### LSHTM logo

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

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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 and School level monitoring. The annual review of modules is an essential source of data for feeding in to 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:** |  |

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| **1. Summary of action taken since last review** |
| Referring to the Action Plan from the previous Annual Module Review, please note actions taken, evaluating the effectiveness of these actions, and indicating if further action is required. |
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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. |
| 1. **Successes & good Practice (with reference to feedback from students (annex 1), staff and External Examiners; and an analysis of assessment results.** |
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| 1. **Issues to be addressed (with reference to feedback from students (annex 1), staff and External Examiners; and an analysis of assessment results** |
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| **3. Summary action plan** | |
| Summarise the action required, the timeline for completion and identify the person/people responsible for the action with reference to 2.II | |
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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. | |

**Annex 1. Module Survey Feedback**

*To be completed by TSO administrator*

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| **Student Quantitative feedback ratings** | | | | | | | | | | | | | | | | | | | | | | |
|  | | **Definitely Satisfied** | | | **Mostly Satisfied** | | | **Neutral** | | | **Mostly Dissatisfied** | | | **Definitely Dissatisfied** | | | **N/A** | | | **Total** | | |
| **Academic Year (3-year comparison)** | | **20 21** | 19 20 | 18 19 | **20 21** | 19 20 | 18 19 | **20 21** | 19 20 | 18 19 | **20 21** | 19 20 | 18 19 | **20 21** | 19 20 | 18 19 | **20 21** | 19 20 | 18 19 | **20 21** | 19 20 | 18 19 |
| **Breadth and depth of content covered in the module** | **N** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **%** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Presentation of module materials** | **N** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **%** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Guidance given on the assessment** | **N** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **%** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Experience of participating in live webinars/Skype sessions (please note GHM202, IDM103, IDM104, IDM201, IDM204, IDM601 do not have collaborate sessions)** | **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 ‘Definitely Satisfied’ or ‘Mostly Satisfied’** | **[D] % of evaluations with overall opinion ‘Definitely Satisfied’ or ‘Mostly Satisfied’ [\_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)*** | | | | |
| **Qualitative comments**   * ***NB – the names of individuals, whether staff or students, should not be included.*** | | | | |
| ***‘Please comment on the most enjoyable and/or useful aspects of studying this module this year.’ – complete set of responses*** | | | | |
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| ***‘Please comment on the least enjoyable and/or useful aspects of studying this module this year.’ – 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.***  ***Can we improve the content, design or delivery of the module to make it more reflective of decolonisation initiatives? If so, please suggest how we might do this***  ***Can we improve the content, design or delivery of the module to make it more accessible and inclusive? If so, please suggest how we might do this*** | | | | |
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| ***‘Please use this free text box to add any further comments relating to your experience of studying this module, this year.’ – complete set of responses*** | | | | |
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