

Core Document

Global Standards for Midwife Faculty Development

2026





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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, gender diverse people, newborns and their families.

The ICM Global Standards for Midwife Faculty Development reflect foundational ICM Core Documents including the [International Definition and Scope of Practice of a Midwife](#) and the [Midwifery Philosophy and Model of Midwifery Care](#). 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 (2026) 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 and/or 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

The terms below are used to describe individuals and groups involved in the provision of **midwifery education**. Terminology varies across countries, regulatory frameworks,



and educational systems. 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.

ICM recognises that terms used in these Standards may differ in different contexts; for example, 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.

Terminology

The terms below are used to describe individuals and groups involved in the provision of **midwifery education.**

Faculty	Faculty refers to the collective body of qualified individuals who teach, instruct, or facilitate learning, whether as academic staff within an educational institution or as designated instructors providing pre-service or in-service education and professional development.
Midwifery Faculty	Midwifery faculty refers to a group of qualified individuals who contribute to the education of students in a pre-service midwifery programme. This may include midwife teachers, educators, experts from other disciplines, and midwives involved in teaching within practice settings, such as midwife preceptors or clinical supervisors.
Midwife Faculty	Midwife faculty refers specifically to midwife educators who are registered midwives and who are primarily responsible for teaching and supporting midwife students. This group may include the head of the midwifery programme, midwife teachers, skill laboratory assistant, and midwife preceptors.



Midwife Teachers	<p>Midwife teachers are experienced midwives who predominantly provide pre-service midwifery education, within educational institutions. They have undertaken specific preparation to prepare them to become midwife teachers. They are qualified and competent educators responsible for delivering competency-based education, including theoretical instruction, skills- and simulation-based learning, and holistic assessment of student midwives.</p> <p>Midwife teachers collaborate closely with midwife preceptors and midwifery practice settings to integrate theory and practice, support student learning, and promote safe, evidence-based midwifery care.</p> <p><i>Note:</i> Alternative terms may include lecturer, educator, tutor, depending on the national context.</p> <p>In some settings, midwife teachers have a dual role and are also midwife preceptors.</p>
Midwife Preceptors	<p>Midwife preceptors are experienced midwives engaged in midwifery practice who have undertaken specific preparation and are competent to teach pre-service midwifery students in the practice setting. They work closely with student midwives to provide guidance, clinical skills training, support, assessment, evaluation, constructive feedback and serve as professional role models.</p> <p>Midwife preceptors collaborate with midwife teachers and educational institutions to support learning and ensure alignment between midwifery practice and programme requirements.</p> <p><i>Note:</i> Alternative terms may include practice mentor, practice supervisor, or clinical instructor, depending on the national context.</p>



In some settings, midwife preceptors have a dual role and are also midwife teachers.

For more information on the additional 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.

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
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1. Leadership	Midwife faculty development fosters leadership in developing and delivering midwifery education programmes.
2. Partnership and Collaboration	Midwife faculty development promotes and fosters a culture of respectful partnerships and collaboration.
3. Curriculum	Midwife faculty development equips midwife faculty to lead the design, development and review of midwifery curricula.
4. Learning & Teaching	Midwife faculty development teaches evidence-based learning, teaching and assessment strategies to best meet midwife student needs and programme outcomes.
5. Resources	Midwife faculty development is sustainable through equitable access, adequate resource allocation and an enabling environment.
6. Maintaining Midwifery Practice Competence	Midwife faculty development supports midwife faculty to maintain their competence in midwifery practice.
7. Research	Midwife faculty development enhances research skills and integrates evidence into learning and teaching practices.