# Diversifying Assessment Symposium

**Friday 13 March 2020**

**Student Services Centre, Exam Hall D**

<table>
<thead>
<tr>
<th>Time</th>
<th>Topic</th>
<th>Focus</th>
<th>Panellists</th>
</tr>
</thead>
<tbody>
<tr>
<td>10.00 - 10.05</td>
<td>Welcome &amp; housekeeping</td>
<td></td>
<td>Ruth Walker (CCTL)</td>
</tr>
</tbody>
</table>
| 10.05 – 10.20| The Cambridge context and drivers for diversification  | Impact of coronavirus on examination and assessment | Chris Young (Chair, EAC)  
Graham Virgo (Senior PVC, Education)  
Ali Hyde (CUSU) – in absentia due to teaching strike |
|              | • Student perspectives of assessment & examinations   |                                                                       |                                                                           |
| 10.20– 11.05 | WHY: reasons for diversifying assessment, pedagogical and practical benefits, including evidencing and evaluating change | Panel, Q&A, small group discussion  
- Pedagogical reasons to diversify assessment  
- National expectations and quality context  
- Inclusive assessment  
- Student voices: the value of diversifying assessment practices for all students, including disabled students | Tim Oates (Director, Cambridge Assessment)  
Gemma Long (Head, EQPO)  
Helen Duncan (Senior Neurodiversity Advisor, DRC)  
Cecily Bateman (DSC Representative) |
|              | Discussion: what is inspiring you to/preventing you from diversifying assessment practices in your context? |                                                                       |                                                                           |
| 11.05– 11.50 | HOW: steps involved in diversifying assessment, practicalities, including timescales/constraints of change, logistical and operational considerations | Panel, Q&A, small group discussion  
- Exam results analytics & identifying attainment gaps by course  
- Operational and logistical considerations and processes  
- The Cambridge assessment context  
- Departmental & team perspectives about how to diversify assessment from the Faculty of Law and the Department of Engineering | Katya Samoylova (Head, Business Information Team)  
Jo Overhill (Student Registry)  
Mariana Kaimaki (EQPO)  
Joanna Miles (Faculty of Law)  
Tom Cock (Department of Engineering) |
|              | Discussion: if you/your team was to diversify assessment, where might be the most logical place to start? |                                                                       |                                                                           |
| 11.50- 12.20 | WHAT: technologies or other methods of implementing diversified assessment | Panel, Q&A, small group discussion  
- Digital exams project update  
- What we can do with existing digital platforms (e.g. Moodle & Turnitin)  
- Authentic assessment in online & blended courses - a TEL case study | Melissa Rielly (EQPO)  
Jessica Comber-Chaney & Frank Wall (UIS)  
Deirdre Cijffers (Technology-Enabled Learning Programme, CUP) |
|              | Discussion: what available digital support can you access and incorporate in your assessment & feedback practices? |                                                                       |                                                                           |
| 12.20 - 12.30| Wrap up and next steps                          |                                                                       | Chris Young (Examination and Assessment Committee)  
Tim Oates (Cambridge Assessment) |
|              | •                                                                 |                                                                       |                                                                           |