Week 7	Loanword phonology	(Cantonese and others)
Week 8	Tone language textsetting	(Cantonese)
Week 9	Characters as Phonological	(Chinese Orthography)
Week 10	Sign Languages in China	(Shanghai, HK Sign Language)

Information for students on other programmes and Affiliate/intercollegiate students:

If you want to take this module, you should select it on Portico as usual. Any general queries about taking the module can be addressed to pals.lingteachingoffice@ucl.ac.uk.

2. Teaching

Teaching methods and tutorial/lab arrangements:

There is a two-hour lecture and a one-hour back-

4.3 Specific Targeted Tutor Feedback

Type of Feedback	Provided
Oral responses within class (e.g. demonstrators talking to students in lab, stats and computing classes).	Yes
Oral responses outside class (e.g. students are invited to telephone or meet with module staff with individual queries regarding topics taught).	Yes
Electronic responses to queries from individual students are provided (as above)	Yes
Summative comments on coursework (e.g. handwritten feedback at the end of a written assessment which counts towards the module mark).	No
On-script comments in the body of individual summative coursework	Yes
Indication of achievement against set marking criteria (e.g. for an individual essay or a lab report).	Yes
Feedback using a standard feedback form (e.g. essay feedback form or lab marking forms)	No
Oral feedback on coursework talking to individual students about their coursework on the phone or in person, this could be summative points or specific comments on parts of the essay / lab report / project.	No
Electronic feedback on coursework. This could be via email or within VLE (e.g. using Gradebook on Moodle).	No

Table 4. Specific Targeted Tutor Feedback

4.4 Feedback From People Other Than Module Staff

Type of Feedback	Provided
Peer feedback: fellow students commenting on/marking each other's work, or working together on a task (e.g. group work providing students with feedback on their ideas/understanding).	No
Self-feedback (e.g. students evaluating their own coursework, worksheet answers, etc.)	No
Feedback from seminar tutors: Students may receive feedback on their understanding of topics/answers to queries/feedback on coursework from their tutor (e.g. poster, Research Project presentations etc)	Np

Table 5. Feedback from People other than Module Staff

4.5 Feedback related to examinations

Type of Feedback	Provided
A mock examination **is given to help students prepare for the final exam.**	No
Marks for the previous year provided online, **with a breakdown of marks for individual questions**	No
Samples of real student work, **such as coursework, exam essays, and projects from previous students on the module.**	No

Table 6. Feedback related to examinations

5. Specific Transferable Skills

Transferable skills students on this module can expect to develop, categorised into skill areas.

5.1 Academic

Type of transferable skill	Provided
Learning Actively – **Able to approach learning as an active agent, taking responsibility for the process and outcomes.**	No
Analysing Data **Able to filter and organise information to develop an argument and work toward a conclusion, applying numerical analysis where appropriate.**	Yes
Thinking Critically **Able to consider claims made against the evidence available and to deve**	Yes
Using Sources **Able to locate and use appropriate books, journals, websites and other sources to gather relevant data**	No
Solving Problems **Able to use systematic approaches to overcome difficulties in producing a desired outcome**	Yes
Managing Projects **Able to plan a coordinated set of tasks and enact over time to produce a substantial result**	No

Table 7. Academic transferable skills

5.2 Self-Management

Type of transferable skill	Provided
Reflecting on Learning	

Managing Time Able to prioritise tasks and commitments to achieve optimum results in a designated timeframe	Yes
Being Creative/Innovative Able to generate and apply original approaches to tasks and problems and produce improved outcomes	Yes
Assessing Oneself action needed to improve effectiveness	Yes

| Understanding others | Able to recognise the variety of ways in which people can thing and approach tasks, adjusting your own to suit | No |

Assessing self and peers