

Achieve

Summer 2015



CAMBRIDGE ASSESSMENT



Welcome to *Achieve*

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



Language project seeks strength in diversity

New study to compare tests across Europe.
see page 3



"Maths is fundamental to the world of tomorrow"

Prof Sir Leszek Borysiewicz on new education programme.
see page 2

Vocational – how to build it better

Genuine improvement in vocational education and training – both in the UK and internationally – can only be achieved by attending to the incentives and drivers operating in specific sectors, a seminar has concluded.

In a talk held by the Cambridge Assessment Network, Linda Clarke, Professor of European Industrial Relations at the Westminster Business School, spoke about her research of more than 30 years into vocational education and training (VET) in the construction industry.

An interested and engaged audience heard how the construction sector is very different in Germany compared to the UK. The German model is grounded in its school system, related to the curriculum and with VET acting as a continuation of general education. By contrast, the English model is grounded in the labour market, based on employer demand, and involves minimal educational content. Linda summed up the situation by saying that bricklaying is a trade in England; while in most other European countries it is an occupation.



Linda Clarke, Professor of European Industrial Relations at the Westminster Business School

continued on page 3



Professor Sir Leszek Borysiewicz, Vice-Chancellor of the University of Cambridge

Cambridge Mathematics: a conversation with a clear end goal

Mathematics is absolutely fundamental to the world of tomorrow. We owe it to our young people to make sure that they are provided with the best tools for life. And we owe it to teachers to give them the tools to get the very best out of their students.

That is the reason for Cambridge Mathematics, a five-year project to develop a framework that will support world-class mathematics education for students aged from five to 19. The first draft has been built collaboratively by the Mathematics and Education Faculties of the University, Cambridge University Press and Cambridge Assessment. Now the ambition is for the maths community to get involved in a conversation to help perfect this framework. This conversation is about the evidence base on which we can ask what we know about mathematics education, not just in the United Kingdom but globally. It is asking what we know about good practice – what works and doesn't work. It is about building the best education system possible for young people. And this is not just of interest to academics; the long-term aim is to make sure that this is relevant to both students and to teachers.

So why Cambridge? For me, Cambridge and mathematics are synonymous. From Isaac Newton to Stephen Hawking, we can claim a proud tradition. But mathematics is not just about academics and university departments. Engineers rely on mathematics. Biologists rely on it. In fact, everyone working in today's world, from computer scientists to the person mending your washing machine, has to have mathematical skills.

The biggest surprise is why a conversation like this hasn't been held until now. But we need to be focused, as conversations can sometimes end inconclusively. This is a conversation with a very clear objective: practical attainment. The aim is to produce the best practical advice to deliver the best sort of coursework, the best sort of online material, the best support available for teachers, and the best impact on teacher education in mathematics. So it is a conversation, but it is very much a conversation with an end goal.

www.cambridgemaths.org/consultation

NEWS IN BRIEF

Learning from each other

A select number of schools are to get the opportunity to be part of a new professional learning community.

Building on the success of an initial pilot, the Faculty of Education at the University of Cambridge, supported by Cambridge International Examinations, is developing a Leadership for Learning network specifically for schools that offer Cambridge

programmes. Up to 20 places are available for schools around the world to take part in the project, which aims to facilitate international collaboration and sharing of best practice.

It is hoped that the project, which will start in September 2015 and finish in June 2017, will serve as a model for wider participation in the future.

Children's hopes lifted with donation

A charity which helps disadvantaged young people in India will benefit from a technology prize awarded to Cambridge Assessment.

HOPE *foundation* was chosen by the Group as a recipient for a \$3,000 prize for innovation from software firm SAP. The award recognises the Group's innovative approach to using SAP technology to perform the millions of calculations required to determine results from assessments. Working with integration partner Cognizant and using another SAP

product called HANA, Cambridge Assessment built what is in effect a superfast calculator – and results so far are positive. It is this 'proof of concept' that has now been recognised by the industry with this award.

Mark Taylor, Project Manager, said: "It is great news for the team across Cambridge Assessment and Cognizant to have their ideas, commitment and hard work recognised."

www.hopefoundation.org.in



To Google, or not to Google: that is the question

The chief executive of one of the UK's biggest exam boards has launched a debate about 21st century assessment.

In an interview with *The Telegraph* newspaper, Oxford, Cambridge and RSA's Mark Dawe said that in the future students should be allowed to use search engines when sitting some exams.

"Exams do need to change to complement how education works in the 21st century and the skills that

we increasingly expect young people to develop," Mark said.

"Exams have to be much more than a memory test. So the use of internet search engines such as Google is, for me, a no-brainer."

His remarks echoed a presentation on 21st century assessment by OCR Subject Specialist Will Hornby at the launch of Cambridge Mathematics, a five-year project to develop a framework that will help support world-class mathematics education for students aged from five to 19. The video of that talk and others are available to view on the Cambridge Mathematics website at:

www.cambridgemaths.org/launch-highlights.

Royal seal of approval

Exam board Cambridge English Language Assessment has been awarded The Queen's Award for Enterprise in the international trade category.

Now in their fiftieth year, the UK's most prestigious business awards are made by Her Majesty the Queen every year to successful British companies and organisations. The award, for continuous achievement, recognises six years of double-digit growth at the board.

"For us at Cambridge English, success is less about the increase in revenue, and more about the impact that we are having on people's lives around the world..."

Saul Nassé, Chief Executive, said: "For us at Cambridge English, success is less about the increase in revenue, and more about the impact that we are having on people's lives around the world, opening up opportunities for employment, travel and further education.

"We have been growing very strongly over the last few years, at a rate that would be the envy of many



THE QUEEN'S AWARDS
FOR ENTERPRISE:
2015

businesses. We work closely with governments, language schools, and professional networks to reach learners across the globe, and winning this award is testament to the success of those partnerships."

Providing English examinations since 1913, today Cambridge English operates in over 130 countries. It provides training, testing and certification in English language by offering qualifications and assessment materials to schools, universities, businesses and governments around the world.

Vocational – how to build it better

continued from page 1

She said the construction industry had to change to respond to the challenge of climate change. She said it needed a new approach to achieve 'near zero emissions' buildings, breaking down on-site trade divisions and adopting integrated teamworking instead.

She ended her talk by calling for a "new, comprehensive, regulated, inclusive and statutory VET system based on social partnership and geared to developing individual capacity over working life – with the ability to adapt to change and to innovate".

Tim Oates, Cambridge Assessment's Group Director of Assessment Research and Development, had opened the seminar by saying that three decades of governments in the UK had tried to improve VET using the lever of qualification policy, but failed. He said a recent report on apprenticeships and traineeships by the House of Commons Select Committee was encouraging, but policy makers in the UK needed to understand that changing qualifications was not the best way to improve VET.

"The health service is not like the construction industry; the construction industry is not like the aircraft engineering industry – but these over-arching qualification-based policies are an attempt to change

the entire system and not to engage with the reality of the detail in individual sectors," he said. "Only by attending to the details – of incentives and drivers, patterns of labour, pay rates, market conditions and so on – will we genuinely get an improvement in the quality and numbers in VET."

A lively question and answer session then followed in which the audience was able to debate Linda's ideas more fully. Charlotte Bosworth, Director of Skills and Employment at UK exam board Oxford, Cambridge and RSA (OCR) said the talk raised interesting questions. "It really focused on some of the fundamental issues that we still need to address when considering the direction of vocational education," she said.

"Linda's inputs were interesting, thought-provoking and I think left a number of attendees with plenty to consider around the importance of VET."

You can watch the full video of Prof Linda Clarke's presentation and leave your comments about the issues raised on the Cambridge Assessment website at the following link:

www.cambridgeassessment.org.uk/news/vocational-how-to-build-it-better



An interested and engaged audience heard Professor Linda Clarke speak about how to achieve genuine improvement in vocational education and training.



Language project seeks strength in diversity



Esther G. Eugenio, Project Co-ordinator

A major project is underway to compare national language tests across Europe.

The European Commission has asked Cambridge English Language Assessment to co-ordinate the five-month study, which is designed to see how comparable existing language systems are and how they could be made more directly comparable. It will build on the results of the European Survey on Language Competences (which Cambridge English carried out between 2008 and 2011) and will focus on foreign languages in lower secondary and higher secondary levels within national systems. The team is planning to cover the foreign languages taken by more than 10 per cent of pupils in each country – English, French, German and Spanish – but also less obvious ones such as Italian, Dutch, Russian and Swedish.

Esther G. Eugenio, who is co-ordinating the project, said:

"We're hoping the study will help policy makers develop better methods for comparing national systems. For the first time we'll get access to the data we need to see how much variation there is across Europe, and how this diversity can be used as a strength. This will help teachers and policy makers to really understand where their pupils are in international terms, and will make a significant contribution to language education across Europe."

"We're hoping the study will help policy makers develop better methods for comparing national systems."

In the first phase of the study, the team is working with ministries of education to develop an accurate, up-to-date understanding of how their language education systems really work and the role that examinations play within the language learning and teaching process.

Become a Master of assessment

A cross-University collaboration has been launched to raise the profile of learning about assessment.

The Postgraduate Certificate in Educational Assessment and Examinations has been created by Cambridge Assessment and the University of Cambridge Faculty of Education. A Master's level course, it is designed for people working in assessment who want to enhance their knowledge and understanding of assessment and examinations.

Tim Oates, Cambridge Assessment's Group Director of Assessment Research and Development, said the course would cater for the increasing need for understanding about qualifications.

"Assessment is a challenging and rapidly changing field – we wanted to design provision appropriate for both educationalists wishing to rapidly acquire enhanced knowledge of assessment theory and practice, and for assessment specialists wishing to update and develop their understanding," he said.

"Cambridge Assessment is extremely pleased to be working with the Faculty of Education – combining the institutions' strengths in assessment, curriculum, and professional development."



The new Postgraduate Certificate in Educational Assessment and Examinations is designed to raise the profile of learning about assessment.

The one-year, part-time course is worth 60 credits at Master's level (Level 7). It incorporates a mix of online learning and regular day schools, held at the Faculty of Education. The first unit, *Principles of Assessment*, examines the purpose of assessment as well as validity, quality, standard-setting, consistency and reliability. The second

unit, *Validation of Assessment*, looks at evidence in public examinations, including external examining and awarding – as well as validation of assessment practices. For a detailed course overview please visit the website here:

www.cambridgeassessment.org.uk/pgcert2015

Budding spies start here

A new qualification aims to help cater for the growing demand for computing skills worldwide – including the need from intelligence agencies for so-called 'cyber-spooks'.

From September 2016, a draft new Computer Science GCSE proposed by UK exam board Oxford, Cambridge and RSA (OCR), will be introduced into classrooms in England.

One distinctive feature is the focus on cyber security. Students will learn about system threats such as phishing and malware and defences such as firewalls. In the UK alone, intelligence agencies GCHQ and MI5 have both launched recruitment drives for computer science students.

Rob Leeman, Subject Specialist for Computer Science and ICT at OCR, said: "There is growing demand for digital skills worldwide. Whether students fancy themselves as the next 'cyber-spook', Facebook co-founder Mark Zuckerberg or software engineer Linus Torvalds, our new qualification will be the

first exciting step towards any career that requires competence in computing."

The exam board has also announced a new partnership to help support teachers and learners with a new emphasis on 'computational thinking'. This involves breaking down a complex problem into smaller parts, establishing a pattern, ignoring unnecessary information and designing a solution through programming. To support this greater emphasis, a partnership with education technology company Codio will enable schools to be provided with a cloud-based programming and course content platform where students can learn theory and apply it in real-life situations, in any computing language. Since September 2014, computing has been a compulsory part of the curriculum in England.



Aerial view of GCHQ ©GCHQ 2014

Malta aims high

A partnership has been launched to help strengthen the learning, teaching and assessment of the English language in Malta.

The two-year collaboration 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. Announced by Prime Minister Joseph Muscat, the collaboration will also involve the consolidation and improvement of Maltese teachers' English teaching and assessment skills.



Malta Prime Minister Joseph Muscat and Dr Hanan Khalifa from Cambridge English announce the project.

Dr Hanan Khalifa, Head of Research and International Development at Cambridge English, is working with the Malta Ministry for Education as a member of the project board.

She said: "The level of English in Malta is already high in comparison to other European countries, and we're very excited by the opportunity to help teachers and pupils to achieve even higher standards."

To celebrate the collaboration a spelling competition was held at a school on the island, St Ignatius Middle School in Tal-Handaq. More than 250 students, aged between 11 and 12-years-old, took part in the competition. Sixteen winners were presented with certificates by Minister for Education Evarist Bartolo.

Research “challenges assumptions” about exam result volatility in the UK

Schools in the UK should be judged by their results over a period of at least five years rather than by one year’s performance, according to a study.

Cambridge Assessment’s Group Director of Assessment Research and Development Tim Oates says that new research by his department has implications for the current approach to school accountability in England.

Teaching, exam reform or marking are often blamed when schools in England suffer wild swings in exam results. But a study by Cambridge Assessment researchers Tom Bramley and Tom Benton, *Volatility in Exam Results*, suggests that once the impact of things such as reliability of marking are removed, significant volatility still exists. The Headmasters’ and Headmistresses’ Conference (HMC), a professional association of heads of the world’s leading independent schools, has previously stated that at least one in five of its schools experienced volatility that it would define as a “serious concern”.

“This study shows quite clearly that exam results in a school may go up or down in unanticipated ways, caused by a wide and complex set of factors,” researcher Tom Bramley said.

“When swings occur they could be because of what is happening in the school or the children’s lives, they could be to do with the assessment itself or the way that national standards are applied, or to do with teaching and learning. But what our study shows is that when we’ve taken account of the variations which can be attributed to quality of marking and to the location of grade boundaries, surprisingly high levels of year-on-year volatility in exam results remain.

“Schools should still monitor exam results for an administrative error which might have occurred, and

should still look for and alert exam boards to peculiar outcomes; but everyone in the system should be aware of the level of volatility typical in the context of the complex system which is schooling.”

Reflecting on the research, Tim Oates said that schools in the UK should be judged by their results over a period of at least five years – a five-year set of results, not a rolling average.

“It appears that underlying school-level volatility may be an enduring and persistent feature of education arrangements, which means that school performance – in terms of exam results – should be judged on a five-year picture rather than one-off annual drops or increases.”

The study does not seek to investigate all of the causes of volatility, instead analysing it in a way which



removes the impact of quality of marking and the setting of grade boundaries. It finds that volatility still remained when both were removed.

Tim Oates added: “This is a very important finding and one which challenges many assumptions, with implications for the approach to accountability and for accountability measurements. The analysis is a valuable contribution to building a far more powerful and analytic approach to system improvement and enhancement of assessment. It is a significant part of a picture that we are continuing to investigate at Cambridge Assessment.”

Robin Bevan, Headteacher of Southend High School for Boys and UK School Leadership representative on the Association of Teachers and Lecturers’ National Executive, commented:

“Judgements about school outcomes, and indeed about the performance of individual teachers, need to be based on sound evidence. This intelligent and insightful report is very welcome. The rigorous analysis clearly shows that schools will see natural fluctuations from year to year in exam outcomes. These variations should not be used, simplistically, to assess the effectiveness of schools on one year’s output or to assume there are problems with the reliability of exam markers.”



Researchers Tom Bramley and Tom Benton found significant volatility in UK exam results, even when the impact of reliability of marking was removed.

Putting pen to paper on an educational partnership

After working closely together for many years around the world, two major educational organisations have now formalised their global relationship.

The British Council has signed a global contract with Cambridge International Examinations which will lay the foundations for future growth together.

Ciarán Devane, CEO of the British Council, and Simon Lebus, Group Chief Executive of Cambridge International Examinations’ parent, signed copies

of the contract in the presence of colleagues at a ceremony at King’s College, Cambridge.

The two organisations say that the contract brings together in one place many of the shared processes which shape how they work together. It lays the groundwork for a more collaborative, joined-up relationship, formalising the approach to expanding their activities and agreeing shared responsibilities for areas such as joint business planning, training and marketing.

Janet Morris, Director, International Network, Cambridge International Examinations, said: “This is a fantastic development for the future of our collaboration with the British Council, and I’m incredibly proud of the way our two organisations have worked together on this. It’s been a real team effort. I’m really looking forward to continuing to work closely with the British Council on developing our work with schools around the world.”



Ciarán Devane, Chief Executive, British Council and Simon Lebus, Group Chief Executive, Cambridge Assessment, sign a global contract to lay the foundations for future growth together.



Janet Morris, Director, International Network, Cambridge International Examinations

Breaking free from the chains of addiction

Offenders who are recovering from drug and alcohol misuse will now be able to get qualifications recognising their efforts.



From left to right: Robert Mills, OCR Sector Specialist for Offender Learning, Glyn Davies, Breaking Free Group's Service Development Director, Dominique Slade, OCR's Head of International Projects, and Dr Jonathan Ward, Breaking Free Group's Managing Director.

The development is the result of a partnership between digital healthcare provider Breaking Free Group, which provides treatment and recovery programmes for substance misuse, and exam board Oxford, Cambridge and RSA (OCR).

In 2014, virtually every prison in England delivered either an OCR academic or vocational programme. Building on this tradition, the exam board has accredited two Breaking Free programmes as part of its Life and Living Skills suite of qualifications.

"People who are actively addressing their drug and alcohol difficulties put a huge amount of effort into their recovery," said Glyn Davies, Service Development Director at the Breaking Free Group.

"The accreditation of these programmes means people's efforts will be validated and rewarded through a qualification and certificate in Life and Living Skills. As well as providing an additional incentive for people to achieve their recovery goals, for many our programmes will now also serve

as a vital springboard to future learning and self-improvement."

Robert Mills, OCR's Sector Specialist for Offender Learning, said: "We're thrilled to partner with Breaking Free Group, who are innovators in online drug and alcohol interventions. This is a major issue in the rehabilitation of offenders, and the accredited programmes will support them in their recovery from substance abuse and help move them towards employment or further education and training."

OCR Life and Living Skills is a range of qualifications with no minimum entry requirements. Learners can choose from more than 150 units across areas including pre-employability and personal and social skills. The accredited Breaking Free programmes have been available to OCR-approved centres in criminal justice and community drug and alcohol settings since April.

"Earth is a village now"

More than 500 parents attended a forum on Cambridge international education in China, the first event of its kind.

Michael O'Sullivan, the Chief Executive of Cambridge International Examinations, has spent much of his professional career in China and he presented at the forum and took questions in Mandarin from parents. He said the day gave him a first-hand insight into the aspirations of parents who want their children to follow a less rigid curriculum, and develop creativity and independent thinking skills.

Feng Jian, whose daughter is studying Cambridge programmes at Wuhan Ulink College – where the forum took place – believes it is essential for children to learn in an environment that broadens their international outlook. "You cannot adjust to the development of society if you only have tunnel vision," she said.



More than 500 parents attended a forum on Cambridge international education in China.

Another parent, Xiong Li, added: "The earth is a village now. Let children go out to experience the cultural difference between East and West, and feel the impact of Western civilisation and technology. Allow children to go out there and feel it."

Cambridge International Examinations has expanded its team in China over the last year to respond to the growing demand from Chinese parents for an international education for their children.

Off-the-shelf learning

Cambridge English
Young Learners



? How to play

Leaderboard

Research into how children learn English best has been used to develop a new learning game.

Shop and Drop, which is aimed at five to 12-year-olds, is based around the theme of shopping. Players can improve their sentence structure by progressing through 15 levels that combine to create a virtual shopping environment. The developers say that research has been the driving force behind the game.

"Studies such as 2012's European Survey on Language Competences, which tested more than 50,000 children, have shown that children learn English best when they are encouraged to integrate it into their everyday lives," said Mariana Calderon from Cambridge English Language Assessment.

"We chose the theme of shopping as it's something that children all over the world can relate to and most importantly we've made the game fun, which is key to increasing motivation."

Words found in the game are based on the Cambridge English: Young Learners exams. The difficulty levels reflect the *Starters*, *Movers* and *Flyers* levels of the exams, and the game gets more difficult as players progress. Shop and Drop was developed by experts at Cambridge English in collaboration with digital agency Cyber-Duck.



Transatlantic boost

A group of United States schools says the high academic standards and the emphasis on developing independent thinkers has encouraged it to adopt an international curriculum.



North Carolina-based Charlotte-Mecklenburg Schools (CMS), which supports more than 144,000 students, will use the Cambridge International Examinations programme for six schools in its North Learning Community.

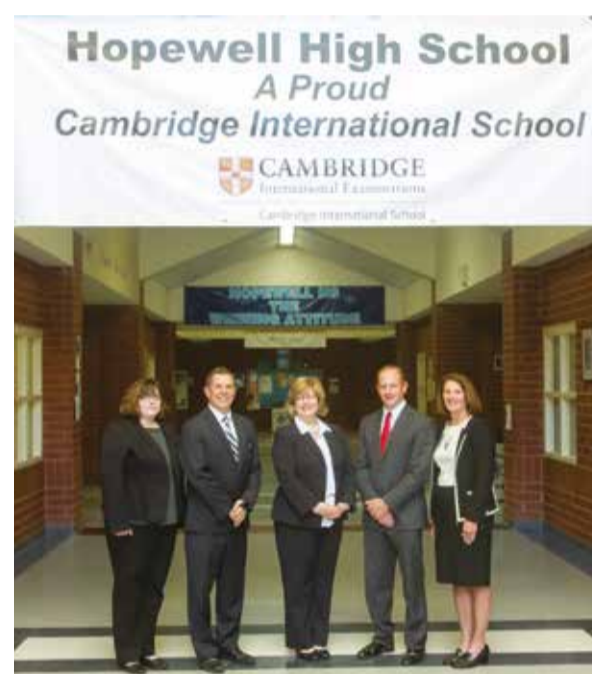
"Adopting this programme reflects our strong belief that setting high academic standards and developing our students as independent thinkers creates a greater opportunity for future success in college and in their careers," said Ann Clark, Superintendent of Charlotte-Mecklenburg Schools.

"More than 470 colleges and universities across the US recognise Cambridge exams for credit, placement and admissions, which is an added bonus for our students who are college-bound."

In the elementary grades, Cambridge focuses on English, mathematics and science curricula while aiming to develop learners who are confident,

responsible, reflective, innovative and engaged. In middle and high school, students can choose from a range of classes with the potential to earn college credit and a Cambridge Advanced International Certificate of Education Diploma upon graduation.

In 2015-2016, CMS will adopt the programme for fifth grade at Barnette, Long Creek and Torrence Creek elementary schools, fifth through to seventh grades at Mountain Island Lake Academy, eighth grade at



Adopting the Cambridge programme: the team from Charlotte-Mecklenburg Schools pictured with Sherry Reach from Cambridge International Examinations (far right).

Bradley Middle and ninth grade at Hopewell High. It will expand to additional grades each year and will be offered in grades four to 12 throughout the Hopewell school 'feeder pattern' in autumn 2018.

"Increasingly schools want a curriculum that inspires and challenges children to learn. Children are often bored by too heavy a focus on tests and grades, but real learning and independent thinking draw them in," said Sherry Reach, Deputy Regional Director of North America for Cambridge.

"CMS North Learning Community's adoption of the Cambridge programme represents the district's efforts to continually raise the bar with a rigorous curriculum noted for developing critical thinkers and lifelong learners."

The Cambridge programme has experienced strong growth in the US over the past several years, with more than 300 schools now offering Cambridge qualifications.

Au revoir to 'tired' language learning in the UK?

Plans to refresh modern foreign language learning in the UK have been announced.

Exam board Oxford, Cambridge and RSA (OCR) says it aims to make language learning more appealing to 14-to-16-year-olds in the UK, and also more effective, with draft new GCSEs in French, German and Spanish. Changes include making content more contemporary and putting science and fun into vocabulary learning.

Tired topics that will be familiar to learners in the UK such as 'My holiday' and 'Two friends go to town' will be replaced with more age-appropriate content such as tattoos and music festivals; in the new draft German GCSE, there is a film review of the thriller *Lola Rennt (Run Lola Run)*, and in the Spanish GCSE, tweets on the Olympic Games.

A renewed emphasis has also been placed on developing linguistic skills – borrowing from the way English is taught as a foreign language.

"This entails moving away from working too long on a clichéd topic until a student is bored with it, to working on more appealing subjects," said Katherine Smith, who is leading on the reforms at OCR.

"It involves an all-important shift in emphasis on the skills that students can transfer across content. Our new approach should fundamentally improve both the students' enjoyment and their linguistic ability."

Other skills borrowed from EFL include techniques for reading foreign texts.

"You can't be expected to understand a new text at first, but students will be taught how to skim it, then scan it for words they know, and build up their understanding gradually, and not to be dispirited if they don't understand the first sentence," Katherine Smith added.

The draft syllabuses were submitted to the England exams regulator Ofqual in April.

How to test you've got the right applicant

Universities and employers in the UK healthcare sector have been discussing how to ensure that they take on learners or staff who have the right values and behaviours for their chosen course or career.

More than 70 delegates from UK universities and from the British National Health Service (NHS) attended Values Based Recruitment, a conference hosted by the Admissions Testing Service (ATS) at the Royal College of Nursing in London. The seminar focused on the Cambridge Personal Styles Questionnaire (CPSQ) and how the test can support recruitment by providing a standardised and efficient way of assessing values and behaviours.

Lyn Dale, an Assessment Psychologist for ATS, explained how it is mapped to NHS values. She highlighted the fact that it is specifically designed to focus on qualities that are important for success in healthcare studies and careers. Kay Jones,

Chief Operating Officer, and Julie Attenborough, Associate Dean for Education, Technology and Innovation, from City University London delivered a session on how CPSQ is being used for admission to undergraduate courses at its School of Health Sciences. Early evidence shows that the test results align closely with interviewers' evaluation of applicants.

Andy Chamberlain, Assistant Director at ATS, concluded: "More than four years of research and trialling have gone into the development of CPSQ. Initial use of the assessment by UK health schools shows promising results and suggests it will be a very valuable asset in the admissions process."



Lyn Dale, an Assessment Psychologist for ATS, explains how the CPSQ is mapped to NHS values.

Making education fit for the future

The question of how teaching, assessment, learning spaces and leadership will need to evolve will be debated at two major conferences later this year.

The Cambridge Schools Conference will bring together a community of teachers from many different countries and contexts to consider approaches to common challenges. This year it will be held in two locations – the UK and UAE – to make the event more accessible to a global audience. The theme is *'Education fit for the future: planning for a changing world'* and the conferences will take place from 13 to 15 September in Cambridge and 10 to 12 December in Dubai. For more details, go to www.cie.org.uk/csc-2015.



More than 350 principals and teachers from 30 countries attended the Cambridge Schools Conference in Sri Lanka last year.

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CAMBRIDGE ASSESSMENT

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Demand soars for proof of English

A US aeronautical university has become the 20,000th institution worldwide to officially recognise Cambridge English exams.

Embry-Riddle Aeronautical University (ERAU) now uses *Cambridge English: First, Advanced and Proficiency* for undergraduate and graduate admissions.

"Our goal is to have students that are conversant in speaking, listening, reading, grammar and sentence structure, and Cambridge English exams have a strong record of predicting student proficiency levels accurately, with their research and reliability studies giving us a great deal of confidence," said James Goonan, ERAU Director of International and Graduate Admissions.

"We also like that the exam is available in over 130 countries as ERAU has students enrolled from over 100 countries."

Nicola Johnson, Global Manager, Recognition, at Cambridge English, said: "Our exams are helping organisations all over the world ensure that their applicants have the English language skills they need for success. This includes universities offering places on courses taught in English, employers who need



Nicola Johnson, Global Manager, Recognition, at Cambridge English Language Assessment

their staff to use English in their jobs, or immigration bodies assessing suitable applicants. They all have a common goal and ERAU joins a growing global list of organisations that are taking this challenge seriously."

www.erau.edu

A decade of knowledge sharing, celebrated

A study programme which brings together assessment professionals from around the world is celebrating its tenth anniversary.

To date, the Cambridge International Study Programme has welcomed more than 200 delegates from 28 countries 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 two-week residential course is designed to give participants a comprehensive overview of the key principles of assessment and looks at all aspects of the work of an awarding body, in national and international contexts.

An anniversary video has been made about the programme, in which previous course participants talk about the positive impact it had on their careers and what they are doing now. It is available to view at: www.canetwork.org.uk/cisp.

In September, a new professional development programme for senior leaders in examination boards and ministry officials is being launched. More details on the 'Leadership in National Assessment' course are available here: www.canetwork.org.uk/leadership.

