A. For people who support academic writing (e.g., academic support tutors, facilitators, supervisors)

Focus: Understanding current practices, barriers observed, and resource needs.

1. Can you describe your role in supporting students at UAL?

2. Why did you focus specifically on the Pathways to Publication?

3. What kinds of support or resources currently exist to help with writing for publication?

4. In your experience, what are the most common challenges students face when preparing texts for publication?

5. How do language, background, or neurodiversity affect students' confidence or success in writing?

6. Do you think current institutional resources adequately address these challenges? Why or why not?

7. How do you see students using AI tools (e.g., ChatGPT, Grammarly, translation tools) in their writing processes?

8. What potential do you see for AI to support – or hinder – students' development as academic writers?

9. What changes or resources would make the biggest difference in supporting students to publish?

B. For Students (MA/PhD, writing or aspiring to publish)

Focus: Experience, barriers, and perceptions of support.

1. Can you tell me about your experience with academic writing or publishing so far?

2. What motivates you (or discourages you) from writing for publication?

3. What challenges have you faced in preparing work for publication?

4. What kind of support or guidance have you received — and how helpful has it been?

5. Are you aware of institutional resources or groups (e.g. writing workshops, peer review groups)? Have you used them?

6. How confident do you feel about submitting to journals or conferences?

7. How do you approach feedback or peer review, and how does it affect your confidence or motivation?

8. Do you use any AI tools to support your writing (e.g., for editing, language improvement, idea generation)?

9. How do you feel about using AI in academic writing — does it help, or raise concerns?

10. What kind of support would make the process of writing for publication easier or more accessible for you?

C. For Editors and Reviewers (Journal staff, editorial board, peer reviewers)

Focus: Expectations, decision-making, and inclusivity.

1. Could you describe your role in the journal and your experience with manuscript review?

2. What are the key criteria you consider when deciding whether to accept or reject a submission?

3. What are the most common reasons papers are rejected?

4. How do language and writing style influence your assessment of a paper?

5. How do you think journals can better support authors writing in a second language or from diverse backgrounds?

6. Do you notice differences in submissions from early-career or student authors compared to established academics?

7. How do you feel about the use of AI in manuscript preparation? Does it change your perception of quality or originality?

8. What kind of communication or feedback do you think helps authors improve and resubmit successfully?

9. In your view, what could academic institutions do to prepare students more effectively for writing and submitting to journals?

10. Do you see opportunities for closer collaboration between journals and university writing support teams?