

Participant Consent Form

Title of Study:

Understanding Student Perceptions of Learning Outcomes at University of the Arts London (UAL)

Researcher:

Phoebe Stringer, PGCert in Academic Practice candidate

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Purpose of the Study:

This study aims to explore how UAL students understand and engage with Learning Outcomes (LOs) in their units. The results will help develop more accessible and neurodiverse-friendly formats for project briefs and assessments.

What participation involves:

- Completing a short questionnaire (approx. 5 - 10 minutes).
- Sharing your views about how clear, useful, and understandable you find Learning Outcomes in your course.
- No personal or identifying information will be collected.

Voluntary participation:

Your participation is entirely voluntary. You may skip any question or withdraw at any time before submitting the questionnaire, without any consequences.

Confidentiality:

All responses are anonymous and will be stored securely. No identifying information (such as name, course title, or student ID) will be collected.

Data use:

Responses will be used for educational research as part of a PGCert project. Findings may be shared in anonymized form for academic or teaching development purposes.

Contact:

If you have any questions about the study, please contact:

Phoebe Stringer P.stringer@arts.ac.uk

Consent statement:

Please tick the box below to confirm your understanding and consent:

☐ I have read and understood the information above and voluntarily agree to participate in this study.

Date: _____

Questionnaire: Understanding and Clarity of Learning Outcomes and Assessment at UAL

Section 1: Background

1. What course/year are you currently studying?

2: Understanding of Learning Outcomes

How clearly do you understand what Learning Outcomes mean in your course?

- ☐ Very clearly
- ☐ Somewhat clearly
- ☐ Neutral
- ☐ Slightly unclear
- ☐ Not clear at all

2. When you read a project brief, how confident are you that you could explain the Learning Outcomes in your own words?

- 1 (Not confident) → 5 (Very confident)

3. Do you feel that the language used in Learning Outcomes is easy to understand?

- ☐ Always

☐ Sometimes

☐ Rarely

☐ Never

4.. What makes Learning Outcomes difficult to understand? *(Tick all that apply)*

☐ Complex academic language

☐ Too long / too much information

☐ Not enough real examples

☐ Vague or abstract wording

☐ Unclear connection to the final grade

☐ Other (please specify):

Section 3: Understanding of Assessment and Submission Requirements

5.. When starting your project, how clearly did you understand what you were expected to submit for the final hand-in?

☐ Very clear

☐ Mostly clear

☐ Neutral / unsure

☐ Somewhat unclear

☐ Very unclear

6. How well do you think the brief explained the final submission requirements (e.g., format, number of pieces, written elements, documentation, etc.)?

☐ Extremely well

☐ Quite well

☐ Somewhat clearly

☐ Poorly

☐ Not at all

7. Did your tutor discuss or explain what would be expected at the final hand-in during formative feedback or tutorials?

☐ Yes, clearly and in detail

☐ Yes, but only briefly

☐ Not really

☐ No, not at all

Section 4: Using Learning Outcomes

8. When completing assignments, how often do you refer back to the Learning Outcomes?

- ☐ Always
- ☐ Often
- ☐ Sometimes
- ☐ Rarely
- ☐ Never

9. How useful do you find Learning Outcomes in guiding your creative process?

- 1 (Not useful) → 5 (Extremely useful)

10. Have you ever discussed Learning Outcomes with your tutor or peers?

- ☐ Yes
- ☐ No
- ☐ Not sure

11. If yes, how did that discussion help you understand or apply them?

Section 5: Accessibility and Inclusivity

12. Do you think Learning Outcomes and assessment briefs are written in a way that supports all students, including those with learning differences (e.g., dyslexia, ADHD, autism)?

- ☐ Yes
- ☐ No
- ☐ Not sure

13. What would make Learning Outcomes and submission information easier for you to understand or use?

14. Do you have any suggestions for how tutors could explain Learning Outcomes or assessment requirements more clearly in class?

Section 6: Final thoughts

15. Is there anything else you'd like to share about how project briefs, Learning Outcomes, or final submissions could be improved?