Queen Mary University of London

Senate

Paper Title	**Annual Apprenticeship Self-Assessment Report (SAR) 2024-25 and Quality Improvement Plan (QIP) 2025-26**
Outcome requested	The Senate is asked to **note** the institutional SAR and QIP
Points for Senate members to note and further information	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. The Self-Assessment Report for 2024-25 graded the key judgement areas as follows, which is indicative of the Outstanding grading awarded to Queen Mary at the most recent Ofsted inspection: 1. Overall Effectiveness – **Grade 1 (Outstanding)** 2. Quality of Education – Three I's; Intent, Implementation, Impact – **Grade 1 (Outstanding)** 3. Behaviours and Attitudes – **Grade 1 (Outstanding)** 4. Personal Development – **Grade 1 (Outstanding)** 5. Leadership and Management – **Grade 1 (Outstanding)** This maintains the grading for the key judgement areas in Queen Mary's 2023-24 Self-Assessment Report, where all areas were self-graded as 'Outstanding'. The Quality Improvement Plan (QIP) has been created, which acts as an institutional action plan to address identified areas of improvement. As Queen Mary is graded Outstanding by Ofsted, the QIP actions reflect this as they are very much focused on enhancement, rather than actions needing to be completed for potential compliance or governance risks.
Questions for Senate to consider	None
Regulatory/statutory reference points	Ofsted Education Inspection Framework (EIF)
Strategy and risk	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.

Reporting/ consideration route for the paper	Degree Apprenticeship Oversight Board (DAOB) for endorsement EQSB to approve **Senate for noting**
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Self-Assessment Report (SAR) 2024-2025

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1.0 Background

Through the course of the last 240 years, Queen Mary University of London (QMUL) has evolved 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 four founding institutions, QMUL 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. The University also educates students in China (in Beijing, Hainan, Nanchang and Xi'an), Malta (Gozo), Paris, Piraeus and Singapore.

The University has three academic Faculties which educate undergraduate and postgraduate students across all of the major disciplines: QMUL offers over 500 degree programmes in subjects spanning Artificial Intelligence, Arts, Biological & Biomedical Sciences, Business & Management, Chemistry, Computing, Dentistry, Economics and Finance, Engineering, Geography, History, Law, Mathematics, Medicine, Modern Languages, Physics, Politics, and Psychology.

Overall, QMUL was ranked 23rd in the UK and 135th globally in the 2024 Times Higher Education (THE) World University Rankings, and 46th in the Sunday Times Good University Guide 2024. The University achieved 'Silver' in the 2023 Teaching Excellence Framework (TEF) and is actively enhancing all aspects of the student experience and of student outcomes. 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, and this research informs and strengthens the taught curricula. In the most recent Research Excellence Framework assessment (REF2021), QMUL was ranked 7th in the UK with 92% of research assessed as internationally excellent or world leading.

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 apprentices and students are supported to 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 across the QMUL 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 QMUL 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 from 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 access and participation, and supporting all learners to fulfil their academic potential. The University works closely with all stakeholders, including employer partners, to develop provision that meets the skills needs of industry alongside the ambitions and aspirations of the apprentices.

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 2024 ILR return.

Code	Standard	LARS code	Level	Apprentices	%
ST0180	Investment Operations Specialist	30	4	34	4.2%
ST0472	Financial Services Professional	213	6	6	0.7%
ST0119	Digital and Technology Solutions Professional	25	6	235	29.1%
ST0272	Chartered Manager	55	6	13	1.6%
ST0477	Academic Professional	272	7	160	19.8%
ST0482	Digital and Technology Solutions Specialist	327	7	28	3.5%
ST0796	Senior Professional Economist	531	7	331	41.0%
	Overall Provision			**807**	**100.0%**

The overall distribution of 807 students across these programmes is a growth over the previous 2023-24 year.

4.0 Key Inspection Judgements

Table 2 Overall judgements

Full Inspection Judgements	**Outcomes**
Overall Effectiveness	1
Quality of Education	1
Behaviours and Attitudes	1
Personal Development	1
Leadership and Management	1

5.0 Effectiveness and Growth

Queen Mary's commitment to excellence drives us to continually innovate our provision of first-class apprenticeship programmes. Our focus is not only to celebrate our strengths, but also to continually assess potential growth areas. 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 our assessment of 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 Engagement**
   - Queen Mary has established deep, long-standing employer partnerships that are central to the quality and impact of its apprenticeship provision. Employers engage regularly with programme teams through structured meetings to review apprentice progress, resolve issues, shape curriculum content and delivery, including the use of sprint and block teaching, and design assessments. Industry leaders contribute directly to guest lectures, workshops, mentoring, and provide apprentices with access to current industry tools and practices. Employers report strong workplace impact from apprentices' learning, and value the flexibility of teaching and assessment approaches.

2) **Programme Design**
   - Delivery across apprenticeships is intentionally designed to be flexible, inclusive, and accessible, supporting social mobility and employer operational needs. 92% of responding apprentices value the resources and learning materials Queen Mary provides. Programmes combine online, on-campus and workplace learning and integrate digital platforms such as QMPlus, MS Teams, Smart Assessor, alongside recorded lectures, online independent study and hybrid office hours to remove barriers for working apprentices. Block and sprint teaching models enable intensive on campus learning while allowing uninterrupted workplace immersion. Apprentices from non-standard educational background have access to detailed initial skills scans, pre-sessional courses, and personalised support to ensure success.

3) **Teaching and Support**
   - Teaching and assessment consistently remain high-quality, enabling apprentices to make substantial progress from their starting point and achieve robust academic, professional, and behavioural outcomes. Expert module leads continue to deliver rigorous content, enriched by real world case studies, industry practice, and assessment strategies that effectively capture academic knowledge, workplace competence, and professional behaviours. Skilled reviewers and skills coaches provide structured progress reviews alongside responsive academic and pastoral support, ensuring apprentices are well supported throughout their learning journey.

4) **Curriculum**
   - Queen Mary continues to deliver an ambitious, well sequenced curriculum that has been codesigned with industry leads to align closely with professional standards and labour market needs. Apprenticeship programmes combine academic rigour, professional

qualifications, and meaningful workplace learning though spiral curriculum models that enable apprentices to deepen their knowledge, skills, and behaviours. 90% of responding apprentices highlight the value in clear progression pathways being embedded, including progression from the Level 4 Investment Operations Specialist to the Level 6 Applied Finance apprenticeship. All apprenticeships contribute to an annual programme review and curriculum audit to ensure academic content remains current and responsive to emerging technologies and employer expectations. As a result, Queen Mary apprentices are highly employable and well prepared for a sustained career progression, and able to make immediate and measurable contributions in the workplace.

5) **Leadership and Quality Assurance**
   - Strong leadership that is explicitly aligned to the Queen Mary 2030 strategy continues to underpin the high standards, inclusion, and continuous improvement across apprenticeships. Clear governance structures, including SAR and QIP cycles and programme committees, drive continuous improvement. Programme teams continue to ensure apprentices are captured through multiple formal and informal mechanisms, including Student Voice Committees, surveys, cohort representatives, and feedback forums. Evidence of this impact continues to be reflected through clear "You Said, We Did" actions and 97% of responding apprentices valuing Queen Mary as a safe and positive environment. Leaders continue to ensure safeguarding, Prevent, and British Values are fully embedded, ensuring that apprentices concerns will be addressed swiftly.

5.2 Opportunities for Enhancement

1) **EPA Readiness**
   - Assessment practices at Queen Mary are generally effective across apprenticeship programmes, however, there is a clear opportunity to strengthen alignment with consistency of feedback and enhance End Point Assessment (EPA) readiness for both apprentices and employers. Employers have requested earlier access to assessment briefs and submission dates to support effective planning and continued compliance. Continued refinement of assessment methods to better reflect programme intent are being considered, such as the removal of closed book examinations.

2) **Learner Engagement**
   - Greater consistency is required in attendance, punctuality and engagement, particularly during large group teaching sessions which can impact the learning experience for others. To further strengthen professional behaviours and learner engagement, leaders plan to increase employer involvement and implement targeted in-class interventions to reinforce apprenticeship expectations. Learner engagement, peer engagement, and a sense of belonging, will be strengthened further by prioritising improved attendance at Campus weeks.

3) **Feedback Data**
   - Queen Mary is continuing to focus on improving survey response rates, data quality, and the use of feedback to inform self-assessment and quality improvement. The use of mid-module "Quick Pulse" surveys is being expanded to capture earlier feedback and support timely academic action. Apprenticeship programme leads are working with central teams

to improve survey design to capture apprentice engagement in wider Queen Mary activities to evidence enrichment and personal development.

4) **Community**
   - Apprenticeship programme leaders are continuously working towards early integration of networking opportunities to strengthen peer support and belonging. Virtual coffee catchups are being reinstated to enhance professional development. Further development of alumni engagement will also strengthen mentoring, guest speakers, and career guidance.

5) **Staff development and Employer Communication**
   - Targeted professional development and employer communication is being expanded to further enhance the quality and consistency of apprenticeship provision. Skills Coaches are increasingly supported through structured CPD and closer collaboration with academic teams to strengthen coherence across the apprentice experience. Communication with employers continues to be enhanced through clearer, more timely updates on apprentice learning activity and assessment schedules to support shared experiences and strong relationship management.

6.0 Quality of Education

Grade 1

6.1 Intent

Apprenticeship programme leaders design high quality curricula that develops the knowledge, skills, and behaviours that apprentices need for personal and professional progression. Apprenticeships offered at Queen Mary equip learners with the opportunities, responsibilities, and experiences that prepare them effectively for the next stage of their careers.

Provision is planned and sequenced in a logical, spiral progression so apprentices can build their knowledge, skills, and behaviours cumulatively for higher level study and senior career roles. For example, the Academic Professional apprenticeship includes teaching theory to support those in clinical education roles, while the Digital Technology Solutions Professional incorporates networking security and digital forensics to meet business needs. The Investment Operations Apprenticeship progresses from understanding the financial services industry and regulatory frameworks, to investment products and markets, enabling apprentices to develop strong sector knowledge.

Queen Mary's flexible delivery methods for students, such as blended learning, block teaching, and variable programme durations, further enhance accessibility while maintaining academic rigour. Apprenticeship induction processes set clear expectations, and commitment statements capture and agreed additional qualifications.

Queen Mary's demonstrates a strong commitment to inclusivity and social mobility, supporting underrepresented groups including, women, disabled learners, and those from 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.

Apprentices with Special Educational Needs and Disabilities (SEND), known in Queen Mary as Specific Learning Differences (SpLD), are supported through tailored resources that help them

fully engage and achieve success.

83% of responding employers value the provision, reporting that training is current and aligned to industry practice. 92% of responding apprentices echo this positivity, stating that their employers monitor progress well and that they are developing new knowledge and skills relevant to their roles.

6.2 Implementation

Queen Mary demonstrates exceptional implementation of learning by continuously delivering high-quality, engaging, and industry relevant, delivered by staff who combine academic rigour with practical application. For example, the Digital Technology Solutions Professional and Senior Professional Economist apprenticeships use well sequenced content, practical scenarios and specialist modules to develop increasingly complex skills over time. Queen Mary's commitment to tailoring delivery to learner and employer needs is additionally reflected with initiatives such as "Sprint Weeks" to further enhancing technical and professional development skills.

Prior to enrolment, Queen Mary staff systematically utilise 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.

Queen Mary facilitates a detailed induction that supports apprentices 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.

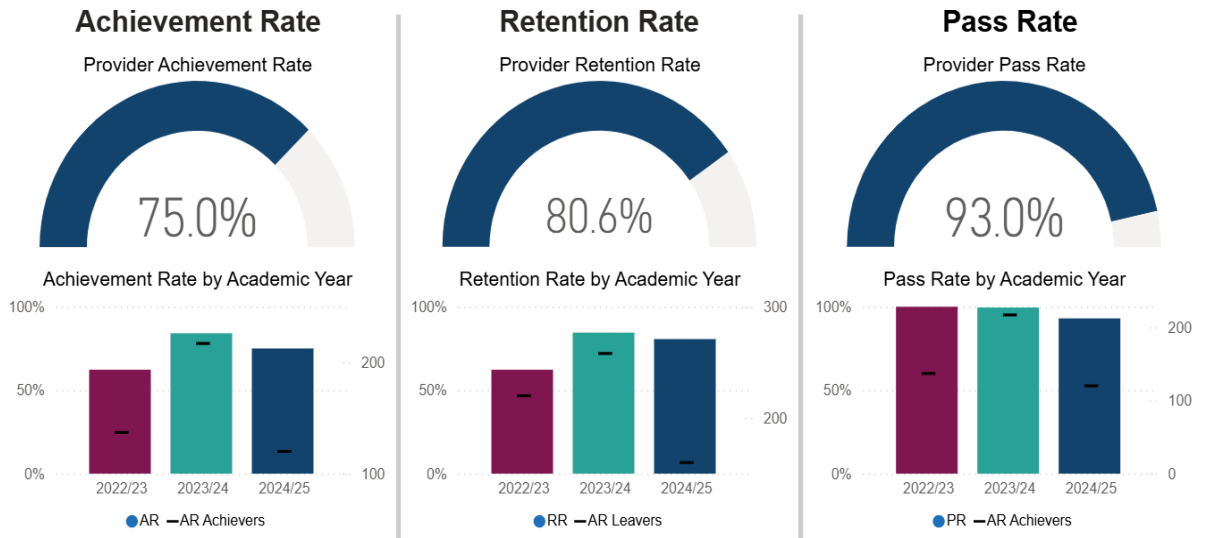
Apprentices benefit significantly from robust, accessible, academic support, including recorded sessions, hybrid office hours, and skills coaches who use their industry expertise to provide individualised guidance during reviews and beyond. Peer support structures, such as the Peer-Assisted Study Scheme (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, 89% of responding apprentices report that teaching is delivered in a way that helps to develop new knowledge, skills and behaviours.

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.

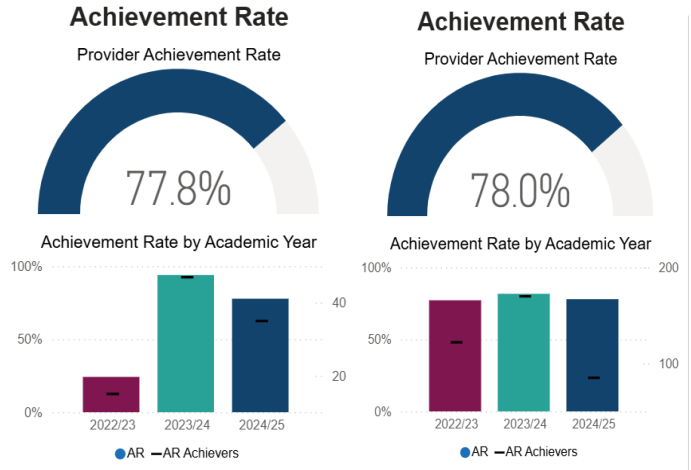
6.3 Impact

Table 4 Achievement Rates



Apprenticeship	Level	QAR Leavers	Retention %	QAR Completers	Pass rate %	QAR Achievers	Achievement %	* 2023-24 National Average	Achievement 2023/24
Academic Professional	7	36	86.1%	31	93.5%	29	80.6%	62.8%	86.8%
Digital and Technology Solutions Specialist	7	23	73.9%	17	100.0%	17	73.9%	68.1%	85.7%
Senior Professional Economist	7	50	80.0%	40	97.5%	39	78.0%	80.1%	80.1%
Digital and Technology Solutions Professional	6	43	81.4%	35	100.0%	35	81.4%	73.1%	97.4%
Chartered Manager	6	2		0		0		59.6%	81.8%
Investment Operations Specialist	4	6	100.0%	6	0.0%	0	0.0%	76.7%	N/A
Total		**160**	**80.6%**	**129**	**93.0%**	**120**	**75.0%**	**60.5%**	**84.1%**

Table 5 Achievement Rates by Level



*QM is aware that there is a data reporting issue affecting the achievement rates for the L4 Investment Operations Specialist which should be 100% and would also raise the overall achievement rate by academic year.

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

Apprentice by Age Group	QAR Achievement	QAR Achievers	QAR Leavers	QAR Completers
16-18	**71.1%**	27	38	33
19+	**76.2%**	93	122	96
Grand Total		**120**	**160**	**129**

Table 7 Achievement Rates by Gender

Apprentice by Gender	QAR Achievement	QAR Achievers	QAR Leavers	QAR Completers
Male	**69.1%**	56	81	60
Female	**81.0%**	64	79	69
Grand Total		**120**	**160**	**129**

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	%
Fail	2	6%	1	25%	0	0%	1	14%
Pass	11	35%	2	50%	7	35%	2	29%
Merit	0	0%	0	0%	0	0%	0	0%
Distinction	18	58%	1	25%	13	65%	4	57%
Total	**31**	**100%**	**4**	**100%**	**20**	**100%**	**7**	**100%**
Digital and Technology Solutions Specialist Level 7								
EPA Outcome			Degree Component					
EPA Outcome	Apprentices	%	Pass/Second Class	%	Merit	%	First/Distinction	%
Fail								
Pass	2	12%	0	0%	0	0%	2	13%
Merit	9	53%	1	100%	0	0%	8	53%
Distinction	6	35%	0	0%	1	100%	5	33%
Total	**17**	**100%**	**1**	**100%**	**1**	**100%**	**15**	**100%**
Senior Professional Economist Level 7								
EPA Outcome			Degree Component					
EPA Outcome	Apprentices	%	Pass/Second Class	%	Merit	%	First/Distinction	%
Fail	1	3%	1	50%	0	0%	0	0%
Pass	18	45%	1	50%	12	92%	5	20%
Merit	0	0%	0	0%	0	0%	0	0%
Distinction	21	53%	0	0%	1	8%	20	80%
Total	**40**	**100%**	**2**	**100%**	**13**	**100%**	**25**	**100%**
Digital and Technology Solutions Professional Level 6								
EPA Outcome			Degree Component					
EPA Outcome	Apprentices	%	Pass/Second Class	%	Merit	%	First/Distinction	%
Fail								
Pass	0	0%	0	0%	0	0%	0	0%
Merit	5	14%	2	50%	0	0%	3	10%
Distinction	30	86%	2	50%	0	0%	28	90%
Total	**35**	**100.00%**	**4**	**100.00%**	**0**	**0.00%**	**31**	**100.00%**
Investment Operations Specialist Level 4								
EPA Outcome			CISI Level 3 Certificate					
EPA Outcome	Apprentices	%	Pass	%				
Fail								
Pass	3	50%	6	100%				
Merit	0	0%	0	0%				
Distinction	3	50%	0	0%				
Total	**6**	**100.00%**	**6**	**100.00%**				

Table 9 Achievement Rates by Ethnicity

Apprentice by Ethnicity	QAR Achievement	QAR Achievers	QAR Leavers	QAR Completers
English / Welsh / Scottish / Northern Irish / British	100%	2	2	2
Any Other White background	77%	43	56	44
White and Black African	100%	2	2	2
White and Asian	75%	3	4	3
Any Other Mixed / multiple ethnic background	80%	4	5	4
Indian	70%	19	27	22
Pakistani	75%	9	12	10
Bangladeshi	25%	1	4	1
Chinese	50%	1	2	2
Any other Asian background	78%	7	9	7
African	76%	13	17	16
Caribbean	100%	3	3	3
Arab	50%	1	2	1
Any other ethnic group	100%	5	5	5
Not provided	70%	7	10	7
		120	**160**	**129**

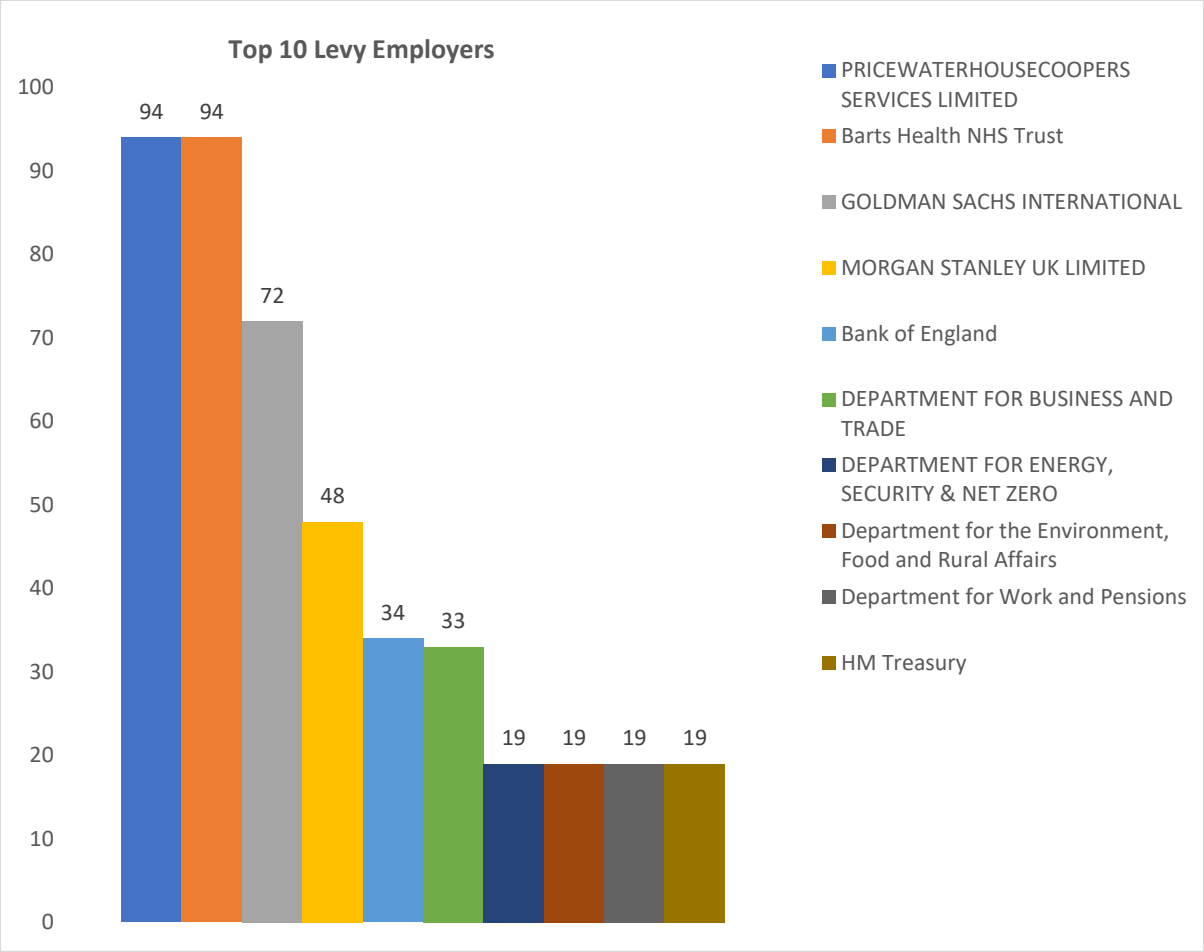
Table 10 Data by Reported Disability Status

Apprentice by Reported Disability Status	QAR Achievement	QAR Achievers	QAR Leavers	QAR Completers
LLDD - YES	**81.1%**	30	37	30
LLDD - NO	**73.2%**	90	123	99
Grand Total		**120**	**160**	**129**

Table 11 Withdrawal Analysis

Withdrawal by Apprenticeship Standard	Apprentices	%
Academic Professional	4	17%
Chartered Manager	2	8%
Digital and Technology Solutions Professional	6	25%
Digital and Technology Solutions Specialist	6	25%
Senior Professional Economist	6	25%
Total	**24**	**100%**

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 behaviours 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. 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 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 Forum, bringing Course Reps from apprenticeship programmes together to discuss shared issues and suggest improvements.

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.

We offer impartial one-to-one industry-specific careers advice and guidance, with an allocated careers consultant as part of the apprenticeship experience at Queen Mary. With a range of services including a jobs portal, digital pathways, career development tools, advice guides 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. 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, through from Associate Fellowship 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. In September 2025 a new online course on critical AI literacy, including newly enhanced staff guidance for educators was launched https://www.qmul.ac.uk/queenmaryacademy/educators/resources/assessment-and-feedback/resources/generative-ai-and-chat-gpt/.

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 undergo an annual review with an emphasis on integrating British values and enhancing digital proficiency that include internal and external stakeholder input.

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/)

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. Managers collaborate with employers and trailblazer groups such as TechSkills UK and Health Education England, to support business development.

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 is dedicated to creating a people-focused strategy. Queen Mary offers a range of wellbeing support found here: 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, to support more effective interventions.

10.0 Governance

The Council is the University's supreme governing body with ultimate responsibility for the strategic direction and affairs of the University. The membership of Council comprises appointed external members, elected internal members, the President and Principal, and the President of the Students' Union, with the external members forming a majority. The Chair and Vice-Chair of Council, and the 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 much of its detailed assurance work to five 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, and the Remuneration Committee.
Council also maintains general superintendence and control of the Senate, which is the body responsible for governing the academic activity of the University. 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.

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. More information on SET 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)
- 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 Apprenticeship Programmes Sub-Board (APSB) provides specialist guidance, review, and commentary on all newly proposed apprenticeship programmes, or major amendments to existing apprenticeship programmes, prior to consideration by Taught Programmes Board (TPB).

The Sub-Board does not have delegated authority to approve programmes of study, which remains the remit of TPB, but does have oversight of proposals at all stages of development and approval to ensure that the requirements of all relevant external regulatory bodies are met. The Sub-Board also provides reports and updates, as required, to the Education Quality and Standards Board (EQSB) and the Degree Apprenticeship Oversight Sub-Board (DAOB).

Finally, the Degree Apprenticeship Oversight Board (DAOB), 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 acting 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, specialist sexual assault and harassment advice, 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, how they can raise queries with any concerns (usually via our AskQM student enquiry service). Each School with an apprenticeship programme has student support contacts (usually referred to as 'Student Support Officers'), who liaise with the Local Safeguarding Officers for the relevant Faculty.

Student Support Officers support our students across Schools and Institutes within our Faculties, 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 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.

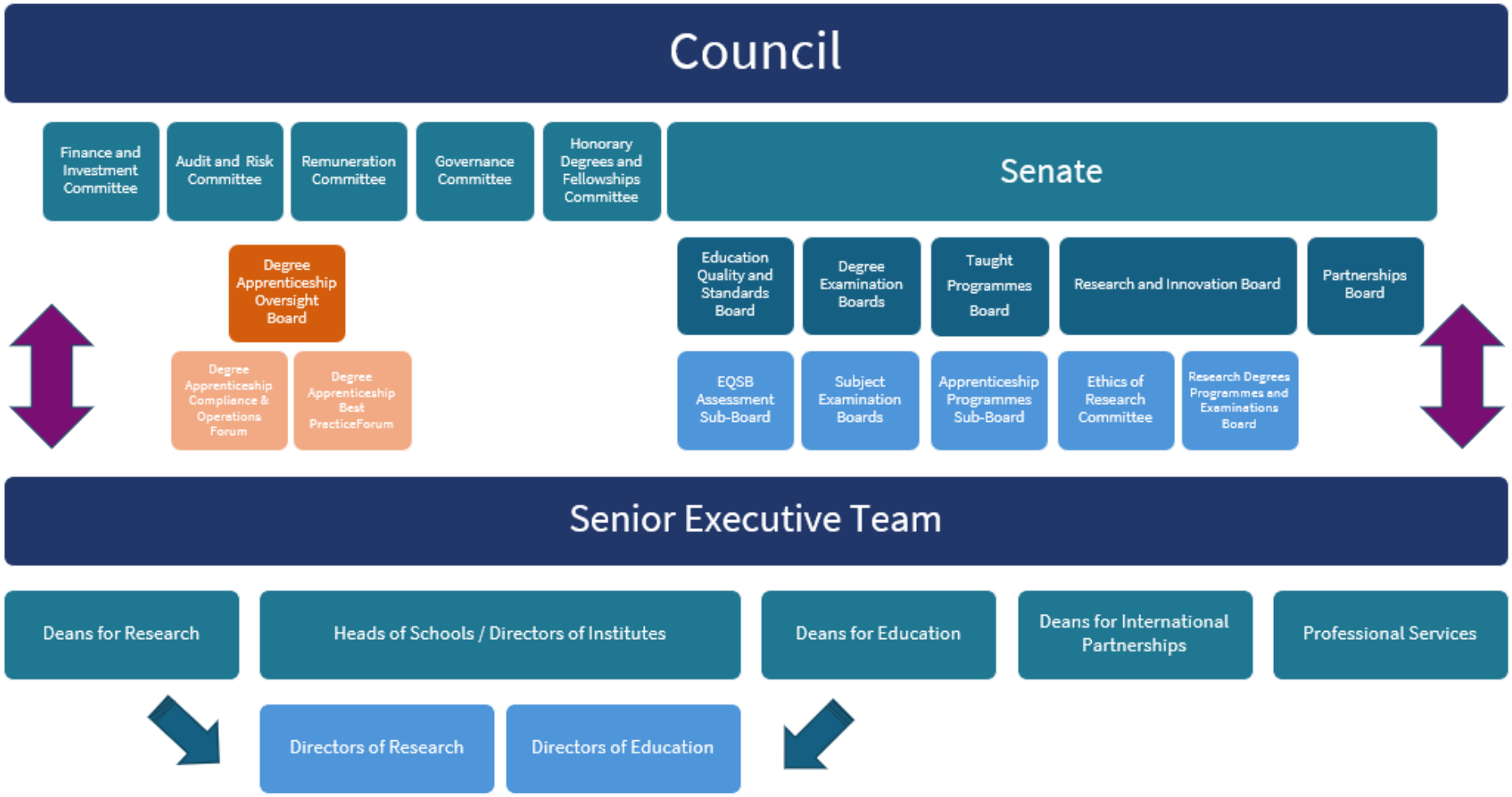
The Safeguarding model at Queen Mary University of London (as per our policy) is to have a Lead Safeguarding Officer (the Director of Student Experience), along with a Deputy Safeguarding Officer and Local Safeguarding Officers for our three Faculties.

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

Total No of Employers	88	Apprentices	%
Investment Operations Specialist Level 4		**34**	**4%**
DB GROUP SERVICES (UK) LIMITED		18	53%
GOLDMAN SACHS INTERNATIONAL		16	47%
Financial Services Professional Level 6		**6**	**1%**
GOLDMAN SACHS INTERNATIONAL		6	100%
DTS Level 6		**235**	**29%**
ACCESSIA TECHNOLOGY		1	0%
AMAZON UK SERVICES LTD.		16	7%
BLOOMBERG LP		5	2%
COMIT FINANCIAL SYSTEMS UK LTD		1	0%
GOLDMAN SACHS INTERNATIONAL		50	21%
Infuse Consulting Limited		4	2%
KPMG LLP		14	6%
MORGAN STANLEY UK LIMITED		48	20%
NANOSOFT TECH LTD		1	0%
PRICEWATERHOUSECOOPERS SERVICES LIMITED		94	40%
REPLY LTD		1	0%
Chartered Manager Level 6		**13**	**2%**
ACTION FOR CHILDREN		1	8%
Crisis UK		3	23%
EAST LONDON BUSINESS ALLIANCE		1	8%
GUY'S & ST THOMAS' CHARITY		1	8%
LGT Vestra LLP		1	8%
MIND (THE NATIONAL ASSOCIATION FOR MENTAL HEALTH)		2	15%
SAMARITANS		2	15%
THE RUNNYMEDE TRUST		1	8%
THE SCOUT ASSOCIATION		1	8%
Academic Professional Level 7		**160**	**20%**
Barts Health NHS Trust		92	58%
Croydon Health Services		4	3%
GUY'S AND ST THOMAS' NHS FOUNDATION TRUST		10	6%
Homerton University Hospital NHS Foundation Trust		2	1%
Imperial College Health Care NHS Trust		4	3%
KINGSTON HOSPITAL NHS FOUNDATION TRUST		2	1%
LONDON NORTH WEST HEALTHCARE NHS TRUST		9	6%
North Bristol NHS Trust		1	1%
Oxleas NHS Foundation Trust		1	1%
PORTSMOUTH HOSPITALS NHS TRUST		2	1%
Royal National Orthopaedic Hospital NHS Trust		2	1%
South London and Maudsley NHS Foundation Trust		8	5%
Southend University Hospital NHS Foundation Trust		5	3%

St George's University Hospitals NHS Trust	2	1%
ST STEPHENS HEALTH CENTRE	2	1%
SYNNOVIS ANALYTICS LLP	4	3%
The Royal Marsden NHS Foundation Trust	5	3%
THE WHITTINGTON HEALTH NHS TRUST	3	2%
University College London Hospitals NHS Foundation Trust	1	1%
West Hertfordshire Hospitals NHS Trust	1	1%
DTS Level 7	**28**	**3%**
Amey Services Limited	4	14%
Barts Health NHS Trust	2	7%
BBC Public Service	1	4%
BBC STUDIOS PRODUCTIONS LIMITED	5	18%
FDM Group Plc	2	7%
GLAXOSMITHKLINE SERVICES UNLIMITED	1	4%
HALEON UK SERVICES LIMITED	1	4%
IMPERIAL COLLEGE OF SCIENCE, TECHNOLOGY AND MEDICINE	1	4%
SIEMENS MOBILITY LIMITED	1	4%
TATA CONSULTANCY SERVICES LIMITED	9	32%
THE KANTAR GROUP LIMITED	1	4%
Senior Professional Economist Level 7	**331**	**41%**
Bank of England	34	10%
Cabinet Office	6	2%
Cornwall Council	1	0%
Competition and Markets Authority	4	1%
DEPARTMENT FOR BUSINESS AND TRADE	33	10%
Department for Business Energy and Industrial Strategy	12	4%
Department for Communities and Local Government	6	2%
Department for Culture, Media & Sport	6	2%
Department for Education	11	3%
DEPARTMENT FOR ENERGY, SECURITY & NET ZERO	19	6%
DEPARTMENT FOR SCIENCE, INNOVATION & TECHNOLOGY	16	5%
Department for the Environment, Food and Rural Affairs	19	6%
Department for Transport	13	4%
Department for Work and Pensions	19	6%
Department of Health and Social Care	9	3%
Export Credits Guarantee Department	1	0%
Financial Conduct Authority	18	5%
Food Standards Agency	3	1%
FORVIS MAZARS LLP	1	0%
FTI Consulting Group Limited	6	2%
HM Revenue & Customs	18	5%
HM Treasury	19	6%
Home Office	13	4%

Information Commissioner's Office	1	0%
Medicines and Healthcare products Regulatory Agency	1	0%
Ministry of Defence	8	2%
Ministry of Justice	9	3%
NATIONAL WEALTH FUND LIMITED	1	0%
Office for Budget Responsibility	5	2%
Office of Communications (Ofcom)	4	1%
Office of Gas and Electricity Markets (OFGEM)	4	1%
Office of Rail Regulation (ORR)	2	1%
OXERA CONSULTING LLP	2	1%
The Environment Agency	2	1%
UK HEALTH SECURITY AGENCY	1	0%
UK Research and Innovation	3	1%
UK Statistics Authority - including the Office for National Statistics	1	0%
Total Number of Apprentices	**807**	**100%**

Apprenticeships Quality Improvement Plan 2025-26

SAR Section Reference	Area of improvement	Action Plan	Action Owner(s)	Timescales	RAG Progress to date
Section One: Quality of Education					
5.2 (1)	Improving EPA readiness to support continued alignment with programme intent and EPA requirements.	Enhancing consistent feedback practices, sharing assessment briefs and timelines with employers earlier, and continuous review of assessment methods to support further strengthen alignment with EPA expectations.	School Degree Apprenticeship Managers	Sept 2026	GREEN
5.2 (3)	Enhance the quality of feedback data and survey design to capture wider apprentice engagement	1. Refine survey design with central teams to better capture apprentices' involvement in wider QM activities. 2. Expand the use of mid-module "quick pulse" surveys to gather earlier feedback and enable timely academic action.	1. Apprenticeship Programme Teams and Central Apprenticeships Team 2. Apprenticeship Programme Teams	Sept 2026	GREEN
Section Two: Behaviours and Attitudes					
5.2 (2)	Strengthening Learner engagement	Reinforce expectations with employers to support attendance, punctuality, and engagement. Implement targeted in class interventions to address potential areas of low engagement. Prioritise improved attendance and	School Degree Apprenticeship Managers	Sept 2026	GREEN

Apprenticeships Quality Improvement Plan 2025-26

		participation in campus weeks to enhance belonging and peer interaction.			
Section Three: Personal Development					
5.2 (4)	Strengthening apprentice community and sense of belonging	Integrate early networking activities to build peer support and belonging. Reinstate virtual coffee catchups to support professional development. Develop alumni engagement to enhance mentoring and career guidance.	Apprenticeship Programme Managers and Apprenticeship Programme teams	Sept 2026	GREEN
Section Four: Leadership and Management					
5.2 (5)	Enhance quality and consistency of apprenticeship provision by expanding staff development.	Increasing CPD opportunities for Skills Coaches and collaboration with academic teams.	Queen Mary Academy	Sept 2026	GREEN