

Programme Self-Assessment Report Guidance

A Programme Self-Assessment Report (PSAR) is a comprehensive evaluation document that reviews and assesses the quality and effectiveness of an apprenticeship programme. The primary objectives of a PSAR are to:

- **Evaluate Programme Quality:** Assess the effectiveness of the apprenticeship programme, including teaching quality, learner outcomes, and overall student experience.
 - Considerable focus should be on demonstrating impact, quality, inclusion, wellbeing and equity. While data is important, it should only be considered as a starting point rather than whether regulatory requirements are being met. Data should explained in detail: why trends matter, and how evidence informs decision making and improvement.
- **Identify Strengths and Opportunities for Enhancement:** Highlight the programme's successes and pinpoint areas that require further development.
- **Guide Continuous Improvement and Accountability:** Provide actionable insights that guide the ongoing development and refinement, ensuring it addresses previously identified gaps from the Quality Improvement Plan (QIP) and upholds academic standards including the Office for Students' (OfS) Conditions of Registration, Ofsted's Education Inspection Framework (EIF), Quality Assurance Agency (QAA) Subject Benchmark Statements, Skills England Apprenticeship Standard Knowledge, Skills and Behaviours (KSBs), and internal policies such as Queen Mary's Principles of Academic Degree Programme Design.
- **Comprehensive Alignment:** Ensure the apprenticeship aligns with Queen Mary's strategic goals (Queen Mary Strategy 2030 and the Education and Student Experience Enabling Plan) and industry standards including external regulatory requirements listed above.
- **Incorporate Feedback:** Use input from apprentices, staff, and employers to improve the impact of the programme, taking into account student and stakeholder voice.

A programme self-assessment report must be produced each year for each apprenticeship programme. This report captures feedback from staff, employers, and apprentices and informs the continuous improvement of the programme with two census points in the academic year that align with Queen Mary's Programme Review process.

Guidelines for Completing the PSAR Template

Please adhere to the following guidelines outlined below when completing the template:

Programme Summary

The programme summary has been pre-populated from the programme outline within the most current programme specification. If this is incorrect, contact Academic Quality and Standards: qualityandstandards@qmul.ac.uk as a matter of urgency.

The Programme Director completing the PSAR should add their name here.

Key Judgement Areas

The PSAR includes five key judgement areas that align with the EIF and are represented within the QIP and the Queen Mary institutional SAR:

- Curriculum, Teaching, and Training
- Achievement
- Participation and Development
- Leadership and Governance
- Safeguarding

Inclusion

Inclusion should be embedded in every aspect of apprenticeship programmes. Evidence should showcase how all apprentices have equitable opportunities to participate, achieve, and progress regardless of background. There should be a clear narrative showing that apprentices are supported to achieve their potential regardless of starting point or personal circumstances.

Key areas of focus:

- How EDI is promoted and monitored.
- How apprentices receive tailored support.
- How additional needs are identified and addressed.
- How participation, achievement, and progression are monitored.
- How apprentices experiencing personal challenges receive appropriate support.

Areas of Success / Opportunities for Enhancement

Each of the key judgement areas provides an opportunity to highlight areas of excellence and opportunities for enhancement. Aim to identify at a minimum, three key points (maximum five). Be sure to support this evidence with either data or other forms of feedback.

Within opportunities for enhancement, ensure that the evidence supports how these enhancements will be achieved and include the expected outcomes. These would usually be represented on the programme QIP.

Grading key judgement areas

Each judgement area needs to be assigned a grade that reflects the assessment of the programme's current performance. As the programme SAR will contribute to Queen Mary's institutional SAR, it is important to use Ofsted's 5-point grading scale to support consistency and alignment with their inspection criteria:

- **Blue** – Exceptional
- **Dark Green** – Strong Standard
- **Bright Green** – Expected Standard
- **Orange** – Needs Attention
- **Red** – Urgent Improvement

Definitions of Key Judgement Areas

Curriculum, Teaching, and Training

This judgement should demonstrate how effective the apprenticeship programme has been designed, sequenced, delivered, and assessed to enable apprentices to develop the knowledge, skills, and behaviours required for occupational competence and career progression.

Key areas of focus:

- Clear curriculum intent and rationale.
- Strong employer involvement in curriculum design.
- How British Values, safeguarding, wellbeing, EDI, and professional behaviours are embedded within learning.
- Effective assessment of teaching and training quality.
- Consistent attendance, engagement, and participation over time.
- How curriculum design supports apprentices from different starting points.

Achievement

Achievement should focus on the outcomes apprentices achieve and the progress they make from their starting points. This should be evidenced with supporting data.

Key areas of focus:

- Achievement performance against national comparators.
- Trends and patterns over time.
- Actions taken to address achievement gaps.
- How data informs interventions and improvement activity.
- Progressions outcomes, promotions, and career advancement.
- Evidence of apprentices fulfilling their potential regardless of their starting point.

Participation and Development

This judgement should focus on apprentices' wider experiences and personal development.

Key areas of focus:

- How apprentices grow professionally and personally.
- How confidence and resilience are built throughout the programme.
- How wellbeing is actively promoted.
- The impact of enrichment and wider developmental opportunities.
- How apprentice voice informs activity.
- How apprentices develop the skills and attributes needed beyond achievement.

Leadership and Governance

This area assesses how effectively leaders provide strategic direction, oversight, support, and quality assurance across apprenticeship provision.

Key areas of focus:

- Leadership visibility and accessibility.
- Strategic decision making.
- Quality monitoring and enhancement processes.

- How overseeing statutory duties maintains apprenticeship quality and accountability.
- How performance is challenged and risk is mitigated.

Safeguarding

The focus here should be on safeguarding culture rather than compliance alone. There should be a distinct focus on how apprentices are supported in their physical, emotional, and psychological wellbeing and protected from any harm.

Key areas of focus:

- Safeguarding culture including physical and psychological safety, and mental health and wellbeing support.
- Effective safeguarding reporting and support mechanisms.
- High levels of awareness among apprentices, employers, and staff.
- Strong links between safeguarding, wellbeing, and inclusion.
- How apprentices are supported to remain safe in both learning and workplace environments.
- Evidence that apprentices know how to access help when required.

Final Sign-Off

A final sign-off is required to validate that the PSAR has been thoroughly reviewed and all necessary information has been appropriately documented and addressed.

- The Degree Apprenticeship Manager (or equivalent) and the Head of School/Institute sign off indicates approval by the School/Institute Education Committee.
- The Faculty Dean for Education sign off indicates approval by the Faculty Education Committee, and support for the judgements and grading by the school/institute.

Regulatory Requirements

External Sources to support writing the PSAR

- [Office for Students' \(OfS\) Conditions of Registration](#)
- [Ofsted's Education Inspection Framework \(EIF\)](#)
- [Quality Assurance Agency \(QAA\) Subject Benchmark Statements](#)
- [Skills England](#)

Internal Sources to support writing the PSAR

- [Queen Mary Strategy 2030](#)
- [The Education and Student Experience Enabling Plan](#)
- [Queen Mary's Principles of Academic Degree Programme Design](#)

Further Support

For further support, contact Academic Quality and Standards: qualityandstandards@qmul.ac.uk