

PUBLISHED COURSE ANALYSIS



Publishing date: 2019-02-06

A course analysis has been carried out and published by the course convener.

The Karlstad University evaluation tool is owned by the Professional Development Unit and is managed by the systems group for educational administration, Student Centre.

English for professional purposes: Oral communication, 7.5 ETCS cr. (ENGPS1)

Course convener: Anna Linzie

Basic LADOK data

Course Code: ENGPS1

Application Code: 32215

Semester: HT-18

Start Week: 201845

End Week: 201903

Pace of Study: 50%

Form of Study: Campus

Course Data

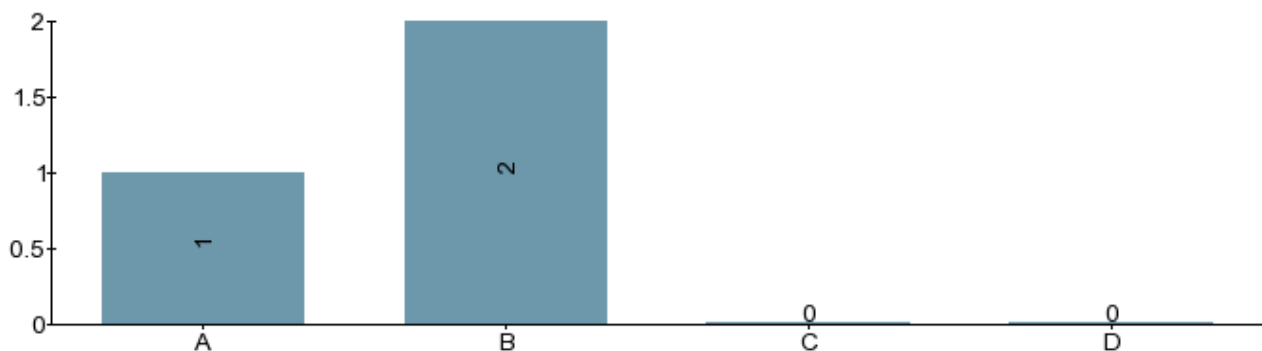
Number of questionnaires answered: 3

Number of first registrations^[1]: 11

Changes suggested in the course analysis of the previous course date:

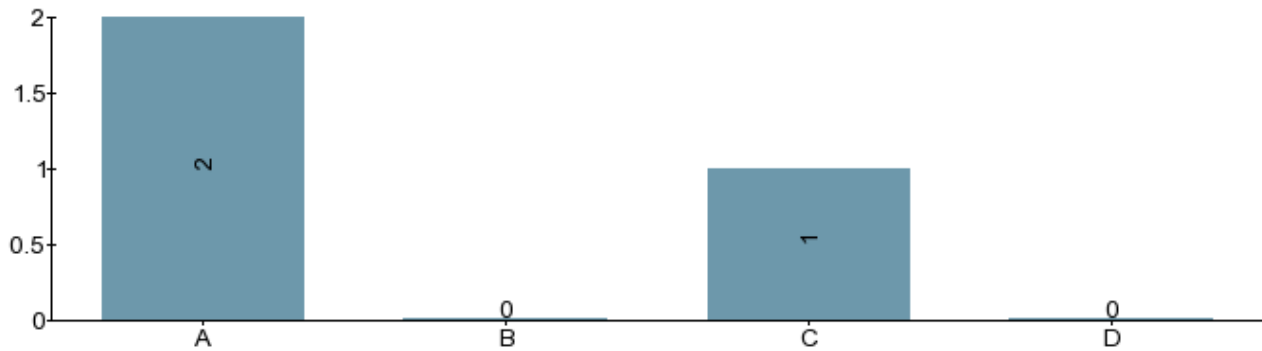
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1. During the course I developed the knowledge, skills and other competencies described in the learning outcomes.



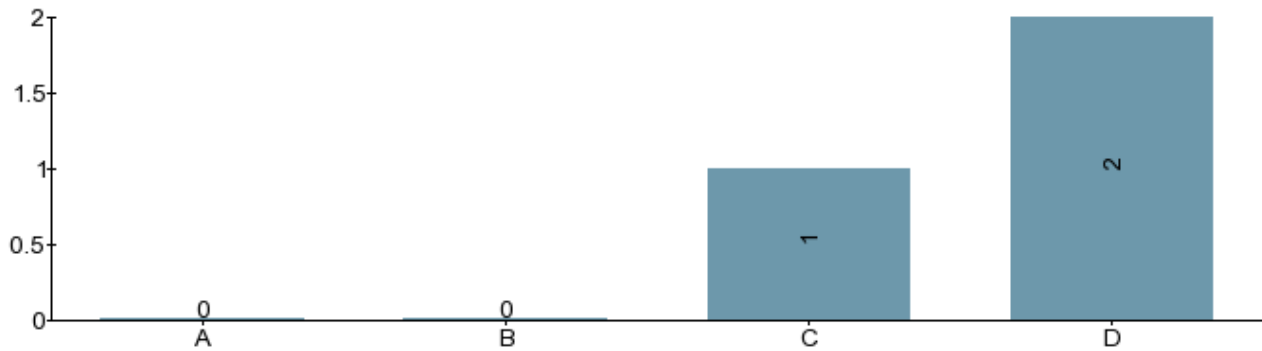
- A) To a very great extent
- B) To a great extent
- C) To a certain extent
- D) To a very little extent/Not at all

2. In the examinations, I had the opportunity to demonstrate if I have acquired the knowledge, skills and other competencies described in the learning outcomes.



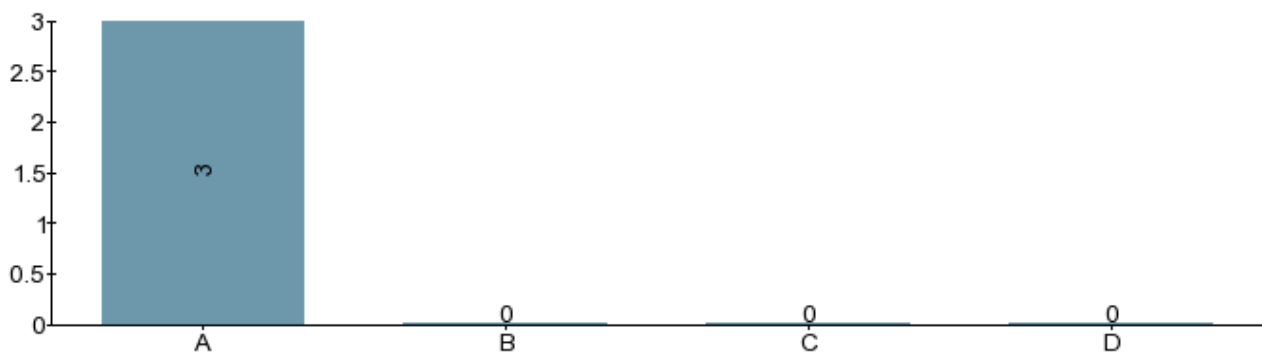
- A) To a very great extent
- B) To a great extent
- C) To a certain extent
- D) To a very little extent/Not at all

3. On average, I spent the following number of hours on coursework per week:



- A) More than 40 hours (or more than 20 hrs at 50% study pace, more than 10 hrs at 25% study pace)
- B) Between 30-39 hours (or between 15-19 at 50% study pace, between 8-10 at 25% study pace)
- C) Between 20-29 hours (or between 10-14 at 50% study pace, between 5-7 at 25% study pace)
- D) Less than 20 hours (or less than 10 at 50% study pace, less than 5 at 25% study pace)

4. During the course, I have found that teachers and other staff have been:



- A) Professional and very accommodating
- B) Professional and accommodating
- C) Professional
- D) Deficient

should also be analysed here. Any effect of joint courses should be commented on.

Very few students completed the questionnaire. Those who did seem generally satisfied with the course, and did not offer any additional comments or suggestions.

Suggestions for changes to the next course date.

The instructions for the examination should be revised to correspond more clearly and explicitly to the learning outcomes for the course. The revision of the examination information document should also include a more transparent distinction between Pass (G) and Distinction (VG) levels in the assessment criteria.

The course literature is somewhat out-of-date. *Study Speaking: A Course in Spoken English for Academic Purposes* was first published in 1992 and the second edition is from 2004. It should probably be replaced at some point by a more recent book about oral communication, preferably with a more professional focus (rather than academic), given the emphasis on professional environments and conventions in the syllabus.

1. **Number of first registrations for a course:** First registration = the first time a student registers for a specific course.