



CAMBRIDGE
UNIVERSITY PRESS & ASSESSMENT

Annual Report

2022–2023



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Who we are

Cambridge University Press & Assessment is a world leader in assessment, education, research and academic publishing. We are part of the University of Cambridge and share its mission 'to contribute to society through the pursuit of education, learning and research at the highest international levels of excellence'. This connection gives us an unrivalled depth of experience in research, academic publishing, national education systems, international education and English language learning.

We explore, collaborate and innovate to find bold new ways to spread knowledge, spark enquiry and aid understanding. We help people across the world to realise their potential, benefiting society and the planet. Through our products and services, we inform action around some of the world's most pressing challenges, including climate change, and we are committed to reducing our environmental impact.

Our financial success is reinvested in progressing the Cambridge mission, enabling us to expand on the good we do.

Academic

We publish academic-level research, reference and higher education textbooks across a wide range of disciplines under the Cambridge University Press imprint. There were 114 million downloads of scholarly materials last year from our academic online platform Cambridge Core. Our higher education website hosts our learning materials and we are also the world's oldest Bible publisher.

English

We help people learn English and prove their skills to the world. Our qualifications and tests for learners and teachers of English are recognised worldwide as a mark of excellence. How we use and learn English is one of our strongest areas of research, including a multi-billion word database, and informs our English language courses and assessment.

International Education

We are the world's largest provider of international education programmes and qualifications for 3 to 19 year-olds. We are also a world-leading provider of materials, resources and services to teachers and learners in print and online. Through the Cambridge Partnership for Education we offer education reform across curriculum, assessment, learning and teacher materials.

UK Education

Oxford, Cambridge and RSA Examinations (OCR) is a leading UK awarding body, providing a wide range of general and vocational qualifications to help students achieve their full potential. Baseline and formative assessments from the Cambridge Centre for Evaluation and Monitoring (CEM) empower teachers to understand students' strengths and areas for improvement.





Vice-Chancellor's foreword

Professor Deborah Prentice

Among the things that make Cambridge different from other universities, there is one that stands out. Our mission – to contribute to society through the pursuit of education, learning and research at the highest international levels of excellence – is uniquely enhanced by the work of Cambridge University Press & Assessment.

The Press & Assessment's extraordinary reach and expertise – now extending to 100 million learners worldwide – underpin its importance to our University. But its impact extends beyond the sphere of higher education. For many people around the globe, Cambridge is known for opening doors to English language learners through IELTS or Linguaskill, for sparking new interests among IGCSE students, and for offering scholars and general readers new insights through Cambridge University Press publications.

In my first months as Vice-Chancellor, I have enjoyed getting to know Cambridge University Press & Assessment better. I have always admired the scholarly works, the widely recognised qualifications and the learning materials that it delivers, as well as its commitment to international education and knowledge-sharing. I have published my own research in behavioural science with Cambridge, and continue to appreciate the work it does to support its authors, as well as to make their research accessible for all.

The work of the Press & Assessment is collaborative by definition. Our growing collaborations include Cambridge Advance Online's expanding range of on-demand courses – including courses on data science for business intelligence, and on climate change for decision makers.

The University Library has been a critical early supporter of the Cambridge Open Equity Initiative, as we all work to make open access publishing realise its potential and enable scholars around the world to gain insights from peers in low- and middle-income countries.

Working together, University academics and their Press & Assessment peers are conducting language science research with the Cambridge Institute for Automated Language Teaching and Assessment. Our Faculty of Education is advancing education

reform more effectively. We are reevaluating how mathematics can be taught. Cambridge Zero's expertise can reach into schools and education ministries in new ways.

I must congratulate Stephen Toope, my predecessor as Vice-Chancellor, on publishing *A Rule of Law for Our New Age of Anxiety* with Cambridge. I must also thank Dr Anthony Freeling, who served as Acting Vice-Chancellor, for his exceptional insights into the Press & Assessment, and for his own critical role in enabling the successful integration that we have seen over the last two years.

The Press & Assessment makes a significant financial contribution to our University, for which I am profoundly grateful. We reinvest every penny into our shared mission. That crucial support has allowed the University to act more ambitiously – contributing to the new Cavendish Laboratory in West Cambridge, the new Heart and Lung Research Institute on the Cambridge Biomedical Campus, the new Whittle Laboratory, Cambridge Zero, and the Student Services Centre.

In the past year, Cambridge University Press & Assessment welcomed new external members: Sally Boyle joined the Press & Assessment Board (PAB) and the Nominations and Remuneration Committees; Lucy Walker joined the Audit & Risk Committee; and the Head of the Faculty of Education, Professor Hilary Cremin, joined the Teaching & Learning Committee. Professor Richard Prager stood down as a Syndic, PAB member, and chair of the Online Education Committee, to be replaced in the latter capacity, on an acting basis, by Professor Chris Young. Jessica Rusu, already serving on the Audit & Risk Committee, has joined the Technology Committee. I am grateful to all Syndics and other members for their service. And I am especially grateful to Peter Phillips, who with the Press & Assessment team, has continued to deliver growth in the face of challenging market conditions.

Professor Deborah Prentice
Vice-Chancellor of the University of Cambridge



Chief Executive's overview

Peter Phillips

A brand new world is being formed at high-speed. Students, teachers and researchers face new economic and technological pressures, as well as extraordinary new opportunities. It is our mission to support them in taking full advantage of the opportunities, while being responsive to the new challenges. Together, we can help shape these forces of change.

At our Digital and Data Day 2023, we brought together technologists, business leaders, government ministers and academics from all over the world to look to the future. We considered changing global demographics, technological transformations – from data science and cloud computing to generative artificial intelligence (AI) – and what all this means for students, teachers and researchers. One speaker reminded us that “for over 400 years, the printing press has been the primary enabling technology of universities.” That first academic press was our own.

Shaping technological change

Each generation of new technology empowers educators in a different way and Cambridge has been at the forefront of this relationship for centuries. It is our engagement and confidence across the full spectrum of technology and education, rigorously applied, while adeptly managing the limits and risks, that marks what Cambridge can bring.



We reached 100 million learners around the world for the first time this year

“Revenues reached £1 billion for the first time, up from £868 million last year.”

We saw those qualities on display over the last year, in the way thousands of students took digital mock exams as they worked towards GCSE, IGCSE and A Level qualifications. Or the way Linguaskill's AI-powered assessment helps check English language skills with speed and accuracy. It is there in our ethical approach to the use of generative AI in research publishing, providing scholars with the guidance they need to take advantage of large language models while maintaining integrity in their work.

As the world changes, we respond; sub-Saharan Africa is expected to have the world's highest population growth, which will lead to demands for better and more widely available education.

Africa is increasingly an incubator for ideas and opportunities in technology and education. We are supporting that growth and learning from our partners throughout the continent. In collaboration with Hewlett Packard, we appointed our first EdTech fellows from 13 countries across sub-Saharan Africa. The commitment of each of them to growing the quality and equity of learning through digital transformation is striking.

Growing revenue and reach with purpose

This year, our revenue reached £1 billion for the first time. More importantly, we also reached 100 million learners worldwide. Both of these achievements reflect the extraordinary impact that we are having through our work, whether it is with teachers, learners or researchers.

As we celebrate these achievements, above all we think of the individual lives that we can touch, whether they are a teacher in Brazil, an IGCSE student in Malaysia, a biologist in Botswana or a parent in New Delhi. The changing ways in which learners think, how they experience the world, and how we can help them – that is what really matters to us. We achieved these milestones by having a single-minded focus on supporting the people we exist to serve: from Lagos to Lima, Singapore to Seattle.

One of our most inspiring publications this year was Andrew Leon Hanna's *25 Million Sparks*, telling the stories of three Syrian women and their extraordinary achievements as entrepreneurs from inside the Za'atari refugee camp. Even in the most trying of circumstances, Yasmina, Malak and Asma built on and sought out education for themselves and those around them, as they built better lives. Aspiration and demand for a quality education knows no bounds. Those stories remind us why we put the individual learner, teacher or researcher first, even as we operate on a vast scale.

Removing barriers

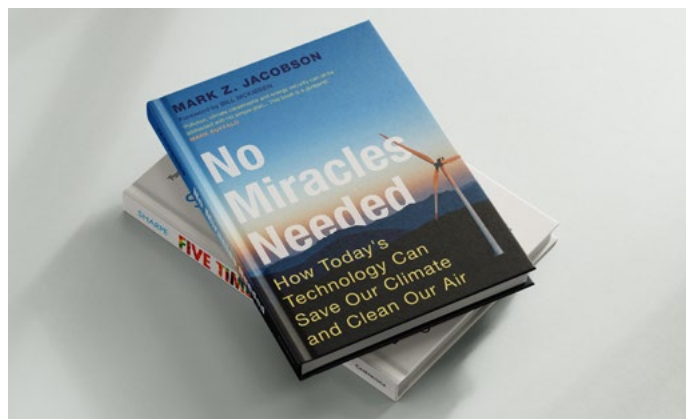
It is two years since Cambridge University Press and Cambridge Assessment came together to create one organisation. Now that we have largely completed the initial phase of integration, our focus is, above all, outward looking. We see education and research as critical to the creation of opportunity for people around the world.

The Cambridge Partnership for Education worked with UNICEF to help Rohingya children access quality education in the refugee camps of Cox's Bazar. We co-created an assessment framework that matched the learning outcomes of the Myanmar National Curriculum, helping maintain progression, continuity and to enable reintegration when circumstances allow. This important work won the British Educational Suppliers Association's inaugural 'Make the Change' award.

Researchers around the world accessed Cambridge-published scholarly works in new ways, looking beyond the traditional book or journal. We published our 1,000th *Cambridge Element*, a quick, concise way to deliver original and peer-reviewed scholarly and scientific research beyond the traditional formats of monographs and articles.

The continued and growing relevance of our academic books, research journals and other scholarly materials was underlined by the fact that they were downloaded 114 million times during the year.

Around the world, scholars, students and practitioners want freer and easier access to research insights. We are playing our part at Cambridge, with more than half of our research journal publications now open access. In addition, we are helping researchers in more than 100 low- and middle-income countries to publish their work via open access routes with Cambridge for free. The Cambridge Open Equity Initiative, strengthened by



Our climate change titles continue to appeal to a wide audience and complement our academic research

“Around the world, scholars, students and practitioners want freer and easier access to research insights. We are playing our part at Cambridge.”

support from libraries around the world, waives article processing charges and allows the widest possible audiences to gain from these scholarly insights.

Education and climate change

More people around the world want to become better informed and empowered on climate change. Through climate education – using curricula and learning materials, as well as our research publications – we can help. We're doing this in lockstep with our University, drawing on unparalleled combined expertise. As our Global Director for Climate Education Christine Özden says, “Through the ways that we engage with students, their teachers and ministries of education, we want to help understand the evidence around climate change and be part of finding solutions for the future.”

Books that inspire a wide audience continue to complement our academic research in climate science. Simon Sharpe's *Five Times Faster* makes a compelling case for more rapid action, while Mark Jacobson's *No Miracles Needed* offers real hope that we can transition to clean, renewable energy using existing tools and technologies.

We take our own environmental responsibilities seriously. We are reducing carbon emissions and putting our operations and supply chains on a sustainable footing – and we are being transparent about our progress.

We are moving more of our services online – half of our research journals are on course to be online-only by 2024 – showing how we can expand our global reach while reducing carbon emissions. We have required our printers to make firm commitments to carbon reduction. Our own offices in Cambridge reflect our wider commitment to environmental sustainability, where we send zero waste to landfill. We are expanding these efforts and making real progress.

Understanding our people and communities

As a global organisation, we always want to better understand and reflect the audiences that we serve. At the same time, we want everyone in our organisation to feel included and that they belong.

Equality, diversity, inclusion and belonging are fundamental to our success. They are also values that are felt differently around the world. We are adapting to the changing needs of students, teachers and researchers globally, and their range of approaches and needs around diversity and inclusion. During the year, we published new guidelines for product development to ensure we reflect and can learn from those differing approaches. We also improved our data and insights in this area and we will build on this important progress.



Reducing the gender gap in technology is a key priority

A shared academic mission

Our mission has always been the same as every other part of the University of Cambridge: to contribute to society through the pursuit of education, learning and research at the highest international levels of excellence.

We are working together in many new ways with teaching and learning departments across our University. Whether that's in language science research with the Cambridge Institute for Automated Language Teaching and Assessment (ALTA), or with Cambridge geographers in climate education. Through Cambridge Advance Online, we are enabling professionals to access flexible courses led by University of Cambridge academics: from risk management to AI systems design.

Strong financial performance, challenging market conditions

Revenues reached £1 billion for the first time, up from £868 million last year. Taking out the effect of currency movements, that's 12 percent underlying growth. Each product group grew, and as demand has returned, we've been ready to meet it.

Our English group had a strong year with fully integrated sales teams offering new solutions that draw on the combined capabilities of learning and assessment. International Education also delivered substantial growth across the world. UK Education revenues rose and, with the return to exams now firmly established, OCR delivered significantly more GCSEs and vocational qualifications. Revenue growth was slower in our Academic group, reflecting its shift to open access research and online education to address the fundamental changes in markets.

As with many organisations, sustained high levels of inflation continued to put pressure on our costs. To support our long-term growth, we increased our investment in new capabilities and marketing, and recruited more people in key areas to ensure we have the skills we need.

Operating profit of £140 million was up 32 percent on the previous year's £106 million. The £34 million increase reflects a significant underlying improvement in operating profit, as well as favourable foreign exchange differences and the impact of an additional pension deficit recovery charge last year relating to the Universities Superannuation Scheme.

People who work for Cambridge University Press & Assessment feel pride both in our own work and in the way that we can support other parts of our University. It is highly motivating to know that, over the year a portion of our surplus – our financial success – is supporting groundbreaking Cambridge research into cardiovascular disease, cancer, low-carbon transport and understanding the origins of the Universe. When Cambridge succeeds, the world benefits.

Enduring mission

Over the centuries, our mission has remained constant while the way we deliver has always evolved. We are building on those enduring strengths and capacity to change. You can see that in the forward-looking endeavours and achievements throughout this report. It is there in our dynamism in responding to uncertainty – from generative AI to geopolitics – while remaining completely focused on supporting students, teachers and researchers.

The opportunity today has never been so great: to reach many millions of people worldwide, from elementary school children, to those pursuing skilled vocations, to scientists and innovators. Seeing what we've already achieved with 100 million learners is inspirational. The thought of what more we can do to support each one of those learners is what continues to drive us.

Peter Phillips

Peter Phillips
Chief Executive

Our year

6,560

colleagues worldwide

85%

of sales outside the UK

80

offices around the world

This year we served over

100 million

learners around the world

£1
billion

revenue in 2022–23

No 1 dictionary
website in the world

(based on Cambridge Dictionary
page views, 2023)



Committed to

0

tonnes of CO₂
on all energy-related
emissions by 2048

630

hours devoted to
environmental
volunteering

50%

of our research articles
are now published
open access



Over

11 million

grades issued globally by our exam boards

4.7 million

online sessions on Cambridge Go,
supporting classroom learning
at all levels



114 million

downloads of scholarly research,
including book chapters and
research papers

191

Nobel Laureates published by
Cambridge University Press



Where your world grows

The English group continues to benefit from the integration of the former Cambridge University Press and Cambridge Assessment organisations and in 2022–23 has been delivering significant improvements for learners and teachers. The English team continues to be outward-looking and focused on the needs of learners and the support of teachers – delivering a better educational experience for all.

Within the English group, Cambridge consolidated sales channels and created single teams focused on learning and assessment, with a stronger presence on the ground, helping to build a robust pipeline and conversion process, extending our reach and impact.

The levels of students taking English tests are now higher than before the pandemic and we are seeing increased demand for assessments and learning, with our partners keen now to do both. The English group improved revenue by 18 percent on the prior year, with comparable growth seen across both exams and learning materials.

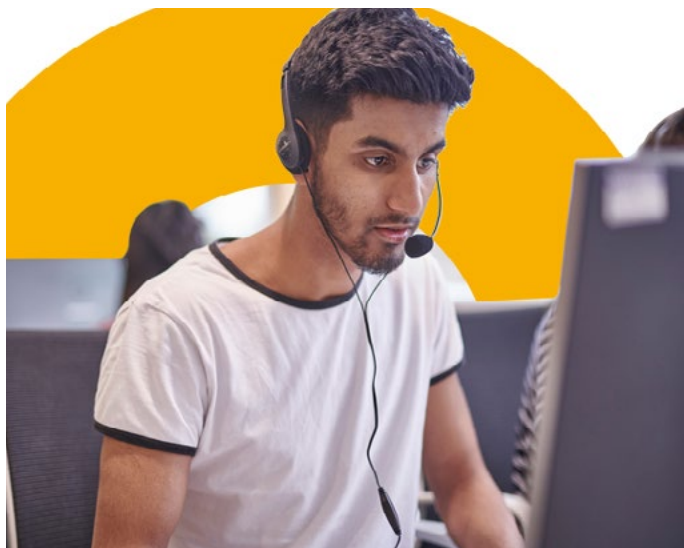
110 years of assessment history

In June 1913, three candidates took the first-ever Certificate of Proficiency in English. Today our English assessments are taken by over six million people every year and are recognised by over 27,000 organisations around the world as proof of their English language ability.

The group uses the knowledge and data gathered from working in English language assessment and learning for so long. It is now working on cutting-edge research with the University to further develop automated language teaching assessment.

Digital and data transformations

Four major digital and data transformations are underway across the English portfolio to ensure that we are providing learners with what they need anytime, anywhere, in an adaptive and personalised way, with quicker turnaround times to meet learner demands.



Linguaskill helps assess English levels in a range of settings

“We set ourselves ambitious plans on the back of the integration. We knew that bringing English learning and assessment together was a winning formula, and it is already bearing a lot of fruit.”

Fran Woodward, Global Managing Director, English

The transformations include Cambridge English Digital Framework, the Cambridge One platform transformation, which is the world's most used English language learning platform, modernising the International English Language Testing System (IELTS), and the Occupational English Testing transformation.

Getting AI right

The English group continues to embed cutting-edge auto-marking and artificial intelligence capabilities into its systems. Our experts work closely with specialists from across the University as part of the University of Cambridge Institute for Automated Language Teaching and Assessment (ALTA). ALTA brings together specialists in a range of fields including computational science and engineering, language learning, educational assessment and psychometrics. It is using its extensive data on learning and performance to train AI models, create new tools and find ways to deploy them into products and services where appropriate.

Providing learners with choice

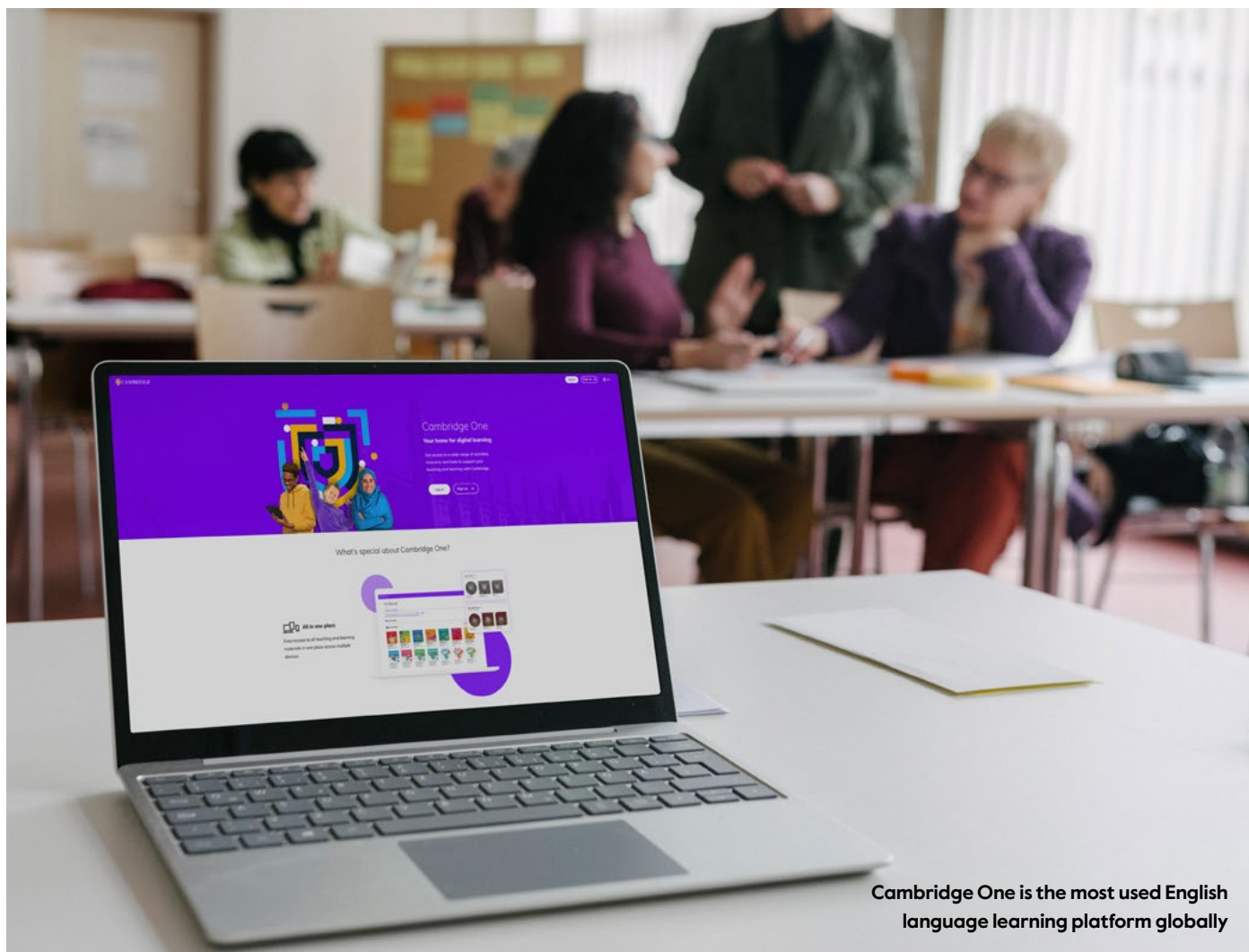
Cambridge One is the most used English language learning platform globally, with over three million users making over 34 million visits last year, while Evolve Digital, our first all-digital six-level English course already has over 50,000 users.

The major shift to online activity during the pandemic has been followed by a pivot back to the physical. Digital and blended physical products are just as important for us to support. Providing choice is critical as it gives learners what they need when they need it, leading to better outcomes.

Linguaskill tests 1 million, Upskill 350,000

Linguaskill is an online English assessment used by HR professionals to make important decisions on recruitment, staff development and training. It is also used by universities to check English language levels for course placement, progress measurement and graduation. Linguaskill uses AI and a unique hybrid marking system to deliver fast, accurate results. This year Linguaskill reached a total of one million tests since its launch in 2018.

The Upskill assessment app to check English proficiency in the workplace or for education was used for 350,000 tests in India this year. Developed in conjunction with our team in India and



Cambridge One is the most used English language learning platform globally

first launched there, Upskill is an example of local development and local delivery drawing on Cambridge's global expertise.

IELTS One Skill Retake allows students to retake one of the IELTS components (reading, writing, listening, speaking) if they do not get the score they want, rather than having to retake the whole test. This makes the IELTS experience quicker, easier and more cost-effective. It also gives students more flexibility in attaining the score they need to help them achieve their life goals. Launched in Australia, it will be rolled out globally.

Provider of the PISA Foreign Language Assessment test

Cambridge is developing the English language tests for the Organisation of Economic Co-operation and Development's (OECD) Programme for International Student Assessment (PISA) test, which 22 countries and regions have signed up for. The result will be a groundbreaking study that will provide current, reliable and comparable international data on how English is learnt and taught in school systems around the world. Our expertise and experience in creating assessments designed for school-age children will ensure that when the test launches in 2025, it will be of the highest quality.

Inclusivity and sustainability

Investments in inclusivity and sustainability have been made across the English group, helping embed approaches systematically. We introduced a sustainability framework that will be integrated into our products and services so that it

“AI will transform English language learning and assessment. We will make sure the technology is applied in the right way, supporting teachers and examiners.”

Fran Woodward, Global Managing Director, English

becomes an everyday part of what we do. We are promoting linguistic and cultural diversity through the global language teaching community.

Paper is at the heart of our heritage, and the biggest part of our carbon footprint comes from paper used to create our English course books and exams. Our goal is to only use certified sustainably sourced paper and we are nearly there. Right now, 99 percent of our English learning materials use Forest Stewardship Council (FSC) certified paper, and by the end of 2024, so will all of our exam papers.

Sustainability is having more of an impact on people's choices and a growing importance to our customers. As educators, we are presented with an opportunity to support teachers in sustainability.

In focus

Partnership for Education in Rohingya refugee camps

We have developed partnerships to develop curricula and help ensure more Rohingya children can access quality education in the refugee camps of Cox's Bazar, Bangladesh.

The displacement of over one million Rohingya people from Myanmar since 2016 has left more than 400,000 school-age children with a critically disrupted education. UNICEF sought Cambridge's support to provide a coherent and future-focused model for education for refugees aged 4 to 18 in the camps.

Education in the camps is provided in 3,400 learning centres – 2,800 of which are supported by UNICEF, alongside other partners. In complex conditions and with limited services, children learn English, Burmese, mathematics, science and life skills.

Cambridge's programme aims to help improve the quality of education available in the learning centres, and to equip the displaced population and host communities with the tools to sustainably deliver high-quality education provision and outcomes in the camps.

The basic principles for transforming education systems can be highly effective in emergency contexts. For Cox's Bazar, we created a tailored solution to some of their big curriculum and assessment challenges, which drew on insights from visits to the camps, as well as work elsewhere in the world. This was made possible by our dedicated team of specialists, the deep sector expertise of UNICEF, the support of our partners and the commitment of the Rohingya community.

The assessment framework has been created to match the learning outcomes set out in the Myanmar National Curriculum. This will enable the Rohingya children to study through a formal education system connected to their country of origin and could support reintegration upon repatriation.

For this work in partnership with UNICEF, Cambridge received the British Educational Suppliers Association's inaugural 'Make the Change' award in July 2023.



Improving access to quality
education for refugees in
Cox's Bazar

Climate education leadership

Christine Özden was appointed as our first Global Director for Climate Education in August 2022. She explains her role and focus in this critical area during her first year.

What is the purpose of this new role?

Through education, we want to help tackle the climate crisis. Through the ways that we engage with students in so many classrooms around the world, or with their teachers or the ministries of education, we want to help tackle the consequences of climate change and be part of finding solutions for the future. It is about creating knowledge, skills and understanding for the future.

Who is asking for this?

What we are hearing from schools is that students expect climate change to be broached in the classroom. The pull is from students through to the teaching community. We have a responsibility to prepare students for the future that they see. We are also hearing from governments and national agencies that need inclusive and resilient education systems that meet local needs. They know that high-quality education, which includes climate-related knowledge and skills, will enable students and communities to develop, transition and thrive.

How can Cambridge succeed?

We have the access, the reach and the scale. Cambridge has incredible expertise and knowledge, but just as importantly, we are a powerful convener of other people and their knowledge and expertise. Being part of Cambridge is part of the success factor because in climate and sustainability, we work across all parts of our University, including Cambridge Zero, and the Cambridge Institute for Sustainability Leadership.

How are you approaching these topics with students?

The climate crisis can create understandable distress among young people. This is heightened if it is accompanied by feelings of inertia or inaction. We are careful not to put the responsibility on to young people but to focus them on having hope, ambition and agency.

I was judging a school science competition about responses to climate change and one of the teams said something which was simply: 'Give them intent, not instructions'. I thought it was such a good quote. It is about giving them agency. Don't tell young people what to do. Create circumstances where young people can find that agency and decide what they want to do.

What parts of the climate challenge are you focusing on?

Two broad aspects: mitigation and adaptation. Mitigation is about reducing carbon emissions. There are large parts of the economy and jobs that link to it, such as electrification and decarbonisation of things like transport and energy. Adaptation is where we need to do things differently, again in sectors like transport and energy, but also in the built environment and food sectors. We need skills both to mitigate or refit things, but then we also need skills and careers in the adaptation world.



What other shifts in perspective are you looking to achieve?

There is real domain knowledge that we need to be sure that students get. There is also a big piece around gaining the evaluative, critical and communicative skills needed to work in the future. Systems thinking is something we need to look at bringing into our education so that young people are not just looking at how problems exist today. For example, if you need to have recycling, you've already got a problem.

Where do teachers come into this initiative?

Teachers have a lot of calls on their time. I would like teachers to be supported and to see this as an opportunity that is important for children's futures. Some teachers lack confidence in scientific knowledge. They may worry about confrontations in the classroom and teaching ideas and issues that may be problematic at home or in the wider community. We can do an awful lot for them by helping them access the knowledge through their curriculum and the teaching and learning support that we give them.

What work has already led to a change?

We have international GCSE, AS and A Level Geography in development where we want to bring climate and sustainability-related research, thinking and evidence to bear. Through colleagues within Cambridge Zero, we have been able to access research and teaching expertise in the Department of Geography to prompt dialogue as to how this expertise can positively impact the design and development of these qualifications. This dialogue is ongoing and making a difference in how product development colleagues consider syllabus framing and content.

Why is it important now?

The Intergovernmental Panel on Climate Change's (IPCC) latest report makes clear that we have not one second to waste. We need to act at unprecedented speed and scale. And we have never been better informed to do so. As an organisation, we have the responsibility and capability to be part of this action. We have a window of opportunity to be the organisation that schools and ministries of education around the world turn to in order to develop and deliver their education for climate action.

Please see page 25 for our carbon reporting.

Shaping education for a changing world

The new International Education group formed on 1 August 2022. In its first year, it has delivered strong growth, while bringing two previously separate groups together. The 2022 exam series saw more than 460,000 students in 147 countries take over 1.4 million exams.

The group is led by a new senior leadership team and international education board, with people from across all parts of the organisation. Its goal is to bring together the former Press and Assessment capabilities for customers in both schools and governments worldwide, and to tackle the global opportunities and looming challenges ahead.

There are many issues impacting education today – technology, AI, geopolitical issues and emergencies, girls' education and the global climate crisis. Together with its community of schools and policymakers, the group is setting itself up for success in a changing world.

Creating a Cambridge community in schools around the world

In bringing the capabilities of our organisation together, we can do an even better job of supporting our community of users around the world. A significant undertaking this year was creating nine new international networks of Cambridge colleagues. Each individual region has taken the approach that fits best, and national teams have now come under single leadership in each of the regions.

A Cambridge school is part of a global community. Cambridge programmes and qualifications are taught to almost a million learners, in over 10,000 schools, across 160 countries. We actively support our schools and teachers, helping them achieve the best outcomes for their students. In turn, our



The US market has grown within state-funded schools

schools give us invaluable feedback from a range of different perspectives – principal, teacher, student and parent – to make sure our qualifications remain relevant, world-class, recognised and respected.

Education system transformation flourishes

We have added an even wider range of capabilities to our education system transformation operations, helping to achieve system coherence to drive educational improvement. We have brought all our government and international development work together into one team: both the government contracts that have been in place for decades, and the work done under Cambridge Partnership for Education.

The International Education group helps countries all over the world develop strong education systems, including assessment, national publishing, new curriculum design or all three together, delivering our mission at scale to millions of people.

Early Years curriculum goes global

Following the successful launch in India of the Cambridge Early Years curriculum for 3–6 year-olds, we are rolling it out globally through our international schools.

India is a fast-moving market and from the outset, the Early Years curriculum was designed in an integrated way as the whole Cambridge offer is based on the best in international research and practice.

English testing in Tamil Nadu

The International Education group signed a very significant agreement with the Tamil Nadu Skills Development Corporation in India, where we are testing the entire state government's arts, science and engineering students for English proficiency.

"We've already completed the testing and we have data for 350,000 students, probably the largest ever run of testing that we have done for students in higher education anywhere in the world, and we have done this with a homegrown product. There is a great opportunity for it to be replicated in other countries." Arun Rajamani, Managing Director, South Asia.

Cambridge IGCSE Maths ready to go

We prepared significantly strengthened new versions of Cambridge O Level and GCSE Maths online, ahead of their launch in September 2023 for first teaching and assessment in 2025.

Working with the Cambridge Maths Project and informed by teacher consultations, we have developed a new Cambridge Maths Framework. The framework is reflected in the new maths curriculum, its assessment and the accompanying teaching and learning resources, which have a simplified structure and language to give all learners the best chance of success.

Knowledge Check

Building on our assessment capability is Knowledge Check, a digital service that evaluates where students' strengths and



In India we successfully launched the Cambridge Early Years curriculum for 3–6 year-olds

“35 percent of our teams are based outside the UK. These fantastic teams are fundamental to building our global community of customers.”

Rod Smith, Managing Director, International Education

weaknesses are and provides teachers with personalised pathways to help those students. It exemplifies how we can bring together our expertise and assessment content and data to help teachers personalise learning for their students more effectively, particularly in an area like maths.

US strategy delivering results

The decision taken four years ago to back a new US strategy is delivering results, with this market growing 23 percent again this year. This growth is within school districts at a state-funded level, including those in Indiana, Kansas and Mississippi, as they adopt Cambridge’s approach to teaching, learning and assessment. This has led to improved access to higher education for disadvantaged groups in their communities.

In some Cambridge-supported districts, Black and Hispanic access to higher education has risen from 15 percent to 70 percent, which is a comparable rate to those from more privileged parts of those education systems. When those students get to higher education, they are also performing well.

Evidence and expertise

The Assessment Research and Development team – the largest of its kind in Europe – underpins the Press & Assessment’s expertise in high-quality assessments, qualifications, resources and curricula around the world.

The team’s analysis of the disruption caused by the Covid-19 pandemic and its continued impact on learners uses international data to draw attention to the variety and breadth of learning loss and to support recovery planning.

They are helping to understand and develop ‘born digital assessments,’ which go beyond the limits of traditional paper exams. Researchers have developed frameworks which evaluate the quality of assessments and form key evidence contributing to Cambridge design decisions, driving a better digital future for schools and colleges around the world. Their research has been presented at a number of international conferences. In November, hundreds of assessment professionals from around the world joined a hybrid online and in-person event to discuss progress on developing research-informed digital assessments.

This year, they published two issues of their assessment journal *Research Matters*, including topics such as recovery curricula and the links between surnames and exam results.

Within the team, Cambridge Assessment Network runs professional development courses for the worldwide assessment community and a membership scheme operating in over 50 countries worldwide.

On the side of teachers and students

After two years of teacher assessments, 2022 marked a return to summer exams for GCSE and A Level in the UK. It also marked the first teaching of redeveloped Cambridge Nationals, our vocational qualifications for students aged 14–16, from September 2022.

Improving results day across the sector

With over 1.5 million papers to mark, the UK summer examination series is always a logistical and technical challenge. 2022 saw issues with the handling of vocational results across the sector. Teams in OCR worked fast and effectively with teachers, students and parents to fix the issues and to make sure that no student missed out on their university place.

Since 2022's results day, we have worked with exams regulator Ofqual, the Department for Education, schools and colleges and the other boards to improve delivery of vocational results. Across the sector, there is now much better information on who is expecting a result on the day. Our focus is always on teachers and students so that students get the results they deserve and can progress with their learning, as that is core to our purpose.

Cambridge Nationals launched

The Cambridge Nationals vocational qualifications for students aged 14–16 were successfully launched with full publishing resources from Cambridge and were first taught in September 2022. They have been very popular – take-up has been strong and we are now looking to expand with new subjects, including one on sustainability.

Responding to generative AI

Following the emergence of widely available generative AI tools, our immediate concern was to protect the integrity of our qualifications this year and consider the guidance needed to reduce the risk of malpractice around coursework.



“We have to harness generative AI, data science and online learning in a more human-centred way.”

Jill Duffy writing in [The Independent](#)

We are responding to AI from a curriculum and assessment point of view. In March 2023, we published a set of principles on how we would approach generative AI and assessment, aiming to strengthen education professionals, support teachers and deliver better assessments. Assessing fairly is the key in a world of AI; it makes in-person exams even more important.

Launch of digital mocks a step along the digital assessment journey

Together with the International Education group, UK Education is pooling its expertise in the development of joint projects for digital high-stakes qualifications and other formative assessments.

A digital mock exam service in GCSE Computer Science and IGCSEs in English and AS Level History, was trialled this year for 11 UK schools and 10 International schools that wanted to run a digital mock.

Over 1,000 assessments were taken using the trial mocks system that adapts existing examination papers for display and answering on screen. After a mock test is sat digitally, it is sent to examiners to mark with results delivered to students within 14 days, so they can be assured it is providing a valid measure of the grade they are working at.

The service will be expanded to more subjects in future and Cambridge is looking at how it might use AI for marking digital assessments. Our trial has already given us insights into how to make our digital mocks a user-friendly option for all schools and colleges and learn what it takes to deliver assessment online before we use it for more high-stakes assessments.

We are also working to define where digital can add value in terms of assessing those things that cannot be assessed on paper alone. For example, GCSE Computer Science involves programming, which is potentially better assessed digitally than in print.

A humanities subject is also being tested, while maths is challenging to put on screen due to all the different workings that students need to do and the different tools that they might be using.

Schools themselves have different digital capabilities and capacity. Some schools are more enthusiastic or better equipped



Rethinking formative assessment

Cambridge Centre for Evaluation & Monitoring (CEM) has developed a new, innovative technology platform, supporting the development of formative assessments for Cambridge schools both in the UK and internationally.

Putting customers first, this platform has been built using feedback from our community of users. Combined with the latest research into adaptive assessments, this is enabling Cambridge to be more innovative and economical with less risk, as we reduce our dependency on using third-party platforms for future formative assessment developments. Our newest assessment, Cambridge Primary Insight, is hosted on the new platform, with other assessments, such as the Cambridge Wellbeing Check and secondary assessments, to be migrated next year.

The platform is delivering a much-improved, intuitive user experience including:

- A user management tool that configures assessments for both single schools and groups of schools, like multi-academy trusts
- The ability for more students to take CEM assessments and teachers to access student information in bulk
- A single login and the ability to easily link with other Cambridge products, systems and technologies
- An improved messaging platform that sends students' results to the reporting database and dashboard
- Improvements to meet user accessibility needs like improving readability and SEND (Special Education Needs and Disabilities) filters
- Server capacity scalability depending on demand, making the platform more sustainable

The platform captures real-time user feedback, which will be used to inform continuous platform improvements, ensuring that this development prioritises our customers.

than others. The same is true of students. Some students would really like to do their exams on screen while others don't want to do that. These are among the considerations that we need to look at carefully across the UK if digital assessment is going to be a success.

Improving inclusivity

OCR was the first exam board to include events such as the Stonewall Riots and the emergence of AIDS in the 1980s in our history curriculum. We are continuing to push for greater inclusivity in our qualifications today.

Over the last year, we have included more diverse, representative and rigorous texts in our courses, including English Literature and Media Studies. We are reviewing the content of all our qualifications to make them more relevant and so that students see themselves in the qualifications that they study.

OCR is considering all aspects that promote a feeling of inclusivity, going beyond the curriculum. For example, if someone has changed their name because they have changed their gender, then we will create a new certificate for them.

Formative assessments measure potential and progress

Cambridge Centre for Evaluation and Monitoring (CEM) has worked in 109 countries this year and remains one of the largest and longest established providers of formative assessments for children of all ages. The CEM team analysed 43 million data points and used 600,000 assessments to ensure its data is as reliable as possible.

A truly global transition to open access research

Academics from low- and middle-income countries are now able to publish their research open access in Cambridge journals at no cost to them, as Cambridge continues its push for a more open global research system.

The Cambridge Open Equity Initiative is a new pilot, announced in April 2023, to fully fund open access publishing where there is a cost barrier for authors and where research funding is scarce.

Cambridge waived the open access fees for over 100 countries to allow their scholars to reach the widest possible audience by making open access a free option for them. The move helps to accelerate the transition to open access for scholars outside high-income countries.

This pilot approach is delivered through collective funding, bringing together financial support from Cambridge and our institutional partners, such as major university libraries, to make it sustainable.

Institutional customers will join Cambridge in making voluntary contributions to the initiative's fund. Critically, this fund will be a publisher-library collaboration, recognising the role multiple stakeholders are playing in the open access transformation.

Open access brings many advantages for the author and their research – it leads to more citations, more downloads and increased reach. However, not all authors have the same opportunities to realise these advantages due to a lack of funding for their work.

Under the current system, without fee waivers, article processing charges for gold open access publications are typically around £2,000 or £3,000, depending on the journal. Authors at institutions with 'transformative agreements' – primarily in high-income countries – can avoid such charges.

Removing barriers

From July 2023, authors from 5,000 institutions in 107 countries will not need to apply for funding to publish under the Cambridge Open Equity Initiative, which covers 400 Cambridge journals.

Cambridge will automatically recognise the eligibility of corresponding authors when a paper is accepted. We will also remove fees for independent scholars from those low- and middle-income countries, using a simple form.

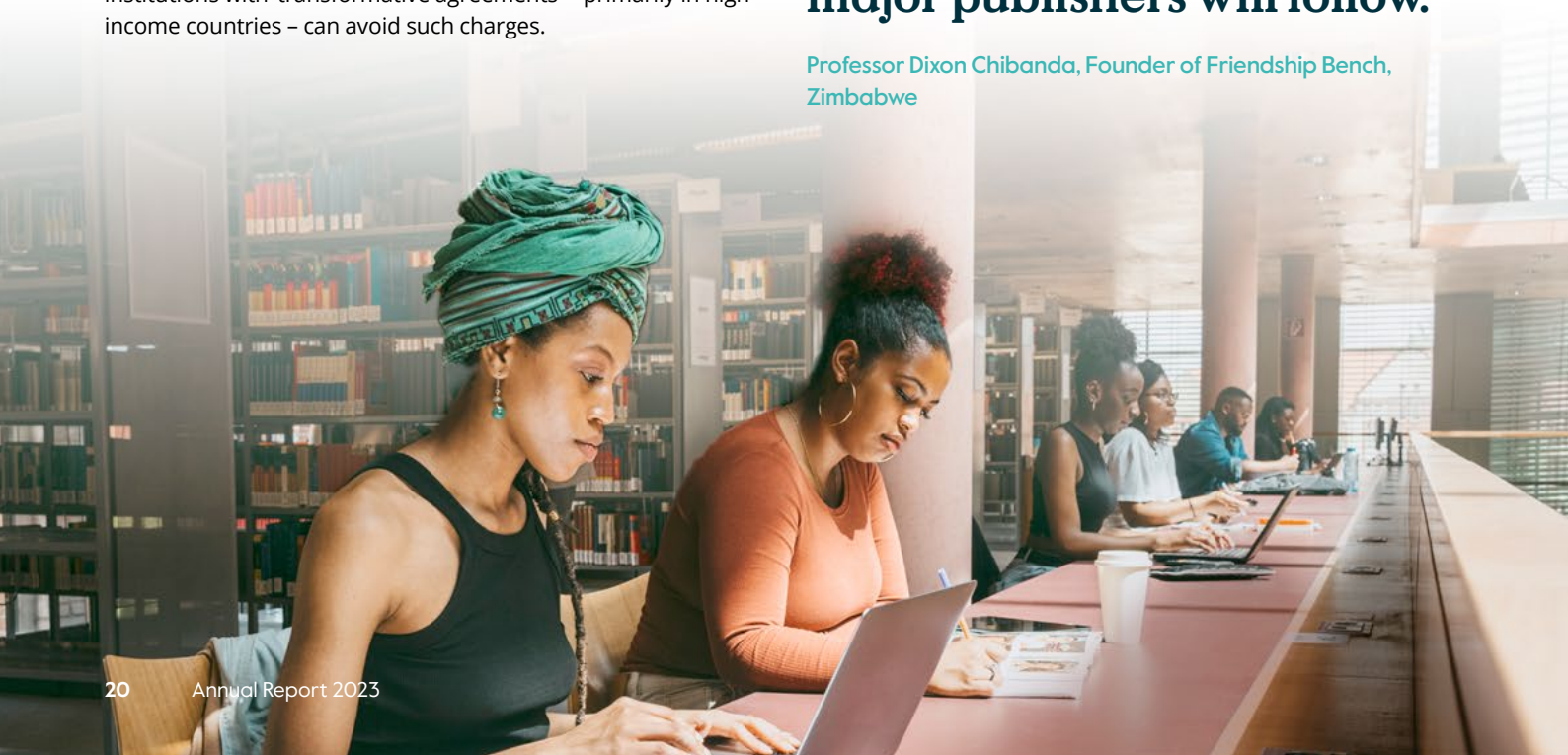
We have taken this collaborative approach to create a fund rather than increasing article processing charges and transformative agreement prices, as we believe it gives the greatest transparency.

"We want to publish the best research, wherever it comes from. As open access shifts costs from readers to authors, we should guard against unintended consequences – especially in an unequal global higher education system," says Mandy Hill, Managing Director, Academic.

"We cannot do this alone. We are grateful to our partners, including librarians and university leaders, for recognising the opportunity to accelerate open research worldwide. We will continue to push for a more open global research system."

"This will enable the rich practical lessons from the global south to be shared with the global scientific community. I hope other major publishers will follow."

Professor Dixon Chibanda, Founder of Friendship Bench, Zimbabwe



Turning to Africa for EdTech innovations

An initiative to help African countries build their own capacity to develop impactful EdTech solutions was launched in March 2023.

The use of education technology or EdTech, to rapidly improve equitable learning at scale, grew substantially during the pandemic. However, most education systems around the world have not invested in developing or implementing EdTech as part of a healthy education system.

Cambridge considers that EdTech has the potential to improve teaching and learning on a national scale – but only when it is approached holistically and strategically.

In 2022, Cambridge Partnership for Education developed the idea for a fellowship programme that would support key education stakeholders to advance this agenda and created an innovative partnership with technology company HP to make it happen.

The result, the HP Cambridge Partnership for Education EdTech Fellowship, is a seven-month programme that will grow participants' knowledge and skills to lead impactful EdTech transformations in their education systems.

Fellows become part of a network of policymakers and organisation leaders who will learn together how to use EdTech effectively, with the goal of enabling millions of children to realise their potential.

The first cohort included senior government officials, advisors, NGO and business leaders whose work focuses on EdTech transformation in sub-Saharan African countries.

We received over 400 applications for 30 places on the programme. The 30 fellows selected are mainly senior government officials for national digital education initiatives, who

“This fellowship forms a community where best practice is shared across borders, generating quality ideas for improving EdTech in teaching and learning globally.”

Dr Frances Alimigbe, Assistant Chief Education Officer at the Teachers Registration Council of Nigeria

share the goal of improving learning for more than 120 million children across Botswana, Eswatini, Ethiopia, Ghana, Kenya, Malawi, Nigeria, Rwanda, Sierra Leone, South Africa, Uganda and Zambia.

The Fellowship, which will be tailored to regional contexts, is delivered through a residential course in Cambridge, online study and 1:1 executive coaching.

Cambridge, HP and the inaugural cohort of fellows will address inclusive EdTech for disadvantaged groups, the role of AI, and digital strategy, policy and governance. The fellows will also develop an equitable solution to an education system using user-centred design, while developing their leadership skills.

The Fellowship is supported by the Digital Education Futures Initiative, Hughes Hall, University of Cambridge and EdTech NGO OpenDevEd, led by Björn Haßler, who is also the Technical Director of the EdTech Hub.



The inaugural cohort of Cambridge HP Fellows

The university press inspiring discovery

As a university press that is nearly five centuries old, Cambridge takes a distinctly long-term view of how to help academics disseminate and maximise the impact of their research, and to inspire and empower readers.

During 2022–23, the Academic group continued to face a tough operating environment. Revenues grew modestly, but the costs of printing and distribution rose too. Our identity as a university press continues to evolve and change, as our academic communities do.

Building an open future

A major strategic achievement was that over 50 percent of the research articles published in 2022–2023 were fully open access – freely available for anyone to read – with a target of making the vast majority of articles open access by 2025.

About 10,000 Cambridge papers are fully open access and over 400 Cambridge journals offer open access options to publishers; 66 as fully open access and 340 as hybrids. Open access articles published by Cambridge alone receive about 3.5 times more full-text views and on average 1.6 times more citations.

Cambridge is transitioning to open access through a series of transformative agreements, signed with research institutions and universities, shifting the partner institution from a pay-to-read to a pay-to-publish model.

The King's Printer

Cambridge University Press & Assessment was privileged to have been The Queen's Printer since 1990. In commemoration of Her Late Majesty Queen Elizabeth II, Cambridge was honoured to publish Special Forms of Service used by clergy in many church and cathedral services during the country's period of national mourning.

After the Queen's death in September 2022, Cambridge became The King's Printer. It published new Cambridge editions of the *Coronation Bible*, a high-quality, limited edition that sold out in a couple of weeks and the *Book of Common Prayer* for King Charles III's coronation in May 2023. This year also saw the publication of its first Catholic Bible.



Over the last two years, Cambridge has signed transformative agreements covering 2,000 institutions worldwide and more than 300 in the United States alone, including with the University of California, the world's leading public research university system.

As Cambridge works towards its ambitious open access targets across a board range of publishing, the Academic team acknowledge challenges: what can work on a macro scale doesn't necessarily work for a small individual journal. The transition will not happen overnight, but Cambridge is committed to supporting its society partners towards a sustainable, open future. Cambridge is currently working to enable a range of ways of supporting the open access model sustainably, in some cases retaining an element of pay-to-read for the non-research content of a journal alongside a pay-to-publish element.

Innovative, award-winning books

Cambridge University Press books had a remarkable impact this year, leading public, cultural and academic debate, and receiving plaudits from critics and award judges alike. Our titles won or were shortlisted for more than 130 awards this year, including *Cosmology*, *Yatdjuligin: Aboriginal and Torres Strait Islander Nursing and Midwifery Care*, and *Unseen City: The Psychic Lives of the Urban Poor*. Highly successful trade titles included our bestseller Eugenia Cheng's *The Joy of Abstraction*, as well as *The Gift of Aging*, *Brooding Over Bloody Revenge*, *No Miracles Needed* and *What Was Shakespeare Really Like?*.

Flip It Open

Beyond journal papers, Academic is experimenting with new models to publish open research monographs, and the Flip It Open programme makes monographs freely available online once they have met a revenue threshold. This initiative, which started with a pilot of 27 titles, has now been expanded to include over 100 additional books.

Cambridge Open equity initiative

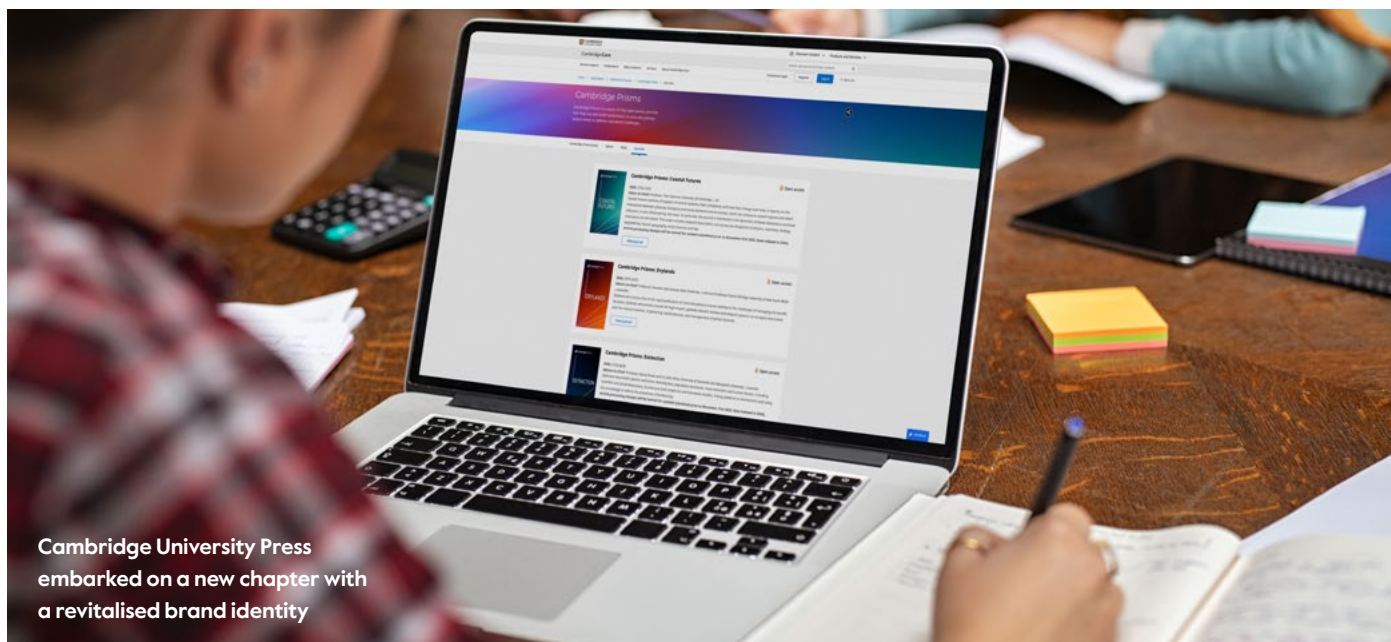
In April 2023, the Academic group announced its open equity initiative, seeking to fully fund open access publishing where there is a cost barrier for authors, beginning with authors based in 107 low- and middle-income countries. Please see page 20 for more information.

Cambridge Prisms

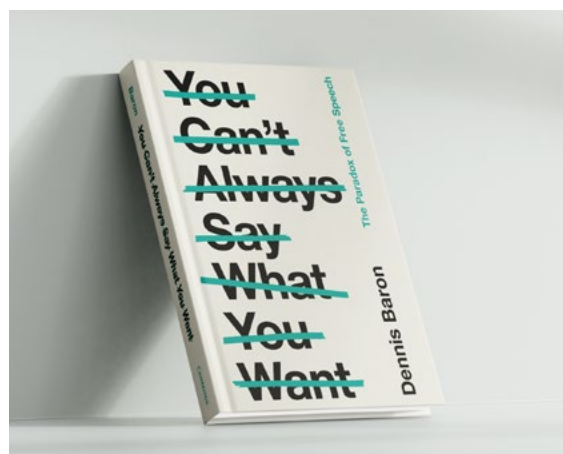
Cambridge Prisms is a new series of fully open access journals that look at globally important subjects and think about how to support interdisciplinary discussions to address real-world challenges. The titles *Coastal Futures*, *Precision Medicine*, *Global Mental Health* and *Extinction* launched in January 2023, followed by the launch of *Plastics* and *Water*.

Research Directions

Research Directions, launched in 2022, aims to turn the thought process of dissemination of research on its head: instead of waiting for somebody to finish their piece of research, preparing it for publication and then waiting for it to be published, we are starting by asking the questions to spark research and providing



Cambridge University Press embarked on a new chapter with a revitalised brand identity



a platform for researchers to collaborate when answering them. The academic editorial teams that we appoint are coming up with questions through academic community workshops.

The Bookshop in Cambridge City Centre had its most successful year ever. Sales grew across all the publishing groups, and customer numbers were up on the previous year. The Academic trade programme was especially successful, with results driven by the return of students, language learners and teachers, overseas tourists and conference delegates.

Artificial intelligence

Cambridge was one of the first publishers to develop a policy for its author community with straightforward, clear guidelines for the use of ChatGPT and other generative AI tools.

“As a series editor for Cambridge, I appreciate the leadership they are taking to outline guidelines and policies for how we can use these new tools in our research and writing.” R Michael Alvarez, Professor of Political and Computational Social Science at the California Institute of Technology.

Cambridge Advance Online

The 1,300th student enrolled onto Cambridge Advance Online, which now delivers 20 online courses taught by University of Cambridge academics to professionals. Courses have been developed using the latest in learning design theory, and include

a wide range of online training for biotechnology, business essentials, data science and machine learning, economics and public policy, engineering and design, and health sciences. New online courses are under development with several University departments.

Supporting academic freedom and pluralism

Cambridge reinforced its longstanding support for academic freedom. It reaffirms our core purpose – and that of our University – of supporting academic discourse through the quality, breadth and diversity of publishing. A central part of our mission is a commitment to pluralism in academic inquiry, including where this means engaging with viewpoints which are contested or controversial.

“We think plurality is critical. In years gone by, this would have been taken as read. But we live in more divisive times now and we have to be more explicit.”

Mandy Hill, Managing Director, Academic

Our planet

Guided by the UN Global Compact

Our framework for sustainability is the UN Global Compact, the world's largest sustainability initiative.

Our environmental strategy supports the delivery of UN Sustainable Development Goals (SDG), particularly SDG 12 (Responsible Consumption and Production) and SDG 13 (Climate Action). Cambridge signed the Sustainable Development Goals Publishers Compact, demonstrating our commitment to further advancing the SDGs through our publishing and operations.

Colleagues have engaged with our environmental strategy at all levels of the organisation, focusing on delivery and embedding environmental sustainability in everything we do.

Improving environmental performance

A significant step towards improving our environmental and energy performance is capturing and tracking the data to make sure it is moving in the right direction. We now gather environmental data from our global offices, which is then fed into our sustainability tracker tool to monitor performance month by month.

Reducing paper use and burden on forests

We are taking action to reduce our environmental impact through paper consumption by shifting production to print-on-demand, and reducing the burden on forestry by purchasing from suppliers who procure pulp sustainably. We aim to achieve 80 percent Forestry Stewardship Council (FSC) certification for paper used across our operations, by the end of December 2024.

No waste going to landfill

Our waste hierarchy prioritises waste reduction and re-use of materials first, then recycling and other forms of recovery. Our main waste contractor for our Cambridge sites sends nothing to landfill, processing recycling and food waste to generate greener energy. We are currently developing waste reduction targets across the organisation.

“We are unified, we share knowledge and networks, and we will have a greater impact on climate education by being joined up.”

Catie Sheret, Executive Board sponsor for sustainability and General Counsel

A free climate education programme for students in India

We are working on creating a climate education programme for students in India that will be free. Through a partnership between Cambridge Zero, the British Council, UNESCO and our South Asia team, we aim to reach students between grades six to eight, educating them about the challenges of climate change and how to tackle them.

“We want to look at bringing in certifications to be offered either by UNESCO or by one of the local Indian government agencies, or by Cambridge Zero, so that the students see the value of educating themselves.” Arun Rajamani, Managing Director, South Asia.

Working as one Cambridge on climate education

We are part of a cross-Cambridge group talking about climate education alongside the Cambridge Institute for Sustainability Leadership and convened by Cambridge Zero. We have reviewed our geography curricula across UK, International Education and the University at undergraduate and postgraduate level, so they are closely aligned with sustainable education.

Read more about our approach in ‘Climate education leadership’ on page 15.



Reducing paper use is a key part of our carbon reduction strategy

Carbon reporting

The journey towards carbon zero

We are committed to being carbon zero on all energy-related emissions by 2048, with a 72 percent reduction by 2030. We have set robust, science-based targets for our electricity, gas and fleet emissions and we are working on science-based targets for other indirect emissions across our entire value chain, such as purchased products, travel, transport and waste.

We take our responsibilities to people and the planet seriously and we recognise our moral obligation to act to tackle the climate crisis. We are a UN Global Compact participant and support the UN Sustainable Development Goals. We seek to take a leading role in promoting environmental, ethical and legal best practice within our industry. We are focused on:

- Educating on and advocating for a better future
- Adding social and environmental value to the world through our actions
- Minimising harmful impact on the environment and the communities where we operate

The basis for our targets

We manage our emissions using the world's most widely recognised greenhouse gas accounting standards, the Greenhouse Gas (GHG) Reporting Protocol – Corporate Standard. This has three areas, or 'Scopes':

- Scope 1: direct emissions from combustion of fuels in owned buildings and vehicles
- Scope 2: indirect emissions via the purchase of electricity
- Scope 3: other indirect emissions across the entire value chain, such as purchased products, travel, transport and waste

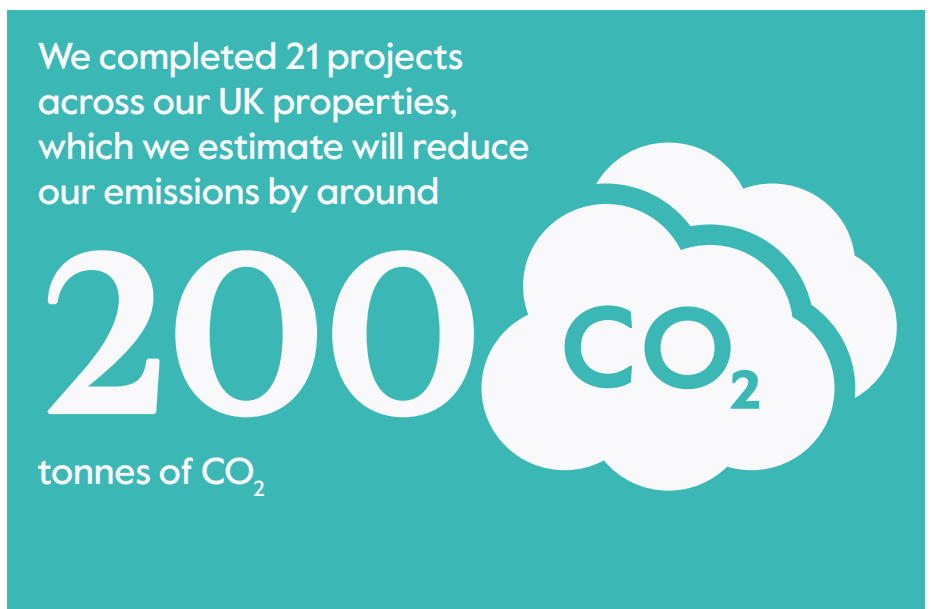
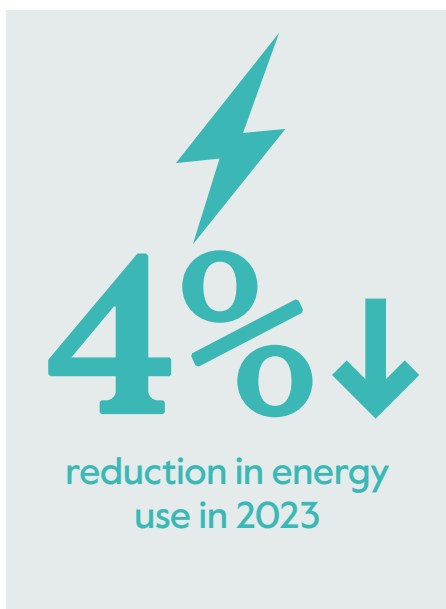
Reducing our impact; improving our performance

In the financial year 2022–23, we reduced our overall energy use by four percent. However, our Scope 1 and 2 emissions in our UK operations increased marginally by 0.6 percent, mainly due to an unexpected seven percent increase in emissions associated with UK grid electricity. We remain committed to achieving a 72 percent reduction in our Scope 1 and 2 emissions by 2030 and have detailed plans in place for a number of significant carbon reduction projects which will make major contributions to that target beginning in 2023–24. In the last year, we completed 21 projects across our UK properties, which we estimate will reduce our carbon emissions by around 200 tonnes, including boiler and lighting upgrades, efficiency improvements and equipment replacement.

The majority of our carbon emissions relate to our physical products so, for Scope 3, we significantly reduced the number of journals we print. We switched 15 percent of journals to online and removed more than 87,000 printed copies. We estimate that from 2024, nearly half of our academic list will be online only. We have been developing plans for reducing the largest aspects of our Scope 3 carbon emissions, which arise from paper and print activities, freight and technology hardware usage.

To help advance our progress on climate action, we used our expertise as an education organisation to develop and launch a Carbon Literacy course for Cambridge colleagues. This was accredited by the Carbon Literacy Trust and received a Green Impact Award from the University.

You can view the full Carbon Emissions Report for 2022–23 at: www.cambridge.org/carbonemissionsreport.



Our people

Cambridge has invested in strategic workforce planning and adopted an agile approach to building skills. Our 'pathways to progression' approach focuses on developing colleagues' skills, growing our own talent as well as attracting new talent, and helping people to progress across the organisation.

Our commitment to upskilling our workforce with continuous learning and growth has led to the launch of 'global academies' – helping colleagues develop essential skills and capabilities for the future. Two academies have now formally launched: a management leadership academy and a data academy. A third, on assessment, is being developed.

Global Data Academy launched

The Global Data Academy is helping to build a high level of data fluency across the organisation, developing key skills and capabilities colleagues will need for the future.

The Academy was developed in partnership with Cambridge Spark, an organisation specialising in data science and AI education, and involved more than 80 interviews with business leaders and data experts from around the globe.

Over 1,500 colleagues already engage in its range of activities, helping to put Cambridge in a strong position to use emerging technologies.

Graduating data science apprentices

The first cohort of our BSc degree apprentice data scientists graduated in July 2023. First recruited in 2019, their learning journey combined practical workplace learning and academic studies to culminate in a BSc (Hons) Data Science degree from Anglia Ruskin University (ARU).

The cohort was recruited from diverse backgrounds as new career apprentices and each member has acquired a range of highly regarded skills, including programming, big data analytics and machine learning.



“We are a learning organisation and that goes for our people as much as our customers.”

Janet Scotcher, Chief People Officer

Gender balance and reducing inequalities

We are improving gender balance and increasing access to development opportunities for women across our operations and supply chain.

The release of a gender pay gap report for the UK, US, the Philippines and India demonstrates our commitment to transparency around pay and provides momentum to our action plans to tackle and reduce the gaps.

In 2021–2022, the median gender pay gap between male and female colleagues in the UK was 8.3 percent, which is 1.4 percent lower than the figure for 2021, had we reported as an integrated organisation.

We are investing in tools to analyse the performance of our supply chain on gender equality. In Manila, colleagues supported local organisation Women in STEM, to help women from a wide range of backgrounds enter the technology sector.

We launched an anti-racism toolkit this year, along with the Equality, Diversity, Inclusion and Belonging Learning Academy, making training and practical advice available to colleagues and growing our skills in developing products and services that reflect our customers.

Manila office reaches 20 years and continues to grow

In 2023 our Philippines office celebrated its 20th anniversary and passed the milestone of its 900th employee, continuing to grow at up to 150 people a year.

The journey towards integration

Two years after bringing together the former Press and Assessment organisations, Cambridge has largely completed its formal integration journey. Foundational management tools such as a single people system, a single procurement system and the first wave of our single enterprise resource planning system are in place. On the people and culture side, the organisational design work and harmonisation of responsibility levels is close to completion. The global integration of offices is one of the last remaining formal stages of integration to be completed.

Equality, diversity, inclusion and belonging

Each of our product groups is embedding inclusion and diversity approaches into the development and design of its products and services, while being mindful that they can be looked at differently in different markets globally.



The first cohort of apprentice data scientists graduated this year

A key organisation-wide inclusion and diversity initiative launched in 2023 to encourage staff to provide us with personal data – for example, to disclose their gender and their sexuality. This data will help us understand how inclusive we are and to see the impact of our work to create a more inclusive organisation.

In the UK, Cambridge is a Disability Confident employer, and we have committed to offering an interview to disabled applicants who meet the minimum criteria for a job vacancy and consider them on their abilities. Cambridge is reducing the gender gap in technology by supporting women looking to progress their careers and highlighting the many different ways of having a successful career in technology.

We are working together to make Cambridge a great place to work for everyone, where we all belong, and where everyone thrives, wherever we are in the world. To support this, we launched an anti-racism toolkit in the UK and US, which was developed and led by colleagues across the two countries.

To launch our organisation-wide equality, diversity, inclusion and belonging strategy, we completed a 12-week programme of over 30 events. These featured colleague networks in discussion with their executive sponsors, colleagues showcasing their work, and talks from external experts to create curiosity in key topics, such as digital accessibility and women in leadership.

New talent, future leaders

We have invested in a range of global internship programmes this year, helping us to discover new talent and give something back

“Cambridge’s commitment to education and training has helped me to find myself and build a career that hopefully leaves the world a better place than I found it.”

Karishma Bhoolia, Change Lead: EDIB and Sustainability and former intern

to the communities in which we operate. In Manila, nine interns were recruited and they spent time working on communications and multimedia projects. In South Africa, we hired 18 interns working in a range of disciplines from finance to operations, some of whom have now been offered permanent roles with us.

In the UK, we welcomed 14 interns from four internship schemes aimed at widening access to opportunities. The interns joined us as part of the 10,000 Interns initiative, which gives Black students paid internship opportunities in underrepresented industries; the Change 100 internship programme, aimed at undergraduates and postgraduates with a disability or long-term condition; via social enterprise, Creative Access, which aims to improve social mobility within the creative industries; and the Crankstart Scholarship programme, which provides enhanced support to UK residents from lower-income households who are studying for their first undergraduate degree.

Community engagement

As a non-profit organisation with values of education and sustainability at our core, volunteering and charitable giving form an important part of the Cambridge culture. Our colleagues, across our 80 offices worldwide, are encouraged to engage with volunteering and charity efforts and to contribute to their local communities. This includes personally supporting their local communities in areas of disadvantage; supporting sustainability initiatives; and helping more people reach their potential.

More than 500 colleagues have volunteered nearly 2,800 hours to a variety of projects. Of these, 90 colleagues gave nearly 630 hours to environmental activities.

We partner with educational charities internationally and our colleagues are encouraged to fundraise, support and volunteer with them. Nearly £188,000 was donated to many causes, £13,600 of which was raised by colleagues, through a wide range of activities and UK Give As You Earn, with £13,500 added from matched funding. More than 200,000 books were donated.

This year's community engagement efforts saw our UK colleagues focus on creating employment opportunities for young people. Cambridge now hosts several UK-based events throughout the year designed to provide touchpoints for young people seeking to gain work experience or to learn more about publishing and the education sector. These initiatives help demystify the workplace and make it more accessible. They educate young people about industries and roles they may not know from their own social circles. In total, 270 students were reached through events including:

- Work in Publishing Week – introducing Year 10s to career opportunities
- Work experience – hosting 50 students on placements

- Careers 'taster' day – hosting students in partnership with the Social Mobility Business Partnership
- 'Communicating Climate Action' day – an introduction to roles with embedded climate action in partnership with Form the Future

Internationally, a Cambridge community engagement highlight was that of Cambridge India embarking on a three-year partnership with Say Earth, a charity which delivers environmental benefits while also giving colleagues opportunities for volunteering. This is part of a pilot 'afforestation' initiative to plant more than two million trees across the region. The partnership has so far seen 30 volunteers from our Delhi office plant around 500 saplings in Ghaziabad, India – and further environmental volunteering projects are planned.



Planting saplings with Say Earth in India



Climate action workshop in the UK

Abstract of the financial statements

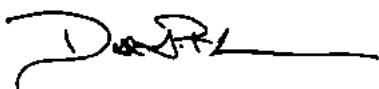
Press & Assessment Syndicate's Statement

The Abstract of the Consolidated income statement for the year ended 31 July 2023, the Abstract of the Reconciliation of movement in capital and reserves for the year ended 31 July 2023 and the Abstract of the Consolidated balance sheet at 31 July 2023 (the 'abstract of the financial statements') presented on page 30 are not full financial statements of Cambridge University Press & Assessment, but a summary of information derived therefrom.

Under Statute J of the University of Cambridge, the Syndics are responsible for preparing full financial statements and for having these audited. In accordance with formally delegated authority the Press & Assessment Board discharge this responsibility on behalf of the Syndics and have elected to prepare the full financial statements in accordance with the requirements of United Kingdom Accounting Standards and applicable law.

The full financial statements from which the abstract of the financial statements is derived, were approved by the Press & Assessment Board on 2 November 2023. The independent auditors' report on the financial statements was unmodified.

The full financial statements are available on request from Cambridge University Press & Assessment, Shaftesbury Road, Cambridge CB2 8EA.



Professor Deborah Prentice

Chair of the Press & Assessment Syndicate

Independent auditors' statement to the Press & Assessment Board

We have examined the supplementary financial information included within the Abstract of the financial statements, which comprises the Abstract of Consolidated income statement and Abstract of Reconciliation of movement in capital and reserves for the year ended 31 July 2023 and the Abstract of Consolidated balance sheet at 31 July 2023, set out on page 30.

Respective responsibilities of Press & Assessment Board and auditors

The Press & Assessment Board, under formally delegated authority from the Syndics, is responsible for preparing the Annual Report 2022–2023 (the 'Annual Report'), in accordance with Statute J of the University of Cambridge, which includes information extracted from the full annual financial statements of Cambridge University Press & Assessment for the year ended 31 July 2023.

Our responsibility is to report to you our opinion on the consistency of the summary financial information, included within the Annual Report, with those full annual financial statements.

“For the first time we have reached 100 million learners and generated £1 billion in revenue. As demand returned after the pandemic we have been ready to meet it, with each of our product groups growing revenue this year.”

Andrew Chandler, Chief Financial Officer

This statement, including the opinion, has been prepared for and only for the Press & Assessment Board as a body and for no other purpose. We do not, in giving this opinion, accept or assume responsibility for any other purpose or to any other person to whom this statement is shown or into whose hands it may come save where expressly agreed by our prior consent in writing.

Basis of opinion

Our examination involved agreeing the balances disclosed in the Abstract of the financial statements to full annual financial statements. Our audit report on the full annual financial statements of Cambridge University Press & Assessment describes the basis of our opinion on those financial statements.

Our opinion

In our opinion the financial information is consistent with the full annual financial statements of Cambridge University Press & Assessment for the year ended 31 July 2023.



PricewaterhouseCoopers LLP

Chartered Accountants and Statutory Auditors
Cambridge
2 November 2023

Notes

a) The maintenance and integrity of the Cambridge University Press & Assessment website is the responsibility of the Press & Assessment Board; the work carried out by the auditors does not involve consideration of these matters and, accordingly, the auditors accept no responsibility for any changes that may have occurred to the financial statements since they were initially presented on the website.

b) Legislation in the United Kingdom governing the preparation and dissemination of financial statements may differ from legislation in other jurisdictions.

Abstract of Consolidated income statement for the year ended 31 July 2023

	2023 (£'m)	2022 (£'m)
Turnover	1,000.5	868.2
Operating profit	139.7	106.0
Net finance income	9.6	6.1
Other gains	0.3	0.4
Profit before tax	149.6	112.5
Tax on profit	(5.6)	(4.3)
Profit for the financial year	144.0	108.2
Profit attributable to:		
Owners of the parent	139.5	103.4
Non-controlling interests	4.5	4.8
Profit for the financial year	144.0	108.2

Abstract of Reconciliation of movement in capital and reserves for the year ended 31 July 2023

	2023 (£'m)	2022 (£'m)
Profit for the financial period	144.0	108.2
Re-measurement of net defined benefit obligation	53.4	46.1
Transfer to the University of Cambridge	(39.7)	(30.3)
Foreign exchange (loss) / gain on translation of net assets	(6.4)	2.3
Dividends paid to non-controlling interests	(4.3)	(3.7)
Net movement in capital and reserves	147.0	122.6
Opening capital and reserves at 1 August	775.6	653.0
Closing capital and reserves at 31 July	922.6	775.6

Abstract of Consolidated balance sheet at 31 July 2023

	2023 (£'m)	2022 (£'m)
Fixed assets		
Intangible assets	115.0	105.0
Tangible assets	257.0	264.6
Other investments	263.2	218.9
	635.2	588.5
Current assets		
Pre-publication costs	24.4	25.2
Inventories	27.2	24.9
Debtors	234.4	219.6
Cash at bank and in hand	353.6	325.8
Creditors: amounts falling due within one year	(272.7)	(277.4)
Net current assets	366.9	318.1
Total assets less long-term liabilities	1,002.1	906.6
Defined benefit pension scheme obligation	(16.0)	(65.4)
Other post-retirement benefits obligation	(15.0)	(19.8)
Other long-term liabilities	(48.5)	(45.8)
Net assets	922.6	775.6
Capital and reserves		
Restricted reserves	7.9	7.9
Unrestricted reserves	908.7	760.7
Non-controlling interests	6.0	7.0
Total capital and reserves	922.6	775.6

Governance

Syndicate

Since 1698 we have been governed by the 'Syndics' (originally known as the Curators), senior members of the University of Cambridge who, along with various co-optees, bring a range of subject and business expertise to the governance of Cambridge University Press & Assessment. Committees of the Syndicate meet regularly to look at publishing proposals and assessment procedures, ensuring that our content and exams meet rigorous standards, and to oversee our strategic and financial operations.

The Press & Assessment Syndicate consists of the Vice-Chancellor of our University or his/her deputy as Chair, a University Officer appointed by the Council, and at least twelve other members appointed by the Council with expertise in matters relevant to the work of the Syndicate. The powers of the Syndicate are set out in our governing document, Statute J of the University Statutes and the supporting Ordinances. Her Majesty Queen Elizabeth II approved changes to the Statute to recognise the operational merger of Cambridge University Press and Cambridge Assessment in 2021.

The **Press & Assessment Syndicate** governs our activity and exercises oversight through the Press & Assessment Board and its various committees.

Members of the Press & Assessment Syndicate who served during the year ended 31 July 2023 and up until the date of approval of these financial abstracts, unless otherwise stated, were as follows:

Professor Stephen Toope (Vice-Chancellor and Chair of Syndics to 1 October 2022)

Dr Anthony Freeling (Acting Vice-Chancellor and Chair of Syndics from 1 October 2022 to 1 July 2023)

Professor Deborah Prentice (Vice-Chancellor and Chair of Syndics from 1 July 2023)

Mr David Parsons (Head of Legal Services: University Officer Syndic)

Sir David Bell (Senior Independent Director)

Dr Toke Aidt

Professor Kenneth Armstrong

Professor Amira Bennisson

Professor Kasia Boddy

Professor Angela Breitenbach

Professor Cathie Clarke

Dr Jessica Gardner

Professor Emily Gowers

Professor Joan Lasenby

Mr Richard Partington

Professor Richard Prager (resigned 1 March 2023)

Mr Ian Pryce

Ms Radhika Radhakrishnan

Mr Jonathan Scott

Professor Sarah Worthington

The **Press & Assessment Board** is concerned with overall governance and meets every two months.

The Press & Assessment Board discharges its responsibility for oversight of the organisation both directly and through 11 sub-committees:

- The **Audit & Risk Committee** (formerly Audit Committee until 25 May 2023) provides assurance as to the integrity of the Group's reporting processes and systems of financial governance, control and risk management.
- The **Remuneration Committee** is responsible for setting the remuneration of the Chief Executive and the most senior executives of Cambridge University Press & Assessment.
- The **Nominations Committee** is responsible for identifying and recommending the appointment of non-executive members of the Press & Assessment Board.
- The **Technology Committee's** purpose is to provide a deep level of scrutiny, on behalf of the Press & Assessment Board, over investment proposals that involve technology and to monitor progress in their implementation.
- The **Academic Publishing Committee** approves every academic title (books and journals).
- The **Academic Advisory Board** ensures that sufficient input, oversight and guidance is committed to the direction of academic publishing within the organisation, feeding in advice and analysis to make the Press & Assessment Board aware of all necessary issues.
- The **Online Education Committee** approves any courses for inclusion in Cambridge Advance Online based on market research, assessment by our editorial team, including peer review, and consideration of the pedagogical approach and assessment against an agreed quality framework.
- The **Teaching & Learning Committee** (formerly English Language Teaching & Education Publishing Committee until 25 May 2023) approves the 'products and propositions' programmes of the English and Education businesses, and provides guidance and oversight of integrated learning and assessment.
- The **Regulatory Compliance Committee** advises both the Press & Assessment Board and the OCR Board in their capacity as the Governing Bodies for the purposes of approving annual statements of compliance in respect of the regulated activities of our exam boards.
- The **Standards Committee** ensures that arrangements for assessment standards are appropriate and fit for purpose.
- The **Press & Assessment Chairman's Committee** is a sub-group of the Press & Assessment Board which meets with delegated authority from the Board to approve certain large-scale investments where time is of the essence.

Our Executive Board

Responsibility for our day-to-day management is delegated by the Syndicate to our Chief Executive and Executive Board, which includes our Chief Financial Officer.



Peter Phillips
Chief Executive



Andrew Chandler
Chief Financial Officer



Arun Rajamani
Managing Director, South Asia



Catie Sheret
General Counsel



Dave Bulman
Chief Operations Officer
(to May 2023)



Fran Woodward
Global Managing Director,
English



Helena Renfrew Knight
Director, Strategy & Integration



Janet Scotcher
Chief People Officer
(to September 2023)



Jill Duffy
Group Managing Director,
UK Education



Mandy Hill
Managing Director, Academic



Mark Maddocks
Chief Information Officer



Rod Smith
Group Managing Director,
International Education



Tim Oates, CBE
Group Director, Assessment
Research and Development

Awards and prizes

Each year, Cambridge University Press & Assessment is proud to receive a range of awards in the worlds of academia and educational publishing. Below is a list of the awards and prizes that we recorded since the listing in the last Annual Report.

Eliza Ablovatski, *Revolution and Political Violence in Central Europe: The Deluge of 1919*, 2022 honourable mention Heldt Prize for Best Book in Slavic/East European/Eurasian Studies, Association for Women in Slavic Studies

Ari Adut, *Reign of Appearances: The Misery and Splendor of the Public Sphere*, winner 2022 Theory Prize for Outstanding Book, American Sociological Association

Pascale Aebischer, *Shakespeare, Spectatorship and the Technologies of Performance*, winner David Bradby Award, TaPRA

Nosheen Ali, *Delusional States: Feeling Rule and Development in Pakistan's Northern Frontier*, 2022 AIPS Book Prize and Bernard S. Cohn Book Prize

Yuen Yuen Ang, *China's Gilded Age: The Paradox of Economic Boom and Vast Corruption*, winner 2022 Alice Amsden Award, Society for the Advancement of Socio-Economics, honourable mention 2021 Barrington Moore Book Award, American Sociological Association and winner 2022 Douglass North Best Book Award, Society for Institutional & Organizational Economics

Yesenia Barragan, *Freedom's Captives: Slavery and Gradual Emancipation on the Colombian Black Pacific*, winner 2022 Wesley-Logan Prize, American Historical Association

Dylan Baun, *Winning Lebanon: Youth Politics, Populism, and the Production of Sectarian Violence, 1920–1958*, winner SERMEISS 2022 Book Award, The Southeast Regional Middle East and Islamic Studies Society

Odetta Best & Bronwyn Fredericks, *Yatdjuligin: Aboriginal and Torres Strait Islander Nursing and Midwifery Care, Third Edition*, winner 2022 Tertiary Teaching and Learning Resource - Print (Wholly Australian), Educational Publishing Australia

Jadwiga Biskupska, *Survivors: Warsaw under Nazi Occupation*, 2022 winner Heldt Prize for Best Book in Slavic/East European/Eurasian Studies, Association for Women in Slavic Studies

Will Bowers, *The Italian Idea: Anglo-Italian Radical Literary Culture, 1815–1823*, winner The 2022 ESSE Book Award for Junior Scholars for a book in the field of Cultural and Areas Studies in English, The European Society for the Study of English

Jo Braithwaite, *The Financial Courts: Adjudicating Disputes in Derivatives Markets*, co-winner The Inner Temple Book Prize 2022

David E Campbell, Geoffrey C Layman & John C Green, *Secular Surge: A New Fault Line in American Politics*, winner 2022 Distinguished Book Award, Society for the Scientific Study of Religion

Miriam Cohen, *Realizing Reparative Justice for International Crimes: From Theory to Practice*, winner 2022 Legal Competition, Fondation du Barreau du Québec (Quebec Bar Foundation)

Karen Cook Bell, *Running from Bondage: Enslaved Women and Their Remarkable Fight for Freedom in Revolutionary America*, winner 2022 International AAHGS Non-Fiction Book Awards, Afro-American Historical and Genealogical Society

Samuel Fury Childs Daly, *A History of the Republic of Biafra: Law, Crime, and the Nigerian Civil War*, winner 2022 Fage & Oliver Monograph Prize, African Studies Association of the United Kingdom

Serena Owusua Dankwa, *Knowing Women: Same-Sex Intimacy, Gender, and Identity in Postcolonial Ghana*, finalist 2022 Best Book Award, African Studies Association and winner 2022 Ruth Benedict Book Prize, Outstanding Single-Authored Monograph, The Association for Queer Anthology

Arunima Datta, *Fleeting Agencies: A Social History of Indian Coolie Women in British Malaya*, winner 2022 The Stansky Book Prize, North American Conference on British Studies and Gita Chaudhuri Prize 2022, Western Association of Women Historians

Beatrice de Graaf, *Fighting Terror after Napoleon: How Europe Became Secure after 1815*, 2022 Arenberg Prize for European History, Arenberg Foundation

Hendrik Dey, *The Making of Medieval Rome: A New Profile of the City, 400–1420*, winner 2022 The Bridge Book Award, Non-fiction

Geneviève Dorais, *Journey to Indo-América: APRA and the Transnational Politics of Exile, Persecution, and Solidarity, 1918–1945*, winner 2021 Best Book Award, Canadian Association for Latin American and Caribbean Studies

Yue Du, *State and Family in China: Filial Piety and Its Modern Reform*, winner 2020–2021 The International Society for Chinese Law and History

Neil Duxbury, *The Intricacies of Dicta and Dissent*, co-winner The Inner Temple Book Prize 2022

Sarah C Dunstan, *Race, Rights and Reform: Black Activism in the French Empire and the United States from World War I to the Cold War*, winner 2022 J. Russell Major Prize, American Historical Association

Antje Ellermann, *The Comparative Politics of Immigration: Policy Choices in Germany, Canada, Switzerland, and the United States*, co-winner 2022 Charles Levine Prize, International Political Science Association

John H Esling, Scott R Moisik, Allison Benner & Lise Crevier-Buchman, *Voice Quality: The Laryngeal Articulator Model*, winner 2021 Leonard Bloomfield Book Award, Linguistic Society of America

Christina Fuhrmann, *Foreign Opera at the London Playhouses: From Mozart to Bellini*, winner 2017 Diana McVeagh Prize, North American British Music Studies Association (NABMSA)

Tom Ginsburg, *Democracies and International Law*, winner 2022 Book of the Year Award, American Branch of the International Law Association

Nicole Grimes, *Brahms's Elegies: The Poetics of Loss in Nineteenth-Century German Culture*, honourable mention 2022 Danijela Kulezic-Wilson Book Prize, Society for Musicology in Ireland

Ursula Hackett, *America's Voucher Politics: How Elites Learned to Hide the State*, winner 2020–2021 Richard Neustadt Book Prize, Political Studies Association

R H Helmholz, *The Profession of Ecclesiastical Lawyers: An Historical Introduction*, co-winner for runner up, The Inner Temple Book Prize 2022

- Liora Hendelman-Baavur, *Creating the Modern Iranian Woman: Popular Culture between Two Revolutions*, 2022 Latifeh Yarshater Book Award, Association for Iranian Studies
- Shahla Hussain, *Kashmir in the Aftermath of Partition*, winner 2022 John F. Richards Prize, American Historical Association
- Claire Kramersch, *Language as Symbolic Power*, winner 2022 British Association of Applied Linguistics Book Prize, British Association of Applied Linguistics
- Ahmet T Kuru, *Islam, Authoritarianism, and Underdevelopment: A Global and Historical, Comparison*, One of the Times Literary Supplement Best Books of the Year 2022
- Janet I Lewis, *How Insurgency Begins: Rebel Group Formation in Uganda and Beyond*, winner 2022 ISA Annual Best Book Award, International Studies Association
- Sumi Madhok, *Vernacular Rights Cultures: The Politics of Origins, Human Rights and Gendered Struggles for Justice*, 2022 BISA Susan Strange Best Book Prize
- Mark Fathi Massoud, *Shari'a, Inshallah: Finding God in Somali Legal Politics*, winner 2022 Distinguished Book Award, Sociology of Religion Section, American Sociological Association
- Lindsey A Mazurek, *Isis in a Global Empire: Greek Identity through Egyptian Religion in Roman Greece*, winner 2023 CAMWS First Book Award, Classical Association of the Midwest and South
- Khalid Medani, *Black Markets and Militants: Informal Networks in the Middle East and Africa*, co-winner 2022 Best Book on MENA Politics by a Senior Scholar, APSA Middle East and North African Politics
- Eduardo Moncada, *Resisting Extortion*, winner 2022 Outstanding Book Award from the Division of International Criminology, American Society of Criminology
- Maria Monnheim, *Due Diligence Obligations in International Human Rights Law*, Hermann Mosler Prize 2020/21, German Society for International Law (DGIR)
- Dana Moss, *The Arab Spring Abroad: Diaspora Activism against Authoritarian Regimes*, winner The Charles Tilly Distinguished Contribution to Scholarship Book Award, Section on Social Movements & Collective Behavior, American Sociological Association, co-winner Best Book Award, Section on Global and Transnational Sociology, American Sociological Association and honourable mention Section on Peace, War, and Social Conflict's 2022 Book Award, American Sociological Association
- Ankhi Mukherjee, *Unseen City: The Psychic Lives of the Urban Poor*, winner Robert S. Liebert Award, Columbia University Center for Psychoanalytic Training and Research and the Association for Psychoanalytic Medicine (APM)
- Soumen Mukherjee, *Ismailism and Islam in Modern South Asia: Community and Identity in the Age of Religious Internationals*, 2021 Karim and Rosemin Karim Book Prize
- Virginia Oliveros, *Patronage at Work: Public Jobs and Political Services in Argentina*, co-winner 2022 Charles Levine Prize, International Political Science Association
- Anne Orford, *International Law and the Politics of History*, winner 2022 ESIL Monograph Prize, European Society of International Law
- Catherine O'Rourke, *Women's Rights in Armed Conflict under International Law*, honourable mention 2022 Women in International Law Interest Group Scholarship Prize, American Society of International Law
- Patricia Owens, *Women's International Thought: A New History*, winner 2023 Theory Section Edited Book Prize, International Studies Association
- Sebastian N Page, *Black Resettlement and the American Civil War*, winner 2022 Tom Watson Brown Book Award, Society of Civil War Historians
- Carmen Pérez-Llantada, *Research Genres Across Languages: Multilingual Communication Online*, winner 2022 English Language and Linguistics Category A (Open), the European Society for the Study of English
- Kristin Victoria Magistrelli Plys, *Brewing Resistance: Indian Coffee House and the Emergency in Postcolonial India*, 2022 ASA Global Sociology Book Award
- Nina Reiners, *Transnational Lawmaking Coalitions for Human Rights*, winner ACUNS Book Award 2022, Academic Council on the United Nations System
- R Saravanan, *The Climate Demon: Past, Present, and Future of Climate Prediction*, The Louis J. Battan Author's Award – Adult, American Meteorological Society
- Esme Shirlow, *Judging at the Interface: Deference to State Decision-Making Authority in International Adjudication*, honourable mention 2022 Australian Legal Research Book Award, Australian Legal Research Awards
- Cigdem V Sirin, Nicholas A Valentino & José D Villalobos, *Seeing Us in Them: Social Divisions and the Politics of Group Empathy*, winner David O. Sears Award, International Society of Political Psychology
- Deborah Tarn Steiner, *Choral Constructions in Greek Culture: The Idea of the Chorus in the Poetry, Art and Social Practices of the Archaic and Early Classical Period*, co-winner 2022 Goodwin Award, Society for Classical Studies
- Megan A Stewart, *Governing for Revolution, Social Transformation in Civil War*, co-recipient of an honourable mention 2023 Best Book Award Committee of the International Security Studies Section (ISSS), International Studies Association
- Jeff Strickland, *All for Liberty: The Charleston Workhouse Slave Rebellion of 1849*, finalist 2022 George C. Rogers Jr. Book Award, South Carolina Historical Society
- Matthew Sussman, *Stylistic Virtue and Victorian Fiction: Form, Ethics, and the Novel*, shortlisted 2021 AUHE Prize for Literary Scholarship, Australian University Heads of English
- Melanie Benson Taylor, *The Cambridge History of Native American Literature*, co-winner Modern Language Association Prize for an Edited Collection, Modern Language Association
- Ntina Tzouvala, *Capitalism As Civilisation: A History of International Law*, winner 2022 Australian Legal Research Book Award, Australian Legal Research Awards
- Edward Venn & Philip Stoecker, *Thomas Adès Studies*, winner 2022 Outstanding Multi-Author Collection Award, Society for Music Theory
- Hedi Viterbo, *Problematizing Law, Rights, and Childhood in Israel/Palestine*, winner Hart-SLSA Prize for Early Career Academics, Socio-Legal Studies Association and honourable mention Book Award Committee of the Association of Middle East Children & Youth Studies (AMECYS)

Lisa Walters & Brandie R Siegfried, *Margaret Cavendish: An Interdisciplinary Perspective*, co-honourable mention 2022 Collaborative Project Award, Society for the Study of Early Modern Women and Gender

Jordan T Watkins, *Slavery and Sacred Texts: The Bible, the Constitution, and Historical Consciousness in Antebellum America*, winner 2022 S-USIH Annual Book Prize, Society for U.S. Intellectual History

Yael Warshel, *Experiencing the Israeli-Palestinian Conflict: Children, Peace Communication and Socialization*, winner 2022 Sue DeWine Distinguished Scholarly Book Award, National Communication Association

Bastiaan Willems, *Violence in Defeat: The Wehrmacht on German Soil, 1944–1945*, winner 2022 Paul Birdsall Prize, American Historical Association

Lee B Wilson, *Bonds of Empire: The English Origins of Slave Law in South Carolina and British Plantation America, 1660–1783*, finalist 2021 George C. Rogers Jr. Book Award, South Carolina Historical Society

Avner Wishnitzer, *As Night Falls: Eighteenth-Century Ottoman Cities after Dark*, a 2021 Book of the Year, History Today

Katie Woolaston, *Ecological Vulnerability: The Law and Governance of Human-Wildlife Relationships*, winner 2022 Clay Morgan Award, Western Political Science Association

Ayşe Zarakol, *Before the West: The Rise and Fall of Eastern World Orders*, co-winner 2023 ISA-History section Guicciardini Best Book Prize, International Studies Association and honourable mention 2023 ISA-Theory section, International Studies Association

Fernando Zúñiga & Seppo Kittilä, *Grammatical Voice*, winner 2022 André Martinet Book Award, Societas Linguistica Europaea

APSA Awards

American Political Science Association awards and prizes honour the work of scholars who make outstanding contributions to political science research and teaching.

Michael Albertus, *Property without Rights: Origins and Consequences of the Property Rights Gap*, honourable mention 2022 Democracy & Autocracy Best Book Prize

Caitlin Andrews-Lee, *The Emergence and Revival of Charismatic Movements: Argentine Peronism and Venezuelan Chavismo*, winner 2022 Leon Epstein Outstanding Book Award, Organizations and Parties Section

Nichole M Bauer, *The Qualifications Gap: Why Women Must Be Better than Men to Win Political Office*, winner 2021 Robert E. Lane Award

Marius R Busemeyer, Julian L Garrizmann & Erik Neimanns, *A Loud But Noisy Signal?: Public Opinion & Education Reform in Western Europe*, winner 2022 Best Book on Education Politics & Education Policy

David E Campbell, Geoffrey C Layman & John C Green, *Secular Surge: A New Fault Line in American Politics*, honourable mention Hubert Morken Award

Simone Dietrich, *States, Markets, and Foreign Aid*, co-winner 2021 International Collaboration Section Best Book Award and co-winner 2022 International Collaboration Section Best Book Award

James N Druckman & Donald P Green, *Advances in Experimental Political Science*, co-winner 2022 Experimental Research Best Book Award

David Fortunato, *The Cycle of Coalition: How Parties and Voters Interact under Coalition Governance*, winner 2022 European Politics and Society Section Best Book Award

Yanilda María González, *Authoritarian Police in Democracy: Contested Security in Latin America*, winner 2022 Luebbert Best Book Award

Raphaël Lefèvre, *Jihad in the City: Militant Islam and Contentious Politics in Tripoli*, co-winner 2022 MENA Politics Section Best Book Award (Junior Scholar)

Avital Livny, *Trust and the Islamic Advantage: Religious-Based Movements in Turkey and the Muslim World*, co-winner 2022 MENA Politics Section Best Book Award (Junior Scholar)

Mark Fathi Massoud, *Shari'a, Inshallah: Finding God in Somali Legal Politics*, winner 2022 Ralph J. Bunche Award

Eduardo Moncada, *Resisting Extortion: Victims, Criminals, and States in Latin America*, honourable mention 2022 Giovanni Sartori Award

Cigdem V Sirin, Nicholas A Valentino & José D Villalobos, *Seeing Us in Them: Social Divisions and the Politics of Group Empathy*, winner 2022 Robert E. Lane Award and co-winner 2022 Experimental Research Best Book Award

Hedi Viterbo, *Problematizing Law, Rights, and Childhood in Israel/Palestine*, winner Best Book Award 2022, Human Rights Section

Andreas Wiedemann, *Indebted Societies: Credit and Welfare in Rich Democracies*, winner 2022 William Riker Best Book Award and winner 2022 Class and Inequality Section Best Book Award

Martha Wilfahrt, *Precolonial Legacies in Postcolonial Politics: Representation and Redistribution in Decentralized West Africa*, honourable mention 2022 Giovanni Sartori Award

2023 PROSE Awards

American Publishers Awards for Professional and Scholarly Excellence.

R John Aitken, *The Infertility Trap: Why Life Choices Impact your Fertility and Why We Must Act Now*, winner 2023 PROSE Clinical Medicine Award

Scott A Bass, *Administratively Adrift: Overcoming Institutional Barriers for College Student Success*, finalist 2023 PROSE Education Theory and Practice Award

Daniel Baumann, *Cosmology*, winner 2023 PROSE Award for Excellence in Physical Science and Mathematics

Sharon Berry, *A Logical Foundation for Potentialist Set Theory*, finalist 2023 PROSE Philosophy Award

Bennett Capers, Devon W Carbado, R A Lenhardt & Angela Onwuachi-Willig, *Critical Race Judgments: Rewritten U.S. Court Opinions on Race and the Law*, winner 2023 PROSE Legal Studies and Criminology Award

Patrick O Cohrs, *The New Atlantic Order: The Transformation of International Politics, 1860–1933*, winner 2023 PROSE World History Award

Sarah F Derbew, *Untangling Blackness in Greek Antiquity*, winner 2023 PROSE Classics Award

Michael P Fay & Erica H Brittain, *Statistical Hypothesis Testing in Context: Reproducibility, Inference, and Science*, finalist 2023 PROSE Mathematics and Statistics Award

Wouter J Hanegraaff, *Hermetic Spirituality and the Historical Imagination: Altered States of Knowledge in Late Antiquity*, winner 2023 PROSE Theology and Religious Studies Award

Emily Riehl & Dominic Verity, *Elements of ∞ -Category Theory*, winner 2023 PROSE Mathematics and Statistics Award

Alec J Schramm, *Mathematical Methods and Physical Insights: An Integrated Approach*, finalist 2023 PROSE Chemistry, Physics, Astronomy, and Cosmology Award

Michel Talagrand, *What Is a Quantum Field Theory?*, finalist 2023 PROSE Mathematics and Statistics Award

Kevin E Trenberth, *The Changing Flow of Energy Through the Climate System*, finalist 2023 PROSE Environmental Science Award

James Grantham Turner, *The Villa Farnesina: Palace of Venus in Renaissance Rome*, winner 2023 PROSE Art History and Criticism Award

2022 CHOICE Outstanding Titles

Association of College & Research Libraries, part of the American Library Association, selection of the best scholarly titles reviewed by Choice magazine.

Amanda T Abbott-Jones, *Dyslexia in Higher Education: Anxiety and Coping Skills*

Edward Barbier, *Economics for a Fragile Planet: Rethinking Markets, Institutions and Governance*

Andrew Bednarski et al, *A History of World Egyptology*

Jamila Bookwala & Nicky J Newton, *Reflections from Pioneering Women in Psychology*

Tanja A Börzel & Thomas Risse, *Effective Governance Under Anarchy: Institutions, Legitimacy, and Social Trust in Areas of Limited Statehood*

Paul Bushkovitch, *Succession to the Throne in Early Modern Russia: The Transfer of Power 1450–1725*

Rafael Cardoso, *Modernity in Black and White: Art and Image, Race and Identity in Brazil, 1890–1945*

Glenn I Cohen et al, *Consumer Genetic Technologies: Ethical and Legal Considerations*

Serena Owusua Dankwa, *Knowing Women: Same-Sex Intimacy, Gender, and Identity in Postcolonial Ghana*

Tim Dayton & Mark W Van Wienen, *A History of American Literature and Culture of the First World War*

James Diggle, *The Cambridge Greek Lexicon*

Yue Du, *State and Family in China: Filial Piety and its Modern Reform*

Susan Eva Eckstein, *Cuban Privilege: The Making of Immigrant Inequality in America*

P J Finglass & Adrian Kelly, *The Cambridge Companion to Sappho*

Ljiljana Fruk & Antonina Kerbs, *Bionanotechnology: Concepts and Applications*

Chris C Funk, *Drought, Flood, Fire: How Climate Change Contributes to Catastrophes*

Narve Fulsås & Tore Rem, *Ibsen in Context*

Patricia Gaborik, *Mussolini's Theatre*

Daniel Gibbs & Teresa H Barker, *A Tattoo On My Brain: A Neurologist's Personal Battle Against Alzheimer's Disease*

Michael Hannah, *Extinctions: Living and Dying in the Margin of Error*

Elizabeth A Hoffmann, *Lactation at Work: Expressed Milk, Expressing Beliefs, and the Expressive Value of Law*

Paul F Hudson, *Flooding and Management of Large Fluvial Lowlands: A Global Environmental Perspective*

Bruce J Hunt, *Imperial Science: Cable Telegraphy and Electrical Physics in the Victorian British Empire*

Kalle Kananaja, *Healing Knowledge in Atlantic Africa: Medical Encounters, 1500–1850*

Allison B Kaufman, Josep Call & James C Kaufman, *The Cambridge Handbook of Animal Cognition*

Toby Lincoln, *An Urban History of China*

Ignacio López-Calvo, *A History of Chilean Literature*

Katalin Makkai, *Kant's Critique of Taste: The Feeling of Life*

Neil Malhotra & Ken Shotts, *Leading with Values: Strategies for Making Ethical Decisions in Business and Life*

Beatrice Forbes Manz, *Nomads in the Middle East*

Mark Fathi Massoud, *Shari'a, Inshallah: Finding God in Somali Legal Politics*

Joycelyn Moody, *A History of African American Autobiography*

Sarah J Morath, *Our Plastic Problem and How to Solve It*

David Motadel, *Revolutionary World: Global Upheaval in the Modern Age*

Andrew Murphy, *Shakespeare in Print: A History and Chronology of Shakespeare Publishing*

Norman Owen-Smith, *Only in Africa: The Ecology of Human Evolution*

R J Pentreath, *Radioecology: Sources and Consequences of Ionising Radiation in the Environment*

Michaël Roy, *Frederick Douglass in Context*

Norbert Sachser, *Much Like Us: What Science Reveals About the Thoughts, Feelings, and Behaviour of Animals*

Stefano Sandrone, *Nobel Life: Conversations with 24 Nobel Laureates on Their Life Stories, Advice for Future Generations and What Remains to be Discovered*

Rajini Srikanth & Min Song, *Asian American Literature in Transition Series*

Karen Stollznow, *On the Offensive: Prejudice in Language Past and Present*

Adrian Thatcher, *Gender and Christian Ethics*

Bryce Traister, *The Cambridge Companion to Early American Literature*

Germán Vergara, *Fueling Mexico: Energy and Environment, 1850–1950*

Bin Xu, *Chairman Mao's Children: Generation and the Politics of Memory in China*

Educational Publishing Awards Australia

The Australian Publishers Association annual awards celebrate excellence in the industry that serves the education sector.

Cambridge University Press, winner Publisher of the Year Award 2023 – Secondary

Kate Gallagher et al, *Cambridge Senior Science Psychology VCE Units 1&2 and Units 3&4 Online Teaching Suite*, highly commended, teaching or reference resource

ELTons 2022

Outstanding Achievement Award at the ELTons (British Council awards for innovations in English Language Teaching) went to bestselling Cambridge ELT author Penny Ur OBE.

Other awards

Best Integration and Merger Initiative at the 2022 Business Culture Awards.

Cambridge University Press & Assessment's office in the Philippines earned 'Great Place to Work[®]' certification in 2023.

Cambridge Partnership for Education's work with Rohingya refugees in Bangladesh won the inaugural 'Make the Change' award from BESA (British Educational Suppliers Association), the trade association for the UK education suppliers sector.

Our bespoke Carbon Literacy course won an Excellence Award in the Green Impact programme in 2023. Green Impact is a United Nations award-winning programme run by Students for Sustainability to support and encourage environmentally and socially sustainable practices within organisations.

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