



Senate

<b>Paper Title</b>	<b>Apprenticeship Self-Assessment Report (SAR) 2023-24 and Quality Improvement Plan (QIP) 2024-25</b>
<b>Outcome requested</b>	The Senate is asked to <b>note</b> the institutional SAR and QIP, ahead of submission to Ofsted as part of the Apprenticeship monitoring cycle, and to <b>consider</b> the specific action raised from the EQSB.
<b>Points for Senate members to note and further information</b>	<p>Ofsted requires an annual Self-Assessment Report (SAR) be submitted by each educational institution that offers Apprenticeship provision. This is a reflective document and highlights areas of excellence and opportunities for enhancement, with data-driven and evidence-based assessment in key judgement areas.</p> <p>The Self-Assessment Report for 2023-24 graded all key judgement areas as “Outstanding”, which is indicative of the ‘Outstanding’ grading awarded to Queen Mary at the recent Ofsted inspection.</p> <p>This is an improvement over the key judgement areas in Queen Mary’s 2022-23 Self-Assessment Report, where all areas were self-graded as ‘Good’.</p> <p>The Quality Improvement Plan (QIP) has been created, which acts as an institutional action plan to address identified areas of improvement.</p> <p>The Senate is asked to <b>consider</b> the concern from the EQSB regarding action 5.2 (2) point 2 on the QIP, specifically: <i>Streamline platform integration and employer collaboration to support administrative efficiency – Point 2. (2023-24) Review of management and recording of progress review targets, off-the-job training, and EPA completion, utilising smart assessor.</i></p> <p>This is an ongoing action carried over from the previous year (2023-24) and the EQSB would like assurance that this is progressing in terms of streamlining platform integration, and how and when this is taking place for the remaining apprenticeship standard to ensure we retain our Outstanding rating.</p> <p>As Queen Mary is now graded ‘Outstanding’ by Ofsted, the QIP actions reflect this as they are very much focussed on enhancement, rather than actions needing to be completed for compliance or governance issues.</p>
<b>Questions for Senate to consider</b>	None
<b>Regulatory/statutory reference points</b>	Ofsted Education Inspection Framework

<b>Strategy and risk</b>	Queen Mary 2030 Strategy – Education and student experience, contribution to research and innovation. Significant contribution to the local economy by building skills that employers need while also boosting social mobility.
<b>Reporting/ consideration route for the paper</b>	Degree Apprenticeship Oversight Board (DAOB) for feedback EQSB to approve Senate for noting
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**Self-Assessment  
Report (SAR)  
2023-2024**

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## 1.0 Background

Queen Mary University of London (QMUL) has evolved over the last 240 years through mergers between St Bartholomew's Hospital Medical College, the London Hospital Medical College, Westfield College, and Queen Mary College. Reflecting the locations of these founding institutions, the University is based in East London, with campuses at Canning Town (London City Institute of Technology), Charterhouse Square, Ilford, Lincoln's Inn Fields, Mile End, and Whitechapel. QMUL also educates students in China (in Beijing, Hainan, Nanchang and Xi'an), Malta (Gozo), Paris, Piraeus and Singapore.

QMUL has three academic Faculties, educating undergraduate and postgraduate students across all the major disciplines. The University offers more than 500 degree programmes in subjects spanning Biological & Biomedical Sciences, Business & Management, Computing, Dentistry, Drama, Economics, Engineering, English, Film, Finance, Geography, History, Law, Languages, Linguistics, Medicine, Physical & Chemical Sciences, and Psychology.

QMUL was awarded a 'Silver' in the 2023 Teaching Excellence Framework (TEF) and is actively enhancing aspects of the student experience and of student outcomes as it works towards Gold at the next TEF assessment. Additionally, QMUL is a research-intensive Russell Group university: each of the Schools and Institutes that comprise the University engages in world-leading research across all disciplines. Consequently, QMUL was ranked 7<sup>th</sup> in the UK in the 2021 Research Excellence Framework with 92% of research assessed as internationally excellent or world leading. Overall, QMUL was ranked 23<sup>rd</sup> in the UK and 135<sup>th</sup> globally in the 2024 Times Higher Education (THE) World University Rankings, and 46<sup>th</sup> in the Sunday Times Good University Guide 2024.

With a learning community of over 33,000 students and more than 5,400 members of staff, QMUL 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 schools, and 47% of learners being first in their family to enter higher education. Over 170 nationalities are represented on the London campuses and of the home fee status students, 71% identify as being 'black, Asian or minority ethnicity' (BAME). Approximately 41% of students learning in London are international fee status and over 5,000 students are studying overseas, the majority of these being in China.

QMUL has a longstanding commitment to inclusion, nurturing students (and staff) from historically underrepresented groups. This is achieved by working closely with local schools, colleges and the third sector, and was reflected in the 2021 report by the Institute of Fiscal Studies and the Sutton Trust which ranked QMUL as the top University in England in promoting social mobility (<https://www.suttontrust.com/our-research/universities-and-social-mobility/>).

Strategically, apprenticeships align strongly with QMUL's deep-rooted commitment to widening participation, and the University works closely with all stakeholders, including employer partners, to develop provision that meets the skills needs of industry.

## 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 experience surveys, student-voice 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 deliver impactful programmes that advance learners and meet the evolving 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 and national 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, foster 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>
Investment Operations Specialist	ST0180	4	24	4%
Digital and Technology Solutions Professional	ST0119	6	190	28%
Chartered Manager	ST0272	6	26	4%
Academic Professional	ST0477	7	75	11%
Digital and Technology Solutions Specialist	ST0482	7	44	6%
Senior Professional Economist	ST0796	7	326	48%
<b>Total</b>			<b>685</b>	

The overall distribution of 685 students across these programmes is a growth over the previous 2022-23 year.

### 4.0 Key Inspection Judgements

Table 2 Overall judgements

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

## 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

#### 1) Employer collaboration

- Central to the success of our apprenticeship programmes, Queen Mary excels in employer engagement, forging exceptional partnerships that drive the success of apprenticeship programmes. Collaborative curriculum design with prestigious organisations such as Amazon, not only ensures alignment with industry needs, but provides apprentices with access to cutting-edge resources, mentorship, and exposure to diverse environments. Employers consistently commend the exceptional quality of education, proactive responsiveness, and support provided, further fostering a dynamic environment where apprentices thrive both on campus, and in the workplace. With monthly feedback meetings and real-time data access through the apprenticeship management system Queen Mary has a solid reputation for delivering impactful, future-focused education.

#### 2) Programme Delivery

- Queen Mary's apprenticeship programmes have set the standard for exceptional design and delivery, offering tailored, innovative, and highly effective learning experiences. Each programme is meticulously crafted in collaboration with employers to align with industry needs and apprentice roles. Cutting edge facilities, such as the London City Institute of Technology, enhance the learning environment for apprentices, while a progressive and co-designed curriculum ensures knowledge and skills build sequentially. Flexible delivery models, from intensive Sprint Weeks to bespoke pathways for senior professionals, enable apprentices to balance rigorous learning with workplace commitments. Supported by virtual learning resources and expert teaching, 96.7% of apprentices achieve pass or distinction, showcasing Queen Mary's unwavering commitment to excellence and impact in programme delivery.

#### 3) Achievement Rates

- The achievements of Queen Mary's apprenticeship programmes are exemplary, with 2023/24 academic year showcasing remarkable success as evidence by a retention rate of 84.9%, a pass rate of 99.5%, and an achievement rate of 84.5%. Notably, a significant 68% of apprentices achieve higher grades in their End Point Assessment (EPA), and 98% excel in their degree components. Learners consistently demonstrate outstanding professional behaviours and attitudes, supported by dedicated tutors fostering high standards from the start. These achievements highlight the strengths and impact of Queen Mary's programme delivery in preparing apprentices for exceptional success in their careers.

#### 4) Inclusion

- Inclusion is a cornerstone of Queen Mary's apprenticeships by embedding British Values within a framework of excellence. Sector-leading in computing and economics, our unwavering commitment to social mobility provides access to prestigious careers for underrepresented groups, further advancing equity in education and employment. Bespoke initiatives such as "Time to Think" sessions foster leadership and employability while reinforcing these values. Recently recognised with an 'Excellence in Education' award, Queen Mary's support systems empower apprentices to excel in their careers while embodying values of respect, tolerance, and inclusivity.

#### 5) Safeguarding

- Queen Mary excels in safeguarding, supported by a highly trained Safeguarding Officer team that ensures all referrals are handled swiftly and appropriately. All apprentices receive thorough Safeguarding and Prevent training at induction, further reinforced throughout the year with ongoing updates and discussions. Comprehensive tools and resources empower both staff and apprentices to uphold safeguarding standards. This commitment fosters a safe, supportive, and high-expectation environment, ensuring every apprentice thrives.

## 5.2 Opportunities for Enhancement

### 1) Engagement Policy

- The introduction of the new engagement policy for apprentices in 2024/25 presents a significant opportunity to further enhance participation and support. By embedding clear markers of attendance and engagement, Queen Mary aims to foster earlier, more effective interventions and further improve retention and achievement rates. Additional initiatives such as expanding communication through newsletters, promoting study tools like Studiosity, and creating social spaces for networking will strengthen apprentice engagement.

### 2) Online System Integration

- The introduction and implementation of the Smart Assessor system in 2023/24 marked a significant step forward in enhancing apprenticeship management, improving monitoring, progress tracking, and user experience. While initial integration challenges with other Queen Mary platforms and delays in employer processes have surfaced, these present valuable opportunities for refinement. Ongoing efforts to streamline the processes, particularly for larger apprenticeship programmes, and strengthen collaboration with employers, will reduce administrative workloads, improve the apprentice experience, and ensure seamless delivery for all stakeholders.

### 3) Personal Development Opportunities

- Queen Mary is continuing to advance professional development for staff involved in apprenticeship delivery. Continued collaborative work with the Queen Mary Academy is expanding through enhanced CPD resources and support to enrich apprenticeship design and delivery, further aligning with the institutions Education and Student Experience Enabling Plan's vision for cultivating world-class educators. Newly established leadership roles for academic staff, such as Senior Tutor positions, will provide valuable opportunities for growth in management and pedagogy. Additional initiatives, such as

immersive placements and secondments will help staff maintain industry relevance, complemented by robust mechanisms for tracking external CPD activities. Furthermore, tailored CPD for Skills Coaches will deepen their industry understanding, thereby strengthening the quality and impact of apprenticeship delivery and support.

#### **4) Enhanced Programme Structure**

- Queen Mary is continuously focused on enhancing its apprenticeship programme structure to ensure greater alignment with skills required for End Point Assessments and strengthening reflective practices related to the appropriate age, stage, and level of apprenticeships. Current priorities include developing specialised work-based modules tailored to End Point Assessment requirements, increasing alumni mentorship, and embedding the new engagement policy. By enhancing alignment between curriculum standards and professional requirements, Queen Mary will deliver an even more cohesive and impactful learning experience.

#### **5) Apprenticeship Community**

- Some apprentices desire more in-person interactions to foster relationships and build stronger networks within their apprenticeship programme. Initiatives such as planning more social events, opening dedicated social spaces on campus, and organising networking opportunities, are in development. Promoting participation in local volunteering, guest lectures, and alumni mentorship programmes will strengthen both professional and community networks. Additionally, fostering stronger ties with mentors and employers will create a strong, supportive framework, while encouraging active participation during campus weeks will further enrich apprentices' sense of belonging and community.

## **6.0 Quality of Education**

### **Grade 1**

#### **6.1 Intent**

Apprenticeship programme leaders have selected and designed high quality curricula that develops the knowledge, skills, and behaviours that apprentices need for personal and professional development along their chosen career pathways. 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.

Each apprenticeship is strategically developed using the Institute for Apprenticeships and Technical Education (IfATE) apprenticeship progression maps as well as collaborating with employers to ensure it meets industry needs and relevance. Additionally, provision is planned and sequenced in a logical, spiral progression so apprentices can cumulatively build upon knowledge, skills, and behaviours for higher academic learning and senior career roles beyond their learning. This is evidenced in the most recent apprentice survey, whereby 79% of responding apprentices reported that their programme met their career needs. Queen Mary's flexible delivery methods for students, such as blended learning, block teaching, and variable programme durations, further enhance accessibility and accommodate apprentices' professional responsibilities while maintaining academic rigour.

Queen Mary's apprenticeship programmes also excel in fostering inclusivity and social mobility, actively supporting underrepresented groups including, women, disable learners, and Black,

Asian, and Minority Ethnic groups. For example, the Senior Professional Economist apprenticeship incorporates pre-sessional courses and individualised learning plans to support students from non-standard backgrounds, thereby creating a diverse talent pipeline for the sector.

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

Queen Mary demonstrates exceptional implementation of learning by continuously delivering high-quality, engaging, and industry relevant teaching that effectively combines academic rigour with practical application. For example, the Digital Technology Solutions Professional programme benefits from industry-experienced staff who inspire apprentices through practical scenarios and problem solving. Queen Mary's commitment to tailoring delivery to learner and employer needs is additionally reflected with interactive large group sessions, and initiatives like "Sprint Weeks" further enhancing both technical and professional development.

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.

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.

Apprentices benefit significantly from robust, accessible, academic support, including recorded sessions, hybrid office hours, and skills coaches who use their industry expertise to provide individualised guidance during reviews and beyond. Peer support structures, such as the Peer-Assisted Study Scheme (PASS), further enhance the apprentice experience by fostering collaboration and mentoring opportunities.

During each 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, 81% 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.

Continuous improvement is central to implementing an excellent curriculum, with extensive opportunities for apprentices to provide feedback through module evaluations, Student Voice Committees, and end-of-year surveys. This feedback is actively acted upon, as evidenced by initiatives such as "You Said, We Did", ensuring teaching and learning remain responsive, engaging and effective. This approach ensures apprentices continue to receive a world-class learning experience.

## 6.3 Impact

Table 4 Achievement Rates

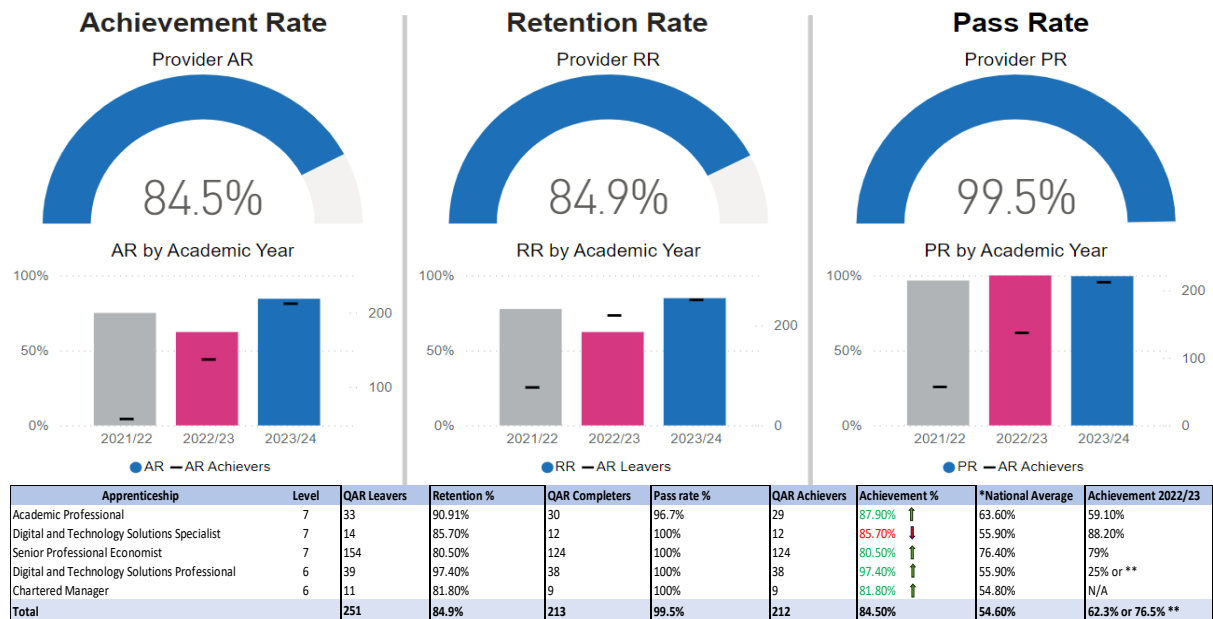


Table 5 Achievement Rates by Level

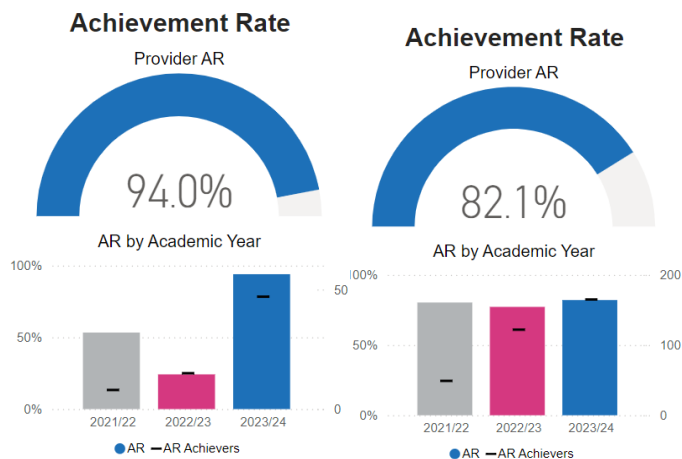


Table 6 16-18-Year-Old Achievement Rates and Outcomes

Apprentice by Age Group	QAR Achievement	QAR Achievers	QAR Leavers	QAR Completers
16-18	96.0%	24	25	24
19+	83.2%	188	226	189
<b>Grand Total</b>		<b>212</b>	<b>251</b>	<b>213</b>

Table 7 Achievement Rates by Gender

Apprentice by Gender	QAR Achievement	QAR Achievers	QAR Leavers	QAR Completers
Male	85.3%	122	143	123
Female	83.3%	90	108	90
<b>Grand Total</b>		<b>212</b>	<b>251</b>	<b>213</b>

**Table 8 End Point Assessment and Degree Outcomes**

Academic Professional Level 7								
EPA Outcome		Degree Component						
EPA Outcome	Apprentices	%	Pass/Second Class	%	Merit	%	First/Distinction	%
Pass	14	48%	1	100%	8	47%	5	45%
Merit	0	0%	0	0%	0	0%	0	0%
Distinction	15	52%	0	0%	9	53%	6	55%
<b>Total</b>	<b>29</b>	<b>100%</b>	<b>1</b>	<b>100%</b>	<b>17</b>	<b>100%</b>	<b>11</b>	<b>100%</b>
Digital and Technology Solutions Specialist Level 7								
EPA Outcome		Degree Component						
EPA Outcome	Apprentices	%	Pass/Second Class	%	Merit	%	First/Distinction	%
Pass	0	0%	0	0%	0	0%	0	0%
Merit	3	25%	0	0%	1	100%	2	18%
Distinction	9	75%	0	0%	0	0%	9	82%
<b>Total</b>	<b>12</b>	<b>100%</b>	<b>0</b>	<b>0%</b>	<b>1</b>	<b>100%</b>	<b>11</b>	<b>100%</b>
Senior Professional Economist Level 7								
EPA Outcome		Degree Component						
EPA Outcome	Apprentices	%	Pass/Second Class	%	Merit	%	First/Distinction	%
Pass	52	42%	0	0%	21	84%	31	31%
Merit	0	0%	0	0%	0	0%	0	0%
Distinction	72	58%	0	0%	4	16%	68	69%
<b>Total</b>	<b>124</b>	<b>100%</b>	<b>0</b>	<b>0%</b>	<b>25</b>	<b>100%</b>	<b>99</b>	<b>100%</b>
Digital and Technology Solutions Professional Level 6								
EPA Outcome		Degree Component						
EPA Outcome	Apprentices	%	Pass/Second Class	%	Merit	%	First/Distinction	%
Pass	0	0%	0	0%	0	0%	0	0%
Merit	10	26%	0	0%	0	0%	10	27%
Distinction	28	74%	1	100%	0	0%	27	73%
<b>Total</b>	<b>38</b>	<b>100%</b>	<b>1</b>	<b>100%</b>	<b>0</b>	<b>0%</b>	<b>37</b>	<b>100%</b>
Chartered Manager Level 6								
EPA Outcome		Degree Component						
EPA Outcome	Apprentices	%	Pass/Second Class	%	Merit	%	First/Distinction	%
Pass	1	11%	0	0%	0	0%	1	17%
Merit	2	22%	2	67%	0	0%	0	0%
Distinction	6	67%	1	33%	0	0%	5	83%
<b>Total</b>	<b>9</b>	<b>100%</b>	<b>3</b>	<b>100%</b>	<b>0</b>	<b>0%</b>	<b>6</b>	<b>100%</b>

**Table 9 Achievement Rates by Ethnicity**

Apprentice by Ethnicity	QAR Achievement	QAR Achievers	QAR Leavers	QAR Completers
English / Welsh / Scottish / Northern Irish / British	100%	1	1	1
Any Other White background	84.0%	122	146	123
White and Black Caribbean	100%	2	2	2
White and Asian	88%	7	8	7
Any Other Mixed / multiple ethnic background	67%	2	3	2
Indian	83%	20	24	20
Pakistani	86%	6	7	6
Bangladeshi	100%	6	6	6
Chinese	60%	3	5	3
Any other Asian background	90%	9	10	9
African	63%	5	8	5
Caribbean	100%	6	6	6
Any other Black / African / Caribbean background	0%	0	1	0
Arab	50%	1	2	1
Any other ethnic group	100%	7	7	7
Not provided	100%	15	15	15
<b>Total</b>		<b>212</b>	<b>251</b>	<b>213</b>

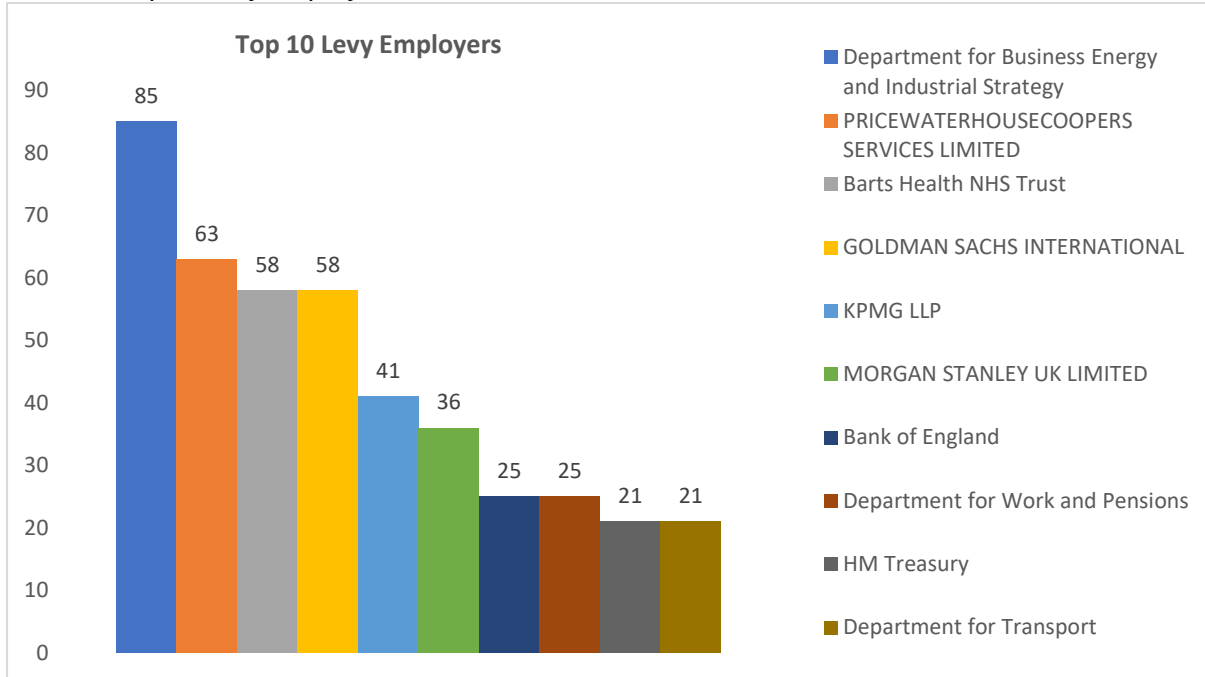
**Table 10 Data by Reported Disability Status**

Apprentice by Reported Disability Status	QAR Achievement	QAR Achievers	QAR Leavers	QAR Completers
LLDD - YES	87.9%	29	33	29
LLDD - NO	83.9%	183	218	184
<b>Grand Total</b>		<b>212</b>	<b>251</b>	<b>213</b>

**Table 11 Withdrawal Analysis**

Withdrawal by Apprenticeship Standard	Apprentices	%
Academic Professional	3	8%
Chartered Manager	2	5%
Digital and Technology Solutions Professional	1	3%
Digital and Technology Solutions Specialist	2	5%
Senior Professional Economist	29	78%
<b>Total</b>	<b>37</b>	<b>100%</b>

Table 12 Top 10 Levy Employers



A full list of Queen Mary levy employers is included as Appendix B of this document.

## 7.0 Behaviours and Attitudes

### Grade 1

Queen Mary demonstrates outstanding effectiveness in fostering exemplary behaviour and attitudes among students. Apprentices exhibit excellent professionalism and conduct, respect to staff, colleagues and their peers, and display a keen dedication to their studies. Students demonstrate a deep understanding of British Values, connecting these principles to their professional and organisational frameworks, further solidified through tailored expectations that align with their level of study and career stage. For example, Senior Professional Economist apprentices benefit from flexible attendance options while maintaining accountability through formative assessments and active tracking, resulting in improved engagement at campus weeks. Conversely, Investment Operations Specialist apprentices adhere to a 95% face-to-face attendance standard during Sprint Weeks, with timely intervention from line managers or mentors ensuring continuity and support.

Such 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.

Queen Mary's dedication to building positive behaviours is evident through diverse initiatives such as Sprint Weeks, which enhance essential soft skills like teamwork, collaboration, communication, and presentations. Dedicated skills coaches and weekly employer meetings ensure proactive academic and pastoral support.

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. 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 1

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.

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. To further ensure Degree Apprentices have effective student voice mechanisms, the Students' Union has recently introduced a new Degree Apprenticeship Representative. The role sits on Student Council and ensures that Degree Apprentices are represented, while also facilitating collaboration between Degree Apprentices and other students.

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 1

The Queen Mary Academy (QMA) offers a comprehensive professional development programme focussed on delivering University-wide support and career-long development of education and research. All new educators must complete or hold an appropriate education qualification as a probation requirement. Queen Mary mandates the PGCAP for applicable staff, providing time to complete it alongside teaching duties. Notably, the university stands out as one of the few in the UK to support HEA Fellowships, including up to Principal Fellowship level.

Apprenticeship educators are supported by the QMA and the Directorate of Governance and Legal Services in programme creation, development, and mapping to apprenticeship standards. A mandatory 'Introduction to Degree Apprenticeships' course enables educators to: understand key apprenticeship components, design curricula aligned with Knowledge, Skills and Behaviours (KSBs) of apprenticeship standards, foster employer collaboration, embed British Values, and apply best practices in monitoring, assessment, and feedback.

Additionally, the QMA delivers courses and workshops in-person, online, or as self-paced through the Totara Virtual Learning Environment (VLE) to support tutors and educators to develop their practice. The focus is on two 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.

Apprenticeship resources and courses undergo an annual review including consultation with internal and external stakeholders. They additionally focus on developing key skills required for apprenticeship teaching such as integrating British values and enhancing digital proficiency.

Tutors and educators effectively apply their subject expertise to build on apprentices' prior knowledge, skills and behaviours. Supported by diagnostic, formative, and summative assessment tools in QMplus, tutors and educators can assess the impact of various teaching models. E-learning resources on key themes such as creating assignments and using assessment and feedback further enhance teaching and assessment strategies.

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

The annual Festival of Education is a two-day event for professional development opportunity in delivering apprenticeships. It is a showcase for current innovation, networking, and idea-sharing. Staff are invited to present posters to showcase and share best practices, while participants engage in inspiring, hands-on sessions like eduthons, sprints, and workshops.

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 apprenticeship provision. 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 a key priority for senior managers, who provide extensive tools, support service, and forums to promote mental health and overall well-being. A well-being and mental health

steering group, led by the University senior executive, is dedicated to creating a people-focused strategy. This group also oversees initiative such as the Professional Services Transformation programme, which aims to enhance workforce quality and enrichment. The programme focuses on improving systems and processes, reducing administrative burdens, and minimising duplication to ensure staff workloads are manageable.

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
- Employee Assistance programme
- The Wellbeing Network
- Physical Wellbeing – Wellbeing Walks / Running Group / Club Sports
- Managers' essentials toolkit

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

Apprenticeship managers and leaders have developed a set of key performance indicators (KPIs) to enhance reporting on programme components such as off-the-job training, progress reviews, and achievement outcomes. These KPI's enable more effective interventions and support for students needing additional support.

## 10.0 Governance

The Council is the University's governing body and holds ultimate responsibility for its affairs and strategic direction. The Council's membership comprises appointed external members, elected internal members, the President and Principal, and the President of the Students' Union, with external members forming a majority. The Chair, Vice-Chair, and Treasurer are external members who take on additional responsibilities in relation to the effective conduct of Council business. The Council is the highest authority in Queen Mary's governance framework.

To undertake its duties effectively, the Council delegates specific decision-making authorities to six standing committees and one Review Panel. The standing committees are the Audit and Risk Committee, the Finance and Investment Committee, the Governance Committee, the Honorary Degrees and Fellowships Committee, the Remuneration Committee, and the Senate. The Senate, which has oversight of the Queen Mary's academic activity, has a series of sub-boards of its own. [More information on the Council is available online.](#)

The Senate has primary responsibility for oversight of Queen Mary's academic activity, including but not limited to academic standards, academic freedom, and research. It comprises the Principal (as Chair), Vice-Principals, Heads of Schools and Institute Directors, the Deans for Education and Deans for Research, elected members of academic staff, and representatives from Queen Mary Students' Union. [More information on the Senate is available online.](#)

A series of boards with specific responsibilities and authorities report to the Senate, addressing functions that include programme approval, ratification of assessment, progression/continuation, and award outcomes, oversight of partnership activity and transnational education, and education policy and quality assurance. Certain of these boards have sub-boards:

- Taught Programmes Board (TPB)
  - Apprenticeship Programmes Sub-Board (APSB)
  - Part 1 Sub-Board (P1SB)
- Degree Examination Boards (DEBs)
  - Subject Examination Boards (SEBs)
- Research and Innovation Board (RIB)
  - Research Degree Programmes and Examination Board (RDPEB)
  - Ethics of Research Committee (ERC)
- Partnerships Board
- Education Quality and Standards Board (EQSB)
  - Assessment Sub-Board

The Senior Executive Team (SET) is the senior management team of Queen Mary and comprises the President and Principal, the Vice-Principals and Executive Deans, and the three Chief Officers for Professional Services. SET advises the Principal on the management of the University's day-to-day business and long-term future, and is responsible for the development and implementation of the Strategic Plan. It meets weekly. [More information on SET is available online.](#)

The Degree Apprenticeship Oversight Board (DAOB), Apprenticeship Programmes Sub-Board (APSB) and two forums; the Degree Apprenticeship Compliance and Operations Forum and the Degree Apprenticeship Best Practice Forum also meet throughout the year and provide stakeholders with clear oversight of the apprenticeship provision at Queen Mary. 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 by identifying and taking action on any areas of identified risk, and to share best practice across the community.

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

## 11.0 Safeguarding

Queen Mary University of London is acutely aware of the need to ensure that all of our students, including those following apprentice programmes, have access to appropriate wellbeing support. This includes specialist support for students experiencing difficulties with their mental health, services to ensure that disabled students can access reasonable adjustments, counselling services, and many other strands of provision. Details of all the support available to Degree Apprenticeship students can be found here: <https://www.qmul.ac.uk/outreach/parents-and-carers/student-support-services-/>; the digital student wellbeing hub can be found here <https://www.qmul.ac.uk/student-experience/student-wellbeing-hub/>

Students on apprenticeship programmes are provided with a specific induction that covers our Safeguarding policy and, critically, who they can contact with any concerns. Each School with an apprenticeship programme has named student support contacts who liaise with the Local Safeguarding Officers for the relevant Faculty.

Our Schools and Institutes employ Student Support Officers, and it is their role to refer and signpost students to central services in the Student Experience directorate as and when appropriate. Details of these named contacts can be found here: <https://my.qmul.ac.uk/services-and-support/student-support-contacts/>

In most cases, these referrals will not reach the threshold for an adult Safeguarding concern under the terms of our policy, as they will not lack capacity. They will, however, be picked up as a case for our student wellbeing team. If the student is under the age of 18 or are deemed to be an adult at risk, they can make a referral to one of the Safeguarding Officers. This vigilant approach guarantees that any concerns or referrals related to Safeguarding are centrally recorded and addressed promptly. 97% of responding apprentices in a recent apprenticeship survey, reported that they rarely experience bullying, harassment or discrimination and that they feel that they are safe while studying at the university or online.

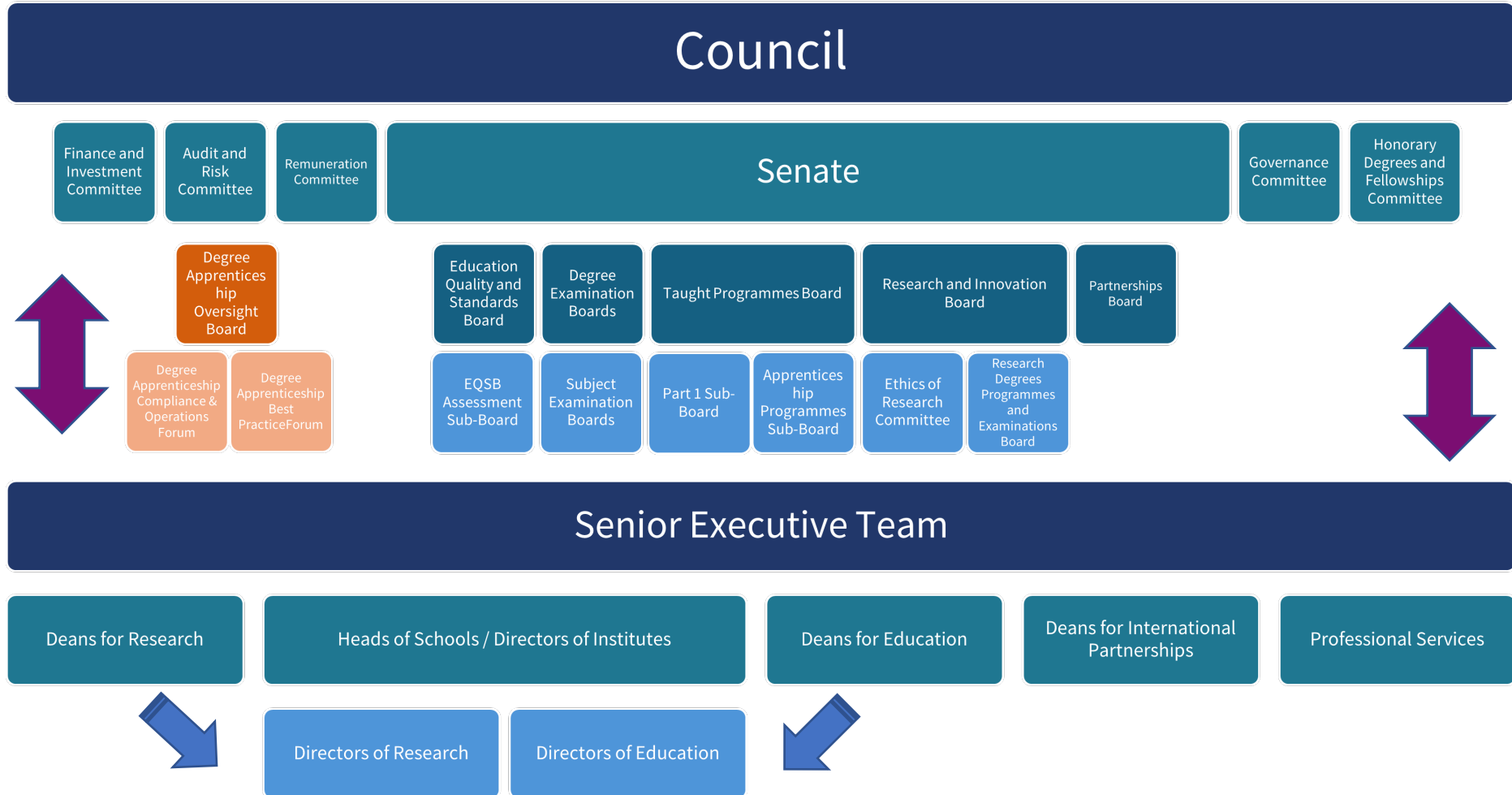
The Safeguarding model at Queen Mary University of London (as per our policy) is to have a Lead Safeguarding Officer (the Director of Student Experience), along with a Deputy Safeguarding Officer and Local Safeguarding Officers for our three Faculties.

The university's Safeguarding Steering Group comprises the Lead and Local Safeguarding Officers along with other relevant members of staff including the Head of Student Recruitment and Widening Participation, as well as key staff in Human Resources. The group meets quarterly. The Steering Group oversees changes to the main Safeguarding Policy and the way that training is deployed across the university.

The university's Safeguarding Network is a wider group of staff that support the main Safeguarding Steering Group and includes the deputies of the Lead and Local Safeguarding Officers, and other Professional Service staff in areas such as Residential Support, Admissions, Security and Research and Ethics. This group also meets quarterly.

## 12.0 Appendices

### 12.1 Appendix A – Governance Structure



## 12.2 Appendix B – Employer List

<b>Total No of Employers</b>	<b>85</b>	<b>Apprentices</b>	<b>%</b>
<b>Investment Operations Specialist Level 4</b>		<b>24</b>	<b>4%</b>
DB GROUP SERVICES (UK) LIMITED		10	42%
GOLDMAN SACHS INTERNATIONAL		14	58%
<b>DTS Level 6</b>		<b>190</b>	<b>28%</b>
BROADRIDGE FINANCIAL SOLUTIONS LIMITED		2	1%
GOLDMAN SACHS INTERNATIONAL		44	23%
INFUSE CONSULTING LTD		4	2%
KPMG LLP		41	22%
MORGAN STANLEY UK LIMITED		36	19%
PRICEWATERHOUSECOOPERS SERVICES LIMITED		63	33%
<b>Chartered Manager Level 6</b>		<b>26</b>	<b>4%</b>
ACTION FOR CHILDREN		2	8%
ALZHEIMER'S SOCIETY		2	8%
CRISIS UK		4	15%
EAST LONDON BUSINESS ALLIANCE		1	4%
GUY'S & ST THOMAS' CHARITY		1	4%
HUBBUB FOUNDATION UK LTD		1	4%
LGT Vestra LLP		1	4%
MIND (THE NATIONAL ASSOCIATION FOR MENTAL HEALTH)		4	15%
NATIONAL COUNCIL FOR VOLUNTARY ORGANIZATIONS		1	4%
ROYAL SOCIETY OF ARTS		1	4%
SAMARITANS		2	8%
The Princes Trust		1	4%
THE RUNNYMEDE TRUST		1	4%
THE SCOUT ASSOCIATION		2	8%
WATERAID		1	4%
YOUNG GAMERS AND GAMBLERS EDUCATION TRUST		1	4%
<b>Academic Professional Level 7</b>		<b>75</b>	<b>11%</b>
Barts Health NHS Trust		56	75%
GREAT ORMOND STREET HOSPITAL FOR CHILDREN NHS FOUNDATION TRUST		1	1%
GUY'S AND ST THOMAS' NHS FOUNDATION TRUST		4	5%
HOMERTON UNIVERSITY HOSPITAL NHS FOUNDATION TRUST		2	3%
Oxleas NHS Foundation Trust		1	1%
PORTSMOUTH HOSPITALS NHS TRUST		1	1%
Royal National Orthopaedic Hospital NHS Trust		2	3%
Southend University Hospital NHS Foundation Trust		1	1%
ST STEPHENS HEALTH CENTRE		2	3%
The Royal Marsden NHS Foundation Trust		1	1%
THE WHITTINGTON HEALTH NHS TRUST		1	1%
University College London Hospitals NHS Foundation Trust		3	4%
<b>DTS Level 7</b>		<b>44</b>	<b>6%</b>
AMEY SERVICES LIMITED		7	16%
AVIOS GROUP (AGL) LIMITED		4	9%

Barts Health NHS Trust	2	5%
BBC Public Service	1	2%
BBC STUDIOS PRODUCTIONS LIMITED	5	11%
COALITION FOR EPIDEMIC PREPAREDNESS INNOVATIONS UK	1	2%
FDM GROUP LIMITED	2	5%
GLAXOSMITHKLINE SERVICES UNLIMITED	4	9%
HALEON UK SERVICES LIMITED	1	2%
HM Revenue & Customs	1	2%
IMPERIAL COLLEGE OF SCIENCE, TECHNOLOGY AND MEDICINE	1	2%
KING'S COLLEGE HOSPITAL NHS FOUNDATION TRUST	1	2%
Qualcomm Technologies	1	2%
SIEMENS MOBILITY LIMITED	1	2%
TATA CONSULTANCY SERVICES LIMITED	9	20%
The Chancellor, Masters and Scholars of the University of Cambridge	1	2%
THE KANTAR GROUP LIMITED	1	2%
United Utilities	1	2%

<b>Senior Professional Economist Level 7</b>	<b>326</b>	<b>48%</b>
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Bank of England	25	8%
Cabinet Office	6	2%
Committee on Climate Change	1	0%
Competition and Markets Authority	1	0%
Cornwall Council	1	0%
Department for Business Energy and Industrial Strategy	85	26%
Department for Communities and Local Government	9	3%
Department for Culture, Media & Sport	12	4%
Department for Education	10	3%
Department for the Environment, Food and Rural Affairs	15	5%
Department for Transport	21	6%
Department for Work and Pensions	25	8%
Department of Health	6	2%
Export Credits Guarantee Department	2	1%
Financial Conduct Authority	13	4%
Food Standards Agency	3	1%
FTI CONSULTING LLP	5	2%
HM Revenue & Customs	18	6%
HM Treasury	21	6%
Home Office	12	4%
Ministry of Defence	8	2%
Ministry of Justice	11	3%
Natural England	1	0%
Office for Budget Responsibility	4	1%
Office of Communications (Ofcom)	3	1%
Office of Gas and Electricity Markets (OFGEM)	1	0%
OXERA CONSULTING LLP	1	0%
The Environment Agency	3	1%
UK Government Investments Limited	1	0%
UK Research and Innovation	1	0%
UK Statistics Authority - including the Office for National Statistics	1	0%

<b>Total Number of Apprentices</b>
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<b>685 100%</b>
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## Apprenticeships Quality Improvement Plan 2024-25

SAR Section Reference	Area of improvement	Action Plan	Action Owner(s)	Timescales	RAG Progress to date
<b>Section One: Quality of Education</b>					
5.2 (1)	Improving retention and engagement with enhanced communication, study tools, attendance markers, and social spaces.	Implementation of engagement policy supported by programme teams to ensure compliance with regular monitoring to evaluate impact on achievement, retention, and engagement rates.	School Degree Apprenticeship Managers	Sept 2025	GREEN
5.2 (2)	Streamline platform integration and employer collaboration to support administrative efficiency	<ol style="list-style-type: none"> <li>(2023-24) Review of management and recording of progress review targets, off-the-job training, and EPA completion, utilising smart assessor.</li> <li>Review and refinement of all programmes to strengthen employer collaboration.</li> </ol>	<ol style="list-style-type: none"> <li>School Degree Apprenticeship Managers, Apprenticeship Skills Coaches/Senior Tutors</li> <li>School Degree Apprenticeship Managers</li> </ol>	Sept 2025	AMBER
<b>Section Two: Behaviours and Attitudes</b>					
5.2 (5)	Strengthen the apprenticeship sense of community and in-person interactions	Providing more social events, networking opportunities, and promotion in volunteering and alumni mentorship programmes	Apprenticeship Programme Teams	Sept 2025	GREEN
<b>Section Three: Personal Development</b>					

## Apprenticeships Quality Improvement Plan 2024-25

5.2 (4)	Enhanced alignment with EPA and reflective practices	<ol style="list-style-type: none"> <li>1. Development and implementation of specialised work-based modules tailored to EPA requirements, supported by the engagement policy and alumni mentorship.</li> <li>2. Development of quality related EPA guidance for schools/institutes</li> </ol>	<ol style="list-style-type: none"> <li>1. Apprenticeship Programme Managers, Apprenticeship Programme team</li> <li>2. Academic Quality and Standards</li> </ol>	Sept 2025	GREEN
<b>Section Four: Leadership and Management</b>					
5.2 (3)	Expanding staff professional development	Increasing staff CPD resources, introducing more leadership roles, offering industry placements, and providing tailored training to enhance staff apprenticeship delivery and support	Queen Mary Academy	Sept 2025	GREEN