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Achieve

November 2019

The latest news from Cambridge Assessment,
the University's international exams group.
cambridgeassessment.org.uk

Anticipating the future of learning

An audience of global education leaders explored ways to harness technology and the social change it brings in order to enhance learning.

We know more about how students learn than ever before, we see societies and students changing as technology advances impact them, and the rate of technological change continues at speed both inside and outside the classroom. The 150+ strong delegation, who travelled to Cambridge, UK from as far as Australia and Argentina, took part in discussions, workshops and expos to explore this fascinating topic.

The day began with an introduction by the Vice-Chancellor of the University of Cambridge, Professor Stephen Toope, and was chaired by Saul Nassé, Chief Executive of Cambridge Assessment. Three keynote speakers each explored the cognitive, social and technological dimensions of how technology can be harnessed in order to enhance learning.



Delegates visiting the ed tech exhibition stands

News in brief

Mathematics with Cambridge in Beijing



Workshop attendees pose as mathematical symbols

More than 120 maths teachers and department heads across China attended one of three 'Mathematics with Cambridge' workshops, which took place in Beijing, Wuhan and Shanghai, led by Lee Buckler and Sarah Gott of Cambridge Assessment International Education. The picture was taken in Wuhan, with delegates asked to pose as a mathematical symbol.

Second International Textbooks Summit held in Iceland

In June, Cambridge Assessment together with the Icelandic Ministry of Education and Culture and education representatives from around the world, convened for the second International Textbooks Summit. With eight nations attending, it was a major contribution to the continued growth of interest in the form and function of learning materials, and the contexts in which they exist.

International Society for Design and Development in Education comes to Cambridge



Delegates from across the UK and Ireland met at Cambridge Assessment's global headquarters, Triangle

In March, Cambridge Maths had the privilege of hosting the first annual meeting of the UK branch of the International Society for Design and Development in Education. Forty delegates from around the UK and Ireland came to Cambridge Assessment's global headquarters, Triangle, for two days of discussion, presentations and sharing of practical ideas on design in mathematics education.

ELTon winners from Cambridge Assessment English with awards host Benjamin Zephaniah

Course to help English teachers deliver online lessons wins top award

An online course that is helping thousands of English language teachers to transfer their skills to the online environment has won a top innovation award from the British Council, at a ceremony in London.

Teaching English Online is an online course developed by Cambridge Assessment English and run in partnership with FutureLearn. The course scooped the top prize at the British Council's ELTons awards in the category of 'Innovation in teacher resources'.

The ELTons is an annual event organised by the British Council to recognise and celebrate the best innovations for English language teaching and learning worldwide. The winning course from Cambridge Assessment English covers the skills, knowledge and digital tools needed to deliver

effective online English lessons. You can join and participate in the course for free or upgrade, and over 50,000 people have joined the course so far over three runs.

Speaking at the ceremony in London, Tariq Harris from Cambridge Assessment English said:

"There are so many online English lessons out there but it's essential that education providers give teachers the support they need to deliver effective lessons online. We developed this course to help teachers to transfer their teaching skills to an online context and start teaching English online. It's been really successful and I think this has been down to collaboration, shared expertise and listening to what teachers want. Teacher feedback has been excellent and we've been able to use that feedback to improve each run of the course."

The course includes how to plan and deliver lessons that focus on language and on the development of receptive and productive skills. It also covers how to continue developing as an online teacher.

Cambridge Assessment English has been helping people to learn English and prove their skills to the world for more than 100 years, but in the last five years they have been developing a growing digital portfolio of learning and assessment products.

The event was held in London and attended by hundreds of professionals from the English language teaching sector. Cambridge Assessment English was one of 26 finalists who were selected by the ELTons Innovation Awards' expert judging panel.

High flyers head to Cambridge University with help of OCR bursaries

Bursaries have been awarded to 13 of the West Midlands' most talented A Level students to support them with their studies at University of Cambridge.

The students will each receive £3,000 for each year of their studies to help them make the most of their time at the University. Described by their teachers as 'remarkable', 'outstanding', 'extremely gifted' and

'exceptional', the students took their A Levels at schools and colleges across the West Midlands.

The high-flying cohort and their families celebrated their achievements at an event held at the Coventry offices of UK exam board OCR, which funded the bursaries.

Now in its 16th year, the OCR bursary scheme supports students from the West Midlands at Cambridge University. It arises from the board's historical association with the West Midlands Examinations Board.



The 2019 cohort of OCR bursary winners



Continued from page 1

Professor Usha Goswami, Director of the Centre for Neuroscience in Education at the University of Cambridge, spoke about the latest discoveries in the field which are helping us to understand how young people learn. Professor Goswami shared findings from studies which revealed that learning is inherently social, and babies do not learn language from television as effectively as they do from their peers. Fascinating insights from a study looking at the patterns in how fireflies light up also paved the way to a better understanding of how dyslexic brains can be taught to recognise rhythm in speech, which improves reading skills.

Rose Luckin, Professor of Learner Centred Design at University College London's Knowledge Lab declared "data is the new oil" and explored how we can effectively process this crude resource to make sure we are applying "data gold" in educational contexts. Professor Luckin also



International delegates at a welcome reception

evaluated the potential and the limitations of Artificial Intelligence and urged ed tech developers, teachers and academic researchers to work together to ensure the right technology is imposed on learners.

Geoff Stead, Chief Product Officer at Babbel, focused on the scale and reach of digital learning. Stead argued that the 20 million people who signed up voluntarily to complete a Massive Open Online Course (MOOC) last year proves that people are open to learning in a digital environment, but questioned why the shift has not yet taken hold in formal education environments. He opined that digital education only works when students are learning something they are interested in. An inspirational teacher can't reach you in person and ignite your passion for a subject you don't think you like on an app. The need to choreograph innovation between mainstream education systems, curriculum and assessment, and education publishers was also cited as a mammoth, but not insurmountable obstacle.

The international delegation then chose between specialist breakout sessions, which ranged in focus from game-based learning, to how technology can ensure curriculum coherence, through to what the curriculum should look like in the year 2040, as well as delving into technological challenges from the past.

Centre for Evaluation and Monitoring joins the Cambridge family

Cambridge Assessment and Cambridge University Press have jointly acquired Durham University's renowned Centre for Evaluation and Monitoring (CEM).



CEM is one of the largest and longest established research groups providing formative assessments for children of all ages and is used by education professionals in over 70 countries around the world. A not-for-profit organisation, CEM joins the Cambridge family following the successful conclusion of a consultation with employees. The CEM team will remain in the North East of England but work closely with new colleagues in Cambridge and around the world.

Saul Nassé, Chief Executive of Cambridge Assessment, said: "CEM's expertise in formative assessment is a great fit for Cambridge. Bringing our organisations together will enable us to do more to further education around the world."

Peter Phillips, Chief Executive of Cambridge University Press, said: "It gives us great pleasure to welcome our new colleagues at CEM to the Cambridge family. We look forward to seeing the collaboration between our different teams develop as together we help students and teachers in their learning."

Elizabeth Cater, CEM Interim Managing Director, said: "At CEM, we have a strong tradition of assessment and learning and we're looking forward to shaping the pursuit of education, learning and research as part of the Cambridge family." Elizabeth joined CEM on secondment from Cambridge University Press.

Elizabeth Cater

A view from...

Jaideep Prabhu

Fast, fun and frugal innovation



Jaideep Prabhu

Photo by Ben Watkins at benwatkinsphotography.co.uk

When people think of innovation, they often think of technology, of something that is expensive, and that has been developed through structured processes in labs over a long period of time.

In fact, I have learned that around the world the best innovation is often frugal, fast and fun.

In the developing world, where most of the world lives, something like 3 billion people live on less than \$9 a day in purchasing parity terms. Many of these people face unmet needs in core areas like education, health, energy and financial services. Increasingly, however, large and small companies have begun developing market-based solutions to meet the needs of this large untapped market.

As a life-long academic, I have a deep interest in frugal innovation in education. The game-changer in this regard has been online courses of various kinds. These courses have already begun to reach millions of people around the world who can now learn without spending the time or money traditionally needed to go to university. Online courses can also benefit universities: they allow universities to expand their reach and fulfil their missions in a more cost- and time- efficient way.

In my 2015 book *Frugal Innovation*, I argued that such innovation has the potential to be a major engine of change around the world in the decades to come. In the sphere of education in particular, cheap computing and the internet are revolutionising access to education around the world. Even more significantly, these tools are changing the nature of education itself, moving it in the direction of practical application, creativity and entrepreneurship, away from book-based, rote learning. Frugal innovation is a truly global phenomenon whose impact will bring East and West, rich and poor, urban and rural together to make the world a better place.

Jaideep Prabhu is the Jawaharlal Nehru Professor of Business and Enterprise at the Judge Business School at the University of Cambridge. He is also the Director of the Centre for India & Global Business (CIGB).

Choice, social mobility and blended provision

At a Westminster Education Forum event OCR Chief Executive, Jill Duffy, spelt out why Applied General qualifications, such as Cambridge Technicals, are needed alongside A Levels and T Levels. Some sectors, such as retail, sport and the performing arts, do not have a T Level route.

Other speakers included representatives from England's Department for Education, the Association of School and College Leaders and the Association of Colleges.



OCR Chief Executive
Jill Duffy

The event provided an opportunity for stakeholders and policymakers to discuss key themes emerging from the DfE's consultation on principles for reviewing post-16 qualifications, which aimed to establish which qualifications work best for learners.

"From our research, and from listening to what schools, colleges, universities and employers are telling us," Jill told the audience, "there are three reasons why Applied General qualifications have an important place beside A Levels and T Levels in any post-16 qualifications landscape.

"First of all, choice. The majority of us did not know, at the age of 16, what our future career would be. Having to make a binary choice between one of only two pathways – A Levels or T Levels – would be a difficult choice for some 16 year olds. We must keep students' options open."

She continued: "Secondly, social mobility is a key concern that has emerged in all my recent conversations with further education and sixth form colleges about Applied Generals. As an exam board that is part of a university, we were keen to do research into the progression routes of students applying to university with Cambridge Technicals. Of the Cambridge Technical students tracked, 95% received at least one offer and 87% accepted a place. And many universities are telling us that Applied Generals work for them.

"And lastly, blended provision where students can combine vocational and academic study is vital. At Queen Mary College, part of the Wessex Group which I visited recently, nearly a quarter of students go on to university having studied a mixed programme of A Levels and Applied Generals."

Put more complex grammar on the curriculum, says academic

The use of specific complex grammar such as conditionals should be taught in England's National Curriculum in order to ensure that disadvantaged children are not left behind, a Cambridge Assessment Network seminar has heard.

Jane Mellanby, an Oxford researcher, told the event at Triangle, Cambridge Assessment's global headquarters, that her research had found that in high deprivation areas, nearly one in three children had poor acquisition of complex grammar, in contrast to just one in 10 in low deprivation areas.

Understanding of a particular type of complex grammar – conditionals – was vital for progress in education, whether in science, history, politics or just everyday life, she said.

Dr Mellanby gave an example from the study of history: "If Hitler had not invaded Poland, the Second World War might not have happened." She said that, for students to successfully debate this question, they needed to first understand the conditional, and yet during the course of their research, her team had spoken to one school where researchers had discovered that a significant number of A Level History students did not understand the grammatical concept.

"If you don't understand this conditional structure, how can you understand hypotheses about cause and



Professor Jane Mellanby addresses a Cambridge Assessment Network seminar

effect in history or science? It's quite worrying," she said.

She said parents and carers, and staff in nurseries could help improve young children's acquisition of conditionals and other complex grammar through exposure, such as reading books to children which contain the conditional and using conditionals in conversation with them. To that end, her team is creating a book called *Who Would I Be If I Weren't Me?*

"We have a small window of time for young children to acquire complex grammar automatically, from exposure. For those that have not acquired it, then it needs to be taught explicitly in school."

that features extensive use of conditionals. But later on, in primary schools, conditionals and other complex grammar needs to be taught, with a particular focus on pupils who are delayed in acquiring conditionals for whatever reason.

"Could we improve general academic attainment by increasing complex language acquisition in early years? I believe we could," she said.

Tim Oates CBE, Cambridge Assessment's Group Director of Assessment Research and Development, praised Dr Mellanby for her talk, saying: "If every teacher in training could ask Jane a few questions I think the world would be a better place." Tim, the architect of the review of the National Curriculum in England, acknowledged that conditionals are not currently included on the curriculum but agreed that they should be. In a speech in February School Standards Minister Nick Gibb said he wanted "a debate on how oracy? can support the delivery of a knowledge-rich curriculum".

"This is really important stuff," Tim concluded. "We have a small window of time for young children to acquire complex grammar automatically, from exposure. For those that have not acquired it, then it needs to be taught explicitly in school."

Inspiring teachers in Turkey

More than 200 school leaders and teachers attended a recent Cambridge International Day at Kabataş High School, Istanbul, Turkey, with support from Tarabya British Schools.

Special guests from local ministerial posts gave warm opening addresses – Ahmet Hamdi Usta, Istanbul Deputy Governor, Dr Muammer Yıldız, Director General of Private Education Institutions, and Levent Yazici, Istanbul Provincial Director of National Education.

They spoke of the importance of the internationalisation of education and how it is delivered by adopting different elements of international curricula in schools. They also said teachers are vital to learning and to the success of international education.

The theme of the day was 'Inspiring Teaching, Inspiring Learning' and Dr Tristian Stobie, from Cambridge International, gave one of the keynote speeches on the central theme. Dr Mark Winterbottom from the University of Cambridge gave a dynamic presentation



on 'Thinking about Learning in the Classroom', and demonstrated how the concepts of Dr Stobie's speech could apply to teaching and learning in practical ways.

A senior leaders' panel discussed motivations for introducing international curricula, the use of technology in the classroom, how to foster better learning in classrooms, and how the leaders had each delivered successful outcomes in their school.

Cambridge International Regional Manager Burcu Benderli said: "Turkey is an exciting country with many different local and global factors influencing its growth. The curricula that our schools are building are designed to equip the young people of Turkey with the knowledge but more importantly, the skills, to succeed in this fast-changing world.

"Turkey is an exciting country with many different local and global factors influencing its growth."

"Enormous credit must go to the teachers whose investment in their learners continues to deliver outstanding results, and develop young people who are truly ready for the world."

25,000 organisations recognise Cambridge English exams

California State University, Long Beach in the USA has become the 25,000th organisation to officially recognise Cambridge English exams as part of the entrance criteria for undergraduate and graduate international students applying to study on academic programmes.

The exams, developed by Cambridge Assessment English, measure English language ability to international standards. Key benefits of Cambridge English exams – which are taken by more than 5.5 million people every year – include the face-to-face speaking test which ensure that candidates develop real-life communication skills, and the fact that they cover the major varieties of English, including US, Australian and British accents.



Mark Hurrell, Global Recognition Manager at Cambridge English says: "California State University is a great example of how Cambridge English exams are fast becoming an important part of the recruitment toolkit in the higher education sector. This is part of a growing trend in the higher education sector to ensure students have the English language skills they need to study on degree courses taught in English. We're delighted to have California State University on board and look forward to working with this prestigious organisation in the future."

Cambridge English exams are widely accepted in the higher education sector, along with business and government departments worldwide. Big names to recognise the exams include top US and Canadian institutions, all universities in Australia, New Zealand and in the UK, as well as immigration authorities across the English-speaking world. They are also used for recruitment by top international companies such as Adidas, BP, Ernst & Young, Hewlett-Packard, Johnson & Johnson and Microsoft.

Global leadership, learning and change

The NAFSA annual conference and expo unites nearly 10,000 attendees each year from more than 3,500 institutions and organisations from over 100 countries.

Delegates connect with peers who have similar job challenges and learn from top administrators, researchers, authors and seasoned practitioners in a huge variety of fields. The conference programme is designed to help delegates improve their knowledge of model practices and strategies. Cambridge Assessment English and Cambridge Assessment International Education co-exhibited at this year's conference, and Cambridge English delivered a Global Partner Session 'Making internationalisation happen: the role of English'.



Delegates at the Cambridge Assessment exhibition stand at NAFSA



Research feature

Rasch researchers collaborate at Cambridge



Tom Bramley, Director of the Research Division at Cambridge Assessment, presents

The 13th annual meeting of the UK Rasch User Group took place at The Triangle building in Cambridge. But what is a 'Rasch user'? The Danish statistician Georg Rasch invented a class of probabilistic models known as 'Rasch models' that relate the probability of success on a test item to the test taker's ability and the item's difficulty.

The use of these models was promoted by Benjamin Wright in the USA and others who saw them as the way to bring into the social sciences the kind of measurement seen in the physical sciences.

The zeal with which these models were recommended led to considerable controversy in the 1970s and 1980s, with those arguing for the special status of Rasch models (as measurement models) on one side, and those arguing that they were just one of many possible ways of statistically modelling responses to test items on the other.

In 2006 Peter Tymms at the Centre for Evaluation and Monitoring (CEM) in Durham had the idea of getting together people in the UK who were working with the Rasch model, and since then there has been a meeting of this User Group every year.

The aim of the day is to provide an informal forum for sharing work and networking. The Rasch model is also used in healthcare (for example for measuring rehabilitation and quality of life), so it is interesting for those working in educational assessment to exchange ideas and learn from those working in a different sector.

OET

OCCUPATIONAL ENGLISH TEST

OET results now accepted for Tier 2 visas

Only one test is now required for both UK registration and visa purposes. Doctors, nurses, dentists and midwives applying for Tier 2 (General) visas no longer need to meet a separate English language requirement where they have already done so as part of registering with the relevant regulatory body. This means that these healthcare professionals will be exempt from the English language requirement for their visa application where they have used their successful OET results for registering with the relevant healthcare regulator. The test was recognised by the UK's Nursing and Midwifery Council and the General Medical Council almost two years ago.

What motivates future medical students?

The UK Medical Applicant Cohort Study, one of the largest studies ever undertaken into what motivates future UK medical students, is launching with support from Cambridge Assessment Admissions Testing, developers of the BioMedical Admissions Test (BMAT). The study is led by researcher Dr Katherine Woolf of University College London (UCL) and funded by the National Institute for Health Research (NIHR). It was launched in response to current shortfalls in NHS doctor numbers. By giving insights into what interests and engages future medical students, the study will help improve the support given to future medical applicants.

Students' favourite subjects around the world

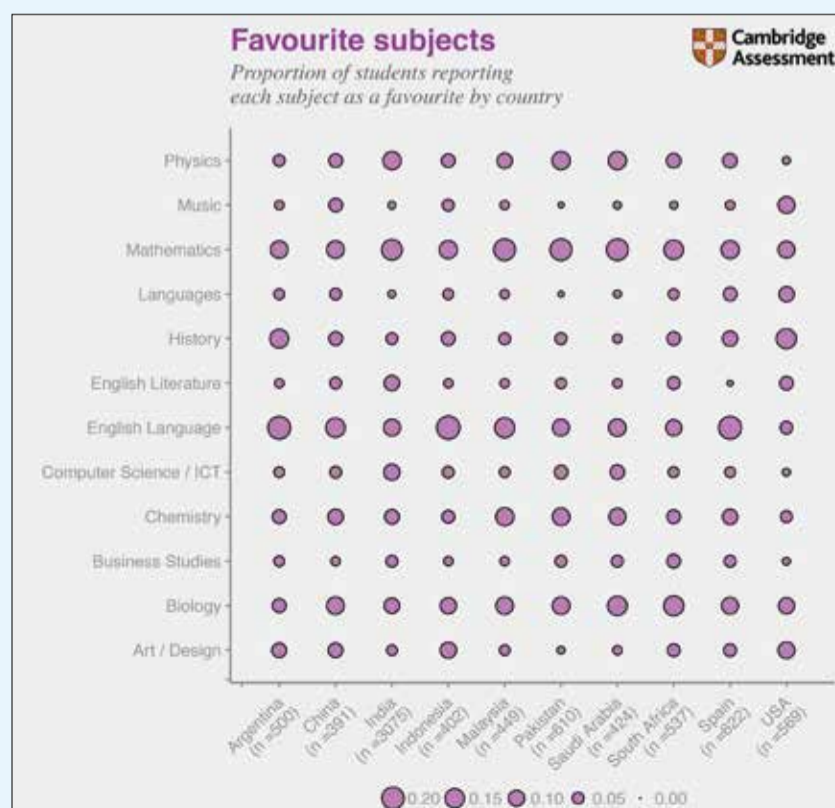
The Cambridge International Global Education Census provided a snapshot into the lives of almost 20,000 teachers and students across the world.

The student survey was completed by just under 10,000 students and revealed, among other things, which subjects students in different countries reported as their 'favourites'.

Mathematics was the most popular subject overall. English language was the second most popular choice. The popularity of English

language differs by country, however, with the lowest proportion, 6%, in the USA and the highest, 22%, in Indonesia.

Respondents from Indonesia had the largest variation among subjects. Respondents from Saudi Arabia and Pakistan had a preference for STEM subjects.

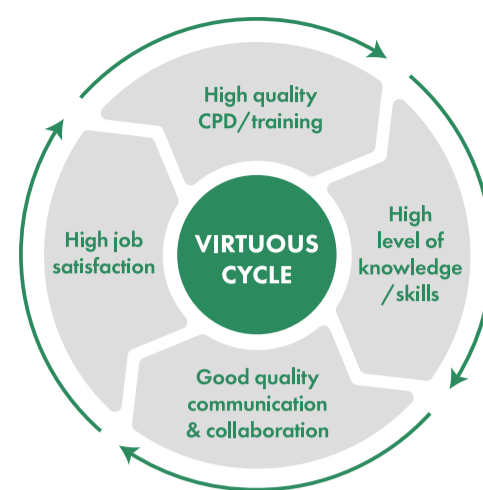
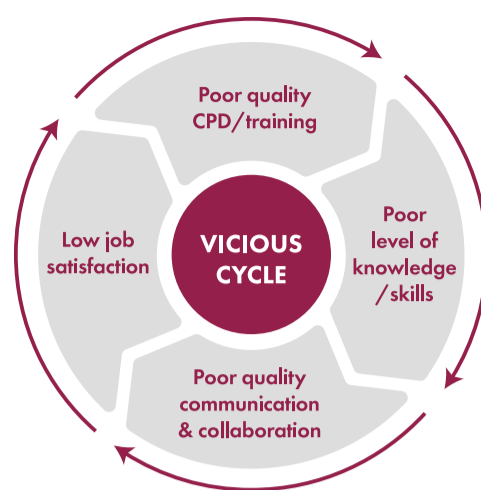


For more detail, search 'Data Bytes' on www.cambridgeassessment.org.uk

Using teaching assistants effectively

What does research suggest about effective utilisation of teaching assistants (TAs) in the maths classroom? Cambridge Maths found that:

Find out more at: www.cambridgemaths.org/espresso



A possible 'feedback loop' model for the practice of teaching assistants

- When budgeting for TA support, schools should bear in mind that the increase in TA deployment has been driven by teacher shortages, increased teacher workload and larger class sizes rather than strong evidence of their efficacy.
- Schools keen to utilise TAs effectively may need to define their roles clearly across different contexts.
- There is a need for high-quality research to investigate how TAs can support students in mathematics lessons effectively. Teachers and headteachers should be aware that little consensus exists because of limited and mixed evidence.
- TAs may benefit from training in discourse, questioning and feedback to encourage student progress.
- Schools should consider the value of maths-specific training and professional development for TAs supporting mathematics lessons.
- Coordinating the working hours of teachers and TAs could support meaningful collaboration.
- Effective collaboration between TAs and teachers can have positive effects on all involved, including better preparation of, and support offered by, TAs during lessons.

A welcome shift in the right direction?

Head of Policy at UK exam board OCR, Paul Steer, investigates the potential impact of a new inspection framework proposed by England's schools watchdog, Ofsted.

Ofsted's new draft inspection framework has been welcomed by many in the education community, with positive comments about an apparent shift away from prioritising test and exam results towards a greater emphasis on the quality of a school's curriculum. Could this be the antidote to what many feel has become a high-stakes, low-trust accountability system?

This shift of emphasis is characterised by a number of things Ofsted says it wants to put a stop to, including:

- the burdensome collection of low-value data on pupil performance
- teaching to the test
- the tracking back of assessment objectives for GCSE as far as Year 7 with the consequence that pupils drop some other subjects aged 12 or 13
- the 'off-rolling' of low-achieving pupils
- gaming, in which pupils are put in for qualifications against their best interest in order to rack up performance points for the school.

The new framework describes what it sees as the features of a good curriculum and how these will be judged during an inspection. At the same time, Ofsted is at pains to point out that it will not mandate curricular and pedagogical approaches – it is interested only in what works for a given school.

The headlines are that Ofsted expects a curriculum to be ambitious, to provide young people with "the knowledge and cultural capital they need to succeed in life", and to be "coherently planned and sequenced towards cumulatively sufficient knowledge and skills". A quality curriculum should enable pupils "to grow as active, healthy and engaged citizens" and should provide equitable access to a wide range of subjects.

In its commentary, Ofsted denounces the long-standing debate about whether a curriculum should be skills or knowledge based, arguing that it is never a matter of one or the other. Nevertheless, whilst it sets much store on acquisition of skills, there is an undeniable emphasis on knowledge. The curriculum should provide for the recall of 'baked in' knowledge, securing a memory of key concepts and building on those. Much of the emphasis is at subject level and there are future plans to develop subject level indicators so elements of the curriculum can be judged at subject-level. Overall, the curriculum will be judged by its intent, implementation and impact.

This interest in subject-based knowledge is brought out in statements about the importance of the role of subject teachers. A key indicator looks at how schools manage "the alignment of continuing professional development for teachers and staff with the curriculum, and the extent to which it develops teachers' content knowledge over time".

So will the new proposed framework succeed in its aims? Some argued that plans to introduce the framework from September 2019 were rushed. Others questioned whether, given resource and time constraints, Ofsted will have the capacity to judge schools effectively or frequently enough.

And whilst Ofsted argues that moving away from endless data collection can help reduce teacher workload, the framework is bound to bring with it additional work, at least during the initial implementation. Are schools being asked to do even more with the same or diminishing resources? Developing, maintaining and evaluating a broad, inclusive and coherent curriculum is no mean feat and although many schools are already in that place, others will struggle to get there.

Ofsted admits that there will be a requirement for more CPD for teachers: "Too many teachers and leaders have not been trained to think deeply about what they want their pupils to learn and how they are going to teach it." And during a pilot of the new framework, Ofsted found that nine schools rated outstanding under the current framework were judged to have weak or poor curricula under the new.

Perhaps the most crucial question is whether the framework can really create a meaningful shift away from a focus on outcomes. As Amanda Spielman said recently: "Try telling any teenager that their GCSEs don't matter". Nor are parents or politicians likely to give up the habit of judging by results. She went on to acknowledge that inspection reports will complement what is shown on performance tables and that pupil attainment and qualifications will always be important.

HRH the Earl of Wessex announces partnership

HRH the Earl of Wessex announced the news that the partnership between Cambridge International and The Duke of Edinburgh's International Award has been extended to give Cambridge schools in Malaysia an exclusive package of support when they begin offering the Award.



(Left to right) Ng Kim Huat, Sophie Hewitt, HRH the Earl of Wessex and Ben Schmidt

The announcement was made at the Heriot-Watt University in Kuala Lumpur. HRH was joined by Ben Schmidt, Regional Director, South East Asia & Pacific, Cambridge International, Ng Kim Huat, Country Director, Malaysia, Cambridge International and Sophie Hewitt, Service Development Manager, Cambridge International.

Cambridge International and The Duke of Edinburgh's International Award both believe that learning should not be confined to the classroom but also take place in the school environment as well as the wider community. This partnership aims to help develop confident, responsible, reflective, innovative and engaged learners, and create opportunities for young people to develop skills, get physically active, serve their local community and experience adventure.

Ben Schmidt said: "Cambridge International believes students should have a broad and balanced curriculum, and that education should be holistic. Our work with The Duke of Edinburgh's International Award aims to encourage learning and development beyond the classroom. I am incredibly pleased that we are now able to offer this exciting opportunity to our schools in Malaysia. We have a long history of working with schools in the country and they are keen to offer additional extra-curricular activities to their students, like our annual science competition."

Cambridge International's partnership with The Duke of Edinburgh's International Award has seen the programme successfully launched to Cambridge schools in Indonesia, India, China, South Africa, Spain and Egypt.

Collaboration between Cambridge and HELP University Malaysia supports teacher development

Malaysian teachers will soon have greater access to Cambridge Professional Development Qualifications (PDQs) thanks to a new agreement between Cambridge International and HELP University in Kuala Lumpur.

At the recent signing ceremony Professor Datuk Dr Paul Chan, President and Vice-Chancellor of HELP University, highlighted their commitment to improving the standards of teaching and learning in private and international schools in the country: "This agreement reflects our strong commitment to teaching quality at our international schools and tertiary institutions. There is a large number of international and private schools in Malaysia running the Cambridge

International curriculum, and we hope to be able to upskill the teachers by offering the Cambridge Professional Development Qualifications."



The signing ceremony at HELP University Malaysia

Postgraduate Certificate evolves for 2020



Education professionals wanting to develop their understanding of assessment can now gain 90 credits at Master's level with a new larger version of the *Postgraduate*

Advanced Certificate in Educational Assessment.

The qualification – which has been run in partnership by the University of Cambridge Faculty of Education and Cambridge Assessment Network since 2015 – will now last for 15 months, and delegates will only be required to attend four Saturday Day Schools in Cambridge.

Course Directors Simon Child and Ayesha Ahmed hope this will make the course (which is mostly online) more accessible for the international delegates who regularly express an interest in applying.

Find out more about the new-look PGCA: www.canetwork.org.uk/pgca

Watch this space

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