The Enablers
The budgetary and educational barriers do not influence the smooth running of the diagnostic tests, which operate most efficiently. Every effort, via e-mailing, etc, is made to approach the individual student with his/her learning needs. Although there is no ‘walk-in’ centre, ad hoc arrangements are made for 1-1 fixed time slots prior to examinations and there are Level One bridging or catch up classes in the first semester only.

There are links for budgetary support to the newly funded FDTL4 Physics Project at Reading University, acting in co-operation with the LTSN Maths, Stats & OR Network, to continue with the CAA development started with Mathletics.

How Can Other Academics Reproduce This?
Brunel has been most active in promoting Mathletics (see p8) and has made a CD-ROM freely available. At least 10 other institutions have adopted some of the testing material. A new Web-based version is planned for 2003. With 5000+ questions now available the way is now being prepared for the next generation of questions/tests, which will be based upon Question Mark Perception rather than Question Mark Designer. This will allow generics to be input, e.g. MCQs to solve quadratic equations with random inputs for the coefficients (doubtless within specified margins and real/integer type).

Quality Assurance
Brunel is well advanced in promoting good practice in the use of CAA. The diagnostic tests are of CAA type, delivered on-screen with full animation at the testing level required (post-GCSE or post A-Level). 200 students are involved on programmes ranging from financial computing to mathematics.