

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.
- **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, Institute for Apprenticeships and Technical Education (IfATE) 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.

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:

- Quality of Education (including Intent, Implementation, and Impact)
- Behaviours and Attitudes
- Personal Development
- Leadership and Management
- Apprentice/Employer Feedback

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 4-point grading scale to support consistency and alignment with their inspection criteria:

- **Grade 1** – Outstanding
- **Grade 2** – Good
- **Grade 3** – Requires Improvement
- **Grade 4** – Inadequate

Definitions of Key Judgement Areas

Quality of Education

The “Quality of Education” within the Ofsted Inspection Framework, refers to the overall effectiveness of teaching, learning, and assessment in delivering a high standard educational experience. Specifically, within apprenticeships it ensures that the programme is well-designed, effectively delivered, and results in meaningful, measurable outcomes for apprentices, aligning with Queen Mary standards and industry needs. It encompasses three main components:

Intent: Involves the design and structure of the apprenticeship programme. Intent should reflect the curriculum is thoughtfully planned and aligned to meet the specific needs of apprentices, employers, and the industry

Implementation: Evaluates how effectively the apprenticeship programme is delivered to translate the programme's intent, into practice. It is important to consider how well apprentices are supported in their learning, mentoring, and how assessments are used to monitor and guide progress.

Impact: Focuses on the outcome of the apprenticeship programme. It measures the extent to which apprentices gain the intended knowledge, skills, and behaviours to thrive in their careers. Impact should include the apprentices' success rates in achieving qualifications.

Behaviours and Attitudes

Within the Ofsted framework, “behaviours and attitudes” refers to the conduct, mindset, and professionalism that apprentices and all stakeholders involved in supporting apprenticeships are expected to develop and uphold throughout their programme. It relates to effective teamwork and adaptability while upholding ethical standards and contributing to an inclusive, respectful environment.

Personal Development

Apprenticeships extend beyond academic learning and also focus on building character, resilience, confidence, and independence, while promoting physical and mental well-being. Throughout an apprentices' journey the programme should prepare learners for future success, equipping them for life in modern Britain by fostering responsible citizenship, understanding of British values, appreciation of diversity, and respect for protected characteristics.

Leadership and Management

This area should focus on leaders involved in supporting apprenticeships, having a clear and ambitious vision for delivering high-quality, inclusive education, supported by strong values, policies, and practices. It focuses on enhancing teaching quality, by engaging with professional development opportunities and ensuring all apprentices are supported in not only completing their programme but achieving success in their career. It centres around engaging effectively with the Queen Mary community by maintaining an open positive culture around safeguarding and anti-bullying.

Apprentice and Employer Feedback

Incorporating feedback from both apprentices and employers provides a hands-on view of the programme's effectiveness. Highlighting areas of satisfaction and identifying any concerns through module evaluations, employer surveys, the apprenticeship survey from the central apprenticeship team, and student voice committees (SVC), ensures this feedback is linked to specific aspects of the programme. This data further guides future improvements by utilising student voice mechanisms and engagement with industry stakeholders.

Final Sign-Off

A final sign-off is required by the Degree Apprenticeship Manager, the Head of School/Institute, and the Faculty Deputy Dean for Education to validate that the PSAR has been thoroughly reviewed and all necessary information has been appropriately documented and addressed.

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](#)
- [Institute for Apprenticeships and Technical Education \(IfATE\) Apprenticeship Standard Knowledge, Skills and Behaviours \(KSBs\)](#)

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