



Cambridge  
Assessment



Better education. Greater confidence.  
*Brighter future.*

UCAS Admissions Conference 2017

UCAS

# Understand the Group's *key strengths*

*We are an international exams group designing and delivering assessments to over eight million learners in over 170 countries.*

We are committed to ensuring that all our assessments are fair, have sound ethical underpinning, and operate according to the highest technical standards. Our organisation is not-for-profit.

Our Group is built on unique strengths: our 160-year heritage and connection with the University, the global recognition afforded to our qualifications, our research capability, our global distribution, our leading approach to assessment and curriculum development, and the culture, values and expertise of our people. These combined capabilities create the foundation for our commitment to delivering a confident future for learners around the world.

*At Cambridge Assessment, our purpose is to help learners to demonstrate and fulfil their potential.*

## *Our expertise*

In addition to our work in test delivery and development, we also offer guidance on education policy and strategy around the world. We use our expertise to inform assessment debates and to influence and shape thinking by sharing our views and presenting our research

on assessment. We believe that educational research plays a vital role in the continuous improvement of educational and assessment policies and practices.

## *Sharing knowledge*

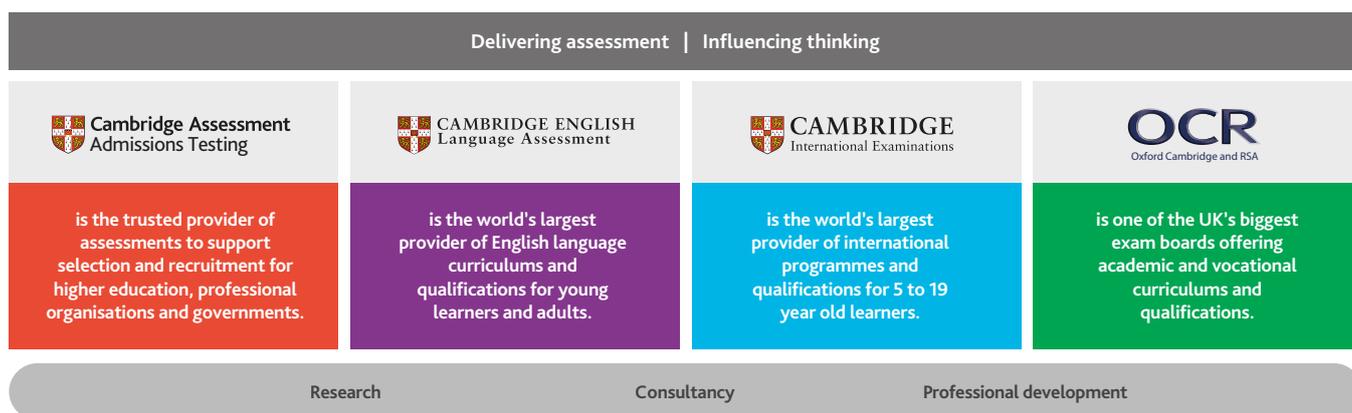
We have established a centre of excellence in assessment – Cambridge Assessment Network. The Network is committed to the sharing of knowledge and the professional development of those involved in the process of assessment.

## *Our research capability*

Our research capability, the largest of its kind, is instrumental in providing the evidence base for key areas of assessment strategy and its work is widely published. Externally funded research is also undertaken, including for the regulators in the UK and for many education ministries. The results of our research are widely published in well-respected major journals as well as being presented at seminars and conferences. We also have our own publication, Research Matters.

As a values-driven organisation with collaboration at our core, we look forward to working with our customers to make a real and lasting difference to the lives of millions of learners around the world.

## *Our structure*



[cambridgeassessment.org.uk](http://cambridgeassessment.org.uk)

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## Meet our *awarding bodies*



### Cambridge Assessment Admissions Testing

Cambridge Assessment Admissions Testing offers a range of tests to support selection and recruitment for higher education, professional organisations and governments around the world. Our admissions tests provide all applicants with an opportunity to show their potential, especially those who might not have achieved highly. It is the only piece of information an institution has on all applicants, providing a common benchmark.

Underpinned by robust and rigorous research, our assessments include:

- assessments in thinking skills
- admissions tests for medicine and healthcare
- behavioural styles assessment
- subject-specific admissions tests.

Visit **Stand 1** to find out more about making entries for our tests.

**W** [admissionstesting.service.org](http://admissionstesting.service.org)

**E** [admissionstesting@cambridgeassessment.org.uk](mailto:admissionstesting@cambridgeassessment.org.uk)



### CAMBRIDGE ENGLISH Language Assessment

Cambridge English Language Assessment offers the world's leading range of qualifications for learners and teachers of English.

We develop and produce IELTS\*, Cambridge English: Advanced (CAE) and Cambridge English: Proficiency (CPE) amongst others, all of which help to open doors to higher education and employment opportunities, ultimately increasing choices for study or work.

Over 5 million Cambridge English exams are taken each year in more than 130 countries. Backed by the work of one of the largest dedicated language research teams, our exams are accepted by over 20,000 universities, employers and government ministries as proof of English language ability.

Visit **Stand 2** to learn more about our qualifications.

**W** [cambridgeenglish.org](http://cambridgeenglish.org)

**E** [recognition@cambridgeenglish.org.uk](mailto:recognition@cambridgeenglish.org.uk)

**T** @CambridgeEng

*\*IELTS is jointly owned and managed by British Council, IDP: IELTS Australia and Cambridge English Language Assessment*



Oxford Cambridge and RSA

OCR collaborates with employers, further education colleges and training providers to develop technical and professional qualifications that will help students acquire the skills needed for the working world.

Our Cambridge Technicals suite provides students with the right qualifications to support them on their lifelong learning journey. These are recognised by UCAS as a progression pathway to higher education and provide an alternative to A Levels.

Visit **Stand 3** to find out about our vocational qualifications.

**W** [ocr.org.uk](http://ocr.org.uk)

**E** [vocational.qualifications@ocr.org.uk](mailto:vocational.qualifications@ocr.org.uk)

**T** @ocr\_vocational



### CAMBRIDGE International Examinations

Cambridge International Examinations prepares school students for life, helping them develop an informed curiosity and a lasting passion for learning.

Our international qualifications are recognised by the world's best universities and employers, giving students a wide range of options in their education and career. As a not-for-profit organisation, we devote our resources to delivering high-quality educational programmes that can unlock learners' potential.

Our programmes and qualifications set the global standard for international education. They are created by subject experts, rooted in academic rigour and reflect the latest educational research.

Visit **Stand 4** to find out more about our qualifications.

**W** [cie.org.uk](http://cie.org.uk)

**E** [info@cie.org.uk](mailto:info@cie.org.uk)

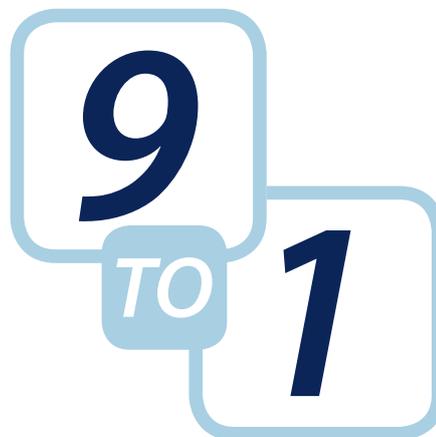
**T** @CIE\_Education

# 9 to 1 *grading* for new GCSEs

*This August, students in England will receive results graded 9 to 1, (with 9 being the highest), for their performance in reformed English Literature, English Language and Maths GCSEs.*

The 9 to 1 system will then be applied to results for the other reformed GCSEs in 2018 and in 2019, so until then, students will receive their GCSE results in a mix of new 9 to 1 and the A\* to G grades, depending on the subjects they study. There's more information about the new grading system on the OCR website ([www.ocr.org.uk](http://www.ocr.org.uk)) but to summarise:

- The bottom of grade 4 will be aligned to the bottom of grade C, so approximately the same number of students who currently get a grade C or above will get a grade 4 or above.
- The top grade 9 will be awarded using a different method. 20% of students who achieve a mark at grade 7 or above will be awarded grade 9.



- Current DfE policy is that grade 5 has been identified as 'a good pass' and will count as a headline performance table measure in 2017 and 2018.
- Grade boundaries will only be set after exams have taken place and on the basis of statistical predictions.

**Ofqual**

**Grading new GCSEs from 2017**

New grading structure	Current grading structure
9	
8	A*
7	A
6	B
5	
4	C
3	
3	D
2	E
1	F
	G
U	U

**GOOD PASS (DfE)**  
5 and above = top of C and above

**AWARDING**  
4 and above = bottom of C and above

## What's happening in Wales and Northern Ireland?

The new 9 to 1 grading system applies to qualifications that have been reformed in England. In Wales, GCSEs will retain an A\* – G grading system. However Qualifications Wales confirmed that reformed GCSEs (9–1) in smaller entry subjects will have designated status and can be taught in all schools in Wales (though not in the medium of Welsh). This includes OCR's reformed GCSEs in Ancient History, Classical Civilisation, Economics, Film Studies, and Psychology, as well as Latin and Classical Greek. Education policy in Northern Ireland means that all schools and colleges can teach OCR's new reformed GCSEs, initially with the exception of GCSE English Language and GCSE Sciences, developed for England. In January 2017, the Northern Ireland Education Minister confirmed that the reformed GCSE Science (9–1) specifications could also be taught in Northern Ireland from September 2017.

## Want to know more?

Visit the OCR and Ofqual websites:  
[ocr.org.uk/9-to-1](http://ocr.org.uk/9-to-1)  
[gov.uk/ofqual](http://gov.uk/ofqual)

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# Our *speakers* at the UCAS Admissions



**Tricia Banks and Martin Webber**  
*Partnerships and Sector Relationships*  
*Managers, OCR*

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## Vocational qualifications at Key Stage 5 – now providing greater preparation for HE

Tuesday 11 April 2017, 16:30 – 17:30

OCR will be hosting a workshop to explore the recent changes to the structure and assessment of vocational qualifications at Key Stage 5. We will investigate the comparability with other qualifications at Key Stage 5. We will examine some of the considerations that influenced the development of these qualifications to enable the widest possible progression routes for learners.

This workshop will enable the delegates to contribute and ask questions during and at the end of the session.

### *Learning Outcomes*

#### *By the end of the session participants will:*

- Be aware of the introduction of external assessment to vocational qualifications at Key Stage 5
- Have a greater understanding of the parity with other Level 3 qualifications
- Be able to discuss a range of progression opportunities for learners with vocational qualifications at Key Stage 5



**Kevin Ebenezer**  
*Recognitions Manager,*  
*Cambridge International Examinations*

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## A guide for admissions and recruitment

Wednesday 12 April 2017, 12:00 – 13:00

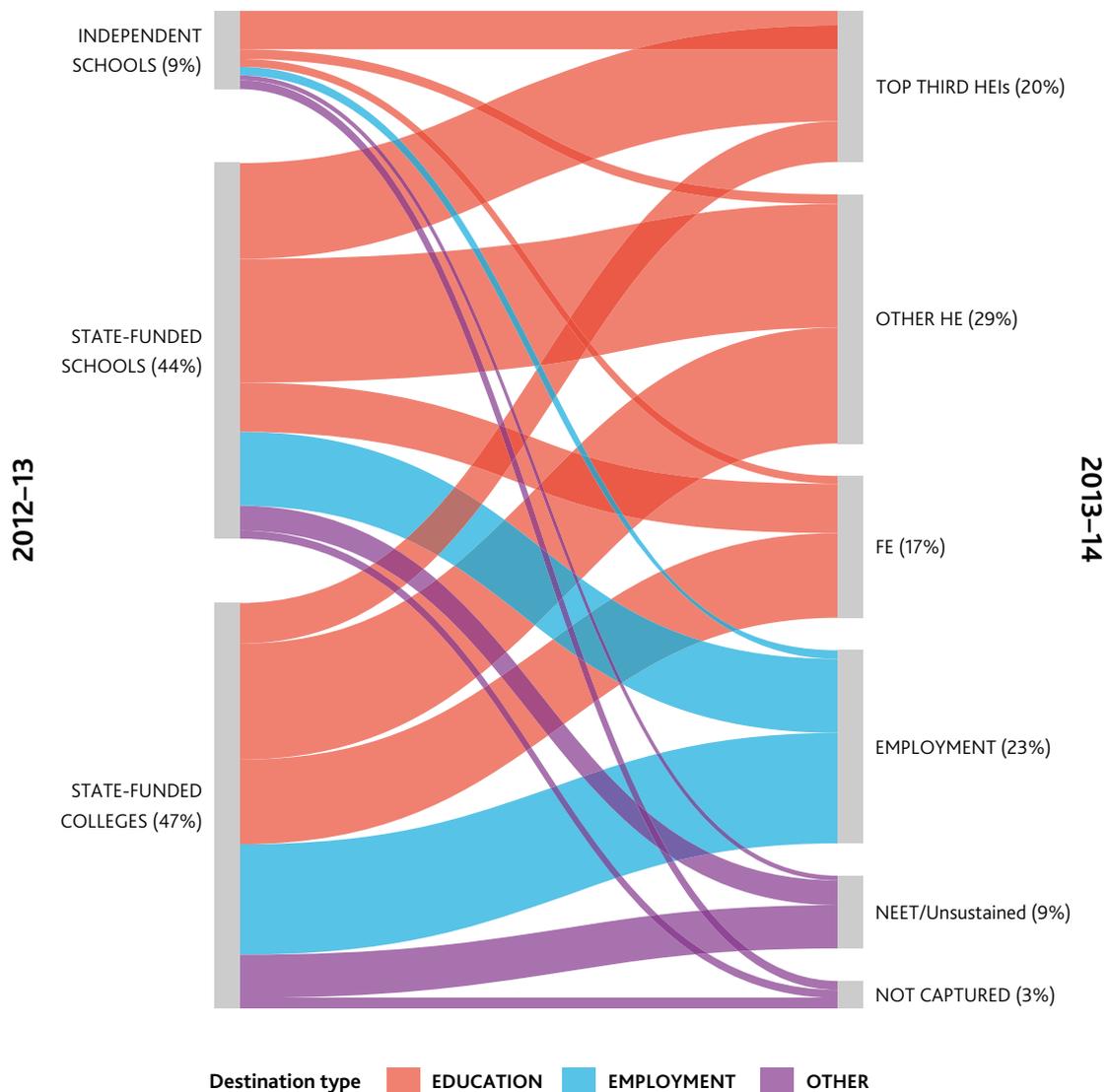
This session will present key information on the Cambridge International AS and A Levels, Cambridge AICE Diploma, Cambridge IGCSE and Cambridge International AS and A Level Global Perspectives and Research programmes, together with the findings of UK NARIC's independent evaluation and benchmarking of Cambridge qualifications. There will also be an update on the new 9–1 graded IGCSE qualifications for UK independent schools. It will be particularly relevant to those in admissions and recruitment.

Cambridge International Examinations is the world's largest provider of age 14–19 international education. In 2016 we commissioned UK NARIC – the UK's national agency for the recognition and comparison of international qualifications and skills – to conduct an independent benchmarking study of Cambridge IGCSEs and Cambridge International AS and A Levels to the UK system. The study found Cambridge qualifications to be globally relevant and robust, closely comparable to UK national secondary qualifications. Reforms to UK GCSE and A Level qualifications were not felt to have an impact on the overall comparability of the Cambridge IGCSE and Cambridge International AS and A Level. In fact, the linear assessment methods of Cambridge IGCSE and Cambridge International AS and A Level are highlighted in the report as demonstrating 'closer alignment' to the reformed GCSE and A Level in the UK. Cambridge International AS and A Level was found to demonstrate overall comparability to UK AS and A Level standard, and Cambridge IGCSE to UK GCSE standard.

# Discover *research on student destinations* from Key Stage 5

## Summary

The Department for Education collates statistics on where students go after completing their studies. For students finishing Key Stage 5 (i.e. those entered for A Levels or other Level 3 qualifications, mostly aged 17), a variety of options are available including further or higher education, employment, and other activities. This Data Byte examines the destinations of students who completed Key Stage 5 in the 2012–13 academic year.



### What does the chart show?

The left-hand side of the chart shows the institutions attended by students in Key Stage 5 during the 2012–13 academic year. These are split into state-funded schools, state-funded colleges (including further education colleges and sixth-form colleges), and independent schools. The right-hand section of the chart shows their destinations in the following academic year. The percentages under each label show the proportion of the whole cohort within each academic year; percentages have been rounded and so may not add up to 100%.

The width of the links in the diagram is proportional to the number of young people moving between each starting point and destination. Pink links indicate those young people continuing their formal education. These destinations are split between the top third of higher education institutions (HEIs), other higher education providers, and further education (FE) providers. The 'top third of HEIs' is a grouping defined by the Department for Business, Innovation and Skills as 'the top third of higher education institutions when grouped by mean UCAS tariff score from the top three A level grades of entrants'. Due to this definition the institutions within this category may change from year to year; however it typically includes the research-intensive Russell Group universities.

The links coloured blue are to any combination of employment or training. This includes various types of employment, traineeships, and other combinations of employment and training. Apprenticeships are education and training programmes combined with work experience; consequently young people undertaking an apprenticeship may be included in either the Employment or Education destinations. Approximately 5% of the 2013–14 cohort were on an apprenticeship.

Purple links represent the destinations of young people who were either not in education or employment (NEET), who were recorded as participating in education or employment from August to July but did not have continuous participation from October to March (Unsustained), or who could not be traced to a destination the following year (Not captured).

### Why is the chart interesting?

The chart shows that the majority of young people continue their education following Key Stage 5. It also highlights the differences in destinations of students from state-funded schools, colleges and independent schools. Although roughly 60% of students from independent schools and state-funded schools go on to higher education, a significantly higher proportion from independent schools go to the top third of HEIs (49% compared to 26%).

Colleges show greater proportions of students moving on to further education and employment than schools. This is most likely due to the different types of qualifications they provide.

### Further information

The data used to prepare this figure, as well as details on the methodology used to collect it, can be found on the UK government website:

Department for Education (2016) Improvements to destinations of key stage 5 students: time series. Official Statistics. [www.gov.uk/government/statistics/improvements-to-destinations-of-key-stage-5-students-time-series](http://www.gov.uk/government/statistics/improvements-to-destinations-of-key-stage-5-students-time-series)

## About *Data Bytes*

This Data Byte was created by Cambridge Assessment. The Data Bytes series is a regular series of graphics from our research team, highlighting the latest research findings and trends in education and assessment.

*For more Data Bytes please visit our website at [cambridgeassessment.org.uk/our-research/data-bytes](http://cambridgeassessment.org.uk/our-research/data-bytes)*

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# Join our *Cambridge Assessment Higher Education Consultative Forum*



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*‘a key player  
in influencing  
government  
policy on A Level  
development and  
many other issues’*

The inaugural meeting of the Cambridge Assessment Higher Education Consultative Forum took place this March at Aston University – the forum will provide a termly opportunity for representatives of nearly 40 universities to exchange ideas about assessment, qualifications, and much wider education policies.

Although this was the first time the forum was hosted and managed by the whole of Cambridge Assessment, it represented an expansion of a long-established forum hosted by OCR, which is Cambridge Assessment’s UK exam board.

The OCR version of the forum first met way back in November 2010 during an earlier time of major political change. Michael Gove had been appointed by the new coalition government as Secretary of State for Education and was preparing the ground for a major review of A Levels and GCSEs. He was calling for an overhaul of A Levels and was calling on higher education to take the lead.

The forum became a key player in influencing government policy on A Level development and many other issues.

Over the years, the DfE and Ofqual regularly attended the forum to seek views and share emerging policy thinking; Professor Mark Smith, Independent Chair of the A Level Review panel was a guest member.

Beyond A Levels, a great many topics were discussed, all against a backdrop of major upheavals in education, not least in higher education. Topics included: changes to the UCAS tariff system, the use of technology in assessment, the rise of Applied General Qualifications, fostering links between higher education and further education, degree apprenticeships, quality of marking and various education White Papers.

The first meeting of the Cambridge Assessment Higher Education Consultative Forum kept up the tradition of lively discourse, with Ross Hudson from HEFCE leading a debate about the current ‘learning gain’ pilots. The inclusion of all members of the Cambridge Assessment Group brings new perspectives and expertise to the table, including around international issues, the assessment of English Language, and the role of admissions. In a world of constant change we expect the forum to play an important and influential role for many years to come.

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*If you would like to join the forum or to present a topic for discussion please contact Amanda Cator at [cator.a@cie.org.uk](mailto:cator.a@cie.org.uk)*

