



Cambridge
Assessment

Annual *Review*

17–18

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Key facts

In 2017–18 the Cambridge Assessment Group:

Designed and delivered assessments to more than

8 million learners
in over
170 countries



Generated revenue of

£438 million



Made
80%
of our sales

outside the UK



Received more than

50 million



visits to our websites

Processed

74 million



examination items

Employed over

2,600 people
in more than
40 locations around
the world



Printed



408 million
sides

of confidential question papers

Scanned

31 million
images



for on-screen marking

The Group

We provide world-class qualifications, tests and digital tools and resources that give learners the confidence to demonstrate and fulfil their potential. A department of the University of Cambridge, we have the longest continuous history of any UK exam board and are the only one still wholly owned by a university.

We operate and manage three exam boards:



Cambridge Assessment English provides the world's leading range of qualifications for learners and teachers of English. Its mission is to help people learn English and prove their skills to the world.

Cambridge Assessment English works in more than 130 countries. Over five million people every year take its exams, which are recognised by over 24,000 universities, employers and governments.



Cambridge Assessment International Education prepares school students for life, helping them develop an informed curiosity and a lasting passion for learning. Its Cambridge Pathway gives students a clear path for educational success from ages five to 19.

More than 10,000 schools in 160 countries are part of the Cambridge learning community and Cambridge International is a trusted partner for governments in over 30 countries.



OCR (Oxford, Cambridge and RSA) is one of the UK's leading exam boards, providing a wide range of general and vocational qualifications to equip learners aged 14 to 19 and beyond with the knowledge and skills they need to achieve their full potential.

Each year, students achieve around one million OCR qualifications at 8,000 centres including schools, sixth form and further education colleges and training providers.

The Corporate Board

Group Chief Executive



Saul Nassé

Exam board Chief Executives



Jill Duffy
OCR (Oxford, Cambridge and RSA)



Christine Nuttall
Cambridge Assessment English (interim)



Michael O'Sullivan CMG
Cambridge Assessment International Education

Corporate Services Division



Liz Allan
Group Director, Human Resources



Bruno Laquet
Group Director, Infrastructure Services



Tim Oates CBE
Group Director, Assessment Research and Development



Jackie Rippeth
Chief Financial Officer

“The University has a mission to *contribute to society* through the pursuit of education and learning and it was just this sort of mission that saw the founding fathers of Cambridge Assessment come together in 1858. In the years since, it has grown into a *truly international organisation.*”

Vice-Chancellor's introduction

Don't we all have memories of taking exams – the butterflies in the stomach, the hushed exam hall, the invigilator saying “you can turn over your papers now”? Because assessment and education are something that are completely intertwined. Assessment allows us to demonstrate our learning and prove our achievement to others – and sometimes just ourselves.

The University has a mission to contribute to society through the pursuit of education and learning and it was just this sort of mission that saw the founding fathers of Cambridge Assessment come together in 1858 to create our first school leaving exams. The University subsidised the cost of running the first year to the tune of 10 per cent, and that close partnership continues to this day.

In the years since, the University of Cambridge Local Examinations Syndicate – as it was known then – has grown into a truly international organisation, designing and delivering assessments to more than eight million learners in more than 170 countries worldwide. It is the only awarding body still owned by a university, but is now much more than an exam board. It is a trusted partner to governments the world over, a leading figure in curriculum development, and home to the largest research capability of its kind in Europe. Increasingly it is exploring new horizons in education – whether it is harnessing the power of big data to help learners, or exploring digital alternatives to traditional paper-based exams.

I am delighted to be Chair of Cambridge Assessment's Syndicate and it is a position from which I observe first-



hand its continuing success. It has been another year of impressive growth financially for the Group but the year has also seen a milestone in its move to a new purpose-built global headquarters.

These premises, designed by the award-winning Eric Parry Architects and incorporating a public art project by the renowned artists Vong Phaophanit and Claire Oboussier, are a new landmark visible to those approaching Cambridge from the south. The building is just across the road from Cambridge University Press and these organisations' physical proximity is helping foster the perfect conditions for collaboration and closer working between the two.

Both organisations are governed by the new Press and Assessment Board (PAB), which, under the direction of the University's Chief Financial Officer, Anthony Odgers, is fundamental to increasing collaboration, ensuring we make the most of opportunities to increase educational impact and value to learners.

Lastly, I must thank my immediate predecessor as chair of Cambridge Assessment's Syndicate, the former Vice-Chancellor Sir Leszek Borysiewicz. I would also like to formally welcome new Syndicate members Dr Sue Swaffield and Professor Sarah Worthington. I look forward to continuing to work with them, as well as the existing members and the PAB, in furtherance of our educational mission.

Professor Stephen Toope
*Vice-Chancellor of the University of Cambridge
and Chair of Cambridge Assessment's Syndicate*

Group Chief Executive's introduction

People often say that in education the one constant is change. And this has been a year of change for Cambridge Assessment – exciting, positive change. It's a year that's seen our Cambridge teams move into a new home. A year in which we've said goodbye to my predecessor Simon Lebus after 15 years at the helm. But above all, it's been a year when we have enjoyed six per cent growth in revenue, and in which we have begun to embrace an exciting digital future.

I write this from my desk in Triangle, our new Cambridge base. The achievement in moving more than 2,000 people here, just before our big summer exam season, can't be overestimated. We have realised our vision of a collaborative powerhouse, of a modern new home that will energise our teams to deliver more for learners than ever.

One of the first things I did when I was appointed Group Chief Executive was to meet teachers and learners in the UK, the USA, Singapore and Pakistan. I already knew how much our English exams meant to people having worked in Cambridge English for four years, but to see the impact of our OCR and Cambridge International products has been wonderful. Cambridge is a byword for educational excellence, and Cambridge Assessment makes that a reality for millions of students around the world.

We're working hard to make sure that we live up to the widest sense of what Cambridge means to our learners. You'll read in the following pages how fundamental collaboration is to us – collaboration with Cambridge University Press, the faculties and the wider University.

As Stephen Toope, our Vice-Chancellor, writes on the previous page, we are now in a new era of alignment, governed by a new Press and Assessment Board which is really enabling us to drive educational impact and value to learners.

Just a word about our future journey too. In my first week I, together with the Corporate Board, kicked off a process to review our global strategy. We want to make sure that, no matter how the world changes, we continue to innovate and deliver for learners. Whether it's a five-year-old in America starting out on the Cambridge Pathway, the Ivy League-bound Indian teenager studying for IELTS or the UK college student taking a Cambridge Technical, we want to create an experience that feels relevant in the modern world. An experience that stimulates a lifelong learning relationship with Cambridge.

All our customers, stakeholders and learners have a key role to play in our organisation, so do drop me a line. Tell me what you like about Cambridge Assessment, what you don't like, what we could do better, what we're doing well. It would be great to hear from you.

And let me finish by saying thank you to all our customers, stakeholders and learners. Thank you for choosing us, thank you for putting your trust in us. I hope our qualifications and learning tools have given you the confidence to demonstrate and fulfil your or your learners' potential. Best wishes for another great year of learning.

Saul Nassé
Group Chief Executive, Cambridge Assessment



“Cambridge is a byword for *educational excellence*, and Cambridge Assessment makes that a reality for millions of students around the world.”

Global growth

It has been a very successful year, one of continued strong growth internationally. In the year covered by this report – August 2017 to July 2018 – we have generated revenue of £438m, up by six per cent on last year.

That growth has been driven in particular by increasing demand for IELTS (International English Language Testing System), the high-stakes English test for study, migration or work that is jointly owned by Cambridge Assessment English, the British Council and IDP: IELTS Australia. More than three million tests were taken in the past year, with demand growing particularly strongly in India and Canada.

It was also a successful year for Cambridge English Qualifications, with increasing entries across the world for the full range of English language exams from A2 Key to C2 Proficiency, as well as Pre A1 Starters, A1 Movers and A2 Flyers, a series of fun and engaging activity-based English language exams.

During the year, the Nursing and Midwifery Council and the General Medical Council, which regulate medical professionals in the UK, announced along with their counterparts in Ireland, that they would recognise the Occupational English Test (OET). Run jointly by Cambridge English and Australia's Box Hill Institute, OET is designed specifically for healthcare professionals and was already recognised by authorities in Australia, Dubai, New Zealand and Singapore. It is available every month in more than 100 locations in 40 countries around the world.

“Growth has been driven in particular by increasing demand for IELTS, the high-stakes English test for study, migration or work.”

Welcoming the announcement, OET Chief Executive Officer Sujata Stead said: “What sets OET apart from other tests is that it is designed for healthcare.”

A study published in April 2018 highlighted the continuing importance of Cambridge English's CELTA (Certificate in English Language Teaching to Adults). The analysis of 600 English language teaching job advertisements in more than 60 countries showed that CELTA is requested by nearly 72 per cent of employers in Europe, the Middle East and Africa.

Indeed, recognition of qualifications and tests from Cambridge English as a whole continues to increase, with more than 1,100 new organisations signing up in 2017–18, including big names such as HSBC, Airbus, Renault, Calvin Klein and Schweppes. Higher education institutions joining the list included Harvard College and Wellesley College in the USA, the University of Ottawa in Canada and France's École Polytechnique – the latter becoming the 8,000th institution to recognise the leading English qualification C1 Advanced. In all, Cambridge English Qualifications are now recognised by over 24,000 universities, employers and governments.



Sturtt/Cetty Images

Cambridge Assessment International Education also grew strongly, with total entries up by eight per cent internationally on June 2017. Globally, over half a million students took Cambridge IGCSE, O Level and International AS & A Level exams this year and will now be planning their next steps into further education or the world of work. There has also been a six per cent growth in the number of schools internationally which offer Cambridge programmes.

Both our international exam boards rebranded in September 2017, Cambridge International Examinations changing to Cambridge Assessment International Education (or Cambridge International for short) and Cambridge English Language Assessment changing to Cambridge Assessment English (or Cambridge English for short). For Cambridge International, the name change reflects its broader education remit beyond exams. The exam board is not just a trusted provider of qualifications but a partner for schools and governments as they improve education and learning. Cambridge International also chose a new name – Cambridge Pathway – to represent its offer from the beginning of primary school at age five through to the end of secondary education at 18 or 19. The Cambridge Pathway gives schools a flexible curriculum with clear progression at each stage.

For Cambridge English, its new brand is rooted in its purpose: to help people learn English and prove their skills to the

world. It also reflects how Cambridge English is part of Cambridge Assessment, and able to benefit from its 160 years of expertise as well as its status as a department of the University of Cambridge.

A major driver for the rebrand for Cambridge English was making its wide and varied portfolio of products clear, so it has also started the process of simplifying the way it presents its exams. To make the progression from one exam to another easier to understand, it introduced the Common European Framework of Reference (CEFR) level attached to each exam's name, with for example, Cambridge English: First (FCE) now known as B2 First.



**MICHIGAN
LANGUAGE
ASSESSMENT**

Also rebranding was our Admissions Testing Service, which is now called Cambridge Assessment Admissions Testing, and so too was Cambridge Michigan Language Assessment (CaMLA), a joint venture between the University of Michigan and Cambridge English. CaMLA is now known as Michigan Language Assessment, a name which has been developed to better reflect its 65-year history as a leading developer of American English language tests.

7

Delivering learning

It was another busy year for our UK exam board OCR in which it marked nearly one million GCSE exam papers and nearly 600,000 AS and A Levels in summer 2018 alone.

New, reformed GCSEs in a further 16 subjects, introduced into classrooms in autumn 2016, were examined for the first time in summer 2018. The previous summer saw results for the first GCSEs in English Language, English Literature and Mathematics move from the old A*–G grades to the new 9–1 grading system. This summer, they were joined by subjects including Computer Science,

Chemistry, Physics, Geography and History as well as a new double award Combined Science GCSE.

It has been a particularly good year for OCR's Cambridge Nationals qualifications. Full-time vocational qualifications that are equivalent in size to GCSEs, Cambridge Nationals are available in a range of subjects and provide an excellent start for vocational study, enabling progression to further study or apprenticeships. All OCR's Cambridge Nationals submitted to England's Department for Education have been included in 2020 performance tables. In total, more than 77,000 students were entered for Cambridge Nationals in 2018, 300 per cent up on last year.



Two students from University Technical College Sheffield who took up places at the University of Cambridge using Cambridge Technicals in Engineering qualifications.



Sturdi/Getty Images

“Research accumulated over 10 years highlighted our BioMedical Admissions Test’s ability to predict exam results and future performance and importantly showed that it can support the goal of widening access to medicine.”

Demand for Cambridge Technicals, OCR’s vocational alternative to A Level, has grown too. These qualifications, aimed at students aged 16 and over, are designed with the workplace in mind. Over 23,000 students achieved a Level 3 Cambridge Technical this year, up 12 per cent on 2017.

We already know that students who take Cambridge Technicals are successful at progressing to apprenticeships or employment, but research we published in March 2018 showed that the qualification is also useful for getting into university. The research tracked approximately 7,500 students and found that over 95 per cent received at least one offer from higher education (HE) institutions and over 86 per cent were accepted onto an HE course. One example is two students from University Technical College Sheffield who took up places to study Engineering at the University of Cambridge with Cambridge Technicals in Engineering qualifications, alongside A Levels in Maths, Further Maths and Physics.

Meanwhile OCR’s Functional Skills range continues to prove popular, with reformed versions of the qualifications currently on track for first teaching in September 2019. OCR has been at the forefront of this reform work and, following research on ‘real-life’ assessments, aims to make its new qualifications available to schools and colleges for planning from spring 2019.

OCR is also engaging closely with new T Levels in the UK, sharing its historical expertise in this area of vocational education. OCR has set out some principles for success, including the need for clarity of purpose, setting the bar high, focusing on quality not quantity and keeping things under review.

Cambridge Global Perspectives, a unique and innovative skills-based programme, is Cambridge International’s fastest growing subject at Cambridge IGCSE and Cambridge International A Level, and this year saw it introduced at Cambridge Primary and Lower Secondary. Underpinned by educational research with the University of Cambridge Faculty of Education, the programmes were successfully piloted by more than 40 schools around the world for two years prior to launch. This new development means Cambridge Global Perspectives is now available at every stage of the Cambridge Pathway.

Cambridge Assessment Admissions Testing also enjoyed a good year. Educational institutions, professional organisations and governments around the world rely on its tests and expertise in assessment, while its network of centres in over 150 countries allows applicants to take the test wherever they are in the world.

In September 2017 Cambridge Assessment Admissions Testing published research into its BioMedical Admissions Test (BMAT). The findings, accumulated over 10 years, highlighted the leading university admission test’s ability to predict on-course exam results as well as future course performance and importantly showed that it can help support the goal of widening access to medicine.

Supporting educators

Cambridge Assessment International Education is providing Cambridge schools with ever-increasing support, not just in the form of widely recognised, quality examinations, but in a host of other areas around the curriculum and the teaching of it. A new range of School Improvement services has been launched to help Cambridge schools worldwide review their performance and identify ways they can become more effective. And a set of Cambridge School Leader and Teacher Standards has been launched which defines what Cambridge International believes to be the key characteristics and practices of effective teachers and school leaders.

The flagship Cambridge Schools Conferences are an important forum for Cambridge teacher Continuing Professional Development. In June 2018, for the first time ever a Cambridge Schools Conference was held in the United States, reflecting the rising demand for Cambridge programmes among US schools. Over 400 teachers and school leaders from 35 countries took part in an exciting and inspirational two days in Miami, exploring the theme 'Learning and achievement for all'. Similar conferences were also held in Dubai and Cambridge – the latter attracting delegates from over 44 countries.

Education conferences were also held in Pakistan and China, attracting teachers and school leaders from more than 240 Cambridge schools. The Pakistan conference, held in Lahore, explored the theme of 'Measuring what matters: understanding and improving educational impact' while the China conference, in Qingdao, saw delegates joined by representatives from higher education institutions in China, Japan and the USA.

Pictured below:
Michael O'Sullivan, Chief Executive, Cambridge International at a Cambridge International conference in Pakistan.



Dr Jing Zhao,
Regional Director,
East Asia, Cambridge
International
at Cambridge
International's
China conference.

Delegates at the Cambridge Schools Conference in Cambridge which explored the theme 'Learning and achievement for all'.



Cambridge International also refreshed its Cambridge Professional Development Qualifications (Cambridge PDQs), revising all four syllabuses and developing a new entry-level qualification for teachers. It has sharpened the focus on teaching strategies, and has highlighted research into metacognition, which supports teachers' understanding of how students learn.

Meanwhile Cambridge Assessment English took part in a major conference for leaders in international education. Dr Daniel Brooker from Cambridge English told Going Global 2018 in Kuala Lumpur, Malaysia, that the three key trends in the higher education sector were internationalisation of universities, globalisation of the workplace and the importance of English language skills.

This year a record number of delegates took part in the Cambridge International Study Programme, a course built to provide a complete guide to the processes involved in the design and delivery of valid and robust examinations. Delegates from 16 different countries and four continents took part in the course which is run by the Cambridge Assessment Network and specifically designed for individuals who work for an educational body or an exams provider outside the UK.

The Network also staged its unique Leadership in National Assessment course, attracting delegates from a variety of backgrounds including The Aga Khan University in Pakistan, the Ministry of Education in Malaysia and Arizona State University Preparatory Academy in the USA. Topics on the course this year included system disruption, the place for national policy, innovation, and opportunities and risks in education.



Pictured above and below: delegates on the Cambridge International Study Programme, run by the Cambridge Assessment Network.





More than 400 delegates from across the UK attended conferences held by our UK exam board OCR to explore the latest developments in vocational qualifications. The format of the events allowed delegates to explore their individual subject areas in detail, with OCR's subject, development, resources and support teams on hand to provide all the information needed to plan and teach OCR's vocational qualifications with confidence. Delegates were full of praise for the events, with one saying it was "a great opportunity to meet other teachers who deliver the subject and share ideas and good practice".

OCR is making significant changes to the way it supports teachers delivering its qualifications, and a key part of this is improving examiners' reports. Teachers and students value these reports by senior examiners which provide an overview of how students performed in exams, followed by a question-by-question analysis of responses. They help identify the strengths and weaknesses in students' answers and provide guidance for future teaching and learning practices. The new examiners' reports are produced in a clearer style, with constructive feedback and a framework using questions from the exam paper. OCR published new-style reports for a raft of AS, A Level, GCSE and Cambridge Nationals subjects in summer 2018, and remaining subjects will follow over the next couple of years.

Pictured above and below: delegates and staff on the Cambridge Assessment Network's annual Leadership in National Assessment course.



The Cambridge Schools Conference saw delegates from 44 countries explore a packed programme of workshops and keynote speeches.



One Cambridge



Once again this year, Cambridge supported the world's largest gathering of education and skills ministers at the Education World Forum.

While the Syndicate remains the governing body for Cambridge Assessment, it has delegated its powers to the Press and Assessment Board (PAB) which began operating formally in June 2017. The PAB, chaired by the University's Chief Financial Officer, Anthony Odgers, is responsible for setting overarching strategic direction, agreeing major investment decisions, as well as maximising value and impact through better alignment of Cambridge Assessment and Cambridge University Press with each other and with the academic University.

And indeed collaboration continues to grow, a good example being in the world of English language learning. Cambridge Exams Publishing, a joint initiative between the Group and the Press to develop official preparation materials for Cambridge English Qualifications, celebrated its sixth year of operation, showing strong growth.

Another example is the Education World Forum, the world's largest gathering of education and skills ministers which was held in London in January 2018. Cambridge International, Cambridge English and Cambridge University Press supported the event as a platinum partner under the over-arching Cambridge brand. It was a tribute to the importance of this event that England's then newly appointed Education Secretary Damian Hinds chose it to give his first speech since taking up the role. His talk hailed the potential of technology to cut teacher workload.

In March 2018 we marked the halfway point in the development of the Cambridge Mathematics Framework. The project, a cross-University collaboration involving the

Faculties of Maths and Education, Cambridge University Press and Cambridge Assessment, aims to reimagine mathematics education from three to 19, using a transparent, collaborative and evidence-led process. To mark the milestone, we held a symposium at the British Academy in London at which dozens of representatives from the maths community heard how the project has made "fantastic progress". Three key themes linked to the development of the Framework were addressed at the symposium – curriculum, digital and assessment – with a number of the speakers joining from abroad via video link.

Elsewhere, we teamed up with researchers at the University of Cambridge's Faculty of Education to analyse the effectiveness of a Massive Open Online Course (MOOC) which is run by experts from across Cambridge Assessment. The analysis found that Teaching Your Subject in English – a free course for secondary school subject teachers who deliver lessons in English but do not have it as their first language – has positive effects on learning.

Meanwhile, the Master's-level qualification in educational assessment and examinations which we offer in partnership with the University of Cambridge Faculty of Education goes from strength to strength. Now in its fourth year, the Cambridge Postgraduate Certificate in Educational Assessment and Examinations was studied in 2017–18 by nearly 50 educational professionals.

Cambridge English, Cambridge International, Cambridge University Press and the University of Cambridge Faculty of Education are also continuing to collaborate on education reform projects in for example Kazakhstan and Oman, working together as a coherent partner to help countries improve their education systems.



“In March 2018 we marked the *fantastic progress* of the Cambridge Mathematics Framework, a cross-University collaboration which aims to reimagine maths education from three to 19.”

Leading research

Each and every learner benefits from our research, which is at the heart of all our qualifications and education programmes. Once again this year our research made headlines both here in the UK and abroad. Virtually every UK national newspaper covered research by Tom Benton from our Research Division into how many students might get a 'clean sweep' of GCSEs graded 9. His prediction that between 200 and 900 might get eight or more grade 9s proved to be accurate, with the England exams regulator confirming that 732 got seven or more grade 9s across all reformed subjects.

There was widespread coverage too for research by Dr Benton into how much students should write in GCSE and A Level exams to gain the best marks. He found a kind of 'Goldilocks effect' in that students should neither write too much nor too little. One teacher, Alex Quigley, Director of Learning and Research at Huntington School in York, paid tribute to the research, saying that it was an "excellent and useful" guide for teachers and students which was "full of fascinating insights".

Our researchers presented at a number of major conferences held throughout the year. These included the European Conference on Educational Research (held in Copenhagen, Denmark, in August 2017); the British Educational Research Association conference (held in Brighton, UK, in September 2017); the International Association for Educational Assessment conference (held in Batumi, Georgia, in October 2017); and the Association for Educational Assessment – Europe conference (held in Prague, Czech Republic, in November 2017).

Our people also presented at a number of major edtech events throughout the year. These included OEB Global (Online

"Each and every learner benefits from our research, which is at the heart of all our qualifications and education programmes. Once again this year our research made headlines both here in the UK and abroad."



Our research found a 'Goldilocks effect' in writing for GCSE and A Level English Literature.

Educa Berlin) in December 2017 and SXSW (South by Southwest) held in March 2018 in Texas, USA.

In addition, the Cambridge Assessment Network, our training and professional development division, staged three major seminars featuring leading figures in the field of education. The first was in October 2017 and featured education explorer Lucy Crehan. Lucy, whose book *Cleverlands* chronicles her experiences observing the best educational practice around the world, talked about how there are three key features of the world's top-performing education systems: teacher collaboration; additional support; and mastery curricula and approach.

Our second seminar, in March 2018, saw computer scientist Simon Peyton Jones and teacher trainer Miles Berry talk about Project Quantum, an initiative which gives teachers and students access to a vast bank of multiple-choice questions to use in teaching computing,

Below: Lucy Crehan spoke about her experiences observing the best educational practice around the world.



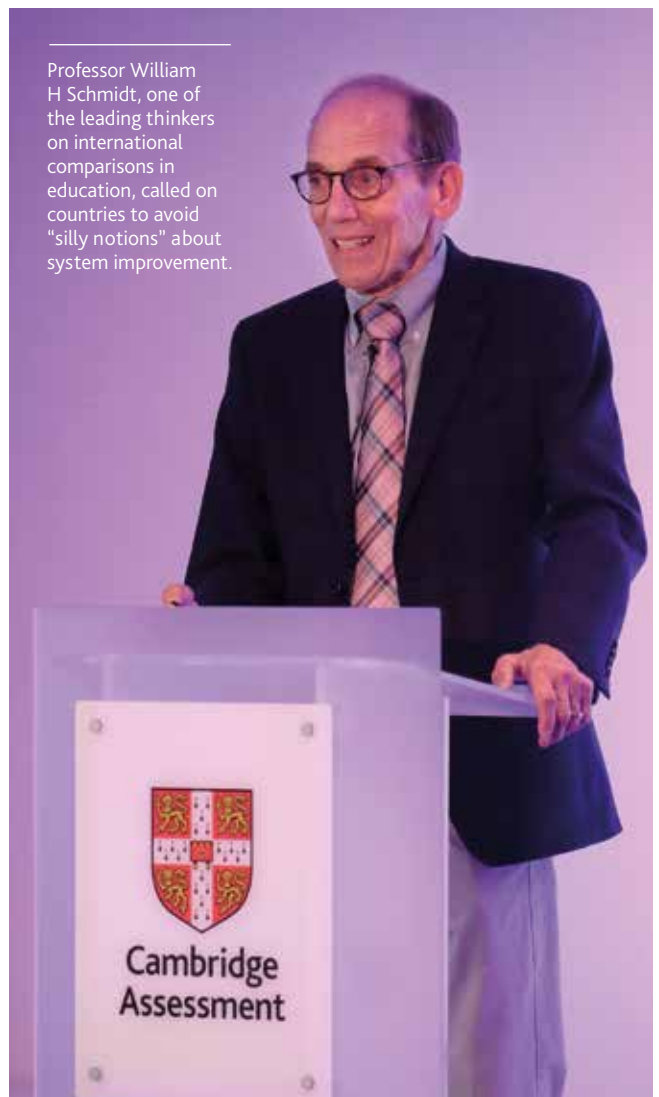
Below: Cambridge Assessment's Tom Benton, whose research into the reformed GCSE grade 9 was covered by virtually every UK national newspaper.



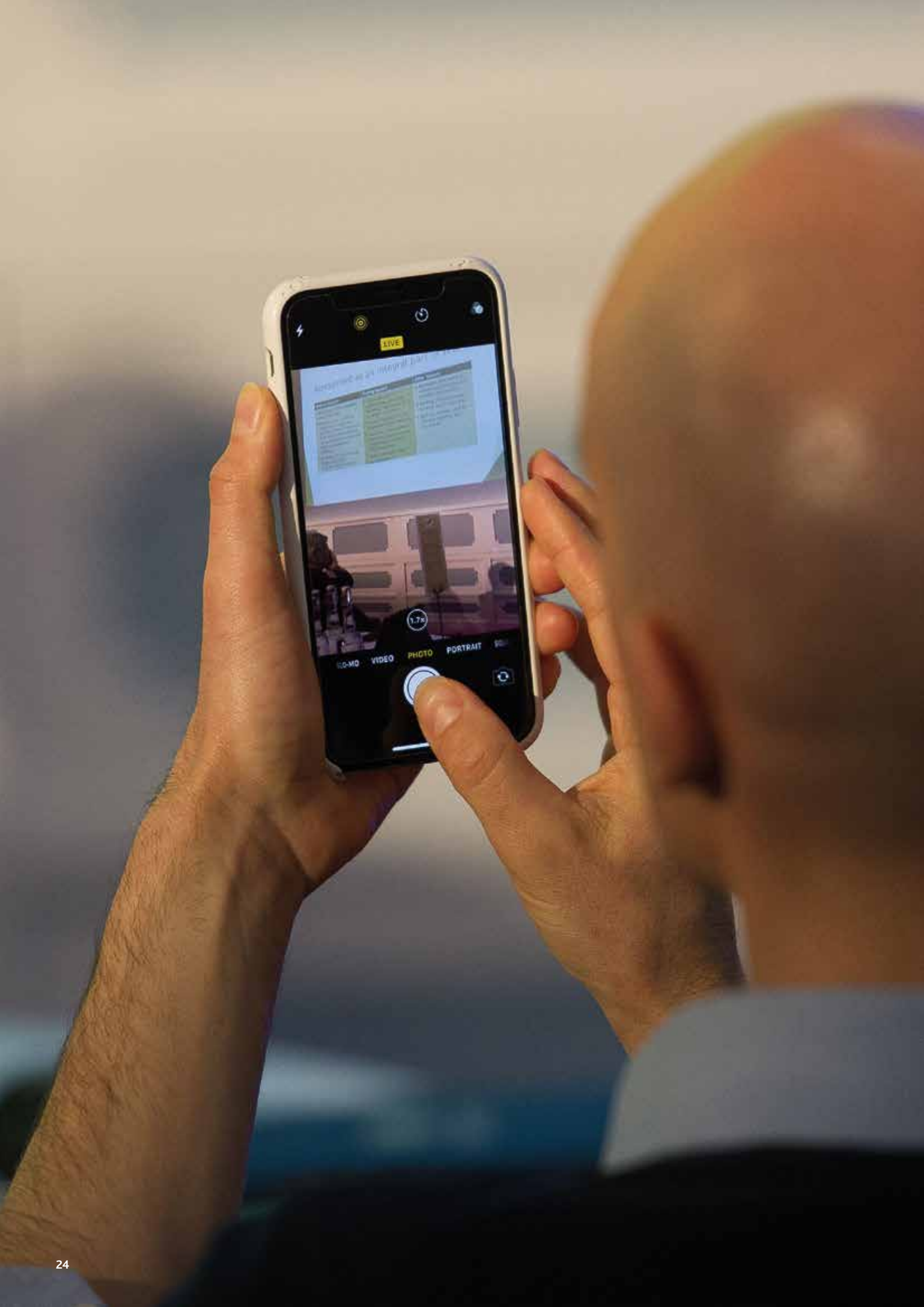
Computer scientist Simon Peyton Jones talking about Project Quantum, an initiative which gives teachers and students access to a vast bank of questions to use in teaching computing.

a subject that in England is now taught to every child, at every level from primary onwards. The project is the result of collaboration between Microsoft, Google, leading UK technology firm ARM Holdings, as well as Cambridge Assessment and Durham University's Centre for Evaluation and Monitoring.

The third seminar was held in May and saw one of the leading thinkers on international comparisons in education call on countries to avoid the "silly notion" that there is a "holy grail" when it comes to system improvement. In his talk – in fact the first lecture to be held at our new global headquarters, Triangle – Professor William H Schmidt pointed to Finland as an example of where policy borrowing should have been avoided. He said if policy makers wanted to learn lessons from the best, they should look at the deeper common characteristics of those countries that are continuously at or near the top of international rankings, such as Japan, Singapore and Korea.



Professor William H Schmidt, one of the leading thinkers on international comparisons in education, called on countries to avoid "silly notions" about system improvement.



Developing digital

Under our new Group Chief Executive Saul Nassé we are accelerating our move to digital, recognising that as educators it is important to be more creative than ever to serve our students well.

One key development in the digital arena is Linguaskill, an online test which is designed to give organisations and universities a fast and convenient measure of a student's English language ability. Launched in November 2017, the test is already proving popular in different sectors in countries such as Mexico, Oman, Poland, Russia, Saudi Arabia, Switzerland, Thailand and the United Arab Emirates.

The Quiz Your English app, run by Cambridge Assessment English, goes from strength to strength. It allows language learners around the world to go head-to-head in an English language quiz. The latest figures show that nearly five million games have been played on the app, which is now being launched into new countries including China. Meanwhile, Write and Improve, a big-data-powered product that allows students to choose a topic, write about it in English and get instant feedback continues to grow in popularity.

Cambridge English also continues to enjoy a strong partnership with FutureLearn, the UK's Open University e-learning offshoot. The latest development is a Massive Open Online Course (MOOC) designed to cater for the growing worldwide popularity of teaching English online. The course aims to equip teachers with the skills, knowledge, digital tools and resources needed to design and deliver effective online English lessons.

Below: The consultancy arm of Indian multinational Tata Group signed a major agreement to administer Cambridge's computer-based Business English certificates.



Another key digital development was our tie-up with the leading language learning app Babbel. Released in October 2017, the Babbel English Test allows adult learners of English to assess their listening and reading skills online from level A1 (beginner) up to and including B1 (intermediate). Test takers earn a certificate of achievement, which can be downloaded and used to demonstrate English skills or even just to warm up for an exam. Launching the test, Thomas Holl, founder and Chief Strategy Officer at Babbel, said: "We are immensely proud to partner with Cambridge English, the biggest and best name in language assessment."

May 2018 saw the signing of a major agreement with the consultancy arm of Indian multinational Tata Group. Under the deal with TCS iON, Cambridge English is leveraging the

“Over the last few years we and our IELTS partners have made *substantial progress* in offering computer-delivered versions of the popular test. With computer-delivered IELTS there are more test dates available, test takers can choose a time *convenient for them*, and they will receive their results in five to seven days.”



company's extensive, high-stakes assessment capability to deliver computer-based Business English qualifications to many more people across India.

Over the last few years we and our IELTS partners have made substantial progress in offering computer-delivered versions of the popular test. With computer-delivered IELTS there are more test dates available, test takers can choose a time convenient for them, and they will receive their results in five to seven days. We believe the move provides more options to our test takers and stakeholders, while retaining all of the test's current security, trust and integrity. In March 2016 we and our IELTS partners launched computer-delivered Secure English Language Tests (SELTs) and then in November 2017 we successfully launched non-SELT qualifications.

Our training and professional development division is also innovating, in January 2018 launching a new, online course designed to introduce the principles of assessment. A101 is provided by the Cambridge Assessment Network and covers validity, reliability, fairness, standards, comparability, practicality and manageability of assessment. The inspiration for the name comes from a course run by the UK's Open University in the late seventies, which provided a complete foundation in the social sciences. Since A101's

launch, hundreds of learners from a range of educational backgrounds and 55 countries worldwide have completed the nine-week course.

And in early summer 2018 Cambridge Assessment International Education announced that on-screen versions of its Cambridge Lower Secondary Progression Tests had gone live following successful trials. The new on-screen tests in English, mathematics and science are for students aged 11 to 14. Cambridge International is not planning to remove paper-based options, which are still valued by many schools, but instead to provide on-screen alternatives.

Cambridge International also successfully launched a School Support Hub, a secure online site for teachers where they can more easily find the resources needed to deliver Cambridge programmes. This includes schemes of work, past papers, mark schemes and examiner reports.

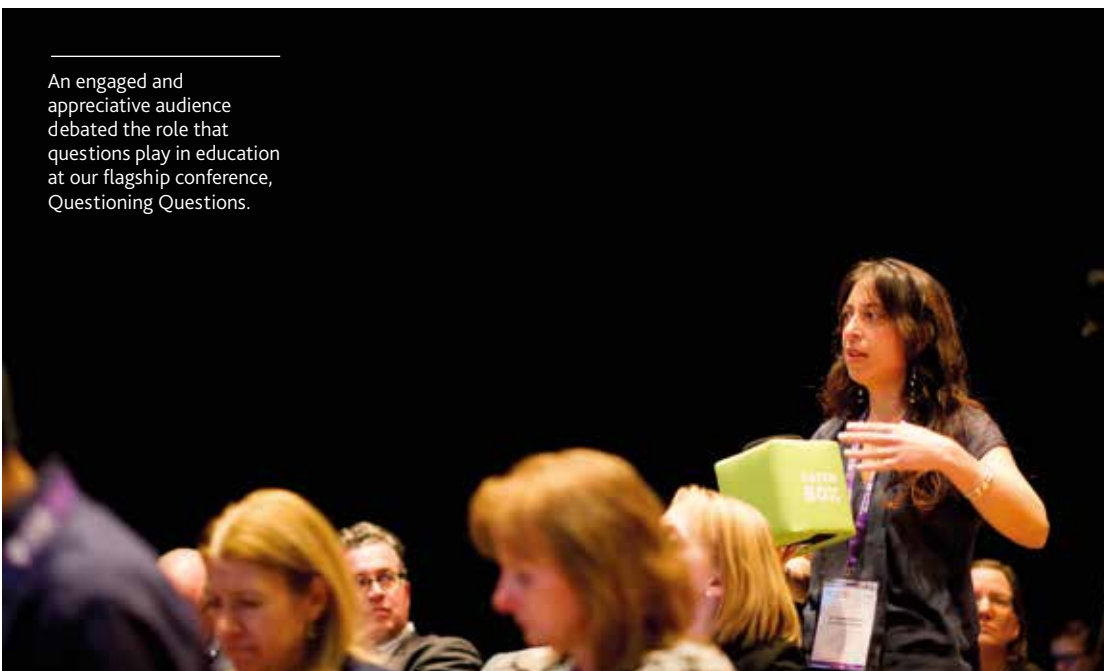
Cambridge International also continued to add more subjects to its Resource Plus range, a collection of online teaching and learning resources to support the delivery of key topics and skills across popular Cambridge IGCSE and International A Level subjects. They are designed to help teachers explain concepts that can be difficult for learners to understand.

Informing debate

Governments should avoid the temptation to “cherry pick and policy borrow” from successful education systems, our Group Director of Assessment Research and Development told a major event in September 2017. Tim Oates CBE, the architect of the overhaul of the National Curriculum in England, was speaking at the launch of A Cambridge Approach to Improving Education, the result of a broad-based study of educational improvements across a range of jurisdictions. The Cambridge Approach, the latest in a series, is designed to guide thinking on policy formation and help governments take a more comprehensive view of the forces and factors at work in education systems.



An engaged and appreciative audience debated the role that questions play in education at our flagship conference, Questioning Questions.



Above: Delegates explored the theme 'Learning and achievement for all' at the Cambridge Schools Conference in Cambridge.

Over 1,000 people took part in our flagship conference in autumn 2017 which explored the fundamental role that questions play in education. An engaged and appreciative audience heard from education experts including Daisy Christodoulou from online engine No More Marking and Professor Bill Lucas, co-chair of a review into how creative thinking might be assessed in the Pisa (Programme for International Student Assessment) tests.

Meanwhile, Cambridge Assessment English celebrated the European Day of Languages in September 2017 with a seminar in the European Parliament entitled 'Multilingualism & Language Diversity'. At the event, co-hosted by three Members of the European Parliament, Cambridge English articulated its belief that multilingualism is a vital asset for individuals, organisations, nations and the world as a whole.

Cambridge English came together with Cambridge Assessment Admissions Testing and OET (Occupational English Test) to co-host an international conference in Malaysia which brought together representatives from organisations in Asia, Australasia and Europe to share best practice in assessing healthcare students and professionals. From Admissions to Employment: Optimising the Healthcare Sector in Asia was held in Penang in November 2017 and focused not only on the recruitment and training of healthcare professionals, but also the future of this ever-changing field.

The Group continues to sponsor the UK All Party Parliamentary China Group, and celebrated the Chinese New Year in February 2018 at an event attended by the Chinese Ambassador, His Excellency Liu Xiaoming. The Ambassador talked about the UK and China working and growing together, with the relationship now classed as 'Golden Era 2.0'.



Above: Traditional dancers entertained delegates at the Optimising the Healthcare Sector in Asia conference in Penang, Malaysia.



Left: The Chinese Ambassador, His Excellency Liu Xiaoming, speaking at an event held by the Cambridge Assessment-sponsored UK All Party Parliamentary China Group.

Our UK exam board OCR brought together key figures from the education world in April 2018 to discuss the changing curriculum in England for 16 to 19-year-olds. Recent years have seen numerous changes to the education landscape in England, and the forum provided the opportunity to hear from figures including Bill Watkin, the Chief Executive Officer of the Sixth Form Colleges Association, Catherine Sezen from the Association of Colleges and Carys Fisher from UCAS (the Universities and Colleges Admissions Service).

OCR has also been helping to inform the debate around science practicals in the UK. At the start of the A Level science reform process in the UK, Cambridge Assessment and OCR argued for a change to the practical assessment model, moving away from coursework. Research published by OCR in autumn 2017 showed that the new model is working well in the UK, with 72 per cent of teachers agreeing or strongly agreeing that the new assessment model was supporting the breadth of practical work.

Our international exam board also continues to help inform stakeholders in higher education, meeting annually with a council consisting of admissions staff from leading US universities. Twelve institutions make up the group including Massachusetts Institute of Technology and Columbia University. As well as advising on issues relating to university admissions, the Council also informs the development of Cambridge programmes ensuring they foster the skills needed for higher education.

And in December 2017, Cambridge International held a one-day conference in Dubai which brought together representatives from ministries of education in the Middle East and North Africa region. Sessions explored the use of data in improving educational outcomes, and approaches to embedding change in education systems.



Above: Min Qu, Cambridge Assessment English's Regional Director East Asia, pictured with UK Prime Minister Theresa May on a trade visit to China.

Below: Admissions staff from 12 leading universities met in Cambridge to advise on extending recognition of Cambridge qualifications in North America.





“A *new model* for science practical assessment advocated by OCR and Cambridge Assessment is *working well*, according to research published in the autumn.”

Trusted partners

Cambridge Assessment works closely with more than 50 ministries of education around the world, with some relationships going back half a century or more. Our partners are on every continent and across a range of social and economic settings.



Case study: Mexico

In July 2017 Mexico announced ambitious plans to turn the country bilingual. Cambridge Assessment English is helping synthesise and implement the plan, which involves the near-40 million children at school in Mexico and its near-two million teachers. Speaking at the annual Association of Latin American British Cultural Institutes conference, Cambridge English's Chief Executive said: "Finding a way to upskill teachers who will in turn upskill students is going to require imagination and commitment and I could certainly feel both of those at meetings we have had with several wings of the Mexican government. I am really excited we're part of the project."



Case study: France

In February 2018 French Prime Minister Édouard Philippe announced plans to offer internationally recognised English language qualifications, as part of the government's strategy to boost exports. In a speech to management students in Lille, M. Philippe stressed that improving language skills is essential to reversing the country's long-standing trade deficit. Acknowledging that English is the 'first language' of globalisation and an essential life skill, the Prime Minister announced that the French state will fund English language qualifications for French students and Cambridge English has been awarded a contract to develop and deliver these.



Case study: Malaysia

Work began with the Malaysian Ministry of Education in 2013 on an evidence-based benchmarking study to evaluate the learning, teaching and assessment of English in schools. An integrated approach to reform and align curricula, learning materials and national assessments has yielded impressive results, especially in terms of teacher development, which forms an important role in supporting the integration of English language reforms into an education system. More than 800 master trainers trained to date have in turn trained 26,500 teachers on initiatives from learning materials adaptations and design, to formative assessment and curriculum implementation.

"In Malaysia, more than 800 master trainers trained to date have in turn trained 26,500 teachers on initiatives from learning materials adaptations and design, to formative assessment and curriculum implementation."



Case study: UK

In January it was announced that OCR has been chosen by the UK's Ministry of Justice as the exclusive provider of ICT qualifications to adult learners in England's prisons from August 2018. Prison learning is an important sector that OCR supports and understands well, and as a result the majority of prisons in England already use OCR qualifications. The contract reflects the breadth of OCR's Computing qualification range, which includes ICT, Digital Literacy and Computer Science. Peter Canning, OCR Product Director, said: "We are delighted to be able to bring our expertise to make sure ICT qualifications can be delivered as easily as possible with a package of flexible and high-level support. It's vital that prisoners have the opportunity to develop their ICT skills and have their learning recognised."



Case study: Kuwait (World Bank)

In February 2018 Cambridge International's Education Services team was delighted to hear that it had won its first World Bank tender.

This is for a curriculum review project in Kuwait and the team will work on this with support from our Group Director of Assessment Research and Development Tim Oates CBE and Cambridge University Faculty of Education.



Case study: Egypt (UNESCO)

In June 2018 we announced the news that Cambridge International had won its first contract with UNESCO, (the United Nations Educational, Scientific and Cultural Organization). The contract to provide consultancy services to Egypt's Ministry of Education & Technical Education is testament to Cambridge International's growing reputation as global education experts. It comes after Cambridge International won a tender with the Ministry of Education in Hong Kong to compare its technical curriculum with the UK equivalent. On both projects Cambridge International is working closely with colleagues in our Assessment Research and Development division.



Case study: Ukraine

In a pro-bono project, Cambridge English, Cambridge University Press and the British Council have together delivered a major teacher training programme to support the introduction of transformative secondary school reforms launched by the Ministry of Education and Science of Ukraine. The Ministry's 'New Ukrainian School' reform has shifted the focus of Ukrainian education onto 21st century skills, and introduced communicative teaching methodologies to improve English language competence. These changes have required an extensive programme of teacher training across Ukraine, together with greater access to long-term professional development opportunities.

Making a difference

We believe we can make a real and lasting difference to the lives of millions of learners around the world. Just one example is Fairdale High School in Louisville, Kentucky in the USA. In 2011, just one in five students were deemed college- or career-ready at Fairdale. The school decided it needed a new approach to help students engage with learning, and chose to work with Cambridge Assessment International Education. Subsequently, in November 2017 the school announced that it had sent its first student to an Ivy League university, while every one of its students from the classes of 2016 and 2017 graduated college-ready and made a successful move to a post-secondary institution.

“Since it began working with Cambridge International, a US school has sent its first student to an Ivy League university, while every one of its students graduated ‘college-ready’.”



Left: Star students from the UK's West Midlands region were awarded bursaries of £3,000 per year.



Students from New Zealand's ACG Strathallan school which is working with Cambridge International to offer the Duke of Edinburgh's International Award.

Below: Pictured from left to right: María Dolores Gómez Gómez, Svetlana Bogolepova and Natália de Castro Guerreiro, who were all awarded scholarships to attend a major English language teaching conference.

A course developed to help refugees and asylum seekers prepare to study at a UK university was nominated for a top sector award. The Aim Higher Massive Open Online Course (MOOC), developed by Cambridge Assessment English, was selected by the Professionals in International Education website under the Championing Diversity category in its inaugural PIEoneer awards.

In September 2017, 13 star students from the UK's West Midlands region were awarded bursaries worth £3,000 per year to support their studies at the University of Cambridge. The annual prize giving is the result of a fund that arises from OCR's historical association with the West Midlands Examinations Board. This year's applicants were such a talented group that OCR gave a higher number of awards than in many previous years. They are now studying a range of subjects from Architecture to Philosophy, with the bursary available for use for living or tuition costs or both for each year of undergraduate study.

Our English language exam board also awarded three scholarships to attend a major conference. María Dolores Gómez Gómez, an English teacher from Spain, won the Digital Teacher Scholarship; Natália de Castro Guerreiro, an Aviation English Assessment Co-ordinator for the Brazilian Air Force,



won the John Trim Scholarship; while Svetlana Bogolepova, Associate Professor at the National Research University, Higher School of Economics in Moscow, won the Dr Peter Hargreaves Scholarship. All three attended the annual International Association of Teachers of English as a Foreign Language (IATEFL) conference that was held in Brighton, UK, in April 2018.

Meanwhile, Cambridge International is working with the Duke of Edinburgh's International Award Foundation to help create more opportunities for Cambridge schools to offer the award as a curriculum enrichment activity. One Cambridge school which already offers the award – ACG Strathallan in New Zealand – says it "develops core skills such as leadership, teamwork and confidence and supports our aim of providing students with a holistic education".

“In an increasingly competitive and complex global education environment, Tim Oates has become a *trusted adviser* in education policy, curriculum, assessment and accountability reform to governments *around the world.*”

In December 2017 our Group Director of Assessment Research and Development was given a major industry award for his contribution to education. Tim Oates CBE received the Outstanding Contribution by an Individual award from EducationInvestor magazine, with the judges saying: "In an increasingly competitive and complex global education environment, Tim has become a trusted adviser in education policy, curriculum, assessment and accountability reform to governments around the world."

Meanwhile, a digital expert from Cambridge English has been recognised for his work in championing diversity. Andrew Nye, who heads up the Digital and New Product Development team, was awarded the Best Champion of Change 2017 award which is part of the Lead5050 Women in International Education awards. He said: "When we talk about diversity at Cambridge Assessment, we mean it in the widest sense of valuing everyone."



Left: Andrew Nye, who heads up the Digital and New Product Development team at Cambridge English, receives a Best Champion of Change 2017 award.



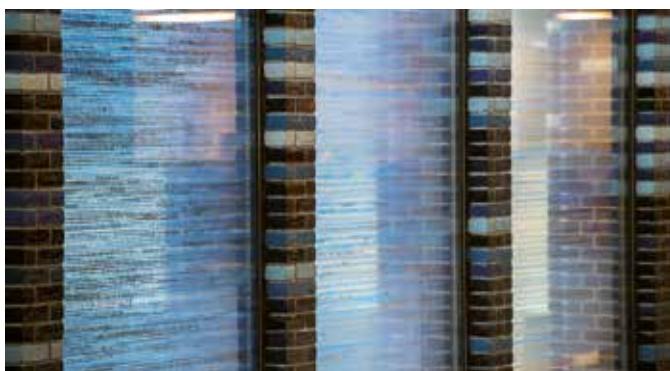
Cambridge Assessment Group Director of Assessment Research and Development Tim Oates CBE receives the Outstanding Contribution by an Individual award from EducationInvestor magazine.



Landing at Triangle

This was a year in which we successfully and smoothly moved over 2,000 staff from 11 separate offices to our new purpose-built global headquarters, Triangle. Designed by the award-winning Eric Parry Architects, Triangle features a public art installation at its core. Renowned artists Vong Phaophanit and Claire Oboussier asked the question 'What is knowledge?' and answers from our people, customers and stakeholders in a variety of languages feature on the 39-metre-high tower and are woven into a 33-metre-long stretch of glass at the entrance to the building. The tower, which at night gently glows the colour of academic parchment paper, was lit up for the first time in March and provides a new landmark at the entrance to Cambridge.

In a speech when we unveiled the art project in May, Claire Oboussier said the project was "right up there with the best we've ever worked on ... The reason is the people," she said, adding: "there was no-one along the way whose heart wasn't in it. In this project education, architecture, art and a sense of internationalism came together."



Environment

Energy efficiency and sustainability were key factors in the development of Triangle. The building uses cutting-edge technologies and maximises natural daylight, using about a third less energy than our old buildings combined. The gardens have been designed to play host to local wildlife, with a brown roof and habitats such as bat boxes. Over the coming year we intend to install solar panels on the roof which will enable us to generate much or indeed most of the power we use. We already use solar panels on our two distribution centres.

As a Group, we have a strong environmental conscience and we always do our best to minimise food wastage in our kitchens and canteens. There is, however, always more we can do and we have just embarked on a partnership with the Food Donation Connection, which links organisations like Cambridge Assessment with charities to make it easy to donate leftover hot food. One of the charities that benefits under this arrangement, Wintercomfort, says that this move alone has enabled it to provide around 40 rough sleeping service users with a hot lunch.

We are also ensuring that our old computers and mobile phones are going to a good home. We have been installing learning content and essential programs onto old Cambridge Assessment laptops before distributing them via various charities to places such as Lebanon, Athens, France and Greece. The laptops have helped refugees keep up with their studies and the mobile phones have been a lifeline for many recipients, including unaccompanied children.

Our people

In March 2018 the University of Cambridge announced the appointment of Saul Nassé as our new Group Chief Executive. Saul succeeded Simon Lebus, who stepped down after 15 years, during which the Group has grown into one of the world's leading assessment and education services organisations.

Saul was Chief Executive of Cambridge Assessment English for more than four years, accelerating its move to digital and delivering growth across the world. Before joining Cambridge English, he was Controller of BBC Learning, responsible for the corporation's education programmes and websites, including Bitesize, BBC Food and the multiplatform event, Stargazing Live. He studied Natural Sciences at Robinson College, Cambridge.

Saul's promotion left a vacancy at Cambridge English and Christine Nuttall was appointed to the interim role. Christine has been with the Group since 1997, her most recent role being responsibility for the Partnerships, Projects and Policy department. Also promoted to an interim role was Janet Morris, Cambridge International's Director, International Network, who replaced OCR Chief Executive Leo Shapiro in April 2018. Both appointments are testament to the strength in depth of senior management teams across the Group and also demonstrate the calibre of our people.

There are also forthcoming changes at Cambridge International, with Chief Executive Michael O'Sullivan announcing the news that he will be leaving in December 2018 after more than five successful years. He will be replaced by Christine Özden who began her career in international

"Inclusion, combined with wellbeing, is a vital part of our engagement strategy. We currently have a BAME (black, Asian and minority ethnic) network, an LGBT+ (lesbian, gay, bisexual, trans, plus) network as well as Parents and Carers Together and Women in Leadership."

education at Cambridge University Press and has a wealth of experience having worked for more than 20 years in senior roles at companies including Pearson and AQA.

Across the Group, we continued to invest heavily in talent development, with a particular focus on leadership. Jigsaw, our 10-month Middle Management development programme, was oversubscribed again this year. Inspiring Leaders, our seven-month programme to develop senior leaders across the Group, was similarly popular.

We also believe in the importance of coaching, a form of one-to-one personal development in which individuals are assisted in realising their full potential. We are now giving successful applicants the chance to become an accredited business coach and ultimately become part of Cambridge Assessment's Coaching and Mentoring Academy.

This year we marked four years of our Healthy You programme which is designed to support the wellbeing of our people. The programme has grown and developed over the years and now brings the physical, mental and social aspects of wellbeing together under one initiative. Accordingly, in October 2017 we launched our Healthy Mind programme, recognising that mental wellbeing is just as important as physical. This has seen the appointment of Mental Health Ambassadors throughout the organisation and the creation of a Healthy Mind staff network which all our people are invited to join.

We actively support diversity and inclusion and recognise the importance of creating a culture where everyone feels



valued for the contribution they make. However, we also recognise that there is still work to do. That's why inclusion, combined with wellbeing, is a vital part of our engagement strategy. We currently have a BAME (black, Asian and minority ethnic) network, an LGBT+ (lesbian, gay, bisexual, trans, plus) network as well as Parents and Carers Together and Women in Leadership. These networks offer a listening ear for employees, provide peer support, assist career progression and give a collective voice on issues. We are also developing training for managers on inclusion and diversity, and unconscious bias. Through these activities we hope to develop our culture of openness, respect and tolerance.

At Cambridge Assessment we fully support the British Government's initiative to highlight gender pay gaps within organisations in the UK. In March 2018 we published data from our first year of gender pay gap reporting and will continue to do so at regular intervals.

The gender pay gap measures the difference in the average earnings between men and women across an organisation and is distinct from equal pay. Our median gender pay gap is 9.07 per cent, which compares favourably with the UK median of 18.4 per cent, but we know there is more to do. Organisations that have more male employees at senior management level than female employees will generally have a bigger pay gap and we are therefore committed to improving our ability to provide opportunities to both existing and new employees to progress based on ability alone. Our current and future initiatives are helping provide an environment and culture that supports this aim. These initiatives include ensuring that women are well represented and supported on Group leadership programmes and continuing to ensure that recruitment and reward principles promote equality of opportunity. They also include continuing to encourage a positive work-life balance across the organisation and supporting flexible working arrangements across all levels of the organisation.

Abstract of the *Financial Statements* of the Cambridge Assessment Group

Abstract of the Consolidated Statement of Comprehensive Income for the year ended 31 July 2018

	2018 £m	2017 £m
Sales	438.4	413.1
Investment income	8.5	7.7
Total expenditure	(360.4)	(341.9)
	86.5	78.9
Loss on disposal of fixed assets	(0.4)	(0.2)
Net gain on investments	14.2	25.5
Share of operating surplus in joint ventures	2.0	1.0
Taxation (overseas taxation)	(0.4)	(0.2)
Surplus for the year	101.9	105.0
Other comprehensive income: currency translation differences	(0.2)	0.3
Total comprehensive income for the year	101.7	105.3

Abstract of the Consolidated Balance Sheet as at 31 July 2018

	2018 £m	2017 £m
Non-current assets		
Intangible assets and goodwill	32.1	40.4
Fixed assets	295.8	295.3
Investments	257.2	240.7
	585.1	576.4
Current assets		
Trade and other receivables	112.6	95.2
Cash and cash equivalents	83.5	62.4
	196.1	157.6
Creditors: amounts falling due within one year	(110.8)	(111.4)
Net current assets	85.3	46.2
Total assets less current liabilities	670.4	622.6
Creditors: amounts falling due after more than one year	(1.2)	(2.6)
Pension scheme liabilities	(20.6)	(22.4)
Provisions for liabilities	(2.3)	(2.2)
Total net assets	646.3	595.4
Reserves		
Restricted reserves – endowment reserve	6.5	6.1
Unrestricted reserves – income and expenditure reserve	638.1	588.8
Non-controlling interest	1.7	0.5
Total reserves	646.3	595.4



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