 - Oral Examination - 50%	•	•	•

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes		
	1	2	3
1 - Communication	•	•	•
2 - Problem Solving	•	•	•
3 - Critical Thinking	•	•	•
4 - Information Literacy	•	•	•
5 - Team Work		•	
6 - Information Technology Competence	•		•
7 - Cross Cultural Competence		•	
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 - Written Assessment - 50%	•	•	•	•	•	•	•	•	•	
2 - Oral Examination - 50%	•	•	•		•			•	•	

Textbooks and Resources

Textbooks

MDWF12002

Prescribed

Midwifery: Preparation for Practice

Edition: 5th (2023)

Authors: Sally Pairman, Sally K. Tracy, Hannah G. Dahlen, & Lesley Dixon

Elsevier

Chatswood , NSW , Australia

ISBN: 9780729597852

Binding: Paperback

MDWF12002

Prescribed

Myles Textbook for Midwives

Edition: 17th (2020)

Authors: Jayne E. Marshall & Maureen D. Raynor

Elsevier

Edinburgh , Scotland

ISBN: 9780702076428

Binding: Paperback

[View textbooks at the CQUniversity Bookshop](#)

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- Webcam
- Computer- ability to access study materials, including instructional videos & upload assessment. Printer for printing assessment. Scanner or equivalent for uploading assessment.

Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 7th Edition \(APA 7th edition\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Rachelle Chee Unit Coordinator

r.chee@cqu.edu.au

Schedule

Week 1 - 04 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
Human Reproduction and Conception	Week one study guide and the readings included within.	

Week 2 - 11 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
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Fetal Growth and Development
Week two study guide and the readings included within.

Week 3 - 18 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
Changes and adaptations in pregnancy	Week 3 study guide and the readings included within.	

Week 4 - 25 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
Antenatal Education, Screening and Assessment	Week 4 study guide and the readings included within.	

Week 5 - 01 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
Working with Women During the First Stage of Labour	Week 5 study guide and the readings included within.	

Vacation Week - 08 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
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Week 6 - 15 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
Working with Women During the Second Stage of Labour	Week 6 study guide and the readings included within..	Written Assessment - Case Study Due: Week 6 Friday (19 Apr 2024) 11:55 pm AEST

Week 7 - 22 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
Working with Women During the Third Stage of Labour	Week 7 study guide and the readings included within..	

Week 8 - 29 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
Care of the Mother and Baby Post Birth	Week 8 study guide and the readings included within.	

Week 9 - 06 May 2024

Module/Topic	Chapter	Events and Submissions/Topic
Midwifery Care of the Newborn	Week 9 study guide and the readings included within..	

Week 10 - 13 May 2024

Module/Topic	Chapter	Events and Submissions/Topic
Infant Feeding	Week 10 study guide and the readings included within..	

Week 11 - 20 May 2024

Module/Topic	Chapter	Events and Submissions/Topic
Breastfeeding Initiation and Support	Week 11 study guide and the readings included within..	

Week 12 - 27 May 2024

Module/Topic	Chapter	Events and Submissions/Topic
The Role of the Midwife in Promoting Normal Processes	Week 12 study guide and the readings included within.	

Review/Exam Week - 03 Jun 2024

Module/Topic	Chapter	Events and Submissions/Topic
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Assessment 2 to be completed in a scheduled Zoom meeting during exam week.

Exam Week - 10 Jun 2024

Module/Topic	Chapter	Events and Submissions/Topic
		Oral Examination Due: Exam Week Friday (14 June 2024) 11:55 pm AEST

Assessment Tasks

1 Written Assessment - Case Study

Assessment Type

Written Assessment

Task Description

MDWF12002

Foundations of Midwifery 1

Assessment 1

Type: Written assessment

Due date: 23:55 AEST, Friday 19th April 2024, Week 6

Weighting: 50%

Length: 2500 words +/- 10% (excluding reference list)

Unit Coordinator: Rachelle Chee

Learning Outcomes Assessed

1. Interpret the anatomy and physiology of human reproduction, pregnancy, birth, and lactation.
2. Analyse the role of the midwife in promoting and facilitating normal processes of the childbearing continuum.
3. Apply current evidence associated with the provision of midwifery care.

Aim

The aim of this assessment is to enhance your understanding of the normal physiological changes that occur during the childbearing continuum. It is expected that you will utilise the Australian College of Midwives' National Midwifery Guidelines for Consultation and Referral and other relevant evidence associated with the provision of woman-centred midwifery care to support your discussion.

Instructions

Write an essay that addresses the case study below from the midwife's point of view. You must clearly show the midwife's role and responsibilities in the care of this woman. The essay should discuss the physiological processes underlying the discomforts of pregnancy.

Assessment: Case Study

Emilia Bosworth is a healthy 27-year-old G1P0 woman with a BMI of 23 who arrives at the hospital antenatal clinic for a scheduled appointment at 35 weeks' gestation. She came to the appointment after finishing work as an emergency department nurse. Emilia has no relevant medical history, has attended antenatal care, and has had normal screening tests and ultrasounds throughout her pregnancy. You begin the appointment by asking Emilia how she has been feeling. Emilia tells you that she has been feeling very uncomfortable due to the following:

- Lower back pain
- Swollen lower legs
- Constipation

Please follow the steps below to complete your assessment task:

1. Explain the physiological changes that occur during pregnancy and how they have caused Emilia's current physical discomforts.
2. Analyse the midwife's role in the antenatal period when assessing and managing Emilia's current physical discomforts.
3. For each of Emilia's current physical discomforts, identify two strategies that may alleviate them. Discuss the available evidence for each strategy.

Literature and references

In this assessment use at least 10 contemporary references (<10 years old) to support your discussion. You may also use seminal scholarly literature where relevant. Suitable references include peer-reviewed journal articles as well as textbooks and credible websites. When sourcing information, consider the 5 elements of a quality reference: currency,

authority, relevance, objectivity, and coverage. Grey literature sourced from the internet must be from reputable websites such as from government, university, or peak national bodies: for example, the Australian College of Midwives. Websites such as Stat Pearls, Life in the Fastlane, and Wikipedia are unsuitable for this assessment task. Lecture notes are unsuitable for this assessment task.

Requirements

- Use a conventional and legible size 12 font, such as Times New Roman or Arial, with 1.5 line spacing and 2.54cm page margins (standard pre-set margin in Microsoft Word).
- Include page numbers on each page in a footer.
- Write in the third-person perspective.
- Use formal academic language.
- Use the seventh edition American Psychological Association (APA) referencing style. The CQUniversity Academic Learning Centre has an online APA Referencing Style Guide.
- The word count is considered from the first word of the introduction to the last word of the conclusion. The word count excludes the reference list but includes in-text references and direct quotations.

Resources

You can use unit provided materials and other credible sources (e.g. journal articles, books) to reference your argument. The quality and credibility of your sources are important.

We recommend that you access your discipline-specific library guide: Midwifery Resource Guide

We recommend you use EndNote to manage your citations and reference list. More information on how to use EndNote is available at the CQUniversity Library website.

For information on academic communication please go to the Academic Learning Centre Moodle site. The Academic Communication section has many helpful resources including information for students with English as a second language.

Submit at least one draft of your assignment draft before the due date to review your Turnitin Similarity Score before making a final submission. Instructions are available here.

Submission

Submit your assessment via the unit Moodle site in Microsoft Word format only.

Marking Criteria

Refer to the marking rubric on the Moodle site for more details on how marks will be assigned.

Assessment Due Date

Week 6 Friday (19 Apr 2024) 11:55 pm AEST

Please submit to the assessment upload zone on the Moodle page

Return Date to Students

Week 8 Friday (3 May 2024)

Please allow for up to 2 weeks post the due date for the return of marked assessments.

Weighting

50%

Assessment Criteria

HD 100-85%	D 84-75%	C 74-65%	P 64-50%	F 49-0%
Structure (20%)				
A clear and succinct introduction that introduces the topic and outlines the direction of the paper. (5%) (5-4.25)	A clear and appropriate introduction that introduces the topic and outlines the direction of the paper. (4.24-3.75)	An appropriate introduction that introduces the topic and outlines the direction of the paper. (3.74-3.25)	Introduction is apparent and the topic is introduced but there is no clear direction to the paper. (3.24-2.5)	No recognisable introduction-the topic is not introduced and/or there is no direction for the paper (<2.5)
A clear and succinct conclusion that outlines the main points and brings the argument to a logical close. (5%) (5-4.25)	A clear and appropriate conclusion that outlines the main points and brings the argument to a close. (4.24-3.75)	The conclusion outlines most of the main points and brings some sense of closure. (3.74-3.25)	The conclusion is apparent and outlines most of the main points and endeavours to bring the argument to a close-there may be some incongruity. (3.24-2.5)	No recognisable conclusion-little reference to the main points and no clear conclusion to the paper. (<2.5)

Excellent presentation of assignment with 1.5 line spacing and 12-point font. Content is student's own work. Consistently accurate with spelling, grammar, punctuation, and paragraph structure. (5%) (10-8.5)	Well-presented assignment with 1.5 line spacing and 12-point font. Content is student's own work. 1 or 2 errors in spelling, grammar, punctuation, and paragraph structure. (8.4-7.5)	Well-presented assignment with 1.5 line spacing and 12-point font. Content is student's own work. 3 or 4 errors with spelling, grammar, punctuation, and paragraph structure. (7.4-6.5)	Well-presented assignment with 1.5 line spacing and 12-point font. Content is student's own work. 5 or 6 errors in spelling, grammar, punctuation, and paragraph structure. (6.4-5.0)	Poorly presented assignment. Appropriate line spacing is not used. 12-point font not used. Content is not student's own work. Many inaccuracies in spelling, grammar, punctuation, and paragraph structure (> 6 errors). (<5)
Approach & Argument (70%)				
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%) (10-8.5)	Content is relevant to the topic; the approach clearly answers the question, and the argument proceeds logically and is within the set word limit. (8.4-7.5)	Content is appropriate and answers the question and the argument for the most part proceeds logically and is within the set word limit. (7.4-6.5)	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). (6.4-5.0)	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. (<5.0)
An articulate and comprehensive explanation of the physiological changes of pregnancy that have caused Emilia's discomforts. (20%) (20-17)	Well-developed explanation of the physiological changes of pregnancy that have caused Emilia's discomforts. (16.9-15)	A general explanation of some of the physiological changes of pregnancy that have caused Emilia's discomforts. (14.9-13)	Nominal explanation of some of the physiological changes of pregnancy that have caused Emilia's discomforts. (12.9-10)	An inadequate explanation of the physiological changes of pregnancy that have caused Emilia's discomforts. (<10.0)
A comprehensive and accurate analysis of the midwife's role when assessing and managing the discomforts in the case study during the antenatal period. (20%) (20-17)	Well-developed analysis of the midwife's role when assessing and managing the discomforts in the case study during the antenatal period. (16.9-15)	Broad analysis of the midwife's role when assessing and managing the discomforts in the case study during the antenatal period. (14.9-13)	Minimal analysis of the midwife's role when assessing and managing the discomforts in the case study during the antenatal period. (12.9-10)	Inadequate analysis of the midwife's role when assessing and managing the discomforts in the case study during the antenatal period. (<10.0)
An articulate and comprehensive discussion of strategies that may alleviate Emilia's discomforts, which comprehensively discusses the available evidence. (20%) (20-17)	A clear and relevant discussion of strategies that may alleviate Emilia's discomforts, which discusses the available evidence. (16.9-15)	A general discussion of strategies that may alleviate Emilia's discomforts, which discusses some of the available evidence. (14.9-13)	Satisfactory discussion of strategies that may alleviate Emilia's discomforts, which discusses some of the available evidence. (12.9-10)	Poor discussion of strategies that may alleviate Emilia's discomforts. Little/no discussion of relevant evidence. (<10.0)
Referencing (10%)				

Consistently integrates up-to-date references to support and reflect all ideas, factual information, and quotations. (5%) (5-4.25)	Generally, integrates up-to-date references to support and reflect ideas, factual information, and quotations, with 1 or 2 exceptions. (4.24-3.75)	Frequently integrates up-to-date references to support and reflect ideas, factual information, and quotations, with 3 or 4 exceptions. (3.74-3.25)	Occasionally integrates up-to-date references to support and reflect ideas, factual information, and quotations, with 5 or 6 exceptions. (3.24-2.5)	Fails to or infrequent attempts (>7 errors) to integrate up-to-date references to support and reflect ideas, factual information, and quotations. (<2.5)
Consistently accurate with referencing. A minimum of 10 references were used including relevant websites and 7 journal articles (5%) (5-4.25)	1 or 2 consistent referencing errors were identified. A minimum of 10 references were used including relevant websites and 6 journal articles. (4.24-3.75)	3 or 4 referencing errors were identified. A minimum of 10 references were used including relevant websites and 5 journal articles. (3.74-3.25)	5 or 6 referencing errors were identified. A minimum of 10 references were used including relevant websites and 4 journal articles. (3.24-2.5)	Many inaccuracies with referencing (>6). Less than 10 references were used. Less than 4 journal articles were sourced. Relevant websites are not included. (<2.5)

Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

Submission

Online

Submission Instructions

Please submit to the assessment upload zone on the Moodle page

Learning Outcomes Assessed

- Interpret the anatomy and physiology of human reproduction, pregnancy, birth and lactation
- Analyse the role of the midwife in promoting and facilitating normal processes of the childbearing continuum
- Apply current evidence associated with the provision of midwifery care.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Team Work
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice
- Social Innovation

2 Oral Examination

Assessment Type

Oral Examination

Task Description

MDWF12002

Foundations of Midwifery

Assessment 2

Type: Oral Examination

Due date: Exam Week

Weighting: 50%

Length: 30 minutes

- 10 minutes (scenario provided & prep/reflect)
- 20 minutes (question & answer time)

Aim

This assessment aims to demonstrate and apply your understanding of the normal processes of the childbearing continuum and the midwife's role in promoting and facilitating these processes through woman-centred partnerships.

This assessment will allow you to show your understanding and application of the NMBA Midwife Standards of Practice (2018) to clinical scenarios related to the childbearing continuum.

Instructions

Students will attend an oral Viva examination via a Zoom meeting. Each student will be allocated an individual Zoom meeting link on a particular day and time during exam week, Term 1, 2024. It is compulsory to attend this examination.

1. Students will be given a verbal handover relating to a specific clinical scenario. You are permitted to take notes whilst receiving the handover.
2. You will then have some reflection and thinking time. During this time, you are permitted to continue taking notes. You may also refer to hard-copy resources (electronic resources are not permitted). After 10 minutes, you will be asked to dispose of your notes and resources. You will then be presented with the exam questions related to the scenario you have been given.
3. An examiner from the midwifery academic team will question you. The assessment question and answer time is scheduled for 20 minutes and will be recorded for marking and quality purposes. Your Viva will relate to the provision of midwifery care for a woman experiencing a normal pregnancy/childbirth/postpartum period which will be selected randomly on the day of the assessment. You will be assessed on your communication skills as well as your clinical midwifery knowledge.

The topics for the Viva Voce assessment are as follows:

- Normal pregnancy
- Normal labour and birth
- Normal postpartum period
- Lactation and breastfeeding
- The healthy neonate

Important considerations for being successful in the Viva Voce:

You must be prepared to answer questions relating to your case and discuss your course of action in relation to the midwifery care of your woman/neonate, this will require you to be 'present' in the scenario (verbalising what you would do if faced with this scenario in practice).

When answering the exam questions, students will consider the following NMBA Midwife Standards for Practice (standards 1, 2, 3 & 6), which state that midwives should:

Standard 1: Promote evidence-based maternal health and well-being.

Standard 2: Engage in respectful partnerships and professional relationships.

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

Standard 6: Provide safe and quality midwifery practice.

Please see the assessment rubric for a detailed description of the assessed criteria.

Scenarios are confidential, and we ask you not to share them with your student peers.

Assessment to take place in Exam Week

Students will be allocated their timeslot by the unit coordinator and sent a Zoom link via email.

Students must reply to this email confirming: 1) their receipt of the Zoom meeting link and 2) their confirmation of attendance at the allocated time.

Examination conditions:

View the University's policy on examination in the Assessment of Coursework Policy at: <http://policy.cqu.edu.au>

Learning Outcomes Assessed

1. Interpret the anatomy and physiology of human reproduction, pregnancy, birth, and lactation.
2. Analyse the role of the midwife in promoting and facilitating normal processes of the childbearing continuum.
3. Apply current evidence associated with the provision of midwifery care.

Assessment Due Date

Exam Week Friday (14 June 2024) 11:55 pm AEST

Assessment to take place in exam week. Students will be allocated their own individual timeslot and sent a Zoom link for this examination time via email.

Return Date to Students

The unit coordinator will submit the completed examination rubrics into Moodle by week 15 (university vacation).

Weighting

50%

Assessment Criteria

Qualities & Criteria	High Distinction 85-100%	Distinction 75-84%	Credit 65-74%	Pass 50-64%	Fail <50%
Communication Skills	30%				

Verbal & non-verbal · Use of language · Fluency & Pronunciation · Engagement · Eye Contact	Uses an extensive and rich vocabulary appropriate to the topic. Speaks clearly with a natural speaking pace.	Uses a wide and appropriate vocabulary appropriate to the topic Speaks clearly with minimal pauses or hesitation.	Uses acceptable vocabulary that is appropriate to the topic. Speech mostly clear but noticeable pauses and/or speaks too fast occasionally.	Uses adequate vocabulary appropriate to the topic. Speech is low and/or unclear at times. Multiple pauses and/or speaks too fast on numerous occasions.	Uses limited or inadequate vocabulary which is not appropriate to the topic. The student mumbles is incoherent and speaks too quietly for panel to hear.
10%	Strongly and positively engaged in the topic during discussion. Consistently holds the attention of the panel/questioner with the use of direct eye contact. (10-8.5)	Demonstrates good and mostly positive engagement with the topic during discussion. Mostly consistent use of direct eye contact with panel/questioner. (8.4-7.5)	Demonstrates acceptable engagement with the topic during discussion. Adequate eye contact made with panel/questioner. (7.4-6.5)	Demonstrates adequate engagement with the topic during discussion. Minimal eye contact was made with the panel/questioner. (6.4-5)	Shows no engagement and/or negativity towards the topic during discussion. No eye contact was made with the panel/questioner. (<5)

Mastery of Maternity Care Scenario 70% (Knowledge and comprehension, application, analysis, and synthesis of information)

Overall understanding 20%	Demonstrates a deep/robust understanding of the scenario with fully accurate information. Answers all questions with explanation and elaboration. (20-17)	Demonstrates an extended understanding of the scenario with accurate information. Answers most questions with ease though sometimes requires further elaboration. (16.9-15)	Demonstrates a good understanding of the scenario with mostly accurate information. Ability to answer some questions but answers lack complexity. (14.9-13)	Demonstrates a satisfactory understanding of scenario with some inaccurate information. Is only able to answer rudimentary questions on the topic. (12.9-10)	Demonstrates limited or no understanding of the scenario. Information is mostly inaccurate. Has no grasp of the information and is unable to answer questions. (<10)
Articulation of thoughts 20%	Clearly articulates position and thoughts are extensively expressed. (20-17)	Articulates position and thoughts expressed clearly. (16.9-15)	Articulates a position that is incomplete or lacks complexity. Expression of thoughts mostly clear (14.9-13)	Articulates a position that is unfocused at times. Expression of thoughts is sometimes unclear and/or ambiguous. (12.9-10)	Limited or no ability to articulate a position. Limited ability to express any thoughts, those expressed are unclear. (<10)
Evidence 10%	All evidence is highly relevant and specific to the scenario discussion (10-8.5)	Presents relevant evidence that is accurate to the scenario discussion (8.4-7.5)	Presents mostly relevant evidence that links to the scenario discussion. Mostly accurate. (7.4-6.5)	Presents evidence that often links to the scenario, but the evidence is somewhat inaccurate. (6.4-5)	Does not present any evidence of relevance to the scenario or presents highly inaccurate evidence. (<5)
Implications 10%	Comprehensive and fully explores the major implications of the proposed plan of care. (10-8.5)	Relevant and accurate discussion of the major implications of the proposed plan of care. (8.4-7.5)	Acceptable and mostly relevant discussion of the major implications of the proposed plan of care. (7.4-6.5)	Satisfactory discussion of the major implications of the proposed plan of care. (6.4-5)	No discussion of any implications for a proposed plan of care (<5)
Structure and organisation 10%	Presents information/ideas logically. (10-8.5)	Present information in a mostly logical sequence. (8.4-7.5)	A few areas of disjointedness /lack of logical progression. (7.4-6.5)	Ideas are presented in a partly logical way but are disjointed and do not always flow logically. (6.4-5)	Ideas are illogical and very disjointed with no logical flow making. it difficult to follow. (<5)

Demonstration of Woman-Centred Care 20%	Comprehensively considers the needs of the woman and her family in relation to the issue and analyses how they can be best integrated into her plan of care. (20-17)	Sound ability to consider the needs of the woman and her family in relation to the issue and analyses how they can be best integrated into her plan of care. (16.9-15)	Acceptable ability to consider the needs of the woman and her family in relation to the issue and analyses how they can be best integrated into her plan of care. (14.9-13)	Consideration of the needs of the woman and her family in relation to the issue is basic. Some ability to form a plan of care but lacks integration and is unclear at times. (12.9-10)	Limited or no consideration of the needs of the woman and her family in relation to the issue. Little or no evidence of any ability to form a plan of care. (<10)
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Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

Submission

Online

Submission Instructions

Students must attend their individual compulsory Zoom examination meeting in exam week. Completed examination rubrics will be uploaded by the unit coordinator.

Learning Outcomes Assessed

- Interpret the anatomy and physiology of human reproduction, pregnancy, birth and lactation
- Analyse the role of the midwife in promoting and facilitating normal processes of the childbearing continuum
- Apply current evidence associated with the provision of midwifery care.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Team Work
- Ethical practice
- Social Innovation

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