

The logo consists of the word "UKALTA" in a bold, red, sans-serif font, centered within a light orange rounded rectangular box.

UKALTA

UK ASSOCIATION FOR LANGUAGE
TESTING AND ASSESSMENT

UKALTA's 10th Anniversary Membership Survey Report

Sathena Chan, Leda Lampropoulou, Shishi Zhang
UKALTA Membership & Nominations Committee (2025)
20 April 2026

UKALTA's 10th Anniversary Membership Survey Report

Sathena Chan, Leda Lampropoulou, Shishi Zhang
UKALTA Membership & Nominations Committee (2025)

10 April 2026

The UKALTA Membership Survey 2025 was conducted as UKALTA celebrates its 10th anniversary. The survey offers an indication of the most recent member profile of UKALTA, and particularly suggests members' views and expectations of UKALTA as the organisation takes into stock of the past decade and looks into the next decade. The survey was drafted by the Membership & Nominations Committee (Sathena Chan, Leda Lampropoulou, Shishi Zhang), and was reviewed and revised based on feedback from the UKALTA Executive Board. Following piloting, the survey was disseminated to all members in October 2025 and preliminary results of the survey were reported at the AGM in November. This report is a more detailed summary of the survey results.

Executive Summary

The UKALTA Membership Survey 2025 consists of three sections respectively on the member profile, members' engagement with UKALTA, as well as members' views and expectations of UKALTA. The survey has 26 items and takes about 10 minutes to complete. 48 of the members completed the survey. A majority of the members who responded are at their mid-career and have been a UKALTA member for 6-10 years. The main reasons for joining UKALTA include networking, keeping up-to-date with language testing and assessment developments, and wanting a membership in a professional association. Respondents were generally positive about the achievement of UKALTA's aims in terms of our five objectives: exchange of information and research; training and professional development; collaboration across UK language education; awareness-raising and advocacy; outreach and public engagement. Our members think we should prioritise the following activities: regular (shorter) webinars, training sessions, assessment literacy work and network for PGRs. Members also identified several major challenges faced by the field of language testing and assessment, which include the rapid AI/digital transition of LTA practice; concerns about the trade-offs between test validity and practical efficiency; lack of consistent and varied provision of test accommodations; and assessment literacy beyond our immediate community. The results feed into the ongoing discussion of UKALTA strategic planning as the association starts its second decade.

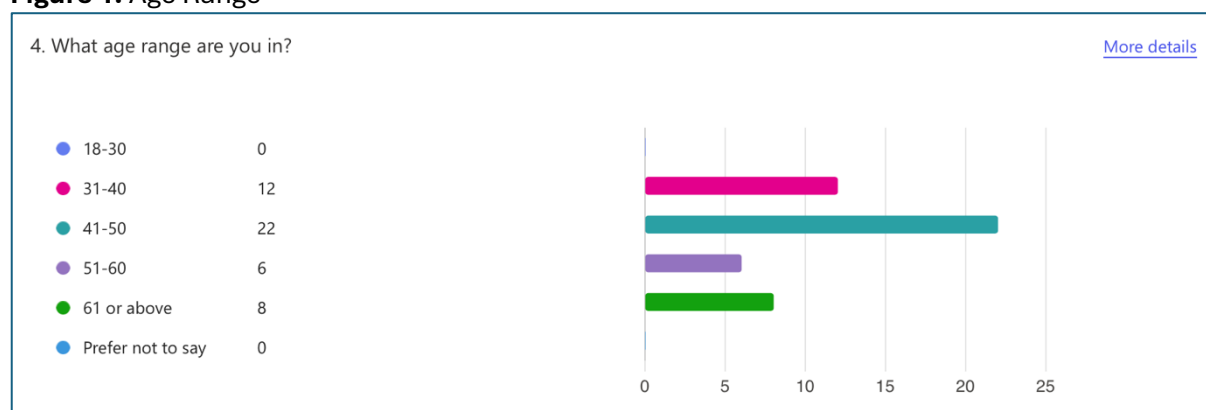
Taken together, the survey findings point to several strategic tensions that will shape UKALTA's next phase of development. Members express strong support for expanded professional development, assessment literacy work, and postgraduate support, while recognising the constraints of volunteer capacity and financial sustainability. There is also a clear expectation for UKALTA to play a more visible advocacy role, particularly in relation to AI, fairness, and policy use of language tests, while maintaining its independence and credibility across academic, professional, and industry contexts. These findings suggest that prioritisation, scalability, and hybrid models of engagement need to be central to UKALTA's strategic planning for its second decade.

1. UKALTA Member Profile (Questions 1-11)

UKALTA offers individuals either Full or Associate membership depending on their circumstances. Individual membership is free of charge. Full membership is open to all individuals who are working, studying or living in the UK, or able to show strong connections with the UK AND have an interest in language testing and/or assessment. Associate membership of UKALTA is open to individuals who have an interest and preferably an involvement in language testing and/or assessment. Associate members have the right to attend the Annual General Meeting, but they cannot vote in the AGM, or stand for election to any position for which UKALTA holds elections.

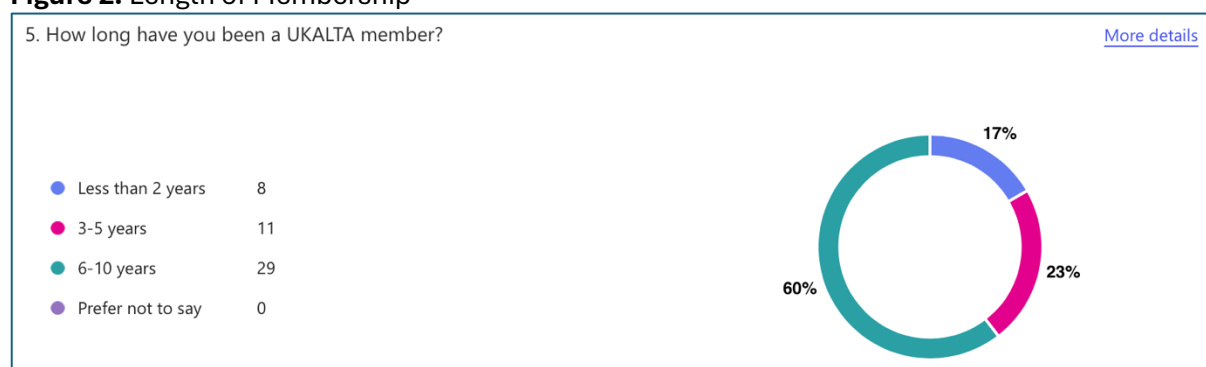
The members who completed the survey are mostly UK-based (70.5%), with the remaining based in other regions and countries, for example, Greece, the Netherlands, Italy, China, Canada, Spain, or the US. Members are generally gender balanced (Female = 52.3%; Male = 45.5%; other/unspecified ≈2%), with about half of them from the 41-50 age group (45.8%), followed by 31-40 (25%), 61+ (16.7%), and 51-60 (12.5%) (see **Figure 1**).

Figure 1. Age Range



Most members have 6–10 years membership (60.4%), followed by 3-5 years (23%) and some relatively new members with less than two years' membership (16.7), suggesting that UKALTA has a constant and steadily expanding membership (see **Figure 2**).

Figure 2. Length of Membership



Members are mostly at doctoral-level (60.4%; see **Figure 3**), affiliated mainly with universities or examination bodies (see **Figure 4**).

Figure 3. Highest Qualification

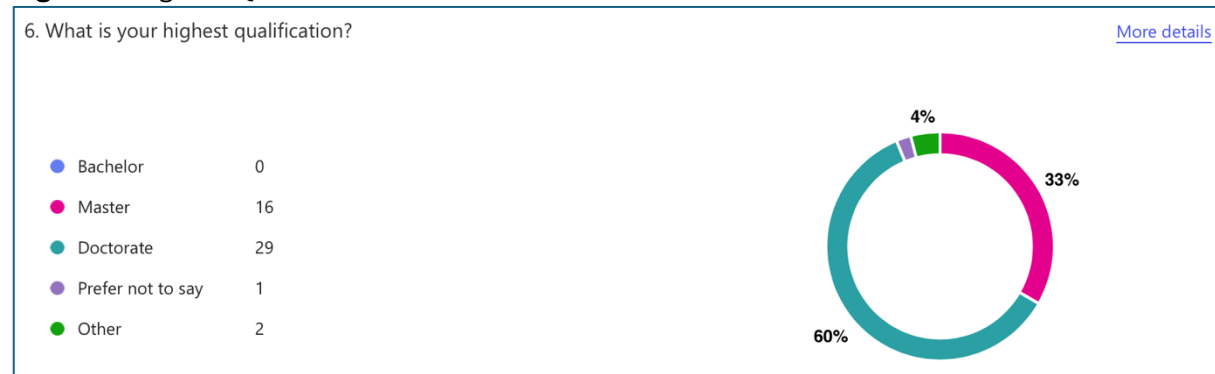
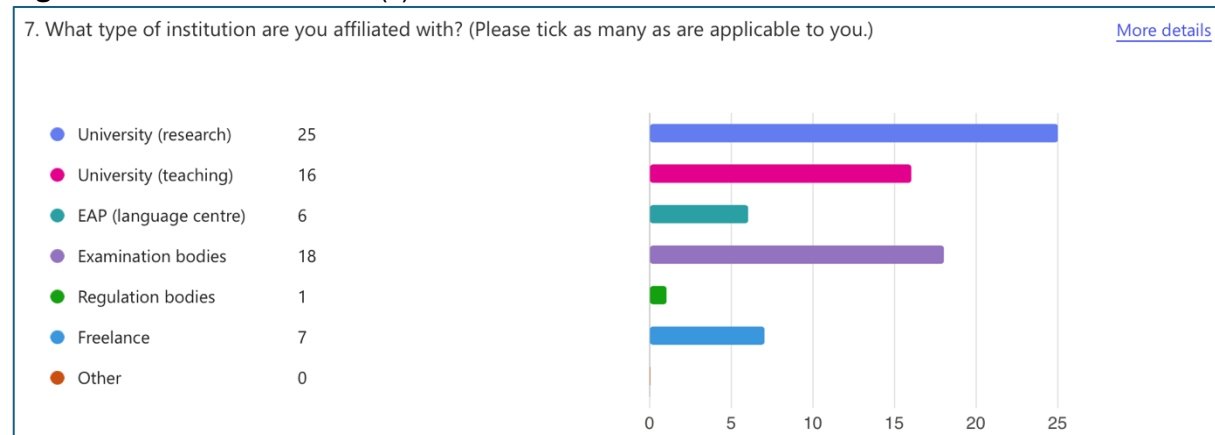
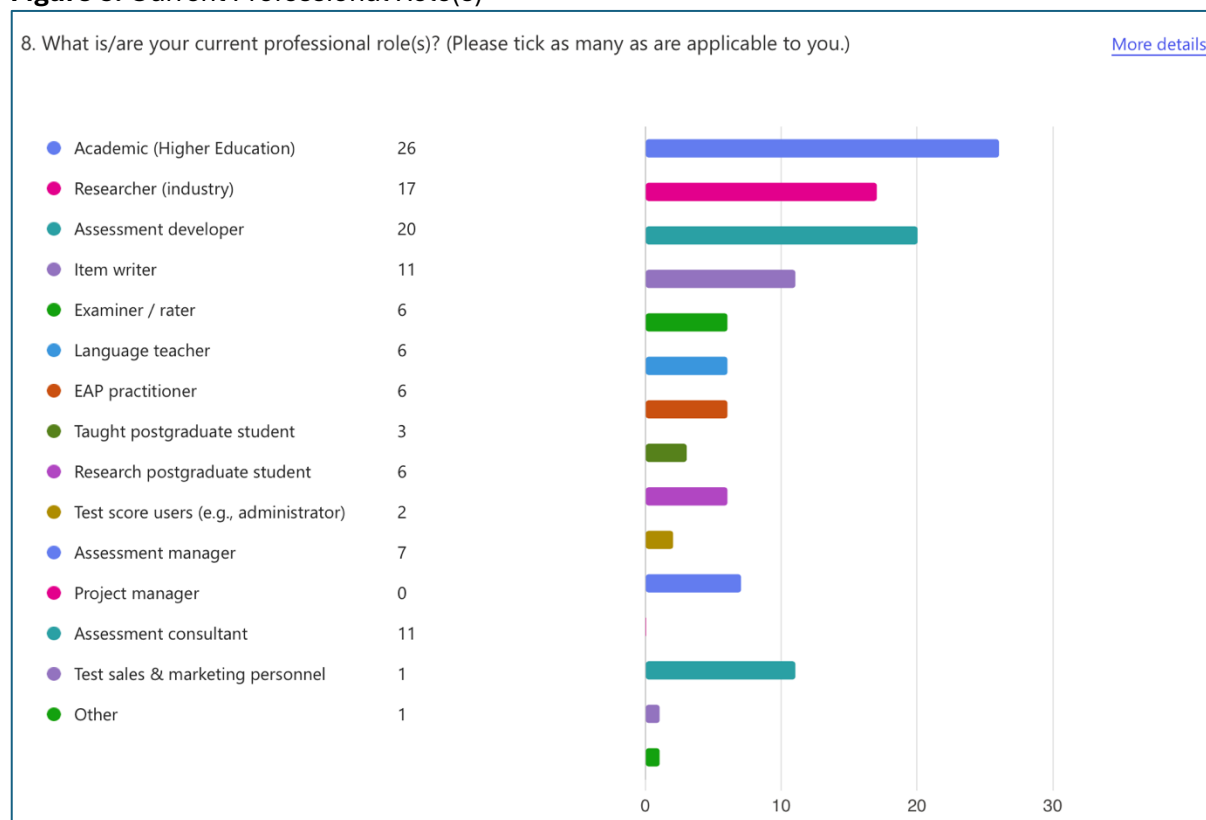


Figure 4. Affiliated Institution(s)



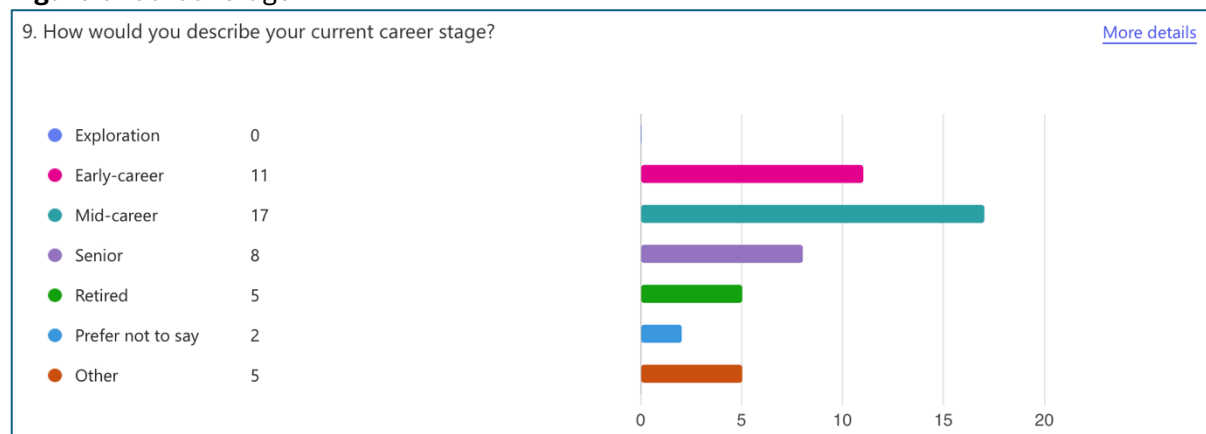
Regarding professional roles, five roles were the most selected (see **Figure 5**): academic in higher education (54.2% of the respondents), assessment developer (41.7% of the respondents), researcher in industry (35.4% of the respondents), item writer (22.9% of the respondents), and assessment consultant (22.9% of the respondents).

Figure 5. Current Professional Role(s)



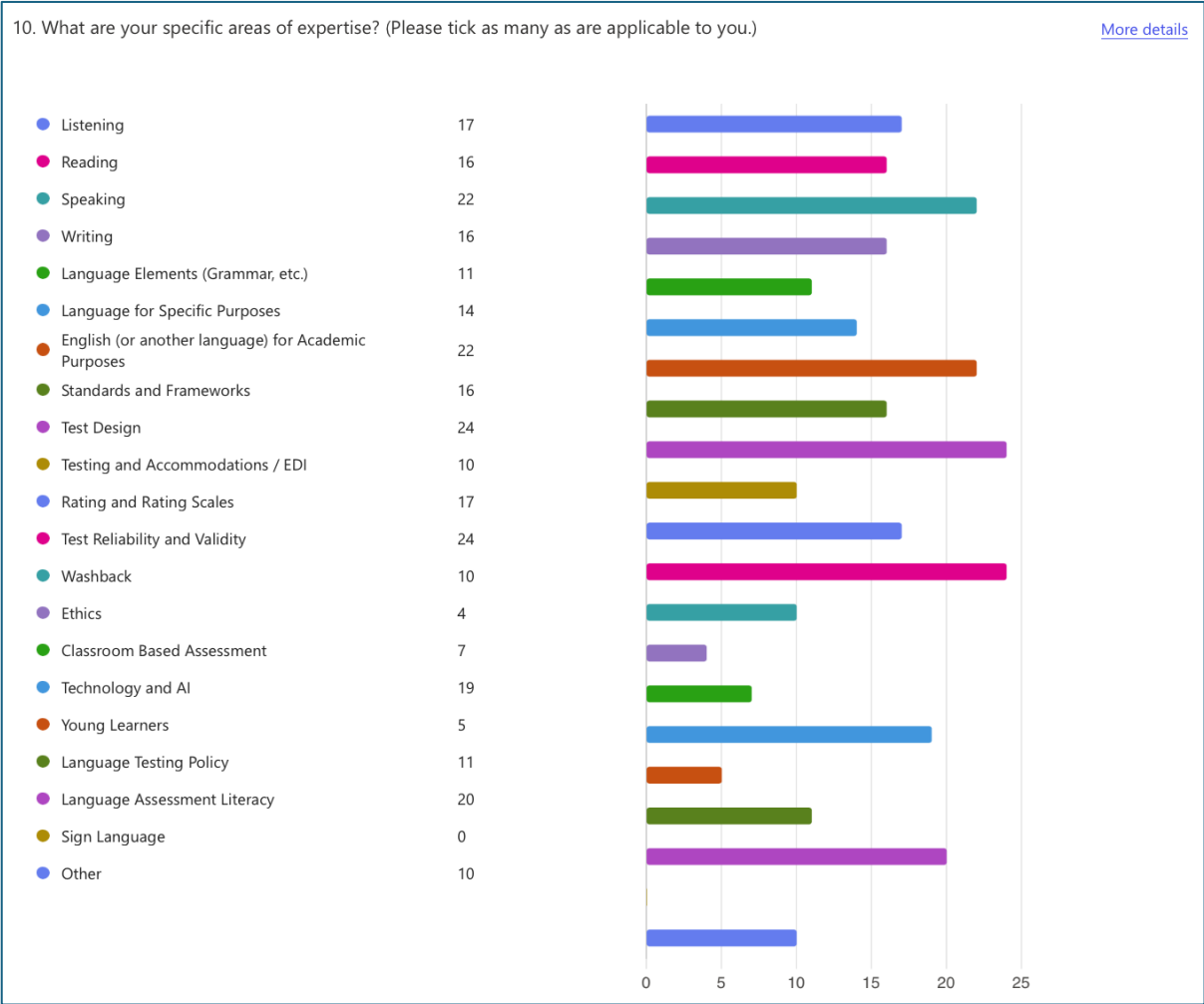
As for career stage (see **Figure 6**), more than one third of the members are mid-career (35.4%), followed by early-career (22.9%), senior (16.7%), and retired (10.4%).

Figure 6. Career Stage



Members seem to have a wide range of expertise (see **Figure 7**). Among the areas of expertise, six of them seemed to be the major areas: *Test design* and *Test Reliability and Validity*, both selected by half of the respondents. Following that were *Speaking and English (or another language) for Academic Purposes*, both selected by 45.8% of the respondents. Then, *Language Assessment Literacy* and *Technology and AI*, selected by 41.7% and 39.6% of the respondents respectively.

Figure 7. Areas of Expertise



Finally, in addition to UKALTA, our members are also associated with other professional organisations, mostly in language testing and applied linguistics, such as ILTA, EALTA, and BAAL. See details in **Figure 8**.

Figure 8. Associated Professional Organisations/Associations



Overall, the profile suggests a relatively experienced and stable membership base, with substantial methodological expertise and long-standing engagement with the association, alongside a smaller but important cohort of newer members.

2. Members' engagement with UKALTA (Questions 12-18)

This section details respondents' engagement with UKALTA, including their reasons for joining UKALTA as a member, where they heard about UKALTA, and UKALTA activities that they have attended, etc.

Regarding the main reasons for joining UKALTA (see **Figure 9**), the top three reasons seemed to be: *Networking* (81.3%); *Keeping up-to-date with developments* (70.8%); *Membership in a professional association* (37.5%). As shown in **Figure 10**, the majority of the respondents heard about UKALTA from colleagues/friends (60.4%), and/or the Language Testing Forum (56.3%). About a quarter of respondents also mentioned knowing about UKALTA from their academic supervisors (22.9%), and about 15% of the respondents indicated they heard about UKALTA from UKALTA's website and/or social media or from other organisations or conferences, including EALTA and BAAL TEASIG conferences.

Figure 9. Main Reasons for Joining UKALTA

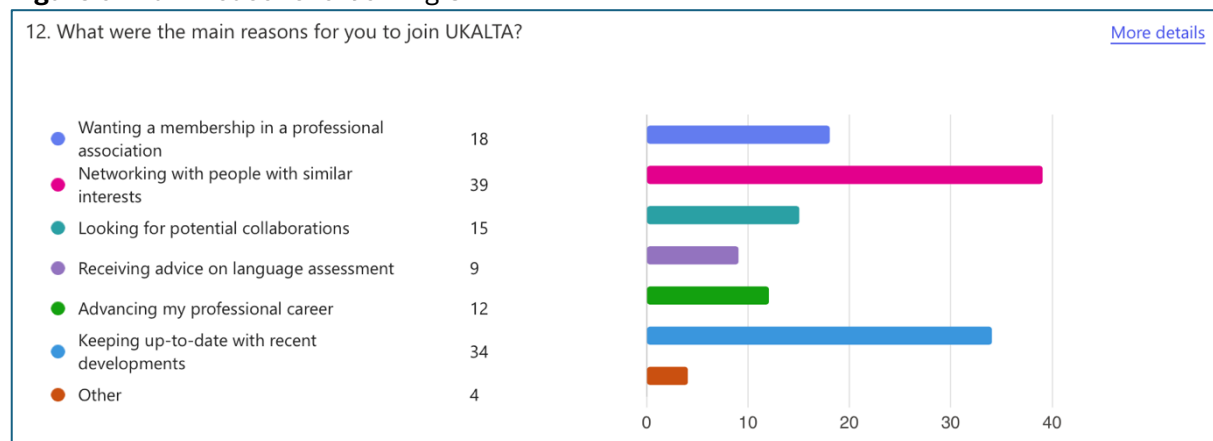
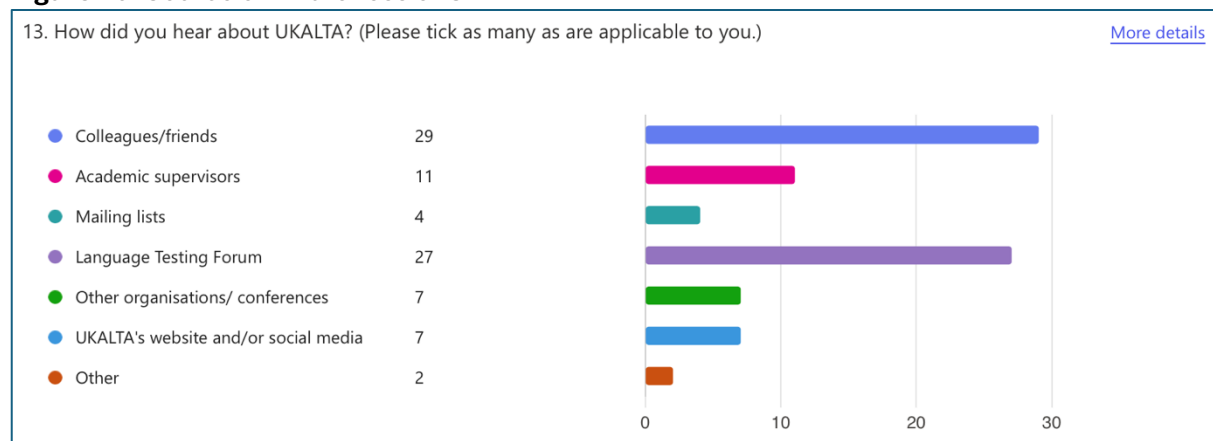
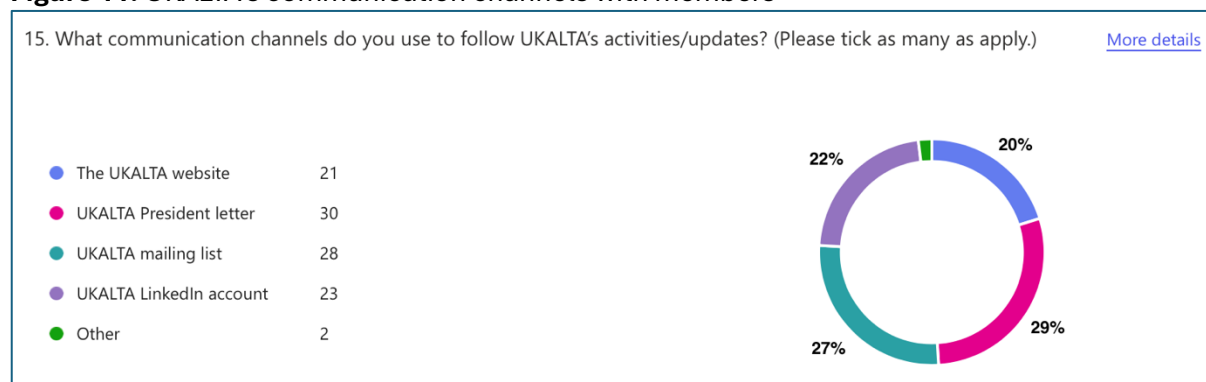


Figure 10. Source of Awareness of UKALTA



For UKALTA's communication channels with members (see **Figure 11**), UKALTA President letter seems to be the top one channel, selected by 62.5% of the respondents. This was followed by the UKALTA mailing list (58.3%), the UKALTA LinkedIn account (47.9%), and the UKALTA website (43.8%).

Figure 11. UKALTA's communication channels with members



Regarding UKALTA activities, the most frequently participated activity was the annual Language Testing Forum (LTF), as indicated by 66.7% of the respondents. Online workshops and Postgraduate Research (PGR) Network events were also among the top selected activities for the past three years, as selected by 37.5% and 22.9% of the respondents respectively (see **Figure 12**). 14.6% of the respondents indicated that they did not attend any UKALTA activities during the past three years). Importantly, non-attendance does not appear to reflect disengagement from UKALTA as an association, but rather constraints related to workload, cost, and the increasing difficulty of accessing in-person professional development in the post-pandemic context. As for activities for UKALTA to prioritise (see **Figure 13**), the top three were, *Webinars*, *Training (e.g., research methods, software)*, and *Assessment literacy (e.g., test use/misuse)*, all were chosen by half of the respondents. Following that were *Test development advice (e.g., adaptive testing)* and *Network for research postgraduates*, selected by 37.5% and 35.4% of the respondents.

Figure 12. Participated UKALTA Activities in the Past Three Years

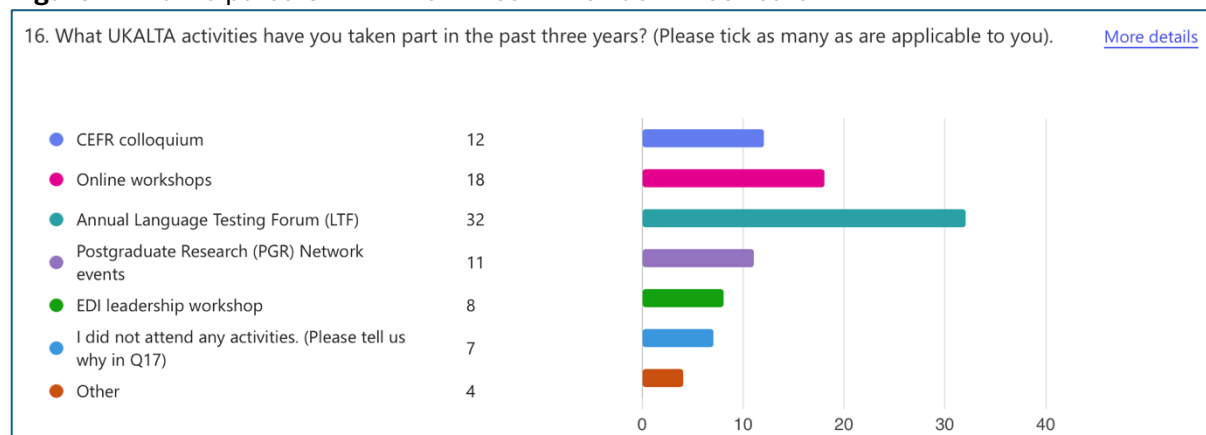
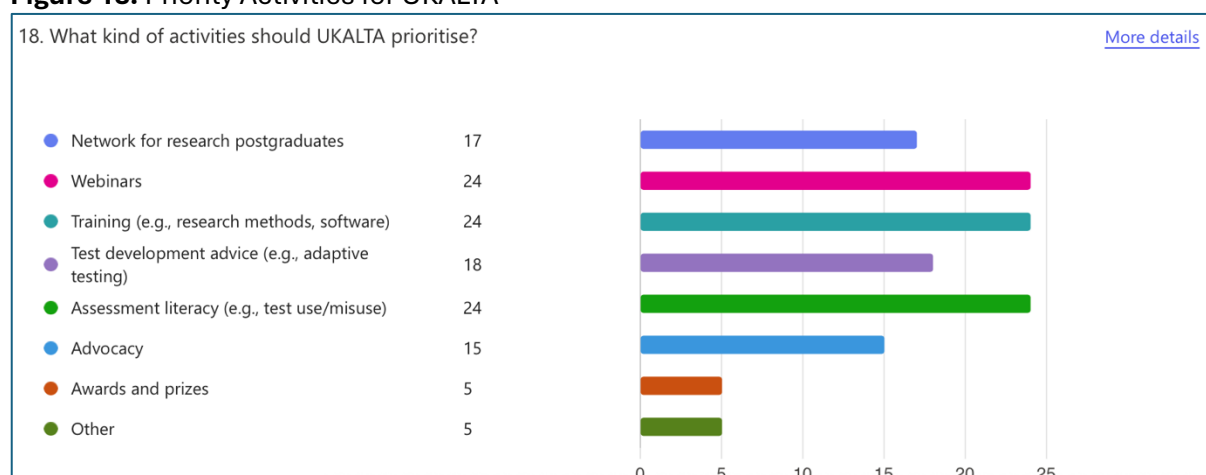


Figure 13. Priority Activities for UKALTA

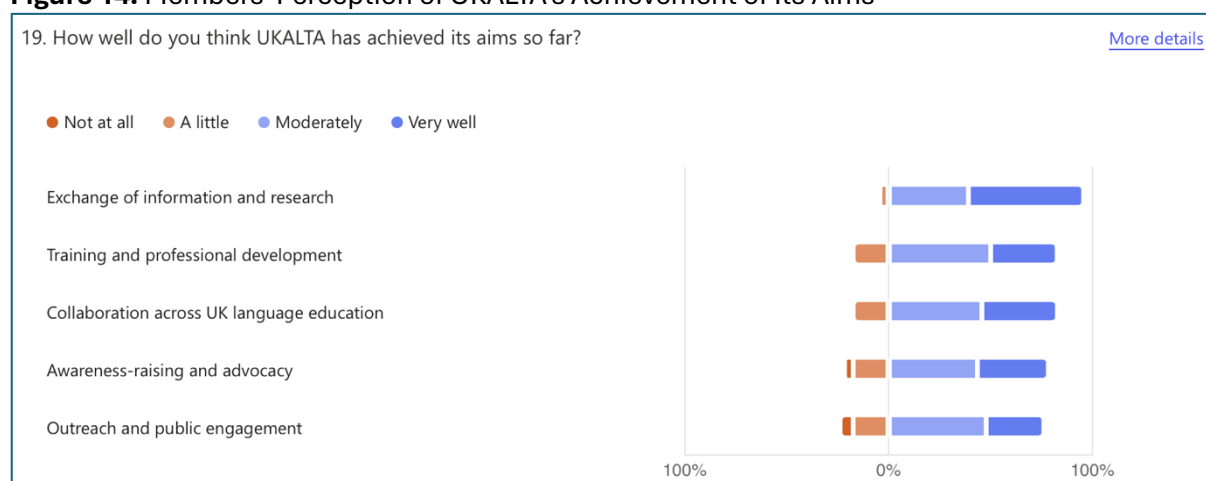


3. Members' views and expectations of UKALTA (Questions 19-26)

This section details members' perceptions and expectations of UKALTA. Respondents were generally positive about the achievement of UKALTA's aims in terms of the following five aspects (see **Figure 14**):

- Exchange of information and research
- Training and professional development
- Collaboration across UK language education
- Awareness-raising and advocacy
- Outreach and public engagement

Figure 14. Members' Perception of UKALTA's Achievement of Its Aims



In addition to the above perception of UKALTA's achievement of its aims, half of the respondents offered specific comments, see **Table 1**. It should be mentioned that several respondents noted limited confidence in their ability to judge UKALTA's impact across all areas, particularly beyond the immediate language testing community.

Table 1. Specific Comments about Perception of UKALTA's Achievement of Its Aims

1.	It will be great to have more webinars and training.
2.	I think UKALTA is doing an excellent job for an association that is still fairly new and which has finite resources (both financial, and the time resources of its office holders).

3.	UKALTA performs its core functions well. To what extent it should aim to promote a higher profile in advocacy and public engagement is an open question which may be difficult to agree upon.
4.	I feel that all the above options are being effectively managed
5.	I didn't see lots of UKALTA engagement with other subareas of language education such as TESOL, teacher training ,etc.
6.	It will be great if UKALTA can organise more webinars/trainings of different topics in LTA.
7.	Apart from the first sub-question, I don't really know how to answer
8.	international collaboration wanted
9.	i truthfully don't know how well UKALTA achieved its aims so my responses may be disregarded
10.	Perhaps attempt to have more influence on government decisions regarding assessment
11.	It would be good to have more of an ongoing forum for celebrating research output in this area
12.	Need to engage more with academic institutions
13.	I greatly appreciate Lynda's leadership and the executive committee members' dedication to outreach, advocate, and collaborate with other organisations.
14.	UKALTA has made good progress in its aims over the past few years but there is always more work to do!
15.	It would have been useful to have the option to choose 'no opinion' or something similar, as I don't have a view, or knowledge, on all of the areas.
16.	I can't say I'm very confident about these answers
17.	It's hard for me to assess the impact of UKALTA's action outside of the language testing community. Within my "professional bubble" I would say not many people know of UKALTA, even among those who are involved in language teaching / TESOL but not highly invested in assessment
18.	My answers in 19 are tentative answers as my membership is relatively recent
19.	I don't know ukalta well enough to comment
20.	UKALTA has professionalized language testing in the UK, a clearly good thing. However, I think we can do more re. training and assessment literacy for those who may not know much about language testing.
21.	I find the conversations very interesting and useful
22.	My responses are based on my admittedly limited awareness of UKALTA's activities
23.	My responses might indicate that UKALTA isn't achieving its aims. But the aims are very challenging and it is early days yet. It is great that UKALTA has taken up these aims - it is what is needed in the UK - but it will remain difficult to achieve them. The low levels of knowledge and interest in LTA among the public and stakeholders are striking.
24.	I'd just like to thank Lynda for her amazing leadership and all that she has achieved over the past few years.

Regarding the challenges faced by the field of language testing and assessment, 34 respondents (70.8%) offered their insights about the biggest challenge of language assessment from the perspective of their current role, as specified in **Table 2**. 31 respondents (64.6%) provided their insights regarding how we as an association can meet such challenges (see **Table 3**). Across responses, four interrelated challenge areas were most prominent: (1) the rapid integration of AI and digital technologies and their implications for validity, fairness, and ethics; (2) tensions between assessment quality and pressures for efficiency, cost reduction, and commercialisation; (3) uneven assessment literacy among practitioners, institutions, and policy

stakeholders; and (4) structural constraints related to funding, workload, and professional precarity. These challenges were reported across academic, institutional, and industry contexts.

Table 2. The Biggest Challenge of Language Assessment

1.	Sharing of the most up-to-date best practices, for example, in Rasch related analyses, and many other areas. I've been learning a lot from the relatively new journal of Research Methods for Applied Linguistics, and indeed been wondering whether there can be such one (maybe a journal, maybe something like the Rasch Measurement Transactions) dedicated to LTA related research methods.
2.	Wisely keep up with the development of technology and use it to benefit the field.
3.	I think taking an ethical approach to AI is the most urgent challenge.
4.	Maintaining the quality and validity of assessment in a world of changing technological, political and commercial expectations.
5.	AI and honesty
6.	To balance between validity/quality and efficiency/cost/use of AI
7.	The fair administration and use of language tests in an increasingly complex environment of Gen-AI and remote (i.e., home) administration. This applies, for example, to tests administered during pre-session English programmes. More broadly, I would also say the potential changes in the construct of interests as the target language use domains and language needs of test takers change. This has implications for test design and validation.
8.	Keeping up to date and networking - with financial challenges leading to increased workloads and budgets and time away for external CPD being removed, I'm finding it increasingly difficult to ensure quality and fair assessment amid the pressure of bums on seats, let alone keep myself up to date and network. I benefitted a lot from UKALTA and LTF pre-covid (and during covid when things were online) but when things reverted back to pre-covid in-person UKALTA/LTF, our reality did not - remits and priorities have been completely re-written and our CPD budget has been "temporarily" suspended since 2021 - I've felt quite left behind in that time since.
9.	Financial costs from test development to training to conference attendance
10.	1. The real bridging between language testers and practitioners. 2. Sustaining good practices while finding new solutions or innovative methods in LTA research.
11.	maintaining validity with AI/technology
12.	A general negative attitude towards LTA in the wider academic and social contexts. We often hear unfair criticisms about LTA in public discourse and at academic conferences.
13.	the rapid developments in AI, and the lowering of standards
14.	Aside from high stakes testing under controlled conditions, making sure that students do not rely on Generative AI to present a level of language proficiency that they do not possess.
15.	Maintaining rigorous standards in the face of commercialisation.
16.	Lack of funding
17.	The changing nature of language use, which is increasingly integrated and AI-assisted. We need a lot more research into TLU domains and reconceptualising what language skills learners need to be equipped with in this era of AI.
18.	Turning messy, fragmented, and often small-N data into defensible validity and fairness evidence quickly enough to inform decisions.

19.	Integrating the potential benefits of using AI into assessment practices whilst ensuring that the expert human element in the relationship continues to be seen as critical. I am concerned that the cost saving that can often be made through the use of AI-based solutions may create a race to the bottom in terms of quality and standards.
20.	Designing exams that accurately reflect real-world language use and target constructs, while also maintaining consistency, reliability, and accessibility across diverse test-taker populations.
21.	Government use of language tests as immigration hurdles
22.	One of the main challenges is ensuring that colleagues who are involved in test development or language assessment have sufficient training and support. In my context, these responsibilities are often shared among staff with very diverse backgrounds just because they have a gap in their workload. While this brings a range of perspectives, it can also make it difficult to maintain consistency and quality without significant investment of time in training and coordination.
23.	AI in classroom-based language assessment
24.	Budget/time limitations and limited student cohorts
25.	Integrating AI use effectively in test development.
26.	It's becoming all about profits, reducing standards and spin
27.	Integration of sound assessment design with new technology demands
28.	Changing conditions in HE
29.	Overcoming misconceptions about language assessment held by non-specialist stakeholders
30.	The lack of interest in this aspect of societal practice (the measurement of others in terms of their language for practical purposes) even among people and organisations who routinely use language tests. The view that assessment is the 'dirty' part of language education that is held by many educators and researchers in education.
31.	Access and equality
32.	Uncertainties related to the HEI financial crisis and uncertainties around HOELT
33.	To tailor the test to individual test takers with different needs (standards v. diversity and inclusion)

Proposed solutions largely mirror the challenges identified above, with particular emphasis on professional development, advocacy grounded in expertise, and mechanisms for dialogue between researchers, practitioners, and policy stakeholders.

Table 3. Solutions to Meet the Challenges as An Association

1.	Create such a channel? (might be too much). Play some role in promoting it?
2.	Webinars, training, discussion panels. Actually the LTF is good for this.
3.	The association should have a clear stance on what good language assessment practice looks like (I think it does!) and advocate for that wherever possible.
4.	Greater activity in training and professional development. Possibly a greater role for advocacy in the public domain, thought this is not easy to achieve.
5.	Work collaboratively to ensure that the impact of AI does not cause major issues in terms of validity and reliability in test construction, administration, and scoring.
6.	Engage/collaborate with local authorities such as Ofqual and UKVI to inform/influence their policy making on good practice of assessment.
7.	Promoting discussions that address these issues. Perhaps opening up spaces for test developers, administrators and users to discuss these issues. How do the various test

	developers, administrators and users in the UK environment address these challenges? I feel a lot of the discussion remains, not without reason, purpose or benefit, dominated by users of international standardised tests such as Aptis and IELTS, and there's little space for those who develop in-house assessments.
8.	More online engagement. In bitesize chunks - it's easier to take an hour away than a full day. I also have colleagues who would really benefit from assessment training but when I have looked our three challenges are cost, in person events and things are often run at our busiest time of year (Summer). Anything that could be offered around this would be well received.
9.	Keep the door open
10.	Apart from the annual LTF (which is super useful in addressing the above), maybe adding a number of webinars and trainings (can be charged at a minimum price, e.g., GBP5/10; this is a way to add more income to UKALTA for sustainable development as well). I think the webinars and trainings need to be renewed experts in related fields.
11.	webinar?
12.	Communication of the functions and limitations of LTA to key stakeholders
13.	keep training, and raise awareness and assessment literacy
14.	not sure yet, continue to host webinars and events on current concerns
15.	Continue to give a voice to people across all areas of language testing research.
16.	Engaging more with fund resources
17.	Offer hands-on workshops/clinics on item writing, DIF/BIAS analysis, and inclusive task design, with starter datasets and templates and fund micro-grants/mentoring for small programmes to run mini validation studies and accessibility audits.
18.	I think we need to continue to inform the more commercially-focused parts of our organisations, plus all other stakeholders in governments, educational systems, and students, about the correct ways to approach this new AI-driven age in collaboration with humans that have the expertise to understand where things are working well and where they are not.
19.	UKALTA could organize workshops and webinars on best practices in validity, fairness, and task design, bringing together researchers and practitioners to bridge theory and practice.
20.	It would be very helpful if UKALTA could continue to provide practical, accessible professional development opportunities and resources that institutions can draw on to build assessment literacy among staff. For example, short online workshops, case studies, or toolkits for designing and validating tests could make a real difference in contexts where local expertise or structured support is limited. In the longer term, UKALTA could also consider developing a form of quality seal or recognition scheme that universities and smaller testing bodies could work towards, perhaps structured across different levels. This could serve as both a developmental framework and a mark of quality, encouraging good practice and consistency across institutions. Additionally, support for standardisation across CEFR levels—similar to what the CEFTtrain project used to offer—would be extremely valuable. Many practitioners struggle to align tasks and judgments consistently across different proficiency levels, and resources or workshops in this area could have a strong practical impact.
21.	Round table
22.	Offer more online free trainings and not limit the organization to only members reside in the UK.
23.	Take an active role in challenging test provider claims or advising unis

24.	Host more training events, send members to others' conferences, greater number of online events like BAAL TEASIG
25.	I do not know
26.	Collaborate more with other professional membership organizations, such as BALEAP and BUILA
27.	Keep doing what Professor Taylor has been doing as President to raise UKALTA's profile and develop its voice as both independent and representative - seeking to engage with other fields in Applied Linguistics and Language Education, with decision makers in government, and with other institutions/organisations (AcSS, British Council, CLE). But I recognise that this endeavour is demanding to do while maintaining and developing other areas of UKALTA's mission (e.g., professional development and support for members).
28.	Maybe organise webinars about Access and Equality in LT?
29.	Advising the government on the directions they should take for HOELT; continually reminding them of the social and economic value of international students in the UK and of the role of language assessments not only as a gatekeeper but also as a means of enhancing mobility.
30.	Share advances and developments in EDI in language testing and share good practice

Regarding EDI practices of UKALTA, respondents generally held positive perceptions, as demonstrated in **Figure 15**. 18 respondents (37.5%) shared their thoughts regarding specific measures to further improve UKALTA's EDI practices (see **Table 4**). Responses indicate broadly positive perceptions of UKALTA's EDI practices, alongside differing views on the scope, definition, and emphasis of EDI within a professional association. These responses highlight the importance of maintaining transparency about UKALTA's values and practices, while recognising that members approach EDI from varied professional, institutional, and philosophical positions.

Figure 15. Perceptions of UKALTA's EDI Practices

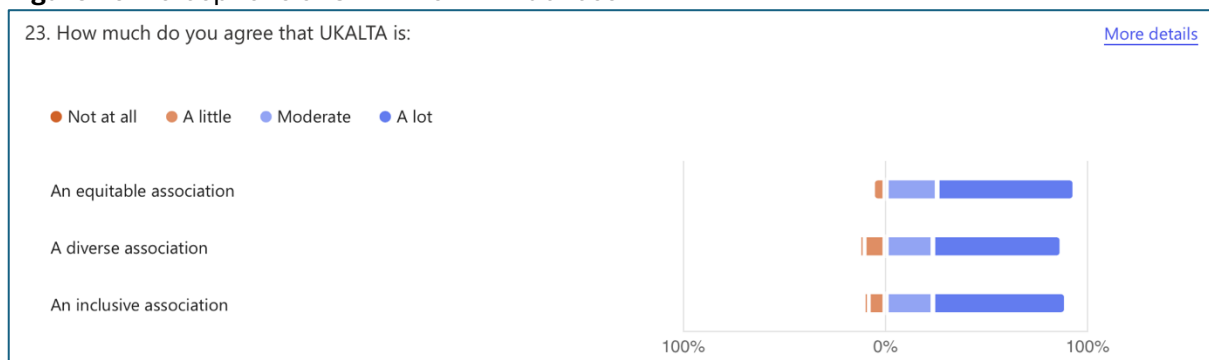


Table 4. Solutions for Improvement of UKALTA's EDI Practices

1.	I think maybe including more EDI related messages and webinars (but not too much; other areas in language assessment are important too :-D)
2.	nothing more.
3.	I think it is doing a good job on that front.
4.	More outreach to formal education within the UK at all levels.
5.	Offer more online events
6.	I think UKALTA is already doing a fantastic job addressing EDI issues.
7.	First, define what these three things mean. Does diversity mean with regard to race, sex, etc or does it include diversity of opinions? Does inclusive mean anyone is welcome

	even if they don't believe in test validity and only care about making money? Second, decide whether or to what extent these are good things to aim for. Please don't just support the ideas of identity politics automatically and without defining things properly. There may well be members who dislike EDI, or some aspects or types of it, and have well-considered and sensible reasons for doing so.
8.	I think it's Ok as it is
9.	Provision for PG students moving into careers in the area, and also reaching out more widely to people who might be interested in becoming involved in language testing level. It is a niche but multifaceted area of work, and we could potentially expand awareness.
10.	Ensure all events are hybrid with captions, accessible materials, and time-zone rotation.
11.	To make UKALTA more equal, diverse, and inclusive, the association should actively broaden representation in its leadership and activities, ensuring voices from varied cultural, linguistic, and professional backgrounds are heard. It should embed inclusion in its events by providing hybrid access, financial and accessibility support, and EDI-focused content.
12.	Not limiting the organization to only members reside in the UK.
13.	I think the organisation does well with this.
14.	I do not know
15.	give more attention to assessment issues related to UK minority languages, such as Welsh and immigrant languages
16.	UKALTA can maintain the visibility of EDI concerns in how it operates (e.g., with its awards to support LTF attendance, and requiring the consideration of EDI in applications for activity funding). Demonstrating how EDI works in UKALTA's organisational practice provides a good model for members and applicants. I think UKALTA can concentrate on its UK role and relevance - it should assert this attention while being welcoming to all. Other organisations exist (or can be created) for other constituencies - larger or smaller. This is not intended to exclude but to provide a focus and to target the use of limited resources.
17.	Continue engaging in conversation about L1 & L2 perspectives

For UKALTA's priority for the next three to five years, 46 respondents (95.8%) offered their insights from diverse aspects (see **Table 5**).

Table 5. UKALTA's Priority for the Next 3-5 Years

1.	I think the main priorities should be: (a) remain sustainable - setting ambitious goals is good, but members and office holders have a limited capacity and this needs to always be balanced. (b) support postgraduate researchers - this is one of the most vital areas; UKALTA can help to build a community of scholars within the UK. (c) remain independent - the field of language assessment includes those in academia, education, and industry. I feel it is important that UKALTA remain as independent as possible to have the greatest impact.
2.	Training, CPD and collaboration across the UK education sector.
3.	I think I have outlined that sufficiently above
4.	1. Seek collaboration opportunities with local authorities (e.g. Ofqual and UKVI) to increase the reach and impact of the association in the United Kingdom. 2. Promote assessment literacy focusing on the use of AI in assessment.

5.	Consolidate its postgraduate network. Expand its membership base. Perhaps open up spaces for discussion and participation for those who develop and use in-house assessments.
6.	Ensuring a wide range of practitioners and researchers have the ability to engage with UKALTA, given that many of us never went "back to normal" after covid, which has completely changed our professional lives and has made accessing the professional support we previously had more difficult.
7.	Focusing on how language assessment in the UK (both made and used in the UK) should adapt to this current world, both in terms of digital tech but also in terms of construct/content; as well as policy changes.
8.	outreach work
9.	reaching more people to become members
10.	I'm thinking about how to use UKALTA as a community and platform to: (1) sustain current LTA dialogues while promote more communication and professional exchanges (e.g., some well-organised webinars/trainings with experts from diverse fields of LTA); (2) as a professional body and voice, help guard the good practices of language assessments (which is already undertaken by UKALTA in communicating with the government for example, and we can keep such good practice).
11.	To represent LTA colleagues' collective interests
12.	keeping up with its membership's needs and staying current and relevant
13.	continuing to host events for collaboration
14.	internationalisation and collaboration at the association level
15.	Attempting to have further influence on assessment decisions
16.	Maintaining an ongoing communication and engagement with people working in all aspects of language testing.
17.	Assessment Literacy
18.	To establish its financial sustainability - with rising costs for hosting LTF, sponsorships not as generous as they used to be, and with various great workshops and initiatives, it will need other sources of stable income - which may take a form of a membership fee or small seminar/webinar participation fees (even just a few pounds - or this needs to be determined with other costs such as a payment platform fee). Perhaps paid membership could access the recorded webinars further back and more materials, while free membership would allow somewhat limited access?
19.	Continuing to raise its profile in UK language policy and practice
20.	Any of the above (Q.19) is a perfectly legitimate choice.
21.	Set practical standards and training for ethical, AI-aware assessment design and scoring.
22.	I think that giving AI developments and research should be the priority as this area is reshaping language learning and assessment as we know it, and at a pace which creates significant challenges.
23.	Become a more vibrant, inclusive, and influential hub for innovation and integrity in language assessment.
24.	engagement with assessment challenges in schools, and across the languages/nations of the UK
25.	Not to get fixated on AI
26.	CPD and creating potential for research networking / finding partners for research projects in other universities.
27.	Independence from monopolising test developers

28.	Regular online meetings? Not sure if it's possible (or if these already exist) but if you can't make it to conferences then it would be nice to check in to online training sessions or sth
29.	training and professional development for its members
30.	Inviting strategic leaders in the membership to join a Strategic Plan Task Force. I am willing to honor an invitation join a Strategic Plan Task Force.
31.	Continuing to grow
32.	The UK government HOELT submission is very significant. I think the organisation should be prepared to speak about this publicly, engage with a variety of stakeholders, and offer expertise to decision makers.
33.	Dealing with change
34.	I don't feel qualified to say
35.	Increase public impact by more accessible communication with other stakeholders; including language testers from exam boards who are administering modern languages tests such as Spanish, German, and Chinese
36.	The priority is to maintain the good work being done - supporting new researchers/students in UK LTA, providing a focus for knowledge exchange on UK research and practice through the annual LTF, and building connections with related organisations and with test users/stakeholders. This work already demands substantial commitment from UKALTA supporters (in time, resources, money), and keeping this going through likely "uncertain times" may not be so easy. So, UKALTA should prioritise "developing balance and core strength", as a trainer at the gym might say.
37.	Webinars and online training
38.	Raising our voice for HOELT, creating closer links with policy makers
39.	To keep up with AI and new technology and their implications for language testing
40.	inclusive association

Finally, for the long-term financial stability of UKALTA and its capacity to better provide bursaries/scholarships/awards etc., respondents indicated various ways to help, with the top choice being *Paying a fee to attend in-person events* (64.6%), followed by *Paying an optional annual membership fee* (43.4%). It needs to be noted that a quarter of the respondents suggested they were *Currently not in a position to support UKALTA financially*.

Methodological considerations and limitations

As with all voluntary surveys, the findings reported here should be interpreted with some caution. The survey reflects the views of 48 respondents and therefore represents a snapshot rather than a comprehensive account of the full UKALTA membership. Responses are likely to over-represent members who are more engaged with the association and its activities. In addition, several respondents noted limited confidence in judging UKALTA's impact across all areas, particularly beyond their immediate professional contexts. For open-ended items, responses varied in length and focus, and qualitative comments have been reported descriptively rather than subjected to formal coding. Despite these limitations, the consistency of themes across quantitative and qualitative responses provides a robust basis for reflection and strategic discussion.

Conclusion

As UKALTA enters its second decade, the Membership Survey 2025 provides an opportunity to reflect on the association's direction and role. The responses point to a knowledgeable and engaged community that values UKALTA's work, while also recognising the pressures facing the

field of language testing and assessment and the practical constraints of a volunteer-led organisation.

Survey respondents consistently highlight the importance of professional development, assessment literacy, and support for postgraduate and early-career colleagues, alongside growing concern about the implications of AI, digitalisation, and policy use of language assessments. At the same time, there is clear appreciation of UKALTA's existing activities and its contribution to maintaining standards and dialogue within the field.

Rather than prescribing specific actions, the survey brings into focus the shared priorities and tensions shaping members' expectations. In this sense, it offers a grounded point of reference for ongoing strategic discussions, supporting UKALTA in balancing ambition, capacity, and inclusivity as it moves forward.

