

Guide

INTERNATIONAL CONFEDERATION OF MIDWIVES

Midwifery Education Glossary of Terms

VERSION 2023



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At ICM we centre the experiences of women in our work, while recognising that gender diverse people, including trans and non-binary people, also need access to a midwife for sexual, reproductive, maternal, newborn and adolescent health care.



GLOSSARY

Term	Definition
Accreditation	The status of public recognition that an accrediting organisation grants to an educational programme that meets the established standards and requirements.
Applied learning	An educational strategy that engages students in learning activities that require the direct application of skills, theories, and models. These activities are often held outside the classroom, for example, in a health setting or a simulated lab. Use of case studies and problem-based learning are examples of applied learning in the classroom.
Assessment	A systematic process for collecting qualitative and quantitative data to measure, evaluate or appraise performance against specified outcomes or competencies.
Assessment methods	Standardised processes used to assess student performance.
Clinical setting	This refers to the “midwifery care setting” where midwives provide care; for example, in a home, hospital, birth centre, community, midwifery-led units, etc.
Clinical preceptor/teacher	The clinical preceptor/teacher is an experienced midwife engaged in the practice of midwifery who is competent and willing to teach pre-service students in the clinical setting. A clinical preceptor/teacher works closely with the student midwife to provide guidance, training, support, assessment, evaluation and constructive feedback, and serves as a role model for the student midwife. (Note: Some programmes/schools use the term “clinical mentor/supervisor”. For the purposes of this guide the clinical mentor should meet the ICM definition of the clinical preceptor/teacher).
Competence	The combination of knowledge, psychomotor, communication, attitudinal and decision-making skills that enable an individual to perform a specific task to a defined level of proficiency.



Competency (plural: competencies)	The successful demonstration of essential knowledge, skills, attitudes and professional behaviour on a specific task, action or function to a defined level of proficiency.
Competency-based curriculum	A competency-based curriculum defines the outcomes needed to meet the needs of the midwifery profession in a specific context. ¹
Competency-based education	A competency-based curriculum is one that is focussed on learners acquiring competencies to apply knowledge, rather than knowledge itself. The outcomes are what students can do. ²
Constructive alignment	An outcomes-based approach to teaching in which the learning outcomes that students are intended to achieve are defined before teaching takes place. Teaching and assessment methods are then designed to best achieve those outcomes and to assess the standard at which they have been achieved. ³
Continuity of midwife care (also known as midwife-led continuity of care)	Continuity of midwife care refers to a model whereby care is provided by the same midwife, or small team of midwives, during pregnancy, labour and birth, and the postnatal period, with referral to specialist care as needed to meet the needs of individual women and newborns.
Criteria Referenced Assessment	This type of assessment compares performance against a predefined standard or criterion.
Curriculum	A systematic organisation of the theoretical and practical content of an education programme to meet specific outcomes. A curriculum contains measurable learning outcomes, the content, the learning experiences, the teaching methods and formats of assessment.
Didactic	Instruction that involves lecture and textbook instruction rather than hands-on demonstration and laboratory study.
Direct-entry midwife programme	A midwifery education programme that prepares midwives for registration by entering directly into midwifery education and not through a nursing programme.

¹ Global Competency and Outcomes Framework for Universal Health Coverage: HIV Module. Geneva: World Health Organization, 2022. P. 2. Licence: CC BY-NC-SA 3.0 IGO

² Curriculum Development. DEVCO B4 Education discussion paper. P. 3. December 2014 Taken from: <https://europa.eu/capacity4dev/file/23136/download?token=cJar8YvT> on May 17, 2022. P. 3

³ Biggs, John. Constructive alignment in university teaching. HERDSA Review of Higher Education, Vol. 1. https://www.tru.ca/_shared/assets/Constructive_Alignment36087.pdf Retrieved on December 19, 2022.



Evaluation	A systematic process for collecting qualitative and quantitative data to measure or evaluate overall provision of and outcomes of a course of studies.
Formative assessment (assessment to assist)	<p>Assessment for learning that is primarily used to inform a student about their learning and progression towards the requirements to successfully complete a unit of study.</p> <p>Typically, formative assessment is not assigned a grade.</p>
Governance	The set of processes, customs and policies affecting the way in which a school is administered.
Learner (student) centred outcomes	A learner centred outcome shifts the focus from what the faculty are teaching (e.g., content) to what a student is meant to learn.
Learning outcomes	Statements of the measurable knowledge, skills and behaviours that learners should possess upon completion of a period of study (i.e., programme outcomes and module outcomes).
Midwife	A midwife is a person who has successfully completed a midwifery education programme that is based on the ICM Essential Competencies for Midwifery Practice and the ICM Global Standards for Midwifery Education and is recognised in the country where it is located; who has acquired the requisite qualifications to be registered and/or legally licensed to practice midwifery and use the title ‘midwife’; and who demonstrates competency in the scope of midwifery practice.
Midwife educator/teacher	A qualified, experienced and competent midwife with current practice experience who has completed a programme of study and/or demonstrated competence in teaching that includes curriculum development, use of instructional strategies and measurement and evaluation of student learning.
Midwifery care setting	Also referred to as the “clinical setting,” the midwifery care setting is where midwives provide care. For example, in a home, hospital, birth centre, community, midwife-led units, etc.
Midwifery faculty	A group of qualified individuals who teach students in a midwifery programme. Faculty includes the following: midwife head/director; midwife teachers; experts from other disciplines; and midwife clinical preceptors/teachers.



Midwifery programme	The midwifery programme is a combination of modules/courses and related activities (e.g., clinical practice) organised to meet a set of specific learning outcomes that leads to the award of a qualification as a professional midwife.
Module (or course)	A discrete unit of study that addresses specific subject areas. Modules (or courses) provide the pathway of learning for a student, which normally results in an increase of knowledge and skill as a student proceeds through a programme.
Organisational chart	A diagram that clearly illustrates the supervisory relationships among the school's management and employees including faculty and preceptors. The diagram should specify positions by job title rather than names of individuals.
Outcome-based education	Specifies what we expect a student to know or be able to do after a period of study. Outcomes may include competencies, or they may only relate to knowledge. ⁴
Pedagogy	The art and science of teaching, as a professional practice and as a field of academic study. It encompasses not only the practical application of teaching but also curriculum issues and the body of theory relating to how and why learning takes place. ⁵
Peer-to-peer learning	The use of teaching and learning strategies in which students learn with and from each other without the immediate intervention of a teacher. ⁶
Policies and procedures	A set of documents that describe an organisation's policies for operations and the procedures necessary to fulfil the policies.
Reliable assessment methods	Measurement tools or strategies that allow different people to use the same tool and come to the same conclusions about progress in learning related to a given learning outcome.
Rubric	A rubric is an explicit set of criteria used to assess a particular type of work or performance.

⁴ Ibid, p. 3.⁵ UNESCO International Bureau of Education. Glossary of Curriculum Terminology. <http://www.ibe.unesco.org/en/glossary-curriculum-terminology/p/pedagogy>⁶ Boud, David et al. Peer Learning and Assessment. *Assessment and Evaluation in Higher Education*, 24, 4, 413-426, 1999.



Simulation assessment	Simulation assessment is defined as an assessment strategy that involves students being placed in an environment that mimics real life clinical settings.
Student-centred	Learning is based on the premise of active engagement, participation and collaboration between the student and the educator. It involves a variety of teaching strategies that encourage shared experiences, such as peer-to-peer learning, in-class presentations, group discussion, debriefing and reflection on clinical scenarios, thus connecting the theoretical and practical components of midwifery education. It places the individual learning needs of the student at the centre of the education process. ⁷
Syllabus	The syllabus sets out the specific details and programme of what is to be taught and assessed at defined stages of learning. The syllabus sets out how the curriculum is to be delivered. It is what teachers use to plan and deliver lessons. It provides the operational details of the curriculum. ⁸
Summative assessment⁹ (assessment to advance)	Assessment of learning that is graded. This is the assessment that becomes public and results in statements (or grades) about how well the student has learned something. It often contributes to pivotal decisions that will affect the students' future learning.
Valid Assessment	Assessments must measure what they 'claim' to measure. Assessments must align with the competencies and learning outcomes that drive learning.

⁷ Sample Direct Entry Midwifery Curriculum: Version 1 2023. NY: UNFPA & ICM; 2023.

⁸ Ibid, p. 3.

⁹ O'Neill, Geraldine. (2015) *Curriculum Design in Higher Education: Theory to Practice*, Dublin: UCD Teaching & Learning. ISBN 9781905254989. <http://researchrepository.ucd.ie/handle/10197/7137>