Appendix 2
Formative Feedback (Student) Survey Questions (APP PAR Project Cycle 3)

- **Do you have a mental health condition (including neurodivergent condition)?**
  - I have been officially diagnosed (with one or more mental health conditions)
  - I am self-diagnosed, and I am currently pursuing or have previously pursued an official diagnosis
  - I am self-diagnosed, but I have never pursued an official diagnosis
  - I don’t have a mental health condition
  - I prefer not to answer

- **Please indicate whether you have officially declared your condition(s):**
  - I have officially declared my mental health condition/all of my mental health conditions to the University of Cambridge
  - I have declared some of my mental health conditions to the University of Cambridge
  - I have not declared my mental health condition(s) to the University of Cambridge

- **Which broad discipline are you studying?**
  - Arts/Humanities
  - Social Sciences
  - STEMM

- **What subject are you studying for your undergraduate study?**

- **What year of study are you in?**
  - 1st year
  - 2nd year
  - 3rd year
  - 4 years +
  - I have recently graduated

- **When you think of feedback in the supervision context, what does it mean to you?**

- **What modes of formative feedback have you encountered in your supervisions?**
  - 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 you ACADEMIC interests, performance, motivation?**

<table>
<thead>
<tr>
<th>Feedback Approach</th>
<th>Not at all useful</th>
<th>Slightly useful</th>
<th>Moderately useful</th>
<th>Very useful</th>
<th>Extremely useful</th>
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</thead>
<tbody>
<tr>
<td>Measurement of work against marking criteria</td>
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<td>Written feedback on individual piece of work submitted</td>
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<td>Supervisor facilitated peer feedback</td>
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<td>Estimated/predicted grade</td>
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<td>End-of-term supervision report via CamCORS</td>
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<td>Numeric mark</td>
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In your experience, what is the best thing a supervisor can do in their feedback to help you **ACADEMICALLY**?

How useful are the following feedback approaches to support your **MENTAL HEALTH and WELLBEING**?

<table>
<thead>
<tr>
<th>Feedback Approach</th>
<th>Not at all useful</th>
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<tbody>
<tr>
<td>Measurement of work against marking criteria (i.e., assessment grid)</td>
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<tr>
<td>Written feedback on individual piece of work submitted for supervision</td>
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<td>Numeric mark</td>
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<td>Guidance on exam technique</td>
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<td>Oral discussions about the task</td>
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<td>Personalised discussions about time management, organisation skills, academic skills</td>
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Other (please specify)

- **Would you say your mental wellbeing is affected by your supervision feedback?**
  - Yes
  - No
  - Maybe

- **If yes, describe what aspects of supervisions affects your mental health?**
- **If maybe, describe what aspects of supervisions affects your mental health?**
- **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?**

<table>
<thead>
<tr>
<th>Feedback on writing skills (structure and organisation of work, style, spelling, grammar, referencing etc.)</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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<td>Feedback on question/problem/example sheets (e.g., presenting/description solutions)</td>
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<td>Feedback on thinking skills (argumentation, evaluation, ideas explored, problem solving, analysis, interpretation etc.)</td>
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<td>Feedback on comprehension (accuracy of facts, details and contextual information, grasp of theory/concepts where applied, or of major issues if discussed)</td>
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- **Do you feel that you understand the feedback that you receive?**
  - Always
  - Most of the time
• Do you feel that you know how to utilise the feedback for your future development and/or future performance?
  o Always
  o Most of the time
  o About half the time
  o Sometimes
  o Never

• Does the feedback you receive in supervisions influence your academic performance in end-of-year assessments (e.g., exams, coursework)? If yes, what about the feedback is helpful? If no, what about the feedback is unhelpful?

• In your opinion, was your average mark across your coursework and exams in your most recently completed academic year what you were expecting based on your supervision feedback?
  o Yes
  o No
  o Unsure
  o Not applicable

• Do you find CamCors reports useful summaries of the feedback you have received across the term from your supervisors?

• Finally, would guidance and resources on how to effectively utilise feedback in your future studies support you academic and mental health needs?
  o Yes
  o No
  o Maybe