

A Guide to Feedback to Students

This document outlines what feedback students can reasonably expect to receive about their academic performance and progression:

Throughout the course (feedback on formative assessment):

Students can expect to seek and receive feedback which identifies their strengths and weaknesses and provides practical guidance to enable them to improve their academic performance. This is mainly received via supervision (for undergraduate students).

Feedback is received on work in a number of forms which may include verbal feedback in one-to-one meetings or following group presentations; comments on draft and submitted work; and progress reports. Feedback may come from a student's Course Director, a College Postgraduate Tutor, dissertation/research project Supervisor as well as from assessors and examiners.

For postgraduate students feedback can also be received via the Postgraduate Feedback and Reporting System (PFRS).

A student's Course Director is responsible for ensuring students receive general feedback in a timely manner and in time to inform subsequent assignments; this feedback should give them a sense of how they are performing relative to the rest of the cohort.

In addition students are expected to provide feedback on their course as requested by the Course Director.

Providing feedback to individual students

Feedback is usually provided by College Tutors or Directors of Studies when discussing undergraduate examination performance. Students can expect to receive:

- access to their examination marks online via CamSIS, the web-based student records system;
- marks for each examination 'unit' (paper, oral, practical, dissertation etc);
- an indication of their position within the cohort.

Students are encouraged to keep supervision reports together with examination transcripts and records of extra-curricular activities.

Examination scripts are not returned to students because the primary function of an examination is to judge performance rather than to aid future learning which can be better served through formative assessment methods.

The Data Protection Act enables students to request other data about their examination performance (e.g. minutes of Examiners' meetings), with the exception of their examination script, provided that the data has been retained by the Examiners, Faculty or Department. For further information please see General Board guidance on retention of examinations data and scripts, which can be found [here](#).

Providing feedback to the entire cohort

External Examiners' general comments can form useful feedback to students on the cohort's performance and can provide pointers for improvement for future candidates. The General Board requires Faculty Boards and equivalent bodies to make External Examiners' reports and any response to them available to students unless the cohort is small enough that individual student

performance may be identifiable. Additionally, any comment that risks identifying individual students must be removed. Similarly, internal examiners' reports can contribute to this feedback. Comments from examiners about the cohort's performance as a whole can provide information to help candidates improve their performance. This can be most clearly communicated to students if reports address issues on a question-by-question basis. For more information, see our pages on [Examiners' Reports](#).

On graduating

Students receive a formal transcript of their examination performance which will normally include:

- the class (if appropriate);
- a total mark for the examination;
- marks for each element of the examination (papers, portfolios of work, dissertations etc)
- (for final year students from Oct 2020 onwards) an overall degree class.

More information about the student transcript can be found on the Cambridge Students website, [Degree Certificates and Transcripts](#) pages.