

## Annual Subject Action Planning 2024/25 for 2023/24 provision

### Guidance

#### **1. INTRODUCTION**

The Annual Subject Action Planning (ASAP) process for 2024/25 is a follow-on from the NSS action planning undertaken in autumn 2024 in respect of NSS results. Therefore, it is focused on action planning based on data and student feedback from sources other than the NSS.

Updates on previous actions, planned actions for 2024/25 at local, Faculty and University level, 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. Where the data or student feedback reflects actions that have already been identified from the NSS results, it should be reported that the action is being addressed through the NSS action plan.

The Guidance below sets out the expectations and requirements for completing the ASAP Report Template, noting any differences from previous years.

##### **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), see the Notes below for further details of OfS requirements. 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 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.

Each Faculty is responsible for ensuring there are appropriate operational and governance processes in place for monitoring actions during each academic year, reporting to the Faculty Academic Quality and Standards Committee and/or Faculty Education Committee as appropriate.

## 1.2 ASAP and the Student Voice

It is important that students are able to contribute to the action planning process 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 reflect the level 1 department or subject area as agreed by the Associate Pro-Vice Chancellors (Education) and FAQSC 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)**

### **Template fields and sections**

Reporting Unit	
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 2023/24

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

## 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. These 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**. Any identified actions that are already included in the NSS action plan should be reported as such. Please note that the student experience data source relating to student feedback excludes NSS results. **Any data that is not available when the report is produced should be considered in the next iteration of the action plan.**

## Section Three – 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 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. The Faculty will redirect such action points as appropriate. **NB: this section should not contain matters already included in the NSS Action Plans.**

## Section /Four – Best or Innovative Practice

The reporting unit should identify any success stories, good practice, and innovation, 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. **NB: this section should not report matters already included in the NSS Action Plans.**

## Section Five – 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 Six – Diversity, Equality and Inclusivity

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](#). This section should also provide a summary outline of how programmes covered in the report are contributing to achieving the University's approved [Access and Participation Plan](#) targets.

## Section Seven – 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.<sup>1</sup> If standards are not confirmed, actions should be noted in the action plan.

### 3. TIMELINE FOR ANNUAL SUBJECT ACTION PLANNING 2023/24

<b>Semester 1 2024/25</b>	ASAP report templates are completed by the reporting units.
<b>Semester 2 2024/25</b>	FAQSCs receive the ASAP report templates from the reporting units and provide feedback accordingly.
<b>By 10 April 2025</b>	Faculties submit the Faculty ASAP summary report to AQSC.
<b>24 April 2025</b>	University AQSC reviews the Faculty ASAP summary report from each Faculty.

### 4. SUPPORTING DOCUMENTS AND TEMPLATES

- 4.1 Appendix 1 ASAP Aide Memoire
- 4.2 Appendix 2 ASAP Report Template
- 4.3 Appendix 3.1 Faculty Report Template HLS

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<sup>1</sup> See note 2 for details of B5.

- 4.4 Appendix 3.2 Faculty Report Template HSS
- 4.5 Appendix 3.3 Faculty Report Template SE
- 4.6 Appendix 4 ASAP Data Sets

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**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.