

## Developing and sharing expertise in assessment

Cambridge Assessment Network activities provide a forum for professionals involved in assessment to develop and share their knowledge and expertise, allowing them to share ideas with like-minded people as part of an international community of practice.

### Issue Highlights

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### Look out for your copy of the Cambridge Assessment Network Programme 2012!

You should shortly be receiving your copy of the Cambridge Assessment Network 2012 Programme.

This year's programme showcases an excellent line-up of conferences, seminars, courses and workshops, including the first Cambridge Assessment Conference under the new biennial model. Taking the theme *Examining risk: deeper analysis of pressures on assessment in England*, the conference will provide an opportunity to reflect upon lessons from events of the past; to consider what might be learned from insights within other fields; and to reflect upon how best to confront the reality of risk in the future.

We hope to see you at a Network event soon!



## Learning comes first: shifting the focus from examining to the curriculum

*“What is needed is clarity over a qualification’s educational purpose: does it deliver a coherent programme of learning; is there a clear progression route; and most importantly is it the right ‘programme’ for the learner?”* Simon Lebus, Group Chief Executive, Cambridge Assessment.

Critics say that the current focus on assessment in Britain means that the public debate is overlooking how schools are engaging young people and preparing them for the future. Cambridge Assessment has concerns over the narrowness of the debate and wants to investigate the issues in greater depth. Our online debate, *Let’s talk learning* can be found [here](#), and we will also be hosting a seminar.

**Date:** Tuesday 31 January 2012

**Time:** 10.00– 13.00 (refreshments will be served from 9.30)

**Venue:** One Birdcage Walk (home of the Institution of Mechanical Engineers), Westminster, London SW1H 9JJ

We are hosting an event to debate the key issues and to examine what a good programme of learning should look like. There is ample evidence that a curriculum is at the heart of the learning experience a school offers its learners, and at the heart of the mission and vision of the school. Good curricula develop learners’ understanding, knowledge and skills. So what should a good curriculum – or to put it another way, a good education – look like?

The event will bring together practitioners, researchers, policy makers and those with an interest in the field.

Presenters will include: **Jon Coles**, Director General for Education Standards, Department for Education; **Roger-Francois Gauthier**, Inspector General for Administration of National Education and Research in France; **Dr Nadia Toubia**, Associate Professor in the Faculty of Education at Alexandria University in Egypt; and **Simon Lebus**, Group Chief Executive, Cambridge Assessment.

Panellists will include: **Nansi Ellis**, Head of Education Policy & Research, ATL; **Richard Earp**, Education & Skills Manager, National Grid; **Dr Stephen Spurr**, Principal of Westminster School; **Paul Pritchard**, Chair of Governors, JCB Academy; **Andrew Hutchinson**, Principal of Parkside Federation, Cambridge; **Dr Graeme Atherton**, Executive Director, Aimhigher; and **Dale Bassett**, Research Director, REFORM.

If you would like to attend, please contact James Garnham at Cambridge Assessment on +44 (0)1223 558370 or by [email](#).



## New website for the Network

If you have visited the Network’s website at [www.canetwork.org.uk](http://www.canetwork.org.uk) recently, you will have noticed a significant change. As well as a bright new look, you can now easily browse all of our forthcoming events, and book places by filling in a simple booking form online. In addition, resources from previous events are all now easily accessible in the ‘Past Events’ section.

If you have any feedback on the new website, or can't find something you are looking for, please don't hesitate to [contact us](#).



## Researching impact in an educational assessment context

Assessments form part of complex systems and have expected and unexpected consequences, including exerting powerful influences on the individual and on educational systems and society. Following Messick (1989), researching such consequences is fundamental to test validation and allows for positive and negative impacts to be identified, maximising the sustainability of education and assessment programmes.

On 1 February Dr Hanan Khalifa and Dr Karen Ashton of University of Cambridge ESOL Examinations will be giving a seminar looking at Cambridge ESOL's approach to researching impact and the concept of 'Impact by design'.

Find out more and book your place [here](#).



## Education Select Committee Inquiry: How should examinations for 15-19 year olds in England be run?

Cambridge Assessment has given evidence to the Education Select Committee on the arguments in favour of and against having a range of awarding bodies for academic and applied qualifications, and the merits of alternative arrangements such as having one national body or examination boards franchised to offer qualifications in particular subjects or fields.

Our [evidence](#) shows that a system of multiple awarding bodies offering a range of competitive qualifications - when properly regulated:

- reduces risk in the system
- maintains standards
- is cost effective
- is efficient
- promotes innovation and choice for learners
- generates competitive pressures that ensure constant system modernisation.

[Find out more](#).



## Training, professional recognition and support for assessors

The Chartered Institute for Educational Assessors (CIEA) is a professional membership organisation providing accreditation, training and support for all those involved in educational assessment.

CIEA members include senior examiners, moderators, markers and individuals with an interest in or responsibility for assessment. Members can gain individual accreditation against the national Professional Framework, as well as training and support at each stage of the assessment process. The CIEA also acts as an advocate for assessment in the media and public policy debate.

Further details are available on the CIEA [website](#).



## Events

If you would like to advertise your event here please [contact us](#).

31 January: [Learning comes first: shifting the focus from examining to the curriculum](#)

1 February: [Researching impact in an educational assessment context \(Dr Hanan Khalifa and Dr Karen Ashton, University of Cambridge ESOL Examinations\)](#)

1 February: [Skills provision for unemployed adults - its delivery and impact](#)

8 February: [High-stakes testing at the school/university interface: experiences from the former socialist states of central and eastern Europe \(George Bethell, Anglia Assessment\)](#)

14 February: [Basic statistics \(Dr Jo Emery, Cambridge Assessment\)](#)

17 February: [Teaching pre-modern history: e-learning challenges and opportunities](#)

29 February: [Consensus, what consensus? \(Dr Paul Newton, Cambridge Assessment, and Stuart Shaw, University of Cambridge International Examinations\)](#)

8 March: [What is the purpose of public assessments? \(Andrew Watts, Cambridge Assessment consultant\)](#)

15 March: [Current issues with National Curriculum assessment: lessons from school music education \(Professor Martin Fautley, Birmingham City University\)](#)

15-17 March: [Education Show](#)

21 March: [Making the most of our assessment data \(Nicholas Raikes, Cambridge Assessment\)](#)

21-22 March: [The 10th e-Assessment Question: Impact of e-Assessment on Qualifications, Awarding and certification](#)

4 April: [Making the most of our assessment data \(Nicholas Raikes, Cambridge Assessment\)](#)

11 April: [Question writing \(Dr Victoria Crisp and Nicky Rushton, Cambridge Assessment\)](#)

12 April: [What is the purpose of public assessments? \(Andrew Watts, Cambridge Assessment consultant\)](#)

18 April: [Just how closely should textbooks link to public examinations? \(Tim Oates, Cambridge Assessment and Dr Mary Bousted, Association of Teachers and Lecturers\)](#)

2 May: [Vocational assessment – valid and manageable? \(Georgina Sear, OCR\)](#)

10 May: [How can assessment support learning? \(Andrew Watts, Cambridge Assessment\)](#)

[consultant](#))

14-25 May: [International Study Programme: the development and administration of examinations](#)

15 May: [\(De-\) Formative assessment: is formative assessment as benign as we think? \(Dr Barbara Crossouard, University of Sussex\)](#)

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Cambridge Assessment is a department of the University of Cambridge, and a not-for-profit organisation.

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