

Annual Subject Action Planning 2022/23

Taught Provision

(for provision in 2021/22)

1. INTRODUCTION

1.1 The Process

Annual Subject Action Planning (ASAP) is one element of the University's monitoring and review for taught programmes of study. It is a process which facilitates constructive reflection and self-appraisal and celebrates and promotes good practice. The process covers both undergraduate and postgraduate provision. Action plans should be revisited on a rolling basis throughout the year as data and feedback from stakeholders is received, and formally updated at least once.

The process comprises of:

- (i) Reflection on subject level data to inform the action planning. The action plan and report should be completed by the head of an agreed reporting unit (to be agreed at Faculty level, see 3.1.1 below);
- (ii) A Faculty level report;
- (iii) Feedback from Faculty level scrutiny to the head of the reporting area and from the University AQSC to Faculties and reporting units.

1.2 ASAP and the Student Voice

It is important that students are able to contribute to the action planning process, this should take place as follows:

- (i) The SSLC minutes from meetings during 2021/22 should form part of the evidence for the reporting unit to consider whilst developing their action plan;
- (ii) The action plan produced by each reporting unit should be submitted to each SSLC in the academic year for discussion on progress and consideration of any further actions required;
- (iii) Any subsequent actions identified by the SSLC should be incorporated into the action plan.

2. The University Framework for Quality and Standards

The annual subject action planning process reflects the University's approach to quality, standards and enhancement as detailed in the University's Framework for Quality and Standards:

<https://www.liverpool.ac.uk/media/livacuk/tqsd/quality-and-enhancement-framework/University-Framework-for-Quality-and-Standards.pdf>.

The following principles apply:

- (i) The primary responsibility for the quality of the student experience lies at the point of delivery;

- (ii) Quality assurance processes underpin the University's aim of delivering excellence in learning, teaching and assessment;
- (iii) Quality assurance processes are evidence-based, making full use of available management information.

3. The Annual Subject Action Planning Process

The action planning process will consist of completed reports from each area which are submitted to the relevant Faculty committee, such as FAQSC. FAQSCs will provide feedback on the reports and will monitor the actions identified throughout the academic year. In April 2023, each FAQSC will provide a summary report to the University AQSC, which will provide feedback on each of the Faculty reports.

3.1 Producing the reports

3.1.1 Associate Pro-Vice Chancellors (Education) and FAQSC Chairs (where different) will agree the reporting units applicable within their Faculty. Throughout this Guidance, this will be referred to as the reporting unit, as it may be in different levels across the Faculties.

3.1.2 The head of the reporting unit, or delegated nominee, will be expected to involve programme teams in the process of producing the action plan. They are free to involve students, 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.

3.2 What to include in your action plan

A copy of the action plan template is provided in Appendix One. Reporting units may choose to produce separate or combined action plans for UG and PGT provision and are required to include the following:

- (i) List of all taught programmes covered under the reporting unit, this includes any programmes run online and degree apprenticeships;
- (ii) Section One: evaluation of 2021/22 reporting unit actions from last year's Annual Subject Action Plan. Evaluation of the actions taken is important to enable the University to have evidence to show how enhancement activities are working;
- (iii) Section Two: for the action plan for 2022/23, actions should be identified on the evidence of the data available from the list at the top of the action plan. Where this consideration leads to a high level action point (an action that impacts on a substantial proportion of students or the well running of the programme), the number under which the data is listed should be entered in the Data Source column so that the link can be clearly seen. **Any data not available should be considered in the next iteration of the action plan;**
- (iv) Low level action points should be addressed as normal through the local governance and management processes, e.g. Board of Study, SSLCs etc and **do not need to be included in the action plan;**

- (v) Section Three: 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;
- (vi) Section Four: External Examiners: this requires reporting units to state that External Examiners confirm the standards on the programme (or not) and that a response to the External Examiner’s report has been sent. If standards are not confirmed, actions should be noted in the action plan;
- (vii) Section Five: success stories and good practice: the reporting unit should identify any success stories and good practice, also highlighting where these demonstrate commitment to equality, 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;
- (viii) Section Six: this narrative box is to be completed by providing a **short summary** (200-500 words) on each of the data sets that have been considered as they have become available through the year. This should address any gaps or inadequacies highlighted by the data. This narrative should refer to the key characteristics, as per the existing dashboard of data and relevant locally held information. Any issues rising from student feedback should be highlighted separately;
- (ix) Section Seven: this narrative box is to be completed with any further contextual information to support your identified action points, e.g. NSS, other relevant student feedback and strategic developments (200-500 words);
- (x) Section Eight: this narrative box 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;
- (xi) Section Nine: this is a narrative box for 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 (2016-2026)¹.

3.3 The role of Faculty and University AQSC in Action Planning

3.3.1 Faculty Academic Quality and Standards Committee²

(i) Reviewing action plans

Action plans and available data sets should be submitted to FAQSC. Staff will be informed locally of the specific deadlines. At this meeting FAQSCs should discuss and evaluate the plans, seeking to identify common themes and any actions to be forwarded for University consideration. FAQSCs should ensure there is a mechanism to progress actions that are for the University to address but don’t fall within the remit of the University Academic Quality and Standards Committee.

¹ [Diversity & Equality of Opportunity Policy](#); [Equality Framework \(2016-2026\)](#)

² Faculty Education, Enhancement and Assurance Committee (FEEAC) in the Faculty of Humanities and Social Sciences; throughout this guidance, references to FAQSC also include FEEAC.

(ii) Providing feedback to reporting units

The FAQSC will provide feedback to each reporting unit on its action plan. Plans that do not appropriately address issues identified in the data sets will be returned to authors for further consideration and resubmission. Plans that require resubmission should not delay reporting to AQSC, though it is expected that the Faculty report will include details regarding actions being taken by the Faculty to obtain further information and/or completed plans from reporting units.

(iii) Faculty Reports

The FAQSC is responsible for producing a report for the University AQSC, summarising the submitted action plans (see Appendix Three). Faculty level reports should be submitted to AQSC by 13th April 2023, for its meeting on 27th April 2022.

(iv) FAQSC Actions

Actions plans may highlight actions that will need to be addressed by the Faculty. The FAQSCs should ensure these actions are followed up, monitored and closed where appropriate.

3.3.2 University Academic Quality and Standards Committee

The University AQSC will receive Faculty summary action plans and review and evaluate. It will provide feedback on the reports and it will progress or oversee any institutional level actions that fall within the remit of AQSC or its sub-groups. These reports will be received at AQSC in April 2023.

3.4 **Timetable of activity**

When	Who	Activity
Semester 1 2022/23	Reporting unit	Reviewed the available data set and update/finalise action plan.
Semester 2 2022/23	FAQSC	FAQSC will receive action plans and data sets from reporting units and provide feedback accordingly.
April 2023	AQSC	AQSC will receive Faculty summaries for consideration.
All year	Reporting unit	On a rolling basis, review data as it becomes available and feedback from students when it is received, and update the action plan either for reporting to FAQSC in Semester 2 2022/23 or for 2023/24.

4. **Guidance on data sets**

Qualitative and quantitative information should be considered as part of the evaluation. Data available at the time of writing the Action Plan should be discussed and any action identified. Reporting units should not wait for all data to become available, but consider any further data in the updated action plan to be submitted later in the academic year.

Further Guidance on data requirements and availability is available in Appendix Four.