

## Assessment Horizons Conference 2025

### Programme

Day one: Tuesday 29 April	
<b>Morning theme: AI, digital and assessment – where are we now?</b> <ul style="list-style-type: none"><li>• Opportunities and challenges</li><li>• The developing landscape</li><li>• AI malpractice and security issues</li></ul>	<b>Afternoon theme: The value of assessment literacy</b> <ul style="list-style-type: none"><li>• Assessment and AI literacy amongst learners</li><li>• Assessment literacy amongst other stakeholders – parents, HE and schools</li></ul>
Day two: Wednesday 30 April	
<b>Morning theme: Towards authentic assessment and future skills</b> <ul style="list-style-type: none"><li>• Assessing informal learning</li><li>• Competence based assessment</li><li>• Future skills and how to assess them</li></ul>	<b>Afternoon theme: Maintaining validity through inclusive assessment</b> <ul style="list-style-type: none"><li>• EDIB and assessment</li><li>• Digital accessibility and inclusion</li><li>• Holistic assessment and wellbeing</li></ul>

**Tuesday 29 April**

Time	Session	Speaker/s	Location
8.30 – 9.15		<b>Welcome, sign in and refreshments</b>	Triangle Reception area and Seminar space
9.15 – 9.30	Welcome	<b>James Beadle</b> , Senior Professional Development Manager and <b>Simon Child</b> , Head of Assessment Training, Cambridge University Press & Assessment	Seminar space (rooms 1,2&3)
9.30 – 10.10	Using better assessment design to tackle potential AI threat to academic integrity	<b>Liz Hardie</b> , Director of The Scholarship Centre for Innovation in online Legal and Business Education for the Faculty of Business and Law, The Open University, and <b>Jonquil Lowe</b> , Senior Lecturer in Economics and Personal Finance, The Open University and <b>Gray Mytton</b> , Assessment Innovation Manager, NCFE	Seminar space (rooms 1,2&3)
10.20– 10.50	<b>Breakout presentation sessions: please choose one</b>		
1	Using AI to mark free-text responses to science questions: auto marking	<b>Tom Sutch</b> , Principal Data Scientist, Cambridge University Press & Assessment	NW-G1
2	Effects of Large Language Model use and note-taking on reading comprehension and memory: A randomised experiment in secondary schools	<b>Pia Kreijkes</b> , Senior Researcher, <b>Sylvia Vitello</b> , Senior Researcher and <b>Martina Kuvalja</b> , Senior Researcher, Cambridge University Press and Assessment	NW-G2
3	Generative AI-aided responses to non-exam assessment: challenges, opportunities and solutions	<b>Tony Leech</b> , Senior Researcher, Cambridge University Press and Assessment	NW-G3

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<b>10.50 – 11.10</b>	Refreshments and break (20 minutes)		
<b>11.10 – 12.10</b>	<b>Workshops: please choose one</b>		
1	Digital assessment: opportunities and challenges	<b>Sarah Hughes</b> , Head of Research and <b>Yasin Karatay</b> , Senior Research Manager, Cambridge University Press & Assessment	In person only
2	Are Learning and Assessment ready for Artificial Intelligence?	<b>Andrew Field</b> and <b>Natalia Sobrino-Saeb</b> , Cambridge University Press and Assessment	In person only
3	Implementing sustainability principles in assessment design and delivery	<b>Vicky Evans</b> , Head of Sustainability and <b>Clare Williams</b> , Senior Assessment Manager and Cambridge University Press & Assessment	In person only
<b>Online workshop session</b>	E-assessment of speaking	<b>Nick Glasson</b> , Senior Research Manager and <b>Andrew Mullooly</b> , Senior Assessment Manager	Online only
<b>12.10 – 13.30</b>	Lunch (one hour)		Ground floor and first floor
<b>13.30 – 14.10</b>	Keynote: The student voice on AI and assessment	<b>Jennifer Keenahan</b> , Associate Professor in Civil Engineering, <b>Mairead O'Reilly</b> , Educational Technologist and <b>Amy Lawrence</b> , 4th year Structural Engineering with Architecture Student - all from University College Dublin	Seminar space (rooms 1,2&3)
<b>14.20 – 14.50</b>	<b>Breakout presentation sessions (please choose one)</b>		
	Student perceptions of fairness and validity	<b>Kirsty Parkinson</b> , Chartered Institute of Procurement and Supply	NW-G1

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<b>2</b>	The 'marginal gains' of assessment literacy in schools.	<b>George Vlachonikolis</b> , Assistant Head (Teaching and Learning), Headington School, Oxford	NW-G2
<b>3</b>	What do parents need to know about assessment to support their children's learning? From engagement to action	<b>Simon Child</b> , Head of Assessment Training, The Assessment Network, Cambridge University Press & Assessment	NW-G3
<b>15.20 – 16.20</b>	Assessment Innovations Carousel	Hosted by <b>Gwyneth Toolan</b> , Digital Adoption Lead, RM. Featuring <b>Bek Genery</b> , Researcher and Developer Neuro and Physical Diversities, ARU, <b>Matthew Dean</b> , Head of Assessment Design, Assessment Reform, Cambridge University Press & Assessment, <b>Louise Gilbert</b> Senior Assessment Manager, and <b>Lina Loxley</b> , Senior Research & Data Analyst, and <b>Mark House</b> , Product Manager, and <b>Nick Hope</b> , Innovation Manager from RM.	Seminar space (rooms 1,2&3)
<b>Open from 16.20 – 18.30</b>	Drinks and networking reception		Cass Centre, Cambridge University Press & Assessment

### Wednesday 30 April

Time	Session	Speaker	Location
<b>8.30 – 9.15</b>	Welcome and refreshments		Triangle Reception area and seminar space

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9.15 – 9.30	Welcome to day two	<b>James Beadle</b> , Senior Professional Development Manager and <b>Simon Child</b> , Head of Assessment Training, Cambridge University Press & Assessment	Seminar space (rooms I,2&3)
9.30 – 10.10	Panel discussion: Towards authentic assessment and future skills	<b>Chair: Paul Ellis</b> , Head of Thought Leadership – Education Futures, Cambridge University Press & Assessment  <b>Speakers: Rebecca Dowbiggin</b> , Education Consultant and PACES: Educational Assessment tutor, <b>Dee Arp</b> , Chief Quality Officer at NEBOSH and <b>James Beadle</b> , Senior Assessment Manager, Cambridge University Press & Assessment	Seminar space (rooms I,2&3)
10.20– 10.50	<b>Breakout presentation sessions: please choose one</b>		
1	“Learn to live the unexamined life”: What can we learn from the arts as we look to promote student wellbeing and develop competence and skills-based assessments?	<b>Rebecca Dowbiggin</b> , Education Consultant and PACES: Educational Assessment tutor	NW-G1
2	Authentic Assessment and the Challenges of Open Book Examinations	<b>Dee Arp</b> , Chief Quality Officer, NEBOSH	NW-G2
3	From Policy to Practice: Lessons from a transition to Competence Based Education in Uruguay	<b>Verónica Floretta</b> , Educational Assessment Consultant	NW-G3
10.50 – 11.10	Refreshments and networking break (20 minutes)		

11.10 – 12.10		Workshops: please choose one	
1	Question Writing for Effective Assessment – a taster	<b>Nancy Sneddon</b> , Educational Assessment Consultant	In person only
2	Practical tips for improving the accessibility of assessment items: highlights from our 'Embedding EDIB in assessment course'	<b>James Beadle</b> , Senior Professional Development Manager, Cambridge University Press & Assessment	In person only
3	Validation for beginners	<b>Simon Child</b> , Head of Assessment Training, Cambridge University Press & Assessment	In person only
Online	Assessment data culture maturity: A collaborative exploration	<b>Vicky Merrick</b> , Founding Director of Merrick-Ed Limited	Online only
12.10 – 13.30	Lunch (1 hour)		
13.30 – 14.20	Keynote session: How does HE assessment work unevenly for students of colour and what can we do as practitioners to measurably reduce the 'wicked' inequities?	<b>Paul Ian Campbell</b> , Associate Professor in Sociology of Race and Inclusion, University of Leicester	Seminar space (rooms 1,2&3)
<b>14.30 – 15.00: Breakout presentation sessions – choose 1</b>			
1	How well are they? The relationship between wellbeing and assessment	<b>Stuart Shaw</b> and <b>Isabel Nisbet</b> , Education Consultants and co-authors of Educational Assessment in a Changing World: Lessons Learned and the Path Ahead	NW-G1
2	Why Oracy Matters in Assessment	<b>Paul Ellis</b> , Global Head of Education Futures, Cambridge University Press & Assessment and <b>Laura</b>	NW-G2

		<b>Kahwati</b> , Education Futures Manager, Cambridge University Press & Assessment	
	Including Indigenous Knowledges in low stakes assessments for primary school: a case study	<b>Jackie Greatorex</b> , Principal Researcher, Cambridge University Press & Assessment	NW-G3
<b>15.00 – 15.40</b>	Refreshments and networking break (40 minutes)		
<b>15.40 – 16.20</b>	Closing session from Tim Oates	<b>Tim Oates CBE</b> , Group Director of Assessment Research and Development, Cambridge University Press & Assessment	Seminar space (rooms 1,2&3)

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