Subject Action Planning 2023/24

Taught Provision

(for provision in 2022/23)

Appendix Two: Aide Memoire

The following can be used as a prompt to support the reporting unit in reflecting, evaluating and identifying action. This is for guidance only and is not intended to be prescriptive about what to include in your report.

Evaluation of data

- What actions have been identified from analysis of the OfS student outcomes data?
- What actions have been identified from analysis of the Tableau dashboard?
- Identify any significant achievement gaps in your data, this could be relation to the key characteristics, KPIs and TEF metrics;
- Link any relevant actions to these gaps in the data to show that you have considered and have a strategy to address;
- Are there factors outside your control which are affecting performance indicators, what support could be identified for these?
- Do the data show that academic standards are being met?
- Do the data provide evidence of compliance with the University's Diversity & Equality of Opportunity Policy and Equality Framework?[1]

Success stories and good practice

- Are there any particularly good examples of curriculum enhancement introduced due to activities in relation to consideration of the Liverpool Curriculum Framework;
- Have staff been awarded any grants or received awards for learning and teaching developments?
- Any particular examples from external feedback? For degree apprenticeships, have employers highlighted particular strengths?
- Are there success stories or good practice that demonstrate your commitment to equality, diversity and inclusivity?

External Evaluation

- Have there been any PSRB visits/review of programmes. What were the outcomes? Are there any actions identified as a result of the process?
- Comment appropriately on any actions from the External Examiners' reports;
- Have there been any developments or initiatives to engage with external bodies?
- For degree apprenticeships, you need to appropriately consider feedback from your employers.

Actions arising from student feedback

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[1] Diversity & Equality of Opportunity Policy;

Reviewed by AQSD March 2024, post-AQSC 15-Feb-24; relevant to AY 2023/24

- What have been the main points (positive and negative) that have been raised and discussed at SSLCs? What actions have been identified?
- How effective is your process for getting students' evaluations of modules/programmes and providing feedback on them to students?
- What issues have been raised in student evaluations? How are these being addressed? Have these actions been discussed with students?
- Have you developed or are you developing any other initiatives to engage with students?
- Are you confident that the mechanisms for student feedback are encouraging and facilitating feedback that is inclusive of students from protected groups (i.e. sex/gender, ethnicity, disability etc.)? In this context, are there any gaps in the feedback?

Actions in response to Strategy 2026

- How is the reporting unit addressing the KPIs in Strategy 2026? What action has been identified?