

HEE Quality Interventions Review Report



**Lewisham and Greenwich NHS Trust (Trust-wide)
Undergraduate Midwifery
Learner Review**

**London – South East London
Date of Review: 19 May 2022
Date of Final Report: 19 July 2022**

Review Overview

Background to the review

Health Education England (HEE) initiated this Trust-wide Learner Review of undergraduate midwifery training at Lewisham and Greenwich NHS Trust (LGNT) in response to HEE's National Education and Training Survey (NETS) results from November 2021 for the programme group. Negatively outlying results were reported for Overall Experience, Bullying and Undermining, Teamworking, Supervision, Teaching and Learning and Quality of Care.

The learners who responded to the survey were based at both of the Trust's main sites: Queen Elizabeth Hospital (QEH) and University Hospital Lewisham (UHL). The learners were completing their studies through the University of Greenwich (UoG) and King's College London (KCL).

Subject of the review:

Undergraduate midwifery

Who we met with

HEE's review panel met with:

- Eight UoG and KCL undergraduate midwifery learners in years one to three of training, based at QEH and UHL

The review panel also met with the following Trust representatives:

- Director of Midwifery
- Heads of Midwifery for QEH and UHL
- Consultant Midwife
- Clinical Placement Facilitators (CPFs) for QEH and UHL

Evidence utilised

The review panel received the following supporting evidence from the Trust in advance of the review:

- QEH midwifery learner feedback March 2022
- Lists of QEH practice assessors (PAs) and UHL PAs and practice supervisors (PSs) April 2022
- QEH and UHL midwifery learner mapping 2021-2022
- List of midwifery learners at QEH and UHL at 26 April 2022
- Information from the Heads of Midwifery on how feedback on the LGNT maternity service is collected in the absence of Friends and Family Test data
- UoG midwifery learner feedback March and April 2022

The review panel also considered information from the 2021 General Medical Council (GMC) National Training Survey (NTS) and from the midwifery training leads at UoG and KCL to formulate the key lines of enquiry for the review. The content of the review report and its conclusions are based solely on feedback received from review attendees.

Review Panel

Role	Name, Job Title
Quality Review Lead	Liz Carty, Deputy Postgraduate Dean, North Central London Health Education England, London
Specialty Expert	Nichole McIntosh, Regional Head of Nursing & Midwifery Health Education England, London
Specialty Expert	Jenny Ekstrom, Deputy Head of Clinical Education Transformation Health Education England, London
Lay Representative	Ryan Jeffs, Lay Representative
HEE Quality Representative	Gemma Berry, Learning Environment Quality Coordinator Health Education England, London
Supporting roles	Aishah Mojadady, Quality, Patient Safety & Commissioning Officer Health Education England, London

Executive Summary

The review panel thanked the Trust for accommodating the review and commended the midwifery learners for being open and forthcoming with their feedback.

The review panel noted some areas that were working well within the midwifery learning environment at LGNT. Some of the midwives at LGNT were described as excellent supervisors and the CPFs were considered to be supportive of their learners. The learners reported that their departmental induction was generally satisfactory and that there was a process of learning from incidents in place at Trust level.

However, the review panel identified a significant number of areas for improvement. The review panel was concerned to hear examples of bullying and undermining behaviour towards learners by some members of the midwifery team, particularly those at Band 7 level. Some midwives reportedly showed a lack of compassion towards learners and in some cases, towards patients.

The learners reported feeling trepidatious about raising concerns, both educationally and clinically. They thought there would be negative consequences for them in doing so. There are potential patient safety implications when learners are fearful of reporting incidents or concerns. There was also not enough information included in the learners' departmental induction about how they could raise concerns.

Furthermore, the learners advised that they were not always given constructive feedback on their training and that some midwives refused to facilitate learning opportunities for them. Some learners also perceived that there were higher expectations for midwifery learners from a minority ethnic background, including by supervisors from diverse backgrounds. The learners suggested the Trust increase the diversity of the CPF team.

This report contains further details and a full list of requirements for the Trust to take forward, which will be reviewed by HEE as part of the three-monthly action planning timeline. Initial responses to the requirements below will be due on 1 September 2022.

Review Findings

This is the main body of the report and should relate to the quality domains and standards in HEE's Quality Framework, which are set out towards the end of this template. Specifically, mandatory requirements in the sections below should be explicitly linked to the quality standards. It is likely that not all HEE's domains and standards will be relevant to the review findings.

Requirements

Mandatory Requirements

Requirement Reference Number	Review Findings	Required Action, Timeline and Evidence
M1.1	Some midwives refused to work with learners because they did	Please provide evidence via meeting minutes, training

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	not want to spend time training them, despite working in a teaching hospital. The learners said this had a detrimental impact upon their educational attainment and mental wellbeing.	<p>course attendance (by midwives), learner feedback and any other relevant information to demonstrate that these cultural issues are being discussed and addressed within the department, with involvement at a senior management level.</p> <p>Please submit this evidence by 1 September 2022, in line with HEE's action planning timeline.</p>
M1.3	The review panel heard examples of bullying and undermining behaviour towards learners by some members of the midwifery team, particularly those at Band 7 level.	<p>Please provide evidence via meeting minutes, training course attendance (by midwives), learner feedback and any other relevant information to demonstrate that these cultural issues are being discussed and addressed within the department, with involvement at a senior management level.</p> <p>Please submit this evidence by 1 September 2022, in line with HEE's action planning timeline.</p>
M1.4	Learners are not always given constructive feedback on their training.	<p>Please provide evidence that training sessions on delivering effective feedback to learners are being arranged for all midwives in the department. Please also provide learner feedback on how this matter is being addressed.</p> <p>Please submit this evidence by 1 September 2022, in line with HEE's action planning timeline.</p>
M1.5	Some midwives showed a lack of compassion towards learners and in some cases, towards patients.	<p>Please provide evidence via meeting minutes, training course attendance (by midwives), learner feedback and any other relevant information to demonstrate that these cultural issues are being discussed and addressed within the department, with involvement at a senior management level.</p>

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		Please submit this evidence by 1 September 2022, in line with HEE's action planning timeline.
M1.7a	The learners were trepidatious about raising concerns, both educationally and clinically. They thought there would be negative consequences for them in doing so. There are potential safety implications when learners are fearful of reporting incidents or concerns.	<p>Please provide evidence via meeting minutes and learner feedback to demonstrate that the processes for raising concerns and incident reporting have been explained in detail to the midwifery learners and that they are aware of the support mechanisms in place for this.</p> <p>Please submit this evidence by 1 September 2022, in line with HEE's action planning timeline.</p>
M1.7b	The departmental induction does not include enough information on how learners can raise concerns.	<p>Please provide a copy of the departmental induction programme and any supporting documentation that includes information on how midwifery learners can raise concerns, both clinically and educationally.</p> <p>Please submit this evidence by 1 September 2022, in line with HEE's action planning timeline.</p>
M1.8a	Some learners perceived that there were higher expectations for midwifery learners from a minority ethnic background, including by supervisors from diverse backgrounds.	<p>Please provide evidence via correspondence with the Trust's Freedom to Speak Up Guardian to indicate that the demographics of learners who raise concerns will be internally monitored. If this indicates inequity in expectations of learners, this intelligence should be used to inform future quality improvement work, whilst ensuring learners' confidentiality is maintained.</p> <p>Please submit this evidence by 1 September 2022, in line with HEE's action planning timeline.</p>
M3.5	Some supervisors did not facilitate learning opportunities, offer guidance or support, or demonstrate procedures to midwifery learners. Working with these midwives made the	Please provide evidence via meeting minutes, training course attendance (by midwives), learner feedback and any other relevant information to demonstrate that

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	learners feel that they were a hinderance to the department.	these cultural issues are being discussed and addressed within the department, with involvement at a senior management level. Please submit this evidence by 1 September, in line with HEE's action planning timeline.
M5.3	The Ockenden Report needs to be discussed at 'shop floor' level between learners and supervisors and during departmental meetings.	Please provide evidence via meeting minutes to demonstrate that the Ockenden Report has been formally discussed with all members of the midwifery team, including learners. Please submit this evidence by 1 September 2022, in line with HEE's action planning timeline.

Immediate Mandatory Requirements

Requirement Reference Number	Review Findings	Required Action, Timeline and Evidence
N/A		
Requirement Reference Number	Progress on Immediate Actions	Required Action, Timeline and Evidence
N/A		

Recommendations

Recommendations are not mandatory but intended to be helpful, and they would not be expected to be included within any requirements for the placement provider in terms of action plans or timeframe. It may however be useful to raise them at any future reviews or conversations with the placement provider in terms of evaluating whether they have resulted in any beneficial outcome.

Reference Number	Related HEE Quality Framework Domain(s) and Standard(s)	Recommendation
M1.8b	1.8 Learning Environment & Culture: The environment is sensitive to both the diversity of learners and the population the organisation serves.	The learners suggested the Trust increase the diversity of the CPF team to more effectively support, represent and advocate for learners from minority ethnic backgrounds and help mitigate against discrimination. It was thought that this increase in diversity may also help to support learners from a minority ethnic background to raise concerns. Given the disproportionately poorer reported

		experiences and outcomes of mothers from ethnic minority backgrounds of maternity services, it would be prudent for the Trust to ensure their workforce is diverse at all levels and reflective of the communities they serve.
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Good Practice

Good practice is used as a phrase to incorporate educational or patient care initiatives that, in the view of the Quality Review Team, enable the standards within the Quality Framework to be more effectively delivered or help make a difference or improvement to the learning environment being reviewed. Examples of good practice may be worthy of wider dissemination.

Learning Environment/Professional Group/Department/Team	Good Practice	Related HEE Quality Framework Domain(s) and Standard(s)
N/A		

HEE Quality Domains and Standards for Quality Reviews

HEE Standard	HEE Quality Domain 1 Learning Environment and Culture	Requirement Reference Number
1.1	<p>The learning environment is one in which education and training is valued and championed.</p> <p>The review panel heard that some senior midwives refused to work with learners because they did not want to spend time training them, despite working at teaching hospitals. The learners said this had a detrimental impact upon their educational attainment and mental wellbeing.</p>	Yes, please see M1.1
1.3	<p>The organisational culture is one in which all staff are treated fairly, with equity, consistency, dignity and respect.</p> <p>The learners described significant ongoing cultural issues in the midwifery team that were beginning to be addressed by senior management.</p> <p>The review panel heard numerous examples of bullying and undermining behaviour towards learners by some members of the midwifery team, predominantly those at Band 7 level. There was reportedly a group of senior midwives who made the learners feel intimidated and nervous whilst on shift and who were responsible for most of the learners' negative training experiences in the department. However, there were other midwives outside of this group who were described as being unpleasant to learners.</p> <p>Some learners said they had learnt to become more assertive and abrupt with some senior midwives in an attempt to avoid disrespectful comments. However, they recognised that not all of their peers would have the confidence to do this and thought these learners would continue to suffer from bullying and undermining behaviour as a result.</p> <p>The learners described scenarios where they were treated unfairly and with inequity by more senior midwives because of their learner status, including some midwives restricting their access to staff rooms during break times. The learners were also sometimes referred to as 'student' rather than their name, which they found to be depersonalising.</p> <p>Despite the recent escalation of these cultural issues by senior management, the learners said the poor behaviour of some midwives had continued, in some cases in response to the</p>	<p>Yes, please see M1.3</p> <p>Yes, please see M1.5</p>

	escalation.	
1.4	<p>There is a culture of continuous learning, where giving and receiving constructive feedback is encouraged and routine.</p> <p>The learners informed the review panel that they did not always receive constructive feedback on their training from supervisors or other midwives, which affected their confidence. Furthermore, useful feedback was not necessarily given to the learners directly or in a timely manner; in some cases, this was done weeks later. This was detrimental to their learning outcomes and indicated to the learners that the midwives were not interested in supporting their educational attainment and progression.</p> <p>The learners said they were sometimes dismissed by colleagues when they asked questions, or they were made to feel silly for not knowing certain things.</p>	<p>Yes, please see M1.4</p> <p>Yes, please see M1.5</p>
1.5	<p>Learners are in an environment that delivers safe, effective, compassionate care and prioritises a positive experience for patients and service users.</p> <p>The learners thought that the professional values of midwives at the Trust were mixed. Whilst some midwives were described as attentive, kind and welcoming, others reportedly lacked compassion when caring for their patients and were sometimes rude, disrespectful and forceful. This behaviour made the learners feel uncomfortable. When asked whether they would recommend the Trust's maternity service to friends and family, the learners said this would depend on the individual midwife caring for the patient, rather than recommending the department overall.</p> <p>None of the learners had reported any clinical incidents or raised any patient safety concerns during their training at LGNT. They were not familiar with the systems and processes for doing so.</p>	<p>Yes, please see M1.5</p> <p>Yes, please see M1.7b</p>
1.7	<p>All staff, including learners, are able to speak up if they have any concerns, without fear of negative consequences.</p> <p>The learners described feeling trepidatious about raising concerns, both educationally and clinically. Based on previous experiences, they thought there would be negative consequences for them in doing so, and some of the cultural</p>	<p>Yes, please see M1.7a</p>

	<p>and relationship issues in the department would be exacerbated as a result.</p> <p>The review panel was informed that a meeting between the Trust's senior midwifery managers and learners was recently held to discuss the issues within the learning environment. The learners felt that their concerns were being taken seriously and acted upon by management. However, following the meeting, some of the learners were reportedly reprimanded by midwives for speaking up and this made them feel intimidated and exposed. The learners felt able to tell their CPFs about this and highlighted to the review panel how supportive, caring, compassionate and proactive the CPFs had been in trying to improve their training experience. The review panel heard that there was good collaboration between the CPFs and Link Lecturers, who raised these further concerns with senior management. However, in general the learners did not feel confident that raising concerns would lead to positive change.</p> <p>The learners were not told at induction about the Trust's policies or processes for escalating serious concerns or incident reporting. They thought these processes should be made more transparent so that learners were better informed about how they could raise matters confidentially and be protected from any subsequent confrontation.</p> <p>The learners thought that some of their supervisors were more receptive to addressing concerns than others.</p>	<p>Yes, please see M1.7b</p>
1.8	<p>The environment is sensitive to both the diversity of learners and the population the organisation serves.</p> <p>Some of the learners perceived that there were higher expectations for midwifery learners from a minority ethnic background, including by supervisors from diverse backgrounds. This perception was borne out of the experiences of some learners from a minority ethnic background who felt they had been more harshly assessed or expected to deliver more than other learners when completing their clinical competencies.</p> <p>The learners suggested the Trust increase the diversity of the CPF team to more effectively support, represent and advocate for learners from minority ethnic backgrounds and help mitigate against discrimination. It was thought that this increase in diversity may also help to support learners from a minority ethnic background to raise concerns.</p>	<p>Yes, please see M1.8a</p> <p>Yes, please see recommendation M1.8b</p>

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1.10	<p>There are opportunities to learn constructively from the experience and outcomes of patients and service users, whether positive or negative.</p> <p>The review panel heard that weekly newsletters were circulated to all Trust staff, which included details of clinical incidents that had been reported and the learning outcomes of these.</p>	
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HEE Standard	HEE Quality Domain 2 Educational Governance and Commitment to Quality	Requirement Reference Number
	N/A	

HEE Standard	HEE Quality Domain 3 Developing and Supporting Learners	Requirement Reference Number
3.5	<p>Learners receive clinical supervision appropriate to their level of experience, competence and confidence, and according to their scope of practice.</p> <p>The clinical supervision given to the learners was reportedly variable.</p> <p>The review panel heard that some midwifery supervisors were very supportive and patient. They facilitated learning opportunities and encouraged the learners to practise new skills. These supervisors would demonstrate certain procedures first or guide the learners through tasks step-by-step to develop their knowledge and confidence. However, some supervisors behaved in the opposite way and working with these midwives made the learners feel that they were a hinderance to the department.</p>	Yes, please see M3.5
3.9	<p>Learners receive an appropriate, effective and timely induction and introduction into the clinical learning environment.</p> <p>The review panel heard that the learners' departmental induction was generally satisfactory and informative.</p> <p>Prior to the COVID-19 pandemic, an induction day was held in-person at both Trust sites and allowed for interaction between new and current learners. During the pandemic, the induction was limited to a day of videoconference meetings. However, in both scenarios, the learners were given a tour of the maternity units they were going to be training at.</p>	

HEE	HEE Quality Domain 4	Requirement
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Standard	Developing and Supporting Supervisors	Reference Number
	N/A	

HEE Standard	HEE Quality Domain 5 Delivering Programmes and Curricula	Requirement Reference Number
5.3	<p>Placement providers collaborate with professional bodies, curriculum/ programme leads and key stakeholders to help to shape curricula, assessments and programmes to ensure their content is responsive to changes in treatments, technologies and care delivery models, as well as a focus on health promotion and disease prevention.</p> <p>The Ockenden Report from the Independent Review of Maternity Services at The Shrewsbury and Telford Hospital NHS Trust, published in March 2022, stated that all trusts in England should consider the Immediate and Essential Actions (IEAs) outlined in the Report in a timely manner and respond accordingly. This was to bring about positive and essential change across maternity services in England.</p> <p>Some of the learners said they had initiated discussions with midwifery colleagues about the Ockenden Report on an informal basis. However, it had not been on the agenda of any scheduled supervisory or departmental meetings they had attended. None of the learners had been made aware of how the Trust was responding to the IEAs set out in the Report.</p>	Yes, please see M5.3

HEE Standard	HEE Quality Domain 6 Developing a sustainable workforce	Requirement Reference Number
	N/A	

Report Approval

Quality Review Report completed by	
Name	Gemma Berry
Role	Learning Environment Quality Coordinator, HEE London

Review Lead	
Name	Liz Carty
Role	Deputy Postgraduate Dean, North Central London
Signature	Liz Carty
Date signed	8 June 2022

HEE Authorised Signatory	
Name	Nichole McIntosh
Role	Regional Head of Nursing & Midwifery, London
Signature	Nichole McIntosh
Date signed	5 July 2022
Name	Geeta Menon
Role	Postgraduate Dean, South London
Signature	Geeta Menon
Date signed	19 July 2022

Final Report submitted to organisation	19 July 2022
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