



INTERNATIONAL CONFEDERATION OF MIDWIVES

Glossary of Terms Used in ICM

*Global Standards for Midwifery Education 2010*¹

Autonomous:
Self-governing, self regulating: taking responsibility for one's decisions and actions.
Admission:
The process by which a person gains entry into a midwifery programme as a student.
Adult learning:
Involves active participation of a mature student in learning based on life goals and building upon/incorporating prior learning and life experience.
Assessment:
The processes used to evaluate student performance and progress in achieving learning outcomes and demonstrating required competencies.
Basic and social sciences:
Content in a curriculum that provides the foundation for understanding the human condition/behaviour.
Competency-based education:
Teaching, learning and assessment activities that are sufficient to enable students to acquire and demonstrate a predetermined set of competencies as the outcome of learning.
Competence:
The combination of knowledge, psychomotor, communication and decision-making skills that enable an individual to perform a specific task to a defined level of proficiency.

¹ It is suggested that individuals review this glossary of terms used in the Global Standards before reading the actual standards. Some terms may be familiar and others may not. The Global Standards are based on these definitions only.

Curriculum:
A systematic process that defines the theoretical and practical content of an education programme and its teaching and evaluation methods.
Education Standard:
A norm/uniform reference point that describes the required level of achievement (performance) for quality midwifery education.
Evaluation:
A systematic process for collecting qualitative and quantitative data to measure or evaluate performance in relation to an agreed standard or specific competencies.
External review of midwifery programme:
An evaluation of a midwifery programme by qualified midwifery reviewers who have no role, responsibility, or conflict of interest within the programme being evaluated.
Formative evaluation:
Ongoing assessment of learning with feedback to the student to improve-while learning is in progress.
Guideline(s):
A detailed plan or explanation with illustrative examples of actions; a series of steps to implement a standard. By definition, a guideline is never mandatory in contrast to a 'standard' that is expected to be met.
Health:
An individual who is educated in a health discipline and licensed/regulated to practice that discipline; e.g., midwives, nurses, clinical officers, physicians.
Midwife:
A person who has met the ICM <i>Definition of the Midwife</i> and who has been educated and trained to proficiency in the ICM <i>Essential Competencies for Basic Midwifery Practice</i> .
Midwife clinical preceptor/clinical teacher:

An experienced midwife engaged in the practice of midwifery who is competent and willing to teach, observe, and evaluate midwifery students during their practical/clinical learning.

Midwife teacher:

A qualified, competent midwife who has successfully completed a programme of study and/or demonstrated competency in teaching that includes the art and science of curriculum development, methods of classroom/theoretical and practical teaching of adult learners, and methods of measurement and evaluation of student learning.

Midwifery competency:

A combination of knowledge, behaviours and specific skills that are demonstrated at a defined level of proficiency in the context of midwifery education and practice.

Midwifery education:

The process of preparing individuals to become competent midwives and to maintain midwifery competence.

Midwifery faculty:

The group of individuals who teach students in a midwifery programme, including midwife teachers, midwife clinical preceptors/clinical teachers, and experts from other disciplines.

Midwifery philosophy:

A statement of beliefs about the nature of midwifery education and midwifery practice.

Midwifery programme:

An organised, systematic, defined course of study that includes didactic and practical learning needed to prepare competent midwives.

Midwifery student:

An individual who has met the criteria for selection and enrolment in a midwifery programme.

Midwifery stakeholder:

Any person(s) or organisation who influences or can be influenced by the

midwifery programme's decisions and actions.

Practical experience:

Student time in midwifery practice settings for acquiring and applying knowledge, skills and behaviours and demonstrating competency in the practice of midwifery.

Practical sites:

Variety of settings where midwifery care is practiced; includes institutional and community settings.

Quality improvement:

An ongoing process for determining the effectiveness of actions and making needed improvements.

Recognition of prior learning:

Procedures or processes whereby students are assessed and may be given recognition for past learning and experience relevant to current enrolment in a midwifery programme.

Regulatory body/agency:

An officially authorised organisation responsible for setting standards for the practice of a given discipline; may include accreditation of educational programmes, registration and or licensure.

Reliable assessment methods:

Use of reliable 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.

Secondary education:

Usually understood as completion of 12 years of study from the beginning of primary education.

Self-governing:
An individual who is responsible and accountable for making decisions and accepting responsibility for the outcomes of those decisions and actions.
Summative evaluation:
Assessment of learning at a given point in time to determine achievement of established learning outcomes.
Teacher effectiveness:
Evidence that a teacher is performing in a quality and timely way that facilitates student learning.
Valid assessment methods:
In general terms, 'validity' refers to the concept of measuring what was intended; i.e., valid assessment tools must be reliable and must actually measure student learning in a given content or practical area related to a specific learning outcome.
Wellbeing:
A person's freedom to live and work in an environment that promotes one's basic human rights.