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## Position Statement

# Qualifications and Competencies of Midwifery Educators

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## Background

Development of midwifery educational programmes needs to keep pace with the practice of midwives in any given region of the world, hence the close relationship between defined competencies of practice and the content of the educational experience. Likewise, effective midwifery education requires proficient midwifery teachers who have also maintained clinical competencies. While there are many patterns of midwifery education that result in the preparation of competent midwives, there is some disagreement as to the qualifications and competencies needed by those midwives who teach others to be midwives

## Position

One of the hallmarks of the profession of midwifery is the quality of care offered to childbearing women. The foundation for quality services is an adequate midwifery workforce, and the key to a competent workforce is education. In many countries there is still a critical shortage of midwives; the lack of proficient educators is a major factor.

In accordance with the ICM Global Standards for Midwifery Education (2010 Standard II) and the recently published (2013) WHO Midwifery Educator Core Competencies, ICM believes that the minimum requirements to become a midwifery educator should include:

- Completion of a recognized midwifery education program in both theory and practice
- Current license/registration or other form of legal recognition to practice midwifery
- Completion of a minimum two years full-time clinical experience across the scope of practice within the last five years
- Formal teaching preparation before or soon after employment

The competency domains in areas of teaching include:

- Ethical and legal principles of midwifery – incorporate and promote ethical and legal aspects of midwifery care in teaching/learning activities and by consistent role modelling

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- Midwifery practice –maintain current knowledge and skills in midwifery theory and practice based on the best evidence available
  - Theoretical learning – create an environment that facilitates learning
  - Learning in the clinical area – create an environment for effective clinical teaching of midwifery care
  - Assessment and evaluation of students and programmes – responsible for conducting regular monitoring, evaluation and assessment of programmes and students
  - Organization, management and leadership- participate in formulating the policy and programme outcomes and in designing and implementing curricula.
  - Communication, leadership and advocacy – effectively communicate and function as advocate, change agents and leaders.
  - Research – promote the use of research and use it to inform midwifery education and practice.

Specific knowledge, skills and behaviours under each domain are described in the ICM Global Standards for Midwifery Education (2010).

### **Recommendations**

Member associations are encouraged to take active part in the education of new midwives. The use of this statement will guide them to establish or strengthen their role in setting the standards for midwifery educators in their country or region.

### **Related ICM Documents**

ICM. 2010. Core Document. Essential Competencies for Basic Midwifery Practice.  
Amended 2013

ICM. 2010. Global Standards for Midwifery Education & Companion Guidelines. Amended 2013

ICM. 2011. Position Statement. Midwifery – an Autonomous Profession.

ICM WHO. 2013 Strengthening Midwifery toolkit. WHO. Unpublished

ICM. 2014. Core Document. International Code of Ethics for Midwives.

ICM. 2014. Core Document. The philosophy and Model of Midwifery Care.

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### **Other Relevant Documents**

WHO. 2013. Midwifery Educator Core Competencies.2013

### **Adopted at Glasgow Council meeting, 2008**

Reviewed and adopted at Prague Council meeting, 2014

*Due for next review, 2020*