

Annual Review

2014–2015



CONTENTS

3 INTRODUCTION

From the Group Chief Executive Simon Lebus

GROUP AIMS:

6 GLOBAL RECOGNITION

To reinforce our position as a globally recognised and respected authority on assessment

14 TECHNOLOGY

To effectively use and deploy transformational modern technology

18 EDUCATIONAL IMPACT

To maximise our educational impact by providing and investing in a broad, attractive and innovative portfolio of assessments, qualifications and related services

26 WORLDWIDE DELIVERY

To maintain efficient and economic operational processes to maximise accessibility and support worldwide delivery of exams

30 SYNERGIES

To pursue internal synergies to achieve economies of scale and leverage the Group's multi-disciplinary expertise

34 DEVELOPMENT

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

38 FINANCIAL STATEMENT



FROM THE GROUP CHIEF EXECUTIVE SIMON LEBUS



It has been a successful year for the Group. Our UK exam board held its smoothest-running summer series on record, while our international exam board enjoyed its largest summer series. At the same time, our English language exam board continued to expand. Indeed, the Group as a whole continued to grow, opening new offices in New York, Shanghai and Singapore and moving our London office to a new location by the Houses of Parliament. March saw the opening by the University and the Group of a new data centre in west Cambridge, a world-class facility which will enable the dream of 'big data' to be turned into the reality of practical applications to improve learning and education.

Work progressed well on our planned new headquarters office in Cambridge, with the site cleared ready for construction to start. Investment was made too in new state-of-the-art printing and scanning lines, the latter of which enabled us to fulfil some of our scanning requirements for online marking in-house, improving our post-exam turnaround performance for learners.

More than 800 job offers were made, the majority of them to people new to the organisation, but a third from within. It is nice to bring in new blood but important too to develop internal talent and so foster collective memory. To that end, we are investing heavily in developing our staff and in 2015 launched a new learning and development strategy which aims to build a culture of formal and informal learning.

We were also delighted in January when our Group Director of Assessment Research and Development Tim Oates was made a CBE in the New Year Honours. Tim of course chaired the National Curriculum review in England and the award is recognition of the research programme our Group continues to pursue. Indeed, much of our research made the headlines during the year, in particular papers on volatility in exams, examiner judgement and textbooks.

Our UK exam board OCR has always been proud of its vocational heritage and expertise and it was pleasing to see Charlotte Bosworth, its Skills and Employment Director, made a permanent member of the UK's Skills Commission. There was recognition too for our international exam board, which was praised by England's Education Secretary for an innovative digital textbooks partnership.

In April 2015 Cambridge English Language Assessment received a Queen's Award for Enterprise

“Our UK exam board held its smoothest-running summer series on record, while our international exam board enjoyed its largest summer series. At the same time, our English language exam board continued to expand.”

in the international trade category. Further recognition of the board's importance in the field of English language assessment came with the news in February 2015 that the International English Language Testing System (IELTS), which it jointly owns along with the British Council and IDP of Australia, would be one of only two approved providers of Secure English Language Testing for the UK government.

There was recognition too for our Information Services team, which was awarded a prize for its innovative approach to using SAP technology solutions to perform the millions of calculations required to determine results from assessments. The \$3,000 prize in the SAP HANA Innovation Awards was donated to the Hope Foundation charity, which supports disadvantaged young people in India.

None of these achievements would be possible without the expertise of our staff, and this year saw the launch of an initiative designed to further harness their creativity. More than 100 employees put forward ideas for our digital future under a Digital Pilots scheme. I was extremely impressed by the quality of the ideas and the work that had gone into developing them, all of which made it quite tricky to select the six winners. The exciting work now begins to make their visions a reality.

Simon Lebus

*Group Chief Executive
Cambridge Assessment*

 @Cam_Assessment

CLOCKWISE FROM LEFT:

Bruno Laquet
*Group Infrastructure Services Director
Cambridge Assessment*

Mark Dawe
*Chief Executive
Oxford Cambridge and RSA Examinations*

Liz Allan
*Group Human Resources Director
Cambridge Assessment*

Michael O'Sullivan
*Chief Executive
Cambridge International Examinations*

Saul Nassé
*Chief Executive
Cambridge English Language Assessment*

Tim Oates
*Group Director of Assessment Research
and Development
Cambridge Assessment*

Jackie Rippeth
*Group Finance Director
Cambridge Assessment*

Simon Lebus
*Group Chief Executive
Cambridge Assessment*

CAMBRIDGE ASSESSMENT



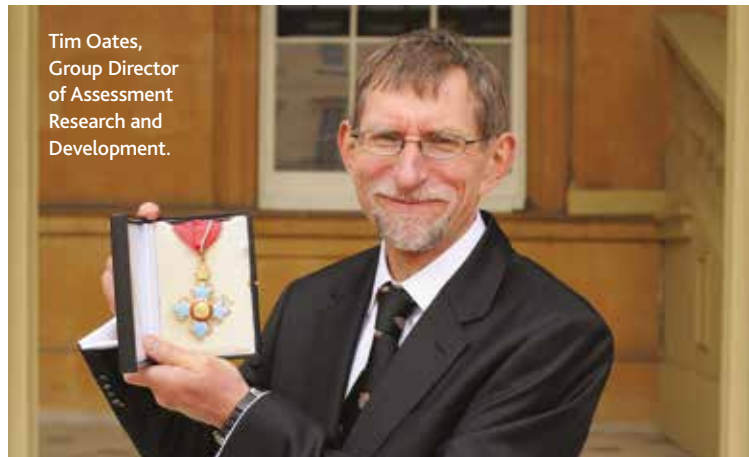
GLOBAL RECOGNITION

GROUP AIM

TO REINFORCE OUR POSITION AS A GLOBALLY RECOGNISED AND RESPECTED AUTHORITY ON ASSESSMENT

GLOBAL RECOGNITION

It has been a year in which the Group's authority on assessment issues has been widely recognised. In the New Year Honours Tim Oates, Group Director of Assessment Research and Development, was made a Commander of the British Empire. It is testament to his work but also the significance of the ongoing research programme the Group pursues.



Tim Oates,
Group Director
of Assessment
Research and
Development.

In April 2015 our English language exam board won a Queen's Award for Enterprise in the category of international trade. The award is tribute to the impact that Cambridge English Language Assessment is having on people's lives around the world, opening up opportunities for employment, travel and further education.

“Tim Oates, Group Director of Assessment Research and Development, was made a Commander of the British Empire; testament to his work and the significance of the research programme the Group pursues.”

“ In April 2015 our English language exam board won a Queen’s Award for Enterprise in the category of international trade. ”



THOUGHT LEADERSHIP

We believe it is our duty to influence, advise and guide on all aspects of education policy and strategy around the world. We use our expertise in assessment to stimulate debate in important areas and help to shape thinking.

In the UK, we held our seventh biennial conference, this time on the topical theme of international education. More than 140 experts from across the globe met in October 2014 for a lively and constructive clash of ideas, hearing that while an international education used to be the preserve of a wealthy elite, it is now something that parents the world over want for their children.



In October 2014 we held our seventh biennial conference, which was on the theme of international education.



March 2015 saw the launch of Cambridge Mathematics, a major project to develop a framework that will help support world-class mathematics education for students aged from five to 19. The project is a cross-University collaboration involving the Faculties of Maths and Education, Cambridge University Press and Cambridge Assessment. Commenting on the launch, the University Vice-Chancellor Professor Sir Leszek Borysiewicz said “the biggest surprise is why a conversation like this hasn’t been held up until now” but that this will be a conversation with a clear end goal.

Cambridge Mathematics, a major project to develop a framework that will help support world-class mathematics education, was launched in March 2015.

We are forward thinking about assessment, and in April 2015 the Chief Executive of our UK exam board launched a debate about how examinations might be conducted in the future. Mark Dawe said that assessment needed to change to complement how education works in the 21st century, and that thought should be given to allowing students to use search engines such as Google in some exams.

Our UK exam board held debates around further education and skills at each of the three main party conferences in autumn 2014, highlighting the breadth of issues affecting the sector. Speakers on the panels included Skills Minister Nick Boles MP, Apprenticeship Ambassador Gordon Birtwistle MP and Shadow Skills Spokesperson Lord Young of Norwood Green. OCR's regular consultative forums also continued to grow, engaging directly with nearly 1,000 members of the educational community.



Our UK exam board held debates around further education and skills at each of the three main party conferences.

And in January 2015 our international exam board and our English language exam board joined together with Cambridge University Press as platinum partners for the largest gathering of education and skills ministers in the world, the Education World Forum in London. In a debate entitled 'Accelerating teaching quality improvement', the Chief Executive of Cambridge International Examinations, Michael O'Sullivan, said that there were three essential factors for success: curriculum, assessment and a supportive environment for teachers.

“Our international exam board and our English language exam board joined together with Cambridge University Press as platinum partners for the largest gathering of education and skills ministers in the world, the Education World Forum in London.”

RESEARCH CAPABILITY

We have the largest research capability of its kind in Europe, with more than 60 researchers who pioneer the latest techniques and evaluate current assessments. Much of our research made the news during 2014/15 including work on exam centre volatility, the importance of examiner judgement, the role of textbooks in England's classrooms and the most popular topics studied by A Level History students in the UK. We presented research at a number of forums, including the British Educational Research Association (BERA) annual conference in London. One of the papers at BERA showed that many teenagers in England are embarking on Maths A Level courses with an inadequate grasp of algebra. Other events attended included the Association for Educational Assessment Europe conference in Tallinn, Estonia, and the European Conference on Educational Research in Porto, Portugal. We also published a series of statistical and research reports on our website.

In August 2014 we sponsored a major report by a British think tank, DEMOS, which concluded that England needs a national English for Speakers of Other Languages (ESOL) strategy. The study showed that the English language is a critical skill that helps improve economic and social outcomes for migrants, and by extension, wider society. It highlighted how responsibilities for ESOL policy are currently split between multiple government departments in England and called for a more joined-up approach.

SHARING KNOWLEDGE

Our training and professional development division, the Cambridge Assessment Network, continues to run a seminar programme which both inspires and informs. In April 2015 it hosted a talk by an academic renowned for her work in the field of vocational education and training. Professor Linda Clarke argued that genuine improvement, both in the UK and internationally, can only be achieved by attending to the incentives and drivers operating in specific sectors.

> Professor
Linda Clarke



The same month also saw the launch of a cross-University collaboration designed to raise the profile of learning about assessment. Created by Cambridge Assessment and the Faculty of Education, the Postgraduate Certificate in Educational Assessment and Examinations is a Master's-level course designed for people working in assessment who want to enhance their knowledge and understanding of assessment and examinations.

In May 2015 the Network celebrated a decade of its popular Cambridge International Study Programme. Over the years, the programme has welcomed more than 200 delegates to share best practice in the development and administration of public exams. The anniversary was celebrated with delegates and guests in the setting of Madingley Hall in Cambridge.



The Network also provided a tailor-made course on formative assessment for primary school teachers from Singapore. The programme was developed in partnership with the Curriculum Planning division of the Singapore Ministry of Education and designed to align with competencies identified by the Ministry as increasingly important in the 21st century, such as critical and inventive thinking.

“The Network celebrated a decade of its popular Cambridge International Study Programme, which has welcomed many delegates over the years.”

Our Admissions Testing Service arm, which provides evidence-based admissions tests and assessment services to support the selection process in higher education, hosted a conference in May 2015 for universities and employers in the UK healthcare sector. The seminar focused on the Cambridge Personal Styles Questionnaire (CPSQ) test which aims to provide a standardised and efficient way of assessing values and behaviours. City University London, which is using CPSQ for admission to undergraduate courses at its School of Health Sciences, said that early evidence showed that test results align closely with interviewers' evaluation of applicants.



TECHNOLOGY

GROUP AIM

TO EFFECTIVELY USE AND DEPLOY TRANSFORMATIONAL MODERN TECHNOLOGY

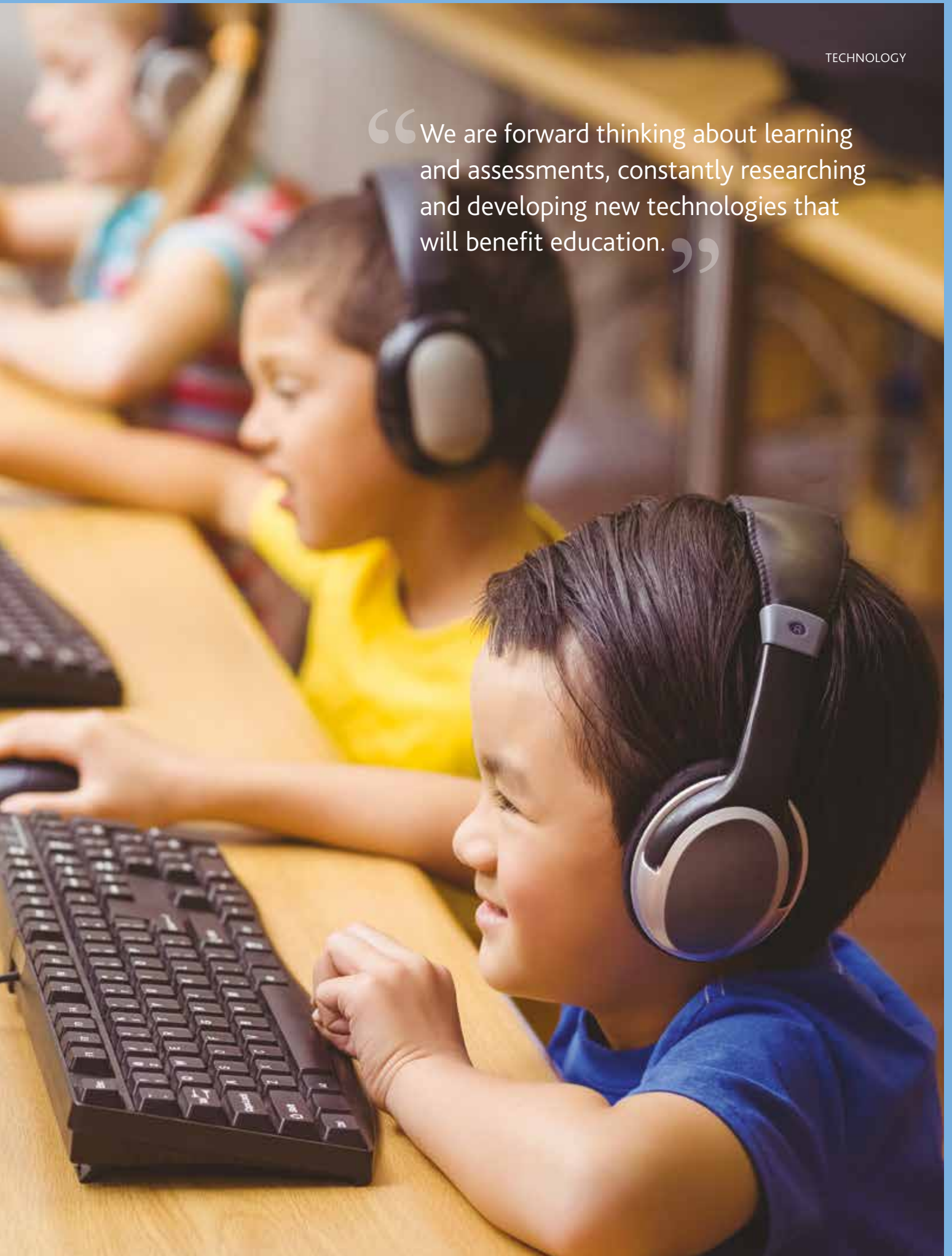
TRANSFORMATIONAL TECHNOLOGY

In the fast-moving world of education the one constant is change. We are forward thinking about learning and assessments, constantly researching and developing new technologies that will benefit education.

In November 2014 a partnership designed to set a new standard in digital education was launched by our Group Chief Executive in China. Cambridge Assessment and Cambridge University Press have joined forces with a Beijing-based educational technology firm, CollegePre Education, on a project designed to enable schools to provide a more dynamic and personalised approach to teaching and learning. Cambridge ClassServer software and technology will provide schools with high-quality content and assessment together with a learning platform and enhanced data analysis that aims to help them achieve the highest possible standard.

“ In November 2014 a partnership designed to set a new standard in digital education was launched by our Group Chief Executive in China. Cambridge ClassServer will provide schools with high-quality content and assessment. ”

“We are forward thinking about learning and assessments, constantly researching and developing new technologies that will benefit education.”



In April 2015 we hosted the annual Higher Education and Research User Group (HERUG) conference, which brought together more than 150 representatives from 40 universities and colleges around the world for seminars and discussions about how educational and research bodies are making use of the enterprise-wide computer system SAP. Cambridge Assessment first began using SAP in 2012 and the HERUG conference was an appropriate setting for the announcement that our innovative approach to using SAP had received a major industry award. Hope Foundation, a charity which helps disadvantaged young people in India, was chosen by the Group as the recipient for its \$3,000 prize in the SAP HANA Innovation Awards.



Our international exam board's innovative approach to resources won praise in January 2015 from the Secretary of State for Education in England. The Stephen Perse Foundation in Cambridge has published 12 free online textbooks which support Cambridge IGCSE Biology. Nicky Morgan MP said the partnership was an example of the way emerging technologies can “transform the world of education”.

A pilot scheme in Zimbabwe has enabled our UK exam board to develop an innovative approach to moderation which overcomes difficulties posed by geographical location. The trial of Level 3 Cambridge Technicals in IT and Sport at one of its international pilot schools, St John's Educational Trust in Harare, Zimbabwe, uses an e-portfolio system which offers a huge amount of flexibility in managing and submitting student work.

> A pilot scheme in Zimbabwe enabled our UK exam board to develop an innovative approach to coursework moderation.



During the year our UK exam board further developed a wide range of new technology-based products and services, including the launch of an online blended learning platform delivering training in maths and English (TiME) and a Scheme of Work builder, a service to help teachers create their own schemes of work based on OCR's qualification specifications and resources.

WEBSITES AND SOCIAL MEDIA

Our websites receive more than four million visits a month, a quarter of which are from mobile devices. It was with mobile users in mind that we carried out a refresh of the Group's website and it is now more responsive for those viewing on a smartphone or tablet. A programme to create more short videos for the website was also launched, to add to the user experience.

Our social media presence continues to bring us closer to our global audience, with more than 15,000 people now connected to the Group via our LinkedIn and Twitter accounts. We enjoyed a high level of interaction via Twitter at our biennial conference last October, with our dedicated hashtag #CAconf being seen by over 1.6 million users. A new dedicated blog page on the Group website has provided a platform for us to highlight the insights, expertise and work of our staff, as well as host contributions from guest bloggers all over the world. Our international exam board is also setting up a similar site which aims to provide teachers with advice and ideas as well as innovative approaches to improving teaching practice.

Meanwhile Cambridge English Language Assessment now has more than three million fans on Facebook and is the biggest English language learning Facebook page in the world. Its sister exam board OCR is also making full use of the opportunities offered by social media, establishing more than 15 dedicated Twitter accounts where its subject specialists can engage with teachers and stakeholders. It has also established a popular forum on the social media website Yammer which enables it to support and nurture its examiner community. Having been established in January 2014, the community welcomed its 5,000th member in July 2015.



EDUCATIONAL IMPACT

GROUP AIM

TO MAXIMISE OUR EDUCATIONAL IMPACT BY PROVIDING AND INVESTING IN A BROAD, ATTRACTIVE AND INNOVATIVE PORTFOLIO OF ASSESSMENTS, QUALIFICATIONS AND RELATED SERVICES

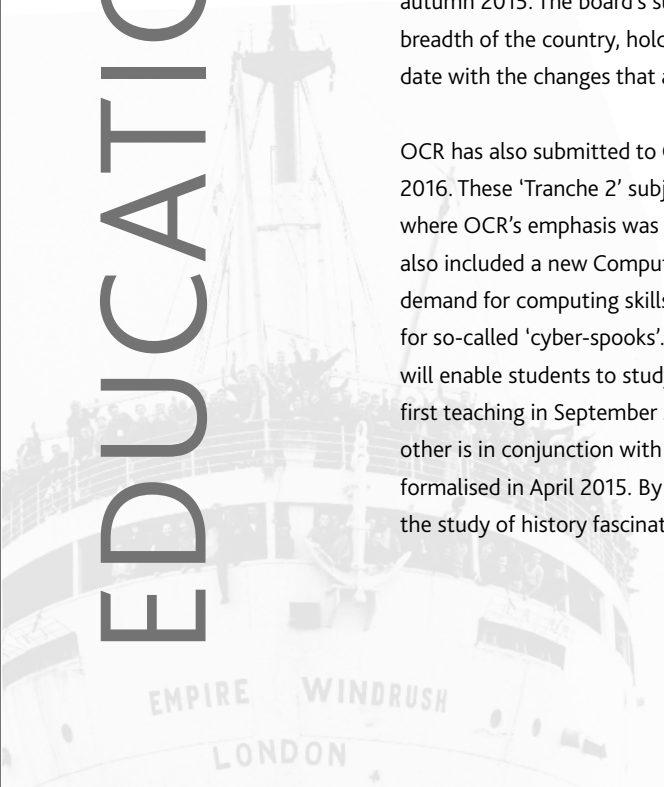
EDUCATIONAL IMPACT

Our mission is to promote excellence in education and we do this by developing and delivering assessments to more than eight million learners in more than 170 countries. Our highly regarded research-led and evidence-based approach means our qualifications are recognised by universities, employers and official bodies across the globe and we have a strong track record in advising governments and education bodies on education reform.

GCSEs, AS LEVELS AND A LEVELS

In the UK, our exam board OCR was the first board to have all its 'Tranche 1' new and reformed GCSEs, AS and A Levels accredited by Ofqual, the regulator for England. This involved processing more than 2,000 pages of syllabuses and more than 4,000 pages of sample assessment materials and mark schemes ready for first teaching in autumn 2015. The board's subject specialists subsequently travelled the length and breadth of the country, holding well-attended exhibitions to bring teachers up to date with the changes that are involved.

OCR has also submitted to Ofqual 47 new qualifications for teaching from September 2016. These 'Tranche 2' subjects include GCSEs in French, German and Spanish, where OCR's emphasis was on refreshing tired language learning in the UK. They also included a new Computer Science GCSE designed to help cater for the growing demand for computing skills worldwide, including the need from intelligence agencies for so-called 'cyber-spooks'. And two draft new History GCSEs were submitted which will enable students to study migration into Britain over a period of 1,000 years. For first teaching in September 2016, one of the GCSEs is on the Modern World while the other is in conjunction with the Schools History Project – a partnership which was formalised in April 2015. By offering a choice of GCSEs, OCR is committed to making the study of history fascinating, challenging and accessible for all learners.



“ Two draft new
History GCSEs will
enable students to
study migration into
Britain over a period
of 1,000 years. ”



In February 2015 OCR launched a new model for the assessment of A Level practical science in the UK. Under changes set out by the England exams regulator Ofqual, practical work will no longer contribute towards a student’s final grade in Science GCSEs or A Levels and instead students will be given a pass or fail as part of a separate endorsement. OCR believes the new endorsement approach will improve the current system and the launch at the Royal Institution in London followed a successful joint trial by four exam boards.

INTERNATIONAL QUALIFICATIONS

Globally there has been 15 per cent growth across all Cambridge International Examinations’ qualifications this year, including eight per cent growth in entries for Cambridge International A Levels and 23 per cent for Cambridge IGCSEs. There are now more than 10,000 Cambridge schools around the world in more than 160 countries.

In May 2015 a school district in the US announced that it would be adopting Cambridge international programmes in a number of elementary, middle and high schools. North Carolina-based Charlotte-Mecklenburg Schools, which supports more than 144,000 students, said the high academic standards and the emphasis on developing independent thinkers would create greater opportunities for students to be successful in college and in their careers.

> North Carolina-based Charlotte-Mecklenburg Schools announced that it would be adopting Cambridge international programmes in a number of its schools.



In response to the reform of GCSEs, the board redeveloped its Cambridge IGCSEs in English Language, English Literature and Maths for schools in England. The new qualifications offer the same breadth and depth as the reformed GCSEs in England and have a 9–1 grading scale as opposed to A*–G. All syllabuses were published in September 2014, a full year ahead of first teaching in September 2015.

As part of its commitment to offering qualifications that meet the needs of schools worldwide, Cambridge International Examinations announced an International AS Level in Nepal Studies. Available for first examination in June 2016, the qualification develops awareness of contemporary social, cultural and political issues in Nepal, and focuses attention on the importance of considering the issues in a rigorous, reasoned and analytical way.

ENGLISH FOR SPEAKERS OF OTHER LANGUAGES

Recognition continues to grow for our English language exam board's qualifications. In April 2015 a US aeronautical university, Embry-Riddle, became the 20,000th institution worldwide to officially recognise Cambridge English exams. The university said it chose Cambridge English exams because they have a strong record of predicting student proficiency levels accurately.

January 2015 saw the launch of a better way to report English ability. The Cambridge English Scale – a new system of reporting exam results on a single numerical scale – was successfully used for Cambridge English: First, First for Schools, Advanced and Proficiency and then phased in for other exams over the course of the year. It offers candidates a clearer picture of their overall performance and a chance to see how their achievement relates to internationally recognised standards and other Cambridge English exams.

In February 2015 the UK government announced that IELTS (International English Language Testing System) would be one of only two approved providers of Secure English Language Testing. The move reflects the UK Home Office's confidence in the test, which is jointly owned by Cambridge English Language Assessment, the British Council and IDP: IELTS Australia.



And our English language exam board was asked in spring 2015 to co-ordinate a major project to compare national language tests across Europe. The project, which is designed to see how comparable existing language systems are and how they could be made more directly comparable, will build on the results of the European Survey on Language Competences, which Cambridge English Language Assessment carried out between 2008 and 2011.

< Esther G. Eugenio, who co-ordinated a project to compare national language tests across Europe.

VOCATIONAL

Vocational qualifications in the UK have also been subject to reform. Working closely with universities, employers and professional bodies, our UK exam board has been redeveloping eight of its Cambridge Technical vocational qualifications. Designed for students aged 16–19, Cambridge Technicals provide a strong base for progression to either university, apprenticeships or directly into work. Art and Design, Business, Media, Health and Social Care, IT, Performing Arts, Science and Sport were all overhauled to meet new requirements set out by England's Department for Education and are eligible for first teaching from September 2016.

In October 2014 OCR announced a partnership with industrial giant Siemens which is designed to help tackle the UK skills gap in engineering and manufacturing. The partnership, which is the first of its kind in the UK, has been developed in conjunction with England's Cabinet Office, Department of Education and Department for Business, Innovation and Skills. It will focus on the development of joint education resources for 14–16-year-olds and will deliver a curriculum in schools designed to increase the skills of prospective engineers.

OCR was also one of three awarding organisations selected to work with The Tech Partnership, a network of employers and the sector skills council for the digital industry, to develop assessments for new 'Trailblazer' apprenticeships in Network Engineering and Software Development.

PARTNERSHIPS

The year saw our international exam board reach key milestones in its work advising governments and education bodies. In Kazakhstan, it is continuing to work with Nazarbayev Intellectual Schools (NIS) on curriculum and assessment reform. The board completed a second exam series with NIS schools in 2015 and is now working with state schools to widen the reforms.

The first stage of work to introduce new maths and science curricula in all Macedonian state primary schools was marked when teachers started implementing new curricula for Grades 1–3 in September 2014. Following the success of this stage of the project, Cambridge International Examinations is working with the government and teachers on the introduction of new maths and science curricula for Grades 4–6.

- > Spiro Ristovski, Macedonia's Deputy Minister of Education and Science, right, meets pupils working on maths and science at Grades 1–3. With him are Vesna Horvatovikj, Director, Bureau for Development of Education, left, and Abdilqim Ademi, Minister of Education and Science.

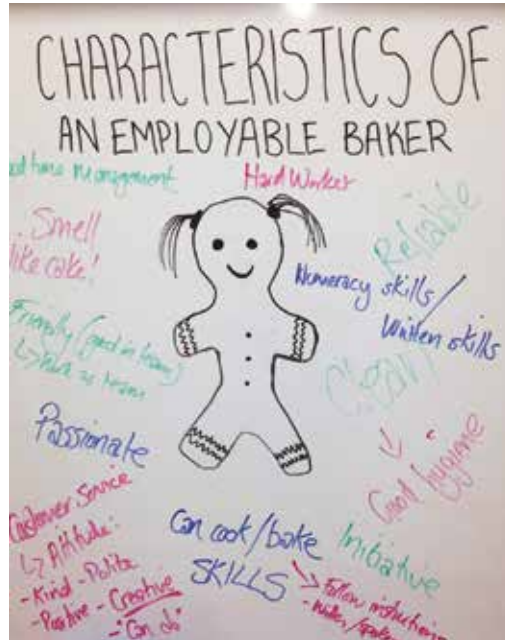


In February the British Council and Cambridge International Examinations formalised their global relationship. The two organisations have been working closely together for many years around the world, but the contract lays the foundations for future joint growth. It was signed at a ceremony at King's College, Cambridge, by Sir Ciarán Devane, CEO of the British Council, and Group Chief Executive Simon Lebus.

- > Sir Ciarán Devane, CEO of the British Council, and Cambridge Assessment Group Chief Executive Simon Lebus.



In June 2015 Cambridge International Examinations successfully completed a project to set up a Bahrain National Examinations Unit to develop and deliver assessments at Grades 3, 6, 9 and 12. This project was the first education reform initiative taken on by the board, and the partnership has been so successful it is set to continue at a consultancy level.



< Our UK exam board's course includes identifying some of the characteristics of an employable baker.

Meanwhile, our UK exam board is increasingly looking to build partnerships with socially responsible projects. One example is a scheme in London which helps vulnerable women get ready for employment by teaching them how to bake. OCR is providing support to the Luminary Bakery in the form of relevant qualifications including OCR's Life and Living Skills, as well as guidance on approaches to teaching and learning.

In 2014, virtually every prison in England delivered either an OCR academic or vocational programme. Building on this heritage, OCR has formed a partnership with digital healthcare provider Breaking Free Group. Offenders who are recovering from drug and alcohol misuse will now be able to work towards Life and Living Skills qualifications recognising their efforts.

“ In 2014, virtually every prison in England delivered either an OCR academic or vocational programme. ”

Since 2013, OCR's Sector Specialist team has built or developed links with more than 200 employers in fields including communications (British Telecom), banking (Barclays) and energy (E.ON). The exam board continues to make progress towards its vision of being the awarding body of choice for employers.

Our English language exam board continues to forge strong partnerships and in May 2015 launched a collaboration to help strengthen the learning, teaching and assessment of the English language in Malta. The two-year partnership between the Government of Malta and Cambridge English Language Assessment will involve a benchmarking exercise to investigate how the English skills of Maltese pupils compare to international standards.

> Malta Prime Minister Joseph Muscat and Dr Hanan Khalifa from Cambridge English announce a two-year project.



Another innovative partnership saw every 15-year-old pupil in Portugal sit a Cambridge English exam at no cost to them, their parents or the government. Cambridge English Language Assessment developed the Key for Schools Portugal programme by working with the national exams authority IAVE. The initiative is funded by major companies within the country's financial, publishing and communication sectors.

SRI LANKA

CONTINUING PROFESSIONAL DEVELOPMENT

The Cambridge Schools Conference is the highlight of our international exam board's professional development calendar and in 2014 it held two events, the first in Cambridge and the second in Sri Lanka. In Cambridge, more than 200 and in Sri Lanka more than 350 Cambridge principals and teachers from more than 30 countries explored the theme of 'Inspiring Teaching, Inspiring Learning'.



And in January 2015 Cambridge English Language Assessment announced that it had signed an agreement to work closely with the Ukrainian Center for Educational Quality Assessment on a project of reform. The first phase saw an appraisal of a national test taken by university-bound school leavers in the country.

CONTINUING PROFESSIONAL DEVELOPMENT

Cambridge International Examinations is also helping support teachers who are new to its IGCSE and A Level syllabuses with the launch of a new series of interactive self-study courses. The syllabus-specific courses contain interactive activities, audio recordings of teachers talking about their own practice, teaching ideas and reflective tasks.

The number of teachers attending our UK exam board's face-to-face and online courses increased by more than 60 per cent last year, with delegate satisfaction increasing to 98 per cent. Feedback from the board's annual Customer Satisfaction Survey covering all continuing professional development (CPD) services also increased, with one of the biggest improvements highlighted as the "ease of finding information". More teachers are also accessing OCR's online materials via a CPD hub, with figures up by nearly a third.

And in December 2014 Cambridge English Language Assessment launched a new programme of online training courses for teachers. The Language for Teaching courses are designed to improve the skills of non-native English teachers already working in the classroom and give them the language they need to teach English with confidence.



WORLDWIDE DELIVERY

GROUP AIM

TO MAINTAIN EFFICIENT AND ECONOMIC OPERATIONAL PROCESSES TO MAXIMISE ACCESSIBILITY AND SUPPORT WORLDWIDE DELIVERY OF EXAMS

WORLDWIDE DELIVERY

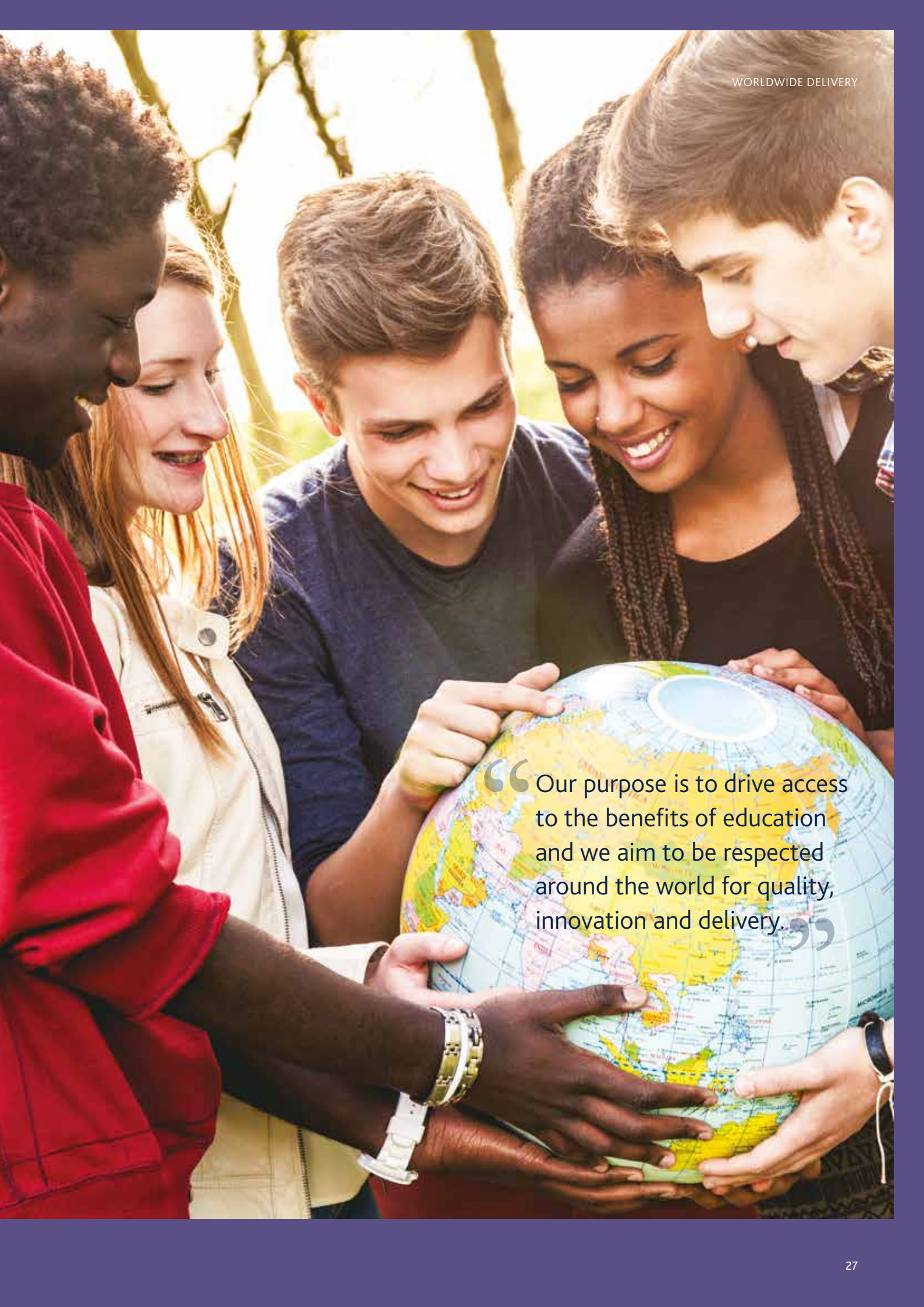
Our purpose is to drive access to the benefits of education and we aim to be respected around the world for quality, innovation and delivery.

Both Cambridge International Examinations and its sister board OCR enjoyed successful summer 2015 series. Our UK exam board learned the lessons of a challenging 2014 summer series and this was reflected in its smoothest-running summer series on record in 2015. A report by the England exams regulator Ofqual confirmed that OCR had taken the right steps to improve its system resilience.

A reflection of how greatly we value our relationship with Cambridge schools in the southern hemisphere came in August 2014 when our international exam board announced that it would be bringing forward the November exam series results release dates for Cambridge International AS & A Level. The change, designed to align more closely with university admission deadlines, was announced by Group Chief Executive Simon Lebus in South Africa.

Cambridge International Examinations successfully held its first March exam series in India in 2015. Designed to help learners meet local college and admission deadlines, the first series was for Cambridge IGCSE and will be followed in 2016 by a selection of Cambridge International AS Level and A Level syllabuses.

“A reflection of how greatly we value our relationship with Cambridge schools in the southern hemisphere came in August 2014 when our international exam board announced that it would be bringing forward the November exam series results release dates for Cambridge International AS & A Level.”



“ Our purpose is to drive access to the benefits of education and we aim to be respected around the world for quality, innovation and delivery. ”

The value of a project to move the scanning of exam scripts in-house was proven in May and June 2015. Some 10 million images for our English language and international exam boards were successfully scanned, demonstrating the capability of our distribution and logistics centre DC10 to work safely at large volumes. It reduces our dependency on third parties but most importantly, enables us to offer a faster turnaround to learners.

The first stage of a migration to inkjet printing has also proved successful. Inkjet technology is faster, more cost effective and better for the environment than traditional toner-based printing. To prepare for the summer series, our suite of Canon inkjet printers were called upon to deliver up to one kilometre of question papers every 150 seconds, and did so without any discernible change in quality from material produced with toner. As a result of this initial success we will continue to expand our innovative use of printing technology.

We work closely with examiners to ensure the consistency and reliability of our results. To support the 2015 summer series we hosted 15,750 examiner visits and 2,200 standardisation meetings. Examiners may be located in any part of the country and it is not always feasible or efficient to hold meetings in a single location. Accordingly, in 2015 we successfully introduced online standardisation meetings.

Last year we reported that we had obtained certification to international safety management standard OHSAS 18001 for our DC10 distribution centre. Following this year's annual inspection, which included our newly opened second site DC20, we maintained this standard with no non-conformances.

SCHOLARSHIPS AND BURSARIES

As a department of the University of Cambridge and a not-for-profit organisation, our purpose is to drive access to the benefits of education.

In September 2014 our UK exam board announced the recipients of 10 bursaries towards their studies at the University. The gifts of £3,000 for each year of undergraduate study go to some of the most talented students from the UK's West Midlands region, recognition of the Group's historical association with the West Midlands Exam Board. One recipient said the award had taken a "huge burden" off his shoulders and helped make the dream of study at Cambridge a reality.

In March 2015 our UK exam board celebrated five years of a partnership with a charity set up by one of Britain's most distinguished lawyers. The Helena Kennedy Foundation provides financial bursaries, mentoring and support to disadvantaged students from the further and adult education sectors enabling them to complete their studies in higher education and move successfully into employment. More than 85 students were chosen to receive a bursary of £1,500 to help cover the costs of their study at university as well as ongoing guidance and training from the Foundation. OCR supported a celebration of their achievements at the House of Lords.



Pictured with their families are the recipients of 10 OCR bursaries for study at Cambridge University.

Meanwhile a bursary from our international exam board is enabling a teacher in Turkey to look at how the teaching of Shakespeare in secondary schools can develop the cognitive growth of students. Anne Akay, who teaches English at the Bilkent Laboratory and International School in Ankara is taking a Master of Studies (MSt) in Advanced Subject Teaching at the University of Cambridge Institute of Continuing Education.

Each year our English language exam board provides scholarships for language teaching professionals to attend a leading event in the English Language Teaching calendar. This year the IATEFL (International Association of Teachers of English as a Foreign Language) conference was held in Manchester and nearly 1,000 applications were made for scholarships – a record number. The four winners were from the University of Kurdistan in Iraq, Popodoo English School and Australia International School in Vietnam, and the University of British Columbia in Canada.



< More than 85 students were chosen to receive a bursary from the Helena Kennedy Foundation, which celebrated five years of a partnership with our UK exam board.

SYNERGIES

GROUP AIM

TO PURSUE INTERNAL SYNERGIES TO ACHIEVE ECONOMIES OF SCALE AND LEVERAGE THE GROUP'S MULTI-DISCIPLINARY EXPERTISE

SYNERGIES

The Threshold project, a partnership between our technology and business functions which is designed to transform the Group's ways of working, has made good progress. In the period covered, the partnership built and tested new capabilities for the end-to-end processing of exams on SAP.

Cambridge English Language Assessment exam centres around the world will benefit from a new web-based portal, which will make results for its Young Learners tests available online for the first time and offer improvements in procedures. The solution will also make back office processes faster and more reliable through better automation.

The Threshold project also made significant progress towards the launch of a Group-wide database of all the assessment specialists who work with us and a new portal which they will use to maintain personal information and availability details. The project also delivered a SAP Customer Relationship Management solution, which enables field-based teams to share information in real time about the needs of our customers, and a new customer support and knowledge-sharing system, which improves the efficiency with which we manage customer enquiries.

A partnership between Cambridge University Press and our English language exam board celebrated its fourth year of operation in July 2015. Cambridge Exams Publishing, which combines the expertise of both partners to develop official exam preparation resources, is enjoying exceptional growth. The two organisations are also working together effectively on Cambridge English Teacher, which helps teachers at all levels around the world with their online continuous professional development. Cambridge University Press and

“ Cambridge English Language Assessment exam centres around the world will benefit from a new web-based portal, which will make results for its Young Learners tests available online for the first time and offer improvements in procedures. ”

“Cambridge Exams Publishing, which combines the expertise of Cambridge University Press and our English language exam board, is enjoying exceptional growth.”



Cambridge English have also joined together with the UK's largest provider of technology-assisted learning and skills, learndirect, to create a new online course that immerses learners in a 3D game-like learning environment. And in March 2015 the two partners launched Testbank, a new series of online practice tests, and Cambridge English Empower, a ground-breaking general English adult course for language schools and tertiary institutions.

In November 2014 Cambridge English Language Assessment and Cambridge University Press celebrated a milestone in their Cambridge English Schools programme when four schools became the first in China to join. Guangdong Country Garden School, Guangzhou Huamei International School, South Foreign Language School of Songshan Lake and Phoenix City International School will all now be a part of the global programme to help schools raise standards of English language learning.

Another example of successful collaboration came at the start of 2015 with the introduction in Mauritius of a qualification which recognises both the academic and vocational achievements of 18-year-olds. The HSC Pro (Higher School Certificate Professional) is the result of a partnership between our UK exam board OCR, its sister board Cambridge International Examinations and the Mauritius Ministry of Education.

PROPERTY

Having secured outline planning permission in September 2014, we have just announced the awarding of a £120m contract to design and build our new international headquarters in Cambridge, on a site known as The Triangle. The building has been designed by award-winning Eric Parry Architects and work to clear the site – previously occupied by Cambridge University Press – has now been completed.

Together with the University, Cambridge Assessment formed a partnership to invest £20m in a bespoke world-class facility to support business operations, teaching and learning, and research communities for years to come. The West Cambridge Data Centre was opened in March 2015 by the University's Chancellor, Lord Sainsbury, alongside our Group Chief Executive Simon Lebus. It houses part of our IT estate but will also provide back-up in any emergency, further enhancing the security and reliability of our services.

> The West Cambridge Data Centre was opened by the University's Chancellor, Lord Sainsbury, in March 2015.





“ We continue to strive to improve our environmental standards every year. More than one in four of our Cambridge city staff already cycle to work. ”

Just three months later saw the opening of a new £9m distribution centre, DC20, which both enhances our capacity and provides a back-up to its sister distribution centre DC10. And internationally we also grew, opening new offices in New York, Shanghai and Singapore. Finally, here in the UK we were also on the move, transferring our London office to a prime site in Millbank, just a stone's throw from the Houses of Parliament.

ENVIRONMENT

We continue to strive to improve our environmental standards every year. More than one in four of our Cambridge city staff already cycle to work. To encourage even more people to take up cycling, we installed showers, drying rooms and bicycle maintenance stations at our main offices. We also introduced an innovative scheme of “pool bikes” which can be borrowed by any member of staff.

We also introduced a car-sharing initiative that gives priority parking to people who share lifts to work. And the solar panels we have now installed at both our distribution centres are generating a significant amount of the electricity we require on site.

DEVELOPMENT

GROUP AIM

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

LEARNING AND DEVELOPMENT

Our people are the key to our present and future success. We take great pride in their achievements and aim to set them up for accomplishment. With a strong global focus, we aspire to be an employer of choice and recognise that everyone has an important role to play. We offer wide-ranging learning and development opportunities to enable our people to obtain new skills and progress their careers within the Group. More than 300 people took advantage of new internal opportunities last year.

We are committed to developing talent and offer opportunities for individualised learning and development to help everyone to achieve their full potential. We share our knowledge and skills and support a culture of continuous professional development, from learning initiatives through to mentoring, secondments and coaching.

EMPLOYEE ENGAGEMENT

The wellbeing of our people is of paramount importance and we want our employees to have the best possible experience of working at Cambridge Assessment. In 2015 we conducted an all-staff survey in conjunction with workplace engagement specialists Best Companies. The Your Work, Your Say survey achieved an 82 per cent response rate and showed that we are 'one to watch'. Our aspiration is to become a Sunday Times Top 100 Best Company to Work For by 2018 and we have already put in place a range of activities to help us achieve this. These include a successful Healthy Steps wellbeing programme, launched in 2013, which has involved 60 events covering topics from nutrition to mindfulness.

“ We are committed to developing talent and offer opportunities for individualised learning and development to help everyone to achieve their full potential. ”

“ Our people are the key to our present and future success. We take great pride in their achievements and aim to set them up for accomplishment. ”



OUR LEARNING AND DEVELOPMENT STRATEGY

In 2015 we launched our new Learning and Development strategy. Building a Culture of Learning is underpinned by a comprehensive range of initiatives. These have been developed in response to a Learning Needs Analysis and include courses, programmes, networks and resources to support learning across the Group. We are committed to encouraging informal as well as formal learning in order to meet the range of diverse needs of our people, while also ensuring all initiatives are aligned to our overall organisational goals. Our activities are founded on three key learning priorities: Leadership and Management Development, Our Context and Business Effectiveness.

DEVELOPING OUR FUTURE LEADERS

Developing our leaders of the future is a strategic imperative, both in the UK and internationally. We run a successful Aspiring Managers development programme, now in its third year, which aims to give those who want to become managers an insight into what being a manager means, together with opportunities to learn and practise line management skills. We have also established a New Managers Network to encourage knowledge sharing and best practice. We have built on the success of our Specialist to Manager programme, launched last year, and developed a similar offering for our future Operations leaders. We successfully re-launched our Senior Management Forum for our top 250 leaders, including the creation of Collaborative Innovation Groups to work on strategic priorities and help lead positive cultural change.

“ We help our people build their expertise and appreciate wider assessment issues through specialist training events and courses from our Cambridge Assessment Network. ”

VALUES-LED PERFORMANCE

Our Group values are at the heart of everything we do and are incorporated into our performance management system. In autumn 2015 we are launching an enhanced system in response to staff feedback. We have also produced a new Group Code of Conduct to better reflect the ethical underpinning of our work and introduced mandatory data protection and anti-bribery and corruption training for all staff. Later this year we will launch online goal setting and performance management, on a cloud-based platform provided by an American firm called SuccessFactors. This represents a significant investment in our ability to manage and develop our growing global workforce.

PROFESSIONAL DEVELOPMENT

We help our people build their expertise in assessment and appreciate wider assessment issues through specialist training events and courses from our Cambridge Assessment Network. This also enables them to keep up to date with the latest research and best practice.

“Our Group values are at the heart of everything we do and are incorporated into our performance management system.”



FINANCIAL STATEMENT

Abstract of the Consolidated Income and Expenditure Account for the year ended 31 July 2015

	2015 £m	2014 £m
Total income	375.9	350.1
Total expenditure	(319.3)	(296.6)
Surplus after depreciation of tangible fixed assets and before tax	56.6	53.5
Taxation (overseas taxation)	(0.2)	(0.2)
Surplus after depreciation of tangible fixed assets and tax	56.4	53.3
Disposal of tangible fixed assets	2.1	0.8
Surplus on continuing operations after depreciation of assets and disposal of assets and tax	58.5	54.1
Minority interest	(0.3)	(0.2)
Surplus for the year retained within general reserves	58.2	53.9

Abstract of the Consolidated Balance Sheet as at 31 July 2015

	2015 £m	2014 £m
Fixed assets		
Intangible assets	0.6	1.0
Tangible assets	173.6	119.3
Investments	196.8	214.1
	371.0	334.4
Endowment assets	5.4	5.0
Current assets		
Debtors	85.5	82.5
Short term deposits	74.3	67.5
Cash at bank and in hand	18.5	8.3
	178.3	158.3
Less: creditors		
amounts falling due within one year	(93.0)	(97.1)
Net current assets	85.3	61.2
Total assets less current liabilities	461.7	400.6
Less: provisions for liabilities	(0.4)	(0.4)
Net assets	461.3	400.2
Endowment funds: expendable	5.4	5.0
Reserves		
General reserve	408.5	358.7
Revaluation reserve	47.1	36.3
	455.6	395.0
Reserves and endowments	461.0	400.0
Minority interest in subsidiary undertakings	0.3	0.2
Total funds	461.3	400.2

Reconciliation of movements in reserves and endowments

	2015 £m	2014 £m
Opening reserves and endowments	400.0	356.4
Surplus for the year	58.2	53.9
Increase in market value of investment assets	19.6	5.6
Transfer to the University	(16.8)	(15.9)
Closing reserves and endowments	461.0	400.0

CAMBRIDGE ASSESSMENT

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

For more information about our three exam boards, please visit:

www.ocr.org.uk
www.cie.org.uk
www.cambridgeenglish.org

To find out more about Cambridge Assessment, please visit:

www.cambridgeassessment.org.uk

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

Email expertview@cambridgeassessment.org.uk to join our mailing list.

You can also follow us on Twitter:

www.twitter.com/Cam_Assessment

OCR
Oxford Cambridge and RSA

 **CAMBRIDGE**
International Examinations

 **CAMBRIDGE ENGLISH**
Language Assessment
Part of the University of Cambridge

FRONT COVER

Photography

Alan Bennett, Adam Cash, Daily Herald Archive/Science & Society Picture Library, Natalie Glasberg (PandIS), Joel Goodman, iStock, Fran May, Ben Page, Palace Photos, Nigel Luckhurst, Richard Lycett.

Design

H2 Associates (Cambridge)



SHAPING THEIR FUTURES
THROUGH BETTER EDUCATION



CAMBRIDGE ASSESSMENT

Cambridge Assessment
1 Hills Road
Cambridge CB1 2EU
United Kingdom
+44 (0) 1223 553311
www.cambridgeassessment.org.uk



UNIVERSITY *of* CAMBRIDGE
Local Examinations Syndicate

Cambridge Assessment is the brand name of the University of Cambridge Local Examinations Syndicate, a department of the University of Cambridge. Cambridge Assessment is a not-for-profit organisation.

