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### Distance Learning Annual Module Review & Action Plan (AMRAP)

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| The purpose of this template is to support the annual monitoring of modules. It is a requirement of the School’s quality assurance framework and the QAA’s Quality Code that the outcomes of the annual monitoring of modules be recorded, so that the School can triangulate data to ensure that there is a high quality of provision, and that academic standards are being met. Module Organisers are required to fill out this template to ensure that there is consistency of monitoring on all modules, which will then aid the production of summary reports for faculty level monitoring. The annual review of modules is an essential source of data for feeding into the annual review of programmes.  **Module Organisers are responsible for the completion of this template and submission to the Taught Programme Director (TPD), within four weeks of the end of the module.**  PLEASE ENSURE THAT NAMES OF STUDENTS AND STAFF ARE NOT INCLUDED UNLESS AN ACTION IS ASSIGNED TO A STAFF MEMBER. |

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| **FACULTY:** |  |
| **ACADEMIC YEAR:** |  |
| **MODULE TITLE:** |  |
| **MODULE CODE:** |  |
| **Module organiser(S):** |  |

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| **1. Summary of action taken since last review** |
| Referring to the Action Plan in Section 3 of last year’s AMRAP form, please paste in the actions below and report on each of them, evaluating the effectiveness of these actions, and indicating if further action is required.  Please also indicate any changes which have been made to the content, design or delivery of the module to make it more accessible or inclusive and reflective of diversity and decolonisation initiatives. |
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| **2. Evaluation of year** |
| Indicate any new good practice introduced during this academic year and highlight any issues to be addressed. This should include comments reflecting on Decolonising initiatives, specifically on:  (a) appropriate content, images & language  (b) contextual and diverse reading lists and  (c) diversity of lecturers & how their contributions are valued  (d) how decolonising is discussed in your module) and other steps to improve inclusion |
| 1. **Successes & good PRACTICE**   Please integrate formal and informal feedback from students (see annex 1), reflections from teaching staff and analysis of assessment results as appropriate. |
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| 1. **Issues to be addressed**   Please integrate formal and informal feedback from students (see annex 1), reflections from teaching staff and analysis of assessment results as appropriate. For any significant concerns that are identified, please see [Report and Support](https://reportandsupport.lshtm.ac.uk/). |
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| **3. action plan** |
| Please list the specific actions required, the timeline for completion and identify the person/people responsible for each action with reference to 2.II  Please include at least one action that aims to contribute towards decolonising learning and teaching at LSHTM. You may wish to refer to the Decolonising the Curriculum toolkit available [here](https://ble.lshtm.ac.uk/course/view.php?id=4981). |
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| **Module Specification Amendments – Is there anything arising from this report that requires a change to the Module Specification?**  **Yes No**  Please note that ‘Minor’ amendments to the Module Specification (including changes to content, assessment or teaching methods) must be requested using the Module Amendment Form and be submitted through the Faculty PGT Committee before being noted at the Programme and Module Review Committee (PMRC). It should be noted that if there are or have been a substantive number of changes to the module it may be referred to the Programme and Module Review Committee for further scrutiny and final approval. Please note that amendments should have had appropriate consultation at programme and faculty level, and will also require External Examiner input. Module amendments need to have final approval from the Faculty Postgraduate Taught Committee or Programme and Module Review Committee by July at the latest, if they are to be implemented for the next academic year. The approving committee will ensure that any changes do not contravene the Competitions and Marketing Authority’s (CMA) advice for HE providers on [Consumer Protection Law](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/428549/HE_providers_-_advice_on_consumer_protection_law.pdf).  *Editorial* changes to Module Specifications should be track changed and submitted to the QAS office for publication during the summer (May-August) prior to the start of the next academic year. |
| **Module Organiser: *signature* Date:**  This report must be approved by the Faculty Postgraduate Taught Committee (Chair: Taught Programme Director for the faculty)  **Chair of Faculty PGT Committee (TPD): *signature* Date:**  **Committee approval, monitoring and summary reporting**  The report should be discussed first at the Programme Committee and then at the Faculty Postgraduate Taught Committee for approval or revision. The Faculty Postgraduate Taught Committee will produce a faculty summary of module monitoring for onward scrutiny at the Programme and Module Review Committee (PMRC), which will then produce an institutional level report for final scrutiny at the Senate Postgraduate Taught Committee on behalf of Senate. |
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**Annex 1. Module Survey Feedback**

*To be completed by PAO administrator*

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| **Student Quantitative feedback ratings** | | | | | | | | | | | | | | | | | | | | | | |
| ***From Section 2 of evaluation form*** | | **Very satisfied** | | | **Satisfied** | | | **Neutral** | | | **Dis-satisfied** | | | **Very Dissatisfied** | | | **N/A** | | | **Total** | | |
| **Academic Year (3-year comparison)** | | **22 23** | 21 22 | 20  21 | **22 23** | 21 22 | 20 21 | **22 23** | 21 22 | 20 21 | **22** **23** | 21 22 | 2021 | **22 23** | 2122 | 2021 | **2223** | 2122 | 2021 | **22 23** | 2122 | 20 21 |
| **Quality of module notes and reading material** | **N** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **%** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Teaching quality: lectures** | **N** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **%** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Teaching quality: practicals and seminars** | **N** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **%** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Assessment guidance** | **N** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **%** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Overall opinion of module** | **N** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **%** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

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| **Number of students and overall feedback by student type** | | | | |
|  | **[A] No. of students registered for module** | **[B] No. of evaluations submitted stating an overall opinion** | **[C] No. of evaluations with overall opinion ‘good’ or ‘very good’** | **[D] % of evaluations with overall opinion ‘good’ or ‘very good’ [=C/B\*100]** |
| **Total – all on module** |  |  |  |  |
| **Ratings for courses or major groups from which module students were drawn** | | | | |
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| ***(add more rows as required)*** | | | | |

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| **Qualitative comments**   * ***NB – the names of individuals, whether staff or students, should not be included.*** |
| ***‘Overall, what were the good things about this module?’ – complete set of responses*** |
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| ***‘What could be improved about this module?’ – complete set of responses*** |
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| ***‘Please comment on aspects of your circumstances that may have affected your study experience in this module.’ – complete set of responses*** |
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| ***As a public health educational institution with a colonial legacy, LSHTM has a responsibility to reflect on how its teaching might reinforce or reproduce colonial attitudes, and to decolonise its learning and teaching. In view of this, please answer the following questions:***   1. ***To what extent did this module directly address these issues in its materials and delivery? (e.g. through diverse reading lists, appropriate language/content/images, diversity of lecturers and how their contributions were valued)***  |  |  |  |  | | --- | --- | --- | --- | | ***Significantly*** | ***Moderately*** | ***Minimally*** | ***Not at all*** | |  |  |  |  |  1. ***To what extent did this module discuss issues of decoloniality and power in global public health? (e.g. did the module signpost how power systems influence the module’s methods?)***  |  |  |  |  | | --- | --- | --- | --- | | ***Significantly*** | ***Moderately*** | ***Minimally*** | ***Not at all*** | |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | | ***Significantly*** | ***Moderately*** | ***Minimally*** | ***Not at all*** | |  |  |  |  |  1. ***To what extent has this module raised your awareness of decoloniality and power in this subject?***  |  |  |  |  | | --- | --- | --- | --- | | ***Significantly*** | ***Moderately*** | ***Minimally*** | ***Not at all*** | |  |  |  |  |     ***Further comments regarding how this module directly addressed issues of decoloniality and power in global public health*** |