

Module Code: LCSD0516/17A

Module Title: Clinical Linguistics and Phonetics

Module Leader: Sally BATES

Academic Year: 2016-17

Please provide detailed analysis in the commentary boxes below (which will expand to incorporate your text)

1. Review of last year's action points and priorities and good practice

Source of Issue	Action Point	How Issue was Resolved
MEF	Include more practice in transcribing connected speech.	This was achieved and has been cited as a module strength in this year's MEF.
MEF/Tutors	Ensure all lectures are captured.	Achieved.
MEF/Tutors	Include session on vowel disorders.	Achieved. Care was taken to ensure that the number of teaching sessions for this module was not reduced on account of dysphagia week.
MEF	Include more practice charting data on LARSP.	Additional independent study practice opportunities were provided. However, owing to timetable constraints, it was not possible to schedule additional tutor-led practice.

2. Programmes the module contributes to

BSc Hons Part Time Speech and Language Therapy, BSc Hons Speech and Language Sciences, BSc Hons Speech and Language Therapy

3. Staff delivering module

Dr Sally Bates, Dr Julia Stewart

4. Student Information

	1st Attempt	Final Attempt
Number of Students Registered:	58	
Lowest Module Mark:	0	0
Highest Module Mark:	89	89
Mean Module Mark:	61.34	61.98
Standard Deviation:	18.19	17.32

5. Module Results

Proportion of students in each of the following bands of marks		
	1st Attempt	Final Attempt
0 to 19.9%	2	2
20 to 29.9%	1	0
30 to 39.9%	2	1
40 to 49.9%	6	7
50 to 59.9%	8	9
60 to 69.9%	20	20
70 to 79.9%	13	13
80 to 100%	6	6

6. Discussion of anomalous results

(to be completed if mean mark is greater than 65% or less than 45%)
N/A

7. Summary of module evaluation forms

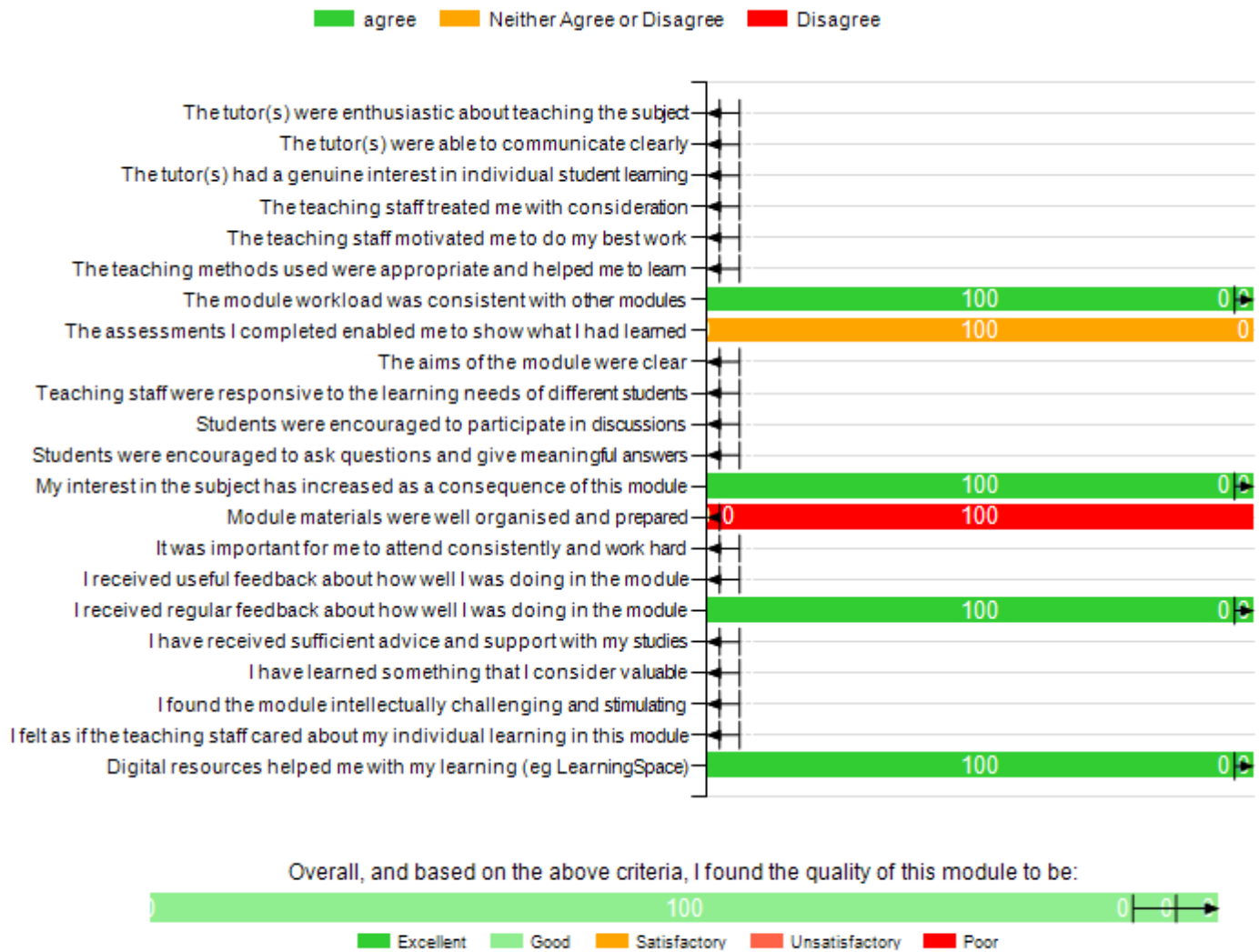
1 responses for search criteria

Paper-based MEF was collected at the end of this module.

Summary of module evaluation forms (to include % returned)

46 (79%) feedback forms were returned			
	Excellent	Good	Satisfactory
Content / Experience	63%	35%	2% n=1
Teaching / Supervision	76%	22%	2% n=1
Module Support	76%	24%	
Resources	67%	22%	11%

The following feedback represents the views of one student



8. Discussion of the module strengths As in previous years, the feedback for this module is extremely positive across the board. Students like the structure, style of teaching, the blended learning approach and assessment format. They feel well supported and report increased confidence in their practical data analytic skills. The following were all highlighted as particular module strengths:

- **Quality of teaching/delivery style:** students commented that the module is well-organised and follows a logical progression; sessions are interactive and engaging and tutors are enthusiastic and knowledgeable.
- **Level of support:** many students reported finding the tutors approachable and supportive.
- **Practical activities/blended learning approach:** students also commented that the repeated, regular practice across the three skill areas, in class and as independent study, provided many opportunities to consolidate learning and gradually build confidence and skill. They also commented positively on the regular feedback on performance as a whole group and the opportunities they had to learn from each other. The use of authentic clinical data was also highlighted as a strength contributing to enjoyment and motivation.
- **Split group sessions:** these were perceived to facilitate group discussion and allow more time for individual tutor support and feedback on performance.
- **Resources:** students commented on the range and variety of resources provided on Learning Space. They also appreciated the clarity and level of detail provided in powerpoint slides and handouts and the practice material provided for revision.
- **Assessment format/preparation:** many students commented favourably on the three-way exam split, reflecting the three core skill areas: phonetic transcription, phonological analysis and grammatical analysis. Students also reported feeling well prepared for the exams.
- **Clinical relevance/importance:** most students agreed that this module is highly relevant to their teaching/learning in other modules, particularly the clinical placement module in the case of SLT students, and their future professional practice.

9. Discussion of points requiring action

- Given the large cohort size, a number of students reported feeling anxious giving their answers to the linguistic profiling independent study exercises in front of the whole group.
- Several students commented that they would like more time on LARSP, in particular on the charting procedure. The focus in class is on analysis and relatively little tutor-led time is given to explaining the charting procedure compared with the PPSA. This largely reflects the focus in the end of year exams and the fact that students are required to complete the PPSA for the phonological analysis exam. In the grammatical analysis exam, copies of the LARSP proforma are provided for reference but students are not required to complete them.
- A small number of students were under the impression that this is a half module, possibly because LCSC07 and LCSC08 are both year-long modules. Consequently, they felt that there was too much assessment, or that the exams should be more spaced out.
- Several students felt that more split group sessions and smaller seminar groups would be beneficial.

Action points and priorities for next delivery of the module

Source of Issue	Action Point	Person Responsible	Completion Date	Future Impact of Action
MEF	Give linguistic profiling feedback in the smaller, split-group sessions	SB/JS	October 2017	Students will feel more confident sharing their analysis and asking questions.
MEF	Re-visit the timetable with a view to increasing the number of taught sessions on LARSP.	SB	October 2017	An additional tutor-led session on LARSP has been timetabled this year. Efforts will also be made to direct students to the online LARSP manual and to offer an additional 'optional' tutorial out-with the normal timetabled slot.
MEF	Ensure all students understand that this is a 20 credit module	SB	October 2017	
MEF	Build in more split group sessions	SB	October 2017	Additional split group sessions have been timetabled this year.

Module Leader Signature:



Date:

18 October 2017

Main Programme Leader to 'sign off' report:

Name of Programme Leader:

Julia Stewart

Signature of Programme

Leader:



Date approved: 30/10/17

Copies to be circulated to all relevant Programme Leaders and Head of Department(s); electronic copy to be forwarded to the Student Administrative Manager.

To be received and discussed at the first SSLC of the academic year.