

Core Document / Standards

ICM Global Standards for Midwife Faculty Development

2025

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International Confederation of Midwives
La Confédération Internationale des sages-femmes
Confederación Internacional de Matronas

Koninginnegracht 60 +31 (0) 70 3060520
2514 AE ZH info@internationalmidwives.org
The Netherlands www.internationalmidwives.org

Introduction

The ICM Global Standards for Midwife Faculty Development are an essential component of ICM's efforts to strengthen midwifery education worldwide. These standards are a core ICM document and one of the ICM Midwifery Education Development Pathway (MPath) resources, which include standards, guidelines, definitions, position statements and tools related to midwifery education. High standard midwifery education is essential to producing competent midwives for the future midwifery workforce, providing safe and culturally appropriate care to women, newborns and their families. Appropriately prepared midwife faculty are the backbone of quality midwifery education programmes.

The ICM Global Standards for Midwife Faculty Development reflect foundational ICM Core Documents including the Definition and Scope of Practice of a Midwife and the Midwifery Philosophy and Model of Practice. They align with the ICM Global Standards for Midwifery Education and the WHO Midwifery Educator Core Competencies. The standards set out the knowledge, skills and experience that midwife educators and clinical preceptors should receive through quality midwife faculty development as preparation for their teaching roles.

Midwife faculty are registered and professional midwives. As such, they should already meet the ICM Essential Competencies for Midwifery Practice, work to the ICM Midwifery Philosophy and meet ethical standards set by the relevant in-country regulator as part of the midwife registration process. The ICM Global Standards for Midwife Faculty Development build on the competencies, philosophy and ethics of the midwifery profession with focus on the areas of development required for those midwives working as faculty or clinical preceptors and teaching the next generation of midwives.

The purposes of the ICM Global Standards for Midwife Faculty Development are to:

- set benchmarks and quality indicators for midwife faculty development,
- provide a framework for designing, implementing and evaluating midwife faculty development,
- assist midwife faculty to engage in continuous quality improvement process,
- contribute to strengthening midwifery education programmes globally through preparing and improving the capacity of midwife faculty.

Additionally, the ICM Global Standards for Midwife Faculty Development (2025) may be used by educational institutions/providers to:

- support faculty development;
- support in-service continuing education (e.g., opportunities) and/or inform a faculty development programme within an institution; and
- meet national and global approval and accreditation standards.

The Global Standards for Midwife Faculty Development provide the minimum standards for quality midwife faculty development. ICM recognises that educational institutions may be at different levels of maturity regarding faculty development and may be supported by other stakeholders (e.g., Regulators, Ministry of Health/Education, Midwives' Associations, NGOs) in the development and implementation of midwife faculty development programmes and activities. Regardless of stakeholder requirements, ICM recommends that all midwife faculty development be based on the requirements of midwife faculty, as the primary recipients of

development programmes. Consideration should also be given to the needs of midwife students as the direct recipients of teaching from midwife faculty and the needs of women and gender diverse people receiving sexual, reproductive, maternal, newborn and adolescent healthcare services (SRMNAH) from midwives. To meet such diverse needs, the ICM recommends conducting a needs assessment/analysis particularly of midwife faculty, midwife students and the SRMNAH context. The findings of this needs analysis can be used to determine the most effective faculty development activities to support midwife faculty attain competence as teachers and to prepare competent midwife graduates to provide quality care for women and newborns.

These standards provide the minimum requirement for faculty development. ICM recognises and supports the need for other complimentary professional development activities.

Terminology

ICM defines the term 'Faculty' as a group of qualified individuals who teach midwife students in a midwifery programme (e.g., midwife educators, experts from other disciplines, clinical preceptors/teachers, etc.). The more specific term 'Midwife Faculty' refers to those educators who are qualified midwives and primarily responsible for teaching midwife students (e.g., Midwife head/directors; midwife teachers; and midwife clinical preceptors/teachers). We acknowledge the wider professionals who may assist with specialist teaching in midwifery educational programmes; **however, the standards are designed for midwife faculty who are the lead providers of midwifery education in all settings.** Individuals from other disciplines who teach in the midwifery programme should be qualified in the content they teach.

The ICM recognises that terms used in this document may differ in different contexts; for example, clinical preceptors can be referred to as clinical teachers or instructors in different locations. While undertaking faculty development, midwife faculty are also students in their own right. For clarity, the term ‘midwife student’ refers to the midwife students in a midwifery programme being taught by midwife faculty. For more information on the terms used in this document, please refer to the ICM [Midwifery Education Glossary of Terms](#).

Development Process

These standards were developed by an ICM working group of international midwife educators and researchers, led by a consultant and through several rounds of consultation. Global consultation on the final draft standards was undertaken and feedback was received from respondents across all ICM regions and from UN agencies. This feedback was incorporated into the final standards that were approved by the ICM Council in June 2025.

ICM Global Standards for Midwife Faculty Development

Organisation of the standards

The standards are organised under the following seven categories:

1. Leadership
2. Partnership and collaboration
3. Curriculum
4. Learning and teaching
5. Resources
6. Maintaining Midwifery Practice Competence
7. Research

The standards are listed below. A companion guide to using the standards is provided as a separate document and includes the evidence underpinning each standard.

| Category | Standard |
|---|---|
| 1. Leadership | <i>Midwife faculty development fosters leadership in developing and delivering midwifery education programmes.</i> |
| 2. Partnership and Collaboration | <i>Midwife faculty development promotes and fosters a culture of respectful partnerships and collaboration.</i> |
| 3. Curriculum | <i>Midwife faculty development equips midwife faculty to lead the design, development and review of midwifery curricula.</i> |
| 4. Learning & Teaching | <i>Midwife faculty development teaches evidence-based learning, teaching and assessment strategies-to best meet midwife student needs and programme outcomes.</i> |
| 5. Resources | <i>Midwife faculty development is sustainable through equitable access, adequate resource allocation and an enabling environment.</i> |

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| 6. Maintaining Midwifery Practice Competence | <i>Midwife faculty development supports midwife faculty to maintain their competence in midwifery practice.</i> |
| 7. Research | <i>Midwife faculty development enhances research skills and integrates evidence into learning and teaching practices.</i> |