

Annual Review

2007–2008



CAMBRIDGE ASSESSMENT





Introduction

The last 12 months have again been very successful for the organisation as we began our 150th anniversary celebrations in 2008. It has also been another dynamic and interesting year for the education sector as a whole.

We saw the launch of a new interim regulator of qualifications, exams and tests in England (Ofqual), following the Government's decision to split the functions of the Qualifications and Curriculum Authority (QCA), separating the development of the curriculum from the regulation of standards. The introduction of the A* grade for A levels was confirmed, as were the QCA's criteria for the new GCSEs for first teaching in September 2009. Cambridge Pre-U received accreditation in the UK, opening up access to state schools. And at the time of writing, delivery of the first of the new Diplomas was well underway.

Assessment should, at its best, support teaching, focus students' efforts, motivate them and reward what they achieve. These ambitions have not changed in the 150 years of our history to date, but the way we apply them undoubtedly has. For example, in the future, supporting and delivering assessment by digital means will play an increasingly significant role in examining.

As the oldest UK surviving examination board – and the only one in the UK still owned by a university – we have been at the forefront of enhancing education through assessment for the last 150 years. We are marking our 150th anniversary with a series of special events at which we seek to share our extensive expertise in assessment. The official programme of activities started on 23 September 2007 with a presentation at the University of Cambridge alumni weekend. We received some excellent feedback and members of the audience were keen to share their memories of their own exams.

As a celebration of the India-Cambridge partnership in school education, we launched a book for teachers, by teachers, called *Reflections on Teaching Today and Tomorrow*. It is a collection of 11 essays by Indian teachers, with a diversity of approaches and viewpoints. The book provides an opportunity for teachers to share their practical ideas and experiences not only with their colleagues in India but with teachers worldwide.

We also launched a special commemorative book entitled *Examining the World: A History of the University of Cambridge Local Examinations Syndicate* on 11 February – the 150th anniversary of the day the Syndicate was officially established. The book was compiled using archive materials and input from consultants, previous and current employees, to commemorate and officially record the Group's heritage. The book provides a unique insight into the history of exams – from the introduction of the first Cambridge school examinations in the UK to their adoption around the world.

This report is structured to show how the work we've been doing from the period 1 August 2007 to 31 July 2008 relates to our main strategic objectives. It includes a chronological list highlighting some of our achievements and activities for the year. It also seeks to showcase a selection of our achievements over the last 150 years.

Simon Lebus
Group Chief Executive
Cambridge Assessment

Group Aim:

To become more widely recognised as a leading world authority on assessment

We have made great strides in achieving this ambition over the last 12 months. We continue, as we have done for the last 150 years, to strive for the ongoing improvement of the assessment systems and methodologies used around the world to ensure learners access the benefits of their education.

We continue to bring together a wide range of professionals in education to look at 'big picture' topics and to enable policy makers to access the knowledge of leading experts with our series of expert seminars. These provide an opportunity for discussion of innovative

thinking in assessment. Our seminars are presented by eminent figures in the world of education and their participative format encourages lively debate on key issues. We also engaged successfully with a range of political stakeholders, including at the Party Political Conferences.

Our House of Commons seminars continue to be popular. We held one on *What makes a good teacher? An overview of teaching effectiveness research* and another on *What makes Government education initiatives succeed or fail?* Both were attended by key senior



education professionals and MPs, generating lively debates. They were chaired by Barry Sheerman MP, the Chair of the House of Commons Children, Schools and Families Select Committee. Speakers renowned for their expertise gave their different perspectives on the subjects; how the best research coming out of institutions can be adopted; and why sometimes ideas that appear to be strong when seen from a research perspective are adopted or not by policy makers. This also saw the beginning of an enhanced web and brand projection drive which will be rolled out in the forthcoming year.

Our Cambridge Assessment Network's International Study Programme – a two week residential course on the development and administration of public

examinations for international participants – was again hugely popular and fully subscribed. Delegates from exam boards across the globe reviewed best practice, debated the principles of assessment design, and discussed how to carry these forward into their professional lives in their own countries.

We also held a special event for international education attachés as part of our anniversary celebrations.

Education policy around the world: Innovations in 14–19 Reform addressed the challenges in reforming 14–19 education across the globe and was attended by more than 100 international educational professionals. Ian Pearson MP, Minister of State for Science & Innovation, hosted the event which was chaired by former BBC education journalist Mike Baker.

Reflections

We were set up to administer examinations for persons who were not members of the University and to inspect schools, with the aim of raising standards in education. In 1858, 370 school candidates in seven English cities sat our examinations. Today, the Cambridge Assessment Group provides a range of academic, vocational and skills-based tests and qualifications to eight million learners in over 150 countries every year, as well as a variety of assessment services to governments and educational organisations worldwide.

School exams were originally part of a social movement to help the country move from a system of patronage to one of meritocracy. It coincided with the introduction of civil service exams. Now, examinations are deeply embedded in our culture and govern the career prospects of millions of people around the world.

We continue to be actively involved in the development and implementation of national policies on curriculum and assessment issues. The exam boards that make up the Cambridge Assessment Group all share an expertise in assessment, but also have a strong pedigree in development and research. The Group is at the forefront of education, and all our qualifications are continuously reviewed and developed to meet the demands of our changing world.

The 150th anniversary programme was used to raise our profile in these matters by generating widespread media coverage of the first exams. We embarked on a series of regional events to show just how far the exam process has come. We organised a series of visits to some of the schools across the country that sat the first 'Cambridge' school exams in 1858. Pupils from Bristol Grammar School, Warwick School and Friends' School, Saffron Walden, were given a special lesson – using the original 1858 UCLES exam papers – by an '1858 teacher'. Each visit generated excellent media coverage by local BBC and ITV news, regional radio stations, a variety of regional press and news items on Teachers' TV.

The media coverage of the school visits sparked further coverage of a more in-depth nature; including a 15-minute interview on BBC Radio 4's Learning Curve, a five-minute feature on BBC 2's Working Lunch, an interview on Woman's Hour, a six-page feature in the TES magazine, a full-page feature in The Times, a two-page feature in the Cambridge News, two interviews on BBC Radio Cambridgeshire and a page in The Daily Mail. Following discussions with History Today an article on the organisation appeared in the August issue.

In the political arena, written and oral evidence was provided to the House of Commons Select Committee for Children, Schools and Families Inquiry into Testing and Assessment. When called before the committee, we highlighted some of the structural problems that we believe beset assessment; the constant revolution and multitude of purposes to which assessment is put and the erosion of public confidence. All the witnesses agreed that the changes qualifications had undergone

over the previous 10 years had been sufficiently substantial as to mean that comparisons outside that time frame were very difficult, a point which caused consequent media coverage.

We responded to the Government's consultation *Confidence in Standards* which seeks to create an independent regulator, separate from both the Department of Children, Families and Schools and the successor body to the Qualifications and Curriculum Authority. As an organisation we call for a strong, focused regulator that sets broad objectives and leaves it to awarding bodies to meet them.

We announced, at the 33rd International Association for Educational Assessment conference in Azerbaijan, that we would be hosting the 34th IAEA conference in Cambridge as part of our 150th anniversary celebrations. We looked forward to hosting the conference and to providing leading education experts and testers from across the world with a forum to exchange the latest research, ideas and experiences of different countries' education systems.

In April, we were privileged to host the third international conference of the Association of Language Testers in Europe. A total of 570 delegates from 65 countries, representing more than 300 organisations, attended the conference here in Cambridge, making it the largest and most comprehensive event of its kind to date. The six plenary presentations headed a conference programme of close to 200 papers on key aspects of all language assessment.



Researchers from across the Group presented papers at 28 international conferences. We have also had 19 articles submitted to refereed journals, such as the British Educational Research Journal.

We continue to work with overseas governments to reform education systems and help to localise examinations by training officials, teachers, markers and examiners in curriculum development and assessment. We bid for and won a record number of contracts including: the CIE-Bahrain National Test Project; Cambridge ESOL's contract with the French Ministry of Education to provide English Language Certification in state secondary schools; and our Assessment Research and Development contract with the UK's regulator for the Diploma Development Toolkit.

Cambridge ESOL negotiated a consortium and won a European Commission contract to carry out a Europe-wide survey of languages. The survey will compare second language learning for pupils in the final year of lower secondary education, or the second year of upper secondary education, using the scales of the Common European Framework of Reference for Languages. It is intended that the survey will be a key tool for European governments to use in developing language-learning policies and is part of the European Commission's aim to 'improve the mastery of basic language skills in Europe'.

In Asia, we won an international tender to help the Gujarat State Government in India to improve the

level of English language proficiency among students and the work-force. The Society for the Creation of Opportunities through Proficiency in English is a specially formed body working with Cambridge ESOL on the government's initiative to improve English language skills. We developed a new test for SCOPE, called the Gujarat English Language Test, to assess ability related to the Common European Framework of Reference for Languages.

We continue to be involved in a major project exploring how the Common European Framework of Reference for Languages relates to specific features of English. Now in its second year, the English Profile project has completed much of the necessary basic research on the Cambridge English Corpus and is now moving into a phase of consultation which will enable a framework for the rest of the project to be further developed.

Our archives provide a rich and growing legacy for researchers now and in the future. As part of our 150th anniversary, an exhibition showcasing a selection of historic material from the Group's archives, has been touring selected venues during the year. The exhibition features more than 40 reproduced documents and photographs from the archives. It includes 150-year-old examiner reports, eye-witness accounts of hardship during the First and Second World Wars and past exam questions. We also made the exhibition available to view online from our website.



Group Aim:

To deploy the use of modern technology effectively

Technology continues to be one of the areas of greatest change. Modernisation programmes such as on-screen marking and the use of computer-based tests are crucial in keeping us at the forefront of technological developments and have become an integral part of the way we provide our services worldwide.

During the last year, we marked more than 3 million scripts on screen – enabling us to spare many examiners the inconvenience of managing the large volumes of paper involved in the traditional process and giving them access to the many advantages of a digitised environment.

On-screen marking extends our quality assurance procedures which are underpinned by our research programme. Our research into marker expertise enables us to make the very best use of our markers' skills, knowledge and experience. This means we can match the demands of the marking to the expertise of the marker. New digital processes also allow us to gather more detailed marks and information about examiners' marking, improving our quality assurance processes. This level of detail enables us to monitor question quality and marker performance. It also helps inform the awarding of grades.



Our technological developments continue to push at the boundaries of e-assessment. We saw the first use of version 5.0 of Connect, our bespoke e-assessment platform. Connect is designed to allow high-stakes tests to be run by remote centres around the world whilst maintaining the security of the examination. The new version of the software includes the ability for 'walk-in' candidates to sit tests, giving centres the flexibility to accept new candidates on the day of the test. It also allows access to backed-up copies of candidates' responses in case the centre is unable to return them automatically. Further developments are planned for later this year.

We are glad to report the use of Connect by our customers has increased substantially in the last year, with computer-based versions of Cambridge ESOL's PET, KET and BEC being taken in the thousands. Asset Languages recently hosted Connect tests for 838

candidates at Altrincham Grammar, the highest number of computer-based entries in the UK so far, and CIE has more than 500 entries for its computer-based IGCSE Geography component this June, the sixth time the test has been run. It features rich simulations of a variety of environments from rain forests to shopping centres.

Our pilot of computer-based testing for Cambridge IGCSE Geography in Kuwait was very successful. For the first time, students in Kuwait were able to engage in a 'practical study' of rivers which, without the technological developments was not possible.

The Business Language Testing Service – a language assessment service we designed specifically for the use of companies and organisations as a reliable way of assessing the language ability of groups of employees or trainees – is now available online allowing more flexibility and instant results.

Reflections

Computerisation took off in the early 1960s and led to an increase in staffing rather than decrease. New technology was used to improve reliability, accuracy, the availability of information, and to speed up the processing of candidates' work and results. For example, in the summer of 1959 samples of scripts were 'photographed' (or otherwise duplicated) to enable examiners to standardise their marking on identical work. The early 1970s saw trials of scoring multiple-choice tests by machine and in the mid 1980s the first desktop computers were introduced. Around the same time it became possible for UK centres to send in their candidate entry data on floppy disks using special software written by the Group.

The impact of increased technology has also been felt in the use of statistics and has revolutionised studies involving statistical analysis. Technology now plays a leading role in the development of contemporary research techniques. On-screen marking is fast emerging as an integral part of the way we provide our services worldwide. Electronic marking techniques provide the Group with an opportunity to manage groupings and monitor marking in real time which allows research into marking to be carried out to a depth that would have been unimaginable 50 years ago.

We have also been working with UNICEF and the Maldives Ministry of Education to support teachers who are rebuilding the educational infrastructure after the 2005 tsunami. Our online courses, discussion groups and web-based Virtual Learning Environment have proved popular as the geography of the country makes face-to-face support slow and expensive to deliver.

In the UK, we were one of the first to trial sending exam results to students by text message. Working alongside schools and colleges to identify appropriate candidates, we successfully issued 100 students from seven schools with their A level modules results from the 2008 January exam session. We then ran an extended trial for this summer's A level exam results.

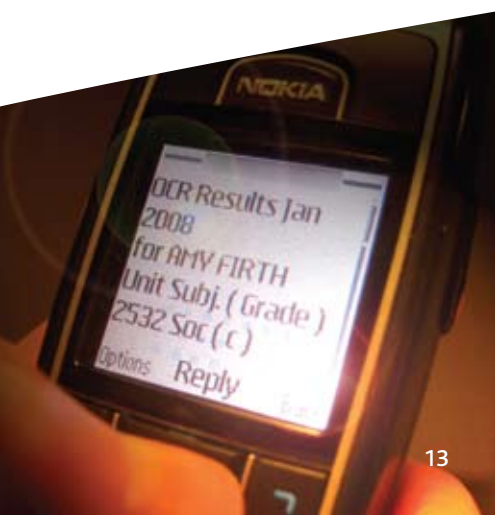
Following the development of pioneering new software, we successfully ran our first fully electronically assessed unit at A level. The A level Maths unit was taken by more than 60 students from five of the centres currently running the qualification as part of a pilot. Students completed the exam on screen and then the response data were automatically transferred to education software firm RM, who input all the response files into its e-marking system Scoris® so that marking could also be carried out on screen.

A new exam results analysis service was developed for teachers in the UK with RM and data experts Forvus. Active Results, which is in the final stages of development for a pilot using this summer's exam results, is a free service allowing teachers to review

the performance of individual candidates or whole schools. The initial pilot is limited to up to 250 centres studying OCR's 21st Century and Gateway GCSE Science specifications.

Over 75 percent of our customers in the UK are now making full use of Interchange, a free, secure website for centres which offers a variety of services for exams officers and teachers. New developments mean that centres will be able to view statements of entry online and make their estimated entries electronically rather than ticking boxes on never ending sheets of paper. In addition to reducing the amount of paper, this new functionality will improve the accuracy of estimated entries and give centres the option of customising their own reports at the touch of a button.

Video conferencing facilities have improved with the introduction of the latest equipment and technology in both Cambridge and Coventry offices. Improvements include crisper, clearer screen resolution and faster connection times. With this technology we were able to provide immediate feedback and support to teachers in schools in Argentina and Bangladesh who took part in CIE's Curriculum and Teacher Support Groups. Technology continues to be one of the areas of greatest change. Modernisation programmes such as on-screen marking and the use of computer-based tests are crucial in keeping us at the forefront of technological developments and have become an integral part of the way we provide our services worldwide.



Group Aim:

To deliver a broad, attractive and innovative portfolio of assessments and qualifications, and related services

Over the last 12 months, alternatives to established qualifications such as Diplomas, OCR Nationals and Cambridge Pre-U have attracted much interest. So has the introduction of the A* grade for A levels, QCA's confirmed criteria for GCSEs and the announcement of the three new Diplomas. The last ever GNVQ assessments took place and the very first day of national celebration for vocational qualifications was celebrated.

At a time of such intense reform in qualifications in the UK, we made unprecedented efforts to deliver attractive and innovative assessment solutions to our customers worldwide.

In the UK our new generation of A level specifications, for first teaching from September 2008, achieved QCA accreditation. Although there have been many changes to the qualification, we managed to create and deliver 44 exciting and wholly revised new specifications. This includes our pioneering new style History A level course which encourages students to debate issues that have generated historical controversies, such as British Imperialism and the Holocaust.

Our Cambridge Pre-U Diploma – the alternative post 16 qualification – also received accreditation in the UK for first teaching in September 2008. Nearly 50 schools will offer one or more Cambridge Pre-U Principal Subjects from September 2008 and more than 100 are already planning to do so within the next two to three years. The Learning and Skills Council has advised that funding for Cambridge Pre-U Principal Subjects will be on a par with A levels and fifteen maintained schools will start Cambridge Pre-U from this September.

To recognise the highest levels of achievement, an A* grade has been incorporated into the revised A levels at the same time as new "stretch and challenge" questions

have been incorporated into the assessment. The A* will be awarded in the UK from 2010 and will also be introduced into the Cambridge International A level.

We have been at the forefront of trialling the new A* grade in the UK. The trial, in partnership with students from Farnborough Sixth Form College, was conducted to ascertain how well students would deal with the more challenging A level questions. It gave our examiners an early opportunity to test some of their ideas in setting stretching and challenging questions to identify those students who deserve the A* grade. We have also been heavily involved with the QCA in conducting an even bigger "stretch and challenge" trial on a national scale.

Progress does not stop there. Most GCSEs are being revised for first teaching in September 2009. Changes include: flexible assessment across all qualifications, controlled assessment in place of coursework to address plagiarism concerns, the addition of new subjects – Law, Citizenship and Ancient History – and the availability of a greater number of short courses. In the UK we launched a micro-site to provide teachers with the latest GCSE information and to showcase our innovative and fresh new approaches.

In redeveloping GCSEs, we worked with teachers, students, subject associations and employers to introduce a selection of new qualifications that meet their requirements. All 43 draft GCSE specifications were put online for teachers to peruse in advance of accreditation.

The overhaul of our GCSE Sciences in 2006 resulted in a considerable increase in the numbers of schools and colleges choosing our specifications over the last year. One of the key contributors to this success has been the range of approaches offered; we worked closely

with the Nuffield Curriculum Group and the University of York Science Education Group to develop the Twenty First Century Science Suite. OCR's Twenty First Century Science Suite has introduced debate into the classroom to promote a balanced, evaluative, approach in contrast to previous specifications while OCR's Gateway Science Suite takes a more familiar approach. Both options allow teachers to deliver the course in a style that suits them and their students. In addition, the GCSE Applied Science (Double Award) and GCSE Environmental and Land-based Science are also both increasing in popularity, reflecting a trend of our Science success across the board.

At the same time the new IGCSE subjects were developed for piloting or first teaching overseas in 2008. We created the new Cambridge IGCSE Global Perspectives qualification in response to young people facing a wealth of both global opportunities and challenges. Other international qualifications developed over the last 12 months are Cambridge International Mathematics and Cambridge Twenty-First Century Science. Cambridge IGCSE India Studies is also in development and will be available for first teaching in 2010.

We reached an impressive landmark with the 150,000th candidate in the UK to undertake our Nationals qualification in ICT. OCR Nationals have become a real success in a short period of time – more than 120,000 students have registered for them during the last year – and the ICT qualification, in particular, has grown phenomenally fast since its launch three years ago. This suite of qualifications also received UK accreditation and we were pleased to announce the launch of a Level 3 qualification in March.

Although the QCA informed us that it does not intend to proceed with the pilots to embed the Functional Skills assessment within GCSEs, we will still be offering the standalone Functional Skills pilot. This standalone qualification will be compulsory for all learners taking the Diploma from 2008 and taking part in this pilot will also help to inform the development of English and ICT GCSEs for 2010.

We have continued to work on the development of admissions tests. Students applying to the University of Oxford to study Philosophy, Politics and Economics will be taking a pre-interview admissions test for the first time this year. We have been emphasising that these



tests belong to a single family with a common core – thinking skills – which can minimise the burdens on students while supplying universities with useful extra information to inform their important decisions.

In April we entered into a consortium with CAMFED and the Judge Business School to develop a business and enterprise summer school, providing training materials and qualifications for young women in Zambia. This work will be funded by Goldman Sachs.

Asset Languages, the language assessment scheme originally developed for the DCSF using the joint expertise of Cambridge ESOL and OCR, was brought under the sole management of OCR in November. This was a reflection of the progress made with the contract and a change in emphasis from development to delivery of a maturing product. During the year, the number of languages which could be assessed using Asset rose from 21 to 25 with the addition of Cantonese, Cornish, Irish and Welsh to the portfolio.

The Cambridge International Primary Programme for our overseas market continues to go from strength

to strength. Since its launch in 2005, schools around the world have been able to offer a Cambridge-based curriculum across their primary as well as secondary age ranges. The 100th school to offer the programme was Taktse International School in India.

The Florida Department of Education in the US now includes Cambridge Advanced International Certificate of Education as a High School Diploma graduation option following the approval of dual enrolment courses to satisfy credit in a high school major area of interest.

Entries for IELTS have almost doubled in the last three years driven by university entrance requirements, new immigration policies and professional recognition throughout the English-speaking world. The feedback we get from universities and government agencies around the world is that IELTS is a particularly good test of how well a person knows English, because it gives a thorough picture of their skills in speaking, listening, reading and writing, in a way that's relevant to how the language is actually used for work and study.

Reflections

For 130 years, until the National Curriculum was introduced, examinations syllabuses were the most comprehensive statements about what 16 and 18 year-olds should learn in British schools. Our 1858 papers provide a unique insight into what leading universities thought should be taught to secondary pupils. Students sat exams in: English Language and Literature, History, Geography, Geology, Greek, Latin, French, German, Physical Sciences, Political Economy and English Law, Zoology, Mathematics, Chemistry, Arithmetic, Drawing, Music and Religious Knowledge - unless their parents objected.

Today, 15 million exam papers are despatched by the Group to eight million candidates in 150 countries. In the UK, students now have a choice of more than 70 different subjects at both GCSE and AS/A level as well as a range of vocational and Entry Level subjects across the different types and levels of qualification from a varied number of qualification providers.



Group Aim:

To support worldwide delivery of examinations

Quality assurance is invaluable for those who have public accountability for the delivery of high stakes examinations. We have a strong reputation for quality of service and delivery that has been earned over decades of commitment to test takers and test users. We are active in helping teachers and partners replicate those high standards.

Raising the skills of teachers and other education stakeholders is critical to the development of assessment systems. Our experience in the field of teacher training is extensive. Cambridge Assessment has worked with governments to reform education systems and helped to localise examinations by training officials, teachers, markers and examiners in curriculum development and assessment. We provide assessment and professional support during the transition every step of the way, as well as training for assessment staff, item writers and teachers.

Following extensive research and consultation with teachers in the UK, we produced our most comprehensive and detailed schemes of work and accompanying lesson plans for new A levels and GCSEs. Our improved range of support materials are designed for adaptation by teachers to suit their own individual needs, to support delivery and to save teachers time when preparing to teach the new specifications.

This is the first time an awarding body has actively involved current teachers in developing schemes of work and lesson plans.

We also launched an extensive GCSE training programme and intend to host 400 events covering 31 subject areas during the changes to demonstrate our commitment to keeping teachers informed of how we have responded to the opportunity to develop new GCSEs.



It's been nearly two years since the first people moved into our new warehouse – DC10. The move has been very successful and there has been no disruption to business. We are now introducing various aspects of warehouse automation.

Our UK Customer Contact Centre had a new telephone system installed. This means that anyone calling into the CCC will experience a new call routing system that will help to direct customer calls to the most experienced advisor available.

We also made our exams directory available online which means UK centres will have the flexibility to search by examination date range or assessment, and can display or print the information in a user-friendly format.

Interchange – our secure online resource designed to help UK centres carry out administrative tasks quickly and easily – has seen users switch on in record numbers. As many paper processes gradually disappear,

Interchange is rapidly becoming indispensable for examination officers, assessors and teachers.

We have been given the seal of approval following an International Standards Organisation (ISO) audit from the British Standards Institution. The audit made particular mention of CIE's commitment to its candidates, teachers and the other organisations it serves. The approval, known technically as an ISO:9001, is an internationally-recognised standard for business management, which ensures that businesses are operating to the same quality standards when meeting customers' requirements. In response to candidate demand and the increased collaboration with governments around the world, Cambridge ESOL now has offices in Argentina, Brazil, China, France, Germany, Greece, India, Italy, Mexico, Poland, Russia, Spain, Taiwan and Vietnam.

Internationally we held 897 training workshops and seminars, and 171 other events including conferences, award ceremonies and exhibitions.

Reflections

We provide support for teachers and our partners worldwide through a number of media including: dedicated websites, downloadable materials, online teaching resources, face-to-face seminars, events and networking opportunities, video conferencing sessions, printed materials, and off-the shelf and bespoke training packages.

When the first exams were sat the presiding examiners travelled to exam centres to oversee the examinations and to observe classes being taught. The examinations were marked either by those presiding examiners or by local committees made up of school staff. These committees played a significant role in the running of the examinations until the early part of the twentieth century and provided a model of administration that could be easily replicated overseas.



Group Aim:

To pursue internal synergies to achieve economies of scale and maximise impact

Our programme of change to improve the effectiveness of how the Group uses technology goes from strength to strength. 'Advantage' began with the 'Framework' programme, now completed, which built a strong foundation to enable the diverse parts of the organisation to communicate their needs to our Information Services team and for them to work effectively together.

Advantage is developing and implementing new standards for how the Group carries out new

technology initiatives. These cover a range of disciplines including business planning, budgeting, information architecture and project management. The programme needs these standards as a springboard for moving forward but it is the values that staff follow when working with them that will determine whether they succeed or fail.

The Advantage programme is delivering a range of benefits to the Group: the corporate IS team focuses on the implementation and management of technology



solutions while the operating units focus on developing the strategic programmes that will move them forward.

The Corporate Board discussed Advantage Phase 3 and at year end were finalising the Programme of Work which builds upon what we have achieved so far.

Following the Group's decision to consolidate our printing and distribution operations on a single site, we have now been through a robust tendering process to select a new service provider to manage a new print facility at DC10. As a result, we have selected Océ (UK) Limited as our new service partner. This move will be phased over time and arrangements are in place to

make sure that quality and continuity of service are maintained. We hope to start building works at DC10 in August this year to accommodate the new print facility.

Following more resources being allocated to computer-based testing, our in-house online test delivery engine, Connect, now supports a wide range of the Group's qualifications. Our international business English certificates are being taken online in the thousands, we have run two very successful sessions for the first fully e-assessed GCSE, we had the highest number of computer-based entries for our bite-sized languages learning courses and our computer-based IGCSE Geography has been incredibly popular overseas.

Reflections

Initially, all the business was managed in the Secretary's room at the University. It wasn't until 1886 that we moved into our first purpose-built premises in Mill Lane, Cambridge. The two-storey building had cellars for 'various purposes' and a ground-floor front room for the three permanent clerks. Above were three rooms, a back room for meetings and two front rooms for the secretaries. Further expansion followed but it wasn't until 1965 that we moved to larger premises at 1 Hills Road. The Regent Street office opened in 1998 and 9 Hills Road in 2005.

The acquisition of the warehouse site at Duxford in September 2006 was a major achievement for the Cambridge Assessment Group. It enabled us to move all of our existing warehousing operations in Cambridge, which were spread across different sites, to one location, improving the efficiency of our operations. The 12 acre, state of the art, purpose-built space is split into two separate operations – exam script management and confidential and non-confidential despatch. It means that all of our warehousing, despatch, logistics, optical mark reading, and exam script management functions are now located on a single site, enabling us to provide a more efficient, joined-up service to the whole organisation and to our customers world wide.



Group Aim:

To ensure that staff have the right skills and to provide training and development opportunities

Cambridge Assessment takes seriously its role as a major contributor to society through the responsible development, management and delivery of assessments and qualifications around the world. Our mission is to provide high quality assessment services worldwide. To achieve this, we need our staff to perform at a high level.

Over the year, staff completed 3718 training days, through attendance at 1010 training events. Through these events, staff were able to experience a range of opportunities: from formal induction through focused IT and desktop training to a range of core and bespoke management and personal skills developments. Particular focus was given to raising awareness of Diversity, improving personal effectiveness and, on the technology side, providing IP Telephony training to support the rollout of this technology across the business.

Towards the end of the year we launched an on-line training portal to support our training and development initiatives through easy user access to event calendars and reference and support materials which complement our core programmes. We have also started to introduce e-learning to improve accessibility to training opportunities. This provision will grow during 2009 as we increase our blended learning and interactive provision.

In addition to the extension to the training portal we will be continuing to evolve our core programmes to help our staff further develop their personal skills. Of particular importance will be the introduction of development which focuses on team effectiveness, both in terms of the team manager and team members, and our extension of training to enhance the ability of our people to make best use of our bespoke technology.



Finally, there will be an increasing emphasis on the practical application of learning, from the event back into daily working lives. We will therefore be focusing on feedback and evaluation to inform us of priorities in this area.

We also have a commitment to sharing knowledge and this is done mainly via the Cambridge Assessment Network. The Network helps to create links between assessment professionals and it provides a programme of professional development in assessment and related issues through a comprehensive programme of conferences, seminars and courses.

The Cambridge Assessment Network continues to offer formal and informal professional development activities to people working in assessment, both within the Cambridge Assessment Group and externally. Overall attendance at Network events and courses increased by 43 percent over last year. This is made up of a 33 percent increase in staff attendees and a 54 percent increase in external attendees.

In particular, our 2007/08 course – Certificate in the Principles and Practice of Assessment – was offered in a new format for the first time. Most of the work is completed online with three Saturday day-schools per module. This has opened up attendance to people from around the education world and the varying experiences and knowledge brought to the course by participants have been of benefit to all course members. This year also saw the first set of students, including seven members of staff, being awarded their certificates.

We have also been encouraging, supporting and developing staff in the use of Personal Development Planning (PDP). A seminar was held entitled *Assessing Personal Development Planning – ideas and issues* presented by Dr Barbara Newland, Senior Lecturer in Educational Development at Bournemouth University.

The whole of the IS Business Analysis team passed the ISEB (Information Systems Examination Board) Consultancy Certificate – which is an excellent achievement.



Highlights 2007–2008

August 2007

In excess of 1.5 million exam scripts were successfully marked on-screen within the Cambridge Assessment Group. This included processing over 50,000 UK GCSE exam scripts per day.

September 2007

We announce that Cambridge Assessment will host the 34th International Association for Education Assessors (IAEA) conference in September 2008.

Leading Bangladeshi school, Scholastica, sign an agreement to move its 3,000 students to Cambridge International O Level, A Level and the Cambridge International Diploma for Teachers and Trainers.

October 2007

Cambridge ESOL launches a new website for candidates. The new Candidate Support website includes; summaries of what each paper of the exam involves, a 'support' section where candidates can download the *Information for Candidates* booklet and sample papers and testimonials from candidates.

November 2007

CIE continues to play a key role in enhancing the level of education in Malaysia by hosting its 4th International Teachers' Conference in Kuala Lumpur from 13–14 November.

December 2007

The first centre to run the new computer-based Cambridge ESOL for Work qualifications is Westminster Kingsway College, London. The tests developed in response to a UK Government initiative, are designed for people who need to use English to work in the UK.

January 2008

Pupils across the country experience exams 1858 style when they are visited by our '1858 teacher'. Pupils from Bristol Grammar School, Warwick School and Friends' School, Saffron Walden, are given a special lesson – using the original 1858 UCLES exam papers – by an '1858 teacher'.

Our archive exhibition began its tour by visiting 9 Hills Road, Progress House, Coventry, and DC10.



The Vice-Chancellor launches *Reflections on Teaching: Today and Tomorrow* at a 150th anniversary celebration in Delhi.

Nearly 100 staff attend the official opening by Group Chief Executive, Simon Lebus, of Cambridge Assessment's state of the art warehousing facility, DC10.

February 2008

We launch *Examining the World* on 11 February – the 150th anniversary of the day the Syndicate was officially established. The book was compiled using archive materials and input from consultants, previous and current employees, to commemorate and officially record the Group's heritage.



The Cambridge Assessment Network hosts a series of open seminars looking back at key moments in the development of school examinations in Cambridge, entitled *Cambridge Assessment 150th Anniversary: Who do we think we are?*

March 2008

The Archives Service hosts 'open days' in the new Archive Reading Room at 1 Hills Road. Staff are able to call in and find out more about what the service has to offer, and see some of the fascinating material that is being stored and carefully preserved as an important record for the future.

Cambridge Assessment Network hosts a seminar in Cambridge entitled: *The examinations syndicate from 1858 to 1949*.

April 2008

We are honoured by a visit from Cambridge University Vice-Chancellor Professor Alison Richard as part of our 150th anniversary celebrations. During her visit the Vice-Chancellor unveiled a time capsule box that will be placed in the Archives for future generations.

Around 70 delegates attend a major IT event hosted by Cambridge Assessment together with the East Anglia branch of the British Computer Society (BCS) and the International Institute of Business Analysis (IIBA), focusing on Agile methods. Speakers talk about the role of the business analyst in an Agile development environment and the benefits of adopting Agile practices.



Cambridge ESOL hosts the Association of Language Testers in Europe (ALTE) 3rd International Conference in Cambridge. ALTE Cambridge 2008 is a major multilingual event open to all professionals with an interest in language assessment and associated issues. The event, is a huge success, and more than 500 delegates attend.

CIE enters into a consortium with CAMFED, the Judge Institute and Goldman Sachs to develop a business and enterprise summer school for young women in Zambia.

May 2008

We host an international education attaché event in London on innovations in 14-19 education. More than 100 people including a host of international education attachés attend the event to hear five world-renowned speakers talk about education in their region.

The Cambridge Assessment Network delivers an International Study Programme. International delegates review best practice with us, share their experiences and debate the principles of assessment design and how we can carry these forward into practice.



June 2008

A series of free GCSE Changes Expo events are held across the UK by OCR to give teachers the opportunity to access important updates about changes to GCSEs.

July 2008

Three new Diploma lines of learning from OCR are accredited by the Qualifications and Curriculum Authority (QCA). These are in Business, Administration and Finance; Hospitality and Manufacturing and Product Design. Teaching will begin in September 2009.

1858 2008

Celebrating 150 years of assessment

The Cambridge Assessment Group is a department of the University of Cambridge and a not-for-profit organisation. We are the largest assessment agency in Europe and we play a vital role in both developing and delivering assessment across the globe. We offer qualifications through our three exam boards; Oxford Cambridge and RSA Examinations (OCR), University of Cambridge International Examinations (CIE) and University of Cambridge ESOL Examinations (English for Speakers of Other Languages).

Cambridge Assessment's 150th anniversary year has been very busy and successful and we have had an opportunity to reflect on the achievements of the past as well as thinking more about our strategies for the future. We continue to play a very important role in supporting the University's outreach mission and, in doing so, provide opportunities for more and more people to access the benefits of education. We look forward to the challenges that next year will bring and will continue to reinforce our position as a leading world authority on assessment.

The logo features the number '150' in a large, bold, blue font. A blue swoosh underline starts under the '1' and curves under the '5'. Below '150', the word 'YEARS' is written in a smaller, blue, sans-serif font. At the bottom, the years '1858-2008' are written in the same blue, sans-serif font.

All feedback and comments are welcome.

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To find out more about Cambridge Assessment please visit:

www.cambridgeassessment.org.uk

For more information about our three exam boards please visit:

www.ocr.org.uk

www.cie.org.uk

www.cambridgeesol.org

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

Image captions

1. 150th anniversary birthday balloons arriving at the Regent Street reception.
2. Cambridge Assessment's 1858 teacher, played by actor Kevin Hicks, with children from Bristol Grammar School.
3. The 150th birthday cake at the launch of our commemorative anniversary book, *Examining the World*.
4. Carol Keller from the University of the West Indies, Jamaica presenting the case of Trinidad & Tobago at Cambridge Assessment's *Education policy around the world: Innovations in 14–19 Reform seminar*, May 2008, as part of our 150th anniversary celebrations.
5. Delegates at Cambridge Assessment's *Education policy around the world: Innovations in 14–19 Reform seminar*, May 2008.
6. Delegates at an OCR Expo event 2007.
7. HRH the Duke of Edinburgh, Chancellor of the University, with John Reddaway, the Secretary, and Jim Jones, the Operations Manager, at the Syndicate in 1993 (UCLES Annual Review, 1993).
8. Delegates registering at Cambridge Assessment's *Education policy around the world: Innovations in 14–19 Reform seminar*, May 2008.
9. Home Economics examination at St Mary's School, Kuching, Sarawak, 1956 (M/P 1/6).
10. Students getting to grips with online assessments.
11. Pre-computerised examination processing in the 1950s. Photograph from Cambridge Assessment Archives Reference M/P 3/2. Photograph by Cambridge Daily News.
12. Delegates engrossed in a session at IAEA 2008.
13. OCR became one of the first awarding bodies in the UK to trial sending exam results to students by text message.
14. Students present projects using the latest digital media channels.
15. A level Performing Art students at Joseph Chamberlain College, 1989 (UCLES Annual Report, 1990).
16. Delegates joining in the medieval dancing before the IAEA 2008 gala dinner.
17. Offices of the West African Examinations Council, Lagos, 1964 (M/P 1/7).
18. Forklift truck at Cambridge Assessment's state of the art warehousing facility, DC10.
19. Bahamas examination room, 1948 (Cambridge Assessment Archives).
20. Staff, teachers and students celebrating 20 years of the Cambridge International GCSE (IGCSE) at a special anniversary event in 2005.
21. Members of the ESOL marketing team at the ALTE 2008 Welcome Reception.
22. Students studying science in Brunei (UCLES Annual Review, 1992).
23. International delegates enjoying the medieval dancing before the IAEA 2008 gala dinner at King's College.
24. Students from Farnborough Sixth Form College taking an online OCR examination using computer screen privacy filters.
25. Early examination processing: the punch card room at 1 Mill Lane in the late 1950s or early 1960s (M/P 3/2; photograph by Cambridge Daily News).
26. Delegates enjoying the ALTE 2008 Gala Dinner in the Great Hall at King's College, Cambridge.
27. The Cambridge Assessment Archives.
28. Cambridge University Vice-Chancellor, Professor Alison Richard, being served a taster of a 1957 style tea, in front of the *Practical Cookery in exams – research through the years* exhibition in 2008.



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