

Student Name		Student ID		Unsatisfactory	Limited	Satisfactory	Proficient	Excellent	Not Assessed
Course Code		Year Level							
Clinical Setting		Placement Duration							
Assessment Type	Formative: <input type="checkbox"/>	Summative: <input type="checkbox"/> Pass/ <input type="checkbox"/> Fail	Date						
Assessment Items – circle one performance level for each item									
Standard 1: Promotes health and wellbeing through evidence-based midwifery practice									
Works in partnership with the woman to identify what is important to her, inform decision making, and promote self-determination				1	2	3	4	5	N/A
Sources, critically evaluates and reflects on relevant evidence to inform safe, quality practice				1	2	3	4	5	N/A
Applies primary health care principles to address individual, community, and public health issues				1	2	3	4	5	N/A
Promotes equitable access to appropriate midwifery care				1	2	3	4	5	N/A
Demonstrates ability to initiate health education and provide resources to enable women to influence their own health outcomes				1	2	3	4	5	N/A
Standard 2: Engages in professional relationships and respectful partnerships									
Participates as an active member of the healthcare team to promote optimum health outcomes				1	2	3	4	5	N/A
Demonstrates knowledge and understanding of the principles of cultural safety and provides culturally responsive woman-centered care				1	2	3	4	5	N/A
Practises in a way that respects that family and community underpin the health of Aboriginal and/or Torres Strait Islander women and their families				1	2	3	4	5	N/A
Acknowledges and manages personal values, beliefs, and power dynamics in midwifery to ensure equity, justice, non-judgmental, and non-discriminatory practice				1	2	3	4	5	N/A
Practices within professional boundaries and demonstrates ethical conduct to ensure rights, privacy, and confidentiality				1	2	3	4	5	N/A
Standard 3: Demonstrates the capability and accountability for midwifery practice									
Recognises and practices within own midwifery scope, professional standards, relevant legislation, and local policy				1	2	3	4	5	N/A
Demonstrates knowledge and accountability for own midwifery practice				1	2	3	4	5	N/A
Consults, refers, documents appropriately and manages complexity in a timely manner to provide safe, quality care				1	2	3	4	5	N/A
Demonstrates commitment to life-long learning of self and others				1	2	3	4	5	N/A
Recognises and responds appropriately when own, or others', quality/capability for practice is impaired				1	2	3	4	5	N/A
Standard 4: Undertakes comprehensive assessments									
Completes comprehensive and systematic assessments using appropriate and available resources, and accurately documents findings				1	2	3	4	5	N/A
Critically analyses and interprets assessment data to inform and improve midwifery practice in partnership with the woman				1	2	3	4	5	N/A
Accurately assesses the physical, social, emotional, cultural and spiritual needs of women, communities, and populations				1	2	3	4	5	N/A
Standard 5: Develops a plan for midwifery practice									
Collaboratively plans appropriate woman-centred care based on assessment findings to achieve optimal outcomes				1	2	3	4	5	N/A
Identifies and accesses appropriate resources, including relevant health professionals or services, for planning woman-centred care				1	2	3	4	5	N/A
Appropriately reviews and modifies planned care in partnership with the woman, and documents to facilitate optimal outcomes				1	2	3	4	5	N/A
Standard 6: Provides safety and quality in midwifery practice									
Recognises and acts on identifying emergency/urgent or unsafe situations, and initiates appropriate actions to meet optimal outcomes				1	2	3	4	5	N/A
Works collaboratively as an effective team member by supporting, reflecting on, and incorporating feedback to improve midwifery practice				1	2	3	4	5	N/A
Standard 7: Evaluates outcomes to improve midwifery practice									
Evaluates, monitors, and reflects on practice and responds to feedback for continuing professional development to enable optimal outcomes for women and families				1	2	3	4	5	N/A
Develops, implements, reviews, and reflects on personal learning goals for professional growth and development				1	2	3	4	5	N/A
GLOBAL RATING SCALE - relative to their stage of practice, the overall performance of this student in the clinical unit was: Unsatisfactory <input type="checkbox"/> Limited <input type="checkbox"/> Satisfactory <input type="checkbox"/> Proficient <input type="checkbox"/> Excellent <input type="checkbox"/>									

Feedback	
How have previous learning goals been addressed?	
What was done well?	
What needs to be improved?	
Plan for learning and time frames for achievement	

Spoken English proficiency: unsatisfactory needs development satisfactory

DISCUSSED: YES NO

ADDITIONAL PAPERWORK: YES NO

DATE: _____

ASSESSOR'S NAME: _____

ASSESSOR'S SIGNATURE: _____

STUDENT SIGNATURE: _____

Scoring Rules and Code

- Circle N/A (not assessed) ONLY if the student has not had an opportunity to demonstrate the behaviour
- Evaluate the student's performance against the MINIMUM competency level expected for their level of training

Expected behaviours and practices:

1 = not performed; direct close guidance and immediate feedback required

2 = inconsistent or below acceptable standard; continuous cues required, meaning of cues explored and clarified with student

3 = consistently performed at a satisfactory/pass level; frequent cues required, cues developed in partnership with student

4 = performed at a proficient standard; occasional cues required, based on student's learning goals

5 = performed at an excellent standard; minimal cues required, based on student's aspirations

N/A = not assessed.

**Note: a rating 1 or 2 indicates that the competency statement has NOT been achieved

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