

# Inspection of Bournemouth University

Inspection dates: 4 to 7 June 2024

## **Overall effectiveness**

**Outstanding**

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The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Apprenticeships

**Outstanding**

Overall effectiveness at previous inspection Not previously inspected

## **Information about this provider**

Bournemouth University (BU) is a higher education institution. It has two main campuses, both in Bournemouth. At the time of inspection, it had approximately 16,000 students, of whom, 356 were studying apprenticeship standards. One hundred and sixty-seven were studying the advanced clinical practitioner integrated degree standard at level 7, 154 were studying the registered nurse degree standard at level 6, 30 were following the senior leader standard at level 7 and five were following the enhanced clinical practitioner standard at level 6. Teaching takes place both face-to-face at BU's campuses and online.

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

Apprentices value the highly supportive learning environment that leaders have created. Lecturers maintain a professional environment for learning where apprentices are comfortable testing their new learning. For example, a case study including decision-making about administering a drug that was out of date and had been stored incorrectly provided the opportunity for apprentices to explore their thinking and test their proposed actions in a safe environment. As a result, apprentices are not afraid to explore challenging concepts, which deepens their learning.

Apprentices see lecturers as aspirational role models who encourage them to enjoy their training and become highly motivated. Because of this, apprentices look for opportunities to extend their learning to support their future careers. For example, where apprentices show an interest in working in palliative care or major injuries, they are supported to secure relevant work placements and set goals which extend their learning in this area. As a result, apprentices develop new knowledge, skills and behaviours and often go on to secure permanent jobs in their areas of interest.

Apprentices take part in planning and implementing challenging projects outside of the standard curriculum. For example, lecturers have helped apprentices to set up a health clinic for homeless people and a dementia project, where apprentices support members of the community. Because of this, apprentices understand the wider positive impacts on society they can have, growing in resilience as they apply new knowledge, skills and behaviours in different settings.

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

Despite the significant challenges in the healthcare sector during the pandemic, leaders ensured that a high proportion of apprentices successfully completed and achieved their qualifications. Almost all apprentices played critical healthcare and leadership roles throughout this period, including undertaking additional tasks such as covering for colleagues during this challenging time. Throughout this period, leaders and lecturers worked highly effectively to support apprentices' well-being. As a result, over two thirds of apprentices passed their qualifications and almost all achieved distinctions.

Leaders have established excellent strategic links with healthcare providers and the NHS to ensure that the curriculums they provide support regional and national skills needs. They respond very well to the requirements of employers and apprentices, ensuring that the content of the apprenticeships they provide meets the needs of healthcare services. For example, in response to a request from employers, leaders introduced critical-incident simulations. As a result, apprentices learn how to collaborate with other healthcare responders and experience working under the pressure of crises responses.

Leaders have established highly effective governance through a range of committees that support, challenge and scrutinise their work. Overall accountability falls to the university board, which contains very high levels of relevant expertise. As a result, those responsible for governance contribute significantly to the exceptionally high quality of apprentices' training.

Lecturers are very skilful at ensuring that apprentices understand and remember what they have been taught. They use technology such as simulators and visualisers exceptionally well to help apprentices learn new medical procedures. They use questioning techniques and group activities very effectively to check what apprentices know and can do. As a result, apprentices swiftly develop substantial new knowledge, skills and behaviours and many apprentices describe the teaching as inspirational.

Leaders use the university's research expertise to inform the highly effective training of staff. For example, a senior academic staff member has led training on 'appreciative enquiry,' which lecturers now use as part of their teaching. As a result, staff are very well supported to develop their teaching skills, applying current research-based practice to enhance the very high quality of training for apprentices.

Lecturers provide apprentices with valuable feedback. They skilfully target their comments so that apprentices know precisely what they have done well and what they need to do to improve. For example, apprentices receive feedback on spelling and grammar, research, referencing, evaluation, essay structure and writing style, and the accuracy of vocational content. As a result, apprentices swiftly deepen the knowledge they develop and improve their formal and reflective writing skills.

Lecturers carry out highly effective progress reviews with apprentices and their line managers. Lecturers use these skilfully to explore each apprentice's progress and identify opportunities at work that will deepen learning.

Leaders and managers have effectively designed an apprenticeship curriculum that extends beyond the requirements of the standard and provides exceptional broader developmental opportunities for all apprentices. As a result, apprentices develop their interest and talents, and become more confident. For example, clinical practitioner apprentices work with university academic staff to publish in national and international publications. Apprentices on the senior leader standard volunteer at a local football club to support the development and application of the club's recruitment processes.

Lecturers are mindful of apprentices' workload, and highly effective at enabling apprentices to maintain a balance between study, work and life. They help apprentices to develop resilience and maintain their well-being in a variety of ways. These include social action projects focused on loneliness, as well as participating in university-student-run societies. In addition, a comprehensive well-being service supports apprentices with a range of personal and welfare concerns, underpinned by a strong culture of safeguarding. As a result, apprentices feel very well supported, becoming more resilient throughout their training.

Leaders and managers provide a varied, flexible and effective careers programme that is tailored to meet the needs of the different apprenticeship pathways. All apprentices have access to an online careers hub which signposts them through to a wide range of high-quality resources, including specialist webinars, e-learning and relevant website links. Leaders also provide highly motivational guest speakers and employer-led career events which support apprentices to develop insights into their possible career paths. As a result, apprentices are highly aspirational, have a clear understanding of the career options available to them, and understand what they will need to do to achieve them.

## **Safeguarding**

The arrangements for safeguarding are effective.

## Provider details

<b>Unique reference number</b>	133792
<b>Address</b>	Poole House Talbot Campus Fern Barrow Poole Dorset BH12 5BB
<b>Contact number</b>	01202 524111
<b>Website</b>	<a href="https://www.bournemouth.ac.uk">https://www.bournemouth.ac.uk</a>
<b>Principal, CEO or equivalent</b>	Professor John Vinney
<b>Provider type</b>	Higher Education Institute
<b>Date of previous inspection</b>	Not previously inspected
<b>Main subcontractors</b>	None

## Information about this inspection

The inspection team was assisted by the head of academic quality, 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

Paul James, lead inspector	His Majesty's Inspector
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