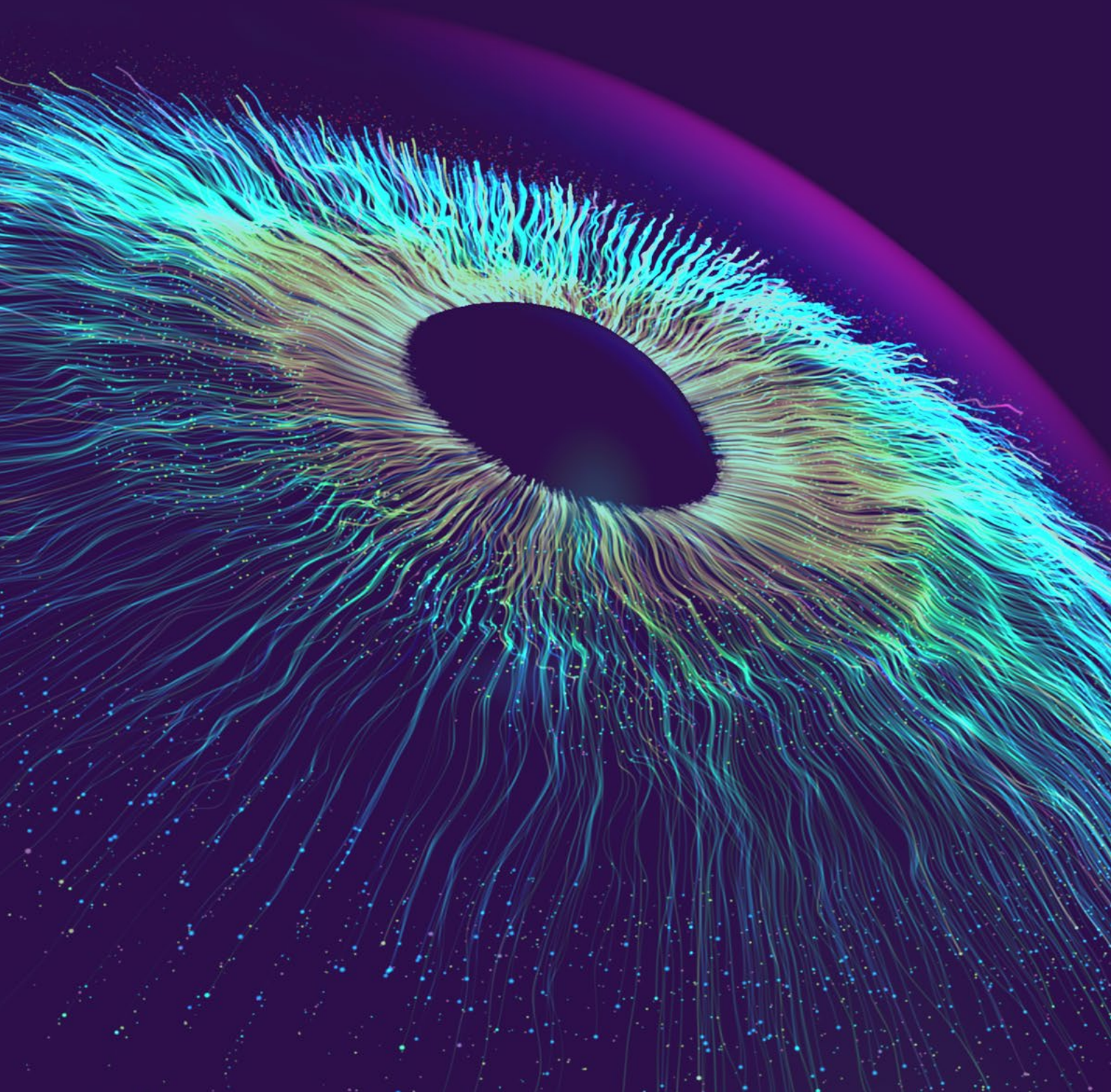
CAMBRIDGE
UNIVERSITY PRESS & ASSESSMENT

Annual Report

for the year ended 31 July 2026



Opening a world of possibilities

Cambridge University Press & Assessment spreads knowledge, sparks curiosity and aids understanding around the world through our qualifications, assessments, academic publications and original research.

We are part of the University of Cambridge, sharing 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 help people across the world to realise their potential, benefiting society and the planet. Our products and services 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 books and higher education textbooks across a wide range of disciplines under the Cambridge University Press imprint. There were 161 million downloads of scholarly research this year, including book chapters and research papers. Our higher education website hosts our learning materials and we are the world's oldest Bible publisher.

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 Partnership for Education we offer education reform across curriculum, assessment, learning and teacher materials.

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. The Cambridge Dictionary is the world's number one online dictionary for English learners.

Cambridge OCR
Cambridge 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 Cambridge Insight empower teachers to understand students' strengths and areas for improvement.

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Our reports and statements

This *Annual Report* details Cambridge's operational progress throughout the financial year 2025–26, along with an abstract of the Financial Statements.

The *Responsibility Report* highlights our ambitions and achievements in sustainability, diversity and inclusion, environment and community engagement, demonstrating our commitment to responsible practice.



View our reports online at **cambridge.org/annualreport**

Vice-Chancellor's foreword

Professor Deborah Prentice



Just as we did after the birth of the printing press centuries ago, we are actively shaping how technology enhances human education.

Cambridge University Press & Assessment's leadership in education and research extends Cambridge's mission to millions of people. It is Cambridge's most visible face in many places around the globe. On my travels, I often meet people who experience Cambridge primarily through the work of the Press & Assessment and the multitude of possibilities it helps create for them.

In reaching more than 100 million learners, delivering millions of qualifications, maintaining a network of 10,000 Cambridge schools and serving researchers at every major university, Press & Assessment's global footprint is remarkable.

As we reflect on the past year, it is a privilege to celebrate the enduring relationship between the academic departments within the University of Cambridge and Cambridge University Press & Assessment. We are united by one mission: to contribute to society through the pursuit of education, learning and research at the highest international levels of excellence.

In today's volatile landscape, the academic University and the Press & Assessment are increasingly finding common ground. We are responding together to the defining challenges and opportunities of our time – most notably, the rapid evolution of artificial intelligence, climate change and sustainability, and the vital task of preparing learners at all stages of their careers for that rapidly changing world. The skills needed in the modern workplace are becoming increasingly complex. With technological transformation accelerating and workforces needing to adapt, education will become even more essential.

We are realising our shared vision through several joint initiatives. Cambridge *Climate Quest*, developed in collaboration with our University's Cambridge Zero team, provides a comprehensive e-learning programme to share awareness of climate change issues. Following its early success, we are proud that this initiative is expanding to reach up to 100,000 learners across government schools in India and growing rapidly in Pakistan, helping young people to understand and respond to climate change.

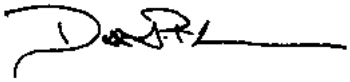
Similarly, our Connecting Cambridge AI summits serve as an important way to cross-fertilise ideas across Cambridge. By bringing together a wide range of experts, we are helping to shape the effective, accessible and ethical use of AI in education. Just as we did after the birth of the printing press centuries ago, we are actively shaping how technology enhances human education.

We are also collaborating directly across faculties and departments to deliver interactive, online courses led by the University's academic experts. The newly launched executive and professional education portal showcases courses delivered with the Press & Assessment alongside those from other parts of our University. This gives Cambridge one of the world's largest portfolios of online interdisciplinary courses, addressing the demand to help people develop new skills in fields like AI, big data, leadership and environmental stewardship.

Academics and researchers at Cambridge and around the world are at the heart of the Press & Assessment's *Publishing Futures* programme. This programme aims to bring community focus to the perverse incentives that encourage researchers to seek quantity over quality in their publications, calling for radical reform to ensure academic publishing becomes more open, equitable and sustainable.

In addition to its direct contribution to Cambridge's mission, the Press & Assessment represents over £1 billion of the University's £2.5 billion turnover, which enables us to invest more in our academic teaching and research departments. This allows Cambridge to welcome the brightest minds, nurture the best ideas and pursue the boldest discoveries. We can use these funds flexibly and put them where they have the most benefit, whether it is in the new Cambridge Biomedical Campus, the Whittle Laboratory or Bennett School of Public Policy.

I am grateful to Peter Phillips and to all of our Press & Assessment colleagues around the world for their many achievements this year.



Professor Deborah Prentice
Vice-Chancellor of the University of Cambridge

Chief Executive's overview

Peter Phillips



Shaping the future of education

This past year has shown Cambridge continuing to support teachers, learners and researchers globally, and adapting quickly in a rapidly changing world. Our growth in educational impact was reflected in our financial growth, with our turnover reaching £1.07 billion, and our operating profit £168 million.

In English, our reach has grown as we innovate with new products. Our International Education group continued to increase its market share through partnerships with schools and education ministries around the world, equipping millions of learners for a changing world. In the UK, Cambridge's OCR insights played an important role in curriculum and assessment reforms. Building on the popularity of Cambridge Nationals, our UK exam board is well positioned to support the country's shift towards wider vocational and technical education. In Academic publishing, our support for high-quality and accessible scholarship is reaching further, with three quarters of our new journal articles now published open access, and the one billionth download from Cambridge Core. And we have now published over 200 Nobel Prize winners.

> **Quality and the standards we uphold remain at the heart of what we do, as they have done throughout our history.**

Underpinning all this is the importance of education as a driver of success in every nation. Over the long term – whatever short-term technological and geopolitical volatility we experience – education is arguably *the* primary driver of success.

As I write, the Cambridge-published economist Michael Woodford has just received a Nobel Prize for his work in countering economic shocks. Woodford and his fellow laureate Robert Hall have shown how people act based on what they believe will happen in the future, like their future careers or incomes, responding to indicators like communications from policymakers. The impact of these expectations, in turn, steer the wider economy. In a volatile world – whether through energy crises or sudden changes in consumption – these insights are helping policymakers pursue stability and growth.

Woodford's work may also help us think about education when some of those same shocks – like technological disruptions – affect the expectations and aspirations of students, teachers and researchers. How we help and support them matters more than ever. Within hours of learning of his Nobel Prize, Woodford was back in class teaching and setting an exam for his students.

Cambridge in numbers

£1.07 billion
revenue in 2025–26

Operations in
170
countries

7,500
colleagues in 90 offices around the world

We reach more than
100 million
learners worldwide

Amid so much continuing change, it is essential that we stay true to Cambridge's mission and values. They underpin our relevance as we help students, teachers and researchers to flourish in a changing world. That mission and those values help us to engage with that change – and what it means for students, teachers and researchers – so we can in turn help to shape education at an important moment.

Quality and the standards we uphold defined our work this year, as they have done throughout our history. We are committed to rooting what we do in the rigorous research, standards and values that come with being part of one of the world's greatest universities. You see that in our work to help improve the broader academic publishing system as much as in our innovations to continue to improve the integrity of assessments.

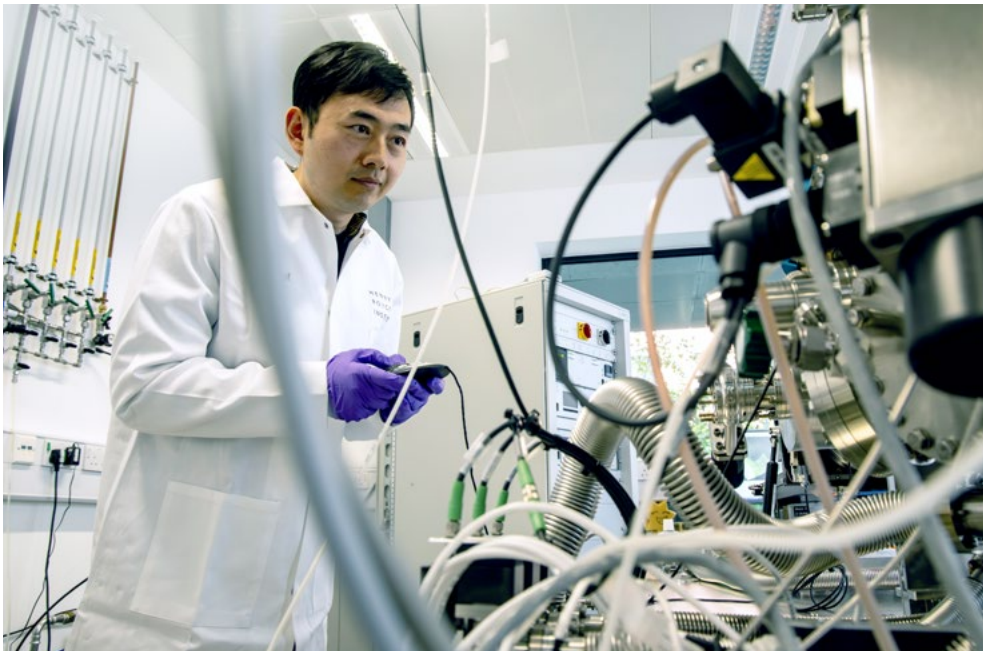
We are funding major long-term developments of our most important capabilities – such as upgrading the systems that support our exams and publishing to ensure we take advantage of new technologies and can provide a resilient, seamless experience for our schools and researchers worldwide. That builds on Cambridge's history of innovation – strengthened by working closely with academics within our University.

That ability to improve is helped too by the insights from operating across the world – working in 170 countries with 90 offices worldwide adds to our understanding, and most importantly to our ability to innovate and support learners when they need us the most.

> **Crucially, we are collaborating across our industries to protect intellectual property and author copyright - ensuring human-generated content is fairly remunerated, appropriately cited and more accessible.**

We reach more than 100 million learners around the world, some of whom face acute disruptions. This year, we have supported the Alsama Project helping some of the world's most disadvantaged students in the Middle East.







Our free environmental e-learning programme *Climate Quest* is helping to empower up to 100,000 learners across government schools in India, and is now expanding rapidly into Pakistan. This represents an unprecedented undertaking for climate literacy in a region which is particularly exposed to the effects of a changing climate.

Just as Cambridge evolved alongside the printing press five centuries ago, we are actively shaping today's conversation around generative AI. Rapid technological transformation can feel threatening to many people, but it also brings important opportunities. We are already using AI to help synthesise exam content – verified by human beings who are subject experts – and partnering with organisations like Educate Ventures Research to provide educators with the evidence-based frameworks they need to unleash the capabilities of AI safely.

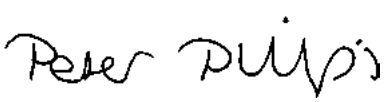
As powerful new tools become widely available, we want to ensure technology enhances rather than replaces human teaching and learning relationships. We are collaborating across our industries to protect intellectual property and author copyright – ensuring human-generated content is fairly remunerated, appropriately cited and more accessible.

Our mission remains unchanging, but the way we deliver it must be constantly reinvented as the world evolves. That steadfast mission paired with adaptability and a willingness to innovate is how Cambridge can help people and educational institutions to thrive and grow in the face of dramatic change.

Just as we evolved alongside the printing press five centuries ago, we are actively shaping today's conversation around generative AI.

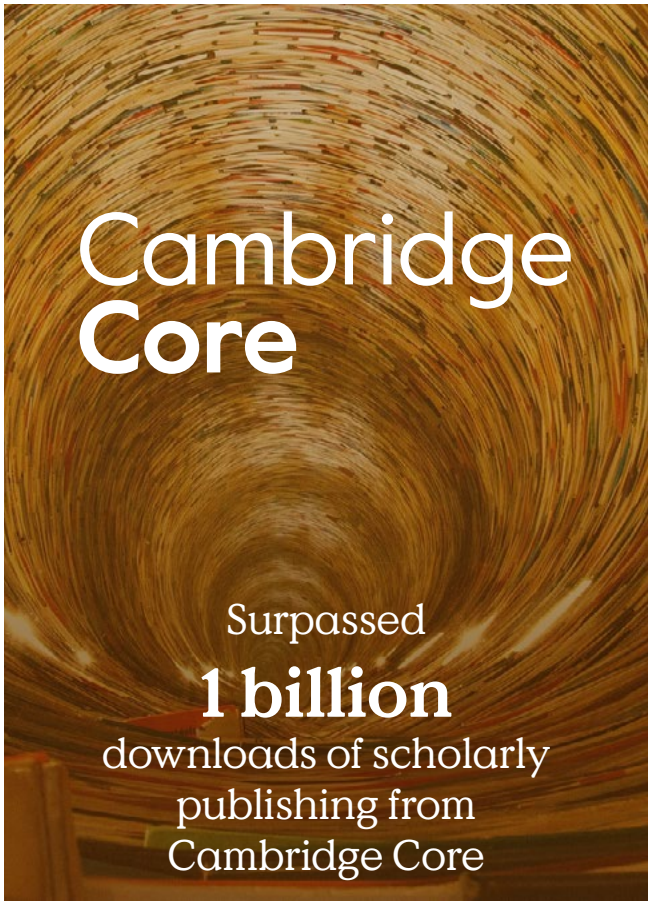
Students, teachers and researchers are facing important new challenges. At the same time, there are tremendous opportunities; to grow access, trust, skills and to help the people we serve be ready for the future. To shape the lives of many millions of learners. And ultimately, to help build a better future.

That's what has defined the last year, and it's a commitment that will endure.



Peter Phillips
Chief Executive

Our year in numbers



Cambridge Dictionary

20 million

visitors a month to Cambridge Dictionary

(average monthly unique page views)



Five Cambridge authors were awarded **Nobel prizes** this year – taking our total above **200** Nobel laureates





Publishing Futures report surveyed academics from 120 countries



Cambridge OCR issued **130,000** vocational certificates to 14 to 16 year olds in the UK

IELTS™

Over 3.3 million sat the world's most trusted English test in 2026



Exam entries for Cambridge International AS & A Level rose 5 percent to over **930,000**

Academic



Shaping the future of research and learning



> **“We are mission-driven to ensure that global research remains trusted, equitable and sustainable for the long term.”**
>
> Mandy Hill, Group Managing Director, Academic

Standing up for quality in a crowded world
Cambridge has always stood for the very highest standards of quality and excellence in academic publishing. We believe that academic inquiry is not only a catalyst for societal advancement, but a vital mechanism for nurturing inquisitive minds and preparing future leaders.

Our enduring commitment to quality is evidenced through our carefully curated portfolio of journals, books and Cambridge Elements that advance knowledge and understanding around the world – and in the many and varied awards won by Cambridge authors, including five 2025 Nobel Prize winners whose work has been published by the Press, adding to our total of more than 200 laureates.

Today, however, the global academic publishing landscape is facing a profound crisis. The rapid proliferation of research outputs, increasingly compounded by the rise of generative AI, has led to a flood of content which threatens the discoverability and integrity of research publishing.

Publishing Futures: A roadmap for change
We are taking a lead in tackling this challenge, building on our trusted position among the research community. This year, we undertook a global, community-led review and survey spanning 120 countries, resulting in the landmark *Publishing Futures* report. It identified four interconnected pressures: unsustainable publishing volumes; risks to financial sustainability; widening equity gaps; and flawed academic reward systems that incentivise quantity over quality.

We are acting upon these findings, addressing the fundamentals of how research is incentivised, produced and reviewed – with quality remaining our defining metric. Cambridge is leading industry collaboration to build a better research publishing ecosystem for the future.

Leading the open transition
We believe that removing paywalls accelerates scientific discovery and drives societal progress. Leading this complex structural transition, we prioritise the long-term health of the global research community and the research publishing ecosystem that supports it. In 2026, three quarters of all research articles published by Cambridge have been open access, making them entirely free to read. Reaching the milestone of one billion downloads via our Cambridge Core platform illustrates the global reach and impact of our scholarly publishing and the value our content brings to readers worldwide. Increasing the proportion of our open access content across journals, books and Elements further widens reach and broadens readership.

Defending the publishing ecosystem
This year we have actively defended the wider publishing ecosystem against technology companies seeking unethical

Our impact

1 billion+ downloads delivered via the Cambridge Core platform since its launch in 2016.

Over **75 percent** of all Cambridge research articles published during the year were open access.

20 publications honoured at PROSE awards, including the top R.R. Hawkins Award, two Excellence Award winners, nine Subject Category winners and the Best New Journal award.

Five Cambridge authors awarded Nobel Prizes this year, taking our total to over 200.

shortcuts to train AI models. In her tenure as President of the UK Publishers Association (May 2025–May 2026), Mandy Hill, Group Managing Director, Academic, spearheaded engagement with policymakers, achieving a change in the official Government position on broad copyright exceptions. This work is ensuring that the future of generative AI is built on fairly licensed information.

Meeting global customer needs

This year, the Academic group successfully transitioned to a 95 percent print-on-demand model for our new books publishing. By printing materials closer to the end user rather than relying on centralised global hubs, we have significantly reduced air freight emissions. This approach ensures the vast majority of our books do not go 'out of print' and we can now keep most of our extensive back-catalogue available to global scholars, minimising the carbon footprint of print supply chains.

> **"Cambridge deserves its reputation as being the premier academic publisher in Britain. I think there's no publisher in the country that does academic books so well."**
>
> Sir Anthony Seldon, Cambridge author

Innovation and impact of our journals publishing

Innovation and impact

Across an expanding portfolio of journals, Cambridge continues to bring together the best research across disciplines. From atoms to activism, Cambridge journals are a catalyst for new ideas and critical thinking. This year saw the launch of *Cambridge Materials* – a new cross-disciplinary and open access collection of four journals – to advance materials science for global sustainability. Awards and media help disseminate the impact of research published in Cambridge journals. A notable success this year was recognition for the open access *Public Humanities,* which won Best New Journal in the prestigious 2026 PROSE awards.

The research highlights below attracted substantial media coverage, further demonstrating the real-world impact of our academic portfolio.

Native Americans first made dice over 12,000 years ago

Native Americans were making and using dice more than 12,000 years ago, found research published in *American Antiquity*. The study discovered that early bone 'binary lots' were used in games of chance and predate the oldest known dice from the Old World by more than 6,000 years. The research challenges long-held assumptions about the origins of probability and gambling and was covered in outlets including *The Guardian*, *National Geographic* and *Mail Online*.



Turning off the TV linked to better mental health in middle age

Replacing time spent watching TV with activities such as sport, physical activity or even sleep, could help to reduce the risk of depression in middle-aged adults, according to research published in *European Psychiatry.* Sports delivered the greatest mental health gains, while the benefits were less pronounced in younger and older people. The paper was covered in outlets including *Wired*, *Mail Online* and *The Week*.

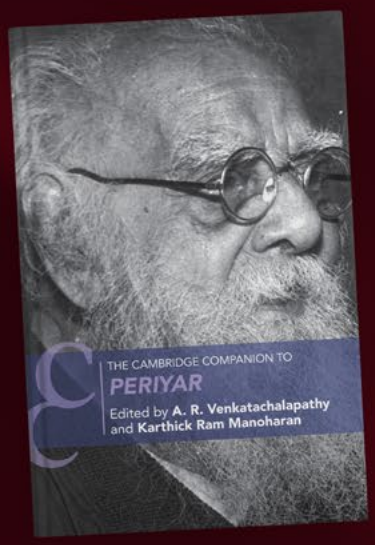
Explorer Ernest Shackleton knew of ship's shortcomings before it sank

A study in *Polar Record* revealed that explorer Sir Ernest Shackleton was aware of significant structural weaknesses in his ship Endurance, before embarking on his famed Antarctic expedition. Drawing on engineering analysis, alongside Shackleton's diaries and correspondence, the study challenges the long-held belief that Endurance was the strongest polar vessel of its time. The paper was covered in outlets including *The New York Times*, *CNN* and *The Telegraph*.



Book publishing highlights

Our wide-ranging academic book publishing programme continues to contribute to scholarly knowledge and debate, pairing world-class scholarship with urgent, real-world issues.



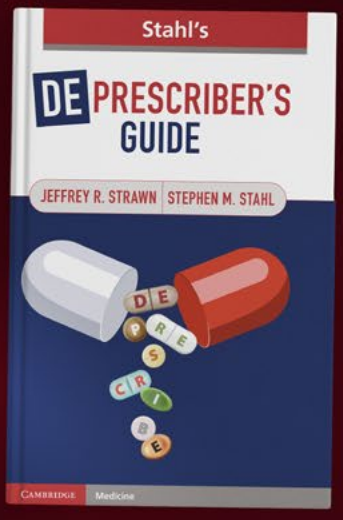
The Cambridge Companion to Periyar

This well received addition to the respected *Cambridge Companion* series brings together scholarly commentary on Periyar E. V. Ramasamy, whose thoughts inform political practices in contemporary Tamil Nadu. Periyar's thoughts can have a pan-Indian and a global significance, informing conversations on caste, gender, religion, regionalism, nationalism and social justice.



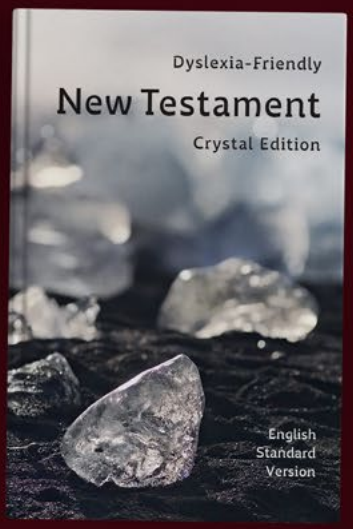
The Brexit Effect, 2016–2026, by Anthony Seldon

Marking the tenth anniversary of the EU referendum, this vital collection convenes an unparalleled roster of voices from across the political spectrum. Featuring leading politicians, economists and legal experts, it offers a definitive, 360-degree analysis of why Brexit happened, its transformative impact on British life and the future opportunities it presents.



Stahl's Deprescriber's Guide

What happens when treatment needs to stop? From leading experts in the field Dr Jeffrey Strawn and Dr Stephen Stahl, this essential resource provides user-friendly guidance on deprescribing or switching psychotropic medications safely and effectively.



Dyslexia-Friendly New Testament

Inspired by the latest accessibility research, this pioneering, dyslexia-friendly edition utilises specialised typography, tailored line spacing and low-contrast paper to minimise visual stress. Developed in collaboration with University of Cambridge researchers, it not only opens up the text to neurodivergent readers but also invites them to participate in ongoing research to shape the future of accessible publishing.

In focus

Elevating global research

True innovation requires diverse minds. By dismantling financial barriers and actively funding under-represented scholars, Cambridge is driving the structural changes needed to ensure global research is accessible to all.

Academic research plays a foundational role in solving complex global challenges. Breaking down academic silos and fostering global collaboration are no longer optional, they are essential.

The research publishing ecosystem is a vital pillar of this endeavour, but is under considerable strain. While the transition to open access has made research easier to discover, share and build on, it has also highlighted systemic inequalities, too often leaving critical voices in underfunded regions behind.



> **"The Amplify Grant amplifies diverse voices, shaping a more inclusive and equitable future for academic publishing."**
>
> Valarie Guagnini, Head of Equality, Diversity, Inclusion and Belonging (Academic)

Scaling equity across the globe

To ensure this transition to open access does not simply shift the financial burden to authors themselves, the Cambridge Open Equity Initiative automatically waives publication fees for authors across more than 5,000 institutions in over 100 countries. Crucially, this includes researchers operating in fragile and conflict-affected contexts, such as Ukraine, Afghanistan and Sudan. It has continued to progress this year and since its inception, the initiative has funded the open access publication of over 750 research articles, ensuring that a lack of funding never silences academic voices.

As well as removing author-side barriers, Cambridge has implemented a new transparent pricing policy to protect libraries and institutions – ensuring they never pay twice for content that has already received open access funding.

Amplifying diverse voices

The drive for equity extends beyond journal articles and into the world of academic books. Early career scholars, particularly those from under-represented backgrounds and diverse geographic locations, often face severe barriers to accessing publishing opportunities. To directly combat this, Cambridge launched the Amplify Grant. Supported by a dedicated internal fund for equity, diversity, inclusion and belonging, the grant was designed to help scholars develop their first book manuscripts. The beneficiaries receive financial support alongside dedicated developmental guidance from the Cambridge books editorial team. By focusing the inaugural grants on history and area studies, it ensures that the narratives shaping our global understanding are authored by truly diverse voices.

Amplify Grant 2026 recipients

The three recipients of our Amplify Grants are:
Dr Chukwuemeka Agbo, Lecturer, Alex Ekwueme University, Nigeria; Dr Iffat Rashid, Research Affiliate, King's College London; and Dr Priscilla Cisternas, Assistant Professor, Diego Portales University, Chile.

Research supported by Cambridge Open Equity Initiative

'Adapting to climate change in Cameroon', 'Improving child mental healthcare in Kenya' and 'Regulating the digital economy in Indonesia' are just three examples of studies from authors directly funded by our Open Equity Initiative this year.

What is open access?

For centuries, academic publishers – including Cambridge – operated on a traditional subscription model. Researchers contributed their findings, while the costs of editorial oversight, curation and global distribution were recovered by charging institutions or individual readers a fee to access the final publication. While this model enshrined high standards of academic rigour, it restricted access to those who could afford it.

Open access represents a structural shift in how knowledge is distributed. Instead of charging the reader, the costs of publishing are covered upfront – typically by a researcher's university or a funding grant. This ensures the final, peer-reviewed research is permanently unlocked and freely available to anyone in the world. This means immediate, barrier-free access across the globe to, for example, critical climate data or medical best practice – fundamentally accelerating global progress.

In focus

Capturing the zeitgeist

As the world's most popular online dictionary for English learners, the Cambridge Dictionary added over 5,000 new words and phrases this year, providing a real-time record of global shifts in culture, society and technology.

Language is never static; it is a direct reflection of the world we live in. In the digital age, social media platforms and online subcultures propel new terms into the mainstream faster than ever before. Rather than acting as gatekeepers passing judgement on what is 'correct', lexicographers at the Cambridge Dictionary serve as dedicated observers, carefully recording how the English language grows, mutates and adapts.

To achieve this at a global scale, the dictionary's editorial team tracks data from billions of annual website lookups and analyses the Cambridge English Corpus – a vast database containing over two billion words of written and spoken English.

> "Dictionaries are perceived as the ultimate authority on whether a word is 'correct', but the role of the lexicographer is to observe and record language as it grows and changes, not to pass judgement on it."
>
> Colin McIntosh, Lexicographer, Cambridge Dictionary

From niche internet slang to mainstream usage

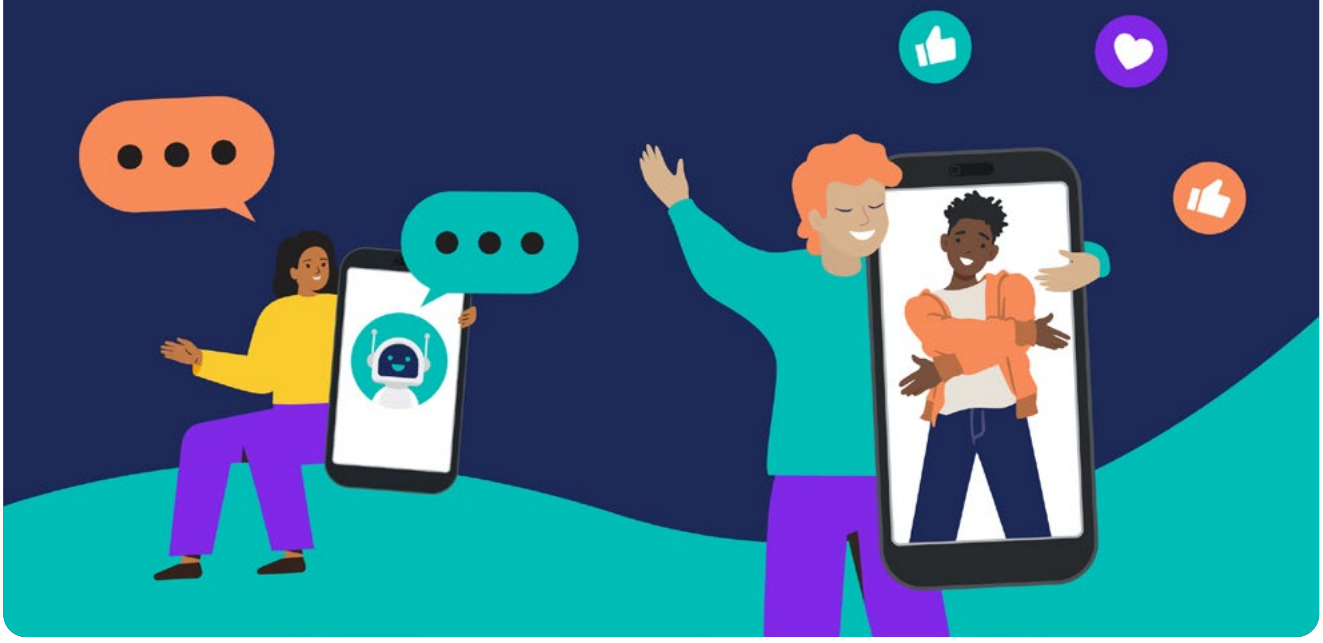
Before a word makes the final cut, it must demonstrate genuine staying power. Editors monitor whether a niche piece of internet slang successfully crosses into wider media usage, loses its quotation marks and accompanying explanations in journalism and begins generating creative linguistic spin-offs.

For example, the term *delulu* (short for delusional) originated over a decade ago among K-pop fans. This year, it became so culturally ubiquitous that it was deployed by the Australian Prime Minister as a political insult during a parliamentary debate. Other notable additions to the dictionary this year reflect the complex anxieties and hyper-trends of the modern internet, including *tradwife*, *skibidi* and *slop* – a newly defined noun for low-quality, AI-generated internet content.

Word of the year 2025: Parasocial

Nothing captures this intersection of technology and human connection better than the Cambridge Dictionary's Word of the Year: *parasocial*.

Originally a specialist sociological term coined in 1956 to describe the unreciprocated relationships television viewers formed with on-screen personalities, the word began to enter the mainstream in the 2020s. Driven by the intense fan culture surrounding pop stars like Taylor Swift, the confessional nature of podcast hosts and the unsettling emergence of individuals treating AI chatbots as confidants or romantic partners, lookups for the term spiked dramatically on the dictionary's website throughout the year.



English



Where your world grows



> **“We believe fundamentally in the human connection. As we innovate and integrate new technologies, we are not going to strip out every human from the learning journey.”**
>
> Francesca Woodward, Group Managing Director, English

Rising to the challenge
In a year marked by tightening global migration policies and intense pressure on international student mobility, Cambridge has proven the resilience and adaptability of its English portfolio. While maintaining our market leadership position in high-stakes testing through IELTS, we drove growth across our wider core English portfolio – the suite of Cambridge learning materials, school-based qualifications and step-by-step assessments that guide millions of learners toward language proficiency. This growth is powered by our commitment to Integrated Learning and Assessment. By combining cutting-edge digital delivery with our unmatched pedagogical heritage, we are expanding the global reach of Cambridge's English offering faster, and more affordably, than ever before.

> **Our new AI Speaking Companion provides instant, low-stakes feedback, acting as an always-on language partner that perfectly complements traditional classroom instruction.**

The human element of AI
As generative AI rapidly reshapes the landscape of language learning, our approach remains distinctly human-centric. We are actively deploying AI not to replace teachers, but to empower them. By developing safe, proprietary ethical frameworks and launching tools that provide dynamic practice for learners, we are ensuring that technology enhances the vital human connection at the heart of language acquisition, rather than automating it away.

Technology to empower educators
Innovation is only effective if it directly supports the classroom. This year, we launched the Teacher's Hub, a dedicated digital platform featuring generative AI technology designed specifically to support educators. By alleviating administrative burdens and providing dynamic resource generation, we are giving teachers their time back – allowing them to focus on the human pedagogical relationships that truly drive student success.

Safe and dynamic practice
Technology has the potential to build learners' confidence before they ever step into a formal testing environment. This year, the English group rolled out our new AI Speaking Companion, a tool designed to give students safe, dynamic and personalised speaking practice. Built on our rigorous ethical frameworks, it provides instant, low-stakes feedback, acting as an always-on language partner that perfectly complements traditional classroom instruction.

Our impact

More than **6 million English exams and tests** delivered globally.

Launch of the **Speaking Companion**, integrating generative AI to directly support learners.

35+ years of partnership and innovation with the British Council and IDP to deliver **IELTS**, the world's most trusted English test.

The **world's most recognised exams and tests** – accepted by over 28,000 organisations in 130 countries.

Shaping global policy with the OECD

We are actively shaping the global dialogue on English education. Cambridge partnered with the Organisation for Economic Co-operation and Development (OECD) to design and develop the English language tests for this year's first-ever PISA Foreign Language Assessment (FLA). With 21 participating countries, this landmark assessment will establish the first truly international benchmark for English proficiency.

> "We use AI not to replace teachers, but to empower them."
>
> Francesca Woodward, Group Managing Director, English

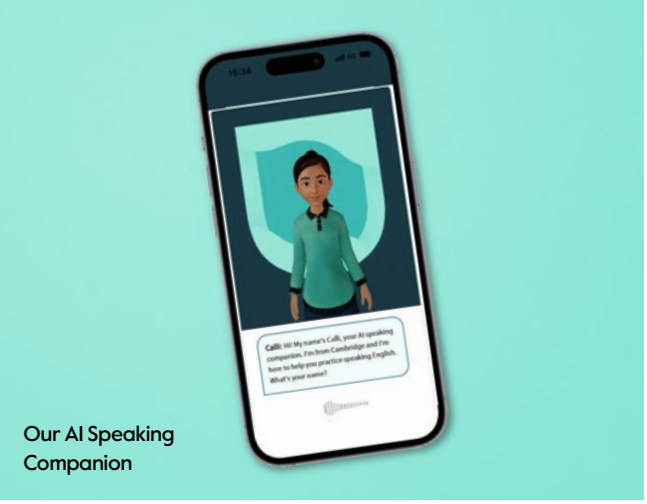
We continue to build on this strategic relationship. Together with the Higher Education Policy Institute (HEPI), we co-hosted the official UK launch of the OECD's highly influential *Education at a Glance* report in an event that gathered global policymakers, government ministers and sector leaders.

Defending the integrity of high-stakes testing

In an era of generative AI, ensuring the integrity and security of exams matters more than ever. While we have championed highly agile forms of remote testing for some purposes, we continue to support in-centre testing for the most consequential forms of assessment. We reinforced our commitment to the integrity and security of our own high-stakes tests, while sharing evidence with decision makers.

Rebuilding lives

Learning English can be particularly transformative in rebuilding the lives of displaced and marginalised people. This year, Cambridge published a comprehensive five-year impact evaluation of the Jesuit Worldwide Learning (JWL) Global English Language (GEL) programme. Since its launch in 2017, the GEL programme has reached 32,000 learners across 100 centres in more than 30 countries. Cambridge has supported the programme with teacher training, learning materials and exams, with over 30,000 Cambridge English tests taken to date. The impact evaluation, which focused on refugee learners in Kenya and returnee learners in Iraq, evaluated the impact of high-quality language education in emergency settings. Nine in ten students reported that learning English had improved their lives, while more than 70 percent noted enhanced employment and professional development prospects.



Our AI Speaking Companion



In focus

English for everyone

By scaling gold standard language learning directly into state classrooms, Cambridge is democratising access to world-class English education.

At the heart of Cambridge's approach to language education is an evidence-led approach we call Integrated Learning and Assessment (ILA). This approach seamlessly combines teaching and testing, providing learners with regular evidence of their progress and actionable feedback that informs their next steps. Rather than treating assessment as a separate, high-stakes event, ILA embeds it naturally into the daily classroom routine to build student confidence.

Cambridge's core mission is to bring this gold standard approach to learners across the world, regardless of their background.

Expanding global access

Cambridge is advancing projects to bring integrated, high-quality English learning to schools across the world. Working with governments, ministries and school systems, Cambridge is tailoring its approach to ensure each student gets the most out of every moment of learning.

Partnership with Ribeirão Preto City Hall, Brazil

Following a successful implementation in secondary education, Cambridge and the Ribeirão Preto City Hall have expanded their partnership to strengthen English language education across the municipal school system. The programme now includes primary education, reaching more learners who are supported by both print and digital resources. Over 27,000 *Super Safari*, *Guess What!* and *Global Changers* course materials are distributed a year.

To ensure effective implementation, more than 50 public-school teachers participated in specialised training and ongoing professional development. The initiative has broadened access to high-quality English learning opportunities while enhancing teaching capabilities across the municipal education network, creating a stronger foundation for language learning in public schools.

Benchmarking global English

How do we know if English language teaching is actually working across different countries? To find out, Cambridge has partnered with the Organisation for Economic Co-operation and Development (OECD). For the first time ever, English language skills are being evaluated as part of the OECD's highly influential Programme for International Student Assessment (PISA). Cambridge experts developed the core English language tests for this groundbreaking 2025 study, which assessed students across 21 participating countries. Crucially, the PISA Foreign Language Assessment (FLA) goes far beyond simply testing student ability. It gathers vital information on how English is being taught in everyday classrooms, aiming to uncover what makes language learning truly effective in different school systems around the world.



In focus

Navigating AI with trust and purpose

As educators work to exploit and manage the potential of AI, Cambridge is leveraging its deep technological heritage to ensure AI innovation remains safe, purposeful and unequivocally human-centred.

Our new Chief Education Officer Jane Mann is leading our work on how AI can be used to reinforce educational goals, rather than as a technological end in itself.

Generative AI has triggered a profound shift in global education. Alongside its considerable potential, AI has brought new pressure on schools, universities and their students to adopt new digital tools. The fundamental question for educators is no longer just what AI can do in the classroom, but what it should do.

Navigating a technological revolution is nothing new for Cambridge. From the advent of the printing press about 500 years ago – which democratised knowledge across the globe – to the digital transitions of the modern era, Cambridge has consistently leveraged its heritage to responsibly integrate new tools. Today, Cambridge serves as a trusted partner, helping educators and policymakers cut through the noise to apply AI safely and proportionally.

> **"New technology has shaped and reshaped learning and research for centuries, and Cambridge has played a leading role as that has happened."**
>
> Helena Renfrew Knight, Chief Strategy Officer

Active innovation

With 1,500 staff focused on the opportunities and challenges of technology in education (and training in AI for many more), Cambridge is embracing AI – with a philosophy rooted in pedagogy rather than pure technological capability. This careful approach is epitomised by the creation of our internal AI 'sandbox', enabling us to test new AI solutions and agents using synthetic data before any deployment decisions are made. This safe space for experimentation has already yielded major

Championing copyright and researcher rights

In the rush to train large language models (LLMs), the intellectual property of creators and researchers has come under unprecedented threat.

Over the past year, Mandy Hill, Group Managing Director, Academic and President of the Publishers Association, has been a leading voice advocating for the protection of copyright in the age of AI.

By actively campaigning against the scraping of copyrighted research without permission or compensation, under Mandy Hill's Presidency, the Publishers Association succeeded in urging the UK Government to drop its proposed copyright exception for AI training.





Professor Neil Lawrence at our Connecting Cambridge AI summit

operational breakthroughs across the organisation this year, including an AI speaking companion for English language learning; a compositional framework for question papers; a tool automating marking; and enhanced customer service support. The ultimate goal of these tools is to support educators, reduce administrative burdens and preserve the vital personal connection of learning.

The foundations of trust

In the education sector, the potential of AI hinges on three core elements: human value, trust and guardrails.

To protect the global creative and scientific economy, Cambridge has been a leading voice advocating for the protection of copyright in the age of AI. We have also joined the first wave of signatories for the Alliance for Responsible Innovation in the Arts & Media (ARIAM), alongside organisations including the BBC, The New York Times, Adobe and Disney.

> **"AI can serve as a tool to support human creativity and the immense value it brings to society but it would be wrong to throw away hard-fought-for legal protections."**
>
> Catie Sheret, General Counsel

Our product groups are also developing sector-specific guidelines and principles, for example, with the English group's *Ethical AI for language learning and assessment* paper.

Acknowledging the environmental impact of training LLMs, our technology and sustainability teams have collaborated to build a cutting-edge dashboard. This tool measures the actual carbon cost of AI queries, pilots and workflows, allowing developers to actively choose greener, more sustainable AI solutions.

> **"Good AI implementation means working with our schools, students and the academic community. We build AI with them not for them."**
>
> Craig Nicholson, Chief AI Officer

Leading the sector: Global consultancy

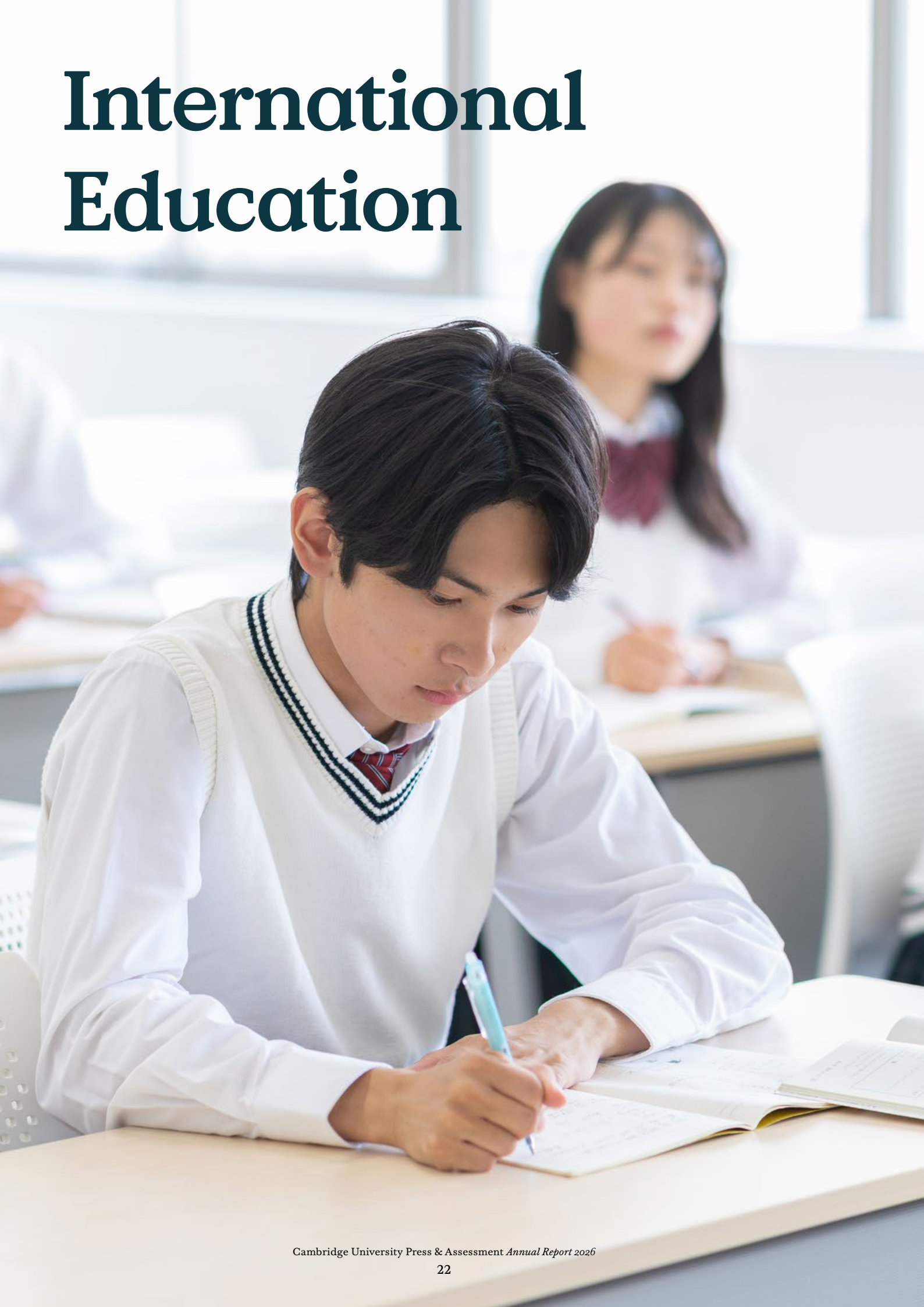
Cambridge is also guiding national education systems through the AI transition, with carefully selected partners, such as Educate Ventures Research (EVR), led by Professor Rose Luckin. Through this alliance, Cambridge OCR became the exclusive assessment partner for the Shape the Future Leaders Coalition, providing schools with reliable, research-backed frameworks on how AI impacts pedagogy and data.

The horizon: A connected Cambridge

The 2025 Connecting Cambridge AI summit brought together hundreds of experts to cross-fertilise ideas – from Professor of Machine Learning Neil Lawrence to Pro-Vice-Chancellor for Education and Environmental Sustainability Bhaskar Vira.

By connecting researchers across disciplines and matching technical innovation directly to educational needs, we are ensuring that whatever the next phase of the AI revolution brings, it will be grounded in rigorous evidence, ethical responsibility and an unwavering commitment to human learning.

International Education



Ready for the world



> **“International education with Cambridge is as international as necessary, but as local as possible, to best prepare our students for university abroad or at home, and for life beyond.”**
>
> Rod Smith, Group Managing Director, International Education

Developing the world’s most trusted teaching, learning and assessment community

International Education reaches millions of learners worldwide with its curriculum, assessments and learning resources. We help young people to be ‘ready for the world’. We help individuals succeed, governments deliver their national priorities and societies tackle the challenges and opportunities we all face.

Our community of schools, teachers and learners makes up the largest and most diverse international education community in the world. We serve learners aged 3 to 19 across 160 countries with a curriculum that is as international as necessary, but as local as possible. Whether in a single classroom or a national system, our aim is the same, to raise quality and widen access.

A changing world needs international education

We live in a rapidly changing world. AI is changing how people live, work and learn, geopolitics is reshaping economies and climate change is transforming environments. As the landscape of higher education becomes less predictable, students and their parents are thinking carefully about what comes next.

This year, more students than ever before chose Cambridge International AS & A Levels and Cambridge IGCSEs to prepare for university and beyond. People choose Cambridge qualifications because they:

- **Open doors worldwide.** They are recognised by over 2,500 universities. Our most recent Destinations Survey shows that 90 percent of our students go on to higher education at home or abroad, 62 percent of those to a top-500 ranked university.
- **Build knowledge and skills.** Students gain deep subject knowledge alongside the skills, behaviours and capabilities they need to thrive at university.
- **Offer flexibility.** With over 50 Cambridge International AS & A Level subjects, and 70 Cambridge IGCSE subjects, students can choose the combination that best suits their ambitions.
- **Foster a global perspective.** They equip students to learn and work anywhere.

Evolving what Cambridge offers

International Education at Cambridge now serves nearly two million students around the world each year, and as the world’s largest school-age international education provider, we know that leading through uncertainty requires the courage to innovate without losing sight of our foundational values. We cannot prepare young people for the future by simply reproducing the educational models of the past, which is why we are continuing to evolve our curriculum and our assessment.

Our new generation of A Levels will give schools greater choice through linear, staged and modular assessment. We are also introducing new skills-based short courses and developing applied qualifications that assess sector-relevant and transferable skills. For example, our new Cambridge Advanced Skills Award in Entrepreneurial Mindset, a 60-hour programme co-created with IE University, Spain, teaches students to take calculated risks, learn from failure and solve problems creatively.

Our impact

Exam entries for Cambridge International AS & A Level exams grew by 5 percent in 2025–26, with more than **930,000 entries in total**.

Over **700,000 students in 148 countries** sat Cambridge exams in our largest-ever June series, with total entries up to 1.7 million.

More than **15,000 learners in 44 countries** took Cambridge Primary and Lower Secondary tests in our inaugural March Checkpoint series in 2026.

Over **400,000 students** assessed annually using Cambridge Insight baseline tests across **113 countries**.

And we are rolling out education-led, digital assessment to make exams more accessible, flexible and fit for the way young people learn and work today.

We have updated our Cambridge Primary and Lower Secondary Digital Literacy curricula, moving away from mastering individual tools and towards transferable skills: knowing when to use AI and how to avoid plagiarism, spotting AI-generated content and misinformation, and understanding the risks of one-sided relationships with AI chatbots.

Together, changes such as these are creating a richer, more flexible progression pathway, while ensuring that Cambridge learners continue to develop the knowledge, skills and capabilities they need for what comes next.

Expanding locally, growing globally

We established legal entities in Bangladesh and Sri Lanka, bringing our teams closer to the schools we serve, strengthening our ability to work directly with schools and governments, and reflecting our long-term commitment to the education sector in both countries. Our school community continues to expand in India where nearly half of Cambridge schools are now in tier 2 and tier 3 cities, with the strongest uptake in smaller cities across the south. Our March 2026 exam series in India saw its strongest growth at senior secondary level in recent years, with Cambridge International AS & A Level entries up 12 percent. And Delhi science teacher Soma Mandal was named global winner of the 2026 Cambridge Dedicated Teacher Awards.

Sub-Saharan Africa had the largest growth of any region in our June 2026 exam series. Our first Cambridge International Schools Day in the region brought together school leaders from Ghana, Côte d'Ivoire and Cameroon. In May 2026, we signed a memorandum of understanding with Ghana's Ministry of Education to work together on strengthening the country's education system. In South Africa, we marked 30 years of publishing for the region, and achieved strong listings in the most recent Foundation curriculum evaluation.

Opening new routes for learners

Our Global Recognitions team continued to open new routes for Cambridge learners, from Australian Tertiary Admission Rank (ATAR) eligibility in Australia to national equivalency agreements in Albania and Cambodia, our first in Southeast Asia.



Soma Mandal was named global winner of the 2026 Cambridge Dedicated Teacher Awards

In the US, we have grown through new state partnerships that connect public school learning to college credit, university admission and careers. Indiana funded two rounds of grants to help schools introduce Cambridge courses, with the Advanced International Certificate of Education (AICE) Diploma guaranteeing admission to all seven of the state's public universities. Meanwhile Rogers Public Schools became the first district in Arkansas to offer a full Cambridge Pathway. Fifteen US states or public higher education systems now give college credit for Cambridge International AS & A Levels.

Delivering digital assessment at scale

In our June series of exams, more than 2,800 students sat our live digital exams, marking a confident step into the rollout of this new assessment option. The first cohort of schools to take part in digital exams comprised 19 exam centres across 10 countries. This marks a major milestone in Cambridge's journey to 85 percent of Cambridge IGCSE and International AS & A Level subjects being available as a digital option by 2033.

Shaping global AI pedagogy through partnership

As AI becomes an important part of learners' futures, our focus is on ensuring it enhances learning rather than replaces it. Through our partnership with Educate Ventures Research (EVR), led by Professor Rose Luckin, we are helping shape an approach to AI in education that is evidence-led, ethical and sustainable. From designing regulatory AI frameworks with the Knowledge and Human Development Authority (KHDA) in the UAE, to rolling out 'AI-enabled pedagogy' across Kuwait and Abu Dhabi, we are helping to ensure that learners are empowered to shape AI, rather than be shaped by it.

Working with schools to deliver meaningful change

The launch of our major report in September 2025, *Preparing learners to thrive in a changing world*, was only the beginning of a global conversation about how ready students are for the future. We designed our global and regional events programme around the report's themes, including our face-to-face Cambridge Schools Conferences in Bali, Indonesia and Cambridge, UK, so we could explore the findings with thousands of educators worldwide. In total, we have had nearly 50,000 conversations and interactions with school leaders and teachers around the world, sharing ideas and working together on new initiatives to better prepare students for the future. Teams across International Education have been taking forward the commitments we made in the report – from launching a new Cambridge Student Advisory Council to hosting an education summit focused on self-management, to developing a skills profile tool and a wellbeing curriculum for older learners.



In focus

Protecting futures in conflict zones

As global crises increasingly disrupt classrooms, Cambridge is moving beyond temporary crisis interventions to deliver certified educational 'currency' and build long-term system resilience.

Globally, the total number of out-of-school children has risen for the seventh consecutive year, reaching a staggering 273 million. Within that broader global challenge, the impact of conflict and climate-related shocks is acute: estimates from Education Cannot Wait indicate that up to 258 million children and adolescents have had their learning disrupted by ongoing emergencies, with 93 million completely driven out of the classroom.

This year marked a pivotal evolution in how we respond to this growing mandate. The strategic focus has moved firmly toward building profound system resilience.

The 'currency' of assessment: Alsama Project

For displaced youth, access to basic foundational learning is only the first hurdle. Millions are also missing out on higher education. Today, only 9 percent of refugees around the world attend university or further education, compared with an average of 42 percent among the global population. A significant barrier is the lack of recognised diplomas or qualifications required by university admissions committees. To truly bridge this gap, displaced learners need a certified educational 'currency' that is relevant to their context and unlocks their next steps.

A major tangible milestone this year was the rapid advancement of the G12++ qualification. Developed with help from Cambridge by the award-winning non-governmental organisation (NGO) Alsama Project in the Shatila refugee camp in Lebanon, the G12++ functions as an alternative to formal secondary school exit exams for learners in extreme environments.

As well as continuing work supporting Alsama Project to strengthen the G12++, this year, Cambridge signed an agreement with the NGO to work together to further develop the qualification, expand it and build recognition around the world.

In 2026, the first cohort of students sat live exams and are now entering university, employment and vocational training, including at Cambridge's Professional and Continuing Education department. The long-term vision is highly ambitious: Cambridge and Alsama Project aim for the G12++ to eventually reach over 50,000 displaced young people annually.

System resilience

This commitment to reinforcing resilient educational structures was similarly demonstrated through Cambridge's growing partnership with Osvitoria – a Ukrainian non-profit dedicated to keeping the nation's seven million children learning.

During this reporting year, Cambridge hosted 23 Ukrainian school leaders for an intensive leadership week with Osvitoria, focused on building resilience and addressing trauma. Building on this collaborative foundation, Cambridge also recently secured a major United Nations Children's Fund (UNICEF) contract to work with Ukrainian teacher education institutions to deliver widespread formative assessment training across the country.

> "A recognised, certified qualification focused on displaced people normalises the right to – and the need for – a clear and relevant pathway in education."
>
> Jane Mann, Chief Education Officer



Cambridge OCR



Building trust and fairness in UK education



> **“Making assessment straightforward is ultimately about establishing a level playing field to ensure every student has the opportunity to show what they can truly do.”**
>
> Myles McGinley, Group Managing Director, Cambridge OCR

Advocating for the student
The UK exam system must test what a student knows, understands and can do, not just their endurance. During a critical year as the government explored wide-ranging curriculum and assessment reform, Cambridge OCR stepped forward as a leading advocate for improving UK education. We believe that sensible, sustainable reform means fiercely protecting academic rigour while actively reducing the volume and intensity of exams at GCSE. By setting out clear, evidence-based analysis, we are shaping a UK education system that is fairer, more resilient and deeply trusted by teachers and universities alike.

> **“We’re already hearing from teachers and students about ‘the Odyssey effect’. This year has shown the classics can be interesting to everyone.”**
>
> Myles McGinley in the *Daily Mail*

Integrity through transparency
Trust in a national exam board is built through transparency, a commitment to putting students and teachers first, and a focus on making education accessible for all. We act as a genuine partner for schools, whether we are informing changes to government policy on the burden of assessment and post-16 GCSE resits, or launching new qualifications that prepare young people for the 21st century workplace. Our priority is to ensure that assessment remains a meaningful, trusted measure of a learner’s capabilities.

Shaping policy to strike the balance
We believe the rigour of high-stakes tests can be maintained while protecting student wellbeing. The ongoing impact of our landmark *Striking the Balance* report continues to actively drive curriculum and assessment reform. Citing evidence from our report, in November 2025 the Government’s Curriculum and Assessment Review recommended a 10 percent reduction in the volume of GCSE exams. We are ensuring a fairer, more sensible assessment system that truly puts students first.

Expanding vocational pathways for real-world resilience
As a dominant force in the sector – holding over a third of the UK’s GCSE-equivalent market – we know how important vocational qualifications can be in equipping students for modern careers. We are continuously evolving and innovating across our suite of qualifications in response to a rapidly changing world. We have launched groundbreaking new qualifications in critical, high-demand areas like Cyber Security and Mental Health. As we actively prepare for the upcoming introduction of V Levels, our priority is to ensure these new qualifications are robustly designed to genuinely serve the practical, diverse needs of all learners. We will continue to use our experience and expertise to inform national debates next

Our impact

115,000 students took our market-leading **vocational qualifications** alongside their GCSEs.

Groundbreaking new vocational qualifications in Mental Health and **Cyber Security** with development of a **GCSE in Natural History.**

74 percent of GCSE Computer Science students.

Informing national debates: Cambridge OCR’s expertise and evidence was referenced in the government’s **Curriculum and Assessment Review.**



Genuine collaboration with subject communities

In a highly scrutinised sector, true integrity means learning from mistakes and working with teachers and students to continuously improve. This year we have implemented significant enhancements to our processes to improve our A Level Physics papers. More than that, we have been fully transparent about our actions, and worked with the Institute of Physics (IOP) to keep the subject community informed. This collaboration was not just about informing teachers of our improvements, it was about listening to the feedback of the subject community and acting on it. This will not be the end of our collaboration: we continue to work with the IOP to explore ways to improve the experience and accessibility of A Level Physics for all students.

> **"Using generative AI well... ...requires good literacy, analytical skills and critical thinking. Dealing with the output of AI is easier if you are well trained at spotting misinformation."**
>
> Myles McGinley writing in *The Times*

year with the publication of *Untapped Potential*, our report into 14 to 16 vocational qualifications, chaired by former Education Secretary Charles Clarke.

AI and partnership

Schools need a trusted voice on artificial intelligence. As the assessment partner for the Shape the Future Leaders Coalition, we are providing educators with evidence-based frameworks to navigate AI. Simultaneously, we are leading by example. Operationally, Cambridge OCR is prototyping AI to drive speed and quality – using it to accelerate the production of question papers and marking, and improve quality, ensuring technological evolution directly enhances the exam experience.

Leading the big conversations in education

In July, hundreds of educators attended Cambridge OCR's events at the Festival of Education, providing an opportunity to discuss some of the biggest issues facing education. The events covered the future of assessment in a world of AI; the growing problem of pupil engagement; and the upcoming launch of V Levels. Cambridge OCR gathered leading experts and frontline teachers to share their thoughts on these issues with a focus on celebrating and sharing some of the excellent work that is happening in schools and colleges around the country.

In focus

A broad and balanced curriculum

As vocational education takes centre stage in a rapidly changing world, Cambridge OCR is championing flexible, mixed pathways that combine practical applied skills with rigorous academic study.

The UK education system is currently navigating significant change. Government proposals signal intent to elevate technical education and place it on an equal footing with academic study. The ambition is to create transparent, practical lines of sight connecting classroom learning directly to local employment, apprenticeships and university progression.

> **"We need to develop a curriculum that provides space for deeper learning and a broader range of activities."**
>
> Myles McGinley, Group Managing Director, Cambridge OCR

A full suite of technical pathways

Cambridge OCR's leading ecosystems of technical qualifications that complement academic routes, provide strong foundations for upcoming reforms:

Cambridge Nationals
Rigorous qualifications for 14 to 16 year olds in subjects such as Engineering, Digital Technology, and Health and Social Care. Taught alongside GCSEs, they help students explore key industries and develop workplace confidence.

Cambridge Technicals
Workplace-focused qualifications at Level 2 and Level 3 for students aged 16 and over. Recognised for UCAS Tariff points, they provide a high-quality, practical alternative to traditional A Levels.

Cambridge Advanced Nationals
Level 3 Alternative Academic Qualifications designed specifically to be taken alongside A Levels as part of a mixed study programme. They prepare learners for modern undergraduate degrees and skilled employment.

V Levels
Launching for first teaching in September 2027, these new Level 3 applied vocational qualifications will offer broad learning in areas such as Digital Systems and Data, Education, and Accounting and Finance.

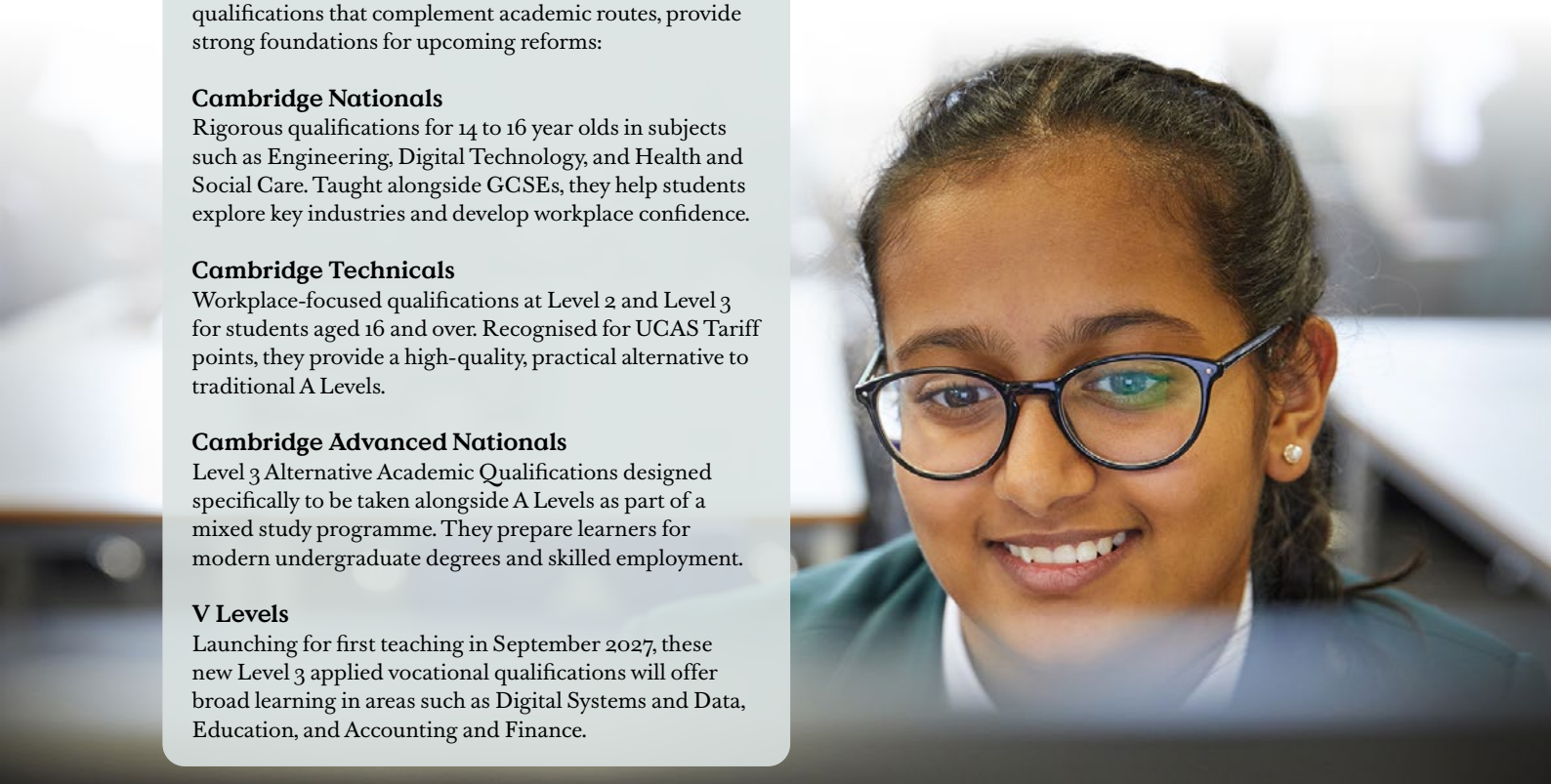
For Cambridge OCR, this evolution reflects a long-held educational philosophy. As one of the country's leading providers of vocational qualifications, the exam board has long recognised that post-16 learning should not be a rigid binary between purely academic or purely vocational routes. Instead, students increasingly thrive when taking a flexible, blended approach – combining traditional A Levels with applied qualifications to build a balanced, well-rounded skill set that keeps both academic and professional options open.

Qualifications for a changing world

To keep education aligned with a rapidly changing society and workplace, Cambridge OCR is actively updating and expanding qualifications covering a range of skills that are vital for the modern economy.

In the digital sphere, where Cambridge OCR holds a 74 percent market share in GCSE Computer Science, the curriculum is evolving far beyond pure coding. The updated qualification will teach AI fluency, technology ethics and algorithmic bias – preparing students to engage critically with transformative technologies.

Cambridge OCR is also pioneering qualifications that reflect the priorities of young people in a rapidly changing world. We have backed a campaign calling for a new GCSE in Natural History, resulting in the opening of a public consultation by the Department for Education in June 2026. Designed to connect students of all backgrounds with the natural world, the qualification embeds practical observational and data-gathering skills essential for jobs across multiple sectors, including the green economy.



In focus

Cultivating global thinkers and leaders

University of Cambridge Advance Online (CAO), our partnership with the University, brings together Cambridge academics and expert learning designers to deliver award-winning online courses for professionals and organisations. Our learning equips professionals with the skills, behaviours and thinking needed to lead in a rapidly changing world of work.

The modern global workplace is undergoing unprecedented structural change, driven by the rapid rise of AI, shifting geopolitics and urgent sustainability requirements. According to the World Economic Forum, an estimated 59 percent of the global workforce will require substantial reskilling by 2030.

The University of Cambridge Advance Online portfolio of career-focused learning has grown to more than 30 courses, with pathways for professionals at every stage of their career focused on the skills most critical to the future of work.

At their centre is a suite of AI courses that give learners practical skills and strategic thinking to lead AI adoption. New courses in other priority areas include Climate Change Strategy for Leaders, Executive Decision Making and Critical Thinking Skills. Over the past year, 4,588 professionals in 109 countries have enrolled.

Industry recognition

The CAO portfolio won seven awards in 2025–26 recognising excellence in learning innovation and design, educational media, measurable business and social impact. Award wins span Learning Technologies, International eLearning, Bett, Learning Excellence, MEDEA, British Training and Brandon Hall Awards.

New University of Cambridge Executive and Professional Education portal

This year, our University of Cambridge Advance Online team launched a single global portal for executive and professional education: executiveprofessional.cam.ac.uk, bringing providers and relevant courses from across the University together in one place for the first time.

> **“In the past, technical skills have remained relevant for 10 to 15 years, now many skills are outdated in two to five years.”**
>
> Professor Bhaskar Vira,
> Pro-Vice-Chancellor for Education and Environmental Sustainability

The new portal presents Cambridge to the world as a single, authoritative destination for executive and professional education. By bringing this activity together, the portal strengthens Cambridge’s visibility in a competitive market and keeps more of the value of its expertise within the University.



Professor Tolullah Oni, University of Cambridge, Ellen Wilson, Global Director, University of Cambridge Advance Online and Ronit Avni, Founder and CEO of Localized, receiving their Bett Award.

People and operations

This era of rapid geopolitical and technological change requires an organisation that can rapidly adapt.

Pursuing potential
Being part of Cambridge University Press & Assessment means being part of a vibrant and diverse community that is helping millions of people around the world and shaping the future of global education.

More than 7,500 colleagues, working in 90 offices worldwide, make up a collaborative, international team that is motivated to find new ways to serve learners, teachers and researchers worldwide. Our global reach depends on our colleagues' skills, experience and capacity to innovate. This year, Cambridge upped investment in future skills courses for our people.

Strategic insourcing and global innovation in operations
Where centralisation remains necessary, Cambridge is investing heavily in future-proofed technology. In a major operational milestone this year, we completed a substantial investment to entirely insource our exam printing operation. A state-of-the-art facility dramatically increases printing resilience, while significantly reducing environmental waste.

> **"Technology is changing the way we work. We are equipping colleagues with the future skills and competencies to navigate and embrace change."**
>
> Stuart Kennedy, Chief People Officer

> **"There is no status quo. Our mantra is building resilience and agility to be able to adapt quickly to change."**
>
> Mark Whitehouse, Managing Director of Group Operations



Abstract of the financial statements

Press & Assessment Syndicate's Statement
The Abstract of the Consolidated income statement for the year ended 31 July 2026, the Abstract of the Reconciliation of movement in capital and reserves for the year ended 31 July 2026 and the Abstract of the Consolidated balance sheet at 31 July 2026 (the 'abstract of the financial statements') presented on page 'Abstract of Consolidated income statement for the year ended 31 July 2026' on page 33 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 3 November 2026. 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 of Cambridge University Press & Assessment for the year ended 31 July 2026, which comprises the Abstract of Consolidated income statement for the year ended 31 July 2026, the Abstract of Reconciliation of movement in capital and reserves for the year ended 31 July 2026 and the Abstract of Consolidated balance sheet at 31 July 2026 set out on page 33.

Respective responsibilities of the Press & Assessment Board and the auditors
The Press & Assessment Board, under formally delegated authority from the Syndics, is responsible for preparing 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 2026.

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.

> "Our growth and performance remain resilient in challenging economic times. Through investing in new products and digital infrastructure, we continue to grow our educational impact with learners, teachers and researchers worldwide."
>
> Vanessa McPhee, 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 the 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.

Opinion
In our opinion the supplementary financial information is consistent with the full annual financial statements of Cambridge University Press & Assessment for the year ended 31 July 2026.



PricewaterhouseCoopers LLP
Chartered Accountants and Statutory Auditors
Cambridge
3 November 2026

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 2026

	2026 (£'m)	2025 (£'m)
Turnover	**1,065.5**	1,038.0
Operating profit	**168.0**	177.2
Net finance income	**53.0**	37.4
Other (losses) / gains	**(7.7)**	4.0
Profit before tax	**213.3**	218.6
Tax on profit	**(5.7)**	(13.4)
Profit for the financial year	**207.6**	205.2
Profit attributable to:		
Owners of the parent	**206.8**	204.7
Non-controlling interests	**0.8**	0.5
Profit for the financial year	**207.6**	205.2

Abstract of Reconciliation of movement in capital and reserves for the year ended 31 July 2026

	2026 (£'m)	2025 (£'m)
Profit for the financial year	**207.6**	205.2
Re-measurement of net defined benefit obligation	**11.1**	9.0
Transfer to the University of Cambridge	**(54.6)**	(254.1)
Foreign exchange gain / (loss) on translation of net assets	**2.1**	(4.1)
Dividends paid to non-controlling interests	**(0.4)**	(2.7)
Net movement in capital and reserves	**165.8**	(46.7)
Opening capital and reserves at 1 August	**1,060.6**	1,107.3
Closing capital and reserves at 31 July	**1,226.4**	1,060.6

Abstract of Consolidated balance sheet at 31 July 2026

	2026 (£'m)	2025 (£'m)
Non-current assets		
Intangible assets	**125.1**	125.7
Tangible assets	**224.2**	246.1
Investment property	**18.8**	–
Investments	**510.8**	430.4
Defined benefit pension scheme assets	**20.5**	14.1
	899.4	816.3
Current assets		
Pre-publication costs	**26.0**	21.5
Inventories	**25.9**	23.1
Debtors	**267.7**	248.5
Cash and cash equivalents	**291.7**	243.5
	611.3	536.6
Creditors: amounts falling due within one year	**(265.0)**	(263.3)
Net current assets	**346.3**	273.3
Total assets less current liabilities	**1,245.7**	1,089.6
Defined benefit pension scheme obligation	**(2.3)**	(6.4)
Other post-retirement benefits obligation	**(10.8)**	(12.6)
Provisions for other liabilities	**(6.2)**	(10.0)
Total net assets	**1,226.4**	1,060.6
Capital and reserves		
Restricted reserves	**9.9**	8.7
Unrestricted reserves	**1,211.2**	1,047.3
Non-controlling interests	**5.3**	4.6
Total capital and reserves	**1,226.4**	1,060.6

Governance

We are a department of the University of Cambridge, sharing its mission 'to contribute to society through the pursuit of education, learning and research at the highest international levels of excellence'. Responsibility for day-to-day management of Cambridge University Press & Assessment is delegated by the Syndicate to our Chief Executive and Executive Board.

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.

- 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 2026 and up until the date of approval of these financial statements, unless otherwise stated, were as follows:

Professor Deborah Prentice (Chair), Vice-Chancellor
Mr David Parsons, Head of Legal Services: University Officer Syndic
Sir David Bell, Senior Independent Director
Professor Toke Aidt
Professor Kenneth Armstrong
Professor Amira Bennison
Professor Kasia Boddy
Ms Sally Boyle
Professor Angela Breitenbach
Professor Cathie Clarke
Dr Jessica Gardner
Professor Emily Gowers
Professor Joan Lasenby
Mr Richard Partington
Mr Ian Pryce
Ms Radhika Radhakrishnan
Mr Jonathan Scott

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* 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* 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 day-to-day management of Cambridge University Press & Assessment is delegated by the Syndicate to our Chief Executive and Executive Board, which includes our Chief Financial Officer.



Peter Phillips
Chief Executive



Mandy Hill
Group Managing Director, Academic



Stuart Kennedy
Chief People Officer



Myles McGinley
Group Managing Director, UK Education



Vanessa McPhee
Chief Financial Officer



Jane Mann
Chief Education Officer
(from August 2026)



Spencer Piggott
Chief Information Officer



Arun Rajamani
Managing Director, South Asia



Helena Renfrew Knight
Chief Strategy Officer



Catie Sheret
General Counsel



Rod Smith
Group Managing Director, International Education



Mark Whitehouse
Managing Director of Group Operations



Fran Woodward
Group Managing Director, English

Awards and prizes

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

2025 Choice Outstanding Academic Titles Awards (Association of College and Research Libraries)

Maria Bach, *Relocating Development Economics,* Winner

Margaret L. Boittin, *The Regulation of Prostitution in China,* Winner

Margaret Perez Brower, *Intersectional Advocacy,* Winner

Yuval Ben-Bassat, Johann Buessow, *Late Ottoman Gaza,* Winner

John Christman, *Reconceiving Freedom from the Shadows of Slavery,* Winner

Nilson Ariel Espino, *Conversations with the Turtles,* Winner

Hillary M. Hoffmann, *American Grasslands,* Winner

Matt Grossmann, David A. Hopkins, *Polarized by Degrees,* Winner

Wendy Leutert, *China's State-Owned Enterprises,* Winner

Cóilín Parsons, *Transnationalism in Irish Literature and Culture,* Winner

Kathryn Renton, *Feral Empire,* Winner

Kenneth S. Sacks, *Emerson's Civil Wars,* Winner

Seçkin Sertdemir, *Civic Death in Contemporary Turkey,* Winner

Quentin Skinner, *Liberty as Independence,* Winner

Shulamit Volkov, *Germany through Jewish Eyes,* Winner, and Winner, Meyer Struckmann Prize, 2025, Meyer Struckmann Foundation

André Borges, Ryan Lloyd, Gabriel Vommaro, *The Recasting of the Latin American Right,* Winner

2026 PROSE Awards (American Publishers Awards for Professional and Scholarly Excellence)

Peter Copeland, Janok. P. Bhattachary, *Earth History*, Winner, Physical Sciences and Mathematics, and Winner, TAA Textbook Excellence Awards, 2026, Textbook & Academic Authors Association

Susanna Morton Braund, *Translating Virgil,* Finalist, Humanities

Peter Carruthers, *Explaining our Actions,* Finalist, Humanities

Michael B. Cosmopoulos, *The World of Homer,* Winner, Humanities, and Shortlist, Anglo-Hellenic League Runciman Award, 2026, Anglo-Hellenic League

Andrew R. Dyck, *Cicero,* Finalist, Humanities

David Eltis, *Atlantic Cataclysm*, Winner, PROSE Award for Excellence in Humanities, and R.R. Hawkins Award, Winner, The Spectator Books of the Year, 2025, The Spectator

Avraham Faust, Zev I. Farber, *The Bible's First Kings,* Finalist, Humanities

David N. Hempton, *Christianity at the Crossroads,* Finalist, Humanities

George Kirov, *Waves of Hope: Personal Stories of ECT,* Winner, Biological and Life Sciences

Grey Ballard, Tamara G. Kolda, *Tensor Decompositions for Data Science,* Finalist, Physical Sciences and Mathematics

Gwynne Mapes, *The Language Work of Speechwriters,* Winner, Humanities

William F. Baker, Allan McRobie, *The Geometry of Equilibrium,* Finalist, Physical Sciences and Mathematics



Arnaud Mignan, *Introduction to Catastrophe Risk Modelling,* Winner, Physical Sciences and Mathematics

Vered Shwartz, *Lost in Automatic Translation,* Finalist, Humanities

Haakon Fossen, Christian Teyssier, *Plate Tectonics,* Finalist, Physical Sciences and Mathematics

David Tong, *Quantum Mechanics,* Finalist, Physical Sciences and Mathematics

Alexi Baker, Richard Dunn, Rebekah Higgitt, Simon Schaffer, Sophie Waring, *The Board of Longitude,* Finalist, Physical Sciences and Mathematics

David S. Foglesong, Ivan Kurilla, Victoria I. Zhuravleva, *Distant Friends and Intimate Enemies,* Winner, Humanities

Wojciech Hubert-Zurek, *Decoherence and Quantum Darwinism*, Winner, Physical Sciences and Mathematics, and PROSE Award for Excellence in Physical Sciences and Mathematics

More academic publishing awards

Micah Alpaugh, *Friends of Freedom,* Winner, Zeev Sternhell Prize for History of the Revolution, 2026, International Committee of Historical Sciences

Clare Anderson, *Convicts,* Winner, AHA Kay Daniels Award, 2025, American Historical Association

Margaret S. Archer, *Morphogenesis Answers Its Critics,* Honourable Mention, IACR Cheryl Frank Memorial Prize, 2025, International Association for Critical Realism

Ellen F. Arnold, *Medieval Riverscapes,* Finalist, ESEH Turku Book Award, 2025, European Society for Environmental History

Assef Ashraf, *Making and Remaking Empire in Early Qajar Iran,* Shortlist, British-Kuwait Friendship Society Book Prize, 2026, British-Kuwait Friendship Foundation

Touraj Atabaki, *Toiling for Oil,* Runner-Up, British-Kuwait Friendship Society Book Prize, 2026, British-Kuwait Friendship Foundation

Jaume Aurell, *What Is a Classic in History?,* Shortlist, ICHTH-INTH Book Prize for the History and Theory of Historiography, 2026, International Commission for the History and Theory of Historiography

Antoine J. Banks, Ismail K. White, *The Anger Rule,* Winner, ISPP David O. Sears Book Award, 2026, International Society of Political Psychology

Sarah Bassett, *Style and Meaning in Late Antique Art,* Shortlist, VCLA Late Antiquity Book Prize, 2025, Virtual Centre for Late Antiquity

Mike Berners-Lee, *A Climate of Truth,* Shortlist, Penn Libraries Book Prize in Sustainability, 2026, University of Pennsylvania

Adam Bisno, *Big Business and the Crisis of German Democracy,* Shortlist, WCGS Book Prize, 2026, Waterloo Centre for German Studies

Juan A. Bogliaccini, *Empowering Labor,* Winner, AUCIP Carlos Real de Azúa Book Award, 2025, Association Uruguayan Political Science, and Honourable Mention, LASA Economics and Politics Best Book Award, 2025, Latin American Studies Association

Catherine Boone, *Inequality and Political Cleavage in Africa,* Honourable Mention, APSA / APCG African Politics Conference Group Section 44 Best Book Award, 2025, American Political Science Association

David Braund, *Amazons,* Shortlist, Anglo-Hellenic League Runciman Award, 2026, Anglo-Hellenic League

Eric W. Schoon, David Melamed, Ronald L. Breiger, *Regression Inside Out,* Winner, ASA Mathematical Sociology Section Harrison White Outstanding Book Award and Winner, ASA Methodology Section Outstanding Publication Award, 2025, American Sociological Association

Danko Šipka, Wayles Browne, *The Cambridge Handbook of Slavic Linguistics,* Winner, AATSEEL Best Book in Linguistics And Language Pedagogy, 2025, American Association of Teachers of Slavic and East European Languages

Robert Bud, *Applied Science,* Shortlist, HSS Pfizer Award, 2025, History of Science Society

Sarah Bull, *Selling Sexual Knowledge,* Finalist, SHARP Book History Book Prize, 2026, Society for the History of Authorship, Reading, and Publishing

Edward Burke, *Ulster's Lost Counties,* Shortlist, Christopher Ewart Biggs Memorial Prize, 2026, Christopher Ewart-Biggs Memorial Trust

Joshua W. Busby, *States and Nature,* Winner, Grawemeyer Award for Ideas Improving World Order, 2025, University of Louisville

Katherine Calloway, *Literature and Natural Theology in Early Modern England,* Honourable Mention, CCL Annual Book of the Year Award, 2026, Conference on Christianity and Literature

Grace Carrington, *Global Decolonisation and Non-Sovereignty,* Shortlist, RHS First Book Prize, 2026, Royal Historical Society

Erin Baggott Carter, Brett L. Carter, *Propaganda in Autocracies,* Co-Winner, APSA Political Economy Section 25 William H. Riker Book Award, 2025, American Political Science Association

Charlotte Cavaillé, *Fair Enough?,* Finalist, CES European Studies Book Award, 2026, Council for European Studies

Nolan L. Cabrera, Robert S. Chang, *Banned,* Winner, International Latino Book Awards, 2025, Empowering Latino Futures, Winner, AAHHE Book of the Year Award, 2026, American Association of Hispanics in Higher Education

Lindsey N. Chappell, *Temporal Forms and the Nineteenth-Century Mediterranean,* Shortlist, BARS First Book Prize, 2026, British Association for Romantic Studies

Roger Chickering, *The German Empire, 1871–1918,* Winner, The Critic's Books of the Year, 2025, The Critic

Rishad Choudhury, *Hajj across Empires,* Co-Winner, AAS Bernard S. Cohn Book Prize, 2026, Association for Asian Studies

Douglas Clark, *The Will in English Renaissance Drama,* Winner, MRDS Claire Sponsler Award, 2026, Medieval and Renaissance Drama Society

Karen Cook Bell, *Southern Black Women and Their Struggle for Freedom during the Civil War and Reconstruction,* Winner, International AAHGS Book Awards, 2025, Afro-American Historical and Genealogical Society

David W. Congdon, *Who Is a True Christian?,* Shortlist, AAR Book Award, 2025, American Academy of Religion, and Finalist, Susanne M. Glasscock Book Prize, 2025, Melbern G. Glasscock Center for Humanities Research

Claire Connolly, *Irish Romanticism,* Winner, ACIS Robert Rhodes Prize, 2026, American Conference for Irish Studies

Sheila Curran Bernard, *Bring Judgment Day,* Runner-Up, ASCAP Foundation Deems Taylor/Virgil Thomson Award, 2025, American Society of Composers, Authors and Publishers Foundation

Sandipto Dasgupta, *Legalizing the Revolution,* Co-Winner, AAS Bernard S. Cohn Book Prize, 2026, Association for Asian Studies

Margot Dazey, *Respectable Muslims,* Honourable Mention, SSSR Distinguished Book Award, 2025, Society for the Scientific Study of Religion

Melissa DeVelvis, *Gendering Secession,* Finalist, George C. Rogers Jr. Book Award, 2025, South Carolina Historical Society

Mahjabeen Dhala, *Feminist Theology and Social Justice in Islam,* Shortlist, AAR Book Award, 2025, American Academy of Religion

David Stefan Doddington, *Old Age and American Slavery,* Finalist, Slaveryarchive Book Prize, 2025, Slaveryarchive, Finalist, Summersell Deep South Best Book Prize, 2026, The University of Alabama, and Winner, SHS (Social History Society) Book Prize, 2026, Social History Society

Kevin P. Donovan, *Money, Value, and the State,* Honourable Mention, AES Sharon Stephens Prize, 2025, American Ethnological Society, and Honourable Mention, SSHA Presidents Book Award, 2025, Social Science History Association

Michael J. Douma, *The Slow Death of Slavery in Dutch New York,* Winner, NNI Annual Hendricks Award, 2025, New Netherland Institute

Patrick J. Doyle, *Carolinian Crucible,* Finalist, George C. Rogers Jr. Book Award, 2025, South Carolina Historical Society

Alena Drieschova, *Representants and International Order*s, Winner, ISA Stair Best Book Award and Winner, ISA DPLST Book Award, 2026, International Studies Association

Kate Driscoll, *Tasso and Women Readers,* Winner, MLA Aldo and Jeanne Scaglione Prize in Italian Studies, 2026, Modern Language Association

Marcel Elias, *English Literature and the Crusades,* Shortlist, EHS Book Prize, 2025, Ecclesiastical History Society

Crystal A. Ennis, *Millennial Dreams in Oil Economies,* Winner, AGAPS Biennial Book Award, 2025, Association for Gulf and Arabian Peninsula Studies

Maria Fernanda Escallón, *Becoming Heritage,* Finalist, International Book Awards, 2025, Mosbach HGB Foundation

Tulia G. Falleti, *Decentralization and Subnational Politics in Latin America,* Winner, APSA Martha Derthick Book Award, 2026, American Political Science Association

John W. Schwieter, Julia Festman, *The Cognitive Neuroscience of Bilingualism,* Shortlist, CDS Book Award, 2026, Cognitive Development Society

Netanel Flamer, *The Hamas Intelligence War against Israel,* Shortlist, Kjetil Hatlebrekke Memorial Book Prize, 2026, The King's Centre for the Study of Intelligence (KCSI)

Andrew Forde, *European Human Rights Grey Zones,* Winner, IALT Kevin Boyle book prize, 2025, Irish Association of Law Teachers

Chiao-Yao She, Jonathan S. Friedman, *Atmospheric Lidar Fundamentals,* Shortlist, SPIE Joseph W. Goodman Book Writing Award, 2025, Society of Photo-Optical Instrumentation Engineers

Judy Fudge, *Constructing Modern Slavery,* Shortlist, CLSA W. Wesley Pue Book Prize, 2026, Canadian Law and Society Association

Fernanda Gallo, *Hegel and Italian Political Thought,* Honourable Mention, ECPR Political Theory Prize, 2025, European Consortium for Political Research, and Finalist, Giuseppe Galasso Award, 2025, Association of Italian Cultural Institutions

Brian Eugenio Herrera, Anne García-Romero, *María Irene Fornés In Context,* Winner, ATHE Edited Works Award, 2026, Association for Theatre in Higher Education

Rebecca R. Garte, *Developing Together,* Shortlist, CDS Book Award, 2025, Cognitive Development Society

Shantel A. George, *The Yoruba Are on a Rock,* Honourable Mention, Slaveryarchive Book Prize, 2025, Slaveryarchive

Rita Abrahamsen, Jean-François Drolet, Michael C. Williams, Srdjan Vucetic, Karin Narita, Alexandra Gheciu, *World of the Right,* Honourable Mention, Sussex International Theory Prize for Best Book, 2025, University of Sussex

Matthew Gillett, *Prosecuting Environmental Harm before the International Criminal Court,* Winner, International Book Award, 2025, Mosbach HGB Foundation

Marlene L. Daut, Kaiama L. Glover, *A History of Haitian Literature,* Winner, ACLA Rene Wellek Prize, 2026, American Comparative Literature Association

Mark Hanson, Lucy Green, *What Makes a Person?,* Winner, CDS Book Award, 2026, Cognitive Development Society

Alex Green, *Statehood as Political Community,* Winner, IVR Prize for the Best Book on the Philosophy of Law and Social Philosophy, 2026, International Association for Philosophy of Law and Social Philosophy

Lucy Grig, *Popular Culture and the End of Antiquity in Southern Gaul, c. 400–550,* Shortlist, VCLA Late Antiquity Book Prize, 2025, Virtual Centre for Late Antiquity

Sarah M. Guérin, *French Gothic Ivories,* Winner, MAA John Nicholas Brown Prize, 2026, Medieval Academy of America

Aviva Guttmann, *Operation Wrath of God,* Winner, Kjetil Hatlebrekke Memorial Book Prize, 2026, The King's Centre for the Study of Intelligence (KCSI)

Masako Hattori, *The Age of Youth,* Winner, Shimizu Hiroshi Book Award, 2026, Japanese Association for American Studies

Jaakko Heiskanen, *Ethnos of the Earth,* Shortlist, BISA L.H.M. Ling Outstanding First Book Prize, 2025, British International Studies Association

Henry James, Oliver Herford, *The Prefaces,* Shortlist, MSA Edition, Anthology and Collection Prize, 2025, Modernist Studies Association

Koji Hirata, *Making Mao's Steelworks,* Finalist, BHC Hagley Prize in Business History, 2026, Business History Conference, and Finalist, EHS First Monograph Prize in Economic and/or Social History, 2026, Economic History Society

Samuel Hodgkin, *Persianate Verse and the Poetics of Eastern Internationalism,* Winner, ASEEES USC Book Prize in Literary and Cultural Studies, 2025, Association for Slavic, East European, and Eurasian Studies

Maurits den Hollander, *Court, Credit, and Capital,* Winner, Human Solvency – Historical Research Prize, 2026, International Institute of Economic History "F. Datini" Foundation

Elizabeth Hordge-Freeman, *Second-Class Daughters,* Winner, ASA Human Rights Section Gordon Hirabayashi Human Rights Book Award, 2025, American Sociological Association

Norbert Hornstein, *The Merge Hypothesis,* Winner, LSA Leonard Bloomfield Book Award, 2025, Linguistic Society of America

Chloe L. Ireton, *Slavery and Freedom in Black Thought in the Early Spanish Atlantic,* Finalist, AAIHS Pauli Murray Book Prize, 2026,

African American Intellectual History Society; Honourable Mention, The Frances Richardson Keller-Sierra Award, 2026, Western Association of Women Historians; Winner, UK Latin American Historians Book Prize, 2026, UK Latin American Historians; and Finalist, Journal of Global Slavery Paul E. Lovejoy Prize, 2026, Journal of Global Slavery

Tadashi Ishikawa, *Geographies of Gender,* Honourable Mention, SEC-AAS (Association for Asian Studies) Book Prize, 2026, Southeast Conference of the Association for Asian Studies

Thomas M. Jamison, *The Pacific's New Navies,* Winner, OAH Richard W. Leopold Prize, 2026, Organisation of American Historians, and Winner, NASOH John Lyman Book Award, 2026, North American Society for Oceanic History

Srividya Jandhyala, *The Great Disruption,* Finalist, AOM George R. Terry Book Award, 2026, Academy of Management

Rashauna Johnson, *Sweet Home Feliciana,* Shortlist, MAAH Stone Book Award, 2026, Museum of African American History

Michelle Lynn Kahn, *Foreign in Two Homelands,* Finalist, DAAD/GSA Prize for the Best Book in History and Social Sciences; Finalist, GSA David Barclay Book Prize, 2025, German Studies Association; Finalist, ACLS (History) Open Book Prize + Arcadia Open Access Publishing Award, 2026, American Council of Learned Societies; and Winner, WCGS Book Prize, 2026, Waterloo Centre for German Studies

Jamison Kantor, *Honor, Romanticism, and the Hidden Value of Modernity,* Shortlist, BARS First Book Prize, 2026, British Association for Romantic Studies

Peter J. Katzenstein, *Entanglements in World Politics,* Shortlist, BISA Susan Strange Best Book Prize, 2026, British International Studies Association

Aileen Kavanagh, *The Collaborative Constitution,* Winner, Inner Temple Book Prize, 2025, Inner Temple

Vera Keller, *Curating the Enlightenment,* Winner, HSS Pfizer Award, 2026, History of Science Society

Chloë Kennedy, *Inducing Intimacy,* Shortlist, SLSA Socio-Legal Theory and History Prize, 2026, Socio-Legal Studies Association

Kate Kenny, *Regulators of Last Resort,* Winner, RRBM Responsible Research in Management award, 2026, Responsible Research in Business and Management

Nicki Kindersley, *New Sudans,* Finalist, ASA Bethwell A. Ogot Book Prize, 2025, African Studies Association

Alissa Klots, *Domestic Service in the Soviet Union,* Winner, AHA Joan Kelly Memorial Prize in Women's History, 2025, American Historical Association, and Winner, AWSS Heldt Prizes, 2026, Association for Women in Slavic Studies

Masatoshi Koizumi, *Constituent Order in Language and Thought,* Winner, LSA Leonard Bloomfield Book Award, 2026, Linguistic Society of America

Christian Breunig, Chris Koski, *Means, Motives, and Opportunities,* Winner, APSA State Politics and Policy Section 22 Virginia Gray Book Award, 2026, American Political Science Association

Markus Kröger, *Clearcut,* Shortlist, ISA IPE Best book award, 2026, International Studies Association

Diana T. Kudaibergen, *The Kazakh Spring,* Winner, BASEES Alexander Nove Prize, 2026, British Association for Slavonic and East European Studies

Milan Obaidi, Jonas Kunst, *The Cambridge Handbook of the Psychology of Violent Extremism,* Winner, APA Division 52 Ursula Gielen Global Psychology Book Award, 2026, American Psychological Association

John Latham-Sprinkle, *The North Caucasian Kingdom of Alania, 850–1240,* Winner, RHS First Book Prize, 2026, Royal Historical Society

Daniel N. Silva, Jerry Won Lee, *Language as Hope,* Winner, AAAL Book Award, 2025, American Association for Applied Linguistics

Ning Leng, *Politicizing Business,* Winner, APSA IPSA Theodore J. Lowi First Book Award, 2026, American Political Science Association

Marie-Louise Lillywhite, *Reforming Art in Renaissance Venice,* Winner, REFORC Book Award, 2026, Reformation Research Consortium, Shortlist, Art and Christianity book award, 2025, Art+Christianity

Roland Erne, Sabina Stan, Darragh Golden, Imre Szabó, Vincenzo Maccarrone, *Politicising Commodification,* Honourable Mention, UACES Best Book Prize, 2025, University Association for Contemporary European Studies; Honourable Mention, PSAI Brian Farrell Book Prize, 2025, Political Studies Association of Ireland; and Shortlist, ECPR Stein Rokkan Prize, 2026, European Consortium for Political Research

Raúl L. Madrid, *The Birth of Democracy in South America,* Winner, LASA Donna Lee Van Cott Award, 2026, Latin American Studies Association, Winner, LASA Defense, Public Security and Democracy Section Book Award, 2026, Latin American Studies Association

Peter R. Mansoor, *Redemption,* Winner, AHF (Army Historical Foundation) Book Award, 2026, Army Historical Association

Maksymilian Del Mar, *Neil MacCormick,* Shortlist, Saltire Awards, 2025, Scotland's National Book Awards

Patrick L. Mason, *The Economics of Structural Racism,* Co-Winner, EAEPE Joan Robinson Prize, 2025, European Association for Evolutionary Political Economy

Emma McEvoy, *The Music of the Gothic 1789–1820,* Shortlist, IGA Allan Lloyd Smith Prize for Best Monograph, 2026, International Gothic Association

Julia Mebane, *The Body Politic in Roman Political Thought,* Winner, SCS Charles J. Goodwin Award of Merit, 2025, Society for Classical Studies

Justine Meberg, *Protecting Women,* Winner, SHEAR James H. Broussard Best First Book Prize, 2026, Society for Historians of the Early American Republic

Jens Meierhenrich, *The Violence of Law,* Winner, APSA / APCG African Politics Conference Group Section 44 Best Book Award, 2025, American Political Science Association, and Finalist, LLS Raphael Lemkin Book Award, 2025, Loyola Law School

José Juan Pérez Meléndez, *Peopling for Profit in Imperial Brazil,* Finalist, AHA Jerry Bentley Prize in World History, 2025, American Historical Association

Andrew Cesare Miller, *Silencing Citizens,* Winner, DIC ASC Outstanding Book Award, 2025, Division of International Criminology American Society of Criminology

Peter J. Miller, *In Praise of Greek Athletes,* Winner, CAC Mark Golden Book Prize, 2026, Classical Association of Canada

Pete Millwood, *Improbable Diplomats,* Co-Winner, Richard T. Arndt Prize, 2025, The Lois Roth Foundation and the Public Diplomacy Council of America

Claire Morelon, *Streetscapes of War and Revolution,* Co-Winner, CSA (Czechoslovak Studies Association) Book Award, 2025, Czechoslovak Studies Association; Honourable Mention, BASEES Stephen White Prize; Winner, BASEES Women's Forum Book Prize; and Honourable Mention, BASEES George Blazyca Prize in East European Studies, 2026, British Association for Slavonic and East European Studies

Liz Mount, *'New' Women,* Honourable Mention, ASA Sociology of Sex and Gender Section Distinguished Book Award, 2026, American Sociological Association

Simon Naylor, *The Observatory Experiment,* Shortlist, HSS Pfizer Award, 2025, History of Science Society

Martin Austin Nesvig, *The Women Who Threw Corn,* Winner, RMCLAS Bandelier/Lavrin Book Prize, 2026, Rocky Mountain Council for Latin American Studies, and Honourable Mention, SECOLAS Alfred B. Thomas Book Award, 2026, Southeastern Council of Latin American Studies

Richard Ned Lebow, Ludvig Norman, *Weimar's Long Shadow,* Winner, ISA Joseph Fletcher Prize for Best Edited Book, 2026, International Studies Association

Ana María Otero-Cleves, *Plebeian Consumers,* Co-Winner, BHC Hagley Prize in Business History, 2026, Business History Conference, and Winner, LASA Nineteenth Century Section Best Book Award, 2026, Latin American Studies Association

Gareth S. Owen, *Psychiatry and Human Nature,* Longlist, Nayef Al-Rodhan International Book Prize, 2026, Royal Institute of Philosophy

Zeynep Ozgen, *Pious Politics,* Winner, ASA Collective Behavior and Social Movements Section Charles Tilly Book Award, 2026, American Sociological Association

Joshua Paine, *The Functions of International Adjudication and International Environmental Litigation,* Honourable Mention, Australian and New Zealand Society of International Law Book Prize, 2025, Australian and New Zealand Society of International Law

Sarah Palmer, *Maritime Metropolis,* Winner, BAC Wadsworth Prize for Business History, 2025, Business Archives Council, Winner, SNR Anderson Medal, 2026, Society for Nautical Research

Kunal M. Parker, *The Turn to Process,* Winner, ASLH John Phillip Reid Book Award, 2025, American Society for Legal History

Anna Parkitna, *Opera in Warsaw,* Winner, PIASA The Wacław Lednicki Award in the Humanities, 2026, Polish Institute of Arts and Sciences of America (PIASA)

Aneta Pavlenko, *Multilingualism and History,* Honourable Mention, MLA Prize for an Edited Collection, 2025, Modern Language Association

Zozan Pehlivan, *The Political Ecology of Violence,* Co-Winner, OTSA Book Prize, 2025, Ottoman and Turkish Studies Association

Isabel M. Perera, *The Welfare Workforce,* Winner, CES European Studies Book Award, 2026, Council for European Studies, and Winner, IPSA Charles H. Levine Memorial Book Prize, 2026, International Political Science Association

Elizabeth J. Petcu, *The Architectural Image and Early Modern Science,* Honourable Mention, DAAD/GSA Prize for the Best Book in Literature and Cultural Studies, 2025, German Studies Association

Giuseppe Pezzini, *Tolkien and the Mystery of Literary Creation,* Shortlist, Mythopoeic Scholarship Award, 2026, Mythopoeic Society

Eva Piirimäe, *Herder and Enlightenment Politics,* Winner, Baltic Assembly Prizes in Literature, the Arts and Science, 2025, Baltic Assembly, Finalist, Laura Shannon Prize in Contemporary European Studies (Humanities), 2025, Nanovic Institute for European Studies

Erin Pobjie, *Prohibited Force,* Winner, ABILA New Authors Book Award, 2025, American Branch of the International Law Association

Mathias Poertner, *Creating Partisans,* Winner, APSA Political Parties Section 5 Leon Epstein Outstanding Book Award, 2025, American Political Science Association

Michael Printy, *Enlightenment's Reformation,* Winner, SCS Gerald L. Strauss Prize, 2025, Sixteenth Century Society

Gabriel Radle, *Marriage in Byzantium,* Winner, EHS Book Prize, 2026, Ecclesiastical History Society

Farhana Afrin Rahman, *After the Exodus,* Winner, BISA L.H.M. Ling Outstanding First Book Prize, 2025, British International Studies Association, and Winner, SSSP Global Division Outstanding book Award, 2026, Society for the Study of Social Problems

James Grande, Carmel Raz, *Sound and Sense in British Romanticism,* Winner, NABMSA Diana McVeagh Prize for Best Book on British Music, 2025, North American British Music Studies Association

Alexander Reisenbichler, *Through the Roof,* Finalist, CPSA Prize in Comparative Politics, 2026, Canadian Political Science Association

Lorna Fox O'Mahony, Marc L. Roark, *Squatting and the State,* Longlist, Inner Temple Book Prize, 2025, Inner Temple

Christoph Rosenmüller, *Corruption and Justice in Colonial Mexico, 1650–1755,* Honourable Mention, RMCLAS Bandelier/Lavrin Book Prize, 2025, Rocky Mountain Council for Latin American Studies, Winner, SECOLAS Alfred B. Thomas Book Award, 2025, Southeastern Council of Latin American Studies

Maria Alessia Rossi, *Visualizing Christ's Miracles in Late Byzantium,* Winner, Maria S. Theochari Award, 2026, Christian Archaeological Society

Serrin Rutledge-Prior, *Multispecies Legality,* Winner, LSAANZ Award to an Early Career Researcher, 2026, Law and Society Association of Australia and New Zealand

Luis L. Schenoni, *Bringing War Back In,* Winner, ISA Best Book in Foreign Policy Analysis Award, 2026, International Studies Association, and Winner, LASA Luciano Tomassini Latin American International Relations Book Award, 2026, Latin American Studies Association

Luis Schiumerini, *Incumbency Bias,* Honourable Mention, LASA Economics and Politics Best Book Award, 2026, Latin American Studies Association

Katherine Butler Schofield, *Music and Musicians in Late Mughal India,* Winner, AMS Otto Kinkeldey Award, 2026, American Musicological Society, and Winner, AAS Ananda Kentish Coomaraswamy Book Prize, 2026, Association for Asian Studies

Rémi Carminati, John C. Schotland, *Principles of Scattering and Transport of Light,* Shortlist, SPIE Joseph W. Goodman Book Writing Award, 2025, Society of Photo-Optical Instrumentation Engineers

Aziza Shanazarova, *Female Religiosity in Central Asia,* Shortlist, AAR Best First Book in the History of Religions Award, 2025, American Academy of Religion

Rohit De, Ornit Shani, *Assembling India's Constitution,* Winner, ICONS Annual Book Prize, 2026, International Society for Public Law

Sudev Sheth, *Bankrolling Empire,* Winner, BASAS Book Prize, 2026, British Association for South Asian Studies

Liron Shmilovits, *Legal Fictions in Private Law,* Shortlist, Inner Temple Book Prize, 2025, Inner Temple

Robert Sholl, *Messiaen in Context,* Honourable Mention, RMA Edited Collection Prize, 2025, Royal Musical Association

Simon D. Shorvon, *The Idea of Epilepsy,* Honourable Mention, ISHN Award for Outstanding Book in the History of the Neurosciences, 2026, International Society for the History of the Neurosciences.

Helene J. Sinnreich, *The Atrocity of Hunger,* Finalist, GSA Sybil Halpern Milton Memorial Book Prize, 2025, German Studies Association

Boudewijn Sirks, *The Colonate in the Roman Empire,* Shortlist, VCLA Late Antiquity Book Prize, 2025, Virtual Centre for Late Antiquity

Daniel Smyth, *Intuition in Kant,* Winner, NAKS Henry Allison Senior Scholar Book Prize, 2025, North American Kant Society, and Winner, APA (American Philosophical Association) Book Award, 2026, American Philosophical Association

Hania Sobhy, *Schooling the Nation,* Honourable Mention, AMECYS Book Award, 2025, The Association of Middle East Children and Youth Studies

William Solecki, *Cities and Environmental Change,* Winner, AAG Meridian Book Award for Outstanding Scholarly Work in Geography, 2026, American Association of Geographers

Jason A. Staples, *Paul and the Resurrection of Israel,* Shortlist, AAR Book Award, 2025, American Academy of Religion

Henry Thomson, *Watching the Watchers,* Shortlist, ECPR Stein Rokkan Prize, 2026, European Consortium for Political Research

Makhroufi Ousmane Traoré, *Slavery, Resistance, and Identity in Early Modern West Africa,* Finalist, Gilder Lehrman Frederick Douglas Book Prize, 2025, Gilder Lehrman Institute of American History

Inken von Borzyskowski, Felicity Vabulas, *Exit from International Organizations,* Shortlist, BISA Susan Strange Best Book Prize, 2026, British International Studies Association, and Winner, ISA Chadwick F. Alger Prize, 2026, International Studies Association

Inés Valdez, *Democracy and Empire,* Finalist, ACLS (History) Open Book Prize + Arcadia Open Access Publishing Award, 2026, American Council of Learned Societies

Emily Vine, *Birth, Death, and Domestic Religion in Early Modern London,* Shortlist, EHS Book Prize, 2026, Ecclesiastical History Society

J. Siguru Wahutu, *In the Shadow of the Global North,* Winner, ICA Journalism Studies Book Award, 2026, International Communication Association, and Shortlist, IPSA International Journal of Press/Politics Hazel Gaudet-Erskine Best Book Award, 2026, International Political Science Association

Mark Walker, *Hitler's Atomic Bomb,* Shortlist, HSS Pfizer Award, 2025, History of Science Society

Louise E. Walker, *Debts Unpaid,* Winner, SECOLAS Alfred B. Thomas Book Award, 2026, Southeastern Council of Latin American Studies, and Winner, CHA Wallace K. Ferguson Prize, 2026, Canadian Historical Association

Lydia Walker, *States-in-Waiting,* Finalist, ACLS (History) Open Book Prize + Arcadia Open Access Publishing Award, 2026, American Council of Learned Societies

John Watts, *The Wars of the Roses,* Longlist, RUSI Duke of Wellington Medal for Military History, 2026, Royal United Services Institute for Defence and Security

Todd H. Weir, *Red Secularism,* Finalist, GSA David Barclay Book Prize, 2025, German Studies Association

Maisha Wester, *African American Gothic in the Era of Black Lives Matter,* Winner, SSAG Award for Best Publication on the American Gothic, 2026, Society for the Study of the American Gothic

Mark Whalan, *The Cambridge History of American Modernism,* Shortlist, MSA Edition, Anthology and Collection Prize, 2025, Modernist Studies Association

Jeffrey R. Wilson, Zoe Hope Bulaitis [Editors], *Public Humanities,* Winner, Best New Journal in Humanities and Social Sciences, 2026, Association of American Publishers

Richard Wittman, *Rebuilding St. Paul's Outside the Walls,* Winner, SAH Alice Davis Hitchcock Award, 2026, Society of Architectural Historians

Robert Yee, *The City's Defense,* Winner, EHS First Monograph Prize in Economic and/or Social History, 2026, Economic History Society

Ezgi Yildiz, *Between Forbearance and Audacity,* Winner, ISA ILAW Book Award, 2026, International Studies Association

Jennifer Yip, *Grains of Conflict,* Longlist, RUSI Duke of Wellington Medal for Military History, 2026, Royal United Services Institute for Defence and Security

Equality, diversity, inclusion and belonging (EDIB) awards

Serita Suman Bonsignore, Finalist, HR Champion 2026, European Diversity Awards

Cambridge University Press & Assessment Philippines, Winner, Best Workplace Culture & Engagement; Winner, HR Diversity and Inclusion Excellence; and Shortlisted, Employer of Choice, HR Tech Asia Awards, 2026

Cambridge Press & Assessment Philippines, Winner, Employee Engagement of the Year, and Winner, Diversity and Inclusion Initiative of the Year, Asian Management Excellence Awards, 2026

Philippines Diversity and Inclusion Initiative of the Year, Winner, Asian Management Excellence Awards – Cambridge University Press & Assessment Philippines (Company category: Technology), 2026

Cambridge University Press & Assessment Philippines, Winner, Great Place to Work 2023–2026 and Winner, Best Workplaces Philippines, Great Place to Work Certified, 2026

Cambridge University Press & Assessment Philippines, Winner, Excellence in Diversity, Equity and Inclusion, and Winner, Excellence in Cross-Generational Workplace Engagement, Human Resources Excellence, 2026

Winner, Global Inclusion Awards, IFIP, 2026

Winner, EDI Initiative, Cambridgeshire Law Society Legal Excellence Awards, 2026

Other awards

Winner, Best Practitioner of the Year; Highly commended, The Best Schools Digital Assessment Programme and The Most Innovative Use of Technology; and Shortlisted, Best Research and Best Transformational Project, International e-Assessment Awards, The e-Assessment Association, 2026

Shortlisted, ESG & Impact Award at the Education Investor Awards, 2026

Winner, Sustainability and Net Zero Award, British Educational Suppliers Association Awards, 2026

Winner, Jane Mann, Women in Education Award, British Educational Suppliers Association Awards, 2026

Shortlisted, Outstanding training and career development award, British Educational Suppliers Association Awards, 2026

Shortlisted, ESG & Impact Award, Education Investor Awards, 2026

Shortlisted, Ed Tech & Content Provider of the Year, Education Investor Awards, 2026

Shortlisted, Impact Award, IPG Awards, 2026

Shortlisted, The Lloyds Sustainable Business of the Year, Lloyds Business Excellence Awards, 2025

Highly commended, Green Heat Project of the Year, UK Green Business Awards, 2026

Shortlisted, Brand building in B2B, Marketing Week Awards, 2025

Finalist, Michael Strange, European Travel Buyer of the Year, Business Travel Awards Europe, 2026



The Cambridge winners of the Sustainability and Net Zero Award, BESA Awards, 2026

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