



“The REAP project has demonstrated that assessment redesign with technology can result in improved learning, higher student satisfaction and more efficient use of staff time.”



What is REAP?

- REAP stands for Re-engineering Assessment Practices
- the REAP project was funded by the Scottish Funding Council during 2005-07 under its e-Learning Transformation Programme
- the partners are the University of Strathclyde (lead), the University of Glasgow and Glasgow Caledonian University
- REAP is piloting the redesign of formative assessment and feedback practices across these three institutions
- and is developing strategies for embedding new thinking about assessment into institutional policies and quality enhancement processes

Why is REAP important?

- assessment and feedback are critical drivers of student learning
- they are demanding in terms of staff time and resources
- they deeply affect the quality of student-teacher interaction
- they are the main areas of dissatisfaction in the National Student Survey (NSS) in higher education

transforming assessment

The key features

- the project draws on current educational research
- to redesign large-enrolment first-year classes across numerous disciplines
- all the redesigns are underpinned by formative assessment principles that emphasise student responsibility in learning
- and they are supported by a range of innovative and established technologies
- the goal of REAP is to develop in students the ability to monitor, manage and self-direct their own learning
- these are the attitudes and skills necessary for lifelong learning

NSS 2007: UK
average results

1 - Staff have made me feel confident about my work.	70%
2 - Staff are enthusiastic about their work.	
3 - Staff are intellectually stimulating.	
4 - The course is intellectually stimulating.	
Assessment and feedback	
5 - The criteria used in marking have been clear in advance.	72%
6 - Assessment arrangements and marking have been fair.	
7 - Feedback on my work has been prompt.	55%
8 - I have received detailed comments on my work.	
9 - Feedback on my work has helped me clarify things I did not understand.	63%
Academic support	
10 - I have received sufficient advice and help.	56%
11 - I have been able to access the help I need.	
12 - Good academic support is available.	



Achievements

- nineteen higher education modules were redesigned
- exemplifying innovative formative assessment practices
- with students actively generating their own feedback and scaffolding the development of their peers
- the redesigns show both learning and staff efficiency gains as well as how technology can add value
- the assessment principles developed through REAP have been embedded in institutional strategies
- the models provide blueprints for transformational change and they are transferable to other disciplinary and institutional contexts

What next

- REAP will continue to be a source of advice on assessment for the HE and FE sectors
- the working models are already being applied in other institutions at local and strategic levels
- and the findings, and all further developments are being archived at www.reap.ac.uk

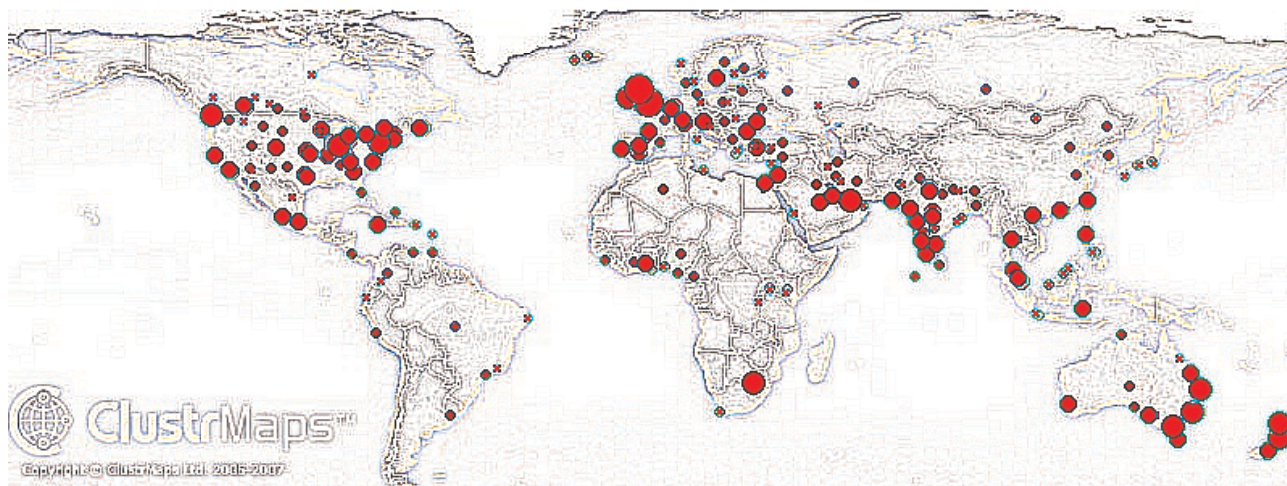
Examples

Technology-supported formative practices have enabled:

- **Mechanical Engineering** to reduce staff time on assessment by 60%, improve retention and maintain the average mark (65%) and pass rate (90%)
- **Psychology** to reduce contact hours with enhanced peer feedback opportunities in online collaborative writing tasks resulting in a 6% gain in the mean exam mark
- **French** to reduce contact hours using multimedia and self-testing but with better quality contact time and enhanced progression and retention.
- **Biology** to save tutor time by managing group-work more efficiently and to build student confidence and motivation in learning

More examples are available from www.reap.ac.uk

International interest in REAP



Dot sizes: ● = 1,000+ ● = 100 - 999 ● = 10 - 99 ◆ = 1 - 9 visits

17,585 visits to the REAP website from 03 March 2006 to 14 September 2007

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