

Appendix 1

Formative Feedback (Staff) Survey Questions (APP PAR Project Cycle 3)

- **Which broad discipline do you supervise?**
 - Arts/Humanities
 - Social Sciences
 - STEMM
- **In which specific course do you supervise?**
- **How long have you been supervising undergraduates at Cambridge?**
 - Less than 1 year
 - 1-3 years
 - 3-5 years
 - Over 5 years
- **When you think of feedback in the supervision context, what does it mean to you?**
- **What modes of formative feedback are you likely to use in your supervisory practice? (n=20)**
 - Supervisor’s written feedback
 - Supervisor’s oral feedback about a written task/problem sheet/ example paper
 - Supervisor’s oral feedback about engagement with the readings
 - Peer student feedback within supervision time
 - Peer student feedback outside of supervision context
 - End of term CamCORS report
 - Other modes (please specify)

- **How useful are the following feedback approaches to support the student’s ACADEMIC interests, performance, motivation?**

	Not at all useful	Slightly useful	Moderately useful	Very useful	Extremely useful	n/a
Measurement of work against marking criteria (i.e., assessment grid)						
Written feedback on individual piece of work submitted for supervision						
Supervisor facilitated peer feedback						
Estimated/predicted grade						
End-of-term supervision report via CamCORS						
Numeric mark						
Guidance on exam technique						
Oral discussions about the task						
Personalised discussions about time management, organisation skills, academic skills						

Other (please specify):

- **In your experience, what is the best thing a supervisor can do in their feedback to help students’ ACADEMICALLY?**
- **How useful are the following feedback approaches to support students’ MENTAL HEALTH and WELLBEING?**

	Not at all useful	Slightly useful	Moderately useful	Very useful	Extremely useful
Measurement of work against marking criteria (i.e., assessment grid)					
Written feedback on individual piece of work submitted for supervision					
Supervisor facilitated peer feedback					
Estimated/predicted grade					
End-of-term supervision report via CamCORS					
Numeric mark					
Guidance on exam technique					
Oral discussions about the task					
Personalised discussions about time management, organisation skills, academic skills					

Other (please specify)

- **In your experience, what is the best thing a supervisor can do in their feedback and/or method of providing feedback to support students' MENTAL HEALTH and WELLBEING?**
- **On a scale of 1 to 5 (where 5 is extremely important), how important is supervision feedback on each of the following statements for you?**

	1	2	3	4	5
Feedback on writing skills (structure and organisation of work, style, spelling, grammar, referencing etc.)					
Feedback on question/problem/example sheets (e.g., presenting/ discussion solutions)					
Feedback on thinking skills (argumentation, evaluation, ideas explored, problem solving, analysis, interpretation etc.)					
Feedback on comprehension (accuracy of facts, details and contextual information, grasp of theory/concepts where applied, or of major issues if discussed)					

- **When providing feedback to students, do you consider how it will influence and support their performance in summative assessments (e.g., exams, coursework)?**
- **What actions do you take, if any, to ensure that students are able to make the most of the feedback given to them?**
- **Do you think additional guidance, resources, or training on feedback approaches will help you better support your students' academic development and mental wellbeing?**
 - **Yes:**
 - **No:**
- **If yes, please elaborate on what kind of resources will support and enhance your practice**