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# Inclusive formative assessment - Equestrian Psychology and Sports Science

Through a new 5-minute Rocket Pitch assessment students were able to better construct a project outline and receive useful formative feedback.

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## Context

Course- and module-level analysis identified disparities in progression and attainment among BTEC-entry students compared to their A-level counterparts. Drilling down, a significant contributor to this was found to exist in modules assessed by examination (rather than, say, coursework), and these gaps persisted through levels 4 to 6.

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## Interventions

The teaching team concluded that BTEC-entry (and other) students struggled to process formative feedback on revision techniques. Solutions included providing feedback to students in chunks and 'bite-sized' sections to allow time for the students to process the feedback. Workbooks were developed to further support the students to use feedback effectively, particularly within Equine Anatomy and Physiology, which were then utilised for exam revision. In addition, formative assessments in the style of exam questions were embedded within lectures as well as the introduction of a student peer review process. Video examples of presentations with feedback were also developed and very well received within the module Issues, Ethics and Welfare as it provided the students with evidence of good practice and helped them to develop presentation skills in readiness for summative assessments.

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## Initial Outcomes

Student feedback from course committees and EvaSys data was very positive: many students stated they felt better prepared for the summative exam assessments due to the formative exams. Similarly, the student peer review process has proved a useful tool particularly when used to aid understanding of grading matrices, and to develop students' ability to evaluate and critically analyse within both exam questions and coursework. As a result of these interventions the module saw an increase in the percentage of 1st/2:1 grades from 30% in 2018 to 47% in 2019. The interventions were well received by teaching team members at a staff workshop for practice exchange.

Furthermore, the changes have been embedded more holistically in the replacement course for BSc Equine Psychology and Sports Science (now BSc Equine Behaviour, Health & Welfare) after a commendation by a course approval panel who recognised not just the formative assessment element but highlighted the excellent teaching practices which link theory with practical application, and which embed employability within assessments.

Finally, with the help and support of colleagues from CADQ, an online resource has been developed to support all learning and teaching staff across the university to better understand, engage, and support the needs of BTEC students (details below).

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## Challenges and next steps

To support these interventions further, tutorial frameworks are being developed to address student confidence in approaching examinations, and the materials are being reviewed to incorporate greater differentiation for stronger students.

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## Contact details

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### Practical support

Colleagues have developed a BTEC Primer Pack resource for staff members to use and adapt to better understand and meet the needs of students from BTEC backgrounds. The resource is available on SharePoint via this [link](#).

The password to access the resource is: btecpack

Link: [https://rise.articulate.com/share/3g4ZiuV\\_2sHSwc9CPfB9ENgQmdiWG-z2#/lessons/zTu-7SKe27ZU\\_rqlcC5\\_UlZfx9RyJ7D](https://rise.articulate.com/share/3g4ZiuV_2sHSwc9CPfB9ENgQmdiWG-z2#/lessons/zTu-7SKe27ZU_rqlcC5_UlZfx9RyJ7D)