



Cambridge  
Assessment



# Annual *Review*

18–19

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# Key facts

In 2018–19 Cambridge Assessment:

Designed and delivered assessments to more than

**8 million**  
learners  
in over  
**170** countries



Generated revenue of over

 **£485 million**

Made  
**64%**  
of our sales

 outside the UK

Received more than

**50 million**



visits to our websites

Trained



**20,000**

teachers around the world

Employed nearly

**3,000** people  
in more than



**40**  
locations around the world

Processed



**74 million**  
exam items

Scanned in

**44 million**  
images



for on-screen marking

“Over the course of this year I have further developed a sense of how *Cambridge Assessment* can feed into the University’s vision.”

# Vice-Chancellor's introduction

**Professor Stephen J Toope**

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

**F**or me, a highlight of the year was my first visit to Cambridge Assessment's impressive new global headquarters, Triangle. It is a building designed to encourage the kind of collaboration that has seen academics from the University of Cambridge working together across disciplines to develop world-leading ideas. And indeed we have already seen a deepening of collaboration between Cambridge Assessment and Cambridge University Press, as staff at their respective headquarters have literally become neighbours.

Speaking to staff that day – both those in Cambridge and those watching online from the organisation's 40 locations around the world – I explained my international focus and talked about my own powerful experience as a student at Cambridge.

I spoke about how I am looking to develop a greater sense of openness at Cambridge. Openness to ever more international engagement, because I think Cambridge has a huge role to play globally. Openness to people of diverse talents wherever they are found, from our students through to our staff, both academic and professional. And openness to more partnerships with institutions locally, nationally and globally.

I also spoke about how we should also be joining up various elements of what we do as a university at large, of which Cambridge Assessment is of course a key part. In particular, greater interdisciplinarity to allow us to find new ways to address fundamental global challenges in a more effective way.

A great example of this is the cross-Cambridge partnership with the charity Unicef to help the 50 million children across the world today who are refugees or displaced. This project is currently in the research and development phase, and I look forward to seeing it start to bear fruit. Because



there can surely be few greater challenges for a university like ours to lend its intellectual might to than the plight of some of the world's most deprived children.

Over the course of this year I have further developed a sense of how Cambridge Assessment can feed into the University's vision. It has become clear how far down the digital route Cambridge Assessment is, and I am keen to see us draw our resources together more effectively so that we might have a greater impact in this digital revolution. Cambridge Assessment's commitment to innovation in this area became even more apparent when I opened the first Summit of Education at Triangle this year. Bringing to our city education experts from all over the world to anticipate the future of learning, the event looked specifically at how we can harness technology and the societal change it brings to enhance education.

Finally, some words of thanks. I am very pleased that Professor Graham Virgo, Senior Pro-Vice Chancellor for Education, and Dr Annette Thomas, former Chief Executive Officer of Macmillan, have joined Cambridge Assessment's governing Press and Assessment Board. As we welcomed these new faces to the Press and Assessment Board, we also said goodbye and gave grateful thanks to long-serving contributor Ms Sherry Coutu and also Professor Duncan Maskell, who has left Cambridge to become Vice-Chancellor at the University of Melbourne, and who played a key role in the formation and early running of the Press and Assessment Board.

# Chief Executive's overview

**Saul Nassé**

*Chief Executive, Cambridge Assessment*

**E**arlier this year I completed five years at Cambridge Assessment. This meant I qualified for the extra day's leave we give all our long servers! More importantly, it made me reflect on how much the organisation has changed over the last few years. We are making huge strides in our ambition to reach millions more learners around the world.

Cambridge English has hit some big numbers this year. Our English qualifications have seen two million annual entries for the first time, and OET, our English language test for healthcare professionals, achieved an incredible 200 per cent growth. Meanwhile, IELTS, the world's most popular English test for higher education and global migration, is now available three times a day, seven days a week thanks to a new digital platform.

We've seen continued growth at Cambridge International too; the number of schools teaching its programmes is now at a record high, a particular success story this year being the USA. Cambridge Pathway programmes are now used in elementary, middle and high schools in 32 states.

In the UK, OCR marked a milestone in the government's ambitious qualification reform programme – this year was the first in which all its reformed GCSEs were taken by students. Vocational alternatives to traditional academic routes have always been a proud part of OCR's offer and this year saw big growth in Cambridge Nationals and Cambridge Technicals qualifications, up by 62 and 17 per cent respectively.

One of the biggest changes this year saw the Centre for Evaluation and Monitoring (CEM) join the Cambridge family. CEM is one of the largest and longest established research groups providing assessments for children of all ages and is used by education professionals in over 70 countries around the world. We jointly own CEM with Cambridge University Press and, together, we believe we can reach significantly more learners around the world with CEM's assessments.

We have strengthened our bond with the Press in other ways this year, too. Our joint initiative Cambridge Exams Publishing



marked seven years of successful operation. And in May, we put pen to paper on a really inspiring cross-University collaboration with the charity Unicef and Microsoft that seeks to find new ways to support refugee and displaced learners.

Over the course of the year, I've had a chance to meet the growing number of students, teachers and stakeholders we have around the world. From India to Australia, from Singapore to Chile, you have given me new insights into what Cambridge Assessment can do for education in the future. We also had a wonderfully global moment when we welcomed a group of our learners to officially open our new Cambridge base, Triangle. From countries including Argentina, Brazil, Malaysia, Mexico, Spain and the UK, it was great to hear our learners talk about their ambitions for the future and the positive impact that we make on their lives.

We've not just seen change in how Cambridge Assessment faces the world, we've seen change within the organisation too. There are many new people around the board table, with three new chief executives of our business units in Jill Duffy, Christine Özden and Francesca Woodward. We've also been joined by David Bulman as Chief Information Officer and Janet Scotcher has taken on the role of Director of HR and Transformation permanently. Together with Jackie Rippeth and Tim Oates, we end 2019 with a great team in place. In the future, I look forward to them and folk across the organisation clocking up work anniversaries, as I have this year. Our people are Cambridge Assessment's greatest asset, and it's through their efforts that we're having an increasing impact on education around the world.



“From India to Australia, from Singapore to Chile, you have given me new insights into what Cambridge Assessment can do for *education in the future.*”

# About us



Cambridge Assessment  
English



Cambridge Assessment  
International Education

**OCR**  
Oxford Cambridge and RSA

**C**ambridge Assessment is a leading expert in education and assessment. As part of the University of Cambridge, we have unrivalled depth of experience in national education systems, international education and English language learning. We exist to help people learn, achieve and prove their true potential.

*We are a not-for-profit organisation comprised of three major exam boards:*

**Cambridge Assessment English** develops and produces Cambridge English Qualifications, courses and tests, taken by more than five million people every year in 130 countries and recognised by more than 20,000 universities, employers and governments. The world-leading range includes IELTS (International English Language Testing System), of which Cambridge English is the co-owner.

**Cambridge Assessment International Education** prepares school students for life, helping them develop an informed curiosity and a lasting passion for learning. It is the world's largest provider of international education programmes and qualifications for five to 19 year olds, including the Cambridge International GCSE and the Cambridge International AS & A Level. Cambridge qualifications are taken in more than 160 countries and recognised by universities and employers around the world. Cambridge International also advises and works with a number of governments on education issues.

**OCR (Oxford, Cambridge and RSA)** is a leading provider of a wide range of UK qualifications. It designs, produces and assesses qualifications including GCSEs, AS/A Levels, Cambridge Nationals, Cambridge Technicals and a wide range of vocational qualifications, for learners of all ages, with more than 6,000 schools, colleges and other institutions using our qualifications.

Teachers, schools, organisations and governments worldwide recognise Cambridge Assessment's programmes and qualifications as a global mark of excellence.

Our leading assessment expertise is sustained by our research capability – the largest of its kind in Europe.

The **Cambridge Assessment Network** supports the wider assessment profession, enabling professionals to share and develop knowledge and expertise in the measurement of learning and capability. Offering a programme of professional development in assessment and related issues through a series of conferences, seminars and courses, its aim is to build an international community committed to high-quality assessment that enhances learning.

This year, in association with Cambridge University Press, we were joined by **CEM** (Centre for Evaluation and Monitoring). Used by education professionals for over 30 years in more than 70 countries, CEM is one of the largest and longest established providers of assessments for children of all ages, from early years to post 16.

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## *Our Board*



Saul Nassé  
*Chief Executive,  
Cambridge Assessment*



Jill Duffy  
*Chief Executive, OCR  
(Oxford, Cambridge and RSA)*



Christine Özden  
*Chief Executive,  
Cambridge Assessment  
International Education*



Francesca Woodward  
*Chief Executive,  
Cambridge Assessment  
English*



David Bulman  
*Chief Information Officer*



Tim Oates CBE  
*Director,  
Assessment Research  
and Development*



Jackie Rippeth  
*Chief Financial Officer*



Janet Scotcher  
*Director, HR and  
Transformation*

# Global growth

Delegates on the Cambridge International Study Programme, run by Cambridge Assessment Network.

**A**t Cambridge Assessment, one of our key strategic ambitions is to increase our impact, reaching many millions more learners. The last year has marked a first step in that journey, being a year of continued growth. In the year covered by this report – August 2018 to July 2019 – we generated revenue of more than £485m, up by over 10 per cent on the previous year.

A key driver of our sustained growth is the continuing success of IELTS, the International English Language Testing System, jointly owned by Cambridge Assessment English, the British Council and IDP:IELTS Australia. IELTS is used by academic institutions, employers and migration services as proof of English language ability. More than 3.75 million IELTS tests were taken this year.

Cambridge English Qualifications also continue to experience significant growth, particularly in primary and secondary schools worldwide. A landmark figure of two million entries for Cambridge English Qualifications was achieved for the first time in 2018–2019, while over 800 new organisations and institutions announced recognition for Cambridge English Qualifications and tests last year, bringing the total to more than 25,000. The long-term relevance and reputation of Cambridge English's support for teachers was underlined in September when CELTA – the world's leading qualification for English language teachers – celebrated its 30th birthday.

We work closely with other departments of Cambridge University to harness the benefits of artificial intelligence (AI). Key developments in this area include Linguaskill, which breaks new ground with automated assessment of listening, speaking, reading and writing to deliver a fast test of English



**“A key driver of our sustained growth is the continuing success of IELTS, the International English Language Testing System.”**

with accurate results. In addition to formal qualifications, AI has also enabled over two million Cambridge English learners to test their written English using the Write & Improve app. The companion app, Speak & Improve (launched in the spring of 2019) has already been used by 9,000 learners wanting to practise their spoken English.

Also recording significant growth this year is the Occupational English Test (OET), an English language test for healthcare professionals managed by Cambridge Boxhill

“At Cambridge Assessment, one of our key strategic ambitions is to *increase our impact*, reaching many millions more learners.”

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## **"Cambridge Assessment Admissions Testing also continues to flourish, reporting a 32 per cent growth in revenue compared to 2017–18."**

Language Assessment. OET's recognition by both the UK's General Medical Council and the Nursing and Midwifery Council has contributed towards a 200 per cent rise in UK demand for OET.

Meanwhile, our international exam board Cambridge Assessment International Education enjoyed solid growth this year. Internationally, there has been a six per cent increase in the number of students taking Cambridge International exams, while exam entries across all Cambridge International programmes rose by four per cent on the previous year. The number of schools teaching Cambridge International programmes is now at a record high, rising by six per cent internationally on the previous year, with a seven per cent growth in demand for Cambridge International A Levels, and international entries for Cambridge IGCSE rising by four per cent.

Growth has been particularly strong in the USA, where entries for Cambridge International exams have increased by 24 per cent since 2017. In the last year, the number of Cambridge schools in the US has grown by nearly 10 per cent, with Cambridge Pathway programmes now being used in elementary, middle and high schools in 32 states.

The year has also seen a significant rise in the number of entries for Cambridge Checkpoint tests, designed to assess the progress of young learners – 10 per cent growth for the Cambridge Primary Checkpoint tests and five per cent for Cambridge Lower Secondary Checkpoint tests.

Meanwhile, Cambridge Assessment Admissions Testing also continues to flourish, reporting a 32 per cent growth

in revenue compared to 2017–18. A trusted partner for UK and overseas universities for over 15 years, it has a global network of test centres spanning 150 countries.

An important milestone in our growth strategy came in June 2019, as together with Cambridge University Press we jointly acquired Durham University's renowned Centre for Evaluation and Monitoring (CEM). CEM is one of the largest and longest established research groups providing assessments for children of all ages, and is used by education professionals in over 70 countries.

Another successful collaboration, Cambridge Exams Publishing, marked seven years of successful operation. This joint initiative between Cambridge Assessment and Cambridge University Press develops official preparation materials for Cambridge English exams, and this year recorded an increase of nearly 17 per cent in net sales. Also together with Cambridge University Press, in January we signed a Memorandum of Understanding (MoU) with Vietnam's Ministry of Education and Training to provide support for the country's ambitious education reforms, and especially to improve the effectiveness of English language teaching and the introduction of international qualifications.

This was closely followed, in February, by an MoU between Cambridge Assessment English and Speexx, an intelligent language-learning platform for digital workplaces that combines assessment, learning and continuous performance support. The MoU allows learners to use the Speexx platform to prepare for the new, online Linguaskill Business test from Cambridge English.



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## *Delivering* learning

**T**his year marked a milestone in education in England, with the government's ambitious reforms to GCSEs, A Levels and AS Levels now all but complete. Our UK exam board OCR has successfully adapted to these reforms, smoothly delivering more than 100 accredited GCSE, AS, A Level and vocational qualifications. This year was also a first in that all of OCR's reformed GCSEs, graded on the new 9–1 numerical scale, were sat by students.

Indeed, this summer alone OCR produced over 650 different exam papers, marking over 500,000 AS and A Level exams, and 850,000 GCSE exams. Particular highlights included its

computer science qualifications, with entries for GCSE up by eight per cent, and for A Level up by 17 per cent. Demand has also continued to grow for OCR's Cambridge Nationals and Cambridge Technicals, which are vocational alternatives to GCSE and A Level qualifications. Over 73,000 students achieved a Cambridge National in 2019, up by 62 per cent on 2018, while the number of students gaining Cambridge Technicals has risen by 17 per cent.

OCR's Functional Skills qualifications underwent reform during the course of the year. Functional Skills qualifications support students in education, work and life by developing



Students taking OCR Cambridge Nationals at Hazelwick School, Sussex, England.





Students taking OCR Physical Education qualifications at Gilbert School, Essex, England.

confidence and independence through improved English and maths. OCR conducted extensive research so their new Functional Skills exam papers focused on practical tasks anchored in the real world.

In October Cambridge Assessment Admissions Testing celebrated the 15th anniversary of its flagship test BMAT – the BioMedical Admissions Test.

BMAT is used by 30 universities in 11 countries to identify suitable candidates for medical, biomedical and dentistry degrees, and its performance this year has been particularly strong. The test has grown by 25 per cent globally, especially in Thailand where adoption by new medical schools has driven an 86 per cent rise in candidate numbers.

In February 2019, Cambridge Assessment International Education announced the addition of four new subjects – art & design, digital literacy, music and physical education – to

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**“In the summer alone, OCR marked over 500,000 AS and A Level exams and 850,000 GCSE exams.”**

its highly regarded Cambridge Primary and Lower Secondary programmes. These new subjects provide more opportunities to develop creativity, expression and personal wellbeing while also supporting the development of the Cambridge learner attributes such as confidence working with information and ideas. For students further along their educational journey, in September 2018 Cambridge International launched the Cambridge International Project Qualification, or Cambridge IPQ. This standalone, project-based qualification is designed to be taken alongside Cambridge International AS & A Levels, to help students prepare for university by developing higher-order thinking skills, as well as improving their ability to research, reflect and communicate.

“An important element in the *Cambridge approach* is to ensure that the services we offer have positive educational impact. A survey of nearly 6,000 teachers and school leaders in 109 countries found that over 95 per cent considered Cambridge English Qualifications to have a positive impact on learning.”

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A delegate at the Cambridge Schools Conference which took place in Cape Town, South Africa, in March 2019.

Providing further opportunities for Cambridge schools to broaden their curricula, HRH The Earl of Wessex announced the news that a partnership between Cambridge International and The Duke of Edinburgh's International Award has been extended to Cambridge schools in Malaysia. Cambridge International's partnership with The Duke of Edinburgh's International Award has already seen the programme successfully launched to Cambridge schools in Indonesia, India, China, South Africa, Spain and Egypt.

Cambridge Assessment English is actively supporting national programmes around the world to raise the standard of English in schools. Highlights this year included an agreement with the government of Estonia which will allow students in state schools to gain prestigious international qualifications in English.

An important element in the Cambridge approach is to ensure that the services we offer have positive educational impact. A survey of nearly 6,000 teachers and school leaders in 109 countries found that over 95 per cent considered Cambridge English Qualifications to have a positive impact on learning.

Cambridge Assessment English also reaches out to learners and teachers through social media, including two of its Facebook pages ranking first and third in the world in the education sector, with a combined total of more than 12 million fans, as well as 23 million video views on YouTube and Facebook combined. Last year, its Facebook Live sessions reached eight million users and attracted two million video views.

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**"Last year, our Facebook Live sessions reached eight million users and attracted two million video views."**



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## *Trusted* experts

“**A**s education leaders, we know the transformative power of education, but we also know the dangers of leaving the door shut on millions of lives,” our Chief Executive Saul Nassé told the world’s biggest gathering of education ministers, the Education World Forum in London. In his speech in January, Saul said the answer was to bring together curriculum, teachers and technology to “help prevent the door of education from slamming shut on children whatever their circumstances”.

OCR Chief Executive Jill Duffy also spoke on the importance of social mobility, in a speech to England’s influential Westminster Education Forum in June 2019. Jill’s speech was a contribution to a review by England’s Department for Education of post-16 qualifications which include Applied Generals such as Cambridge Technicals.

Both Saul’s and Jill’s speeches were part of an extensive programme of speeches, presentations, exhibitions and seminars delivered over the last 12 months, all designed to share our expertise, knowledge and involvement with a wider audience.

In November for example, together with Cambridge International and Cambridge University Press, we were a significant presence at Innovation Africa, ‘Africa’s Official Ministerial Meeting’. This three-day summit, held in Zimbabwe, brought together ministers and officials from across the African continent to discuss educational transformation.

In 2005, Baroness Onora O’Neill – renowned for her BBC Reith Lectures – presented at the launch of the Cambridge Assessment Network, which provides professional development programmes and expert training for assessment professionals and organisations in the UK and internationally.

Baroness O’Neill spoke about the key issue of trust in UK public institutions and, nearly 15 years on, the Network invited Dr Mary Richardson, Associate Professor at UCL Institute of Education in London, to consider how this has changed in a ‘post-truth world’ and what it means for education and assessment. A large audience both in the room and online heard Dr Richardson argue that it was vital to build engagement and therefore establish trust.

Dr Richardson’s talk was followed in May by a Cambridge Assessment Network seminar by Dr Jane Mellanby, Emeritus Academic Visitor at the University of Oxford’s Department of Experimental Psychology. She called for the use of specific complex grammar such as conditionals to be taught in England’s National Curriculum in order to ensure that disadvantaged children are not left behind.

Cambridge Assessment continues to lead global conversations around the importance of high-quality learning materials. In June, together with the Icelandic Ministry of Education and Culture and education representatives from around the world, we convened for the second International Textbook Summit. With eight nations attending, it was a major contribution to the continued growth of interest in

“The year saw Cambridge Assessment International Education publish the results of its first-ever *Global Education Census*. Designed to find out more about life in schools for students aged 12–19 and their teachers, it generated more than 20,000 responses from more than 100 countries.”

the form and function of learning materials, and the contexts in which they exist.

We continue to invest heavily in research, because it is at the heart of all our qualifications and education programmes. The Research Division has maintained its broad and high-impact programme of work – ranging from development of automated marker monitoring to advice to policy makers in England and around the world. In December 2018, our researchers warned against uncritical use of PISA (Programme for International Student Assessment) international test results. Dr Matthew Carroll and Dr Tom Benton compared achievement on PISA with England's GCSE, arguing that understanding the links between performances on the two assessments is important, not least because it helps us understand the extent to which performance in PISA reflects the success or otherwise of the UK's school system. Our research team's work on international comparisons and educational improvement continues to be used around the world.

As well as our active in-house research programme, we have continued to support and foster key relationships with other bodies around the world. In October, Cambridge Assessment English celebrated 25 years of collaboration with China's National Education Examinations Authority. This achievement was marked with a special meeting in Cambridge which brought together experts from both organisations to share expertise and plan for the future.

This was followed in July by the first Cambridge China Education Forum, an interdisciplinary conference in Beijing which brought together experts from China and the UK to consider what we know about the educational needs of the next generation and how we can prepare them for the future. Educators and the general public in France also had a chance to find out more about how good testing enhances language learning at the inaugural Fête/Faites de l'Anglais event in Paris.

Our research team continues to contribute to conferences around the world. This year, work was presented at the American Educational Research Association (AERA), the fifth International Conference on Employer Engagement in Education and Training, the European Conference on Education (ECE) and the British Educational Research Association (BERA) conference to name but a few.

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## **“In October Cambridge Assessment English celebrated 25 years of collaboration with China's National Education Examinations Authority.”**

The year saw Cambridge Assessment International Education publish the results of its first-ever Global Education Census. Designed to find out more about life in schools for students aged 12–19 and their teachers, it generated more than 20,000 responses from more than 100 countries. One of the headline findings was that students in the US are the most likely in the world to use technology in the classroom, with three out of four using their smartphones as educational aids.

Cambridge English and ALTE – the Association of Language Testers in Europe – jointly celebrated the European Day of Languages with an event in the European Parliament, attended by Members of the European Parliament from numerous countries who are strong advocates of multilingualism, as well as the European Commission, NATO and other international organisations.

Marking another decade of collaboration, in July Cambridge International celebrated the 10th anniversary of the founding of its US Higher Education Advisory Council (US HEAC). The Council comprises admissions officers from a wide range of US universities who provide invaluable advice on the development of Cambridge International programmes, thereby ensuring they continue to meet the needs of US higher education. The Council also helps raise awareness of Cambridge programmes in the US, which are used by many state schools to successfully raise standards and improve outcomes for students from all backgrounds.



## CASE STUDY

# GHANA, KENYA AND ETHIOPIA

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**“The World Bank engaged Cambridge International to support in the development and introduction of a *Competency Based Curriculum*.”**

For the first time this year Cambridge International has started working with bilateral and multi-lateral donor organisations in Sub-Saharan Africa.

In Ghana, thanks to funding from the UK's Department for International Development, Cambridge International has been contracted to support the design, development, testing and quality assurance of an overarching Learning Assessment Framework for the new

pre-tertiary curriculum. In Kenya, the World Bank engaged Cambridge International to evaluate and support development of its new National Curriculum. And in Ethiopia the charity Unicef has funded work with the Ministry of Education to undertake a comprehensive review of the General Education Curriculum. The aim of Phase 1 of this project was a needs assessment to inform curriculum planning through extensive engagement with key stakeholders and develop costed solutions for the future.

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# *Supporting* educators

**W**e are deeply committed to providing the resources required to support education and assessment professionals in the classroom and beyond, and also to encourage and enable lifelong professional development.

Cambridge Assessment International Education hosted another successful series of its annual Cambridge Schools Conferences, which provide an opportunity for teachers and school leaders to learn about new concepts, share knowledge and discuss common challenges. This year's conferences took place in the UK, Sri Lanka and South Africa, with discussions centring on the theme of 'creating the conditions for success'.

In March 2019, Cambridge International also held the Pakistan Schools Conference in Karachi, where 220 educators from 150 Cambridge schools debated 'the impact on education of our rapidly changing world' under the conference theme of 'ready for learning, ready for the world'. Across the continent, the Cambridge International East Asia Schools Conference was held in Qingdao in China. Around 200 delegates from mainland China, Taiwan, Hong Kong and Mongolia joined Cambridge experts and invited academics to discuss the challenge of how to prepare students for future study, work and life.

Elsewhere, experts from Cambridge Assessment English once again took part in the annual IATEFL Conference (the International Association of Teachers of English as a Foreign Language), held in Liverpool in April. Presentations from the Cambridge English team focused on the potential of digital technology to enhance teaching and learning, and the future of assessment.

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**"We also continue to expand our portfolio of learning resources and tools for teachers and their students, and especially resources designed to exploit the many advantages of digital technology."**

Professional support, at every level, continues to be a key activity for our organisation. In April 2019 we launched A102: Introducing Assessment Practice, our second online course for education and assessment professionals. The course builds on the success of A101: Introducing the Principles of Assessment, which since its launch last year has been taken by almost 1,000 professionals in 68 different countries.

OCR has also been working with its examiners as part of a wider initiative to improve the teacher and student experience. New-style examiners' reports were launched this year, designed to give teachers more constructive feedback on OCR exams. The reports provide an overview of student performance, and a detailed, question-by-question analysis of each exam. The reports highlight good performance as well as areas for improvement, often using examples of real student responses.

A fundamental strand within our teacher support provision is the focus on professional development programmes and qualifications designed to build confidence in the classroom, thereby helping to improve learner outcomes. This year, for example, saw the launch of the Cambridge International Award in Teaching and Learning as a first step towards more advanced Cambridge Professional Development Qualifications. The Award programme develops an understanding of both key principles and of the connection between current theory and teaching practice, and was developed in response to feedback from schools who were finding it difficult to recruit and retain effective teachers.



“A fundamental strand within our teacher support provision is the focus on professional development programmes and qualifications designed to *build confidence* in the classroom, thereby helping to improve learner outcomes.”

Delegates from Sri Lanka's Department of Examinations on a bespoke training course run by Cambridge Assessment Network.



We also continue to expand our portfolio of learning resources and tools for teachers and their students, and especially resources designed to exploit the many advantages of digital technology. 'Test Maker', for example, launched by Cambridge International, is a new online service which makes it easy for teachers to create high-quality, customised test papers for their learners using Cambridge questions.

Another initiative, from Cambridge English, is the Teaching English Online course. Run by Cambridge English and FutureLearn, the course gives teachers the knowledge, digital tools and resources to build their skills in online teaching. The course proved so successful that in June 2019 it was awarded a British Council ELTon Award for 'Innovation in teacher resources'. The Cambridge English team was selected from a highly competitive field, and received their award at a ceremony hosted by poet, novelist and playwright Benjamin Zephaniah.

Teacher retention remains a challenge in the UK and elsewhere, and is a debate to which we continue to contribute. In October, Professor Christopher Winch of King's College London spoke about the archetypes of teacher expertise at a Cambridge Assessment Network Seminar event entitled 'Training teachers, trusting teachers, building competence – understanding teacher expertise'. In another

initiative, Cambridge Assessment Admissions Testing's Cambridge Personal Styles Questionnaire (CPSQ) has been used as part of a five-year longitudinal research programme to explore risk factors in trainee teacher retention. They, along with Relational Schools Foundation, were commissioned by Suffolk and Norfolk SCITT (one of the country's largest School-Centred Initial Teacher Training programmes) to carry out a five-year longitudinal research programme to explore risk factors in trainee teacher retention.

We support national programmes of education reform around the world, with a particular focus on the professional development of teachers. This year we trained teams of master trainers in Malaysia to give them the skills to train thousands of teachers to deliver the national curriculum for English which has been developed with active support from Cambridge Assessment English to align the curriculum and tests to international standards. Feedback from the first year of this ambitious project is overwhelmingly positive, with 75 per cent of teachers saying that the curriculum supported them to create a positive, pupil-centred environment.

Similarly, more than 95 per cent of teachers who took an English language methodology course in Panama said that they felt more confident in their teaching and reported increased levels of engagement and motivation amongst learners.



Getty/Aukus Bischoff

## CASE STUDY

# UZBEKISTAN

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**"Cambridge Assessment has provided *admissions testing* for over 27,000 students."**

Cambridge Assessment has engaged with the Uzbekistan Ministry of Public Education on the opening of 14 Presidential Schools across the country, the first of which took place in September 2019, and students have been selected from across the country based on their critical-thinking and problem-solving excellence. The development of these new schools is aligned with the Uzbekistan National Strategy for 2017–21, and aims to educate talented and gifted children from across the country to international standards.

The schools follow a hybrid local and international curriculum, which combines local syllabuses with elements of the Cambridge Pathway for students aged 12–18. Cambridge Assessment Admissions Testing has provided entry tests for over 27,000 students applying for entry to the schools, a STEM (Science, Technology, Engineering and Mathematics) subject curriculum, and teacher and school leadership development to date.

# Making a *difference*

Children from around the world competed at the first Street Child Cricket World Cup, supported by Cambridge Assessment.

**A**s a global leader in education and assessment, we have a social responsibility towards the learners who access our tests and qualifications, the people who work with us around the world, and the communities in which we operate. We support our people to undertake volunteering as a means to tackle societal issues; we focus on building awareness of and solutions to global issues and proactively invest in our local communities.



**“This year also saw the launch of our Refugee Support Committee which will be working with refugee charities to provide assistance, language learning opportunities and supplies for displaced people.”**

The organisation has supported a number of initiatives this year as awareness building and investment activities. In collaboration with our BAME and Women in Leadership Networks, Cambridge Assessment was proud to support the 'Black Cantabs: History Makers' exhibition at Cambridge University Library. This exhibition told the stories of black students in Cambridge, many being told for the first time, exploring the forgotten pioneers of centuries past to the celebrated successes of today. The artwork went on display at Triangle in January and our offices in Coventry in February.

Once again we supported the annual Bridge the Gap walk in Cambridge to raise funds for the Arthur Rank Hospice Charity, and we also sponsored – for the first time – the Street Child Cricket World Cup. Organised by Street Child United in Cambridge, it brought together street-connected children from countries across the world for their own international cricket tournament, raising awareness of the rights of all children to a childhood free of abuse and neglect.

Our people are proactive fundraisers and have undertaken dozens of fundraising events during the year via sporting events and challenges. Over £3,000 was raised for the Sawston United Youth Football Club in honour of a much-loved colleague Steve Moir, who sadly passed away last year. Our employees also nominate two charities of the year to receive business fundraising support. This year we worked with Myton Hospice in Coventry; Red Balloon in Cambridge, which supports children who self-exclude from school, and CAMFED, which helps marginalised girls in Africa go to school, and empowers young women to become leaders of change.



## CASE STUDY

# UNICEF

**“Most crucially, it aims to give children a record *showing what they have learned*, if they have to move across borders.”**

There are 50 million children across the world today who are refugees or displaced. Only half of these have access to primary education, and where schooling does exist, there are language issues, funding shortages, lack of recognition across borders, and often a lack of guidance on what children should be learning.

That is why the charity Unicef appealed for other organisations to join forces with it to find broad solutions to improve education in emergency settings. Cambridge Assessment has responded to that call, in May 2019 signing a Partnership Cooperation Agreement with Unicef for a project that seeks to find new ways to support refugee and displaced learners.

The initiative is a cross-Cambridge collaboration, drawing on people from Cambridge University Press, the Faculty of Education, Department of Psychology and the Faculty of Engineering – and has Microsoft as the technology partner. The project has seen teams from Cambridge travel with Unicef to visit refugee centres in Cox’s Bazar in Bangladesh, and Sudan, with further visits planned for the year ahead. The team is working to develop a core set of concepts and skills that can structure education provision in different emergency contexts. The aim is to give education providers a core curriculum framework of vital knowledge and skills, and to give teachers access to teaching, curriculum and assessment materials. Most crucially, it aims to give children a record showing what they have learned, if they have to move across borders.

Our employee-led charity committees organised a range of activities including a lively street cricket match, several bake sales, and a quiz styled on the BBC's 'University Challenge' TV programme. To date, over £8,800 has been raised with the final total being match funded by the organisation.

This year also saw the launch of our Refugee Support Committee which works with refugee charities to provide assistance, language learning opportunities and supplies for displaced people. The Committee is building on our existing work with refugees, which this year gained international recognition when our MOOC (massive open online course) 'Volunteering with Refugees' won the corporate social responsibility category at the Alliance Excellence Awards, from the Association of Strategic Alliance Professionals. Developed by Cambridge Assessment English, FutureLearn and Crisis Classroom, the course helps potential teachers of refugees understand the linguistic and social needs of this very specific group, and has so far been taken by 8,000 people.

Once again, this year star students from the UK's West Midlands region received £3,000 bursaries from OCR to support each year of their undergraduate studies at the University of Cambridge. The annual prize giving is possible thanks to a fund arising from OCR's historical association with the West Midlands Examinations Board. The 2018 bursary students were the first in their families to go into higher education.

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**"Once again, this year star students from the UK's West Midlands region received bursaries from OCR to support each year of their studies at the University of Cambridge."**

In a similar initiative, Cambridge English has been working with Portuguese TV personality Cristina Ferreira on the launch of a scholarship programme which enabled five students from low-income families in Portugal to attend English language learning courses in Cambridge.

Our move to Triangle, our energy-efficient headquarters, has helped increase our focus on environmental sustainability. As we work towards a zero-waste policy, our recycling statistics show that we saved almost 46,000 trees through reduced paper consumption. We continue to increase our use of solar power and are also making important changes to the way we print, pack and transport documents around the world. This includes a consignment approach to air-freight dispatches, to reduce weight, and an increase in the number of scanned – rather than physical – documents sent to examiners. We have also introduced small but important changes around Triangle, such as the use of glass carafes (rather than plastic bottles) in our meeting rooms, and compostable plastic wrap for in-house food. We are also conscious of our local environmental impact, and our 'Cambridge Litterati' group (comprising staff from Cambridge Assessment and Cambridge University Press) undertook 114 hours of litter picking this year across the local area, collecting more than 40 bags of rubbish.

# LUMINARY BAKERY



## CASE STUDY

## LUMINARY BAKERY

**“The bakery is running a six-month programme that helps vulnerable women get ready for employment through learning to bake. *OCR provides support* in the form of relevant qualifications and guidance on approaches to teaching and learning.”**

Just one highlight of our programme of active community engagement is OCR's work with Luminary Bakery, a social enterprise based in East London which was recently featured in a special edition of the fashion magazine *British Vogue*, personally edited by HRH The Duchess of Sussex. Luminary provides a safe and professional environment for women who have experienced significant social and economic disadvantage and enables them to thrive and learn new employability and transferable life skills through baking. The six-month course Luminary offers each group of women covers baking skills, food hygiene and

personal development, and includes OCR's Life and Living Skills Introductory Award qualification. This qualification supports Entry Level vocational learners and is also popular with Special Educational Needs and Disability (SEND) programmes wishing to offer learners a personalised programme. Luminary uses the qualification and resources to “practically support a woman and help her grow, whilst working towards a certificate she can be proud of”. OCR is committed to supporting vulnerable and disadvantaged learners and has developed a very strong relationship with Luminary Bakery over the past four years as they go from strength to strength.

## Our *people*

**A**t Cambridge Assessment our strong sense of pride in what we do is a huge benefit, and our work in helping millions of learners fulfil their potential truly motivates our people to go above and beyond. This year we have spent a lot of time talking to colleagues to understand how they feel about working here and as a result, we're now working on initiatives designed to help shape the Cambridge Assessment of the future as an inspiring place to work and an organisation that people want to join.

Some things remained constant, such as our commitment to building a global culture of learning amongst our people. This year saw our Talent Development team named as one of the UK's Top 15 Learning Departments in the Learning Performance Institute's accreditation. Our Aspiring Managers programme welcomed another 12 colleagues, alongside 15 on our Leap management apprenticeship programme, and 39 on our Inspiring Leaders course. Twenty-one new coaches were trained in ILM (Institute of Leadership and Management) Level 5 and Level 7 qualifications, building on the success of our Coaching and Mentoring Academy. We are also upskilling our colleagues through apprenticeship Executive MBAs (Masterships) and apprenticeships in Project Management and Hospitality.

As part of our wider goal to recognise potential and equip people with sought-after employment skills and qualifications, we collaborated with Cambridge University Press to launch a range of new Data Science Apprenticeship Programmes from Level 4 to Level 7. Thirty Cambridge Assessment employees joined colleagues

**“Flexible working is very important to us, and we are launching a new approach based on trust and on empowering our people.”**



from the Press in the first cohorts in autumn 2019, including eight new specially recruited Assistant Data Scientists who will combine workplace learning at Cambridge Assessment with study towards a BSc (Hons) Data Science degree with Anglia Ruskin University.

Flexible working is very important to us, and this year we have partnered with UK charity Working Families to help us understand how to improve our flexible working offering. As a result, we are about to launch a new approach based on trust and on empowering our people to have a greater choice about how and when they work.

This year we also reviewed our EPD (Employee Performance and Development) process in order to become more agile and responsive to the needs of our customers and learners. Following extensive consultation, our new framework is based on continuous conversations and goal-setting, with a greater emphasis on the behaviours and ways of working that help our people to make the right choices and set the right goals.





It remains vital that our organisation reflects the diversity of our learners. Our staff networks continue to go from strength to strength, providing a sense of inclusion for our people and championing a range of inspiring and thought-provoking events. In March 2019, we launched a new Disability and Neurodiversity network, joined the UK's Business Disability Forum, and committed to the UK government's Disability Confident scheme.

One of our colleagues has won a Women in International Education 'Unsung Hero' award. These awards are organised by Lead5050 and the Global Leadership League to celebrate the amazing work that women and men are doing in our industry in the name of gender equality.

The award was given in recognition for their work in developing our diversity and inclusion initiative at Cambridge Assessment and establishing the Women in Leadership staff network, in addition to their day job. The network was founded in December 2016, and is open to anybody who

works at Cambridge Assessment (both men and women) who are interested in supporting and inspiring women to pursue their ambitions and achieve their goals.

As part of our commitment to the health, safety and wellbeing of our people, we continue to invest in our Healthy Mind Ambassadors, with 28 colleagues receiving Mental Health First Aid Training this year, while our Health and Safety Committees also received consultation and participation training. Our Healthy Mind network continues to grow in numbers, and Wellbeing Champions have also been introduced at our Coventry office to support 'Healthy You', our employee wellbeing programme.

Our Leadership team has also undergone important changes this year, as we welcomed three new Chief Executives to the organisation. Jill Duffy joined OCR as its new Chief Executive in November 2018. Jill formerly led the UK schools business at education company Pearson, where she was responsible for 450 staff. Prior to joining Pearson, Jill spent 22 years working at education publishers such as Hodder & Stoughton and Oxford University Press.

In January 2019, Christine Özden became the new Chief Executive of Cambridge Assessment International Education, taking over from Michael O'Sullivan. Christine joined from Oxford International AQA Examinations where she was Managing Director, and has a wealth of experience gained in companies including Pearson, Apollo English and Oxford University Press.

In March 2019, Cambridge English welcomed Francesca Woodward as its new Chief Executive, taking over from interim CEO Christine Nuttall. For the last two years Francesca has been Director of Cambridge English's Global Network, leading a large team across multiple offices worldwide and working closely with Cambridge University Press.

And then in April 2019 our interim Director of HR Janet Scotcher was appointed as permanent Director of HR and Transformation. Janet was previously Director of HR at the Wellcome Sanger Institute and has a wealth of experience in organisational development in both the research industry, and healthcare.

One of last year's highlights was our successful relocation from 11 separate offices into Triangle, our new purpose-built global headquarters. In June, one year on from the building's completion date, we held our official opening ceremony. Staff were joined by guests of honour – learners from six countries – to help us mark this special occasion. Cambridge Assessment Chief Executive Saul Nassé spoke of his pride in Triangle, and paid tribute to the visiting learners who, he said, were an inspiration to everyone in the organisation.

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

## Abstract of the Consolidated Statement of Comprehensive Income for the year ended 31 July 2019

	2019 £m	2018 £m
Sales	485.6	438.4
Investment income	9.8	8.5
Total expenditure	(398.2)	(360.4)
	97.2	86.5
Loss on disposal of fixed assets	(0.3)	(0.4)
Net gain on investments	6.1	14.2
Share of operating surplus in joint ventures	1.5	2.0
Taxation (overseas taxation)	(0.6)	(0.4)
<b>Surplus for the year</b>	<b>103.9</b>	<b>101.9</b>
Other comprehensive income: currency translation differences	0.6	(0.2)
<b>Total comprehensive income for the year</b>	<b>104.5</b>	<b>101.7</b>

## Abstract of the Consolidated Balance Sheet as at 31 July 2019

	2019 £m	2018 £m
<b>Non-current assets</b>		
Intangible assets and goodwill	45.9	32.1
Fixed assets	264.8	295.8
Investments	265.7	257.2
	576.4	585.1
<b>Current assets</b>		
Trade and other receivables	123.8	112.6
Cash and cash equivalents	171.8	83.5
	295.6	196.1
<b>Creditors: amounts falling due within one year</b>	<b>(125.3)</b>	<b>(110.8)</b>
<b>Net current assets</b>	<b>170.3</b>	<b>85.3</b>
<b>Total assets less current liabilities</b>	<b>746.7</b>	<b>670.4</b>
Creditors: amounts falling due after more than one year	(0.1)	(1.2)
Pension scheme liabilities	(46.9)	(20.6)
Provisions for liabilities	(2.2)	(2.3)
<b>Total net assets</b>	<b>697.5</b>	<b>646.3</b>
<b>Reserves</b>		
Restricted reserves – endowment reserve	6.7	6.5
Unrestricted reserves – income and expenditure reserve	689.3	638.1
Non-controlling interest	1.5	1.7
<b>Total reserves</b>	<b>697.5</b>	<b>646.3</b>





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