

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 2 / 2025/26 academic year
Module Title: L7 / RESEARCH-LED PRACTICES
Module Code: ACCA7046

Student Feedback

The module is placed in semester 2, just ahead of the final summer module - MASTER's PROJECT. A full 5 or 6 weeks of class; followed with more self-directed work. Students, informally, had a good grasp of the various topics covered, and with all of the additional material available (online). Very much an academically-aligned class, that helps students to work through methods to search and quantify and compile their research findings and re-presentation. Class content is often centred upon the conventional patterns of discerning qualitative vs. quantitative, proposing robust arguments, managing their study and data, etc. Written as a module for multiple courses, situated on this MA ANIMATION award, it could be seen as thesis-heavy or document-biased, but there is room for *creative* exploration and to break apart some of the more onerous scholarly presumptions (from the first week). Feedback, generally, was all fine / positive, and there was a good level of engagement and Q&A, throughout.

Module Tutor's response

The class responded well to the class activity, where they had more input in the ways to describe or compile a topic, within the avenues for discovery and iteration (across various media), and in what they chose to add to the discussions and conjecture, offering more of their own cultural heritage and / or comparative studies. The selection of themes - in order to incorporate the research methods - is one of the keys to help deliver what's needed. One example, early on, is the CHIMERA exercise (used as the assignment previously), where this mythical hybrid-formed creature is used as the basis for defining where to find the legends(?), what has been done historically to depict the monster? what other representations have been done (including more topical modern versions)? what symbolism or function can we determine from such evidence(?), etc. etc. The students are then tasked to channel all their research into the form of a easily accessible - but highly detailed - visual format. All to help encourage and foster notions of what this type of work can help, with regards to their practical modules and to raise the levels of authenticity, interpretation and meaning.

Tutor Self-Reflection

A challenge of a module, certainly, with aims to go further than the standard formats of project or document writing, research charting, ethical considerations (although very much intergrated within the structure), but to serve other needs of engendering imaginative leaps of thought or direction, to go beyond and create alternate forms for how they could conduct and communicate their research studies.

Assignment was all to do with myth and culture and media (via animated / film / VFX). To ask students to consider a new film production and to role-play as the R&D team, targeting what to look into and develop, towards a working-proposal (for the hypothetical film). This was great to write, to put together and to check (on progress). For going forward, for 26/7, it may help to provide more original material (as the classes always appreciate the input and drawings and designs), and that this the inclusion of this work runs parallel to the course content and deliverables.