Mobile Technology

Department: Computing and Technology

Module Code: MOD002663

Level: 6

Academic Year: 2016/17

Semester: 2

Contents

1 Key Information

Module title: Mobile Technology

Module Leader: Dr. Razvan-Ioan Dinita

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Module Tutors: Dr. Razvan-Ioan Dinita

Every module has a Module Definition Form (MDF) which is the officially validated record of the module. You can access the MDF for this module in two ways via:

1. the Virtual Learning Environment (VLE)
2. the *My.Anglia Module Catalogue* at www.anglia.ac.uk/modulecatalogue

All modules delivered by Anglia Ruskin University at its main campuses in the UK and at Associate Colleges throughout the UK and overseas are governed by the *Academic Regulations*. You can view these at www.anglia.ac.uk/academicregs. An extract of the *Academic Regulations*, known as the *Assessment Regulations*, is available at this website too.

In the unlikely event of any discrepancy between the *Academic Regulations* and any other publication, including this module guide, *the Academic Regulations*, as the definitive document, take precedence over all other publications and will be applied in all cases.

2 Introduction to the Module

This module investigates the technology of mobile devices from mobile phones to tablet devices. The material covers the two aspects of mobile technology.

- The design issues, standards and tools available for developing web pages and Internet services for access from mobile devices.

- The design issues, programming and tools for developing hybrid mobile applications hosted on the mobile device.

The core technologies that we will cover are HTML5, CSS3 and JavaScript for mobile adapted web sites and browser based applications. In the laboratories we will use an online code editor and browser based development tools for web applications. We will also be exploring how the apps we develop can be transformed into hybrid mobile apps.

Students will be encouraged to develop their own ideas within the area of mobile technology and create content of whatever form to be rendered and tested on mobile devices and emulators. This material may be for entertainment, games, e-learning/training, conferencing, or applications of existing services: e-mail, instant messaging, news etc. These techniques will be assessed via the coursework for the module. The main development will be through software simulation of mobile devices, but students are encouraged to utilise and test their work with their own hosting and devices where possible.

3 Learning Outcomes and Outline Delivery

Anglia Ruskin modules are taught on the basis of intended learning outcomes and that, on successful completion of the module, students will be expected to be able to demonstrate they have met those outcomes.

On successful completion of this module students will be able to:
- Analyse the contextual features, constraints and technical opportunities presented by mobile networks for Internet services.
- Analyse the features of devices to render content in a mobile context.
- Critically appraise the value of web and application based content for mobile devices.
- Design and deploy Internet applications to mobile devices.

Please follow the **module VLE** content for weekly updates.

4 Assessment

4.1. How this Module is Assessed: What You Need to Do and When

Table 4.1 Assessment Information

DESCRIPTIVE TITLE	*Mobile Application Assessment*			Assessment Element	010
ASSESSMENT DETAILS	*See below.*				
Learning Outcomes	1 - 4	Weighting	100%	Marking Approach	Fine Grade
WHAT IS BEING SUBMITTED	*Mobile application developed using web technology. Report describing mobile features, design, development, and testing of up to 2000 words. See below for details.*				
SUBMISSION	'Due' Date:	12/05/17	Time:	14:00	Location	iCentre
HOW WE ALLOCATE YOUR MARKER:	*Randomly by number of students*				
MARKER(S):	Razvan Dinita				
MODERATOR(S):	Mike Hobbs				
FEEDBACK	'Post' Date:	09/06/17	Where to get your feedback	Email	

We expect students to use a **web framework** to develop their application. The following sections give an indication of what is expected and the marks allocated to each aspect.

The Report:

The report needs to address the areas outlined below but it does not need to be limited to these. Marks will be awarded in accordance with the Anglia Ruskin generic marking criteria outlined in section 7 of the module guide. The % given for each category is indicative of the weight we are giving that content. However, credit may be given for work that does not explicitly fall into these categories, particularly if it exceeds module expectations.

Aims and Design (10%)

Outline description of the application with justification for design decisions. Functional description and specification, diagram(s) (UML) or flow chart, storyboard / user design sketches.

Implementation Description (10%)

How the technology was used, explain each of the main functions, link to a snapshot of its operation and a snippet of code. Make sure you reference any code and websites that you have used to help you develop your application.

Testing / critical evaluation / conclusion (20%)

The test plan will test functionality as laid out in specification, evaluation will highlight good points and explain weaker areas. Credit will be given for including results from a range of browsers, emulators and/or devices. You should include a short section on how the application might be effected by different connection technologies e.g. wireless, 3G, GPRS and offline operation. You should provide a brief conclusion to summarise the success (or otherwise) and indicate future areas of development for your application.

Presentation (10%)

Marks will be given for presentation, which should fit the following specification:

- Logical layout and presentation of material with a suitable writing style and use of English.
- Numbered headings and sub-headings to generate a contents list, title page, with date and SID, page numbers.
- Suitable font size, for headings, lists, tables etc.
- Use Harvard referencing to cite examples and supporting literature.
- Do NOT include a print out of the code you have written. Providing the project source code on the digital medium you submit is enough.
- Include other appendices for raw test data, and other supporting material.
- Provide a contents description of the CD/DVD/USB.
- NOTE: If you submit a USB drive, please be prepared to live without it should it either a) get lost or b) gets sent off to the External Examiner as part of our moderation process (you can ask for it back after one year).
- Binding should be comb bound, or flat plastic 2-hole file with CD/DVD/USB attached with a CD/USB holder pocket attached in such a way as to allow insertion and removal without it dropping out.

The application:

The application will be evaluated according to how well it meets the criteria below but it does not need to be limited to these. Marks will be awarded in accordance with the Anglia Ruskin generic marking criteria outlined in section 7 of the module guide. The % given for each category is indicative of the weight we are giving that content. However, credit may be given for work that does not explicitly fall into these categories, particularly if it exceeds module expectations.

Implementation, coding and Technical quality (35%) (see Indicative Marking Criteria below)

Marks will be given according to the appropriate use of design, technical and coding standards, as well as the overall difficulty and originality of the application. Using existing code, templates and examples is a good way of getting a start but the bulk of the marks will be for your work. So, any existing material (even if it is your own work from another module) must be properly referenced and your additions clearly indicated. This will ensure that you properly identify your value added and how you extend or adapt existing examples, templates and tutorials.

Operation and User experience (5%)

How does the application meet user expectations in terms though the interface and functionality? Is this a suitable application for mobile access? Does the app seem complete, is it easy to operate / install? If needed, are there user instructions provided with the app? In any case instructions on how to set up / use application and how it works, would be helpful – this can include written documentation and even a short video or screen capture.

Demonstration (10%)

You will need to demonstrate your application in one of the two the final lab sessions of the semester. If you are unable to demonstrate at this time, arrangements can be made by prior appointment. You will not be required to present to an audience or create power points, just be ready to show how it works, highlight any interesting features, explain any problems and answer a few questions from the module tutor.

Indicative content:

This section provides guidance on the sort of application you need to develop and the technology we expect you to use.

Web Technology

The application should be mobile friendly (Bootstrap CSS or equivalent) and use standard web technologies (HTML5, CSS3, JavaScript) in the form of a Web Framework (**AngularJS**, EmberJS, Ionic, etc.). You can, and should, also use supporting libraries (JQuery) to help provide the functionality you want for your app. Additionally, Cordova can be used, but <u>not</u> contribute to the overall mark, to create a native application wrapper for your project.

Native Technology

We can support native Android application programming using the Android SDK, however we strongly suggest taking the web technology route as it provides a much broader audience (Desktop, Tablets, Mobile). Other development environments may be appropriate, but will need to be agreed with the module tutor.

Indicative Marking Criteria:

Marks for the application will be awarded in accordance to the Anglia Ruskin generic marking criteria outlined in section 7 of the module guide. Additionally, here are some of the features that we will be looking for. This is not an exhaustive list, so you may implement features not listed. Also, you need not try to include everything, as a well-crafted application that effectively meets the needs of the target user group with a subset of these is likely to gain more marks than an application that simply squeezes in as many features as possible.

- organise code into suitable files and folders;
- pages adapt content to display well on both desktop and mobile formats;
- conform to general mobile and target device User Interface guidelines;
- utilise offline access through HTML5 LocalStorage;
- use GPS and location data with maps and/or Google map API;
- utilise accelerometer and other mobile sensors and controls as appropriate;
- use of suitable development IDEs, tools, frameworks and libraries.

Assessment Application Topics

It is essential that any potential application topic is discussed with your module tutor and the outline design approved. This is to make sure the application will meet the module learning outcomes and, as is often the case, is not too ambitious.

To achieve 70 marks or over under the Anglia Ruskin marking criteria (at level 6) you are required to include original material that you have researched, which will mean building on the material presented by the module or attempting technology that we have not explicitly covered. If you do decide to branch out, make sure that you discuss this with the module tutor who may be able to point you in the right direction and offer some helpful hints.

As part of the development of the module we introduced example code. You are welcome to develop these further, however please bear in mind that your marks start where that code ends.

A simple, but effective, assessment topic is to show a 'sampler' of different techniques within a self-documenting web application. e.g. a web app can show how to implement responsive design, use of offline capabilities, access to mobile device features. Ideally, these 'sample' applications will be suitable as explanations / demonstrations / tutorials for other students, and may also involve streaming your own short video sequences to explain the techniques.

IMPORTANT: You should consider building a game with multi-player support and/or multi-account support, one that uses device sensors and is using HTML5 Canvas for its graphics. There will be at least one example built throughout the module teaching period, which can also be used as a base and expanded.

4.2. Submitting Your Work

All coursework assignments and other forms of assessment must be submitted by the published deadline which is detailed above. It is your responsibility to know when work is due to be submitted.

Work that is submitted late – defined as up to five working days after the published submission deadline - will be accepted and marked. However, the element of the module's assessment to which the work contributes will be capped with a maximum mark of 40%. Work that is submitted later than five days after the submission deadline will not be marked and will be treated the same as a missed submission. You will then have to re-sit the assignment and the mark for the module as a whole will be capped at 40%.

You must keep copies of your submitted work.

All coursework assignments and other forms of assessment must be submitted by the published deadline which is detailed above. It is your responsibility to know when work is due to be submitted.

All student work which contributes to the eventual outcome of the module (ie: if it determines whether you will pass or fail the module and counts towards the mark you achieve for the module) is submitted via the iCentre using the formal submission sheet. Academic staff CANNOT accept this work directly from you.

If you decide to submit your work to the iCentre by post, it must arrive by midday on the due date. If you elect to post your work, you do so at your own risk and you must ensure that sufficient time is provided for your work to arrive at the iCentre. Posting your work the day before a deadline, albeit by first class post, is extremely risky and not advised.

4.3. Feedback

You are entitled to feedback on your performance for all your assessed work. For all assessment tasks which are not examinations, this is accomplished by a member of academic staff providing a mark and associated comments which will relate to the achievement of the module's intended learning outcomes and the assessment criteria you were given for the task when it was first issued. This feedback will be available on-line via Grademark® (if relevant) or may be sent directly to your Anglia Ruskin e-mail account. Please see Appendix 1 if you are uncertain how to access your feedback in Grademark®.

Examination scripts are retained by Anglia Ruskin and are not returned to students. However, you are entitled to feedback on your performance in an examination and may request a meeting with the Module Leader or Tutor to see your examination script and to discuss your performance.

Anglia Ruskin is committed to providing you with feedback on all assessed work within **20 working days** of the submission deadline or the date of an examination. This is extended to 30 days for feedback for a Major Project module (please note that working days excludes those days when Anglia Ruskin University is officially closed; eg: between Christmas and New Year). Personal tutors will offer to read feedback from several modules and help you to address any common themes that may be emerging.

At the main Anglia Ruskin University campuses, each Faculty will publish details of the arrangements for the return of assessed work (eg: a marked essay or case study etc.) which is **not** administered electronically (eg: via GradeMark ® or e-mail). Any work which is not collected by you from the Faculty within this timeframe is returned to the iCentres from where you can subsequently collect it. The iCentres retain student work for a specified period prior to its disposal. For students studying at

one of our Associate Colleges, local arrangements for the return of your assessed work will be published.

On occasion, you will receive feedback and marks for pieces of work that you completed in the earlier stages of the module. We provide you with this feedback as part of the learning experience and to help you prepare for other assessment tasks that you have still to complete. It is important to note that, in these cases, the marks for these pieces of work are unconfirmed. This means that, potentially, marks can change, in either direction!

Marks for modules and individual pieces of work become confirmed on the Dates for the Official Publication of Results which can be checked at www.anglia.ac.uk/results.

5. Learning Resources

5.1. Library

5.1.1.   **ReadingLists@Anglia**

http://readinglists.anglia.ac.uk/lists/D1F250EE-EBA3-CBC3-D302-D67C64843CD7.html

5.1.2.   Library Contacts

Faculty of Science & Technology: libteam.fst@anglia.ac.uk

5.2. Other Resources

- Laboratory PCs equipped with fast Internet connection.
- A range of mobile devices and software.

6. How is Your Work Marked?

After you have handed your work in or you have completed an examination, Anglia Ruskin undertakes a series of activities to assure that our marking processes are comparable with those employed at other universities in the UK and that your work has been marked fairly, honestly and consistently. These include:

- **Anonymous marking** – your name is not attached to your work so, at the point of marking, the lecturer does not know whose work he/she is considering. When you undertake an assessment task where your identity is known (eg: a presentation or Major Project), it is marked by more than one lecturer (known as double marking)

- **Internal moderation** – a sample of all work for each assessment task in each module is moderated by other Anglia Ruskin staff to check the standards and consistency of the marking

- **External moderation** – a sample of student work for all modules is moderated by external examiners – experienced academic staff from other universities (and sometimes practitioners who represent relevant professions) - who scrutinise your work and provide Anglia Ruskin academic staff with feedback, advice and assurance that the marking of your work is comparable to that in other UK universities. Many of Anglia Ruskin's staff act as external examiners at other universities.

    External examiners are appointed to our Departmental Assessment Panels (DAPs) and oversee the assessment of modules which fall within the remit of each DAP. A full and up-to-date list of Anglia Ruskin's External Examiners is available to students and staff at www.anglia.ac.uk/eeinfo.

- **Departmental Assessment Panel (DAP)** – performance by all students on all modules is discussed and approved at the appropriate DAPs which are attended by all relevant Module Leaders and external examiners. Anglia Ruskin has over 25 DAPs to cover all the different subjects we teach.

Anglia Ruskin's marking process is represented in the flowchart below:

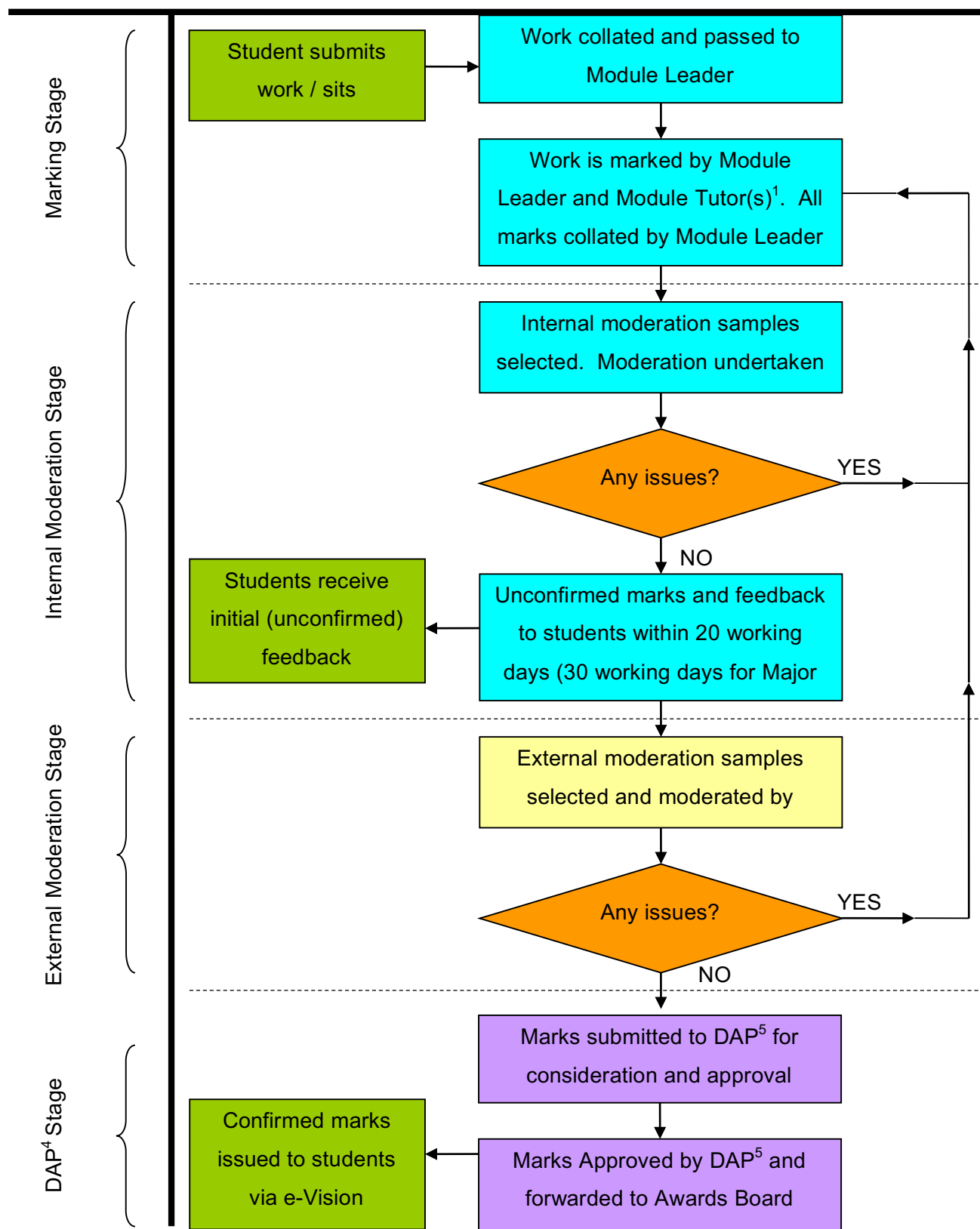# Flowchart of Anglia Ruskin's Marking Processes

Marking Stage

Student submits work / sits → Work collated and passed to Module Leader

Work is marked by Module Leader and Module Tutor(s)[1]. All marks collated by Module Leader

Internal Moderation Stage

Internal moderation samples selected. Moderation undertaken

Any issues? — YES

NO

Unconfirmed marks and feedback to students within 20 working days (30 working days for Major → Students receive initial (unconfirmed) feedback

External Moderation Stage

External moderation samples selected and moderated by

Any issues? — YES

NO

DAP[4] Stage

Marks submitted to DAP[5] for consideration and approval

Marks Approved by DAP[5] and forwarded to Awards Board → Confirmed marks issued to students via e-Vision

Figure 6.1 – Anglia Ruskin Marking Process

1. All work is marked anonymously or double marked where identity of the student is known (eg: in a presentation)

2. The internal (and external) moderation process compares work from all locations where the module is delivered (eg: Cambridge, Chelmsford, Peterborough, Malaysia, India, Trinidad etc.)

3. The sample for the internal moderation process comprises a minimum of eight pieces of work or 10% (whichever is the greater) for each marker and covers the full range of marks

4. Only modules at levels 5, 6 and 7 are subject to external moderation (unless required for separate reasons). The sample for the external moderation process comprises a minimum of eight pieces of work or 10% (whichever is the greater) for the entire module and covers the full range of marks

5. DAP: Departmental Assessment Panel – Anglia Ruskin has over 25 different DAPs to reflect our subject coverage

7.   Assessment Criteria and Marking Standards

ANGLIA RUSKIN UNIVERSITY GENERIC ASSESSMENT CRITERIA AND MARKING STANDARD - LEVEL 6

Level 6 is characterised by an expectation of students' increasing autonomy in relation to their study and developing skill sets. Students are expected to demonstrate problem solving skills, both theoretical and practical. This is supported by an understanding of appropriate theory; creativity of expression and thought based in individual judgement; and the ability to seek out, invoke, analyse and evaluate competing theories or methods of working in a critically constructive and open manner. Output is articulate, coherent and skilled in the appropriate medium, with some students producing original or innovative work in their specialism.

Mark Bands		Outcome	Generic Learning Outcomes (GLOs) (Academic Regulations, Section 2)	
			Knowledge & Understanding	Intellectual (thinking), Practical, Affective and Transferable Skills
Characteristics of Student Achievement by Marking Band	90-100%	Achieves module outcome(s) related to GLO at this level	Exceptional information base exploring and analysing the discipline, its theory and ethical issues with extraordinary originality and autonomy. Work may be considered for publication within Anglia Ruskin University	Exceptional management of learning resources, with a higher degree of autonomy/exploration that clearly exceeds the assessment brief. Exceptional structure/accurate expression. Demonstrates exceptional intellectual originality and imagination. Exceptional team/practical/professional skills. Work may be considered for publication within Anglia Ruskin University
	80-89%		Outstanding information base exploring and analysing the discipline, its theory and ethical issues with clear originality and autonomy	Outstanding management of learning resources, with a degree of autonomy/exploration that clearly exceeds the assessment brief. An exemplar of structured/accurate expression. Demonstrates outstanding intellectual originality and imagination. Outstanding team/practical/professional skills
	70-79%		Excellent knowledge base that supports analysis, evaluation and problem-solving in theory/practice/ethics of discipline with considerable originality	Excellent management of learning resources, with degree of autonomy/research that may exceed the assessment brief. Structured and creative expression. Excellent academic/intellectual skills and practical/team/professional/problem-solving skills
	60-69%		Good knowledge base that supports analysis, evaluation and problem-solving in theory/ practice/ethics of discipline with some originality	Good management of learning resources, with consistent self-directed research. Structured and accurate expression. Good academic/intellectual skills and team/practical/professional/problem solving skills
	50-59%		Satisfactory knowledge base that supports some analysis, evaluation and problem-solving in theory/practice/ethics of discipline	Satisfactory management of learning resources. Some autonomy in research but inconsistent. Structured and mainly accurate expression. Acceptable level of academic/intellectual skills going beyond description at times. Satisfactory team/practical/professional/problem-solving skills
	40-49%	A marginal pass in module outcome(s) related to GLO at this level	Basic knowledge base with some omissions at the level of theoretical/ethical issues. Restricted ability to discuss theory and/or or solve problems in discipline	Basic use of learning resources with little autonomy. Some difficulties with academic/intellectual skills. Some difficulty with structure/accuracy in expression, but evidence of developing team/practical/professional/problem-solving skills
	30-39%	A marginal fail in module outcome(s) related to GLO at this level. Possible compensation. Satisfies qualifying mark	Limited knowledge base. Limited understanding of discipline/ethical issues. Difficulty with theory and problem solving in discipline	Limited use of learning resources. Unable to work autonomously. Little input to teams. Weak academic/intellectual skills. Still mainly descriptive. General difficulty with structure/accuracy in expression. Practical/professional/problem-solving skills that are not yet secure
	20-29%	Fails to achieve module outcome(s) related to this GLO. Qualifying mark not satisfied. No compensation available	Little evidence of knowledge base. Little evidence of understanding of discipline/ethical issues. Significant difficulty with theory and problem solving in discipline	Little evidence of use of learning resources. Unable to work autonomously. Little input to teams. Very weak academic/intellectual skills. Work significantly descriptive. Significant difficulty with structure/accuracy in expression. Little evidence of practical/professional/problem-solving skills
	10-19%		Inadequate knowledge base. Inadequate understanding of discipline/ethical issues. Major difficulty with theory and problem solving in discipline	Inadequate use of learning resources. Unable to work autonomously. Inadequate input to teams. Extremely weak academic/intellectual skills. Work significantly descriptive. Major difficulty with structure/accuracy in expression. Inadequate practical/professional/ problem-solving skills
	1-9%		No evidence of knowledge base; no evidence of understanding of discipline/ethical issues. Total inability with theory and problem solving in discipline	No evidence of use of learning resources. Completely unable to work autonomously. No evidence of input to teams. No evidence of academic/intellectual skills. Work wholly descriptive. Incoherent structure/accuracy and expression. No evidence of practical/professional/ problem-solving skills
	0%		Awarded for: (i) non-submission; (ii) dangerous practice and; (iii) in situations where the student fails to address the assignment brief (eg: answers the wrong question) and/or related learning outcomes	

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8.   Attendance

Attending all your classes is very important and one of the best ways to help you succeed in this module. In accordance with the Student Charter, you are expected to arrive on time and take an active part in all your timetabled classes. If you are unable to attend a class for a valid reason (eg: illness), please contact your Course Leader and/or Module Tutor.

Anglia Ruskin will closely monitor the attendance of all students and will contact you by e-mail if you have been absent without notice for two weeks. Please remember to "tap-in" using your Ruskin card at every taught session. Continued absence can result in various consequences including the termination of your registration as you will be considered to have withdrawn from your studies.

International students who are non-EEA nationals and in possession of entry clearance/leave to remain as a student (Tier 4 student visa) are required to be in regular attendance at Anglia Ruskin. Failure to attend is considered to be a breach of Tier 4 visa conditions. Failure to do so will have serious implications for your immigration status in the UK. Anglia Ruskin, like all British Universities, is statutorily obliged to inform UK Visa & Immigration (Home Office) and withdraw sponsorship of the Tier 4 visa where the holder has significant unauthorised absences.

9.   Assessment Offences

As an academic community, we recognise that the principles of truth, honesty and mutual respect are central to the pursuit of knowledge. Behaviour that undermines those principles weakens the community, both individually and collectively, and diminishes our values. We are committed to ensuring that every student and member of staff is made aware of the responsibilities s/he bears in maintaining the highest standards of academic integrity and how those standards are protected.

You are reminded that any work that you submit must be your own. When you are preparing your work for submission, it is important that you understand the various academic conventions that you are expected to follow in order to make sure that you do not leave yourself open to accusations of plagiarism (eg: the correct use of referencing, citations, footnotes etc.) and that your work maintains its academic integrity.

9.1. Definitions of Assessment Offences

9.1.1.   Plagiarism

Plagiarism is theft and occurs when you present someone else's work, words, images, ideas, opinions or discoveries, whether published or not, as your own. It is also when you take the

artwork, images or computer-generated work of others, without properly acknowledging where this is from or you do this without their permission.

You can commit plagiarism in examinations, but it is most likely to happen in coursework, assignments, portfolios, essays, dissertations and so on.

Examples of plagiarism include:

- directly copying from written work, physical work, performances, recorded work or images, without saying where this is from;
- using information from the internet or electronic media (such as DVDs and CDs) which belongs to someone else, and presenting it as your own;
- rewording someone else's work, without referencing them; and
- handing in something for assessment which has been produced by another student or person.

It is important that you do not plagiarise – intentionally or unintentionally – because the work of others and their ideas are their own. There are benefits to producing original ideas in terms of awards, prizes, qualifications, reputation and so on. To use someone else's work, words, images, ideas or discoveries is a form of theft.

9.1.2.   Collusion

Collusion is similar to plagiarism as it is an attempt to present another's work as your own. In plagiarism the original owner of the work is not aware you are using it, in collusion two or more people may be involved in trying to produce one piece of work to benefit one individual, or plagiarising another person's work.

Examples of collusion include:

- agreeing with others to cheat;
- getting someone else to produce part or all of your work;
- copying the work of another person (with their permission);
- submitting work from essay banks;
- paying someone to produce work for you; and
- allowing another student to copy your own work.

Many parts of university life need students to work together. Working as a team, as directed by your tutor, and producing group work is not collusion. Collusion only happens if you produce joint work to benefit of one or more person and try to deceive another (for example the assessor).

9.1.3.   Cheating

Cheating is when someone aims to get unfair advantage over others. Examples of cheating include:

- taking unauthorised material into the examination room;
- inventing results (including experiments, research, interviews and observations);
- handing your own previously graded work back in;
- getting an examination paper before it is released;
- behaving in a way that means other students perform poorly;
- pretending to be another student; and
- trying to bribe members of staff or examiners.

9.2. Help to Avoid Assessment Offences

Most of our students are honest and want to avoid committing assessment offences. We have a variety of resources, advice and guidance available to help make sure you can develop good academic skills. We will make sure that we make available consistent statements about what we expect. In accordance with our '**Academic Honesty Policy',** you will be able to do tutorials on being honest in your work from the library (http://anglia.libguides.com/GAP) and other central support services and faculties, and will be able to review your work for plagiarism using 'Turnitin®UK' (where appropriate), an online service for matched-text. You can get advice on how to use honestly the work of others in your own work from the library website (www.libweb.anglia.ac.uk/referencing/referencing.htm) and your lecturer and personal tutor.

Turnitin®UK will produce a report which clearly shows if passages in your work have been **matched with another source**. **Originality of assessment is an academic judgement and there is no generally acceptable upper or lower similarity score**. You may talk about the matched-text in the 'Turnitin®UK' report with a member of academic staff to see where you may need to improve your academic practice. If you are not sure whether the way you are working meets our requirements, you should talk to your personal tutor, module tutor or other member of academic staff. They will be able to help you and tell you about other resources that will help you develop your academic skills.

9.3. Procedures for Assessment Offences

An assessment offence is the general term used to define cases where a student has tried to get unfair academic advantage in an assessment for himself or herself or another student.

We will fully investigate all cases of suspected assessment offences. If we prove that you have committed an assessment offence, an appropriate penalty will be imposed which, for the most serious offences, includes expulsion from Anglia Ruskin. For full details of our assessment offences policy and procedures, see Section 10 of the *Academic Regulations* at: www.anglia.ac.uk/academicregs.

10. Module Evaluation

During the second half of the delivery of this module, you will be asked to complete a module evaluation questionnaire to help us obtain your views on all aspects of the module.

This is an extremely important process which helps us to continue to improve the delivery of the module in the future and to respond to issues that you bring to our attention. The module report in section 11 of this module guide includes a section which comments on the feedback we received from other students who have studied this module previously.

Your questionnaire response is anonymous.

Please help us to help you and other students at Anglia Ruskin by completing the Module Evaluation survey. We very much value our students' views and it is very important to us that you provide feedback to help us make improvements.

In addition to the Module Evaluation process, you can send any comment on anything related to your experience at Anglia Ruskin to tellus@anglia.ac.uk at any time.

11. Report on Last Delivery of Module

	MODULE REPORT FORM

This form should be completed by module tutors (where there is more than one delivery) and forwarded to Module Leaders who compiles the results on to one form for use at the Course Management Committee and other methods of disseminating feedback to students.

Module Code and Title: MOD002663 Mobile Technology

Anglia Ruskin Department: CaT, FST

Location(s) of Delivery: Cambridge

Academic Year: 2015 / 6   **Semester/Trimester:**   1

Enrolment Numbers (at each location):   22

Module Leader: Razvan Dinita

Other Module Tutors:

Student Achievement *Provide a brief overview of student achievement on the module as evidenced by the range of marks awarded. A detailed breakdown of marks will be available at the Departmental Assessment Panel.*

Students did excellent work this delivery! All who submitted passed the module, with marks ranging from 40% to 82%.

Feedback from Students *Briefly summarise student responses, including any written comments*

Overall students were very happy with the module. Some issues around Compass House building works and some lectures not being interactive enough.

Module Leader/Tutor's Reflection on Delivery of the Module, including Response to Feedback from Students *(including resources if appropriate)*

Delivery has been very successful as a whole. Some students mentioned in their feedback that the lectures are not interactive enough – I plan on changing that for next delivery so the lectures involve the students much more than they did this delivery. Some students also expressed a desire to have a few more practical exercises they could work through during the practicals, so I will make sure that next delivery will have a collection of exercises for the students to choose from.

Developments during the current year or planned for next year *(if appropriate)*

See above.

External Examiner's Comments *State whether the external examiner agreed the marks and/or commented on the module*

Appendix 1. Accessing Your Feedback in Turnitin Grademark

Click on the class that you wish to view and then you will see the assignments for the module listed. Click the blue view button to open up the document viewer.

The Document Viewer will open and the main feedback on your work is shown in the General Comments:
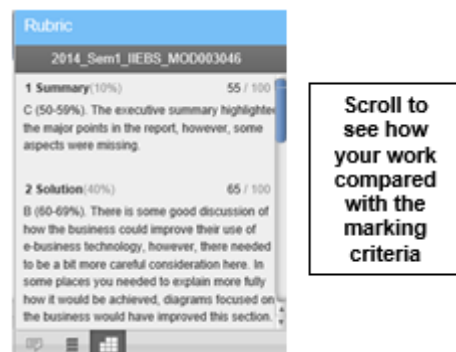

There may also be Quick Marks on your assignment or a Grading Form/Rubric to show how you performed against the marking criteria, click on the tabs to open them.

Comments List
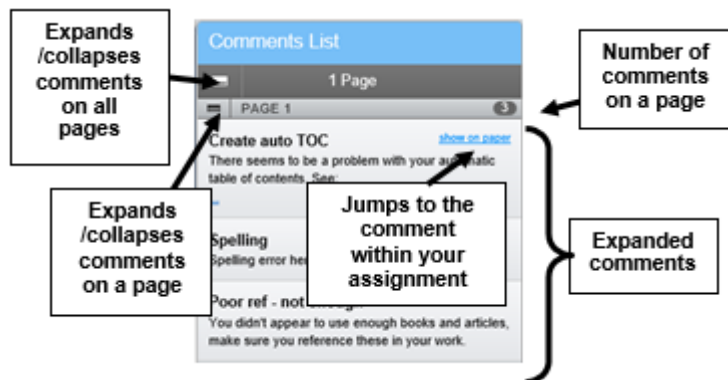
Rubric/Grading Form

Source: Dr Steve Mcdonald, LAIBS