

Annual Subject Action Planning 2023/24 for 2022/23 provision

Guidance

1. INTRODUCTION

The Annual Subject Action Planning (ASAP) process is slightly different for 2023/24 following the pilot of the Enhancement Subject Action Planning (ESAP) process that was undertaken in autumn 2023 in respect of NSS results.

Further to the pilot, the NSS Action Plan template was completed, therefore updates on previous actions, planned actions for 2023/24 at local, Faculty and University level, actions arising from external examiner reports, and examples of good practice and innovation that have been entered in the NSS Action Plan template, should not be repeated in this ASAP report. It is advisable to complete this ASAP report with reference to your NSS Action Plan in order to avoid duplication.

To facilitate the annual process for action planning, the ASAP process will proceed in 2023/24 against a different timeline, taking into account that NSS actions have already been identified and reported as explained above.

The Guidance below sets out the expectations and requirements for completing the ASAP Report Template, noting any differences from previous years and/or the work undertaken on the ESAP pilot for NSS results.

1.1 The Process

The ASAP process covers both undergraduate and taught postgraduate programmes, including online programmes delivered with Kaplan Open Learning. It is one element of the University's monitoring and review for taught programmes of study and one of the processes by which the University ensures it is compliant with relevant conditions of registration set out by the Office for Students (OfS). It is a process which facilitates constructive reflection and self-appraisal and celebrates and promotes good practice.

The ASAP Report that is completed by each reporting unit is submitted to the relevant Faculty Academic Quality and Standards Committee (or equivalent) for review, feedback, and approval.

Each Faculty shall complete the Faculty ASAP Report template, summarising the subject level reports, and these are submitted to the University Academic Quality and Standards Committee for approval.

1.2 ASAP and the Student Voice

It is important that students are able to contribute to the action planning process. The action plans developed in response to the NSS results are part of this, but for

the remainder of the ASAP process, the student voice should continue to inform the action planning through the following mechanisms:

- (i) via Student-Staff Liaison Committees (SSLCs) – minutes from these meetings should be considered by reporting units; and
- (ii) discussion of action plans at SSLCs where time permits this.

1.3 Producing the reports

The reporting units are the same this year as for the 2022-23 process, with any updates or revisions as agreed by the Associate Pro-Vice Chancellors (Education) and FAQSC/FEEAC chairs. The head of reporting unit, or delegated nominee, will be expected to involve programmes teams in the process of producing the action plan. They are free to involve students (in addition to those attending SSLCs, see above), Boards of Studies, Directors of Studies and any other bodies or individuals relevant to the programmes under consideration. It is suggested that it is good practice to draw upon the perspectives of as wide a group of staff and students and other stakeholders as possible. Action planning reports for degree apprenticeship programmes should include consultation with apprentices and employers.

2. **WHAT TO INCLUDE IN YOUR REPORT (Reporting Units)**

A report template is provided for each reporting unit, with pre-populated data fields and an annex providing data from the University’s Tableau dashboard.

Template fields and sections

Subject Area/Reporting Unit	These fields are pre-populated.
School / Institute	
Lead Name	
Programmes Included	List all the programmes, UG and PGT, owned by the Subject Area/Reporting Unit. This includes online programmes delivered with Kaplan Open Learning and degree apprenticeship programmes.

Section One – Evaluation of Impact of Actions for 2022/23

Please do not include any actions from the NSS Action plan; see below.

Section Two – Action Plan for 2023-24

The data sources listed in the report template should be analysed and an action should be entered for anything that is below any relevant benchmark that requires improvement, or is a cause for concern. This should be high level actions that

impact on a substantial proportion of students or promotes the well running of a programme. Low level actions should be addressed through the local governance and management processes, e.g. Board of Study, SSLC, etc and **do not need to be included in the action plan**. Please note that the student experience data source relating to student feedback excludes NSS results. Please see below. **Any data that is not available should be considered in the next iteration of the action plan.**

Section Three – OfS Condition B3¹

This section is pre-populated with the relevant Office for Students (OfS) data². Some metrics may be highlighted, indicating that action is required and details should be recorded in the relevant table. In addressing this, there should be consideration of the currency of the data, e.g. does it correlate to more recent institutional or local data? Additionally, the OfS subject groupings do not always match UoL reporting units, e.g. one OfS subject group might cover more than one UoL subject area, please see the spreadsheet ‘Subject mapping and all OfS splits’ and consider how this might affect your response. It’s on the AQSD website: <https://www.liverpool.ac.uk/aqsd/quality-and-enhancement-framework/annual-subject-action-planning/>. The same page also provides a link to the spreadsheet: ‘OfS Student Outcomes Data’ which includes the full OfS data set for the University, and provides additional, contextual information about the data, e.g. the number of respondents.

The criteria for highlighting metrics are: if they are at or below the OfS data threshold, or if they are up to 9.9% above the threshold; where the OfS threshold is set at 75% or higher, metrics that are up to 4.9% above the OfS threshold are highlighted.

Section Four – Actions from evidence available that need to be escalated to the Faculty or University

Where action points cannot be addressed by the reporting unit they should be escalated to Faculty or University level, details to be entered in the relevant boxes. Please note that matters reported here that are not directly related to quality assurance matters and processes will not be reported by the Faculty to AQSC, as the Faculty can only report matters that in within the remit of AQSC to address.

NB: this section should only be completed to report matters not already included in the NSS Action Plans.

Section Five – Best or Innovative Practice

The reporting unit should identify any success stories, good practice, and innovation, also highlighting where these demonstrate commitment to equality,

¹ The OfS has published conditions for registration with which universities must comply. One of the OfS conditions (B3) relates to student outcomes and as part of this is has produced student outcomes data, published to a dashboard on its website, in which it has set thresholds for each piece of data, which provides must meet.

² See note 1 for details of B3.

diversity and inclusivity. This may be used by the University in many of its external reporting activities and is important to collect across the University. **NB: this section should only be completed to report matters not already included in the NSS Action Plans.**

Section Six – Professional Body consideration

This is to be completed only if there is additional information needed for PSRB consideration, e.g. if the annual report is used as part of the annual monitoring process for your professional body requirements.

Section Seven – Diversity & Equality of Opportunity Policy and Equality Framework

This should be completed to provide any additional contextual information relating to actions included in the report that demonstrate commitment to the University's [Diversity & Equality of Opportunity Policy and Equality Framework](#).

Section Eight – External Examiner Reports

This should be completed to state that External Examiners confirm the standards of the programme (or not) and that a response to the External Examiner's report has been sent. This is one way in which the University ensures compliance with the OfS condition, B5, which relates to standards.³ If standards are not confirmed, actions should be noted in the action plan.

As indicated in the report template, this section should **not** be include information that was provided in the NSS Action Plan template; it is most likely, therefore, to cover the External Examiner reports in respect of PGT provision.

Feedback

As this is part of a pilot to enhance the action planning process, your feedback is important. The reporting unit templates and the Faculty summary report templates include a section at the end for feedback on the process, we particularly welcome comments in respect of the provision of OfS and Tableau data.

3. TIMELINE FOR ANNUAL SUBJECT ACTION PLANNING 2023/24

March/April 2024	ASAP Report templates are completed by the reporting units.
April to May 2024	FAQSC/FEEAC receive the ASAP Report templates

³ See note 2 for details of B5.

By 23 May 2024	Faculties completes the Faculty ASAP summary report and submit it to AQSC.
8 June 2024	University AQSC reviews the Faculty ASAP summary report from each Faculty.

4. SUPPORTING DOCUMENTS AND TEMPLATES

4.1 ASAP Aide Memoire

4.2 ASAP Data Sets

4.3 OfS Student Outcomes Data – spreadsheet containing all the OfS data for the University at institutional and subject level.

4.4 Subject mapping, and all OfS splits – spreadsheet listing all UoL reporting units and how they are mapped to the OfS subject splits.

4.5 Reporting unit templates Faculty of Health and Life Sciences:

- (i) ASAP Report Template – Dentistry
- (ii) ASAP Report Template – Medicine
- (iii) ASAP Report Template – Veterinary Science
- (iv) ASAP Report Template – Health Sciences
- (v) ASAP Report Template – Psychology
- (vi) ASAP Report Template – Life Sciences
- (vii) ASAP Report Template – Population Health

Reporting unit templates: Faculty of Humanities and Social Sciences

- (i) ASAP Report Template – Architecture
- (ii) ASAP Report Template – Communication and Media
- (iii) ASAP Report Template – English
- (iv) ASAP Report Template – Music
- (v) ASAP Report Template – Philosophy
- (vi) ASAP Report Template – Archaeology, Classics and Egyptology
- (vii) ASAP Report Template – History
- (viii) ASAP Report Template – Irish Studies
- (ix) ASAP Report Template – Languages, Cultures and Film
- (x) ASAP Report Template – Politics
- (xi) ASAP Report Template – Law
- (xii) ASAP Report Template – Sociology, Social Policy and Criminology
- (xiii) ASAP Report Template – Management
- (xiv) ASAP Report Template – The Academy

4.6 Reporting unit templates – Faculty of Science and Engineering:

- (i) ASAP Report Template – Computer Science
- (ii) ASAP Report Template – Electrical Engineering and Electronics
- (iii) ASAP Report Template – Aerospace Engineering
- (iv) ASAP Report Template – Civil and Risk Engineering
- (v) ASAP Report Template – Industrial Design
- (vi) ASAP Report Template – Mechanical Engineering
- (vii) ASAP Report Template – Earth, Ocean and Ecological Sciences
- (viii) ASAP Report Template – Geography and Planning
- (ix) ASAP Report Template – Chemistry
- (x) ASAP Report Template – Mathematical Sciences
- (xi) ASAP Report Template – Physics

4.7 Faculty Report Template HLS

4.8 Faculty Report Template HSS

4.9 Faculty Report Template SE

* * * * *

Notes:

1. OfS Condition B3: Student outcomes

Scope and application

B3.1 This condition applies to the quality of higher education provided in any manner or form by, or on behalf of, a provider (including, but not limited to, circumstances where a provider is responsible only for granting awards for students registered with another provider).

B3.2 This condition applies as an initial and general ongoing condition of registration for each relevant provider and as a general ongoing condition of registration for any provider that is not a relevant provider.

Requirement

B3.3 Without prejudice to the principles and requirements provided for by any other condition of registration and the scope of B3.1, the provider must deliver positive outcomes for students on its higher education courses.

B3.4 For the purposes of this condition, delivering positive outcomes means that either:

- a. in the OfS’s judgement, the outcome data for each of the indicators and split indicators are at or above the relevant numerical thresholds; or
- b. to the extent that the provider does not have outcome data for each of the indicators and split indicators that are at or above the relevant numerical thresholds, the OfS otherwise judges that:

- i. the provider's context justifies the outcome data; and/or
- ii. this is because the OfS does not hold any data showing the provider's numerical performance against the indicator or split indicator; and/or
- iii. this is because the OfS does hold this data but the data refers to fewer than the minimum number of students.

2. Condition B5: Sector-recognised standards

Scope

B5.1 This condition relates to the standards applied to higher education provided in any manner or form by, or on behalf of, a provider (including, but not limited to, circumstances where a provider is responsible only for granting awards for students registered with another provider).

Requirement

B5.2 Without prejudice to the principles and requirements provided for by any other condition of registration and the scope of B5.1, the provider must ensure that, in respect of any relevant awards granted to students who complete a higher education course provided by, or on behalf of, the provider (whether or not the provider is the awarding body):

- a. any standards set appropriately reflect any applicable sector-recognised standards; and
- b. awards are only granted to students whose knowledge and skills appropriately reflect any applicable sector-recognised standards.