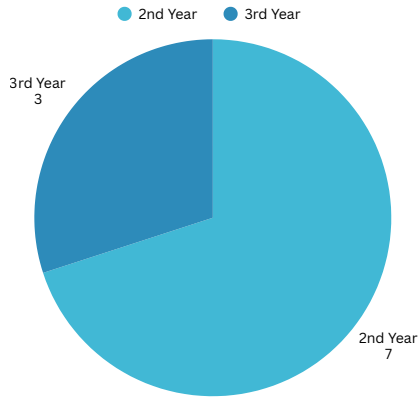


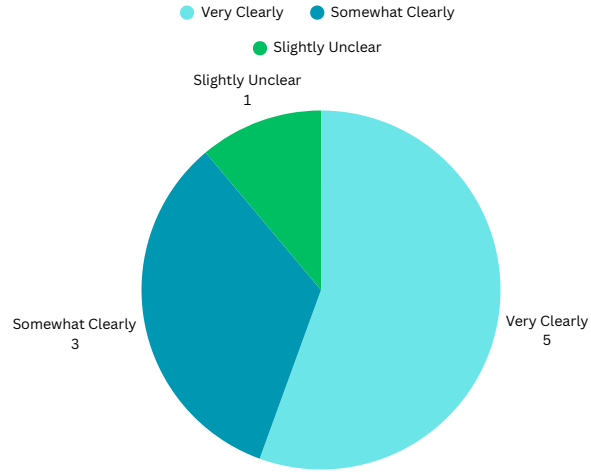
Section 1

1: What course/year are you currently studying



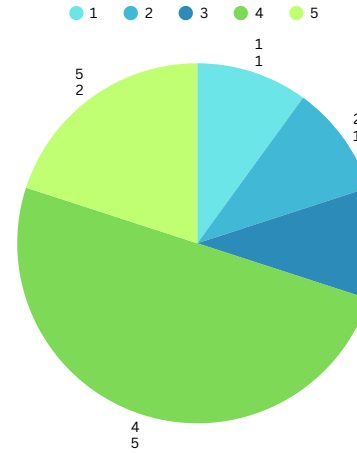
Section 2: Understanding of Learning Outcomes

How clearly do you understand what learning outcomes mean in your course?

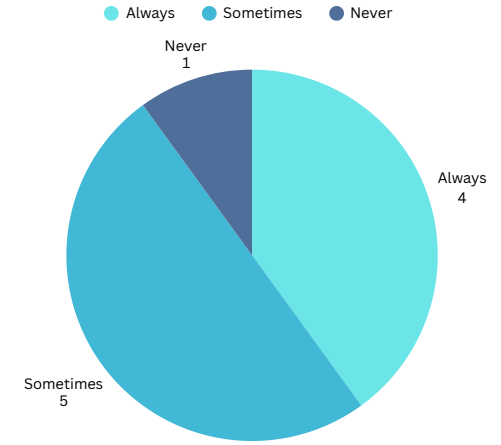


2: When you read about a project brief, how confident are you that you could explain the learning outcomes in your own words?

1 (not confident) > 5 (Very Confident)

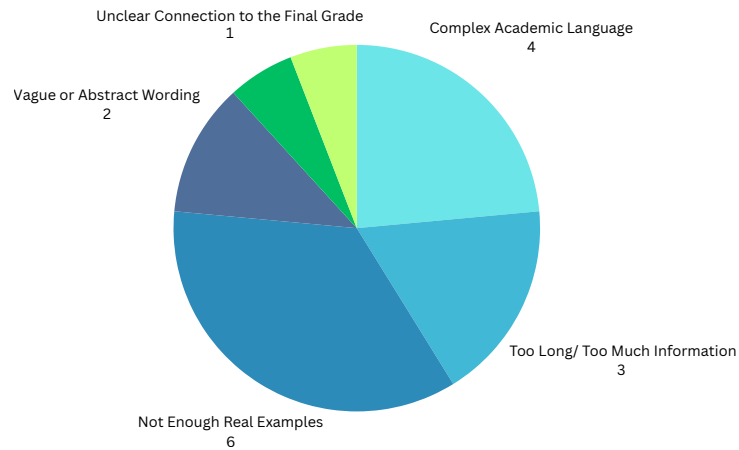


3: Do you feel that the language used in Learning Outcomes is easy to understand?



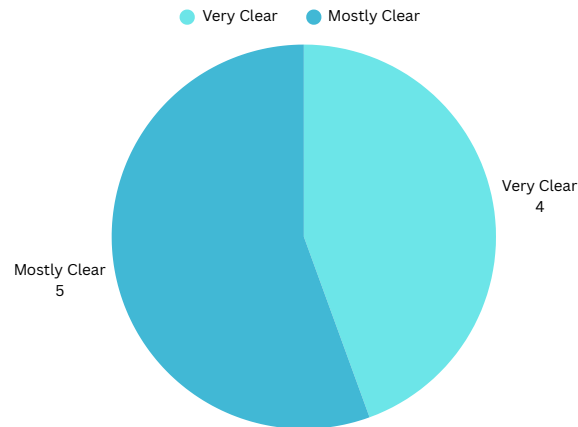
4: What makes learning outcomes difficult to understand?

- Complex Academic Language
- Too Long/ Too Much Information
- Not Enough Real Examples
- Vague or Abstract Wording
- Unclear Connection to the Final Grade
- Other

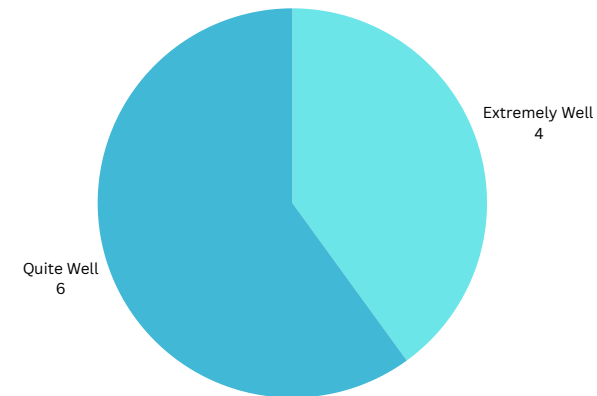


Section 3: Understanding of Assessment and Submission Requirements

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



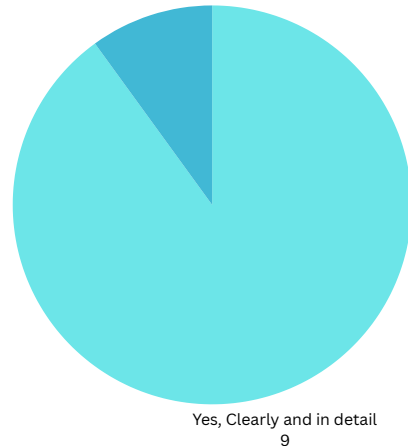
6: How well do you think the brief explained the final submission requirements (e.g., format, number of pieces, written elements, documentation, etc.)?



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

Yes, But only Briefly
1



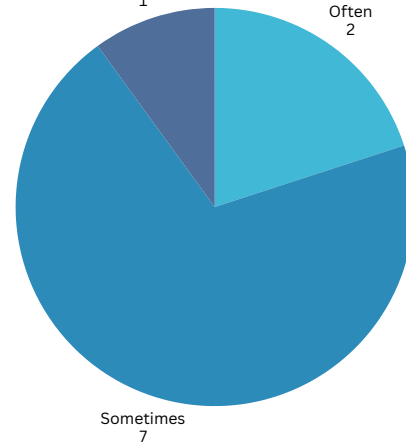
Section 4: Using Learning Outcomes

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

- Often
- Sometimes
- Rarely

Rarely
1

Often
2



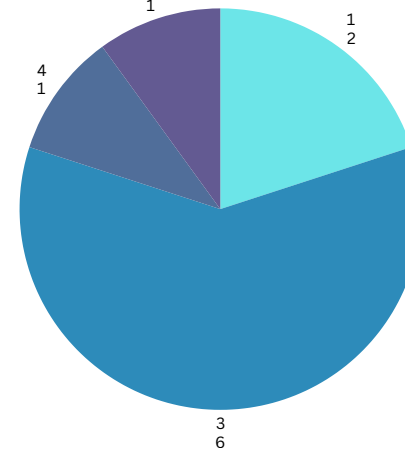
9. How useful do you find Learning Outcomes in guiding your creative process?

1 (Not useful) → 5 (Extremely useful)

- 1
- 3
- 4
- 5

5
1

1
2

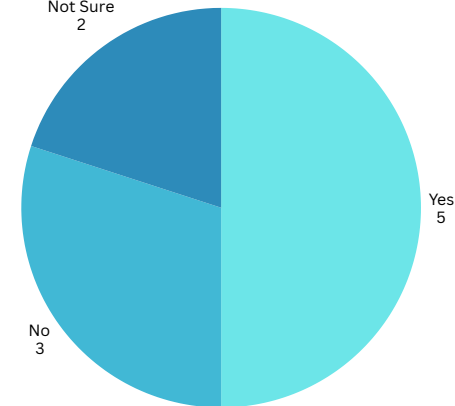


10. Have you ever discussed Learning Outcomes with your tutor or peers?

- Yes
- No
- Not Sure

Not Sure
2

No
3



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

“It helped me formulate an idea of what my final outcome should look like and the standards”

“It helped me refine and focus my work”

“Discussing with my peers helped me to keep the objectives in mind all throughout the creative process instead of just at the end during grading”

“I discussed them with my peers which helped me apply them to the work I had already done and apply them going forward”

“Having others share their examples”

Section 5: Accessibility and Inclusivity

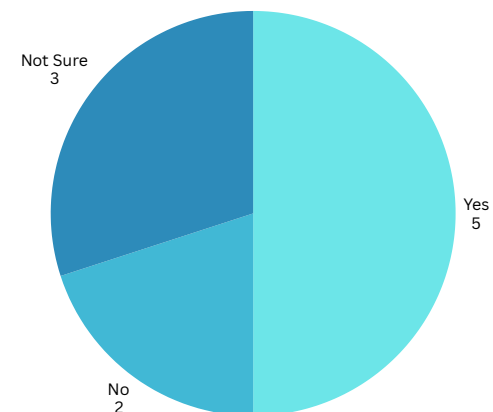
12. Do you think Learning Outcomes and assessment briefs are written in a way that supports all students, including those with learning differences (e.g., dyslexia, ADHD, autism)?

- Yes
- No
- Not Sure

Not Sure
3

Yes
5

No
2



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

“More imagery use rather than a lot of text”

“Clearer and more literal explanations for marking scheme. Better blueprints so students know how to achieve better grades”

“I think having examples would make them easier to understand what’s expected”

“Past examples or examples of what not to do + why they are correct/incorrect/enough/not enough etc...”

“Examples of submissions and being told how examples do or do not meet learning outcomes”

“Easier Language > less academic language . Shorter L.O’s”

“Clearer more literal terminology without flowery language. Clear explanations of what is required with specifics. Understand how the learning outcomes reflect mark scheme”

“To receive a brief not only on the outcome but on the marking process”

“More examples + simple bullet points of Learning outcomes”

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

“More examples + bullet points of Learning Outcomes”

“Deeper breakdown of marking process”

“I feel like Tutors shouldn’t have to waste their time explaining learning outcomes that should just be clear regardless. There could be much better use of learning +tutor time rather than trying to decipher learning outcomes”

“Show more Examples next to them”

“Again more examples”

“The tutors went into a good amount of detail explaining the learning objectives in my opinion”

“Tutors should not have to decipher learning outcomes to make them understandable to students”

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?

“Learning outcomes should be more focused and literal so students can’t misconstrue or misinterpret which could affect their work and overall grade”

“Sometimes the brief can feel slightly vague, so a clearer brief with examples would be very helpful”

“The project brief felt a bit confusing at first because it didn’t really tell us what our final goal was besides the learning objectives. Whilst I understand the importance of emphasizing the LO’s, I think it’s important to be clear about the physical objective as well.”

“Maybe being told the “real world/ industry” skill we are supposed to be learning?”

“Keep in mind a big chunk of students are neurodivergent and it is extremely hard as an autistic person to decipher the learning outcomes as they use too much non-literal language. If they were super literal & clear it would be much easier to understand”