

MODULE REVIEW

MODULE TUTOR - REPORT FORM

The review of a module is carried out initially by the Module Tutor. When the module review is completed, its findings are considered by the Academic Director or Programme Manager and noted at the Academic Discipline's Annual Programme Review. Module feedback and what changes will be made as a result of the feedback given are also discussed at Staff Student Consultative meetings. This form is not compulsory but is provided to support the module review process.

Academic Session: Semester 1 / 2025/26 academic year
Module Title: L6 / ADVANCED CHARACTER PERFORMANCE
Module Code: ACCA6031

Student Feedback

- This is the second year of this relatively new module, with the same mix of both ANIM & VFX and GAMES DESIGN students. In terms of engagement, absorbing the content, empowerment and capitalising upon the-opportunity-within-the-module >> **all** of the class were responsive, engaged and positive. All of the first part of the module, where the tutor delivered formal image/video-supported lectures, acted as possible examples to help guide and inform the student's own options / considerations. The tutor will often refer to his own work or visuals to add further reinforcement on the various topics, and all of this content, from theory to practical indications, were well received - in class and out (when seeing students to discuss further). Once again (as in 24/25), students would re-use terms and topics and titles that the tutor covered - or adopt suggestions and in-class feedback / suggestions from the tutor - to help with their own coursework responses, in both the presentations and practical work. Individuals grasped the underlying philosophies being covered (to help with their animated design, scene creation, portfolios, etc.) and there was a higher attainment level this year.

Module Tutor's response

- 9 or 10 self-titled and themed lecture presentations were constructed and delivered to support L6-level areas of exploration and proficiencies (to help for INDEPENDENT PROJECT and other modules). The tutor wanted to instill a higher order of thinking, beyond the practical functionality of mechanics, in what could be enhanced *performatively* and then *interpreted*, via posed character/model or crafted shot or moment. These sessions were enjoyable to create - and to subsequently highlight in class - and it was pleasing to see how well they were received / reciprocated. In providing the lecture content and links via MOODLE, before the class started, the group could easily keep pace with what was being covered or highlighted, before during and after the session (as required). Formal feedback (provided in the staff-to-student meeting for the term), recognised the care taken with the structure and with providing overviews on what was to be covered in further sessions. All of this helped with the machinery of the module, and made it a mutually beneficial experience for all.

Tutor Self-Reflection

- Following the work that was done to help the L5 ACA module, students were more familiar with the tutor's methods and the freedom and space (commonly provided and fostered) to be creative, to adapt and explore - from any / all of the directions indicated in class.
- From the opening introduction the students had simply '*bought in*' to the ethos and proposals that were being encouraged, seeing these module goals as constructive, helpful additions to their own learning and burgeoning design skills.
- Seeing the transition made, with the same students from L5 to this module on L6, the class were not daunted to be more adventurous, to raise their aspirations, putting together some compelling presentation~proposals; delivering some evocative and inspired animations. Great to see.
- **Planning for 26/7.** To continue to put together more visually-orientated content and overviews, with more targeted phrases, case studies and notions - derived from classical performance notions - but also upgraded via current trends in the industry.