



**Self-Assessment  
Report (SAR)  
2022-2023**

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## 1.0 Background

Queen Mary University of London is based in East London, with two primary campuses in Mile End and Whitechapel. The University has campuses at Canning Town / London City Institute of Technology, Charterhouse Square, West Smithfield, Lincoln's Inn Fields, and Ilford. Queen Mary has also expanded internationally, including through locations in Malta, Paris, Piraeus, China (through transnational education) and Singapore.

The University has a long, proud, and distinctive history built on four historic institutions whose history can be traced back to 1785. The founding institutions of the University include St Bartholomew's Hospital Medical College, London Hospital Medical College, Westfield College, and Queen Mary College.

Queen Mary operates as a multi-faculty institution educating undergraduates and postgraduates across all the major disciplines. The University provides over 280 undergraduate programmes in subjects spanning Law, Medicine, Dentistry, Linguistics, English, History, Drama, Engineering, Economics, Finance, computing, and Life Sciences. Additionally, the Schools and Institutes that comprise the University each engage in world-leading research across all disciplines. Queen Mary is a research-intensive Russell Group university and was ranked 7<sup>th</sup> in the UK in the last Research Excellence Framework (based on the quality of research).

Queen Mary holds a 'Silver' award from the 2023 Teaching Excellence Framework (TEF) assessment and is actively making developments in support of achieving the Gold standard.

With a learning community of over 33,000 students and more than 5,400 members of staff, Queen Mary aspires to be world-leading in diversity, inclusion, and success, ensuring that all students and apprentices can flourish irrespective of their background. The student population is diverse, with 93% of UK students coming from state registered schools, and 47% of learners being the first in their family to enter higher education. Of the home fee status students attending the University, 71% are BAME. Over 170 nationalities are represented on the University's London campuses, with approximately 41% of students coming from overseas. Roughly 5,000 students are based offshore with the majority in China.

Queen Mary works closely with local schools, colleges and the third sector to break down the barriers facing students from underrepresented groups in higher education. This includes students whose parents did not attend higher education, students whose parents had non-professional jobs, students eligible for Disabled Students Allowance, young carers, students living in local authority care, care leavers and students who are, or have been, eligible for free school meals.

Strategically, degree apprenticeships align strongly with the University's widening participation and engagement agenda, which aims to develop future careers and raise aspirations of our apprentices and students. We do so by working closely with our employer partners and stakeholders to develop provision that meets the skills needs of industry.

A 2021 [report](#) produced by the Institute for Fiscal Studies in partnership with the Sutton Trust and the Department for Education ranked Queen Mary as the UK's top university for social mobility and awarded University of the Year at the UK Social Mobility Awards 2022. That study also analysed which courses at English universities are the best for mobility, with Computing at Queen

Mary ranked as the top programme in the country followed by mathematics second and economics fourth.

The 2023 Times Higher Education (THE) World University Rankings ranked the University 16<sup>th</sup> in the UK, and 124<sup>th</sup> globally. Queen Mary has been ranked 46<sup>th</sup> overall in the Sunday Times Good University Guide 2023. The University's diversity and commitment to social justice are recognised in its ranking of 41<sup>st</sup> in both the England and Wales Diversity Index and as such is the most diverse of the Russell Group universities.

## 1.1 Vision, Mission, and Values

Queen Mary's vision is to open the doors of opportunity. Our mission is to create a truly inclusive environment, building on our cherished cultural diversity, where students and staff flourish, reach their full potential and are proud to be part of the University. Dedicated to the public good, we generate new knowledge, challenge existing knowledge, and engage locally, nationally and internationally to create a better world. Our core values that highlight the University's commitment to social justice are as follows:

**Inclusive:** We will be inclusive and maintain our proud tradition of nurturing and supporting talented students and staff regardless of their background and circumstances, and continually enhance our strong engagement with our local and global communities.

**Proud:** We are proud of the difference we can all make when we work collectively.

**Ambitious:** We are ambitious, and we will foster innovation and creativity, disrupt conventional thought, and respond with imagination to new opportunities to further vision, mission, and academic ambitions.

**Collegial:** We will be collegial and promote a strong collegial community through openness, listening, understanding, co-operation and co-creation, ensuring focused delivery of our collective vision and strategy.

**Ethical:** We will act with the highest ethical standards, and with integrity, in all that we do.

## 2.0 Educational Strategy and Quality Framework

Queen Mary's strategic priorities centre around two fundamental pillars. The first pillar relates to 'Education and the Student/Apprentice Experience'. Our foremost commitment is to provide an exceptional educational experience and support system for our students and apprentices. This commitment encompasses our work to create an engaging and supportive learning environment, fostering personal and professional growth, and ensuring a seamless educational journey for every individual.

The second pillar of Queen Mary's strategic focus, 'Research and Innovation', closely aligns with our 2030 Strategy <https://www.qmul.ac.uk/strategy-2030/>. The University is dedicated to driving innovation and contributing to the advancement of knowledge. The 2030 Strategy outlines a clear vision for research and innovation, emphasising a commitment to pioneering discoveries and groundbreaking initiatives that will help shape the future.

The University Quality Framework <https://www.qmul.ac.uk/governance-and-legal-services/quality-assurance/index.html> comprises several crucial elements to ensure our educational and research provision maintains the highest standards of quality and integrity. Within this framework, we continuously review and enhance our programmes and modules to meet the evolving needs of students and apprentices, and of employers and society. Programme specifications serve as the blueprint for educational offerings, detailing learning outcomes and expected knowledge, skills and behaviours, curricula, and assessment methods.

Our programme, module, and assessment specifications are meticulously crafted to ensure fairness and consistency in evaluating students' performance. The credit framework allows for the accumulation and transfer of academic credits, offering flexibility while maintaining coherent educational pathways for our learners. To uphold the integrity and rigour of the assessment processes, Queen Mary has dedicated examination boards and external examiners, including Independent End Point Assessors. Furthermore, we highly value the feedback provided by students, using it as a valuable resource to continually enhance our programmes and services. Feedback is gained through a number of methods including module evaluations, student-staff liaison committees, and apprentice and employer surveys. In addition to these internal mechanisms, Queen Mary conducts programme reviews to ensure the ongoing relevance and effectiveness of offerings. Audit readiness for external reviews by bodies such as the Office for Students (OfS) and Ofsted ensure that compliance with national standards are met. The University also maintains close collaborations with Professional, Statutory and Regulatory Bodies to align programmes with industry standards for accreditation.

Queen Mary's unwavering commitment to these core areas and the steadfast implementation of the University Quality Framework enables us to provide a world-class educational experience for students and apprentices. Simultaneously, we contribute significantly to research and innovation in line with our 2030 Strategy, further solidifying Queen Mary's position as a leader in higher education and research excellence.

### 3.0 Strategic Intent

Queen Mary's strategic intent for apprenticeships is to offer balanced, up-to-date, and relevant programmes that develop our learners and address the current and future needs of employers and society. Programmes are designed to provide challenge, and also be accessible to diverse groups of apprentices, each joining us with unique backgrounds, experiences, and abilities. Queen Mary fosters an aspirational culture to enhance the opportunities available to all apprentices, regardless of their background.

The University's commitment to apprenticeships is deeply rooted in our core mission and values which emphasise inclusivity, ambition, and collegiality. We aim to make a significant contribution to the local economy by building skills that employers need while also boosting social mobility.

Our approach to apprenticeships goes far beyond classroom teaching and focuses on inculcating the necessary knowledge, skills, and behaviours across all stages of the apprenticeship journey. We equip apprentices with the confidence, resilience, and skills necessary to transition into graduate employment. Queen Mary encourages apprentices to evolve into reflective and independent practitioners, empowering them for their current and future careers.

Responding to the skills needs of London's economy is a cornerstone of Queen Mary's strategy to prepare individuals for life and work in the Capital. Employer collaboration plays a crucial role in informing curriculum development through interactions with academic teams and local market intelligence, ensuring that Queen Mary's curriculum is fit for purpose and meets both local and national skills priorities. Innovative, industry-led apprenticeships are designed with high academic, technical, and vocational standards, and they are accessible to all apprentices and employers Queen Mary serves.

The University works in partnership with Tech Skills to create progression and skills development opportunities for apprentices. We also work with Newham College and sector bodies to develop an Institute of Technology (IoT) to provide higher-level technical and graduate opportunities. The IoT provides a bespoke space, training and skills for apprentices that is distinct from other learners at the University. These initiatives are instrumental in upskilling and reskilling individuals, addressing local skills gaps, and fostering sustainable careers.

To achieve these goals, Queen Mary focuses on delivering a range of elements as part of our apprenticeship programmes. For example, we adopt a sequencing approach to the delivery of programme content to ensure that apprentices develop knowledge and skills in an iterative and coherent manner. We also ensure that apprentices are equipped with a solid grounding in foundational subjects such as advanced literacy, numeracy, and digital skills. As apprenticeship prepares individuals for important occupations, our programmes foreground employability skills to enhance for graduate employment. Additionally, Queen Mary's approach involves implementing key initiatives including PREVENT, safeguarding, Fundamental British Values, and promoting mental and physical health and wellbeing.

University curricula are designed to be knowledge-rich, broad, enjoyable and inspire personal and professional growth. Concepts introduced at the beginning of a programme are returned to at increasingly advanced levels to embed and build upon key concepts and skills. We provide accessible support through career services, create a caring and supportive environment, fostering collaborative and independent research skills to build self-reliance, confidence, and resilience.

### 3.1 Apprenticeship Volumes

Table 1 Apprenticeship volumes based on the R014 2023 ILR return.

<b>Apprenticeship</b>	<b>Standard Code</b>	<b>Level</b>	<b>No. of Apprentices</b>	<b>% of Overall Provision</b>
Digital and Technology Solutions Manager	ST0119	6	150	25.4%
Chartered Manager	ST0272	6	30	5.1%
Academic Professional	ST0477	7	57	9.7%
Digital and Technology Solutions Specialist	ST0482	7	50	8.5%
Senior Professional Economist	ST0796	7	297	50.3%
Investment Operations Specialist	ST0180	4	6	1.0%
<b>Total</b>			<b>590</b>	

Table 1.1 outlines current apprenticeship standards delivered by the University and total learner numbers. The ‘Senior Professional Economist’ has the highest student numbers and comprises just over half (50.3%) of the total number of apprentices. The combined numbers of the ‘Digital and Technology Solutions Manager’ and ‘Digital and Technology Solutions Specialist’ apprenticeships make up a further 33.9% of total apprenticeship volumes.

The overall distribution of 590 students across these programmes is a testament to Queen Mary’s ability to attract and engage students in a variety of apprenticeship fields, further indicating a healthy and dynamic educational environment.

### 4.0 Key Inspection Judgements

Table 2 Overall judgements

<b>Full Inspection Judgements</b>	<b>Outcomes</b>
Overall Effectiveness	Requires Improvement
Quality of Education	Requires Improvement
Behaviours and Attitudes	Good
Personal Development	Good
Leadership and Management	Requires Improvement
Apprenticeships	Requires Improvement

Table 3 Monitoring inspection judgements

<b>Monitoring Judgements</b>	<b>Outcomes</b>
How well have leaders done in making sure the provider meets all requirements for successful apprenticeships?	Reasonable Progress
How much have leaders and managers improved apprentices’ training to result in positive outcomes?	Reasonable Progress
How well have leaders and managers done in making sure effective safeguarding measures are in place?	Reasonable Progress
<b>Overall Judgement</b>	<b>Reasonable Progress</b>

## 5.0 Effectiveness and Growth

Queen Mary's commitment to excellence drives us to continually innovate to provide first-class apprenticeship programmes. Our focus is not only to celebrate our strengths, but also to proactively examine potential areas for growth and enhancement. Continuous improvement is key to ensuring our apprenticeships remain aligned with industry standards and effectively prepare our apprentices for their future careers. Emerging themes identified in programme level self-assessment reports have informed areas of excellence and opportunities for enhancement. These will be incorporated into the Quality Improvement Plan (QIP) for Queen Mary.

### 5.1 Areas of Excellence

The University is fundamentally committed to “inclusion and “opening the doors of opportunity”. One of our major strengths is our ability to provide student-centred, supportive, and nurturing approach to apprenticeships, specifically with regard to:

#### 1) Safety and Well-being

- Queen Mary excels in creating a safe and supportive learning environment for all apprentices. This is reflected by the feedback from programme level self-assessment reports and the apprentice survey, whereby the vast majority of apprentices feel safe and are aware of safeguarding arrangements. The University's proactive approach to ensuring the safety and well-being of all apprentices is exemplified by the detailed training— provided to all apprentices during their induction— in safeguarding, Prevent, and British Values.

#### 2) Dedicated Student Support – Inclusion/Diversity

- Queen Mary provides outstanding support to all apprentices, both on personal and professional levels, through a combination of regular check-ins, and a dedicated 7-week introduction that includes self-review and skills scans. Queen Mary excels in designing programmes that are both rigorous and flexible, with a specific objective of recruiting and supporting the career progression of learners from underrepresented groups. The University's commitment to diversity and inclusion (reflected by repeated topping the social mobility lists published by The Sutton Trust) is embedded throughout the programme, from module design to the provision of flexibility for apprentices with diverse needs, including caring responsibilities. The curriculum vision and impact on cohort diversity and retention further underscore Queen Mary's dedication to creating an inclusive learning environment. The provision of dedicated Student Support Officers (SSO) reflects a commitment to addressing individual learner needs, contributing to their success, and enhancing the overall support system.

#### 3) Quality Teaching and Effective Learning Practices, Supportive Staff

- The University employs effective teaching and learning practices, as evidenced by (i) well-qualified and experienced senior tutors monitoring and supporting apprentices' skills development, and (ii) the employment of relevant subject experts as teachers on the apprenticeship programmes. The combination of clinicians and educationalists, all with higher degrees in relevant fields, ensures a rich learning environment. The use of real-world case studies, spiral learning approach, and a variety of assessment methods combines to provide a comprehensive and engaging learning experience. Additionally, the



accessibility of teaching and learning content reflects Queen Mary's commitment to providing a user-friendly and informative platform for apprentices.

The University recognises that apprentices are distinct from other students in having an even stronger focus on the applicability of their learning to the world of employment. Consistent with this fundamental distinction between apprentices and many of their peers, Queen Mary also offers:

#### **4) Career-Focused Programme & Quality Learning Resources**

- Queen Mary demonstrates a strong commitment to meeting the career needs of apprentices, with the majority of apprentices (91%) reporting that the programme effectively prepares them for the next stage in their careers. The focus on aligning programmes with industry requirements is highlighted by module leads planning and delivering lessons that not only cover rigorous content knowledge but also support the development of industry-relevant skills and behaviours. The University excels in designing a comprehensive selection of modules that are relevant and aligned with industry demands, demonstrating a commitment to delivering a high-quality educational experience. This alignment ensures the relevance and applicability of the programme to the specific needs of the region and the industry. Queen Mary invests in and prioritises the availability of resources that enhance the learning and development of apprentices. For example, the Digital Technology and Solutions Professional apprenticeship has been making agile programme and module adjustments to respond to the updated apprenticeship standard.

#### **5) Employer Collaboration and Flexibility**

- Queen Mary maintains close, collaborative working relationships with employers, with a particular emphasis on managed flexibility. Employers value the flexible teaching and academic assessment methods are kept under constant review to ensure the training of apprentices meets their business needs. The programmes' adaptability is further demonstrated by Queen Mary's approach to blended learning, combining online lectures—recorded to be viewed flexibly around personal availability— and in-person "Campus weeks" twice a year. The latter provide important networking opportunities with a balance of online and face-to-face learning experiences.

## **5.2 Opportunities for Enhancement**

### **1) Communications**

- The apprentice survey for 2022-2023 highlighted areas where communication between University staff and apprentices could be further enhanced, pointing specifically to the need for clearer communication on timelines and more timely provision of feedback. Some apprentices expressed concerns about the clarity of communication on timelines and processes, as well as the timeliness of feedback. Addressing these concerns would enhance the overall learning experience and ensure that apprentices are well-informed throughout their programmes.

### **2) Employer Access to Apprentice Data**

- Improving employer access to view apprentice data would foster more effective collaboration and enhance the partnership between the University and employers. The

manual generation of reports on the progress of apprentices can be time-consuming and may hinder communication between Queen Mary and employers. There is also a need to improve the accessibility and understanding of apprenticeship standards. Some employers view the current standards as opaque, which can make it challenging for employers to assist apprentices in developing evidence that they have met the relevant standards. The University's quality team has identified areas for improvement in course documentation (for example Programme Specifications) that will further highlight the apprenticeship standard and enhance the mapping of the academic programmes to those standards. The documentation review is currently ongoing and will be implemented during the academic year 2023-24. It is hoped this will raise awareness and understanding of the apprenticeship requirements for all.

### **3) Communication of the Safeguarding Policy**

- While Queen Mary staff and apprentices all appear to understand the University's approach to ensuring apprentice safety and well-being, there is a need to ensure that all employers are consistently informed about safeguarding policies and contacts. A small number of employers have reported not receiving a copy of the Queen Mary Safeguarding Policy, highlighting a potential gap in communication with employers that needs to be addressed.

### **4) Enhancing Tripartite Review Process**

- While all employers are informed about tripartite review requirements, there is room for improvement in ensuring that all apprentices actively participate in regular progress reviews in a timely manner. Developing better tracking and monitoring mechanisms for tripartite reviews will help in delivering consistent support to all apprentices. The University has recently acquired, and is now implementing, the use of Smart Assessor to better track participation in regular tripartite reviews from 2023/24 onward. This electronic platform has been piloted in the Investment Operations Specialist Apprenticeship programme and early review suggests this has already benefited apprentices who are now better able to upload evidence of their progress reviews. The impact of this will be addressed in the 2023/24 SAR.

### **5) Portfolio Completion and Workload Management**

- Some apprentices have reported difficulties in completing their portfolios, highlighting the need to focus on improved workload management throughout the programme. The goal is to ensure that apprentices are supported adequately, particularly towards the end of the programme when workloads tend to increase with assessment deadlines. Queen Mary seeks to improve the timing of apprentices undertaking their end point assessments (EPA), aiming for apprentices to engage with the EPA earlier in their three-month window. This will distribute the demand for and availability of support and guidance more evenly. As part of the review of quality documentation and processes, the University is enhancing the visibility of such resource requirements at the programme approval stage. When new apprenticeship programmes are being developed and proposed, explicit assurances will be given that programme teams can support the apprenticeship requirements and that resourcing is adequate, which includes support for all students entering the EPA. Queen Mary is also developing central guidance and resources to help programme teams better understand EPAs and their delivery in a way that is consistent across the University.

## 6.0 Quality of Education

### Grade 2

#### 6.1 Intent

Apprenticeship programme leaders have selected and designed curricula that develops the knowledge, skills, and behaviours that apprentices needed for personal and professional development along their chosen career pathways. The apprenticeships offered at Queen Mary enable apprentices to take advantage of opportunities, responsibilities, and experiences that will prepare them for the next stage in their career.

Provision is planned and sequenced in a logical, spiral progression so that apprentices can cumulatively build upon knowledge, skills, and behaviours for higher academic learning and senior career roles beyond their apprenticeship. This is evidenced in the most recent apprentice survey, whereby 88% of responding apprentices reported that their programme met their career needs. Staff use the Institute for Apprenticeships and Technical Education (IfATE) apprenticeship progression maps to offer advice to both employers and apprentices and have carefully aligned the curriculum with local and regional employment priorities.

Queen Mary has adopted a curriculum that is ambitious and relevant to local, regional and national employment priorities in key sectors such as Tech Skills, the National Health Service (NHS) and Third Sector Management roles. Programmes have been designed to give apprentices, including the most disadvantaged, the knowledge and skills they need to succeed in life and to excel in their careers.

Programmes consider the needs of apprentices, employers, and the local, regional, and national economy. Examples of this can be seen in the Academic Professional apprenticeship which has been specially designed for NHS Clinical practitioners and the Chartered Manager apprenticeship has been specifically designed to align with the third sector/social change agenda.

To ensure that all apprentices, regardless of their individual challenges, receive the support they need to successfully complete their programmes, learning resources are in place to support individuals with Special Educational Needs and Disabilities (SEND), known in Queen Mary as Specific Learning Differences (SpLD), throughout their journey.

#### 6.2 Implementation

Prior to enrolment, Queen Mary staff systematically utilise the apprenticeship training plans to shape guidance interviews with both employers and apprentices. This helps them to understand the commitment level required of an apprenticeship and the content and mode of delivery so that they can make a well-informed decision regarding enrolment. Setting expectations appropriately and preparing apprentices for their programmes of study is key to achieving success. Guidance interviews are an area that Queen Mary is focusing on enhancing as apprentice feedback indicates that they are not always rigorous enough. This can result in apprentices being unable to transition well and progress.

To address this feedback, Queen Mary has invested in a bespoke diagnostic screening tool to support the initial assessment of English and maths at the start of an apprentice's journey. It has been identified in previous years that not all apprentices were receiving rigorous enough diagnostic screening of English and maths, resulting in slow progress being made at the start of an apprentice's journey.

Apprentices have now started to use this tool and the impact will be reviewed throughout the 2023/24 academic year. Apprentices who need to take GCSE English and /or maths as part of their apprenticeship programme receive support from the external skill tutors to maximise their chances of achieving a high grade. As a result, all apprentices achieved their functional skills on their first attempt.

Occupational skill scans are systematically used to assess apprentice starting points on programmes and to identify any gaps in knowledge and skills. The outcomes are then used to set, monitor, and review targets. This support has reduced the number of apprentices (4%) who withdraw from their programme early.

Queen Mary facilitates a detailed induction that supports apprentices well to settle into the learning environment. During the onboarding process, employers agree any additional qualifications that may be included in the apprenticeship and all additional programmes are recorded in the commitment statements, if required.

During the apprenticeship programme a range of assessment methods are used to measure apprentices’ understanding of lectures, workshops and live work-based learning projects. This firmly embeds the necessary knowledge, skills, and behaviours and allows apprentices to excel beyond the curriculum. From this year’s apprentice survey, 92% of responding apprentices report that teaching is delivered in a way that helps to develop new knowledge, skills and behaviours. As a result, apprentices master the technical skills required for their roles allowing them to progress in their careers during their programme. Queen Mary has identified the planning and undertaking of progress reviews as an area to further improve. To support this, apprenticeship programme leaders are reviewing the management and recording of progress review targets and a new Apprenticeship Management System, Smart Assessor, is being rolled out across all apprenticeship programmes this year. The pilot of this already shows a positive increase in this area.

### 6.3 Impact

Table 4 Achievement Outcomes and Comparisons

Apprenticeship	Standard Code	Level	Apprentices Achieved	2022/2023 Apprentices	Achievement Rates	2021/22 Achievement
Academic Professional	ST0477	7	12	21	57.1%	83.3%
Digital and Technology Solutions Professional	ST0119	6	15	19	66.7%	75%
Digital and Technology Solutions Specialist	ST0482	7	15	16	93.8%	90%
Senior Professional Economist	ST0796	7	94	114	82.5%	N/A
<b>Total</b>			<b>136</b>	<b>170</b>	<b>80%</b>	

Table 5 16-18-Year-Old Achievement Rates and Outcomes

<b>Apprenticeship</b>	<b>Standard Code</b>	<b>Level</b>	<b>Apprentices</b>	<b>Achievement Rates</b>	<b>2021/2022 Comparisons</b>
Digital and Technology Solutions Manager	ST0119	6	7	100%	66.7%

Achievement rates, that is the percentage of apprentices completing their programme and achieving the apprenticeship standard, have increased when compared to performance in 2021/22 overall. For example, the achievement outcomes for 16-18-year-olds have risen impressively by 33.3% since last year, albeit that the overall cohort size for this age group is small.

In comparison to 2021/22, Queen Mary’s apprenticeship achievement rates have, on the other hand, experienced a decline for 2023/23 in some areas. Specifically, the Academic Professional Level 7 apprenticeship has seen a 26.2% decrease, and the Digital Technology Solutions Professional Level 6 apprenticeship has seen a reduction of 8.3%.

The University’s apprenticeship team is actively conducting a thorough analysis to understand the factors contributing to this decrease in the Academic Professional and Digital Technology Solutions Level 6 apprenticeships. This analysis will be included in the bi-annual programme monitoring process and in the programme Quality Improvement Plans (QIPs). However, it is important to recognise that despite these challenges, the University’s achievement rates are still above the national apprenticeship achievement benchmark of 50% for all ages. It should be noted that achievement rates falling between 50% and 60% are categorised as ‘needs improvement’. In this context, the Academic Professional Level 7 programme, currently at 57.1%, marginally falls short of the national threshold by 2.9%. This statistic warrants attention, although it is crucial to consider that this is based on a relatively small cohort size.

Queen Mary has a comprehensive Quality Improvement Plan (QIP) process in place and all apprenticeship programmes are required to complete a QIP annually. The QIP is under constant monitoring and review by programme and apprenticeship leaders, the degree apprenticeship central team, and the Academic Quality and Standards team. These measures ensure that the University not only understands any underlying issues but also implements effective strategies for improvement. Queen Mary remains dedicated to enhancing the quality of its apprenticeship programmes and ensuring the best possible outcomes for apprentices.

Table 6 Retention Rates

<b>Apprenticeship</b>	<b>Standard Code</b>	<b>Level</b>	<b>2022/2023 Apprentices</b>	<b>2022/2023 Retention Rates</b>	<b>2021/2022 Apprentices</b>	<b>2021/22 Retention Rates</b>
Academic Professional	ST0477	7	21	57.1%	20	83.3%
Digital and Technology Solutions Professional	ST0119	6	19	66.7%	9	75%
Senior Professional Economist	ST0796	7	94	82.5%	n/a	n/a

Digital and Technology Solutions Specialist	ST0482	7	16	93.8%	30	91%
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The Department for Education (DfE) evaluates programmes based on both qualification achievement rates and retention rates. A retention rate below 52% is classified as ‘at risk’, while a rate between 52% and 62% is deemed as ‘needs improvement’. The Academic Professional Level 7 apprenticeship currently has a retention rate of 57.1%, which is below the optimal threshold of 62%. This is primarily due to 9 out of 21 apprentices withdrawing during the academic year, including four from the previous year, which has adversely impacted the figures for 2022/23.

In response to this trend, a detailed early leaver analysis has been undertaken to gain a deeper understanding of the reasons behind apprentices’ departure. Preliminary findings suggest that this reflects the career progression of apprentices within the National Health Service (NHS). Many apprentices have secured promotions within the NHS, which, while contributing to their professional advancement, has adversely impacted the programme’s retention rates. This analysis underscores the success of the University’s apprentices in their respective fields, even though it presents a challenge in terms of retention for the programme.

It is important to note that this year’s retention rate is an anomaly when compared to previous years, where Queen Mary has consistently achieved high retention rates, peaking at 83.3%. Queen Mary is committed to implementing measures that will provide a deeper understanding of the factors leading to apprentice departures (particularly in the Academic Professional Level 7 apprenticeship) and enhance the support systems for apprentices. These efforts are aimed at improving retention rates in future cohorts, ensuring that the University continues to provide an enriching and supportive environment for all apprentices.

Table 7 Data by Gender

Gender	Apprentices	2021/22 Gender Rates	Apprentices	2022/23 Gender Rates
Male	32	68.1%	87	82.1%
Female	27	56.3%	49	76.6%

Compared to the 2021/22 SAR, there has been a notable 14% increase in male apprentices, totalling 55, compared to a more substantial 20.3% rise in female apprentices, numbering 22. This uptick can be primarily attributed to the popularity and growth of the Senior Professional Economist programme.

Table 8 Functional Skill Outcomes

Apprenticeship	Level	English	Achieved	Percentage	Maths	Achieved	Percentage
Senior Professional Economist	7	11	11	100%	4	4	100%
Academic Professional	7	6	4	66.7%	8	5	62.5%
<b>Total</b>		<b>17</b>	<b>15</b>		<b>12</b>	<b>9</b>	

Table 9 First Time Passed Rates

Assessment	Apprentices	First Time Pass Rate
Maths Level 2	12	100%
English Level 2	17	100%
<b>Total</b>	<b>29</b>	

Table 10 Data by reported disability status

Learning Difficulty/ Disability	QAR	QAR Achievers	QAR Leavers	QAR Completers
Apprentices who consider themselves to have a disability	80.0%	20	25	20
Apprentices who do not consider themselves to have a disability	80.0%	116	145	116
<b>Total</b>	-	<b>136</b>	<b>170</b>	<b>136</b>

A considerable number of apprentices who self-identify as having a learning difficulty or disability (25) have not completed their qualification, opting to withdraw from the programme. The breakdown of these apprentices across various programmes is as follows:

- Digital Technology Solutions (level 7) – 3
- Digital Technology Solutions (level 6) – 4
- Academic Professional (level 7) – 5
- Senior Professional Economist (level 7) – 13

To address this, it is crucial to conduct in-depth research to understand the reasons behind their decision to leave. This will also involve a meticulous review of Queen Mary's onboarding process and focusing on identifying and providing the necessary support and interventions right from the start. It is important to note that none of these apprentices had an Education, Health and Care Plan (EHCP) in place. Queen Mary's goal is to ensure that all apprentices, regardless of their individual challenges, receive the support they need to successfully complete their programmes.

Table 11 Apprenticeship Ethnicity

Ethnicity	QAR	QAR Achievers	QAR Leavers	QAR Completers
African	50.0%	3	6	3
Any other Asian Background	66.7%	2	3	2
Any other ethnic group	50.0%	2	4	2
Any other Mixed / multiple ethnic background	60.0%	3	5	3
Any Other White Background	84.7%	94	111	94
Arab	100.0%	1	1	1
Bangladeshi	100.0%	4	4	4
Caribbean	50.0%	1	2	1
English / Welsh / Scottish / Northern Irish / British	100.0%	7	7	7
Indian	80.0%	8	10	8
Not provided	50.0%	5	10	5
Pakistani	100.0%	2	2	2
White and Asian	50.0%	1	2	1
White and Black African	100.0%	2	2	2
White and Black Caribbean	100.0%	1	1	1



<b>Totals</b>	<b>80.0%</b>	<b>136</b>	<b>170</b>	<b>136</b>
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Table 12 End point Assessment and degree outcomes

<b>Digital Technology Specialist (Level 6)</b>								
EPA Outcome			Degree Component					
EPA Outcome	Apprentices	%	First Class	Percentage	Pass	%	Second Class	%
Pass	6	25.0%	4	67%	0	0%	2	33%
Merit	8	33.3%	8	0%	0	0%	0	0%
Distinction	10	41.7%	9	0%	0	0%	1	0%
Total	24	-	21	88%	0	0%	3	13%

<b>Academic Professional (Level 7)</b>								
EPA Outcome			Degree Component					
EPA Outcome	Apprentices	%	Pass	Percentage	Merit	%	Distinction	%
Pass	11	57.9%	1	9%	9	82%	1	9%
Merit	0	0%	0	0%	0	0%	0	0%
Distinction	7	36.8%	0	0%	2	0%	5	0%
Fail	1	5.3%	0		1		0	0%
Total	19	-	1	5%	12	63%	6	32%

<b>Digital Technology Solutions Specialist (Level 7)</b>								
EPA Outcome			Degree Component					
EPA Outcome	Apprentices	%	Pass	Percentage	Merit	%	Distinction	%
Pass	11	37%	1	9%	2	18%	8	73%
Merit	6	20%	0	0%	0	0%	6	100%
Distinction	13	43%	0	0%	0	0%	13	100%
Total	30	-	1	3%	2	7%	27	90%

<b>Senior Professional Economist (Level 7)</b>								
EPA Outcome			Degree Component					
EPA Outcome	Apprentices	%	Pass	Percentage	Merit	%	Distinction	%
Pass	45	48%	0	0%	12	27%	33	73%
Merit	0	0%	0	0%	0	0%	0	0%
Distinction	49	52%	0	0%	2	4%	47	96%
Total	94	-	0	0%	14	15%	80	85%

<b>Totals</b>								
EPA Outcome			Degree Component					
EPA Outcome	Apprentices	%	First/Pass	Percentage	Merit	%	Second/Distinction	%
Pass	81	33%	6	27%	23	28%	44	54%
Merit	43	18%	8	36%	0	0%	6	14%
Distinction	121	49%	9	41%	4	3%	66	55%
Total	245	-	22	31%	27	11%	115	47%



Table 13 Withdrawal Analysis

<b>Gender</b>	<b>Apprentices</b>	<b>Percentage</b>
Female	9	32.1%
Male	19	67.9%
<b>Total</b>	<b>28</b>	<b>100%</b>

<b>Age Group</b>	<b>Apprentices</b>	<b>Percentage</b>
16-18	1	3.6%
19-23	7	25.0%
24+	20	71.4%
<b>Total</b>	<b>28</b>	<b>100%</b>

<b>Apprenticeship Standard</b>	<b>Apprentices</b>	<b>Percentage</b>
Digital and Technology Solutions Professional	3	10.7%
Academic Professional	5	17.9%
Chartered Manager	1	3.6%
Senior Professional Economist	19	67.9%
<b>Total</b>	<b>28</b>	<b>100%</b>

<b>Employer</b>	<b>Apprentices</b>	<b>Percentage</b>
Bank of England	1	3.6%
Barts Health NHS Trust	5	17.9%
Cabinet Office	1	3.6%
CRISIS UK	1	3.6%
Department for Business Energy and Industrial Strategy	4	14.3%
Department for Communities and Local Government	2	7.1%
Department for Education	1	3.6%
Department for the Environment, Food and Rural Affairs	2	7.1%
Department for Work and Pensions	1	3.6%
Department of Health	2	7.1%
Financial Conduct Authority	1	3.6%
HM Treasury	3	10.7%
INFUSE CONSULTING LTD	1	3.6%
MORGAN STANLEY UK LIMITED	1	3.6%
PricewaterhouseCoopers Services Ltd	1	3.6%
Royal Mail Courier Services Ltd	1	3.6%
<b>Grand Total</b>	<b>28</b>	

<b>Leaver Analysis by Apprenticeship Standard</b>		
<b>Standard Level</b>	<b>Apprentices</b>	<b>Percentage</b>
6	4	14%
7	24	86%
<b>Grand Total</b>	<b>28</b>	

To enhance our understanding of why a proportion of apprentices, particularly in the level 7 provision, are leaving early, a comprehensive review is essential. This review will encompass various aspects, such as the onboarding and recruitment process, diagnostic assessments, as well

as the design and delivery of the programme. Undertaking this proactive approach, is pivotal in identifying and addressing underlying issues, ensuring a more effective and fulfilling apprenticeship experience for all apprentices.

<b>Rationale for Leaving by Standard</b>	<b>Apprentices</b>	<b>Percentage</b>
<b>Digital and Technology Solutions Professional</b>	<b>3</b>	
Decided course/university is not value for money	1	<b>33.3%</b>
Family commitments	1	33.3%
Health reasons	1	33.3%
<b>Chartered Manager</b>	<b>1</b>	
Decided course/ university is not value for money	1	100.0%
<b>Academic Professional</b>	<b>5</b>	
Did not meet the minimum duration of the programme	2	40.0%
Personal Health reasons	1	20.0%
Personal Reasons- Confidential	2	40.0%
<b>*Plus 4 apprentices from the previous data not included in the data below</b>	<b>4*</b>	
<b>Senior Professional Economist</b>	<b>19</b>	
Apprenticeship not as expected and did not enjoy the programme	2	10.5%
Decided university is not for me	1	5.3%
Failed to re-enrol	2	10.5%
Family commitments/Personal	1	5.3%
Health reasons/Personal	3	15.8%
Left the apprenticeship to take up full-time employment	2	10.5%
Mental Health Issues / Emotional wellbeing	2	10.5%
Left Employment - New Employer unwilling to sponsor the candidate	6	31.6%

## 7.0 Behaviours and Attitudes

### Grade 2

Queen Mary takes great pride in the positive behaviours and attitudes exhibited by apprentices. The vast majority of apprentices demonstrate exemplary conduct, are respectful to staff, colleagues and their peers, and exhibit a keen dedication to their studies. High standards are integral to the community charter, which promotes values such as: open communication, mutual respect, tolerance, recognition of diversity, and the importance of acting responsibly with integrity in all aspects of university life <https://www.qmul.ac.uk/ourcommunity>.

Apprentices consistently show commendable attitudes towards their studies and career aspirations, reflecting the professional standards expected in senior supervisory and graduate roles. This is further reinforced by the Queen Mary Graduate Attributes Framework, designed to align with key employability skills needed in today's workforce. This framework has been co-created with students and the Students' Union, drawing on extensive consultations with a diverse range of students across the University.

Additionally, apprentices' benefit from the comprehensive support of the Careers and Enterprise team, who facilitate career events, workshops, and access to graduate job roles. Other resources include Q Mentoring from the Alumni team, Q Taster opportunities with employers, QM enterprise services, and the QM Temps recruitment agency. Many of these sessions are recorded using the Q-Review tool, enabling apprentices to live stream or revisit lectures withing QMPlus, Queen Mary's online learning environment. This flexibility allows apprentices to balance their work commitments effectively with their academic pursuits.

Apprentices are skilled in communication, often supporting each other through electronic media, which contributes to their growth as confident, self-assured, and autonomous learners. Instances of disciplinary actions or exclusions are exceedingly rare. Apprentices are well-versed in safety protocols and reporting procedures for any concerns. Specific programmes such as the Academic Professional apprenticeship, emphasise clinical safety and legal compliance, while the Digital Technology Solutions apprentices are well-trained in online safety and e-safety protocols relevant to their field.

Queen Mary maintains stringent safeguarding arrangements, and there have been no reported incidents of bullying, harassment, or discrimination from apprentices. Sustaining a safe and supportive environment is a testament to the positive culture that Queen Mary has nurtured, ensuring a space conducive to learning and growth for all our apprentices.

## 8.0 Personal Development

### Grade 2

Apprentices at Queen Mary are immersed in a vibrant educational experience, fostering active citizenship and community engagement. Through the University's values in action framework, apprentices develop their understanding and awareness of both local and global issues, including through volunteering and other enrichment activities.

Shaping responsible, informed citizens is at the core of apprenticeship programmes, with a rich array of extracurricular activities available. Beyond academic learning, apprentices have access to over 300 clubs and societies organised by the Student Union, enabling them to engage in meaningful community-based events and initiatives (<https://www.qmsu.org/events/>). Voluntary community-based activities involve have involved, but are not limited to, working with the homeless, food banks, and mental health charities such as, Mind. This has a positive impact on the local community further supporting Queen Mary's mission.

Inclusivity and fairness are hallmarks of the Queen Mary experience, reflected in the high percentage of apprentices (88%) who feel respected and fairly treated by staff. The curriculum is designed to nurture tolerance and respect, offering apprentices a chance to immerse themselves in diverse cultural experiences and democratic activities. Student voice is an important aspect of apprenticeship programmes, and student-staff liaison committees are in place across all faculties, schools, and institutes within Queen Mary to enhance programme development for future cohorts.

Staff at Queen Mary are instrumental in fostering a respectful, inclusive learning environment. They celebrate diversity and encourage apprentices to appreciate different cultures and perspectives. Fundamental British Values are integrated across various programmes, supporting the development of well-rounded, culturally sensitive individuals.

Strong mental and physical health support systems are a priority, ensuring apprentices have access to comprehensive wellness resources. Mental Health Advisors, Disability Advisors, fully trained first aiders, and counselling services are readily available, emphasising the University's commitment to the overall well-being of students. The University's health and wellness initiatives including the Self-Referral Wellbeing Programme and the Wellbeing information hub (<https://www.qmul.ac.uk/student-experience/student-wellbeing-hub/>) provide a supportive environment, encouraging apprentices to maintain a balanced and healthy lifestyle.

Career guidance is a significant component of the apprenticeship experience at Queen Mary. With a range of services and personalised support, apprentices are well-equipped to navigate their future careers. The University's commitment to career development is evidenced by the high satisfaction rates in apprentice surveys.

Finally, Queen Mary supports apprentices with additional learning needs through the Disability and Dyslexia Service, offering resources like dyslexia support and access to specialised teaching materials. This support system ensures all apprentices can fully engage with their studies and achieve their qualifications.

## 9.0 Leadership and Management

### Grade 2

Academic staff benefit from a comprehensive professional development programme which is led by the Queen Mary Academy and focusses on delivering University-wide support and development of education and research. Staff teaching on degree apprenticeships are supported by the Queen Mary Academy and the Directorate of Governance and Legal Services to guide educators through programme creation, development, and mapping to apprenticeship standards. Provision of curated resources via internal staff web pages and an online Microsoft Teams area is used for this. Additionally, the Queen Mary Academy provides a range of courses and workshops for tutors and educators to access and develop their practice. Courses are delivered in-person, online or are self-paced through the QMplus Virtual Learning Environment (VLE) with a focus on three key areas.

- Education and Learning: Supporting staff at all stages of their careers to develop their teaching practice through the taught programmes and recognition of teaching.
- Innovation and learning: Equipping staff to deliver sector led teaching and learning through a culture of exploration and innovation in pedagogy.
- Researcher development: Promoting research excellence through supporting researchers to excel in their careers.

Degree apprenticeship resources and courses are specifically informed through an annual needs analysis assessment with educators and the feedback and outcomes are updated at the Apprenticeship Leaders Forums (ALF), which is led by Programme Directors.

All resources are co-created with tutors to ensure they are fit for purpose and are readily available in a range of formats such as synchronous, asynchronous, face-to-face, online and self-directed modes to ensure accessibility for all. As a result, the training focuses on developing specific skills required to teach on the apprenticeship programmes such as British values and the use of digital skills.

Tutors and educators have good subject expertise that is used effectively when planning teaching so that apprentices can build upon their previous knowledge, skills and behaviours. Additionally, tutors and educators have also benefited from support in redesigning their face-to-face teaching sessions to remote and blended formats so they can engage learners on virtual platforms such as MS Teams or Zoom. As a result, tutors and educators value the support they receive and use a range of diagnostic, formative or summative assessment tools in QMplus to assess the impact of different models of teaching and assessment. E-learning tools and guides have also been developed on key themes such as creating assignments, creating a Turnitin assignment (plagiarism detection), creating and marking a video assignment, setting up group assignments, creating and managing quizzes and using assessment and feedback guides.

[\(https://elearning.qmul.ac.uk/enhancing-your-teaching/assessment/\)](https://elearning.qmul.ac.uk/enhancing-your-teaching/assessment/)

Consequently, high expectations are set for all taught degree programmes, apprentices and staff, and further work is ongoing to embed apprenticeship requirements further into the quality framework, such as the monitoring and recording of KSB's, off-the-job training, progress reviews and EPA completion. The rollout of the Smart Assessor E-Portfolio software across all apprenticeship programmes is expected to improve oversight in these areas.

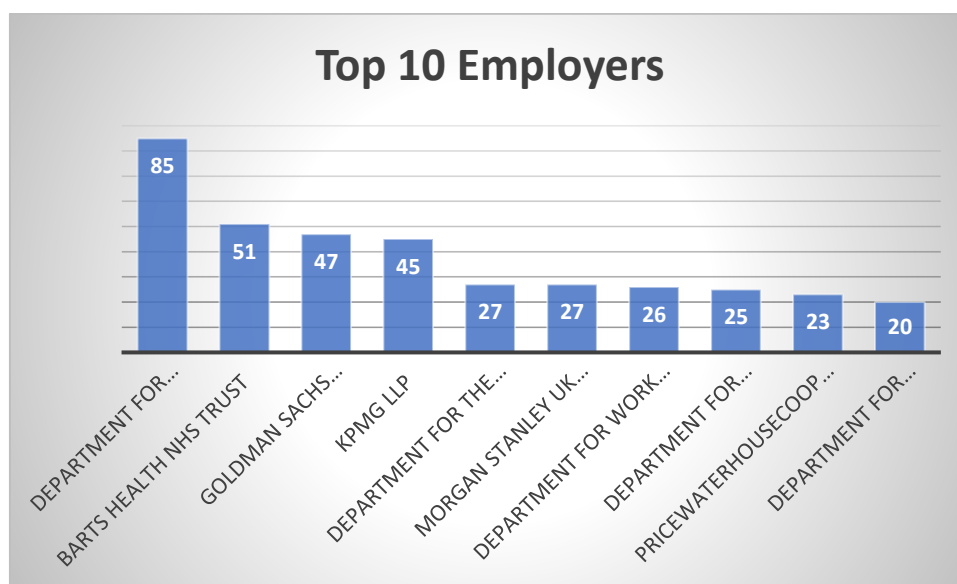
Managers and leaders make a positive contribution to meeting the skills needs of the economy and have actively engaged with a wide range of employers to plan and support the learning and

development needs of their businesses through Queen Mary’s degree apprenticeship provision. Consequently, staff have gained sound understanding of the needs of the employers and overall, 97% of responding apprentices report in the most recent apprentice surveys that their programmes prepare them well for their next step in their career.

Our top 10 levy employers are listed below with a full list of employers in Appendix B of this document.

Table 14 Top 10 Levy Employers

Employer	Apprentices
Department for Business Energy and Industrial Strategy	85
Barts Health NHS Trust	51
Goldman Sachs International	47
KPMG LLP	45
Department for the Environment, Food and Rural Affairs	27
Morgan Stanley UK Limited	27
Department for Work and Pensions	26
Department for Culture, Media & Sport	25
PricewaterhouseCoopers Services Ltd	23
Department for Education	20



Managers also work closely with a range of trailblazer groups such as the Digital Technology Solutions group, TechSkills UK, Institute of Technology and Health Education England.

Staff wellbeing is paramount to senior managers and as a result Queen Mary utilises several tools, support services and forums to support the mental health and the well-being of staff. There is a wellbeing and mental health steering group led by the University senior executive who oversees the development of this area with the aim to develop a strategy with our people at its centre. The steering group is also strengthening the quality and enrichment of the workforce through the Professional Services Transformation programme that has been designed to improve processes and systems to help and support staff by reviewing and reducing administrative activities and duplication so that staff workloads can be improved and well maintained.

Services, workshops and resources offered by Organisational and Professional Development and the Queen Mary Academy include:

- Health and Safety Executive – Management Standards
- Mental Health Awareness
- Mental Health First Aiders
- Workplace wellbeing / Financial Wellbeing / Researcher wellbeing
- Stress and Resilience
- An extensive Employee Assistance programme
- The Wellbeing Network
- Physical Wellbeing – Wellbeing Walks / Running Group / Club Sports
- Managers' essentials toolkit

<https://www.qmul.ac.uk/staff-wellbeing/>

Ultimately, leaders and managers support staff in providing exceptional professional services to apprentices.

The staff consultative forums and feedback from the annual staff survey are also used to aid improvement, especially around culture and leadership, however this is across the entire workforce so is not bespoke to apprenticeship staff.

Apprenticeship managers and leaders have developed a set of key performance indicators (KPIs) to help measure all programme components and to complement existing reporting arrangements for their apprenticeship programmes. These new KPIs strengthen the rigour of reporting, for example, off-the-job training, progress review monitoring and EPA and achievement outcomes. As a result, better interventions and support can be offered to apprentices, especially those who are falling behind and require additional support.

Managers use a range of information, including apprentices' and employers' views and feedback from annual surveys to evaluate the quality of their provision effectively. Managers monitor the effectiveness of tutor sessions adequately to ensure that tutors reflect on their practice. The aim of this monitoring is to provide tutors with training to improve the quality of sessions, subsequently enabling apprentices to meet their expectations. This monitoring has identified a degree of variability across sessions, and further work in this area is required to ensure a consistently high level of teaching and learning.

Queen Mary recognises the urgent need to significantly strengthen the rigour of the reporting arrangements for apprenticeship provision. The pilot of the bespoke Apprenticeship Management System, Smart Assessor, has shown improvement in this area. The pilot was undertaken within the School of Economics and Finance for a cohort of apprentices on the Applied Finance degree apprenticeship, and for this cohort 100% of apprentices had engaged with Smart Assessor by logging in, 100% had participated in tripartite reviews using Smart Assessor, and 58% of tripartite reviews had been fully completed and signed off by the assessor, apprentice, and employer. Further to this, 53% of apprentices in this cohort had successfully uploaded evidence to Smart Assessor, 53% were already showing progress against their KSB's despite only being on the programme for 12 weeks, and 26% had successfully updated their own off-the-job training hours in Smart Assessor.

The project team and the School of Economics and Finance have conducted a "lessons learned"

review, and identified key actions that will smooth the roll-out of Smart Assessor to other degree apprenticeship programmes during the coming academic year. These include recommendations on briefing and training, development of guidance and communities of practice which are already being implemented by the team.

Once Smart Assessor is rolled-out, it will complement the existing QM reporting systems such as Mahara, MySIS, SITS and QMPlus for effective reporting to aid in the development of apprenticeship programmes, apprentices, tutors, leaders and managers.



## 10.0 Governance

The Council is the governing body of Queen Mary University of London. Comprising twenty-one members, of whom 12 are external, The Council is responsible for overseeing the strategic mission, direction, and affairs of the institution. The Council sits at the pinnacle of Queen Mary's corporate governance framework.

The Council convenes five times a year. To undertake its duties effectively, The Council delegates decision-making in designated areas of Queen Mary activities to its sub-committees, including Finance and Investment Committee, Audit and Risk Committee, Governance Committee and Remuneration Committee. Senate, which has oversight of academic activity, also reports to The Council, and has its own sub-committees.

The Senate has primary responsibility for oversight of the academic activity of Queen Mary including, amongst other things, academic standards, academic freedom and research. It comprises the Principal, Vice-Principals, Heads of Schools, Deans of Research, representatives from the Students' Union elected academic staff. It meets six times per year.

There are several Sub-Boards that report into the Senate, with responsibility over programme approval, award and progression ratification, partnership and trans-national education oversight, learning, teaching and assessing strategy and policy enhancement:

- Taught Programmes Board (TPB)
  - Degree Apprenticeship Programmes Sub-Board of TPB (DAPS)
- Degree Examination Boards (DEBs)
  - Subject Examination Boards (SEBs)
- Research and Innovation Board
  - Research Degree Programmes and Examination Boards (RDPEBs)
  - Ethics of Research Committee
- Partnerships Board
- Education Quality and Standards Board (EQSB)
  - EQSB Assessment Sub-Board

The Senior Executive Team (SET) is the academic senior management team of Queen Mary and comprises the Principal, Deputy President and Principal, Vice-Principals, and Executive Deans. SET advises the Principal on the management of day-to-day university business as well as its long-term future, and is responsible for the development and implementation of the Strategic Plan. It meets once a week.

<https://www.qmul.ac.uk/about/whoswho/governance>

Strategic oversight and governance arrangements for apprenticeship provision have been strengthened with the implementation of the apprenticeship governance framework. This has increased the oversight, visibility, scrutiny, and compliance of apprenticeship provision and enhances, challenges and drives improvement.

As a result, the Degree Apprenticeship Oversight Board (DAOB), Degree Apprenticeship Programmes Sub-Board (DAPS) and the Degree Apprenticeship Compliance and Operations Group (DACOG) have been formed, which meet throughout the year and provide stakeholders with clear

oversight of the strengths and weaknesses of the apprenticeship provision. The quality of the programmes and apprentices' overall progress is reported on so that members' expertise can be used to challenge apprenticeship managers to continuously improve the quality of provision.

A governance chart is included as Appendix A of this document.

## 11.0 Safeguarding

Queen Mary is deeply committed to maintaining an environment of utmost safety for all apprentices and students. The safeguarding arrangements are not only effective but are a core aspect of our institutional ethos.

The management team has diligently established comprehensive policies and procedures, including a thorough safeguarding policy (<https://www.qmul.ac.uk/student-experience/safeguarding/>). These measures are designed to ensure that staff are fully aware of their crucial roles and responsibilities in maintaining a safe and secure environment for apprentices. In addition, we implement meticulous recruitment processes to verify the suitability of all staff, thereby fortifying our commitment to safety.

To actively monitor the safety of learning environments the University has appointed highly trained safeguarding officers who conduct regular assessments of learning environments. This ensures that the safety of apprentices is constantly upheld. A senior manager, dedicated to the welfare of our apprentices and students, oversees the frequent and thorough implementation of our safeguarding policies. This vigilant approach guarantees that any concerns or referrals related to safeguarding are centrally recorded and addressed promptly. 89% of apprentices in a recent apprenticeship survey, reported that they rarely experience bullying, harassment or discrimination and that they feel that they are treated fairly.

Moreover, the Safeguarding Steering Group convenes regularly to propel ongoing improvements in this critical area, thereby continuously enhancing the safety of apprentices.

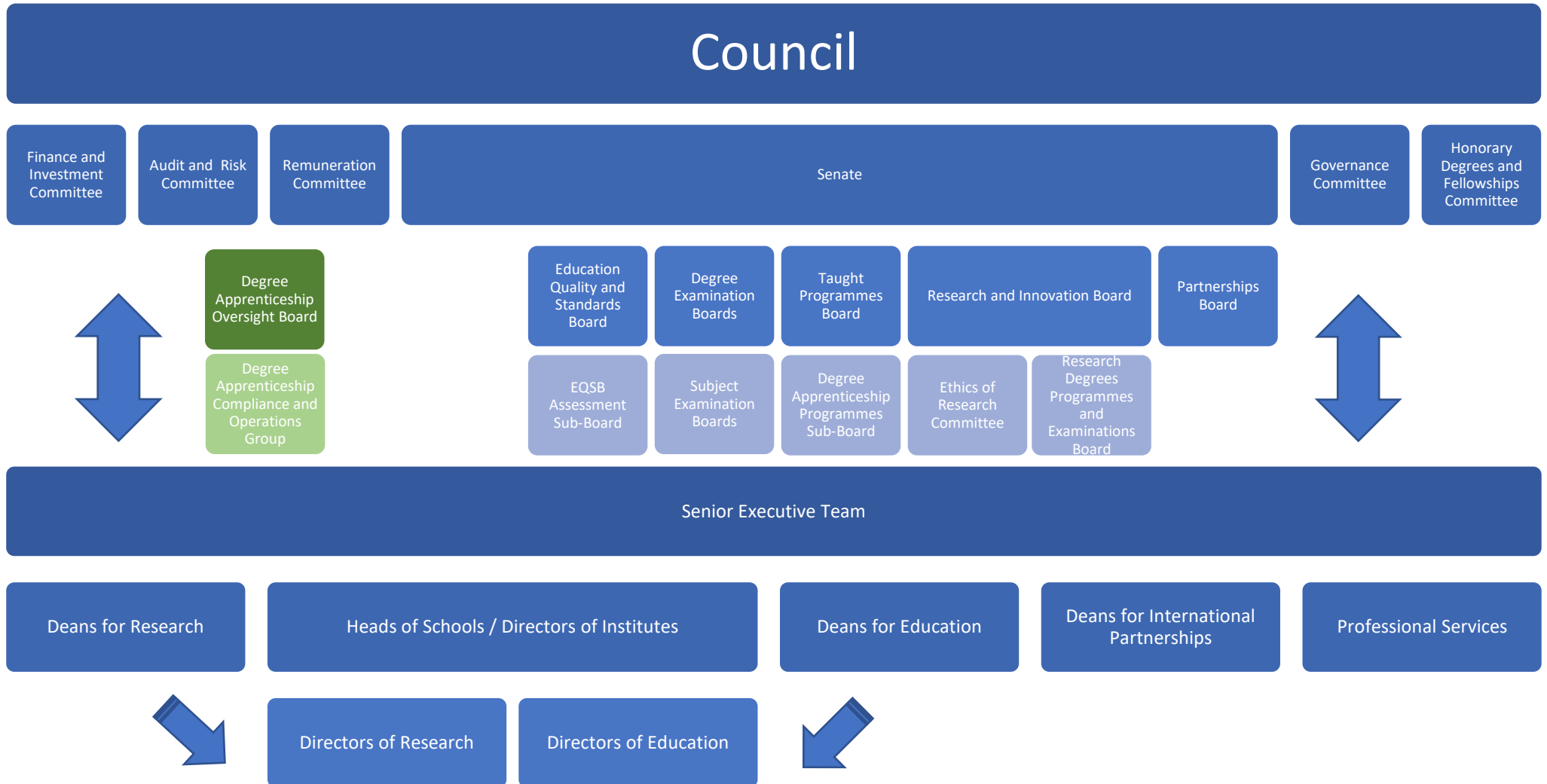
Queen Mary's commitment to providing holistic support extends to apprentices having access to the University's comprehensive student support services (<https://www.qmul.ac.uk/outreach/parents-and-carers/student-support-services-/>), staffed by highly qualified specialists. These invaluable services offer a broad spectrum of support, including confidential counselling, wellbeing advice, and extensive resources for mental health support.

The lead safeguarding officer has cultivated strong partnerships with various external support agencies, including the NHS, crisis support for domestic violence, Samaritans, and Together All-an anonymous online community. This platform is freely available 24/7 to all university students and staff, providing an additional layer of support for our apprentices. These collaborations ensure that apprentices have access to a strong network of support, reinforcing their safety and well-being.

Lastly, the majority of our staff involved in apprenticeship provision have received rigorous training in safeguarding, the 'Prevent' duty, and other external training relevant to further and higher education to enhance their proficiency in safeguarding measures. This ensures that Queen Mary's team is not only skilled, but also deeply informed about the latest practices in safeguarding and student welfare.

## 12.0 Appendices

### 12.1 Appendix A – Governance Structure



## 12.2 Appendix B – Employer List

<b>Employer</b>	<b>Apprentices</b>
Department for Business Energy and Industrial Strategy	85
Barts Health NHS Trust	51
Goldman Sachs International	47
KPMG LLP	45
Department for the Environment, Food and Rural Affairs	27
Morgan Stanley UK Limited	27
Department for Work and Pensions	26
Department for Culture, Media & Sport	25
PricewaterhouseCoopers Services Ltd	23
Department for Education	20
HM Treasury	19
Bank of England	18
Department for Communities and Local Government	13
Home Office	12
TATA Consultancy Services Limited	11
BBC Public Service	9
HM Revenue & Customs	8
Ministry of Defence	8
Department of Health	7
Financial Conduct Authority	7
Amey Services Limited	6
CRISIS UK	5
Infuse Consulting Ltd	5
Avios Group (Agl) Limited	4
Broadridge Financial Solutions Limited	4
Cabinet Office	4
FTI Consulting Group Limited	4
MIND (The National Association for Mental Health)	4
Office of Communications (Ofcom)	3
Queen Mary University Of London	3
Samaritans	3
Action for Children	2
Alzheimer's Society	2
Bloomberg LP	2
F D M Group Plc	2
Glaxosmithkline Services Unlimited	2
Guy's & St Thomas' Charity	2
Homerton University Hospital NHS Foundation Trust	2
Office for Budget Responsibility	2
Siemens Public Limited Company	2

Sony Interactive Entertainment Europe Limited	2
South London and Maudsley NHS Foundation Trust	2
The Runnymede Trust	2
The Scout Association	2
University College London	2
CGI IT UK Limited	1
Costain Limited	1
East London Business Alliance	1
Export Credits Guarantee Department	1
Family Stability Network	1
Food Standards Agency	1
Glaxosmithkline Consumer Healthcare	1
Global Radio Services Limited	1
Hubbub Foundation Uk	1
Imperial College Of Science, Technology And Medicine	1
Land Registry, Her Majesty's	1
Leonardo MW Ltd	1
National Council For Voluntary Organizations	1
Office of Rail Regulation (ORR)	1
Quick Release (Automotive) Limited	1
Royal Mail Courier Services Ltd	1
Royal Society Of Arts	1
The Chancellor, Masters and Scholars of the University of Cambridge	1
The Environment Agency	1
The Kantar Group Limited	1
The Princes' Trust	1
UK Government Investments Limited	1
UK Space Agency	1
UK Statistics Authority - including the Office for National Statistics	1
United Utilities	1
Vestra Us Wealth Management Ltd	1
Wateraid	1
Young Gamers and Gamblers Education Trust	1
Youview TV Ltd	1
<b>Total</b>	<b>590</b>