

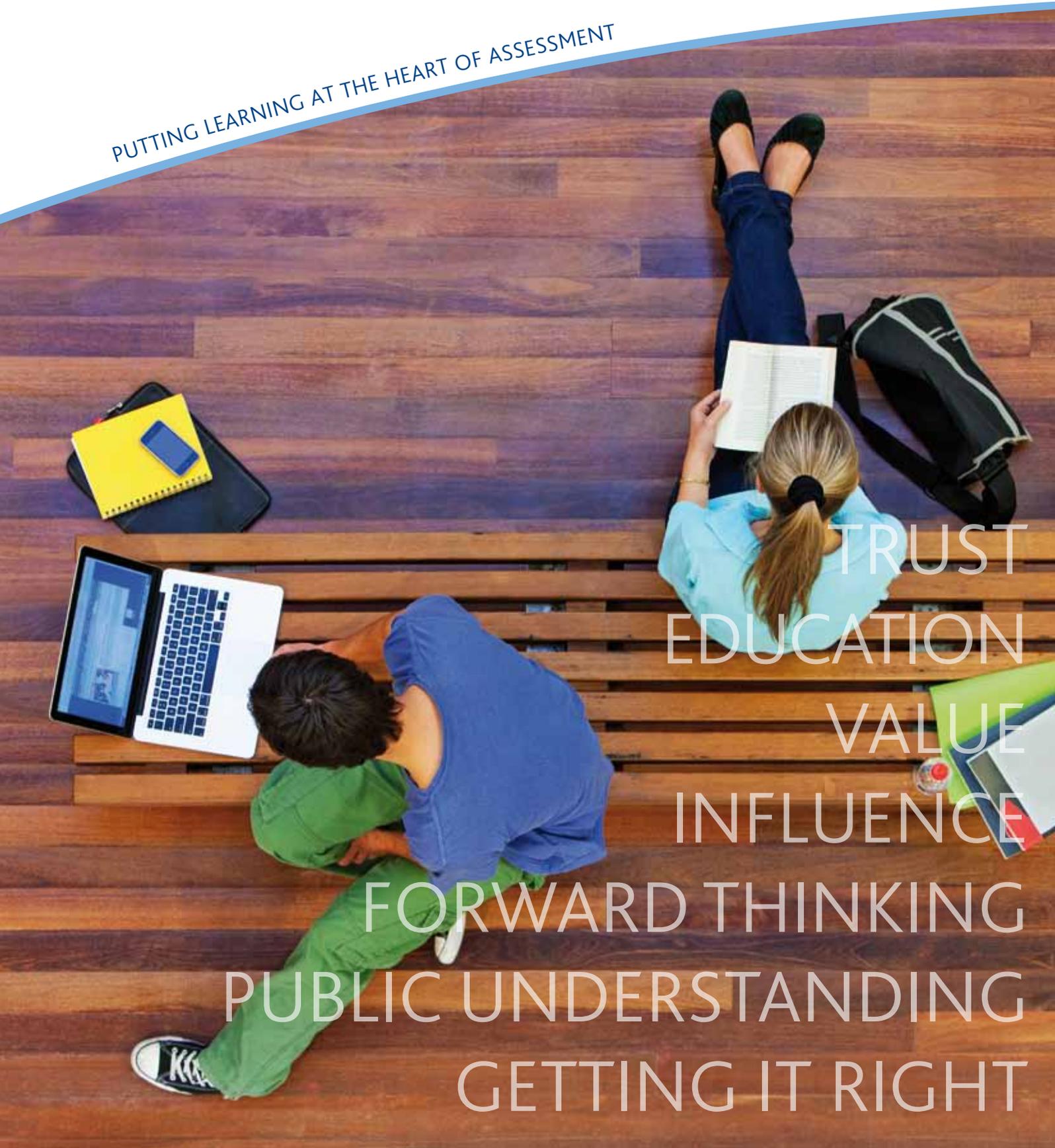


CAMBRIDGE ASSESSMENT

Annual Review

2009–2010

PUTTING LEARNING AT THE HEART OF ASSESSMENT



TRUST
EDUCATION
VALUE
INFLUENCE
FORWARD THINKING
PUBLIC UNDERSTANDING
GETTING IT RIGHT

INTRODUCTION

The last 12 months have been challenging but successful. Public scrutiny of the exam and education systems has been particularly intense – and indeed remains so.



We responded to this in the UK by launching a campaign on standards, the highlight of which was a well-attended debate which we arranged in London that was also streamed live on the internet. We made our own position very clear through statements on our website and encouraged further debate via a blog. The campaign, therefore, provided an excellent opportunity for us to demonstrate the depth and breadth of our knowledge in this area, supported by rigorous research.

We have called for a slimmer National Curriculum and tighter links between schools, exam boards and universities to ensure that A levels meet the needs of all stakeholders and help restore public confidence in these crucial high stakes qualifications.

However, the issue of standards is not just relevant to the UK. It also resonates internationally where more and more foreign governments are looking to reform their national curriculums and enhance their education systems.

This year has also been a major transition point for the organisation as our turnover passed £250m for the first time. It is in this context that we embarked on a three to five year strategy – named Project Threshold – to implement fundamental changes to our business processes and technology infrastructure. This modernisation of our infrastructure will enable us to continue to grow on a sustainable basis.

Other developments of note included the formal establishment of Ofqual and the coalition Government's decision to provide funding for IGCSE in the state sector. This year has also seen the first awarding of A* at A level and the Cambridge Pre-U which, along with multiple time zone question papers, presented significant challenges to our international exam board which they were able to overcome successfully notwithstanding the additional logistical difficulties posed by the volcanic ash cloud.

Simon Lebus
Group Chief Executive
Cambridge Assessment

PUTTING LEARNING AT THE HEART OF ASSESSMENT



“Our curricula and qualifications are designed to support high-quality educational performance, developing successful students and supporting the economic performance of countries where we work at national level.”

Ann Puntis, Chief Executive of University of Cambridge International Examinations

“Our goal is to promote educational excellence. We achieve this by working with our stakeholders to ensure assessment is fully aligned with learning.”

Simon Lebus, Group Chief Executive of Cambridge Assessment

“We offer the world’s leading range of certificates and support materials for learners and teachers of English. They help people gain entrance to university or college, improve job prospects, integrate into English-speaking cultures or measure progress in English.”

Dr Michael Milanovic, Chief Executive of University of Cambridge ESOL

“We support and recognise the achievements of many different learners; our diverse range of qualifications are underpinned by rigorous, principled approaches to assessment and a deep-seated belief in the value of learning.”

Mark Dawe, Chief Executive of Oxford Cambridge and RSA Examinations (OCR)



We campaigned for **an open and frank debate on exam standards** to clarify public understanding of the complex and varied issues involved.

EXAM STANDARDS THE BIG DEBATE



(L:R): Group Chief Executive Simon Lebus, Group Director of Public Affairs Bene't Steinberg and Group Director of ARD Tim Oates.



Our campaign for an open and frank debate about the different examination standards issues stimulated discussion among educationalists, policy makers and the general public. It also attracted widespread media attention. A full report together with our recommendations can be found on www.cambridgeassessment.org.uk

TO REINFORCE OUR POSITION AS A RECOGNISED AND RESPECTED
WORLD-LEADING AUTHORITY ON ASSESSMENT

The Group continued to be influential in shaping thinking about the purpose and form of assessment.

During the year we provided vital thought leadership on key educational issues to ensure that our expertise in assessment was continuing to be listened to and acted upon.

Exam standards

We took an active role in lobbying members of both Houses of Parliament to seek their support for changes to the legislation setting up Ofqual. The changes that we suggested will enable Ofqual to act as a genuinely independent standards-orientated regulator.

Over the year we also campaigned for an open and frank debate on exam standards to clarify public understanding of the complex and varied issues involved. We believed that a comprehensive, unbiased and well-informed public debate on the issue was missing, and indeed, long overdue. We also felt that, as a topic of such central importance to our three examination boards, we wanted to take the lead.

There were three strands to our standards campaign, all of which attracted widespread media attention resulting in coverage in 11 national news outlets. It began with a Parliamentary research seminar for leading academics and policymakers to start tackling some of the trickiest questions. The second strand was a live debate in London attended by over 100 people. The debate was streamed live and nearly 1,000 people from around the world engaged with the proceedings online. The campaign was also supported through an online debate via a Cambridge Assessment blog. The blog stimulated discussion before the event and provided us with a post-event facility for continuing the debate throughout the summer. A report of our findings and recommendations will be shared with Government this autumn.

Making our voice heard

We responded to the Sykes Report for the Conservative Party on the future of academic qualifications and assessment. While we supported most of its recommendations on the role of HE and on the role that regulators should play and the National Curriculum, we had some concerns regarding the recommendations relating to assessment at age 16 and published our comments on our website.

We welcomed the then Shadow Education Secretary Michael Gove MP's comments on ending political control of A levels. For a long time we have believed that education should not be hindered by unnecessary regulation and political interference. Proposals to remove this kind of intervention and instead to empower experts in education – such as exam boards and HE – will create a system that engages and integrates the needs of HE into the design of courses and assessments that meet those needs.

The future of the Diploma – the new qualification for 14–19 year-olds, awarded for the first time last year – was the issue that topped the agenda when we staged debates on the theme of Education for Economic Recovery at all three 2009 main political party conferences. Opinion ranged from those who argued that the new 'middle way' qualifications should be given 'a fair wind' to others who said they had not been clearly thought through and would fail to meet the country's skills needs.

Our research on Emotional Intelligence and its impact on improving attainment was also put under the spotlight in private roundtables at the Labour and Conservative Conferences, stimulating lively discussion whilst demonstrating the breadth of the Group's expertise.

We were also asked to contribute to the debate 'too many exams, not enough education?' at The Sunday Times Festival of Education, run in partnership with Wellington College, at which the recently appointed Education Secretary Michael Gove MP held up Cambridge Pre-U as a model for post-16 education.

Sharing our expertise

Internationally, we continue to play a leading role in the discussion of language qualifications for migration. We organised events on the subject of language assessment for migration and integration in the UK, Germany and Italy.

We also provided advice on how the health profession can ensure that overseas medical personnel have appropriate language skills, following a call for tougher English tests for overseas doctors before they can become out of hours general practitioners.

Transferring knowledge

Overseas, we continued to share ideas and experiences with education professionals. Teachers from all over the world were given the opportunity to address the challenges of teaching an international curriculum – in particular science and languages – through the medium of English, at the 5th International Teachers' Conference held in Singapore. New approaches to integrating technology into science and language teaching were also discussed at the conference.

The annual event to support curriculum developers and assessment experts from ministries and exam boards in Southern Africa continued to be popular. It attracted 55 delegates from Swaziland, Namibia, Lesotho, South Africa and Botswana. Presentations on active learning and formative assessment by University of Cambridge Faculty of Education experts were well received by delegates.

Over 300 educators from schools across the United Arab Emirates participated in the *Towards a student-centred classroom* conference in Abu Dhabi in March, hosted jointly by two of our exam boards under the patronage of Abu Dhabi Education Council.

In the UK we held our 4th Cambridge Assessment Conference, which brought together nearly 200 assessment professionals and public policy experts to debate the crucial issue: *how far should the state control educational assessment?* Keynote presentations were made by Professor Alison Wolf from King's College London, who has a special interest in the relationship between education and the labour market, and Professor Robin Alexander, who is responsible for the Cambridge Primary Review.

We also hosted the 32nd Language Testing Research Colloquium. The theme, *Crossing the threshold: investigating levels, domains and frameworks in language assessment*, reflected contemporary research interests and concerns within the language testing and assessment community, at both national and international level, about proficiency levels, language domains, and the role of interpretative frameworks of reference for language learning, teaching and assessment. An unprecedented number of nearly 300 submissions were received for the 2010 conference and 326 delegates attended from 40 countries.

Talking about technology

The Group continues to have a vital role to play not only in delivering technological solutions but also in reflecting on any shift in practice and influencing thinking on how technology can best support assessment.

Speaking at The 8th e-Assessment Question Conference in London, Simon Lebus told the gathering that despite continuous improvements to technology the public are still uncertain whether e-assessment can provide a true test of learning. And that interestingly, the same challenge is not found within the professional world.

We attended and spoke at two conferences – the 12th International Conference on Interactive Computer-Aided Learning in Austria and the e-Assessment in Practice Conference at the Defence Academy at Cranfield University, UK – to support aspects of the Cambridge Approach in relation to the development of assessment services.

We were also asked to present our research in developing online ESOL speaking tests at an important EU conference on computer-based assessment of speaking in Brussels. Our work in this area highlights the importance of addressing issues of test quality and fitness for purpose, which are crucial for an exam's soundness and fairness.

Furthermore, through our connections to the UK-based e-Assessment Association, we were invited to speak and participate at several events, including the IMS Learning Impact Awards in the US and the Scottish e-Assessment Awards.

Working with Higher Education

Opportunities were sought to increase awareness, recognition and appreciation of our HE admissions tests portfolio via targeted presence and exhibiting at events as well as exhibiting at HE institutions' own open days.

Overall, our level of engagement with HE increased during the year. OCR included more HE representatives in its main advisory and consultative groups and set up subject qualifications development forums, including subject associations and learned societies, with a focus upon Key Stage 3 and 4 curriculum content and assessment. The intention of these forums is to ensure HE has a significant say in the development of our thinking about curriculum and qualifications.

Supporting education

The Group continues to be a major influencer in global education. The Banking Institute in Bahrain became the first institute in the region to adopt the Cambridge Financial English blended learning course. Developed by Cambridge ESOL, Cambridge University Press and the Association of Chartered Certified Accountants, it helps students and financial professionals to develop their English language skills.

The French Ministry of National Education once more awarded Cambridge ESOL an important contract to test the English language skills of students in state secondary schools. The Cambridge English Certificate gives French high school students an international certification of their language level. From 2008 to 2010, nearly 70,000 students have taken the voluntary test to improve their chances in higher education and work.

The Cambridge Assessment Network continued to provide a forum for professionals involved in assessment to develop and share their knowledge and expertise, and to attract high profile speakers and in turn increase the number of attendees.

2010 saw the most popular International Study Programme to date. Twenty-four delegates from 12 countries spent two weeks with us in May, learning about the principles of examination development and administration.

Publishing our research

Our research division continues to demonstrate that we have a strong research base from which to influence thinking, highlighting the organisation's academic integrity and educational values. In addition to sharing our research via our own publications, the Group also contributed articles to a wide selection of books and journals published around the world, and was asked to be the guest editor of Research Papers in Education's Special Issue on 'contemporary issues in assessment'.

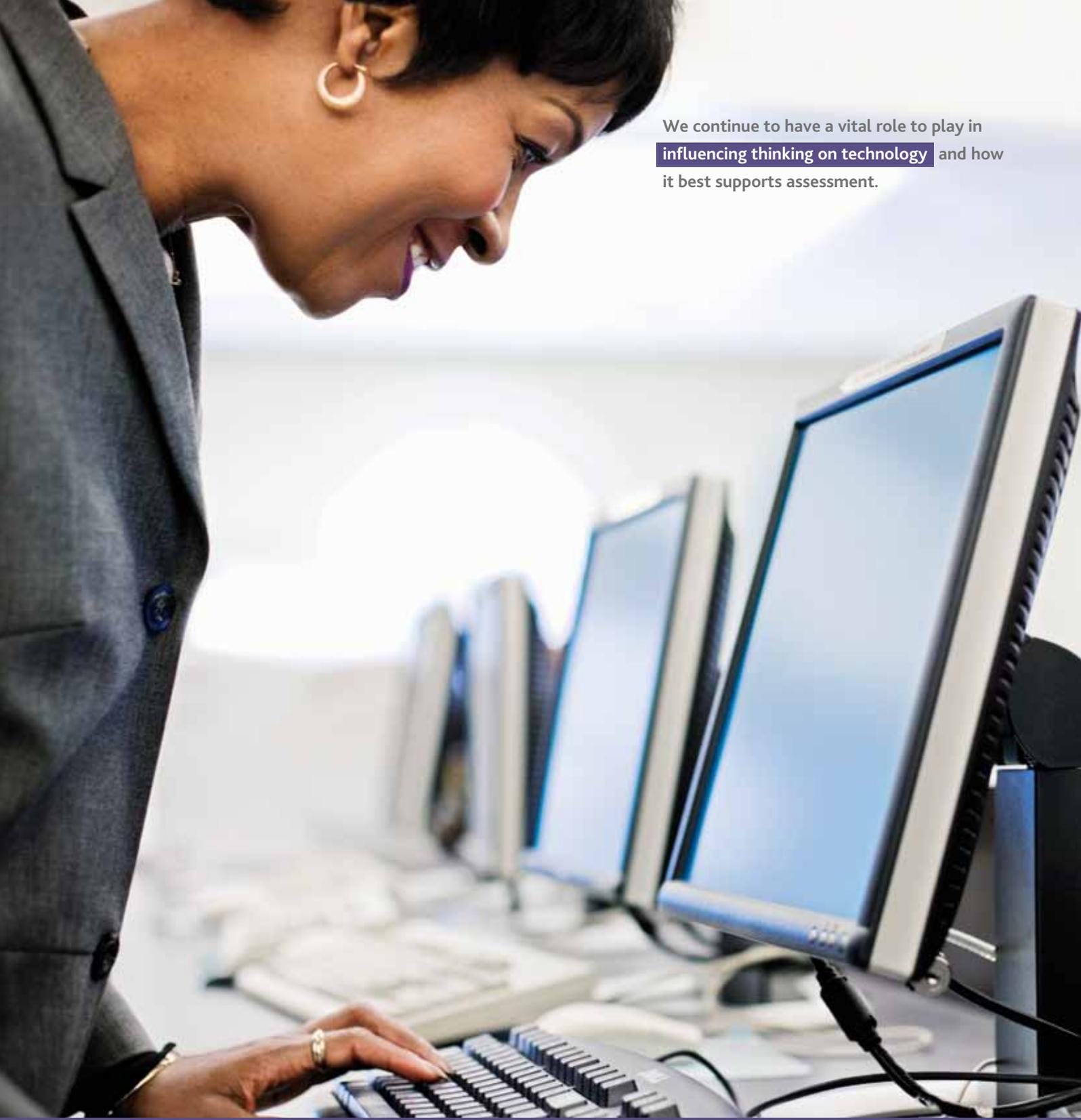
We published two more issues of Research Matters, four more issues of Research Notes and two more volumes of Studies in Language Testing (SiLT) – a series which addresses a wide range of important issues and new developments in language testing and assessment. 2010 marks the 15th anniversary of SiLT. To date, 33 volumes have been published with more in preparation. The series continues to play an important role in language testing research worldwide.

The English Profile programme continues to provide new insights into language learning and teaching. Cambridge ESOL is working closely with Cambridge University Press and the Research Centre for English and Applied Linguistics on this ground-breaking project to profile learners' skills at each level on the basis of objective data taken from the Cambridge Learner Corpus.

Supporting the University

We continued to play a very important role in supporting the University's outreach mission and, in doing so, provide opportunities for eight million learners in over 150 countries to improve their life chances through taking our trusted qualifications. As part of the University's 800th anniversary activities we gave families, local residents and community groups access to our archives during its Open Cambridge Weekend. This was the first time our archives which hold – among other things – a comprehensive set of question papers, regulations and examiners reports from the 1880s to date, have been open to the public.

Additionally, we recreated the school lessons from our own 150th anniversary for the University's 2009 Festival of Ideas, giving alumni and the public the chance to sit questions from our very first exam session in 1858.



We continue to have a vital role to play in **influencing thinking on technology** and how it best supports assessment.

The Business Language Testing Service (BULATS) online tests met an enthusiastic response and entries grew rapidly over the year.

TO EFFECTIVELY USE AND DEPLOY MODERN TECHNOLOGY

We continue to be particularly interested in how technology can be deployed in assessment and harnessed to deliver an education system more in tune with society and the workplace. Some of the things that we have been doing are explained in more detail below.

e-Testing

We saw significant growth in the number of computer-based versions of Cambridge ESOL tests, with more exams added to the portfolio and the number of centres doubling to over 350. Systems are now in place to reduce the turn-round time from entry to result to as little as three weeks, making them extremely competitive. This type of testing also offers students access to more exam dates, shorter registration times and faster turnaround of results.

The Business Language Testing Service (BULATS) online tests met an enthusiastic response and entries grew rapidly over the year, particularly in France. Data from the last six months shows that the test is being taken at every

hour of the day; the peak time for the test is 1pm GMT, closely followed by 8am GMT. BULATS online is more often taken on weekdays than at the weekends, with Tuesdays and Thursdays being the most popular days.

In the UK, we have also been involved in piloting different computer-based testing (CBT) environments and a great deal of progress was made during the year. And next year we will be offering some GCSEs in this form.

Electronic versions of our Post 19 qualifications remained popular in the UK. During the year, more than 200,000 e-tests were taken in eight different Post 19 qualifications. These included: Key Skills in literacy, numeracy, ICT; Basic Skills in literacy and numeracy; awards in administration, customer service, health and safety certificates.

Our newly developed suite of vocationally-related e-testing only qualifications in Retail Knowledge, available at Levels 2 and 3 of the Qualification and Credit Framework, were sat for the first time in June.

DEVELOPMENTS IN TECHNOLOGY



Staff demonstrating how we effectively use and deploy modern technology in and around the organisation.



Technology is transforming both learning and educational assessment, and continues to be one of the areas of greatest change in education. Our focus is not to make existing paper-and-pen tests electronic but to explore ways that computers can add real value to assessment.



e-Processing and administration

Elsewhere, we continued to roll out electronic processing (e.g. e-moderation, e-marking, remote standardisation and awarding, active results) to reduce some of the time-consuming paper-based administration both for schools worldwide and the Group.

Following schools' feedback, we upgraded the i-Assess e-testing software for Key and Basic Skills in the UK. This means schools can take advantage of improved student ID search criteria, more installation options and more live and practice tests. Students will notice a new look and feel to tests, with easier navigation.

We launched a new service to provide those who are faced with limited or unreliable internet access with an effective offline alternative. *CIE Direct Desktop* was piloted successfully for the June 2010 exam session and has now been released for all Cambridge International Centres for November 2010 entries.

Improvements were made to the look and feel of *CIE Direct*, an online administration portal for schools which enables them to make entries online. A pilot is underway and began with schools in July 2010, who are using the new system to make entries for the November 2010 session, and it is planned that we will roll out the new functionality to all Cambridge International Centres for the June 2011 session.

Two of our exam boards went live with new Q&A databases on their websites. The solution allows teachers to access a publically available service and search for answers to queries related to assessment. Teachers can also submit their own suggestions and send in an e-mail if their question is unanswered by the service.

Further enhancements to the security of our ESOL exams were introduced during the year, with the launch of an online verification service to allow universities, employers and other institutions to confirm applicants' test results and the introduction of test-day photos in pilot centres around the world.

As part of a programme of initiatives designed to embrace technology and widen the support on offer to schools, our UK exam board launched its first online training pilot. The

pilot is designed for teachers looking to deliver its new GCSE specifications for first teaching in 2010 and has so far included GCSE Maths, English and ICT plus OCR Functional Skills. Feedback has been positive and we have decided to extend the pilot into September, with a phased launch planned from this autumn.

As the service develops, OCR expects to offer online training to support up to 35 specifications by July 2011. The content will be available to view 'on demand' at any time of the day or night and from any location where there is a PC with internet access. This means there are no restrictions in terms of when the courses can be accessed or how long it takes to complete.

We also launched a new online claims process for OCR Nationals and the examination publishing package – ExamQuest – is continuing to go from strength to strength.

The rollout of a results online service for all of our HE admissions tests took place during the year. It replaces traditional paper-based results mailed to schools, allowing results to be viewed by schools and students independently, via secure websites.

The benefits to centres and candidates are immediate with instant, universal access to results, whatever the school's or student's location. Over 12,000 students and 2,000 centres worldwide have now accessed their admissions tests results via our secure results online website.

And in the UK, cassettes were issued for the last time for use with outgoing legacy A level and GCSE exams. After the June 2010 series, all speaking tests will be recorded as MP3 files and either copied onto a CD or uploaded to the OCR Repository.

e-Marking

The number of scripts processed electronically was slightly up in the UK. 853 assessors e-moderated more than 17,000 samples from over 1,000 units during the year. And around 4,000 assessors marked a total of over 4 million scripts on-screen. We were pleased to see record levels of capacity as nearly 9,000 scripts were marked in a single hour on one day.

On-screen marking continued to be rolled-out for our ESOL tests too. Feedback was positive and scoris® – our on-screen marking system – continues to be efficient in reducing turn-round time, shipping costs and environmental impact.

Work was completed on the development of a sophisticated 'automarker' enabling the marking of all computer-based reading, listening and use of English tests to be automated from September 2010. One of the main benefits is that it allows assessment administrators to add just one key for a date, time or currency, and this entry automatically generates all acceptable responses that a candidate might give. The automarker also contains a dictionary of alternative correct spellings and abbreviations which can be added to every key. The automarker is a major step forward in terms of automation of processes and increased efficiency, in line with our programme of modernisation.

As always high quality research underpins our work. We continued our investigation into how transition from paper-based to screen-based essay marking might influence examiners' marking behaviours and their marking accuracy. The findings of that study showed that marking GCSE English Literature essays on screen had no significant effect on marker accuracy when compared with how they were marked on paper, although the examiners did exhibit different marking behaviours when marking in either mode.

e-Leadership

During the year we also announced the launch of a new online resource, the International Journal of e-Assessment (IJeA). The journal is supported by a collaboration between the e-Assessment Association, Cambridge Assessment and the revised Computer-Assisted Assessment (CAA) Conference. We played an integral role in the resurrection of the CAA Conference and the journal was launched at their first event this summer in the UK. The IJeA is a new interdisciplinary journal that aims to publish expert opinion on a range of e-assessment matters, exchanging evidence-based research results and relevant industry trends as well as presenting practical experiences gained from developing and implementing technology enhanced assessment.

Our diverse range of qualifications engage and inspire

8 million learners in over 150 countries.



The first full Cambridge Pre-U examination session took place in June 2010. Fifty-nine schools fielded candidates for the examination session, with nearly twice that number of schools expected to enter next year.

TO CONTINUE TO EXPAND THE ORGANISATION BY PROVIDING THE BENEFITS OF A BROAD, ATTRACTIVE AND INNOVATIVE PORTFOLIO OF ASSESSMENTS AND QUALIFICATIONS, AND RELATED SERVICES

We continue to develop, design and deliver assessments that are used and respected by educational establishments around the world. Furthermore, we remain committed in sharing our expertise to assist with the continuing professional development of all those involved in the process of assessment.

Many of our ESOL qualifications were formally recognised by the UK Border Agency as part of new arrangements for student visas. Out of the 12 qualifications approved for this purpose, 10 of them were developed by Cambridge ESOL.

Across Europe, more and more schools are now using Cambridge IGCSEs to educate children bilingually. In the last 12 months, we have added 260 new entries to our recognition database for qualifications such as Cambridge IGCSE, Cambridge O level, Cambridge International A/AS level and Cambridge Pre-U. In the USA alone, we've added 65 new entries and over 100 updates. For example, up to a year's credit is now available for learners with well

chosen Cambridge International A level at Rice University in Houston, Texas, one of the world's top 100 universities.

In India, Cambridge qualifications are fast becoming a benchmark for international education. In the past year, 13 universities and eight State education boards have joined the list of institutions recognising Cambridge IGCSE and/or Cambridge International A level.

In collaboration with international schools, we launched a new qualification developed to offer formal maths certification at age 16. The Cambridge IGCSE International Mathematics was made available in September 2009, following a successful pilot. It is already being taught in more than 30 countries and to meet growing demand we introduced a new November session.

Leading figures from the world of language testing, assessment and migration gathered together in London to celebrate the 20th anniversary of IELTS – The International

UK INTEREST IN CAMBRIDGE IGCSE SOARS



Cambridge IGCSEs are recognised by universities and employers worldwide as being equivalent, grade for grade, to the UK GCSE.

Interest in Cambridge IGCSE in the UK rose sharply following the new Government's announcement in June that funding would be made available for the core curriculum subjects from September 2010. Currently more than 350 schools are registered to teach them in the UK and it is expected that this will go up to 500 schools within the next year.

English Language Testing System. The event gave guests the opportunity to celebrate IELTS' success, as the market leading English language test for entry to higher education and for migration, and to recognise the new challenges facing IELTS as it moves into its third decade. The test is jointly managed by the British Council, IDP: IELTS Australia and Cambridge ESOL through more than 500 locations in 130 countries.

The first full Cambridge Pre-U examination session took place in June 2010. Fifty-nine schools fielded candidates for the examination session, with nearly twice that number of schools expected to enter next year. This year's students performed very strongly, with two-thirds of candidates receiving a Distinction grade.

This summer we also saw the introduction of the new Stretch and Challenge and A* grade at A level following the QCDA-mandated change incorporated within the 2008 A level (and 2009 Applied A level) specifications. Designed to allow the brightest students the opportunity to demonstrate the full extent of their knowledge and skills, the introduction of Stretch and Challenge questions was implemented to address the need for greater differentiation between the most able students.

As expected, the A* attracted global media attention, in particular the awarding process of the new grade. Our calculations, set in conjunction with Ofqual and the other UK exam boards, were made publically available to allay fears that technical aspects of the awarding would disadvantage some candidates. Ofqual said the criticisms were misleading and concluded that the awarding of the A* grade was fair and transparent.

OCR Nationals qualifications were reaccredited on to the National Qualifications Framework (NQF). Our original intention was to develop OCR Nationals on the Qualifications and Credit Framework (QCF). However, during the development process it became clear that this would involve substantial changes and undermine the

intrinsic value of these qualifications. A decision was taken to apply for an extension on the NQF, which has been accepted, and teachers can continue to teach the OCR Nationals qualification with minimum disruption.

Our UK exam board received accreditation from Ofqual for its functional skills qualifications – Functional Skills ICT at Entry Level (1–3), Level 1 and Level 2, and Functional Skills Maths at Entry Level (1–3). The accreditation comes after a rigorous development process backed by extensive research, with a three year pilot involving 1,700 schools, colleges and providers. The first OCR functional skills qualifications will be taught from September 2010 onwards.

The announcement that our Cambridge English Advanced and Proficiency exams had been recognised by UCAS, as part of the Tariff Points system for admission to UK universities, attracted attention around the world.

Overseas, we continued to provide an extensive range of education and teacher support services for a new group of schools being piloted in Egypt. The first five Nile Egyptian Schools will be fully open by July 2015, with approximately 1,000 learners in each school aged 4 to 18. CIE is developing English and Arabic medium curricula and assessments in eight subject areas. These are benchmarked to Egyptian and international standards. Students will gain internationally accredited certificates at grade 10, 11 and 12 (ages 16 to 18). CIE is also offering teacher and leadership training, as well as professional development for teachers, all benchmarked against international standards. The Nile Egyptian Schools are not-for-profit schools, with the majority of funding coming from the Educational Development Fund of the Office of the Prime Minister. The project will extend access to families for whom private education is out of reach.

We announced a collaboration with International House Language School in London to launch an online version of Cambridge ESOL's Certificate in English Language Teaching to Adults (CELTA) exam. The new course will be available to any authorised CELTA centre across the world which will increase accessibility and help to attract new trainee language teachers.

As a Group we are using social media more and more to engage with students, teachers, customers and other key stakeholders to promote our reputation as experts in assessment and draw attention to the huge range of knowledge and research that can be found within the Group. Our presence on social networking sites, such as Twitter and Facebook, are already attracting thousands of followers who are keen to find out more about our

qualifications and services and join in the conversation about educational assessment. Social media is also being used to highlight specific Group research and campaigns and events on important educational topics.

As part of our commitment to support the University's outreach mission we provided an endowment to support scholarships for students from India and Pakistan under the Manmohan Singh and 800th Anniversary schemes respectively. We also provided bursaries for five students from the West Midlands to study at the University under a scheme run by our UK exam board.



DC10 is a 12-acre state-of-the art purpose built space with enough room to accommodate all our warehousing and distribution needs, both now and in the future.

A new print services portal was launched at DC10 by Océ Business Services to help automate and streamline our printing operations. The move is designed to bring efficiency gains and allow a more cohesive approach to printing within the Group.

TO MAINTAIN EFFICIENT AND ECONOMIC PROCESSES TO SUPPORT WORLD-WIDE DELIVERY OF EXAMINATIONS

We maintained our strong reputation for quality of service and delivery that has been earned over decades of commitment to test takers and test users. And we are active in helping teachers and partners replicate those high standards.

Systems

The first part of a new portal which will support more than 20,000 professionals who mark and assess Cambridge ESOL exams went live during the year. Phase 1 of the new Examiner Management Services (EMS) is now fully operational following a successful period of user acceptance testing. The system – which delivers new administration tools to the Cambridge ESOL examiner management team and external centres – has received extremely positive reviews from the first group of users. EMS has been designed to greatly improve the examiner experience. It significantly reduces hard copy communications, enables users to schedule availability for examining assignments and gives quicker access to

assistance. The EMS project team are now focusing on Phase 2, scheduled to complete in early 2011.

A new print services portal was launched at DC10 by Océ Business Services to help automate and streamline our printing operations. The move is designed to bring efficiency gains and allow a more cohesive approach to printing within the Group. It comes on the back of Océ's appointment in March 2009 as the Group's single print supplier which saw the creation of a unique state-of-the-art confidential production unit at our warehouse, DC10.

A new secure internet system was introduced to improve the tracking of scripts within Cambridge Assessment. Live use of the script tracking system started in October 2009 for CIE and ESOL. OCR used the system for the first time for the Asset Languages November 2009 series, and the first use for general qualifications was the January 2010 series.

PROCESS IMPROVEMENT



DC10 brings big benefits to the Group in terms of modern, high quality, efficient and cost-effective operations.

We boosted our distribution operations with the installation of a new packing machine – an automatic wrapping, storage and despatch system – at DC10. This is our second line which was bought to support our growing distribution needs and represents a significant investment for the Group.

Logistics

We consolidated our logistics operations with the appointment of a sole carrier for the Group to enhance our service to our schools. It enables the Group to track the live status of any despatch along with an update of what is happening if an issue should arise. UPS replaced our existing carriers and now operate from on-site at DC10.

Development

Teaching staff and others within education are finding it increasingly difficult to manage time away from the classroom for Continuing Professional Development (CPD) opportunities. As a result we have seen a decline in the number of training events delivered through Mill Wharf training – an OCR subsidiary which delivers CPD. Despite efforts to arrest the decline through increased marketing support and a revamped training programme, this trend has continued over the past three years. Consequently we closed Mill Wharf training in April 2010.

Although a standalone CPD operation is no longer viable, our UK exam board remains committed to supporting teachers with appropriate training to help them to deliver its qualifications and keep abreast of changing assessment practices.

For instance, our QCF event provided teachers with an opportunity to consider the implications of the forthcoming 'full implementation of the QCF'. We explored what it means from an exam board perspective, from a school perspective and more importantly a student perspective. We also discussed our new QCF Migration guide, which

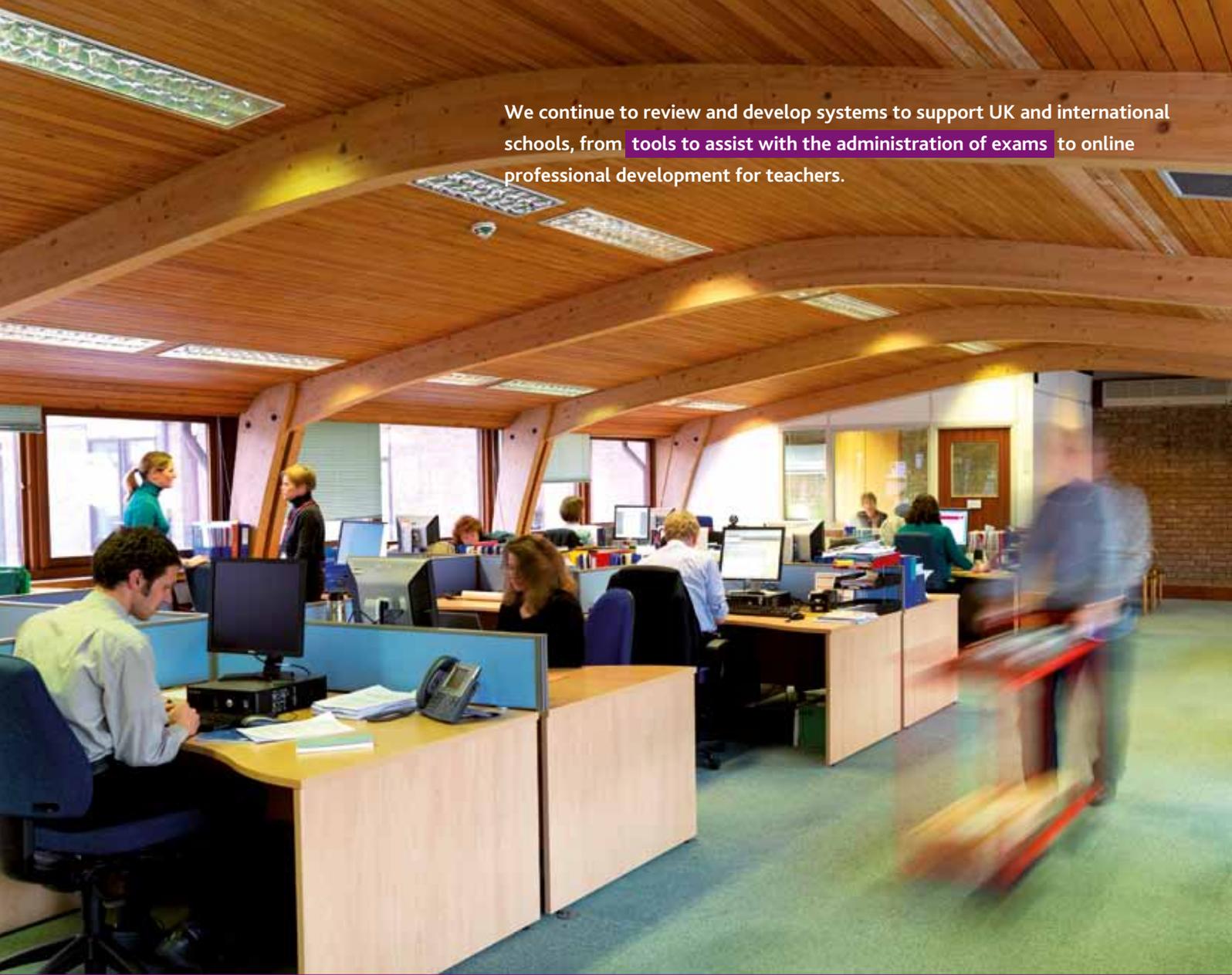
helps schools with their curriculum planning. The guide lists our existing vocational qualifications within the NQF and shows the planned QCF qualifications that will replace them from September 2010 onwards.

Location, location, location

We opened a new office in Dubai to represent the Middle East region. The move represents the culmination of a successful year for CIE, which has seen its operations in the region grow at an impressive rate, and its presence strengthened. The new office, which features state-of-the-art video conferencing facilities, will provide further support to teachers in the region, who will be able to use facilities at the office to talk directly to examiners, staff and trainers at CIE's head office in Cambridge, UK, as well as to their counterparts throughout the global Cambridge network.

We also purchased a new property in Cambridge to house CIE. The move will take place following the completion of extensive refurbishment work and we anticipate that the completed building will be handed over in the second half of 2011.

We continue to review and develop systems to support UK and international schools, from **tools to assist with the administration of exams** to online professional development for teachers.



Our exam boards' relationships with schools and centres are acutely valuable and we are extremely active in helping teachers and partners replicate those high standards through our wraparound and support services.

TO PURSUE INTERNAL SYNERGIES TO ACHIEVE ECONOMIES OF SCALE AND MAXIMISE EDUCATIONAL IMPACT

To enable the Group to compete effectively and to deliver continued sustainable growth we embarked on a three to five year strategy – named Project Threshold – to implement fundamental changes to our business processes and technology infrastructure.

During the year we held a series of workshops designed to help us think about how we could deliver products and services to schools in the future and to understand more about the opportunities for aligning how our exam boards operate. In particular we wanted to better understand how technology currently supports the Group and how to use it in the most efficient way going forward. The goal is to make it easier for schools to do business with us, expand our focus on education and learning and reduce our operational cost and carbon footprint by operating in the most efficient way possible.

Two of our exam boards decided to embark on a joint venture, an eGain self-service solution, to allow teachers to access a publically available service and search for answers to queries related to assessment. It also enables teachers to submit their own suggestions and send in an e-mail if their question is unanswered by the service. The backbone of the system, which went live in February, is a knowledge database that contains articles (i.e. a question and an answer). Managed internally, the CIE knowledge database now contains over 1,000 articles. OCR's knowledge database is in place to

support three qualifications as part of a pilot to trial the service, with a view to expanding it in the future.

The project is a great example of cross Group collaboration. The outcomes of a post-implementation review are being fed into subsequent initiatives as part of the drive for continuous improvement.

Another major collaboration saw our UK exam board offer Cambridge IGCSEs. This is the first time schools have been able to use their familiar channels to access additional qualifications offered by the Group. This move means that we are continuing to provide teachers in the UK with a high-quality choice of qualifications from which they can choose confidently, according to what they feel best suits their teaching methods and the learning style of their students.

We continue to maintain a strong Group presence at international academic events. We also embarked on a programme to further boost our profile as experts in assessment amongst UK policy makers, teachers and educational researchers at a range of key high profile events. This has resulted in a dramatic increase in the number of opportunities to demonstrate the Group's overall expertise.

TO ENSURE THAT STAFF HAVE THE RIGHT SKILLS AND TO PROVIDE TRAINING AND DEVELOPMENT OPPORTUNITIES

We continue to offer an environment in which people development is central, and we see development as a continuous process rather than an occasional event. Individual development activities are planned and reviewed as part of our performance management process, and the discussion of individual aspirations is actively encouraged. These discussions, together with the business plans of the Group and the exam boards, inform both the planning of formal training and development activities, and of ad-hoc secondment and project opportunities.

This year, following feedback, more advanced management development opportunities have been introduced, offering senior managers the opportunity to share experiences and ideas with their peers.

Alongside our extensive range of core programmes, attended by around 2,400 staff last year, we have delivered more bespoke solutions for teams who have identified specific outcome requirements related to divisional objectives. Thirty-four such events ran this year, and we anticipate that this is a trend which will increase, to include the further customisation of some of our current programmes or the design of new ones using very specific 'real life' examples and scenarios. One-to-one coaching is also available in cases where this is felt to be particularly appropriate.

We have been investigating how we can take best advantage of new technology to widen access to training and development and to different forms of learning, and, as a start, have introduced a range of e-learning materials, covering both IT and soft skills development. These are accessed online by individual members of staff at a time and a pace to suit themselves.

It is important that staff keep abreast of new technologies and identify the improvements and efficiencies that they can bring, and this is underpinned by training and development. Maximising the capabilities of our IT infrastructure through education and support is at the forefront of our IT Training department's strategy. During the year over two and a half thousand members of staff received IT related training on Microsoft, Adobe, communication technologies and systems, an average of 219 a month.

Four members of staff were awarded either Fellow or Practitioner status by AEA-Europe at their recent conference. The AEA-Europe accreditation scheme was set up in November 2006, and provides an opportunity for assessment professionals to have their knowledge, skills and commitment to professional development recognised.

The Network's Certificate of Continuing Education in the Principles and Practice of Assessment continued to be popular among staff. It offers an excellent opportunity for both employees and other awarding bodies' staff to develop their knowledge and understanding of the theories of assessment that underpin their day-to-day work. In 2009–10, nine members of staff participated in the programme, learning not just from the tutors, but also from the experiences of the other participants. Other organisations represented on the programme included: ABC Awards, Foreign & Commonwealth Office, NEBOSH, Qualifications and Curriculum Development Authority and UCAS.

HIGHLIGHTS 2009–2010

AUGUST

The UK Border Agency officially recognises Cambridge ESOL's BULATS Business Language Testing service.

Group research reveals why students choose the A levels they do. Social class, gender, ethnic group, prior attainment at GCSE, and school type all have a part to play.

OCTOBER

A highly successful event in the European Parliament takes place to celebrate multilingualism. Vice President of the Parliament MEP Miguel Angel Martínez spoke about the important contribution Cambridge ESOL and its ALTE partners make to supporting the development of a multilingual Europe.

Pupils from schools in more than 30 countries take part in the first 24-hour global online lesson to mark the launch of the new Cambridge IGCSE Global Perspectives course.

DECEMBER

UCAS tariff confirmed for Cambridge Pre-U.

Cambridge ESOL launches its online teaching community, which quickly attracts over 30,000 users with a wide range of resources and facilities for teachers.



AUGUST 2009	SEPTEMBER 2009	OCTOBER 2009	NOVEMBER 2009	DECEMBER 2009	JANUARY 2010
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SEPTEMBER

The first overseas scholars funded by Cambridge ESOL, in collaboration with the Cambridge Commonwealth Trust and Cambridge Overseas Trust, take up their scholarships in the Department of Linguistics and the Research Centre for English and Applied Linguistics.

Electronic entries are made available for OCR's vocational qualifications.

MPs are drawn into a debate about education for economic recovery at one of the Group's fringe events at the Labour Party Conference.



NOVEMBER

The number of organisations recognising the Cambridge ESOL exams grow to over 10,000 (with a further 1,000 added to the list later in the year).

The Group is proud to have helped Members of Parliament in both the Lords and Commons improve the Apprenticeships, Skills, Children and Learning Bill such that the new regulator, Ofqual, is enabled to act as a genuinely independent standards-orientated regulator.

Cambridge ESOL's conference on Spain in a Multilingual World, held in Madrid, attracts extensive coverage in the Spanish media, encouraging national debate on standards of English language learning.

JANUARY

Cambridge ESOL's 'Language at the Border' event in London discusses language qualifications for immigration with input from UK and Canadian immigration authorities.

The Children, Schools and Families Select Committee publish its first report on School Accountability which includes the Group's concerns.



FEBRUARY

Cambridge ESOL exams are adopted as a cornerstone of a major programme of bilingual education run by the government of the Madrid Autonomous Region in Spain.

The Group holds a seminar to highlight how an explicit focus on Critical Thinking can enhance the attainment of pupils of all backgrounds and abilities, following its research.

University of Cambridge Manmohan Singh Undergraduate Scholarships are announced for 2010.

APRIL

OCR Nationals are reaccredited onto the NQF.

The Group publishes a paper which outlines its concerns about the National Curriculum, and how it is just an attempt to keep competing lobby groups happy and has lost its educational integrity.

Cambridge ESOL hosts the annual Language Testing Research Colloquium.

JUNE

CIE welcomes the UK Government's announcement that its Cambridge IGCSE subjects are now available to state schools in England.

Hollywood actor Pete Postlethwaite tells teachers how to bring texts for OCR's new English Literature GCSEs to life.

Cambridge ESOL announces the launch of an online course for the Certificate in English Language Teaching to adults.

FEBRUARY
2010

MARCH
2010

APRIL
2010

MAY
2010

JUNE
2010

JULY
2010

MARCH

Mexico's largest chain of language schools Harmon Hall and Peru's national industrial training organisation Senati confirm their adoption of Cambridge ESOL exams.

OCR increases access to Cambridge IGCSEs by offering it to UK schools via familiar channels.

The Group responds to Michael Gove's comments on ending political control of A levels.



MAY

Cambridge ESOL and its partners in ALTE host a conference in Rome on language and migration in the Italian context.

OCR becomes the first awarding body to achieve full functional skills accreditation.

The Group contributes to a panel debate – alongside school staff, parents and academics - to try to come to some conclusions about how primary pupils should be tested.



JULY

OCR launches the first ever Entry Level qualification in Latin.

Group research shows that the state-directed "one size fits all" approach to the modularisation of GCSEs was wrong, and that some subjects are better suited to this form of assessment than others and that it affects boys and girls differently.

The French Ministry of National Education confirms that Cambridge ESOL has been selected to deliver English language testing in state schools across France in the second round of a programme that has already seen more than 70,000 students take a specially designed Cambridge ESOL exam.

We support

CAMBRIDGE ASSESSMENT

The Cambridge Assessment Group influences thinking around the world on the development of assessment and delivers excellence through its three exam boards.

For more information about our three exam boards, visit:

www.ocr.org.uk

www.cie.org.uk

www.cambridgeesol.org

To find out more about Cambridge Assessment, please visit:

www.cambridgeassessment.org.uk

You can keep up to date with our activities by subscribing to *View* – our e-newsletter designed to inform education debates.

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