



**Anglia Ruskin  
University**

Cambridge & Chelmsford

**Faculty of Arts, Law and Social Sciences  
Department of Music and Performing Arts**

# **Sensor Technology**

**MOD000607**

**Academic Year: 2012-2013  
Semester One**

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## 1. Key Information

**Module Title:** Sensor Technology  
**Module Code:** MOD000607

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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 three ways via:

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- the Virtual Learning Environment (VLE)
- the My.Anglia Module Catalogue at [www.anglia.ac.uk/modulecatalogue](http://www.anglia.ac.uk/modulecatalogue)
- Anglia Ruskin's module search engine facility at [www.anglia.ac.uk/modules](http://www.anglia.ac.uk/modules)

All modules delivered by Anglia Ruskin University at its main campuses in the UK and at partner institutions throughout the UK and overseas are governed by the *Academic Regulations*. You can view these at [www.anglia.ac.uk/academicregs](http://www.anglia.ac.uk/academicregs). A printed extract of the *Academic Regulations*, known as the *Assessment Regulations*, is available for every student from your Faculty Office (all new students will have received a copy as part of their welcome pack).

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

Concentrating on aspects of technology that enable live performance and audio manipulation, this module is designed to provide the knowledge and opportunity for students to create their own performances and sonic installations. Students will be expected to actively pursue their own opportunities for performance/exhibition. Module materials will be based around electronic components used for a variety of methods of controlling hardware and software: sensors, chips and boards for the creation and manipulation of sound. Of equal importance will be the implementation of the crucial and complex links between technology, performers, sound, the audience and the various interfaces and interactions involved. Students will gain experience through a series of tasks and projects culminating in a final performance or exhibition. Students will submit their collected exercises in a portfolio, accompanied by audio-visual documentation as necessary and a brief critical evaluation, which should reference the current literature on sensor technology. This critical evaluation should place the student's work in the context of current trends in sensor technology as well as providing a basis for the student's own criteria and judgement.

A materials charge may apply for this module.

## 3. Intended Learning Outcomes

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

On successful completion of this module you will be able to:

<b>Knowledge and understanding</b>	<ol style="list-style-type: none"> <li>1. Analyse particular technical requirements (for instance, choose a particular sensor or configuration of sensors to achieve a musical goal); design and implement solutions for those requirements;</li> <li>2. Transform abstract data and concepts towards a given purpose and design novel solutions – for instance capturing the data in particular movements and translating this into musical gestures;</li> </ol>
<b>Intellectual, practical, affective and transferable skills</b>	<ol style="list-style-type: none"> <li>3. Be confident and flexible in identifying and defining complex problems and the application of appropriate knowledge, tools/methods to their solution;</li> <li>4. Operate in complex and unpredictable contexts, such as a musical</li> </ol>

	performance, requiring selection and application from a wide range of innovative or standard techniques.
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## 4. Outline Delivery

### 4.1. Lectures and workshops

For full and up-to-date details please refer to <http://rheadley.net/stech>

### 4.2. Attendance Requirements

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 (e.g., illness), please contact your 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. Continued absence can result in various consequences including the termination of your registration as you will be considered to have withdrawn from your studies.

Practical projects, rehearsals and ensemble performances are collaborative in their nature and require full attendance. Students taking practical and performance modules should be aware that at certain times a more intensive commitment is required which must be balanced against other life and work commitments. You will be notified of these extra rehearsals as far in advance as possible.

Please see the notes on 'Attendance' in the Anglia Ruskin Undergraduate Student Handbook for full University regulations.

To be effectively prepared for a teaching session, you should:

- have completed all the set reading or other prescribed work as described in the course handbook or as set by your lecturer
- have your own copy of the required text or other material
- bring adequate writing materials for taking notes
- be wearing appropriate clothing, especially for rehearsals and performance workshops
- arrive mentally and physically prepared for the session

International students who are non-EEA nationals and in possession of entry clearance/leave to remain as a student (student visa) are required to be in regular attendance at Anglia Ruskin. Failure to do so is considered to be a breach of national immigration regulations. Anglia Ruskin, like all British Universities, is statutorily obliged to inform the UK Border Agency of the Home Office of significant unauthorised absences by any student visa holders.

### 4.3. Attendance for Group and Collaborative Work

For modules that include collaborative practical work, especially those leading to live performance events, there is an especial necessity for full and punctual attendance. Poor attendance and/or engagement inevitably has a detrimental affect on the work of your fellow students and will hinder their achievement, as well as your own.

If you are unable to attend a particular rehearsal, class or workshop you should inform your Module Tutor immediately, and in advance of the class wherever possible. All members of staff have voicemail and email. You will then be entered on the register as an 'explained absence'. Failure to do this will mean that you will be marked 'unexplained absent'.

Absence for reasons of external work commitments, timetable clashes or time mismanagement will not be accepted.

You should be aware that poor attendance and/or lack of commitment will inevitably affect your ability to meet the module learning outcomes to a satisfactory standard, and consequently your mark may be affected.

## 5. Assessment

### 5.1 Assessment Details

For full and up-to-date details please refer to <http://rheadley.net/stech>

Method	Learning Outcomes	% Weighting & Fine Grade (FG) or pass/fail (PF)	Qualifying Mark	Length/duration and other comments
Portfolio of Creative Work	All	FG 100%	30	Portfolios comprise a collection of elements set by the tutor to cover the learning outcomes for the module. This promotes formative assessment as a result of continuous feedback throughout the module and as a collection of evidence of learning allows summative assessment. Further details appropriate to the delivery are to be found in the accompanying module guide

#### Submission Deadline: Thursday, week 13

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 – ignorance of the deadline date will not be accepted as a reason for late or non-submission.

All student work that contributes to the eventual outcome of the module (i.e.: 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 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.

Any late work (submitted in person or by post) will NOT be accepted and a mark of zero will be awarded for the assessment task in question.

You are requested to keep a copy of your work.

## 5.2 Feedback

You are entitled to written feedback on your performance for all your assessed work. For all assessment tasks which are not examinations, this is provided by a member of academic staff completing the assignment coversheet on which your mark and feedback 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.

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; e.g.: 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 arrangement for the return of your assessed work (e.g.: a marked essay or case study etc.). Any work that 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.

To assure ourselves that our marking processes are comparable with other universities in the UK, Anglia Ruskin provides samples of student assessed work to external examiners as a routine part of our marking processes. External examiners are experienced academic staff from other universities who scrutinise your work and provide Anglia Ruskin academic staff with feedback and advice. Many of Anglia Ruskin's staff act as external examiners at other universities.

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** as the processes described above for the use of external examiners will not have been completed. **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](http://www.anglia.ac.uk/results).

## 6. How is My 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 and honestly. 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 (e.g., 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 marking 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.
- **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.

This module falls within the remit of the Music and Performing Arts DAP.

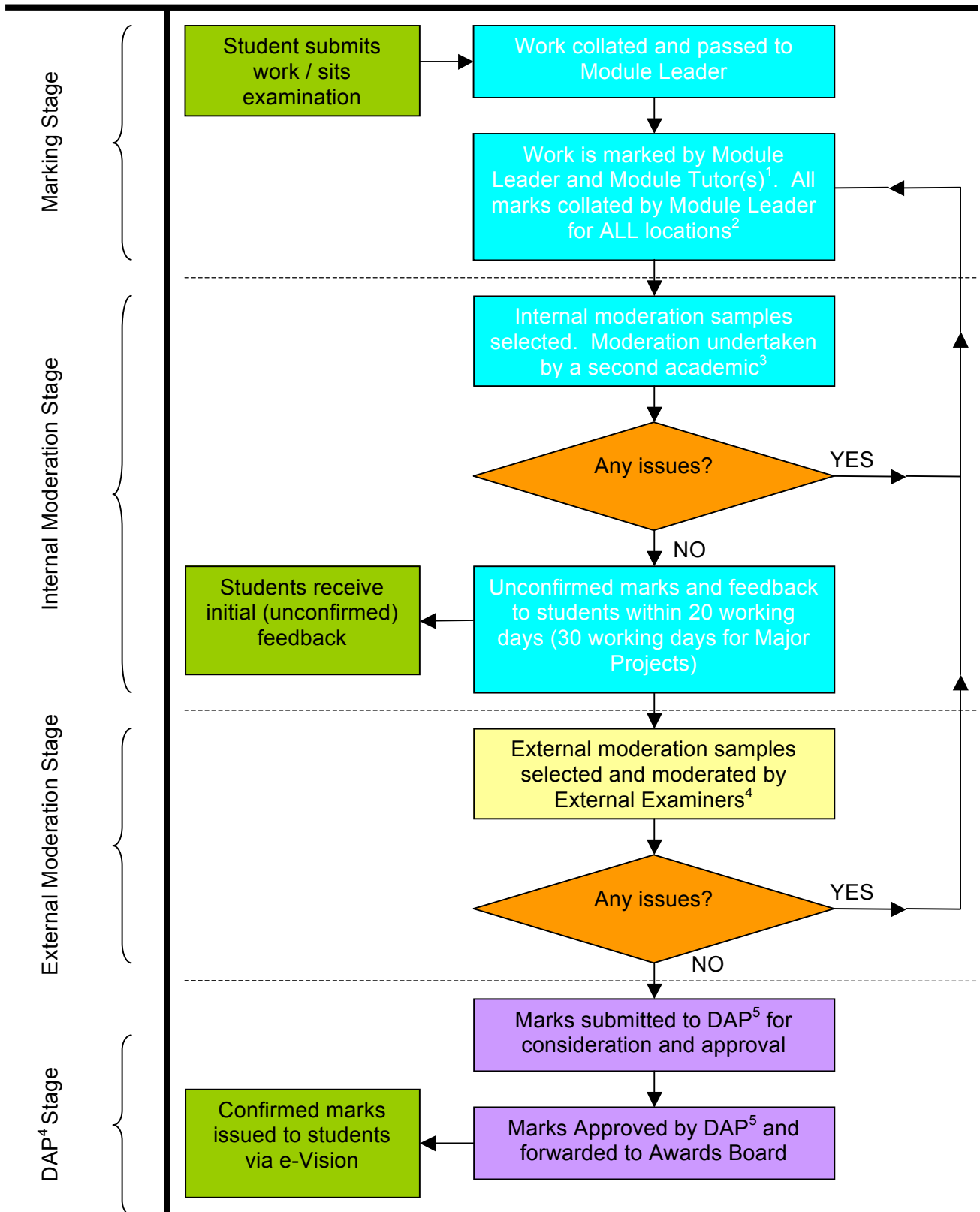
The following external examiners are appointed to this DAP and will oversee the assessment of this and other modules within the DAP's remit:

External Examiner's Name	Academic Institution	Position or Employer
Prof Monty Adkins	University of Huddersfield	Professor of Experimental Electronic Music
Dr Josh Abrams	University of Roehampton	Senior Lecturer, Drama, Theatre and Performance
Amanda Stuart-Fisher	Central School of Speech and Drama	Senior Lecturer, Applied Theatre
Madeline Warren-Anderson		Freelance Dramatherapist
Donald Wetherick	Guildhall School of Music and Drama	Music Therapist

The above list is correct at the time of publication. However, external examiners are appointed at various points throughout the year. An up-to-date list of external examiners is available to internal browsers only at [www.anglia.ac.uk/eeinfo](http://www.anglia.ac.uk/eeinfo).

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

## Flowchart of Anglia Ruskin's Marking Processes



<sup>1</sup> All work is marked anonymously or double marked where identity of the student is known (eg: in a presentation)  
<sup>2</sup> The internal (and external) moderation process compares work from all locations where the module is delivered (eg: Cambridge, Chelmsford, Peterborough, Malaysia, India, Trinidad etc.)  
<sup>3</sup> 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  
<sup>4</sup> 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  
<sup>5</sup> DAP: Departmental Assessment Panel – Anglia Ruskin has over 25 different DAPs to reflect our subject coverage

## **7. Assessment Criteria and Marking Standards**

### **7.1 Anglia Ruskin University Generic Assessment Criteria**

Overleaf, you will find our University's Generic Assessment Criteria, applicable to all modules and all types of assessment. These will provide you with a guide to overall expectations of attainment for each grade band. They should be used in conjunction with the Module Specific Assessment Criteria (see below).

**Anglia Ruskin University Generic Assessment Criteria and Marking Standards**

## Anglia Ruskin University Generic Assessment Criteria and Marking Standards

### Level 6 (was level 3)

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%	<i>Achieves module outcome(s) related to GLO at this level</i>	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 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 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. Very good 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%		<i>A marginal pass in module outcome(s) related to GLO at this level</i>	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%		<i>A marginal fail in module outcome(s) related to GLO at this level. Possible compensation. Satisfies qualifying mark</i>	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%		<i>Fails to achieve module outcome(s) related to this GLO. Qualifying mark not satisfied. No compensation available</i>	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				

## 7.2 Module Specific Assessment Criteria

In addition to Anglia Ruskin's generic assessment criteria given in the following table, your work will also be marked against module-specific assessment criteria. Assessment tasks for this module will be marked against the marking criteria for **Artefact Creation**, which are available under the 'Student Resources' section of the departmental web site at: [www.anglia.ac.uk/mpa](http://www.anglia.ac.uk/mpa).

## 8. 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 diminishes 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.

### Definitions of Assessment Offences

#### *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.

## ***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).

## ***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.

## **Help to Avoid Assessment Offences**

Most of our students are honest and want to avoid making 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. You will be able to do tutorials on being honest in your work from the library and other central support services and faculties, and you will be able to test your written work for plagiarism using 'Turnitin@UK' (a software package that detects plagiarism).

You can get advice on how to honestly use the work of others in your own work from the library website ([www.libweb.anglia.ac.uk/referencing/referencing.htm](http://www.libweb.anglia.ac.uk/referencing/referencing.htm)) and your lecturer and personal tutor.

You will be able to use 'Turnitin@UK', a special software package which is used to detect plagiarism. Turnitin@UK will produce a report which clearly shows if passages in your work have been taken from somewhere else. You may talk about this with your personal tutor to see where you may need to improve your academic practice. We will not see these formative Turnitin@UK reports as assessment offences.

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 which will help you develop your academic skills.

### 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 the Academic Regulations, section 10 at: [www.anglia.ac.uk/academicregs](http://www.anglia.ac.uk/academicregs)

To see an expanded version of this guidance which provides more information on how to avoid assessment offences, visit [www.anglia.ac.uk/honesty](http://www.anglia.ac.uk/honesty).

## 9. Learning Resources

### 9.1. Library

#### Library Contacts

Faculty of Arts, Law and Social Sciences  
[libteam.alss@anglia.ac.uk](mailto:libteam.alss@anglia.ac.uk)

#### Reading List Template – Anglia Ruskin University Library

Resources	Notes
<p><b>Books</b>  <i>The books in the list below focus on research methods, the skills needed carry out research and to plan for, and write, a successful literature review.</i></p> <p>Banzi, M., (2009) <i>Getting Started with Arduino</i>, North Sebastopol, California: O'Reilly Media Inc.            Igoe, T., (2007), <i>Making Things Talk</i>, North Sebastopol, California: O'Reilly Media Inc.            Miranda, E. R. (2006) <i>New digital musical instruments: control and interaction beyond the keyboard</i>, Middleton: A-R Editions            O'Sullivan, D. &amp; T. Igoe, eds. (2004) <i>Physical Computing: Sensing and Controlling the Physical World with Computers</i>, London: Premier Press</p>	<p>Available in the physical and/or digital Library.</p>
<p><b>Journals</b>  <i>It is important that you draw from material contained in academic journals. These are some relevant titles.</i></p> <p>Make: Technology on your time, North Sebastopol, California: O'Reilly Media Inc.            Proceedings of New Interfaces for Musical Expression, 2001-present, (on-line)            Computer Music Journal            Organised Sound            Leonardo Music Journal</p>	<p>Available in the Digital Library.</p>

<b>Websites</b> For full and up-to-date details please refer to <a href="http://rheadley.net/stech">http://rheadley.net/stech</a>	<i>See the online module structure for relevant and up-to-date links</i>
<b>Additional notes on this reading list</b> Link to the University Library catalogue and Digital Library <a href="http://libweb.anglia.ac.uk/">http://libweb.anglia.ac.uk/</a> Link to Harvard Referencing guide <a href="http://libweb.anglia.ac.uk/referencing/harvard.htm">http://libweb.anglia.ac.uk/referencing/harvard.htm</a>	

## 9.2. Recommended Internet Resources

For full and up-to-date details please refer to <http://rheadley.net/stech>

## 9.3. Recommended Listening

For full and up-to-date details please refer to <http://rheadley.net/stech>

## 9.4. Other Resources

For full and up-to-date details please refer to <http://rheadley.net/stech>

# 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 process. 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](mailto:tellus@anglia.ac.uk) at any time.

## **11. Report on Last Delivery of Module**

Insert the Module Report Form for the last delivery of this module.