Guide

ICM Global Standards for Midwife Faculty Development – Companion Guidelines

2025

International Confederation of Midwives

MPath
Midwifery Education Development Pathway

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, 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.

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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 (2023).

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 Counci.

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 1: Leadership

Standard: Midwife faculty development fosters leadership in developing and delivering midwifery education programmes.

Guidelines	Sample Activities
Midwife faculty development is essential for helping midwife educators develop the knowledge, skills, behaviours, and attitudes needed to lead and support midwifery education. Developing leadership capabilities should focus on enhancing communication, teamwork and problem-solving skills to create a positive working and learning environment. Midwife faculty act as change agents. Development of advocacy skills provide the foundation to support changes that result in improvements to midwifery programmes. Midwife faculty development should provide support for faculty to implement new solutions to strengthen education and professional midwifery practice.	**Documentation** • Include leadership as a development goal in job performance reviews • Participate in faculty development workshops, courses, or conferences focused on educational leadership • Conduct 360 feedback on leadership • Participate in project proposals and reports that list midwife faculty as leaders **Contributions** • Contribute to academic journals or presentations at professional conferences, indicating active involvement in advancing midwifery education • Actively participate in policy making related to midwifery education • Engage in advocacy initiatives that support midwifery education, by membership or active participation in policy advisory boards, task forces, or education campaigns

	- Incorporate changes in teaching activities and adopt new solutions - Curriculum review is led by midwife faculty **Leadership Roles** - Provide formal leadership or committee positions within educational institutions, midwives' associations, working groups, community work, volunteerism, or peer education - Mentor faculty by guiding, supporting, and developing midwife educators to enhance their professional competencies and teaching effectiveness

EVIDENCE

- Pezaro S, Zarbiv G, Jones J, Lilei Feika M, Fitzgerald L, Lukhele S, McMillan-Bohler J, Baloyi OB, Silva G, Grant C, Bellinger-Palsson L, Hardtman P. Characteristics of strong midwifery leaders and enablers of strong midwifery leadership: An international appreciative inquiry. *Midwifery*. 2024;132:103982. doi:10.1016/j.midw.2024.103982
- Sattar SMRU, Akeredolu O, Bogren M, Erlandsson K, Borneskog C. Facilitators influencing midwives to leadership positions in policy, education and practice: A systematic integrative literature review. *Sex Reprod Healthc*. 2023;38:100917. doi:10.1016/j.srhc.2023.100917
- Smith RM, Gray JE, Homer CS. 'It would be nice to have more than basic support': A learning needs assessment survey of midwifery faculty in low- and middle-income countries of the Asia Pacific region. *Women Birth*. 2024;37(4):101624. doi:10.1016/j.wombi.2024.101624

Category 2: Partnership and Collaboration

Standard: Midwife faculty development promotes and fosters a culture of respectful partnerships and collaboration.

Guidelines	Sample Activities
Midwife faculty development promotes a culture of respectful partnerships and collaboration among diverse stakeholders of midwifery and midwifery education, including (but not limited to): • Other faculty members • Women, families and communities • Clinical midwives • Midwifery associations • Regulatory bodies • Interprofessional teams, obstetricians, neonatologists and health professional colleagues • Midwife students • Government ministries • Non-government organizations Faculty development should be designed to foster opportunities to enhance the learning experience, building institutional ties between educational and clinical/ community settings and for research partnerships, and Enhancing the learning experience: Faculty development provides support for strengthening midwife student outcomes by focusing on the student	**Communities** • Participate in communities of practice (e.g., Midwife faculty CoP or midwife practitioner CoP, etc.) to support faculty development learning goals and outcomes • Develop midwifery student associations • Collaborate with organized student groups **Sharing Practices** • Participate in working agreements between midwife faculty and clinical preceptors and/or other professionals that support the sharing of learning and teaching practices and clarify roles and responsibilities • Seek/include input from a range of stakeholders • Create Terms of Reference (ToR) for participation on collaborative projects: agreement of formalised collaboration between midwife faculty, clinical preceptors, midwives, women, etc.

and fostering respectful partnerships between faculty and student. When faculty prioritise the student experience, they contribute to a supportive learning environment.

Building research partnerships: Faculty development should be designed to support opportunities for research partnerships, to enhance the learning experience and building institutional ties between educational and clinical settings.

Creating an inclusive educational environment: A collaborative approach emphasises creating an inclusive environment where faculty, students, and healthcare professionals engage openly, respectfully and constructively.

- Undertake faculty development activities with interprofessional and cross-institutional groups
- Collaborate with womens' groups that advance the quality of midwife education
- Research partnerships in community settings
- Sign Memorandum of Understanding (MOU) or Memorandum of Agreement related to collaborative projects, supported by project proposals, reports, and outcome documents
- Engage in partnerships with clinical sites (e.g., hospitals or private midwifery group practice) that outline processes for sharing of knowledge and skills between midwife faculty and clinical preceptors
- Collaborate with midwifery student associations and groups

Stakeholder Input

- Conduct student surveys and obtain student representation in programme review and development
- Use internal and external expertise in classroom and clinical teaching, research and advocacy
- Include childbearing women on midwifery programme/course advisory committee

	• Seek input from Government, Midwives' Associations, Regulatory bodies into the development of the midwifery programme

EVIDENCE

- Bar-Zeev S, Shikuku D, Homer C, Smith R, Hardtman P, Lal G, Stalls S, Masuda C, Copeland F, Ugglas AA, Pairman S, Hailegebriel TD, Ameh C. Harnessing partnerships to strengthen global midwifery education to improve quality maternal and newborn health care: The Alliance to Improve Midwifery Education (AIME). *Midwifery*. 2024 Oct;137:104111. doi:10.1016/j.midw.2024.104111. PMID: 39127574

- Bogren M, Nkeshimana M, Nzabahimana I, Temple F, Iryanyawera MC, Uwimana JD, Tallarico R, Adelakin O, Erlandsson K. Rwanda's success in advancing midwifery education: a blueprint of a sustainable, nationally driven curriculum standardization. *Glob Health Action*. 2024 Dec 31;17(1):2427467. doi:10.1080/16549716.2024.2427467. PMID: 39534989; PMCID: PMC11562020

- Bogren M, Doraiswamy S, Erlandsson K. Building a new generation of midwifery faculty members in Bangladesh. *J Asian Midwives*. 2017;4(2):52–8.

Category 3: Curriculum

Standard: Midwife faculty development equips midwife faculty to lead the design, development and review of midwifery curricula.

Guidelines	Sample Activities
Midwife faculty lead the curriculum design, development, review and renewal processes. They may work as part of a wider curriculum review group; however, midwife educators take a leadership role in developing the curriculum. Faculty development programs equip midwife faculty with the knowledge and skills necessary for curriculum development and delivery. Midwife faculty collaborate with midwifery experts, researchers, and academic institutions to ensure that the curriculum reflects evidence-based practices. This includes (but is not limited to) addressing how rapid technological changes, humanitarian disasters and climate change affect women and newborns. Additionally, faculty development supports the integration of the ICM Essential Competencies for Midwifery Practice into curricula. The collection and analysis of student and stakeholder feedback drives improvement. Midwife faculty need to develop skills in using stakeholder feedback to make data-driven decisions to enhance the curriculum.	**Processes** • Use clear and consistent process for curriculum reviews • Faculty lead and are actively engaged in curriculum implementation and review/renewal • Use quality assurance processes that monitor and evaluate the implementation of evidence-based curriculum • Participate in curriculum review and evaluation **Documentation** • Curriculum review is evidenced in policy and cites midwife faculty as lead contributors to the curriculum review • Programme and course outlines developed by midwife faculty • Create curriculum maps showing constructive alignment between course learning outcomes, activities and assessments

	• Create module/course plans (e.g., lesson plans) incorporating competency-based strategies and assessments • Schedule review and renewal of curriculum • Create syllabi showing constructive alignment between competencies, learning activities and assessments • Use formative and summative assessments aligned with module/course learning outcomes **Feedback & Input** • Gather student and stakeholder feedback identifying areas for improvement • Participate in interprofessional collaboration in curriculum development and review from other healthcare discipline

EVIDENCE

- Best O, Cox L, Ward A, Graham C, Bayliss L, Black B, Burton L, Carey M, Davis T, Derrington K, Elliott J, Jayasinghe T, Luyke T, Maher D, McGregor R, Ng L, O'Malley L, Roderick G, Sheridan G, Stanbury L, Taylor M, Terry V, Tulleners T, Walker J. Educating the educators: Implementing cultural safety in the nursing and midwifery curriculum. *Nurse Educ Today*. 2022 Oct;117:105473. doi:10.1016/j.nedt.2022.105473. PMID: 35917706

- Bogren M, Jha P, Sharma B, Erlandsson K. Evaluating a midwifery leadership programme: a process evaluation study. *Women Birth*. 2025 Jan 2;38(1):101853. doi:10.1016/j.wombi.2024.101853. PMID: 39752775

- Ige WB, Ngcobo WB, Afolabi O. Implementation of competency-based education for quality midwifery programmes in Africa: a scoping review. *BMC Nurs*. 2024;23:685. doi:10.1186/s12912-024-02333-w

- Smith MR, Gray J, Homer C. Strengthening midwifery faculty (academic) development. *Women Birth*. 2023;36(Suppl 1):S30. doi:10.1016/j.wombi.2023.07.077

- Smith RM, Gray JE, Homer CS. "It would be nice to have more than basic support": A learning needs assessment survey of midwifery faculty in low- and middle-income countries of the Asia Pacific region. *Women Birth*. 2024;37(4):101624. doi:10.1016/j.wombi.2024.101624

Category 4: Learning & Teaching

Standard: Midwife faculty development teaches **evidence-based learning, teaching and assessment strategies** to **best meet midwife student needs and** programme outcomes.

Guideline	Sample Activities
Midwife faculty development focuses on evidence-based learning, teaching and assessment methods that support competency-based midwifery education. As part of competency-based education, midwife faculty are expected to demonstrate and model the ICM essential competencies, philosophy and model of care within all educational activities. Midwife faculty development helps educators to integrate demonstrations/simulations and direct observations of student practice in classroom and clinical settings. It also focuses on the use of formative and summative assessments to student outcomes.	**Documentation** • Select learning activities and assessments based on evidence • Use competency-based teaching strategies (e.g., use of real-world tasks, student hands-on practice, etc.) to create lesson plans • Use formative and summative assessments to support student outcomes • Maintain logbooks (or other documentation) of faculty undertaking clinical site visits to observe and deliver assessments • Document student experience data and student feedback surveys • Develop a teaching philosophy that recognises the partnership between teacher and student **Technology** • Use of online learning platforms, digital resources, and telehealth practices.

EVIDENCE

- Borneskog C, Engström G, Islam N, Byrskog U, Pedersen C, Strömsöe A, Erlandsson K; MSc student group. Midwife educators' perceptions of the efficacy of the Objective Structured Clinical Assessment of Life-saving Interventions – a qualitative interview study in Bangladesh. *Sex Reprod Healthc.* 2023 Sep;37:100861. doi:10.1016/j.srhc.2023.100861

- Erlandsson K, Byrskog U, Osman F, Pedersen C, Hatakka M, Klingberg-Allvin M. Evaluating a model for the capacity building of midwifery educators in Bangladesh through a blended, web-based master's programme. *Glob Health Action.* 2019;12(1):1652022. doi:10.1080/16549716.2019.1652022. PMID: 31411128; PMCID: PMC6713181

- Kassab SE, Taylor D, Hamdy H. Student engagement in health professions education: AMEE Guide No. 152. *Med Teach.* 2022;45(9):949–65. doi:10.1080/0142159X.2022.2137018

Category 5: Resources

Standard: Midwife faculty development is sustainable through equitable access, adequate resource allocation and an enabling environment.

Guidelines	Sample Activities
To ensure high-quality midwifery education, midwife faculty development must be sustainable, accessible and supported by sufficient resources. Equitable access, adequate resource allocation and an enabling environment for faculty development must be proactive to address potential barriers such as geographical, financial, or technological constraints. The same opportunities for training, mentorship, and skill advancement should be made available to all midwife faculty. Establishing clear priorities for faculty development ensures that resources are directed towards activities that align with the educational institution's strategic goals and enhance teaching competencies and student outcomes. Through sustained, equitable support, midwife faculty development can cultivate a competent and resilient faculty.	**Finances and Time** • Allocate time for midwife faculty to undertake professional development activities, in all aspects of expected roles. • Develop work plans and budgets identify funding and support for faculty development • Seek funding for undertaking research activities and publishing of results • Allocate resources for midwife faculty to maintain midwifery competence **Job** • Include faculty development in role/position descriptions • Create education pathways for post-graduate midwifery degrees **Access** • Broaden access and participation of midwife faculty through varied modes of delivery (face-to-face, online, blended)

	• Conduct midwife faculty needs assessments, surveys, and feedback that provide input into faculty development • Provide equitable access to faculty development activities

EVIDENCE

- Haas M, Triemstra J, Tam M, et al. A decade of faculty development for health professions educators: lessons learned from the Macy Faculty Scholars Program. *BMC Med Educ.* 2023;23:185. doi:10.1186/s12909-023-04155-x

Category 6: Maintaining Midwifery Practice Competence

Standard: Midwife faculty development supports midwife faculty to maintain their competence in midwifery practice.

Guidelines	Sample Activities
Midwife faculty stay connected to practice by providing hands-on care to women and newborns. By maintaining competence, the midwife faculty continues to use the ICM Essential Competencies for Midwifery Practice and uphold the ICM philosophy and model of care. Ongoing midwifery practice strengthens collaboration between theoretical and clinical teaching, integrating evidence-based practice into all settings. Midwife faculty must remain current with rapid technological changes that affect midwifery service. Reviewing research and providing ongoing training for the adoption of evidence-based technology is part of the faculty development process. Ensuring faculty maintain competence as practising midwives improves faculty credibility and models the	**Documentation** • Document recent clinical practice hours or placements in midwifery settings (e.g., home, community hospitals, etc.) • Maintain logs of clinical activities demonstrating direct involvement in provision of care across the sexual, reproductive, maternal, and newborn health field. • Maintain copies of certificates from continuing education programs, workshops, or training sessions focused on ICM's Essential Competencies • Create individualised development plans to support and enable acquisition of additional skills when required. Examples include midwife faculty providing clinical care or maintaining a small caseload of pregnant women. **Competence Assessment** • Conduct ongoing assessment of competence for midwife faculty, which

importance of maintaining midwifery competence.	could be part of an annual review process • Create position descriptions and recruitment requirements that expect midwife faculty to maintain midwifery practice throughout their faculty appointment • Provide evidence of participation in hands-on skill updates or rotations at clinical sites • Complete training/courses focused on emerging and/or new clinical practices • Conduct hands-on skills assessments

EVIDENCE

- Bogren M, Rosengren J, Erlandsson K, Berg M. Build professional competence and equip with strategies to empower midwifery students: An interview study evaluating a simulation-based learning course for midwifery educators in Bangladesh. *Nurse Educ Pract.* 2019 Feb;35:27–31. doi:10.1016/j.nepr.2019.01.002. PMID: 30658269
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- World Health Organization. *Framework for action: strengthening quality midwifery education for universal health coverage 2030* [Internet]. Geneva: WHO; [cited 2025 Jul 15]. Available from: https://apps.who.int/iris/handle/10665/324738

Category 7: Research

Standard: Midwife faculty development enhances research skills and integrates evidence into learning and teaching practices.

Guidelines	Sample Activities
Integrating evidence into all aspects of the faculty role is a core expectation. This includes applying current research findings in curriculum design, teaching methods, and clinical education to ensure students are prepared to deliver evidence-based care. Midwife faculty development enhances research capabilities through training in research methodologies, data analysis, and ethics. Faculty are encouraged to contribute to knowledge generation by participating in collaborative projects and engaging with interdisciplinary teams. Institutions should provide access to research training, mentorship, and resources, fostering a culture of inquiry and innovation. Collaborative partnerships with academic institutions and professional networks further support research skill development. Sustained investment in faculty research capabilities advances midwifery education, ensuring it remains evidence-driven and responsive to evolving maternal and neonatal health needs.	• Include research methodologies and practices in faculty development programs and activities. For example, proposal writing, research methods, participation in research, writing for publication, etc. • Embed/use current evidence and research into curriculum, teaching and learning activities • Midwife faculty participate and lead in conducting and publishing research • Author or co-author publications in peer-reviewed journals, reflecting midwife faculty active involvement in generating research • Disseminate research findings through presentations, posters, etc. at national and international conferences • Receive awards, grants, or commendations for research and contributions to midwifery education • Develop review processes that demonstrate evidence-informed approaches to learning and teaching.

	• Use qualitative and quantitative data to inform programme implementation

EVIDENCE

- Griffin G, Bradfield Z, Than KK, Smith R, Tanimizu A, Raina N, Homer CSE. Strengthening midwifery in the South-East Asian region: A scoping review of midwifery-related research. *PLoS One*. 2023 Dec 15;18(12):e0294294. doi:10.1371/journal.pone.0294294. PMID: 38100488; PMCID: PMC10723687
- Smith RM, Gray JE, Homer CS. 'It would be nice to have more than basic support': A learning needs assessment survey of midwifery faculty in low- and middle-income countries of the Asia Pacific region. *Women Birth*. 2024;37(4):101624. doi:10.1016/j.wombi.2024.101624
- Van Wyk J, Wolvaardt J, Nyoni C. Evaluating the outcomes of a faculty capacity development programme on nurse educators in sub-Saharan Africa. *Afr J Health Prof Educ*. 2020;12(4):201–5. doi:10.7196/AJHPE.2020.v12i4.1389