

# Inspection of Liverpool John Moores University

Inspection dates: 10 to 13 October 2023

## Overall effectiveness

**Good**

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The quality of education

**Good**

Behaviour and attitudes

**Outstanding**

Personal development

**Good**

Leadership and management

**Good**

Apprenticeships

**Good**

Overall effectiveness at previous inspection

Not previously inspected

## Information about this provider

Liverpool John Moores University (LJMU) is a higher education institution in Liverpool, Merseyside. It offers a wide range of apprenticeships at levels 5, 6 and 7 in a variety of sectors. LJMU has been training apprentices since 2016. Apprenticeships are offered in seven schools in the university. LJMU subcontracts to one subcontractor, the Chief Constable of Merseyside. LJMU and the subcontractor co-teach the level 6 police constable degree apprenticeship.

At the time of the inspection, 1,262 apprentices were in learning. Most apprentices study at level 6 with the highest enrolments in police constable, civil engineer, chartered surveyor and registered nurse apprenticeships. One hundred apprentices study on the level 5 nurse associate apprenticeship. At level 7, the highest enrolments are in the advanced clinical practitioner and senior leader apprenticeships.

## **What is it like to be a learner with this provider?**

Apprentices consistently demonstrate very professional and positive behaviours and attitudes to their learning. Apprentices are ambitious and proud of their achievements. Police constable apprentices are proud to serve their communities and maintain high levels of public confidence in the police service.

Lecturers and support staff provide highly skilful support to apprentices to help them to develop their academic study skills, such as referencing and academic writing. This enables apprentices to produce detailed, evaluative and professionally presented formal reports, research projects and academic essays to a high standard.

Leaders and managers promote a culture of support, mutual respect and trust. Apprentices feel very well supported by their lecturers and quickly develop confidence in their abilities to progress and succeed. Apprentices are highly motivated and eager to contribute and participate in their training. For example, social worker apprentices are ambitious to move into organisational leadership roles.

Apprentices are supported effectively to develop the skills that employers value. Apprentices complete group projects, practical assessments and applied scenarios which build their leadership, teamwork and communication skills. Apprentices are supported and challenged very well to develop their higher-level analytical and critical reflection skills, which they use in their work roles. Chartered manager apprentices develop their confidence by learning about the art of negotiation, public speaking and presentation skills. This enables them to take on more challenging responsibilities at work.

## **What does the provider do well and what does it need to do better?**

Leaders have a clear rationale for the apprenticeships they offer. They aim to meet the local and regional skills needs shortages, such as construction, engineering, health and policing sectors. Leaders carefully consider the needs of employers when developing new apprenticeships. They work with local authorities to support them with succession plans in organisations that have ageing workforces and with employers to provide science-based apprenticeships for employees who work for businesses in local science parks.

Leaders and managers work closely with employers, advisory boards and apprentices to develop ambitious training programmes. For example, leaders have worked with employers in the nuclear sector to identify the critical knowledge, skills and behaviours necessary for successful employment in the sector. As a result, the curriculums for each are appropriately designed to meet the required skills, for example in the electrical engineering industry. The police constable curriculum has been co-created with the subcontractor to reflect the requirements of the College of Policing.

Most lecturers teach new concepts well. They challenge apprentices effectively, allowing them time to reflect on their learning. Lecturers use a range of effective teaching strategies, such as research, group activities and apprentice self-reflection, to help apprentices embed their learning into their long-term memory. For example, electrical and electronic technical support engineer apprentices learn about inhomogeneous differential equations, which is consolidated during group tutorial sessions. They then complete practical tasks on inhomogeneous differential equations, which are assessed using artificial intelligence. As a result, apprentices learn new knowledge and skills through an iterative process.

Apprentices are supported skilfully by lecturers, support staff and employers to develop substantial new knowledge, skills and behaviours. Chartered surveyor apprentices develop technical knowledge to enable them to prepare bills of quantities. They build positive working relationships with employers and the wider construction industry, and develop confidence in their ability to communicate effectively with others. As a result, apprentices develop the attributes they need to achieve their apprenticeship and to be successful in employment.

Mentors and lecturers skilfully plan and coordinate apprentices' on- and off-the-job training with employers. Employers take a keen interest in the reviews of apprentices' progress so that they can support apprentices to apply their learning in the workplace. Apprentices and employers are provided with frequent updates about apprentices' progress towards their qualification. In a few cases, lecturers do not set specific enough targets for police constable, chartered surveyor and nursing associate apprentices to develop their skills and behaviours to help them to become more proficient in the workplace.

Most apprentices receive comprehensive and constructive feedback from their lecturers, following assessment. Apprentices understand the strengths and weaknesses of their work, such as their academic writing style. Apprentices routinely act on feedback to improve the quality of their work to help them achieve merit and distinction grades. In a few instances, apprentices on chartered surveyor, registered nurse and electrical and electronic technical support engineer apprenticeships receive superficial feedback such as 'excellent work' that does not help them to identify errors or make improvements to their work.

Too few chartered surveyor apprentices achieve their apprenticeship. Too many leave the apprenticeship after completing their degree but before their final assessments. Leaders and managers have recently taken action to improve this situation. As a result, achievement rates are slowly beginning to improve but remain stubbornly low.

Most apprentices receive sector-specific careers advice and guidance from their lecturers, employers and guest speakers to help them understand the range of progression options available to them. Chartered manager apprentices learn about specialising in human resources or more strategic roles, as well as opportunities outside of their organisations and in different sectors. Police constable apprentices

are not always aware of the full range of possible career and promotion options available to them.

Managers and lecturers promote an inclusive environment where apprentices develop their understanding and appreciation of respect, equality and diversity in a modern multicultural society. Senior leader apprentices learn about inclusive international recruitment practices. Chartered manager apprentices learn about embedding sustainable and ethically driven values in business practices. Police constable apprentices learn about the specific issues facing minority groups across Liverpool communities and how to support vulnerable people.

Board members are experienced and qualified to undertake their roles. They understand their responsibilities and ensure that the university meets its statutory responsibilities for governance. Board members have a clear understanding of the strengths and weaknesses of the apprenticeship provision. Leaders provide board members with high-quality reports about the provision that enables them to provide effective scrutiny, challenge to leaders, and hold them to account for their actions.

## **Safeguarding**

The arrangements for safeguarding are effective.

### **What does the provider need to do to improve?**

- Increase the proportion of chartered surveyor apprentices who achieve their apprenticeship.
- Improve the quality and consistency of feedback to chartered surveyor, registered nurse and electrical and electronic technical support engineer apprentices following assessment.
- Improve the specificity of targets set for police constable, chartered surveyor and nursing associate apprentices to improve their skills and behaviours.

## Provider details

<b>Unique reference number</b>	133827
<b>Address</b>	Student Life Building 10 Copperas Hill Liverpool Merseyside L3 5AH
<b>Contact number</b>	0151 2313525
<b>Website</b>	<a href="http://www.ljmu.ac.uk">www.ljmu.ac.uk</a>
<b>Principal, CEO or equivalent</b>	Professor Mark Power
<b>Provider type</b>	Higher education institution
<b>Date of previous inspection</b>	Not previously inspected
<b>Main subcontractors</b>	Merseyside Police

## Information about this inspection

The inspection team was assisted by the academic registrar, as nominee. Inspectors took account of the provider's most recent self-assessment report and development plans, and the previous inspection report. The inspection was carried out using the [further education and skills inspection handbook](#) and took into account all relevant provision at the provider. Inspectors collected a wide range of evidence to inform judgements, including visiting learning sessions, scrutinising learners' work, seeking the views of learners, staff and other stakeholders, and examining the provider's documentation and records.

## Inspection team

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