

Annual Report

For the year ended 31 July 2025

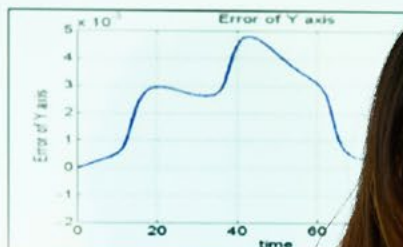


Figure 9.b: The error

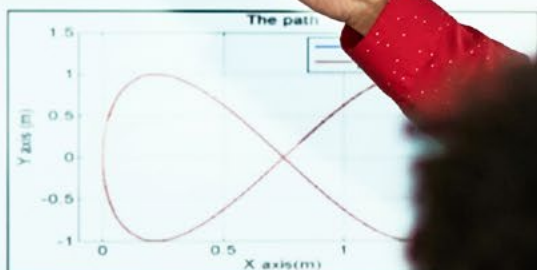


Figure 6: Reference and actual path

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.

What 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 dictionary website.

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 financial year 2024–25, 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

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Significant financial support from the Press & Assessment is allowing our University to be even more ambitious and realise new forms of impact.”



Vice-Chancellor's foreword

Professor Deborah Prentice

Cambridge University Press & Assessment has a profound impact on global education and research. It scales-up our University's mission, helping Cambridge touch and improve so many millions more lives around the globe. For anyone associated with Cambridge, the Press & Assessment is a source of enormous pride.

Over the past year, I have been especially impressed by the way that Cambridge OCR has informed and influenced UK education policy with high-quality evidence, ideas and thoughtful engagement throughout the sector. The *Striking the balance* review made a bold and pragmatic case for changes in how we educate children between the ages of 11–16. It has been very pleasing to note that those proposals are being taken so seriously by schools, colleges and teachers, as well as by policymakers in Westminster and Whitehall.

Many of us have been equally inspired by the way Cambridge International Education is innovating with a global community of more than 10,000 schools around the world to prepare learners for a rapidly changing future. That spirit of collaboration and openness in pursuit of impact defines Cambridge at its best.

The Cambridge English group's extraordinary delivery of language proficiency tests to millions of people makes global education, and indeed the global economy, more dynamic. Governments, businesses, schools, universities and students turn to Cambridge for trusted, rigorous and high-quality English tests.

Many University of Cambridge academics published world-class scholarly work through Cambridge University Press books and journals. They included Dr Barbara Sahakian and Dr Christelle Langley, whose *Brain Boost* gave a broad audience access to evidence-based advice on health and happiness. PhD student Ekaterina Zadirko's fascinating study in the Cambridge-published *Slavic Review* shed light on the Soviet experiences of teenagers in the 1930s, and secured international media attention. They were in good company, as seven Cambridge-published authors took Nobel prizes during 2024–25.

Colleagues from the University and the Press & Assessment are partnering to make the most of artificial intelligence (AI) in education, to enhance climate education across multiple disciplines, and to deploy high-quality large language models drawing on the world-leading Cambridge Language Learning Corpus. The different parts of Cambridge have much to learn from one another, and I am excited to see so many partnerships forming across our University that take advantage of the Press & Assessment's expertise and capabilities.

Significant financial support from the Press & Assessment is allowing our University to be even more ambitious and realise new forms of impact, such as in our West Cambridge innovation district. Here, we are nurturing a cluster where academic departments co-locate with industry partners, national research institutes, companies which are scaling up, and investors to create the leading location in Europe for AI, quantum and climate research. We want to create a scale of research activity



We reach
100 million
learners and teachers around the world

that will attract leading companies and researchers, on a site designed with excellent environmental specifications and real attention to outdoor as well as indoor spaces. It will attract more researchers, teachers, and innovators from academia, industry and the start-up world to collaborate with and work at Cambridge.

The Press & Assessment's governance remains strong. Professor Andy Neely returns to the Cambridge University Press & Assessment Board (PAB) as Chair. He succeeds Anthony Odgers who has been a great source of wisdom and advice over eight years. In the past year, Dr Carol Attack, Dr John Firth and Professor Jennifer Richards joined the Academic Publishing Committee. In the same period, Professors Kasia Boddy, Emily Gowers and Tony Minson stood down from the Academic Publishing Committee, Mr Richard Partington from the PAB, and Mr Brian Simms from the Academic Advisory Board. My thanks to all Syndics and other external members for their support and advice.

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

Amid global challenges, the Press & Assessment has adapted well, delivered meaningful impact for learners and researchers, and achieved impressive financial results. Above all, that helps us realise Cambridge's mission and improve millions of lives through education and research.

Professor Deborah Prentice
Vice-Chancellor of the University of Cambridge



As we innovate and experiment in digital assessment and AI automarking, we are retaining, and in many cases strengthening, human involvement.”

Chief Executive's overview

Peter Phillips

Over the course of the last year, Cambridge has shown its ability to adapt in a fast-changing world. 2024–25 has been a year of growth in our reach and impact, underpinned by strong revenues of £1.038 billion and a profit of £205.2 million. We achieved this amid geopolitical, regulatory, competitive and technological changes.

Generative artificial intelligence (AI) is central to many of these changes, and it has been a focal point for many of the students, teachers and researchers with whom we work.

Responding to those opportunities – and challenges – means refocusing on our strengths and where we can have the biggest impact, through the way we serve millions of educators, scholars and learners in an age of accelerating technological disruption.

In our Academic publishing, we want our authors and their work to be treated fairly in a world of AI. We sought and gained thousands of Cambridge University Press book authors' consent, to give them agency in whether their works are included in any generative AI licensing deals. In doing that, we are making high-quality information available to generative AI tools so that it can help improve accuracy and support users more effectively.

That commitment to quality and fairness – for authors, readers and education more broadly – has driven our work to counter piracy and the theft of our authors' work, including by some big technology companies seeking unethical shortcuts as

they develop AI products. We spoke out on this and worked with trade bodies, such as the UK Publishers Association – where Mandy Hill, Managing Director of our Academic group, currently serves as President – to engage with governments and policymakers at this key moment, while our anti-piracy team succeeds in removing thousands of online pirated works.

At this time of change across our sectors, our values are even more important. We want to innovate responsibly. When the stakes are high – as they often are for our test-takers and partner organisations – we have not followed an automatic route of 'AI first', but instead have chosen technology according to the needs of the people we exist to serve. As just one example of that, academic research this year has demonstrated the value in assessing international student outcomes through sophisticated English proficiency tests under controlled conditions, relative to less educationally advanced tests that can only be taken on a student's own computer.

Our AI innovations in English have included the launch of the Teacher's Hub, featuring generative AI technology to support educators. We also progressed our collaborations with University of Cambridge researchers in the use of artificial intelligence, language and assessment.

In many aspects of assessment, well-supervised exams are proving resilient, and governments and regulators are recognising this. In an exam hall, students need to demonstrate what they – rather than their AI tool – are capable of. As

Cambridge innovates and experiments in digital assessment and AI automarking, we are retaining, and in many cases strengthening, human involvement as a key part of the digital age. In high-stakes exams, expert examiners, markers and question-setters remain crucial in understanding students' abilities and attainment, even if their work is supported by the use of AI tools. That is important in protecting and enhancing quality in everything that we do.

In International Education, we engaged thousands of teachers and students to help us rethink the future of education. This dialogue builds on a growing sense of community among more than 10,000 Cambridge schools worldwide, who contribute to, and gain from initiatives like our *Guide to AI in Education* for teachers, as they navigate technological change and seek through innovation to achieve the best outcomes for students.

Schools, groups, ministries and associations in 113 countries are already using Cambridge Insight to assess 480,000 students annually – drawing on our range of digital, adaptive and formative assessments of student ability and potential, covering all stages.

During the year, Cambridge OCR was a leading advocate for improving UK education as the government explored curriculum and assessment reform. We worked with thousands of students, teachers and education experts as Cambridge OCR set out evidence and analysis to underpin improvements, including proposals for how to protect academic rigour, while reducing the volume and intensity of exams at GCSE. These views have informed and engaged government officials, parliamentarians, the media and other stakeholders as we make the case for reforms that put students and teachers first.



In climate education, we are engaging with world-leaders – for example at the annual COP meetings attended by governments and NGOs from almost every country across the globe. But it's in delivering products and services that we are making the biggest difference. Our free Climate Quest programme was first trialled in India this year and is next expanding across Pakistan and Latin America, reaching large numbers of learners.

In a similar vein, two-thirds of this year's research articles published by Cambridge were open access, and thus free for anyone to read.

I was hugely proud to see seven Cambridge authors win Nobel prizes this year, our highest number in a single year. That takes the total of Nobel laureates who we have published to nearly 200.

It's the strength and quality of our content, expertise, publications and qualifications that helps us play our part in a changing world. Through them, we support 100 million people every year as they prepare for and navigate an uncertain future. That impact reinforces our commitment and positivity as we seek to build even further on this year's many achievements – all made possible by the talent and dedication of everyone who works here. I am very grateful to them all.

Cambridge in numbers

Over

£1 billion

revenue in 2024–25

Operating in

170

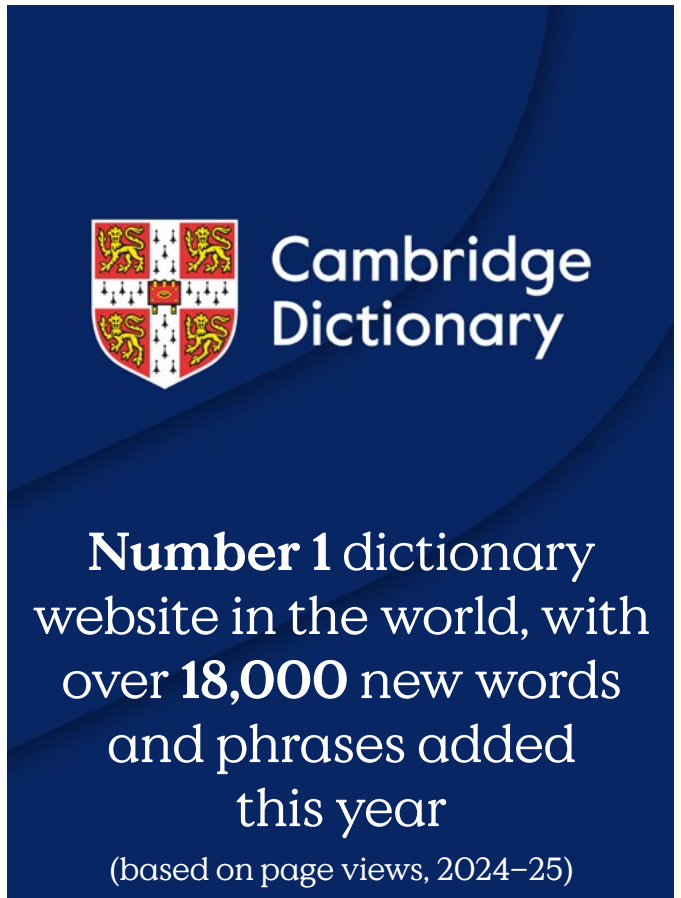
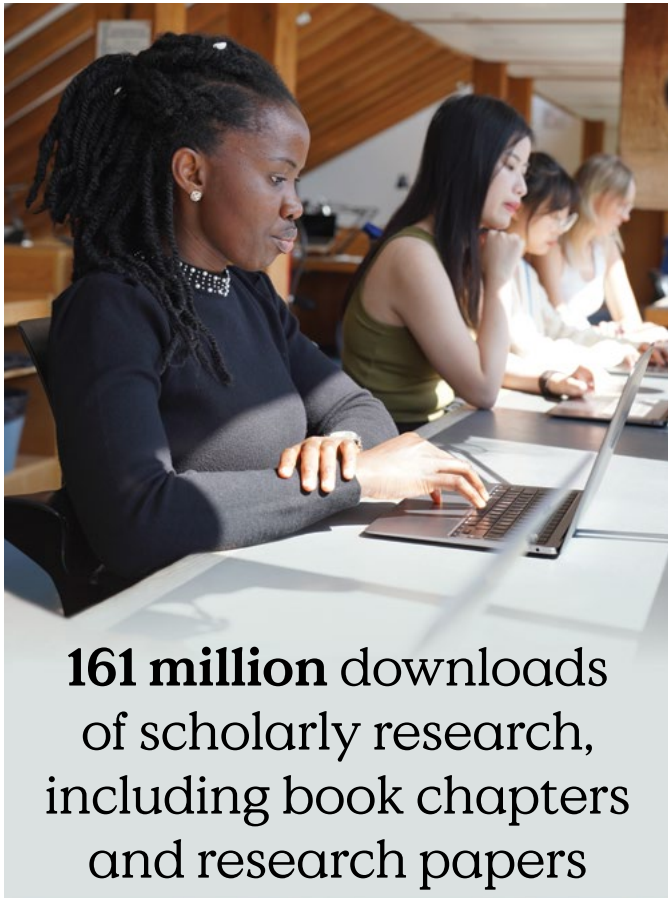
countries

7,000

Colleagues in 90 offices around the world

Peter Phillips
Chief Executive

Our year



Seven Cambridge authors were awarded **Nobel prizes** this year – taking our total to nearly **200** Nobel laureates



Influential report
Striking the balance
published



Open access:
two-thirds of research
articles published are
free to read

Academic



Inspiring discovery. Building knowledge. Unlocking potential.

Cambridge University Press, like the whole academic publishing market, encountered several headwinds throughout the financial year, including the ongoing retail channel shift to ordering on demand rather than for stock, and the impacts of policy changes on research library budgets in several markets, including the United States. Despite these challenges, a combination of resilient sales, strong new products (notably in higher education publishing and online courses), and licensing for generative AI use, helped overall performance.

Trusted content and real-world impact

The Academic group is dedicated to creating high-impact, evidence-based and trusted content, which is of critical value to society in an era of AI and disinformation. We have taken a proactive stance on AI and copyright issues, advocating for the proper licensing of content.

Removing barriers to the development of knowledge through our open research initiatives has been a hallmark over the last decade.

We continue to prioritise quality over quantity, publishing a wide range of high-impact books this year, including *The Complete Cambridge Jane Austen*, *A Climate of Truth* by Mike Berners-Lee and *Brain Boost* by Barbara Sahakian and Christelle Langley. Peer recognition of our titles and authors remains strong, and the numerous awards and prizes we have received for our publishing are listed on page 36.

Respecting book authors' rights when engaging with AI

This year, we have contacted book authors to give them agency in whether their works are included in any generative AI licensing deals.



It's amazing to see seven Cambridge authors become Nobel Laureates in 2024. These results speak once again to the Press's long history of publishing research by outstanding individuals."

Mandy Hill, Group Managing Director, Academic

Seven Cambridge authors win Nobel Prizes

We have published the works of nearly 200 Nobel Laureates in our books, journals and partner journals. We had an outstanding year, with seven of our authors and contributors awarded Nobel Prizes. They are Daron Acemoglu and James A Robinson (Economic Sciences), Victor Ambros and Gary Ruvkun (Physiology or Medicine), John Hopfield and Geoffrey Hinton (Physics), and Demis Hassabis (Chemistry).

Elements double in output

The number of Cambridge Elements, our unique publishing format that bridges the gap between monographs and journal articles, doubled from 1,000 to over 2,000 this year. Across all our Elements, there have been 6.8 million downloads of content spread among 225 different series and over 250 open access titles.

Cambridge Advance Online delivers outstanding courses

Cambridge Advance Online, our programme of short online executive and professional courses led by University of Cambridge academics, has delivered a number of outstanding



Celebrating 75 years of the New York office

We celebrated the 75th anniversary of the New York office, our first international office which was established in 1949, and highlighted Cambridge's long-term commitment to the USA as our largest market, as well as our largest author base.

Colleagues celebrating 75 years of the New York office in 2024

courses for schools, faculties and departments. Learners have acclaimed the service, giving it a 97 percent positive rating.

Among our Cambridge Advance Online courses, we won gold at the Learning Technologies Awards 2024 for the *Compelling Communication Skills* course, which supports professionals to develop communication skills and confidence across all areas.

Sustainability: building knowledge and changing operations

We are playing our part in becoming a more sustainable organisation by building knowledge of the climate emergency, as well as changing the way we do things.

The research we publish is inspiring action and solutions to the climate crisis. Our publications cover the full spectrum of subjects, from soil science to social policy and palaeontology to environmental law. We are also making significant contributions to sustainability goals through our shift from paper to digital formats. Since 2021, we have removed over 600,000 journal print copies and we aim to have reduced journal print volumes by 70 percent by the end of 2025. Around 88 percent of our books catalogue is now available as print-on-demand, with a target to reach 95 percent by the end of 2025.

Marking 100 years of publishing the Cameo Bible

This year, the Cameo Bible – our most popular Bible – turned 100 years old. The Cambridge Cameo Bible is an historic edition of the King James Version that the Press first produced in 1925. One hundred years on, it is the oldest Bible design continuously produced by us.



There's no better press in the world than Cambridge University Press."

Cass Sunstein, author of Manipulation

Promoting the role of publishing to the world

In May 2025, Mandy Hill, Managing Director of Cambridge University Press, became the President of the UK Publishers Association. The Presidency role lasts for one year and will highlight the significant impact of UK publishing on the global stage, as well as celebrate the importance of academic freedom and the value of facts and evidence in an age of disinformation.

Cambridge online learning highlights

- **Eight new courses** developed with University academics covering topics from global risk management, AI and ethics, to health sciences
- **A new Carbon and ESG Analyst course** developed in partnership with Localised and Mastercard, designed for recent university graduates in Nairobi, Johannesburg and Cairo to train for sustainability jobs in Africa
- **Launch of the Cambridge Institute for Sustainability Leadership portfolio** of four short courses on sustainable business practices and leadership



From smashing a promotion interview, to inspiring a team, to securing millions of pounds in funding, we've loved hearing so many stories of success."

Simon Hall, course leader of Compelling Communication Skills

In focus

Anti-piracy work steps up to protect authors

We continually invest in technology to protect our intellectual property and that of our authors and other rightsholders. In 2024–25, we removed over 53 million links to pirated Cambridge content, helping to secure trust in our assessments for learners and recognising bodies, and to protect the work of our authors and rights holders worldwide.

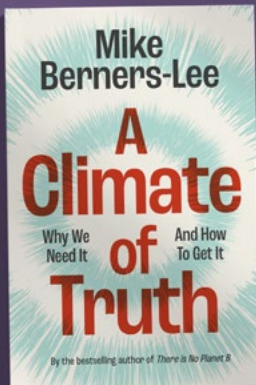
The vast majority of links removed were connected to shadow libraries distributing unauthorised copies of educational materials. Our efforts included not only takedowns from hosts, but also delisting URLs from search results, to greatly reduce the visibility of pirated content. The unprecedented volume of removals – three times the number removed in the previous year – highlights the increasing effectiveness of our enforcement strategy.

Over

53 million

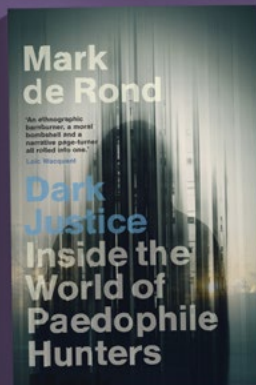
links to pirated Cambridge content were removed this year

Excellence in publishing



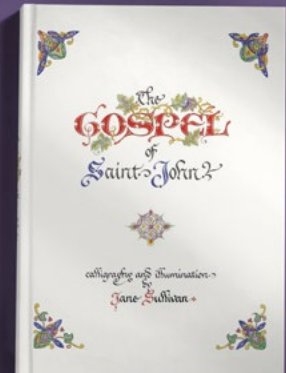
A Climate of Truth

Mike Berners-Lee, the bestselling author of *There is No Planet B*, calls for radically higher standards of honesty in public life – especially in our politics, media and business – to address the climate and ecological emergency.



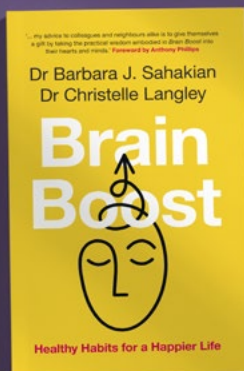
Dark Justice: Inside the World of Paedophile Hunters

Granted unprecedented access for four years to one of the UK's most prolific and successful paedophile hunting teams, Cambridge professor Mark de Rond explores how the hunters come to terms with their work.



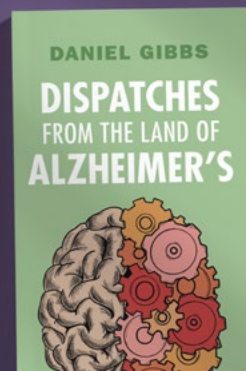
The illuminated Gospel of John

This new fine art edition of *The Gospel of John*, was hand illuminated by artist-scribe Jane Sullivan. Following the King James Version, the hand-decorated script and illustrations took over a year to produce.



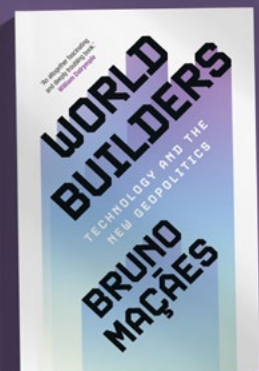
Brain Boost: Healthy Habits for a Happier Life

Written by University of Cambridge academics Barbara Sahakian and Christelle Langley, *Brain Boost* is an evidence-based book about the importance of keeping our brains and minds fit, packed with tips on how to implement lifestyle strategies that improve brain health, cognition and overall wellbeing.



Dispatches from the Land of Alzheimer's

It was in 2006 that neurologist Daniel Gibbs first noticed early symptoms of Alzheimer's Disease. This informative and moving book is a personal collection of essays written over the past two years that describe his own personal experiences, first treating patients with Alzheimer's, and now living with the disease himself.



World Builders

Portugal's former Minister of European Affairs Bruno Maçães argues geopolitics has become a contest not to control territory, but to create the territory. *World Builders* offers a powerful new way to understand the biggest global events of our times, from the technology wars to the war in Ukraine.



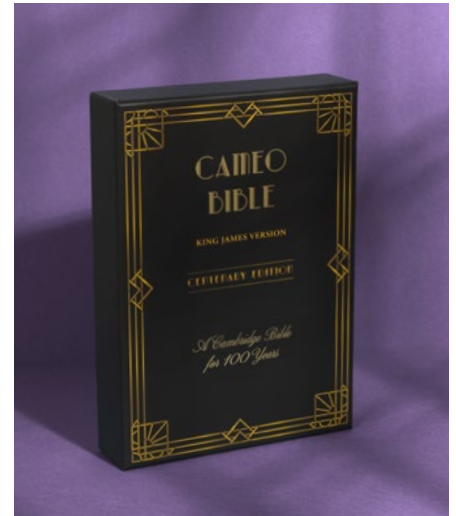
Living with Jane Austen

Written to coincide with Austen's 250th birthday, this intimate work by Professor Janet Todd shows why and how, for over half a century, Austen has inspired and challenged its author through different phases of her life, and why the writer should still matter to us now.



Journal of Fluid Mechanics - 1,000 volumes

Founded by George Batchelor FRS in 1956 and quickly becoming one of the most influential and prestigious journals in its field, the *Journal of Fluid Mechanics* has published over 30,000 articles across its first 1,000 volumes.



The Cambridge Cameo Bible Centenary Edition

The Cambridge Cameo Bible is our most popular and oldest continuously published bible, dating back to 1925. To mark its centenary, we produced a special Cameo edition of the King James Version in its iconic Clarendon typeface.

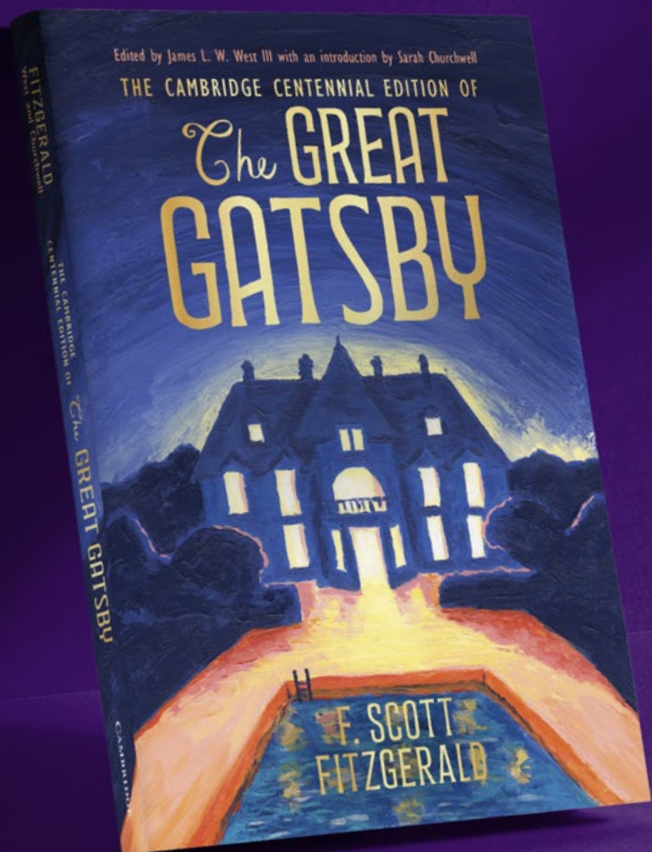


One of the most exquisitely written books in modern literature has finally been given the edition it deserves.”

Elizabeth Day, author and broadcaster

The Cambridge Centennial Edition of *The Great Gatsby*

Marking the 100th anniversary of F Scott Fitzgerald's 1925 masterpiece, we published a new edition of *The Great Gatsby*. Editors James LW West III and Sarah Churchwell present the illustrated novel, accompanied by a new introduction and notes on its social, cultural and historical context.



English



English

Where your world grows

Our English group has achieved remarkable success this year with a focus on a broad portfolio that caters to learners of all ages and backgrounds, helping us to grow in key areas and maintain our market share in an increasingly dynamic and competitive sector. Our team is exploring opportunities to expand into new business models that will continue to support future sales growth.

We have navigated challenging market conditions, particularly changes in migration policies that have affected high-stakes English language testing markets. Regionally, we have excelled in Asia and parts of Latin America, notably Brazil and Mexico. Today, our English exams are the most globally recognised English qualifications, endorsed by over 28,000 organisations.

Advancing language teaching and learning through AI

Our auto-marking capabilities for writing and speaking skills, underpinned by a strong ethical and evidence-based approach, continue to support hybrid marking models for regulated and certificated high-stakes tests. These models are test-specific, perform at least as well as human examiners and come complete with confidence models and aberrant response detectors.

Auto-markers are fine-tuned for use in a range of products and are also in development for the new Certificated Linguaskill assessment, as well as low stakes and formative assessment products.

We have also developed and launched a set of AI principles for language learning and assessment to help guide colleagues when engaging with AI.

Launch of Gen AI-enabled Teacher's Hub

In 2025, we launched Teacher's Hub, our first product featuring customer-facing generative AI technology. This innovative platform leverages our extensive AI experience and university research partnerships to provide educators with high-quality, reliable support, enhancing teaching and learning outcomes.

By thoughtfully integrating AI capabilities, we have created a resource that directly addresses teachers' needs, while upholding our commitment to educational excellence.

Cambridge One digital platform

Cambridge One is a trusted digital platform supporting English language teaching and learning in over 90 countries, with 3.6 million active users annually. It provides flexible, accessible learning solutions, including a complimentary teacher development course focused on Integrated Learning and Assessment.

PISA Foreign Language Assessment

We have continued to work closely with the Organisation for Economic Co-operation and Development (OECD) on the Programme for International Student Assessment (PISA) Foreign Language Assessment (FLA), which is evaluating the English



skills of thousands of students in 21 countries for the first time in 2025. Our work in this area underscores our commitment to international education standards and excellence in language assessment.

Our role in the PISA FLA includes providing test content, scoring speaking assessments, advising on survey design, platform development, test administration and reporting against the Common European Framework of Reference for Language (CEFR) levels, which we were instrumental in developing.

Through collaboration with PISA and using our assessment expertise, our new benchmarking process will help governments prepare effectively for PFLA implementation, enhancing language education outcomes for students and equipping education systems with the necessary tools for success.

New digital assessment products

We have expanded our assessment portfolio with new digital products including Cambridge English Qualifications Digital for young learners, the Cambridge English Skills Test and a new, certificated version of Linguaskill.

These products capitalise on available technologies to offer customers high levels of flexibility and a range of benefits. This helps to build the confidence of young learners, providing vital information for educators and enabling more learners to prove their skills in English.

Supporting refugees through education

We are providing free tests to refugees via IELTS, enabling displaced individuals to prove their English language skills and support their educational and employment opportunities in

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Cambridge brings that experience in assessing student learning in the field of foreign language, and the OECD provides the world's largest global assessment of learning outcomes. You put those things together and I think we're going to create an incredibly important data set coming out of this.”

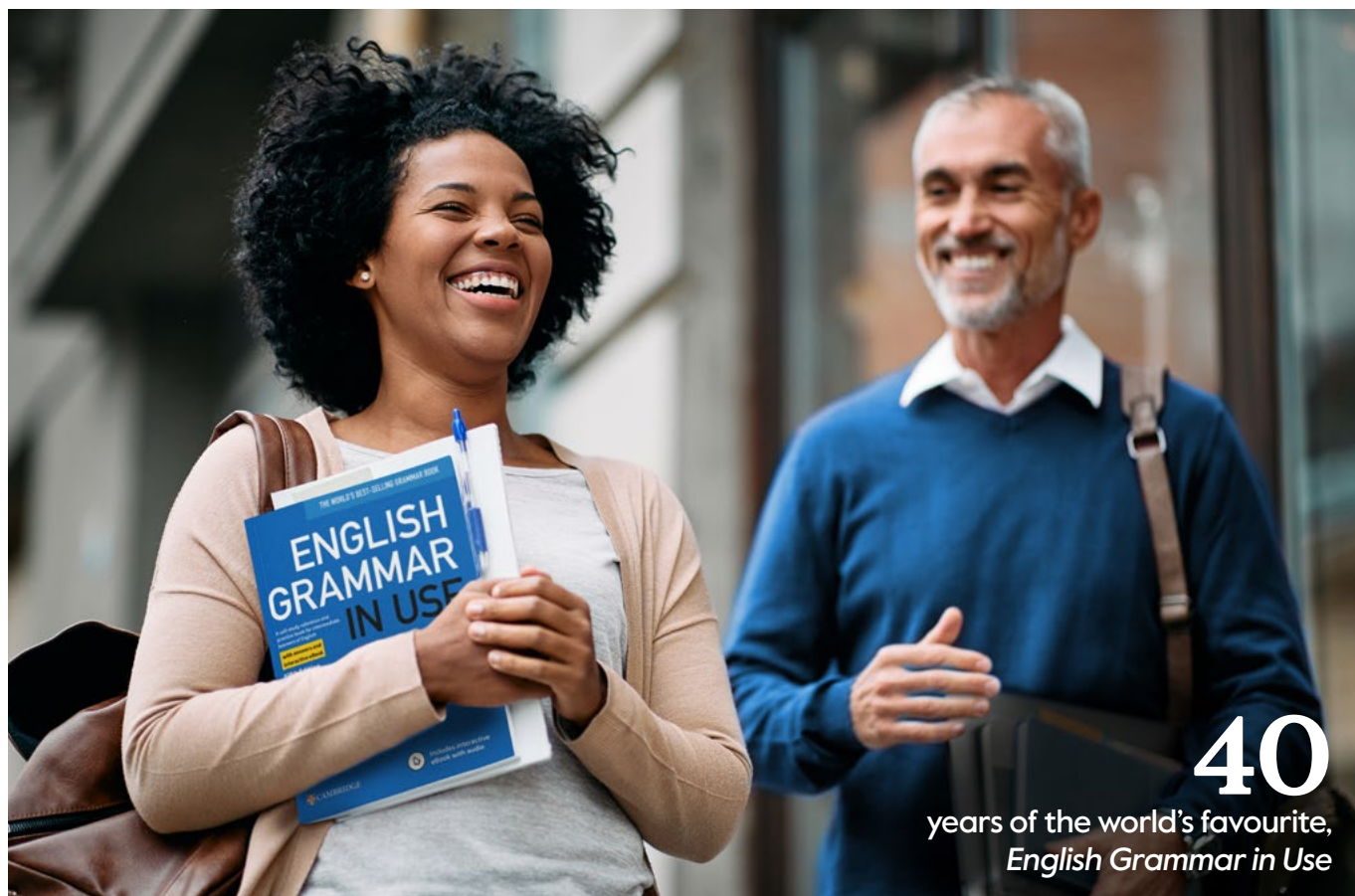
Andreas Schleicher, Directorate of Education and Skills,
Organisation for Economic Co-operation and Development
(OECD)

host countries. By removing financial barriers to certification, we help refugees demonstrate their capabilities to thousands of recognising organisations worldwide.

English Grammar in Use: 40 years of excellence

We celebrated 40 years of *English Grammar in Use*, one of the world's bestselling English language series, which has reached 100 million learners and teachers globally. This landmark publication remains treasured by students worldwide, with many still holding onto their first editions.

The enduring success of *Grammar in Use* underlines our commitment to creating practical, accessible learning resources that deliver measurable results for English language learners.



In focus

World's most trusted English tests are linked to better student outcomes

More people and organisations trust Cambridge's English exams and tests than those offered by anyone else – they have been taken over 100 million times, and over 28,000 organisations globally accept them.

IELTS: A benchmark for English proficiency

We are one of the forces behind IELTS, which students use to prove their proficiency in English as part of their university admission process. In 2025, the trustworthiness and reliability of IELTS assessments were backed up by independently published and peer-reviewed research.

Better student outcomes with established tests

The research revealed that international students who take high-quality, established English tests like IELTS, in a human-proctored test centre environment, are more likely to thrive at university and achieve better long-term academic performance.

Among the English tests reviewed in the study, IELTS was the best predictor of performance for university students. Universities using established tests saw better student retention rates, fewer dropouts and found their students were more likely to complete their courses.

Online-only tests are not setting students up to succeed

The *ELT Journal*-published study, conducted by our researchers, as well as researchers at the Universities of Dundee and Cambridge, and the British Council, was based on research at 50 UK universities and a survey of 67 higher education professionals. International students now represent over 23 percent of the UK's university population.

While established tests such as IELTS continue to set the benchmark for trust and transparency, the findings also highlight concerns over the reliability of newer online-only and at-home English language proficiency tests.

Universities using less established tests found that students who had taken these tests were less prepared for studying in English-speaking academic environments, were more prone to academic misconduct, and had more challenges with academic and social integration.

Many universities have since stopped accepting online-only English tests, amid reports that they have enabled fraud in the UK. Elsewhere, students have been paying proxies to sit online exams remotely. Online, videos explaining how to cheat on some of the newer tests have become ubiquitous.

“

Robust language testing is about much more than meeting the minimum requirements for education or work. It's about enabling people to thrive. Quality and humanity matter when it comes to language learning and proficiency tests.”

Pamela Baxter, Chief Product Officer, English, writing in the [Financial Times](#)

Cambridge's 'human-first' approach

Our approach, by contrast, is to grow long-term trust in our assessments by combining human oversight with technological innovation.

We have been using and experimenting with AI for decades, but we are a human-first organisation, rather than AI-first. Our approach maintains the human element in assessment, which is a critical trust factor, providing security, integrity and reliability, alongside the positive benefits that come from using AI tools.

AI-first approaches can disrupt English proficiency testing for international students, with evidence showing that international students who have only sat short online English tests struggle with academic life, relative to their peers who have passed more rigorous assessments.



In focus

Integrated learning and assessment: the teaching approach that gets results

The English group has long pioneered a joined-up approach to learning and assessment that gets the most from every minute in the classroom.

Educators have often treated assessment and learning as separate activities, but our Integrated Learning and Assessment (ILA) approach helps teachers to combine them seamlessly.

In 2025, we published a study summarising decades of research that shows ILA is a highly effective teaching approach that gets results.

It shows that providing learners with regular evidence of their progress and actionable feedback is the most effective way to support language learning success. It helps teachers to build a clear, ongoing picture of student ability and, most importantly, informs the next steps for teachers and learners.

Our ILA offer helps teachers put these processes at the heart of their work by supporting them from lesson planning through to teaching and follow-up after lessons are over.

Drawing on teachers' knowledge and expertise

Our approach builds on a key strength: the relationships we have with teachers, who are stakeholders and decision-makers in the development of new products and services.

The rich knowledge and expertise that teachers share about ILA help shape our approach to meet the needs of what they and their students require.

AI-supported learning

AI-assisted technologies play a supporting role in ILA. We are creating digital tools to enable teachers to personalise their students' learning more effectively. These digital tools assess skill gaps and suggest tailored content for them, offering personalised practice for reading and listening skills, as well as targeted tutoring.

Not the end of traditional exams

While integrated learning and assessment is a highly effective classroom approach, it does not spell the end of traditional end-of-course exams. For learners, being able to prove their skills in line with internationally recognised standards, such as the Common European Framework of Reference (CEFR), will always remain a high priority. That's where our English exams are so beneficial because they are recognised by more than 28,000 organisations around the world.

Four steps for integrated learning and assessment in the classroom

1 Set clear learning objectives

Define and share clear learning objectives with learners at the beginning of a course or lesson.

2 Collect evidence of progress

Collecting evidence of progress against the learning objectives is essential, but it does not necessarily mean formal assessments.

3 Provide actionable feedback

Providing targeted, actionable feedback helps learners to understand where their learning was successful, and how they can perform better.

4 Provide tailored follow-up

Tailored follow-up, such as personalised learning approaches for groups of individuals or for whole classes, is essential to successful integrated learning and assessment.

Generative AI: putting people first

Upholding our reputation for trusted content

Cambridge University Press & Assessment is an integral part of the University of Cambridge, actively contributing to the community it serves. Our learner- and researcher-first position is clear in our approach to the challenges raised by generative AI.

Our reputation for trusted content truly matters in a changing world of both AI and disinformation. Whatever the subject, opinion or debate, upholding trust in the accuracy and authenticity of scholarly communications protects our core values of freedom of thought and expression.

Unlocking the potential of AI

AI is now a well-established part of our lives, making a difference in classrooms, laboratories and businesses; we are working to unlock the potential of AI in a safe, legal and ethical way. We believe that AI is a tool, and one that humans can, and must, deploy well; it is people, not machines, that come first.

AI with humans at the centre

We see AI as a huge opportunity if it is done right: the development of trustworthy AI systems depends on first-rate human-created content and an approach that focuses on the needs of teachers and learners. We are researching how AI can enhance the validity and efficiency of assessment and we are developing AI tools designed to assist educators with tasks such as lesson planning and generating insights.

Our approach to licensing for generative AI

We have established our approach to generative AI licensing, which is designed to uphold academic integrity, while embracing innovation that aligns with our mission. Licensing matters because it protects authors' rights, increases the discoverability and impact of research and makes high-quality information available to improve AI tools.

Embracing AI and protecting academic integrity

We responded to the UK government's consultation on AI and copyright with a clear statement that we back innovations in AI, responsible licensing and collaboration with the tech industry. In our response, we also warned of the risks of an 'opt out' approach, which allows tech companies to scrape copyrighted material without sufficient protection.

Majority of authors choose to 'opt in'

After consulting with more than 40,000 authors around AI use of their content, a significant revenue-generating deal



The UK is a content superpower and that status is under threat when big tech companies steal content.”

Mandy Hill, Group Managing Director, Academic, and President of the UK Publishers Association

was signed with a customer to use a subset of the company's publishing material in AI initiatives. The agreement is a tangible example of licensing as the fair, ethical and legal route for high-quality content to be used in the training of large language models (LLMs).

Opposing piracy

Cambridge and the UK Publishers Association spoke out when it was revealed that Meta had turned to piracy to harvest content for its AI development, including books and journals from Cambridge authors. Subsequent developments, such as the Bartz v. Anthropic case in the United States, have further underlined the criticality of responsible AI training.

Developing AI tools to assist educators and learners

We are developing AI tools designed to help, freeing up their time to focus on delivering engaging and supportive learning experiences. In 2025, the English team launched Teacher's Hub, which features generative AI technology. This new platform uses our extensive AI experience and university research partnerships to provide educators with high-quality, agile and reliable support. We are also researching how AI can enhance the fairness, validity and efficiency of assessment.





In focus

Climate education

Climate education leadership sees growing impact

As part of the University of Cambridge, our climate education advantage stems from our ability to leverage the broader university ecosystem. We can draw on the latest scientific research, educational advances and the best in publishing to transform how we understand our planet and combat climate change.

We bring together university academics and Press & Assessment colleagues to explore the implications of climate research for educational products. We also led a cross-Cambridge workshop at the *Times Higher Education* Global Sustainable Development Congress in Istanbul in June 2025, bringing together four parts of the university for a workshop to address the role of education in combating misinformation. Over the last year, our impact working in climate education has seen action and impact in several key areas.

Climate Quest takes off in India

Cambridge's free online Climate Quest programme, launched in 2024, has emerged as a standout initiative for its reach and accessibility. Now with 12,000 registered users in India alone, Cambridge is targeting a wider audience, with 40 percent of its students already coming from non-Cambridge schools. The programme expanded with a launch in Pakistan later in 2025 and growing interest from Latin America.

Climate change in the UK curriculum

Cambridge has advocated for reform of the UK curriculum based on current scientific understanding and in response to Cambridge's *Striking the balance* review. The UK government's interim Curriculum and Assessment Review adopted the recommendation to include more climate education in a more relevant curriculum for students up to the age of 16.

Cambridge has also integrated climate considerations across disciplines and into various syllabuses, including IGCSEs in Business, Accounting and Economics. The International

“

As the world faces a climate crisis, education must be part of the answer.”

Christine Özden, Global Director for Climate Education

A level for Geography has been completely reframed around climate change.

Green education partnership with ICESCO

Cambridge's collaboration with the Islamic World Educational, Scientific and Cultural Organisation (ICESCO) represents a significant achievement at the education-system level. Working together, they developed the Greening Education framework guidance, which includes nine recommendations, formally launched and accepted by the ICESCO Ministers of Education conference in Oman in October 2024. This work was then showcased to the world at COP 29 in Baku, demonstrating Cambridge's growing influence in shaping climate education policy across COP's diverse member states.

A curriculum framework for climate education

Offering a practical tool for schools implementing climate education, Cambridge's International Education group has developed a curriculum framework for climate change education that provides valuable guidance to schools on progression and coherence in curriculum planning.

Carbon literacy courses for British Council, REACh2 and the UK Publishers Association

Cambridge has developed an accredited carbon literacy course that is now being adapted for various organisations. This includes a bespoke version for the British Council, a customised programme for REACh2, the UK's largest primary-only academy trust, which has been rolled out across their schools, and a project with the UK Publishers Association to deliver sector-wide carbon literacy training.

Assess for success

Cambridge's range of digital, adaptive and formative assessments of student ability and potential at all ages is now known as Cambridge Insight.

Cambridge Insight has evolved to provide our customers with a clear understanding of each student's cognitive and non-cognitive strengths, progress, wellbeing and how they perform in unique attributes that our research shows contribute to future outcomes and long-term success.

Schools, groups, ministries and associations in 113 countries now use Cambridge Insight to assess 480,000 students annually. Cambridge Insight collaborates with teachers, department heads and school leaders to provide assessments, reports and guidance that highlight the unique qualities of individual students and their cohorts, supporting improved teaching practices and resource allocation.

“

Our ‘complete assessment cycle’ approach leads to improvement in grades, in student and staff wellbeing, and overall school success.”



650,000

Cambridge Insight assessments conducted in 2024, generating over 43 million data points

International Education



Ready for the world

Cambridge stands at the forefront of international education, drawing on insights from our global community of schools, teachers, learners and researchers to equip students for a changing world.

We have achieved record growth over the year, expanding our global community of schools, increasing the demand for international education offerings and maintaining our position as market leader across all categories. Our overall performance remains strong.

Our June 2025 exam series exceeded expectations, with higher candidate numbers and an impressive 89 percent of our school leavers securing university placements this year.

Listening to lead: developing our global community

Our record-breaking year has been driven by our unwavering commitment to fostering the world's most trusted community for teaching, learning and assessment. With over 10,000 schools worldwide proudly identifying as Cambridge schools, we have focused on strengthening these connections through active engagement and support.

Our collaborative approach involves developing solutions in partnership with our community, rather than imposing standards. This strategy enables us to create adaptable solutions tailored to local needs and support teachers in challenging environments, including those where English is a second language.

This year we have hosted numerous regional conclaves, bringing together school leaders, exam officers, teachers and



We believe fundamentally that high-quality education should be available to more people. We are making the Cambridge curriculum more equitable and more accessible to more students.”

**Rod Smith, Group Managing Director,
International Education**

career counsellors for professional development events and to share best practice. In India alone, our conclave welcomed over 470 school leader from over 300 schools.

Future-ready learners Initiative

Together with our global community, we are shaping the future of international education through our ambitious consultation initiative launched this year. With responses from 3,500 teachers and 4,000 students – 900 of whom have expressed interest in ongoing collaboration – we launched our landmark *Navigating the future: Preparing learners to thrive in a changing world* report, published in September 2025, which set out the vision and strategy for the future of international education, drawing on those community insights.

Cambridge Conversations

The Cambridge Conversations programme is a cornerstone of our commitment to collaboratively define how international education can prepare future-ready learners for a rapidly changing world. Through engaging discussions with influential thought leaders, educators and experts, we are gathering diverse perspectives on the future of education.

Cambridge Conversations exemplifies our dedication to inclusive dialogue that shapes the future of education and supports our core mission of helping young people be 'ready for the world', while ensuring our curriculum remains relevant amid geopolitical shifts and technological advancements.

Cambridge International Schools' growth in India

Our philosophy that international education should be 'as international as necessary, but as local as possible' has driven our success in regions like South Asia, where this year we have proudly reached a total of 1,055 Cambridge schools, making us the third largest educational board in India.

Our India success story showcases Cambridge's evolution to becoming a comprehensive educational partner. We have

Addressing teacher shortages in South Asia

Cambridge has made tackling the global teacher shortage a cornerstone of its international education strategy, recognising that supporting educators is essential to building the world's most trusted teaching, learning and assessment community.

Our commitment is particularly evident in our work in South Asia, where we now work with over 1,000 schools, and where it is estimated that 50,000 more teachers are needed. We are addressing teacher shortages nationally with the rollout of an innovative pre-service teacher training programme, just twelve months since it was conceived.

Our initiative targets the entry-level teacher pipeline, helping fresh graduates develop modern teaching skills that traditional university curricula often lack, including classroom engagement techniques and digital transformation skills.

The six-month immersive programme is followed by internships at Cambridge International Schools and leads to a joint qualification from us and our partner universities. The first student intake of the initial pilot phase took place in July 2025.

The model has already generated interest from governments in the Maldives, Sri Lanka, Bangladesh and Bhutan, who see it as an effective approach to teacher workforce development.



“

We are connecting employability, training, global certification and national recognition all into one programme. It's the fastest that Cambridge has ever rolled out a product.”

Arun Rajamani, Managing Director for South Asia

expanded beyond traditional metropolitan centres into many other cities, making quality education more broadly available through affordable approaches.

As part of our five-year strategic plan in South Asia, we have:

1. Launched the Cambridge Connection Bridge Course to prevent student attrition by bridging the Cambridge IGCSE curriculum to the national entrance exam requirements for engineering, medicine and law
2. Joined India's One Nation, One Subscription initiative, expanding academic research journal access from 100 to 1,000 institutions
3. Created pre-service teacher development programmes with universities to build teaching capacity
4. Partnered with Bhutan's government for a five-year curriculum transformation project that maintains local culture, while elevating educational standards

Regional developments and achievements

Our work in Australia continues to excel, and we are now the market leader in secondary education, with robust growth in mathematics and expansion in science and humanities. We have also seen positive growth in China, the USA and Pakistan.

Cambridge's vision for AI in education

We are pioneering a thoughtful approach to AI in education, developing solutions that empower teachers, rather than replace them. Our comprehensive *Guide to AI in Education* exemplifies our commitment to supporting our global community of 10,000 schools as they navigate technological change.

Our AI vision places teachers firmly in the loop, balancing artificial intelligence with human intelligence to enhance educational outcomes. Together with our schools, we are shaping how AI can support student wellbeing and develop future-ready learners in a rapidly changing world.

Early Years: building strong foundations

In its second year, our Early Years programme continues to experience significant growth, expanding its educational pathway to now span ages 3 to 19. This success reflects our commitment to providing a complete, coherent educational experience for learners worldwide.

By extending our educational approach to early childhood, we are ensuring more students develop the skills needed to be ready for the world, while maintaining the flexibility that allows schools to implement our curriculum in locally relevant ways.

In focus

Elevating education in Bhutan

A model of collaborative excellence

Nestled in the Himalayas, Bhutan is a nation facing a delicate challenge: how to modernise its education system without eroding the traditions that define its identity. In 2025, Cambridge entered into a landmark agreement with the government of Bhutan, to support comprehensive educational reform, while safeguarding the country's rich cultural heritage.

Our work in Bhutan exemplifies our distinctive, tailored approach to educational transformation and reform, weaving into existing systems rather than imposing external solutions, and balancing international standards with a deep respect for local context and culture.

The partnership will benefit between 15,000–20,000 learners across Bhutan, including children in remote areas where resources are scarce and schools are challenging to access.

Foundations built from the ground up

The project began when our South Asia team identified a meaningful opportunity to work with Bhutan's Ministry of Education and Skills Development, and a thorough system analysis followed. For two weeks, Cambridge teams travelled across Bhutan to witness in person the realities that shape learning in Bhutan. They visited schools in both busy urban centres and remote mountain villages, and spoke with teachers, principals, curriculum teams and regional education leads, listening closely to stories from the classroom and challenges on the ground.

This comprehensive, on-the-ground approach meant that when we developed our proposal to help Bhutan achieve international standards of education, it was grounded in lived experience rather than assumptions. We didn't just study the system – we walked through it.

Cultural sensitivity and respect

Our approach carefully balanced international standards with Bhutan's unique cultural identity. Preserving cultural heritage

“

What unites us is a shared belief in the future of Bhutan and its potential to make a meaningful contribution on the global stage. The team feels like a close collaborator.”

Preeti Hingorani, Partnership for Education

is a national priority for Bhutan, and our proposed reforms therefore embraced Bhutan's commitment to embedding mindfulness and its 'gross national happiness' principles in its approach.

Like many small nations, Bhutan also has a 'brain drain' challenge, so our work had to support the nation's goal of creating an environment where talented people want to stay.

Building trust in Cambridge through teacher immersion

We wanted teachers to experience international education first-hand, so a key success factor in developing the partnership was the teacher immersion programme, which brought Bhutanese educators to Cambridge schools in India. This experience allowed teachers to gain direct experience of the teaching methods and learning cultures of international schools. These teachers returned to Bhutan not just informed, but inspired, becoming advocates for change and fostering readiness for implementation within the teaching community.

A five-year transformation

The Cambridge-Bhutan partnership spans five years, with the first two years focused on reform and capability-building and the following three years dedicated to implementation and auditing.



Cambridge OCR



Making assessment straightforward

Cambridge OCR's year has been marked by significant influence and innovation for its customers. As we enter a period of strategic positioning and preparation for upcoming curriculum reforms, we take pride in our achievements. We have been a proactive advocate for changes that benefit thousands of students and teachers through our *Striking the balance* review.

We have reported a relatively stable financial year despite declines in the market for GCSEs and A Levels, and a challenging environment for schools and colleges due to financial constraints and an ongoing teacher recruitment crisis.

Introducing a new name for our UK exam board: Cambridge OCR

Cambridge OCR is gearing up for a pivotal period of curriculum reform in the UK. Our efforts to inform and shape the future of curriculum and assessment were driven by the opportunities we

identified to reform ten-year-old qualifications, which the new Labour Government has also decided to review.

Cambridge OCR, now rebranded with a focus on accessibility and fairness for learners, reflects this positioning in its promise, 'Making assessment straightforward'.

After seven years of outstanding leadership, Jill Duffy stepped down as Group Managing Director, succeeded by Myles McGinley in September 2025. Myles brings over 20 years of leadership experience in education, assessment and publishing.

Launch of new Cambridge Advanced National vocational qualifications

To enhance our post-16 education offerings, we have introduced a major new suite of Cambridge Advanced Nationals. This government-recognised alternative academic





Natural History is for everyone. Cambridge OCR's Natural History GCSE will give young people the skills to understand and protect the nature on their doorstep and beyond, whether they live in urban, suburban or rural environments."

Jill Duffy, Cambridge OCR

qualification will be available for first teaching from September 2025, alongside our Cambridge Technicals qualifications at Level 3.

This includes a new enrichment qualification in Sustainability to meet the growing demand from students and employers for education and skills in the green economy. The Level 3 Certificate in Sustainability is designed for post-16 students to be taken alongside A Levels, demonstrating to employers and universities that a student has not only knowledge of sustainability fundamentals, but also practical experience in skills, such as data collection and project management.

The qualification has been developed with support from the World Wide Fund for Nature (WWF-UK) and the Ellen MacArthur Foundation, as well as businesses including JLR and Siemens.

We have significantly improved the customer experience associated with Cambridge Nationals and have received positive feedback from our customers regarding the changes we have implemented.

Climate-focused qualifications

The UK Government has confirmed plans to move ahead with one of the first new GCSEs in more than a decade, the Cambridge OCR-led GCSE Natural History. The GCSE in Natural History is designed to provide all students, regardless of their location, with the time, skills and knowledge to appreciate nature, as well as develop critical and practical skills in data analysis and observation.

The campaign to create the new GCSE has been part of our broader mission to redefine education about nature and the climate, making it an integrated part of every young person's curriculum.

First fully digital GCSE moves closer

We have made substantial progress in developing our readiness for a new digital GCSE Computer Science and digital onscreen assessments. Computer Science will be the first fully digital GCSE, with its digital programming element offering a more authentic assessment experience. We are working closely with the regulator, teachers and students on its development and we have received very positive feedback from customers and students so far.

Our progress builds upon the digital mocks service we have been running for two years, helping us learn how best to support the move to digital high-stakes exams.

Progress with digital assessment

Our digital initiatives aim to enhance the customer experience, improve the quality, accuracy and speed of assessment delivery. We are now piloting a strategic results analysis service and an AI lesson planner, as well as undertaking work to manage the risks to the integrity of our assessments that AI poses.

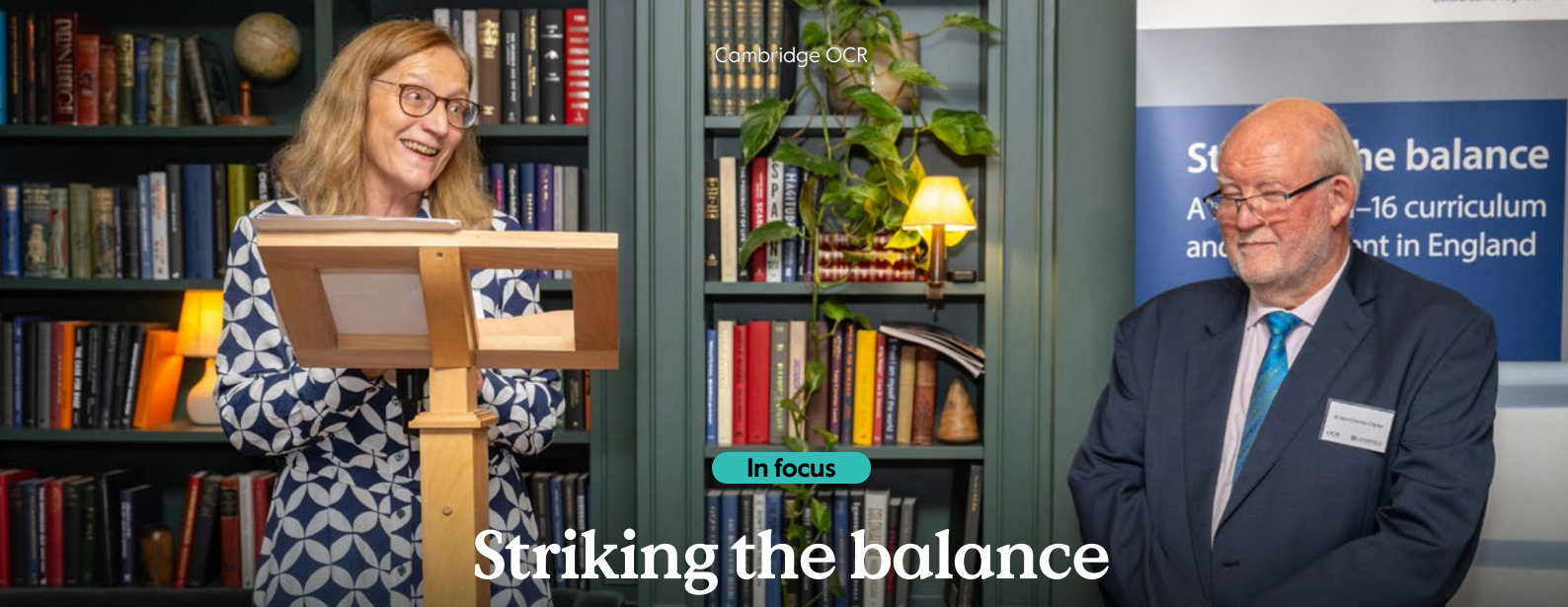
Modernisation initiatives

We are undergoing significant modernisation in both back-office operations and customer-facing experience, including:

- Enhancing cybersecurity controls to ensure secure, on-time results delivery
- Establishing teams in global locations to improve business continuity, resilience and resource efficiency
- Advancing the Exams Processing Transformation (EPT) programme

We have continued to develop joint teams across Cambridge OCR and International Education in the areas of operations, assessor management and digital products and services, drawing on the additional capacity, resilience and investment this provides.

**Making
assessment
straightforward**



In focus

Striking the balance

Reforms that benefit students and teachers

Cambridge OCR's landmark *Striking the balance* review, published in 2024, has emerged as a pivotal contribution to the national conversation on education reform, highlighting our unique position as an advocate for positive change in assessment and curriculum design.

Chaired by former Education Secretary Charles Clarke, the review of 11–16 curriculum and assessment found that students in England are spending around 31.5 hours taking GCSE exams – more than almost anywhere else in the world. The review recommends rebalancing assessment away from a sole reliance on exams at 16, urging a more holistic approach across 11–16 education.

'Over-stuffed curriculum and an over-reliance on exams'

Striking the balance combined extensive stakeholder engagement together with our academic research and international outlook to benchmark the UK's assessment approach against global standards.

It was developed through consultation with thousands of teachers, students, experts and stakeholders to understand the problems they were experiencing with the curriculum and assessment, as well as what they wanted to see changed, reflecting our commitment to advocating for teachers and learners across the entire education system.

It makes ambitious, evidence-based recommendations for reform and improvements to the whole educational ecosystem, including those to:

- Reduce the number of assessments used at GCSE
- Reduce the content of the GCSE curriculum



OCR's proposals to reduce the length, number and content of assessments, and to reform GCSE English and Maths, are spot on."

Pepe Di'lasio, General Secretary of the Association of School and College Leaders (ASCL)



This is a vital step towards renewing and improving curriculum and assessment in England. Now the real work begins."

Cambridge OCR's Myles McGinley on the BBC's Today programme

- Create a new short course GCSE Maths qualification to help students gain the fundamental maths skills they need for life and work
- Redesign the unpopular English Language GCSE as a matter of urgency
- Add climate education and digital literacy to the current curriculum

Cambridge OCR shaping the future of UK education

The launch of *Striking the balance* attracted substantial policy and media attention, and its recommendations have gained significant traction.

It has been cited in the interim report from the UK Government's Curriculum and Assessment Review. After sessions at both Labour and Conservative party conferences, Cambridge's Jill Duffy and Tim Oates were called as witnesses to the House of Commons Education Select Committee on Curriculum and Assessment Review.

The Government's interim report adopted key parts of the proposals, particularly in reducing assessment and content in GCSEs, reforming Maths and English, and introducing a more relevant curriculum, including greater digital literacy and climate education.

Harnessing AI in a human-centred way in UK schools

The *Striking the balance* review explored how technology, particularly AI, can enhance secondary education by identifying students' existing skills and learning gaps. It emphasised the need for clear principles to ensure ethical and effective use of AI and called for a redesign of coursework to help students fully benefit from AI support.

Abstract of the financial statements

Press & Assessment Syndicate's Statement

The Abstract of the Consolidated income statement for the year ended 31 July 2025, the Abstract of the Reconciliation of movement in capital and reserves for the year ended 31 July 2025 and the Abstract of the Consolidated balance sheet at 31 July 2025 (the 'abstract of the financial statements') presented 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 4 November 2025. The independent auditors' report on the financial statements was unmodified.



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 2025, which comprises the Abstract of the Consolidated income statement for the year ended 31 July 2025, the Abstract of the Reconciliation of movement in capital and reserves for the year ended 31 July 2025 and the Abstract of the Consolidated balance sheet at 31 July 2025 set out on page 33.

Respective responsibilities of Press & Assessment Board and auditors

The Press & Assessment Board, under formally delegated authority from the Syndics, is responsible for preparing the Annual Report, 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 2025.

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 overall revenues remain healthy. Cambridge is in a strong position to capitalise on emerging opportunities and to grow our impact as we support students, 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 audit opinion on those financial statements.

Our 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 2025.



PricewaterhouseCoopers LLP

Chartered Accountants and Statutory Auditors
Cambridge
4 November 2025

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 2025

	2025 (£'m)	2024 (£'m)
Turnover	1,038.0	1,025.3
Operating profit excluding USS pension adjustment	177.2	168.9
USS pension adjustment	–	34.4
Operating profit	177.2	203.3
Net finance income	37.4	39.6
Other gains / (losses)	4.0	(0.4)
Profit before tax	218.6	242.5
Tax on profit	(13.4)	(6.1)
Profit for the financial year	205.2	236.4
Profit attributable to:		
Owners of the parent	204.7	235.0
Non-controlling interests	0.5	1.4
Profit for the financial year	205.2	236.4

Abstract of Reconciliation of movement in capital and reserves for the year ended 31 July 2025

	2025 (£'m)	2024 (£'m)
Profit for the financial period	205.2	236.4
Re-measurement of net defined benefit obligation	9.0	13.3
Transfer to the University of Cambridge	(254.1)	(63.7)
Foreign exchange loss on translation of net assets	(4.1)	(1.0)
Dividends paid to non-controlling interests	(2.7)	(0.3)
Net movement in capital and reserves	(46.7)	184.7
Opening capital and reserves at 1 August	1,107.3	922.6
Closing capital and reserves at 31 July	1,060.6	1,107.3

Abstract of Consolidated balance sheet at 31 July 2025

	2025 (£'m)	2024 (£'m)
Fixed assets		
Intangible assets	125.7	118.8
Tangible assets	246.1	253.8
Other investments	430.4	435.3
Defined benefit pension scheme assets	14.1	11.1
	816.3	819.0
Current assets		
Pre-publication costs	21.5	21.1
Inventories	23.1	22.3
Debtors	248.5	257.7
Cash at bank and in hand	243.5	315.7
	536.6	616.8
Creditors: amounts falling due within one year	(263.3)	(287.2)
Net current assets	273.3	329.6
Total assets less long-term liabilities	1,089.6	1,148.6
Defined benefit pension scheme obligations	(6.4)	(13.8)
Other post-retirement benefits obligations	(12.6)	(13.4)
Other long-term liabilities	(10.0)	(14.1)
Net assets	1,060.6	1,107.3
Capital and reserves		
Restricted reserves	8.7	8.2
Unrestricted reserves	1,047.3	1,092.1
Non-controlling interests	4.6	7.0
Total capital and reserves	1,060.6	1,107.3

Governance

Syndicate

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

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

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

Members of the Press and Assessment Syndicate who served during the year ended 31 July 2025 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 is delegated by the Syndicate to our Chief Executive and Executive Board, which includes our Chief Financial Officer.



Peter Phillips
Chief Executive



Arun Rajamani
Managing Director, South Asia



Catie Sheret
General Counsel



Fran Woodward
Group Managing Director,
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UK Education *(from Sep 2025)*



Rod Smith
Group Managing Director,
International Education



Spencer Piggott
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(from Apr 2025)



Stuart Kennedy
Chief People Officer



Vanessa McPhee
Chief Financial Officer



Jill Duffy
Group Managing Director,
UK Education *(to Aug 2025)*



Mark Maddocks
Chief Information Officer
(to Apr 2025)



Tim Oates CBE
Group Director, Assessment
Research & Development
(to May 2025)

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.

Marthe Achtnich, *Mobility Economies in Europe's Borderlands: Migrants' Journeys through Libya and the Mediterranean*, winner 2024 Susan Strange Best Book Prize, British International Studies Association

Rabiat Akande, *Entangled Domains: Empire, Law and Religion in Northern Nigeria*, honourable mention, 2023 W. Wesley Pue Book Prize, Canadian Law and Society Association, honourable mention 2024 ICONS Annual Book Prize, International Society for Public Law, honourable mention 2024 Book Prize, International Society of Public Law and finalist 2024 Best Book Prize, African Studies Association

Daniela Alaattinoğlu, *Grievance Formation, Rights and Remedies: Involuntary Sterilisation and Castration in the Nordics, 1930s–2020s*, winner The Nils Klim Prize, The Holberg Prize

Paulina L Alberto, *Black Legend: The Many Lives of Raúl Grigera and the Power of Racial Storytelling in Argentina*, co-winner 2024 Susan L. Socolow and Lyman L. Johnson Prize, Conference on Latin American History

Clare Anderson, *Convicts: A Global History*, winner 2024 Kay Daniels Award, Australian Historical Association

Anthi Andronikou, *Italy, Cyprus, and Artistic Exchange in the Medieval Mediterranean*, honourable mention 2024 2nd Wadjih F. al-Hamwi Prize Best First Book, Mediterranean Seminar

Peder Anker, *The Power of the Periphery: How Norway Became an Environmental Pioneer for the World*, finalist Open Book Prize and Arcadia Open Access Publishing Award (Environmental Humanities), American Council of Learned Societies

Ana Lucia Araujo, *The Gift: How Objects of Prestige Shaped the Atlantic Slave Trade and Colonialism*, finalist Paul Lovejoy Prize, Brill

Seth Archer, *Sharks upon the Land: Colonialism, Indigenous Health, and Culture in Hawai'i, 1778–1855*, shortlisted William H. Welch Medal, American Association for the History of Medicine

Erin Baggott Carter and Brett L Carter, *Propaganda in Autocracies: Institutions, Information, and the Politics of Belief*, winner Hazel Gaudet-Erskine Best Book Award from the International Journal of Press/Politics

Osman Balkan, *Dying Abroad: The Political Afterlives of Migration in Europe*, winner ENMISA Distinguished Book Award, International Studies Association

Philippa Nicole Barr, *Uncertainty and Emotion in the 1900 Sydney Plague*, winner 2024 Addi Road Multicultural History Award, History Council NSW

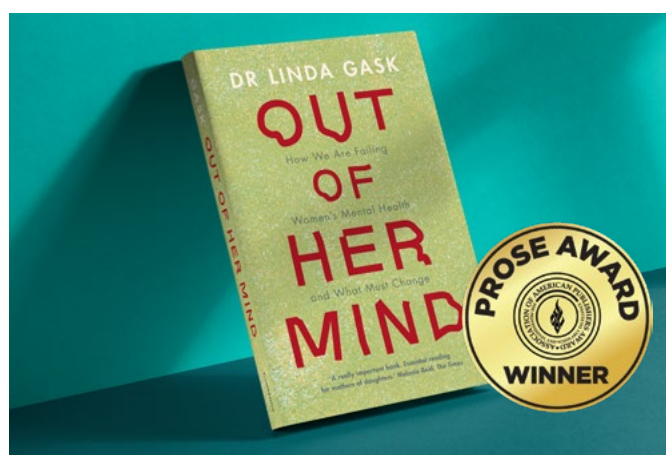
Vilius Bartninkas, *Traditional and Cosmic Gods in Later Plato and the Early Academy*, winner Manfred Lautenschlaeger Award for Theological Promise, Heidelberg University

Carson Bay, *Biblical Heroes and Classical Culture in Christian Late Antiquity: The Historiography, Exemplarity, and Anti-Judaism of Pseudo-Hegesippus*, winner 2024 Manfred Lautenschlaeger Award for Theological Promise, Heidelberg University

Doris L Bergen, *Between God and Hitler: Military Chaplains in Nazi Germany*, winner 2024 Book Prize, The Yad Vashem International Book Prize for Holocaust Research and shortlisted 2024 Wallace K. Ferguson Prize, Canadian Historical Association

Margaret L Boittin, *The Regulation of Prostitution in China: Law in the Everyday Lives of Sex Workers, Police Officers, and Public Health Officials*, winner Prize for Best Book on International Law and Social Science, American Society of International Law and shortlisted W Wesley Pue Book Prize, Canadian Law and Society Association

Petros Bouras-Vallianatos and Dionysios Stathakopoulos, *Drugs in the Medieval Mediterranean: Transmission and Circulation of Pharmacological Knowledge*, honourable mention Best Edition/ Translation Book Prize 2025, The Mediterranean Seminar



Anna Brinkman, *Balancing Strategy: Sea Power, Neutrality, and Prize Law in the Seven Years' War*, longlisted 2025 Anderson Medal, Society for Nautical Research

Diana Bullen Presciutti, *Saints, Miracles, and Social Problems in Italian Renaissance Art*, runner up Italian Art Society Book Prize

Joshua Busby, *States and Nature: The Effects of Climate Change on Security*, finalist 2024 Grawemeyer Award for Ideas Improving World Order, University of Louisville

Katherine Calloway, *Literature and Natural Theology in Early Modern England*, shortlisted 2025 Richard L. Greaves Prize, The International John Bunyan Society

Elisa Camiscioli, *Selling French Sex: Prostitution, Trafficking, and Global Migrations*, winner 2025 Gilbert Chinard Prize, The Society for French Historical Studies

Mariana P Candido, *Wealth, Land, and Property in Angola: A History of Dispossession, Slavery, and Inequality*, winner 2023 Best Book Prize, African Studies Association

Sara Caputo, *Foreign Jack Tars: The British Navy and Transnational Seafarers during the Revolutionary and Napoleonic Wars*, honourable mention 2023 John R. Lyman Book Awards, North

- American Society for Oceanic History and winner Whitfield Book Prize, The Royal Historical Society
- Christopher Chambers-Ju, *Mobilizing Teachers: Education Politics and the New Labor Movement in Latin America*, honourable mention 2025 Economics and Politics Best Book Award, Latin American Studies Association
- Alan K Chen and Justin Marceau, *Truth and Transparency: Undercover Investigations in the Twenty-First Century*, winner 2024 Tankard Book Award, Association of Education in Journalism and Mass Communication
- Kuan-Jen Chen, *Charting America's Cold War Waters in East Asia: Sovereignty, Local Interests, and International Security*, winner 2025 Memorial Prize, Masayoshi Ohira Foundation, finalist 2025 Center for Presidential History Book Prize, SMU and winner John R. Lyman Book Awards, North American Society for Oceanic History
- Leah R Clark, *Courtly Mediators: Transcultural Objects between Renaissance Italy and the Islamic World*, winner 2025 Book Prize, Italian Art Society
- Owen Clayton, *Vagabonds, Tramps, and Hobos: The Literature and Culture of U.S. Transiency 1890–1940*, winner 2024 Book Prize, British Association for American Studies
- Ignacio Cofone, *The Privacy Fallacy: Harm and Power in the Information Economy*, winner 2025 Best Book in Canadian Studies-Nonfiction/Education, Canadian Studies Network
- David W Congdon, *Who Is a True Christian?: Contesting Religious Identity in American Culture*, shortlisted Award for Excellence in the Study of Religion, American Academy of Religion
- Linda J Cook, *Welfare Nationalism in Europe and Russia: The Politics of 21st Century Exclusionary and Inclusionary Migrations*, co-winner The Joseph Rothschild Prize in Nationalism and Ethnic Studies, Association for the Study of Nationalities
- Janna Coomans, *Community, Urban Health and Environment in the Late Medieval Low Countries*, winner 2025 John Nicholas Brown Prize, The Medieval Academy of America
- David Cowan, *Politics of the Past: Inter-war Memories and the Making of British Popular Politics, 1939–2009*, longlisted First Book Prize, The Royal Historical Society
- Sheila Curran Bernard, *Bring Judgment Day: Reclaiming Lead Belly's Truths from Jim Crow's Lies*, finalist Jazz Award 2025 - Biography/Autobiography, Jazz Journalists Association
- Mikkel Dack, *Everyday Denazification in Postwar Germany: The Fragebogen and Political Screening during the Allied Occupation*, winner 2024 David Barclay Book Prize, German Studies Association
- Paul D'Arcy, Ryan Tucker Jones, Matt K Matsuda, Anne Perez Hattori and Jane Samson, *The Cambridge History of the Pacific Ocean* co-winner 2024 John R. Lyman Book Awards, North American Society for Oceanic History
- Ida Danewid, *Resisting Racial Capitalism: An Antipolitical Theory of Refusal*, winner L. H. M. Ling Outstanding First Book Prize, British International Studies Association
- Tracy C Davis, *Liberal Lives and Activist Repertoires: Political Performance and Victorian Social Reform*, honourable mention 2024 Barnard Hewitt Award for Outstanding Research in Theatre History, American Society for Theatre Research
- Deval Desai, *Expert Ignorance: The Law and Politics of Rule of Law Reform*, runner-up 2024 Peter Birks Prize, The Society of Legal Scholars
- Hendrik Dey, *The Making of Medieval Rome: A New Profile of the City, 400–1420*, winner Premio Daria Borghese Book Award
- Mahjabeen Dhala, *Feminist Theology and Social Justice in Islam: A Study on the Sermon of Fatima*, shortlisted Award for Excellence in the Study of Religion-Textual Studies, American Academy of Religion
- David Stefan Doddington, *Old Age and American Slavery*, honourable mention 2024 Book Prize, British Association for American Studies and finalist Paul Lovejoy Prize, Brill
- Hannah Doherty Hudson, *Romantic Fiction and Literary Excess in the Minerva Press Era*, winner 2024 Marilyn Gaull Book Award, The University of Chicago Press
- Samuel Dolbee, *Locusts of Power: Borders, Empire, and Environment in the Modern Middle East*, co-winner 2024 Ottoman and Turkish Studies Book Prize, Ottoman and Turkish Studies Association
- Melissa J Durkee, *States, Firms, and Their Legal Fictions: Attributing Identity and Responsibility to Artificial Entities*, winner 2024 Edited Volume Award, American Branch of the International Law Association
- Jacob Eisler, *The Law of Freedom: The Supreme Court and Democracy*, winner Election Law Section's Scholarship Award, The Association of American Law Schools
- Zaynab El Bernoussi, *Dignity in the Egyptian Revolution: Protest and Demand during the Arab Uprisings*, winner Global South Award, International Political Science Association
- Peter K Enns, *Incarceration Nation: How the United States Became the Most Punitive Democracy in the World*, winner Book Award 2024, American Association for Public Opinion Research
- Cindy Ermus, *The Great Plague Scare of 1720: Disaster and Diplomacy in the Eighteenth-Century Atlantic World*, winner 2024 Lynn Hollen Lees Prize, Urban History Association
- Maria Fernanda Escallón, *Becoming Heritage: Recognition, Exclusion, and the Politics of Black Cultural Heritage in Colombia*, honourable mention 2024 Best History Book, International Latino Book Awards
- Laura Flannigan, *Royal Justice and the Making of the Tudor Commonwealth, 1485–1547*, longlisted First Book Prize, The Royal Historical Society
- Andrew Forde, *European Human Rights Grey Zones: The Council of Europe and Areas of Conflict*, finalist 2024 Law Book of the Year-Irish Law Awards, LegalBooks.ie
- Hannah Forsyth, *Virtue Capitalists: The Rise and Fall of the Professional Class in the Anglophone World, 1870–2008*, shortlisted 2024 Premier's History Awards – Australian History Prize, New South Wales
- Sheron Fraser-Burgess, Jessica Heybach and Dini Metro-Roland, *The Cambridge Handbook of Ethics and Education*, winner Society of Professors of Education Book Award
- Jennifer C French, *Palaeolithic Europe: A Demographic and Social Prehistory*, finalist 2023 Book Award, Society for American Archaeology

Darragh Gannon, *Conflict, Diaspora, and Empire: Irish Nationalism in Britain, 1912-1922*, honourable mention Donald Murphy Prize for Distinguished First Book, American Conference for Irish Studies

Leigh A Gardner, *Sovereignty without Power: Liberia in the Age of Empires, 1822-1980*, winner 2023 Peter Lindert Jeffrey Williamson Prize, Economics History Association

Catherine Gascoigne, *Causation in the Law of the World Trade Organization: An Econometric Approach*, honourable mention 2024 Book Prize, Australian and New Zealand Society of International Law

Marie-Amélie George, *Family Matters: Queer Households and the Half-Century Struggle for Legal Recognition*, honourable mention Frederick Jackson Turner Award, Organisation of American Historians

Jamie A Gianoutsos, *The Rule of Manhood: Tyranny, Gender, and Classical Republicanism in England, 1603-1660*, co-winner István Hont Book Prize 2020, Institute of Intellectual History

Spike Gibbs, *Lordship, State Formation and Local Authority in Late Medieval and Early Modern England*, winner 2024 Joan Thirsk Memorial Prize, British Agricultural History Society and shortlisted Whitfield Book Prize, Royal Historical Society

Ezequiel A Gonzalez-Ocantos, *Prosecutors, Voters and the Criminalization of Corruption in Latin America*, winner IPSA Charles H. Levine Memorial Book Prize

Lesley J Gordon, *Dread Danger: Cowardice and Combat in the American Civil War*, finalist 2025 Gilder Lehrman Lincoln Prize, The Gilder Lehrman Institute of American History

Simcha Gross, *Babylonian Jews and Sasanian Imperialism in Late Antiquity*, winner 2024 Nahum M. Sarna Memorial Award, Jewish Book Council and winner Natan Book Award, Jewish Book Council

Catherine Hall, *Lucky Valley: Edward Long and the History of Racial Capitalism*, shortlisted 2024 Cundill History Prize (McGill), The Peter Cundill Foundation

Verena Halsmayer, *Managing Growth in Miniature: Solow's Model as an Artifact*, winner Best Monograph Award, The European Society for the History of Economic Thought

Jaakko Heiskanen, *Ethnos of the Earth: International Order and the Emergence of Ethnicity*, shortlisted Hedley Bull Prize, European Consortium for Political Research

Fynn Holm, *The Gods of the Sea: Whales and Coastal Communities in Northeast Japan, C. 1600-2019*, winner 2024 John R. Lyman Book Awards, North American Society for Oceanic History and winner 10th Professor Josef Kreiner Hosei University Award for International Japanese Studies, Hosei University

Alexandra Homolar, *The Uncertainty Doctrine: Narrative Politics and US Hard Power after the Cold War*, shortlisted Hedley Bull Prize, European Consortium for Political Research

Elizabeth Hordge-Freeman, *Second-Class Daughters: Black Brazilian Women and Informal Adoption as Modern Slavery*, winner 2024 Gordon Hirabayashi Human Rights Book Award, American Sociological Association and winner 2024 Sociology of Emotions Recent Contributions (Book) Award, American Sociological Association

Dragan Huterer, *A Course in Cosmology: From Theory to Practice*, winner 2025 Chambliss Astronomical Writing Award, American Astronomical Society and winner Textbook Excellence Awards, Textbook & Academic Authors Association

Lorna Hutson, *England's Insular Imagining: The Elizabethan Erasure of Scotland*, winner 2024 Saltire Scottish Book of Year, The Saltire Society Trust

Kyle Jackson, *The Mizo Discovery of the British Raj: Empire and Religion in Northeast India, 1890-1920*, winner 2025 Book Prize, Ecclesiastical History Society

Andrew S Jacobs, *Gospel Thrillers: Conspiracy, Fiction, and the Vulnerable Bible*, shortlisted American Academy of Religion, Award for Excellence in the Study of Religion

Rachel Jean-Baptiste, *Multiracial Identities in Colonial French Africa: Race, Childhood, and Citizenship*, finalist 2024 Best Book Prize, African Studies Association and winner 2024 Martin A. Klein Prize, American Historical Association

Martine Jean, *Policing Freedom: Illegal Enslavement, Labor, and Citizenship in Nineteenth-Century Brazil*, honourable mention Bolton Johnson Prize, Conference on Latin American History

Henrik Jeldtoft Jensen, *Complexity Science: The Study of Emergence*, winner Textbook Excellence Awards, Textbook & Academic Authors Association

Laurie Johnson, *Leicester's Men and their Plays: An Early Elizabethan Playing Company and its Legacy*, honourable mention, 2024 David Bevington Award, Medieval and Renaissance Drama Society

Peter N Jordan, *Naturalism in the Christian Imagination: Providence and Causality in Early Modern England*, winner 2024 Annual Book Prize, International Society for Science and Religion

Susan Kellogg, *A Concise History of the Aztecs*, winner Judy Ewell Award, Rocky Mountain Council for Latin American Studies

Laura Kelly, *Contraception and Modern Ireland: A Social History, C. 1922-92*, winner 2024 British Association for Irish Studies Book Prize

Paul Kenny, *Why Populism?: Political Strategy from Ancient Greece to the Present*, winner 2024 Brian Farrell Book Prize, Political Studies Association of Ireland

Ahmad Khan, *Heresy and the Formation of Medieval Islamic Orthodoxy: The Making of Sunnism, from the Eighth to the Eleventh Century*, shortlisted 2024 Society Book Prize, British-Kuwait Friendship Foundation

Claire Jean Kim, *Asian Americans in an Anti-Black World*, winner 2025 Best Book Award in Social Science, Association of Asian American Studies

Julia Kindt, *The Trojan Horse and Other Stories: Ten Ancient Creatures That Make Us Human*, longlisted 2025 Anglo-Hellenic League Runciman Award, Anglo-Hellenic League and shortlisted Runciman Award, Anglo-Hellenic League and winner Nautilus Book Awards

Dina Kiwan, *Academic Freedom and the Transnational Production of Knowledge*, winner Society of Professors of Education Book Award

- Masatoshi Koizumi, *Constituent Order in Language and Thought: A Case Study in Field-Based Psycholinguistics*, winner 2024 Leonard Bloomfield Book Award, Linguistic Society of America
- Alex Kozulin, *The Cultural Mind: The Sociocultural Theory of Learning*, winner Society of Professors of Education Book Award
- Yasser Kureshi, *Seeking Supremacy: The Pursuit of Judicial Power in Pakistan*, shortlisted 2024 Bloomsbury Pakistan Book Prize, Social Science and Research Advocacy
- David Lambert, *Soldiers of Uncertain Rank: The West India Regiments in British Imperial Culture*, shortlisted 2025 Templer Prize, The Society for Army Historical Research
- Egor Lazarev, *State-Building as Lawfare: Custom, Sharia, and State Law in Postwar Chechnya* winner 2024 Wayne S. Vucinich Book Prize, Association for Slavic, East European, and Eurasian Studies, honourable mention 2024 Davis Center Book Prize, Association for Slavic, East European, and Eurasian Studies, winner 2024 Yale Gaddis Smith International Book Prize, Association for Slavic, East European, and Eurasian Studies
- Ginevra Le Moli, *Human Dignity in International Law*, winner Paul Guggenheim Prize, Organisation of American Histories
- Mark Letteney, *The Christianization of Knowledge in Late Antiquity: Intellectual and Material Transformations*, shortlisted 2024 Book History Book Prize, Society for the History of Authorship, Reading, and Publishing and shortlisted American Academy of Religion, Best First Book in the History of Religions Award
- Yiwen Li, *Networks of Faith and Profit: Monks, Merchants, and Exchanges between China and Japan, 839-1403 CE*, honourable mention Joseph Levenson Prize Pre-1900, Association for Asian Studies
- Adam Lichtenheld, *Guilt by Location: Forced Displacement and Population Sorting in Civil Wars*, winner 2025 Book of the Year Prize, Conflict Research Society
- Anne E Linton, *Unmaking Sex: The Gender Outlaws of Nineteenth-Century France*, honourable mention 2024 Laurence Wylie Prize in French Cultural Studies, College of Arts and Science and longlisted 2024 Book Award, The American Library in Paris
- Heather A Love, *Cybernetic Aesthetics: Modernist Networks of Information and Data*, finalist Book Prize, British Society for Literature and Science
- Alex Mayhew, *Making Sense of the Great War: Crisis, Englishness, and Morale on the Western Front*, honourable mention Western Front Association Tomlinson Prize
- Susan McCall Perlman, *Contesting France: Intelligence and US Foreign Policy in the Early Cold War*, winner 2024 Intelligence History Book Prize, International Intelligence History Association
- Belén Fernández Milmanda, *Agrarian Elites and Democracy in Latin America*, co-winner Donna Lee Van Cott Award, Latin American Studies Association and winner Economics and Politics Best Book Award, Latin American Studies Association
- Claire Morelon, *Streetscapes of War and Revolution: Prague, 1914–1920*, longlisted First Book Prize, The Royal Historical Society
- Naosuke Mukoyama, *Fueling Sovereignty: Colonial Oil and the Creation of Unlikely States*, shortlisted Hedley Bull Prize, European Consortium for Political Research and winner Institute of Developing Economies Award, Institute of Developing Economies Japan External Trade Organization
- José Lingna Nafafé, *Lourenço da Silva Mendonça and the Black Atlantic Abolitionist Movement in the Seventeenth Century*, winner 2024 Best Book Award, African Studies Association of the UK
- Martin Nedbal, *Mozart's Operas and National Politics: Canon Formation in Prague from 1791 to the present*, runner-up 2024 Radomir Luža Prize, German Studies Association
- Michael Ng, *Political Censorship in British Hong Kong: Freedom of Expression and the Law (1842-1997)*, honourable mention 2024 Book Prize, International Society for Chinese Law & History
- Tricia D Olsen, *Seeking Justice: Access to Remedy for Corporate Human Rights Abuse*, finalist 2024 Grawemeyer Award for Ideas Improving World Order, University of Louisville
- John Osborne, *Rome in the Ninth Century: A History of Art*, winner 2024 Premio Daria Borghese
- Joshua Paine, *The Functions of International Adjudication and International Environmental Litigation*, co-winner 2024 Margaret Brazier Prize for Outstanding Mid-Career Legal Scholarship, The Society of Legal Scholars
- Dr Alice Palmer, *Natural Perception: Environmental Images and Aesthetics in International Law*, winner 2024 Book Prize, Australian and New Zealand Society of International Law and winner 2024 Award to an Early Career Researcher, Law and Society Association of Australia and New Zealand
- Sarah Palmer, *Maritime Metropolis: London and its Port, 1780–1914*, longlisted 2025 Anderson Medal, Society for Nautical Research
- Tejas Parasher, *Radical Democracy in Modern Indian Political Thought*, winner 2024 Political Theory Prize, European Consortium for Political Research
- Justin Parks, *Poetry and the Limits of Modernity in Depression America*, winner 2024 Book Prize, American Studies Network
- Matthew Pawlak, *Sarcasm in Paul's Letters*, winner 2024 Frank W. Beare Award, Canadian Society of Biblical Studies
- Deborah C Payne, *The Business of English Restoration Theatre, 1660–1700*, winner David Bevington Award, Medieval and Renaissance Drama Society
- Tu Phuong Nguyen, *Law and Precarity: Legal Consciousness and Daily Survival in Vietnam*, honourable mention 2024 Distinguished Book Award, Asian Law and Society Association
- Lucio Picci, *Rethinking Corruption: Reasons Behind the Failure of Anti-Corruption Efforts*, co-winner 2025 Best Book Award, The International Public Policy Association
- Eva Piirimäe, *Herder and Enlightenment Politics*, runner-up 2023 Constance Blackwell Prize, International Society for Intellectual History and winner 2023 István Hont Book Prize, Institute of Intellectual History
- Annamaria Pinter, *Engaging Children in Applied Linguistics Research*, winner 2024 Book Award, British Association for Applied Linguistics Book Award
- Liza Piper, *When Disease Came to This Country: Epidemics and Colonialism in Northern North America*, winner 2024 Book Prize in Indigenous Histories, Canadian Historical Association Book Prize

Douglas Porch, *Resistance and Liberation: France at War, 1942-1945*, winner 2025 Distinguished Book Awards, The Society for Military History

Robert C Post, *The Taft Court 2 Volume Hardback Set: Making Law for a Divided Nation, 1921-1930*, finalist Order of the Coif Book Award 2025

H Jefferson Powell, *The Practice of American Constitutional Law*, honourable mention, 2024 Scribes Book Award, The American Society of Legal Writers

Diana Bullen Presciutti, *Saints, Miracles, and Social Problems in Italian Renaissance Art*, winner 2024 Book Prize, American Association for Italian Studies Book Prize

Sara Protasi, *The Philosophy of Envy*, winner 2024 Joseph B. Gittler Prize, American Philosophical Association

Sergey Radchenko, *To Run the World: The Kremlin's Cold War Bid for Global Power*, shortlisted 2025 Lionel Gelber Prize, University of Toronto and shortlisted Pushkin House Book Prize

Vibhuti Ramachandran, *Immoral Traffic: An Ethnography of Law, NGOs, and the Governance of Prostitution in India*, winner 2024 Joseph W. Elder Prize, American Institute of Indian Studies

J Mark Ramseyer, *Contracting in Japan: The Bargains People Make When Information is Costly, Commitment is Hard, Friendships are Unstable, and Suing is Not Worth it*, finalist Order of the Coif Book Award 2025

Alexandra Roginski, *Science and Power in the Nineteenth-Century Tasman World: Popular Phrenology in Australia and Aotearoa New Zealand*, winner 2024 Donna Coates Book Prize, Australian, Canadian and New Zealand Studies Network and highly commended 2024 AHA Ernest Scott Prize for History, The University of Melbourne

Chris Sandal-Wilson, *Mandatory Madness: Colonial Psychiatry and Mental Illness in British Palestine*, honourable mention 2024 John Pickstone Prize, The British Society for the History of Science

Matthew Sangster, *An Introduction to Fantasy*, winner 2024 Mythopoeic Scholarship Award in Myth and Fantasy Studies, Mythopoeic Society

Luis L Schenoni, *Bringing War Back In: Victory, Defeat, and the State in Nineteenth-Century Latin America*, shortlisted Hedley Bull Prize, European Consortium for Political Research

Peer Schouten, *Roadblock Politics: The Origins of Violence in Central Africa*, winner 2024 Book Prize, Conflict Research Society

Rachel A Schwartz, *Undermining the State from Within: The Institutional Legacies of Civil War in Central America*, winner 2024 Donna Lee Van Cott Award, Latin American Studies Association

Anika Seemann, *The Quislings: The Trials of Norwegian Wartime Collaborators, 1941-1964*, longlisted First Book Prize, The Royal Historical Society

Aziza Shanazarova, *Female Religiosity in Central Asia: Sufi Leaders in the Persianate World*, shortlisted Best First Book in the History of Religions Award, American Academy of Religion

April G Shelford, *A Caribbean Enlightenment: Intellectual Life in the British and French Colonial Worlds, 1750-1792*, winner 2024 Kenshur Prize for best book in Eighteenth-Century Studies, Indiana University

Devani Singh, *Chaucer's Early Modern Readers: Reception in Print and Manuscript*, winner 2024 Swiss Association of Medieval and Early Modern English Studies, The Medieval Academy of America

Monika Smialkowska, *Shakespeare's Tercentenary: Staging Nations and Performing Identities in 1916*, shortlisted University English Book Prize, University English

Hania Sobhy, *Schooling the Nation: Education and Everyday Politics in Egypt*, honourable mention 2024 CAE Outstanding Book Award, American Anthropological Association and shortlisted Jackie Kirk Outstanding Book Award, Comparative and International Education Society

Stuart N Soroka and Christopher Wlezien, *Degrees of Democracy: Politics, Public Opinion, and Policy*, winner Book Award 2025, American Association for Public Opinion Research

Marika Sosnowski, *Redefining Ceasefires: Wartime Order and Statebuilding in Syria*, shortlisted 2024 CRS Book Prize, Conflict Research Society

Michalis Sotiropoulos, *Liberalism after the Revolution: The Intellectual Foundations of the Greek State, c. 1830-1880*, winner 2024 Edmund Keeley Book Prize, Modern Greek Studies Association

Sandra Spanier, Verna Kale and Miriam B Mandel, *The Letters of Ernest Hemingway: Volume 6: 1934-1936*, winner 2024 Lyman H. Butterfield Award, Association for Documentary Editing

Yorim Spoelder, *Visions of Greater India: Transimperial Knowledge and Anti-Colonial Nationalism, c.800-1960*, winner 2024 Humanities Book Prize, European Association for Southeast Asian Studies

Jason A Staples, *Paul and the Resurrection of Israel: Jews, Former Gentiles, Israelites*, shortlisted Award for Excellence in the Study of Religion-Textual Studies, American Academy of Religion

Vedran Sulovsky, *Making the Holy Roman Empire Holy: Frederick Barbarossa, Saint Charlemagne and the sacrum imperium*, longlisted First Book Prize, The Royal Historical Society

Mistale Taylor, *Transatlantic Jurisdictional Conflicts in Data Protection Law: Fundamental Rights, Privacy and Extraterritoriality*, winner 2023 Books of the Year, The European Data Protection Law review

Nikki M Taylor, *Brooding over Bloody Revenge: Enslaved Women's Lethal Resistance*, winner 2024 Slaveryarchive Book Prize, Slaveryarchive

Ches Thurber, *Between Mao and Gandhi: The Social Roots of Civil Resistance*, finalist 2024 Grawemeyer Award for Ideas Improving World Order, University of Louisville

Bryce C Tingle, *Hard Lessons in Corporate Governance*, finalist 2025 The Donner Prize, Donner Canadian Foundation

Jonas Tinius, *State of the Arts: An Ethnography of German Theatre and Migration*, shortlisted 2024 book prize, Waterloo Centre for German Studies

Inés Valdez, *Democracy and Empire: Labor, Nature, and the Reproduction of Capitalism*, honourable mention 2024 Sussex International Theory Prize for Best Book, University of Sussex and winner T.V. Paul Best Book in Global International Relations Award

Thomas Vidick and Stephanie Wehner, *Introduction to Quantum Cryptography*, winner Textbook Excellence Awards, Textbook & Academic Authors Association

Wim Voermans, *The Story of Constitutions: Discovering the We in Us*, winner 2024 The Constitutional Studies - 2023 Book of the Year Award, The University of Texas at Austin

Anthea Vogl, *Judging Refugees: Narrative and Oral Testimony in Refugee Status Determination*, winner 2024 Book/Monograph Prize, Law and Society Association of Australia and New Zealand

Magdalena Waligórska, *Cross Purposes: Catholicism and the Political Imagination in Poland*, winner 2025 Bronislaw Malinowski Award in the Social Sciences, Polish Institute of Arts and Sciences of America

Feng Wang, *China's Age of Abundance: Origins, Ascendancy, and Aftermath*, winner Sociology of Population Otis Dudley Duncan Book Award, American Sociological Association

Yael Warshel, *Experiencing the Israeli-Palestinian Conflict: Children, Peace Communication and Socialization*, finalist Next Generation Indie Book Award, Independent Book Publishing Professionals Group

Arianna Whelan, *Reciprocity in Public International Law*, winner 2024 Monograph Prize, European Society of International Law

Norman Wirzba, *This Sacred Life: Humanity's Place in a Wounded World*, longlisted 2021 Michael Ramsey Prize

Ezgi Yildiz, *Between Forbearance and Audacity: The European Court of Human Rights and the Norm against Torture* honourable mention 2025 Chadwick Alger Prize, International Studies Association

Yuliya Zabyelina, *Between Immunity and Impunity: External Accountability of Political Elites for Transnational Crime*, winner 2024 Best Book Award, International Association for the Study of Organized Crime, winner 2024 Outstanding Book Award, Academy of Criminal Justice Sciences, winner 2024 International Section Outstanding Book Award, Academy of Criminal Justice Sciences and winner 2024 Outstanding Book Award, Division of International Criminology American Society of Criminology

Weiyang Zhang, *Re-Understanding Entrepreneurship: What It Is and Why It Matters*, finalist 2025 Hayek Book Prize, Manhattan Institute for Policy Research

APSA (American Political Science Association)

Erin Baggett Carter and Brett L Carter, *Propaganda in Autocracies: Institutions, Information, and the Politics of Belief*, honourable mention Luebbert Book Prize, Comparative Politics Section and honourable mention Best Book Award 2023, Democracy and Autocracy section

Osman Balkan, *Dying Abroad: The Political Afterlives of Migration in Europe*, winner Charles Taylor Award

Pamela Ban, Ju Yeon Park, Hye Young You, *Hearings on the Hill: The Politics of Informing Congress*, winner 2025 Legislative Studies Section 3 Alan Rosenthal Prize

Tiffany D Barnes, Yann P Kerevel and Gregory W Saxton, *Working Class Inclusion: Evaluations of Democratic Institutions in Latin America*, winner Richard F. Fenno Jr. Prize, Legislative Studies Section and co-winner Best Book Award Class and Inequality

Richard Franklin Bense, *The Founding of Modern States*, shortlisted 2025 Luebbert Book Prize, Comparative Politics Section 2023

Margaret L Boittin, *The Regulation of Prostitution in China, Law in the Everyday Lives of Sex Workers, Police Officers, and Public Health Officials*, honourable mention Qualitative and Multi-Method Research Section 37 Giovanni Sartori Book Award

Volha Charnysh, *Uprooted: How post-WWII Population Transfers Remade Europe*, winner Merze Tate, Elinor Ostrom Outstanding Book Award

Sandipto Dasgupta, *Legalizing the Revolution: India and the Constitution of the Postcolony*, winner 2025 South Asian Politics Section 55 Francine Frankel Award

James N Druckman and Elizabeth A Sharrow, *Equality Unfulfilled: How Title IX's Policy Design Undermines Change to College Sports*, winner 2024 Gladys M. Kammerer Award

Miles M Evers and Eric Grynviski, *The Price of Empire: American Entrepreneurs and the Origins of America's First Pacific Empire*, winner Foreign Policy Section Best Book Award

Tyle Jost, *Bureaucracies at War: The Institutional Origins of Miscalculation*, winner Robert Jarvis Best International Security Book Award and winner Public Administration Section 6 Herbert A Simon Book Award

Tomila V Lankina, *The Estate Origins of Democracy in Russia: From Imperial Bourgeoisie to Post-Communist Middle Class*, winner J. David Greenstone Book Prize

Jennifer M Larson, *Designing Empirical Social Networks Research: The Patriarchal Political Order*, honourable mention 2025 Political Networks Section Best Book

Egor Lazarev, *State-Building as Lawfare: Custom, Sharia, and State Law in Postwar Chechnya*, honourable mention 2024 Luebbert Book Prize, Comparative Politics Section

Cathie Jo Martin, *Education for all?: Literature, Culture and Education Development in Britain and Denmark*, co-winner 2024 Best Book on European Politics

Monika Nalepa, *After Authoritarianism: Transitional Justice and Democratic Stability*, honourable mention Best Book Conflict Processes Section Award

Noah L Nathan, *The Scarce State: Inequality and Political Power in the Hinterland*, winner William H. Riker Book Award and winner 2024 African Politics Conference Group-Best Book Award

William G Nomikos, *Local Peace, International Builders: How UN Peacekeeping Builds Peace from the Bottom Up*, winner 2025 Experimental Research Section 42 Best Book Award

Tricia D Olsen, *Seeking Justice: Access to Remedy for Corporate Human Rights Abuse*, winner Human Rights Best Book Award

Tejas Parasher, *Radical Democracy in Modern Indian Political Thought*, co-winner 2024 Foundations of Political Theory First Book Award

Tommaso Pavone, *The Ghostwriters: Lawyers and the Politics behind the Judicial Construction of Europe*, winner C. Herman Pritchett Award for Best Book in Law and Courts 2023

Soledad Artiz Prillaman, *The Patriarchal Political Order: The Making and Unraveling of the Gendered Participation Gap in India*, winner 2024 Victoria Schuck Award, winner 2025 Luebbert Book

Prize, Comparative Politics Section and winner 2025 Political Networks Section Best Book

Jaime E Settle, *Frenemies: How Social Media Polarizes America*, winner Political Communication Doris Graber Outstanding Book Award

Niloufer A Siddiqui, *Under the Gun: Political Parties and Violence in Pakistan*, winner Robert A. Dahl Award and winner Leon Epstein Award

Megan A Stewart, *Governing for Revolution: Social Transformation in Civil War*, winner 2021-22 Best Book Conflict Processes Section Award

Manuel P Teodoro, Samantha Zuhlke and David Switzer, *The Profits of Distrust: Citizen-Consumers, Drinking Water, and the Crisis of Confidence in American Government*, winner Lynton Keith Caldwell Award

James Tully, *Strange Multiplicity: Constitutionalism in an Age of Diversity*, winner Benjamin E Lippincott Award

Denise Sienli van der Kamp, *Clean Air at What Cost?: The Rise of Blunt Force Regulation in China*, winner 2025 Lynton Keith Caldwell Award

Ezgi Yildiz, *Between Forbearance and Audacity: The European Court of Human Rights and the Norm against Torture*, winner Best Book Award of the Human Rights Section

2025 PROSE Awards (American Publishers Awards for Professional and Scholarly Excellence)

Michael A Box and Gail P Box, *The Science of Our Changing Climate*, finalist PROSE, Physical Sciences and Mathematics

Katherine Butler Schofield, *Music and Musicians in Late Mughal India: Histories of the Ephemeral, 1748-1858*, finalist PROSE, Humanities

Sheron Fraser-Burgess, Jessica Heybach and Dini Metro-Roland, *The Cambridge Handbook of Ethics and Education*, finalist PROSE, Social Sciences

Linda Gask, *Out of Her Mind: How We Are Failing Women's Mental Health and What Must Change*, winner PROSE, Biological and Life Sciences

Andrew Gelman and Aki Vehtari, *Active Statistics: Stories, Games, Problems, and Hands-on Demonstrations for Applied Regression and Causal Inference*, winner PROSE, Physical Sciences and Mathematics

Catherine Hall, *Lucky Valley: Edward Long and the History of Racial Capitalism*, finalist PROSE, Humanities

Peter Harrison, *Some New World: Myths of Supernatural Belief in a Secular Age*, finalist PROSE, Humanities

Julia Kindt, *The Trojan Horse and Other Stories: Ten Ancient Creatures That Make Us Human*, finalist PROSE, Humanities

Carolyn Laferrière, *Divine Music in Archaic and Classical Greek Art*, finalist PROSE, Humanities

Shawn Loewen and Masatoshi Sato, *A Practical Guide to Second Language Teaching and Learning*, winner PROSE, Humanities

Yaron Matras, *Speech and the City: Multilingualism, Decoloniality and the Civic University*, finalist PROSE, Humanities

Fathali M Moghaddam, *The Psychology of Revolution*, finalist PROSE, Social Sciences

Lien-Hang T Nguyen, Edward Miller, Andrew Preston and Pierre Asselin, *Cambridge History of the Vietnam War*, winner PROSE, Humanities and winner PROSE Multi Volume

Stephen Turton, *Before the Word was Queer: Sexuality and the English Dictionary, 1600-1930*, finalist PROSE, Humanities

Thomas Vidick and Stephanie Wehner, *Introduction to Quantum Cryptography*, finalist PROSE, Physical Sciences and Mathematics

Lijing Wang, David Zhen Yin and Jef Caers, *Data Science for the Geosciences*, winner PROSE, Physical Sciences and Mathematics

Lawson R Wulsin, *Toxic Stress: How Stress Is Making Us Ill and What We Can Do About It*, finalist PROSE, Biological and Life Sciences

2025 Choice Outstanding Titles

H Spencer Banzhaf, *Pricing the Priceless: A History of Environmental Economics*, winner

Michal Biran and Hodong Kim, *The Cambridge History of the Mongol Empire*, winner

Michael Borshuk, *Jazz and American Culture*, winner

Michael Brown, *Emotions and Surgery in Britain, 1793-1912*, winner

Ethan O Bryson and Christine E Boxhorn, *Opioid Epidemic: Origins, Current State and Potential Solutions*, winner

Robert Bud, *Applied Science: Knowledge, Modernity and Britain's Public Realm*, winner

Bruce Campbell, Philip Thornton, Ana Maria Loboguerrero, Dhanush Dinesh and Andreea Nowak, *Transforming Food Systems Under Climate Change Through Innovation*, winner

Richard W Carney, *China's Chance to Lead: Acquiring Global Influence via Infrastructure Development and Digitalization*, winner

Stuart Carroll, *Enmity and Violence in Early Modern Europe*, winner

Miguel A Centeno and Agustin E Ferrero, *State and Nation Making in Latin America and Spain: The Neoliberal State and Beyond*, winner

Anindya S Chakrabarti, K Shuvo Bakar, Anirban Chakraborti, *Data Science for Complex Systems*, winner

Anthony R DiMaggio, *Fake News in America: Contested Meanings in the Post-Truth Era*, winner

James Owen Drife, Gwyneth Lewis, James P Neilson, Marian Knight, Griselda Cooper and Roch Cantwell, *Why Mothers Died and How Their Lives Are Saved: The Story of Confidential Enquiries into Maternal Deaths*, winner

James N Druckman and Elizabeth A Sharrow, *Equality Unfulfilled: How Title IX's Policy Design Undermines Change to College Sports*, winner

Giuseppe Fusco and Alessandro Minelli, *Understanding Reproduction*, winner

Dexter J Gabriel, *Jubilee's Experiment: The British West Indies and American Abolitionism*, winner

Simcha Gross, *Babylonian Jews and Sasanian Imperialism in Late Antiquity*, winner

Dan Gusfield, *Proven Impossible: Elementary Proofs of Profound Impossibility* from Arrow, Bell, Chaitin, Gödel, Turing and More, winner

Nigel Hunt, *Applied Narrative Psychology*, winner

John Claiborne Isbell, *Staël, Romanticism and Revolution: The Life and Times of the First European*, winner

Michael Kwet, *The Cambridge Handbook of Race and Surveillance*, winner

Eric Loth, *Fluid Dynamics of Particles, Drops, and Bubbles*, winner

Kelvin E Y Low, *Sensory Anthropology: Culture and Experience in Asia*, winner

Tina Malti and Maayan Davidov, *The Cambridge Handbook of Prosociality: Development, Mechanisms, Promotion*, winner

Bruce Marsh, *Magmatism in the McMurdo Dry Valleys, Antarctica*, winner

Alexus McLeod, *An Introduction to Mesoamerican Philosophy*, winner

Tina Miller, *Motherhood: Contemporary Transitions and Generational Change*, winner

Bernard Moitt, *Child Slavery and Guardianship in Colonial Senegal*, winner

Louis A Penner, John F Dovidio, Nao Hagiwara and Brian D Smedley, *Unequal Health: Anti-Black Racism and the Threat to American Health*, winner

Gustavo G Politis and Luis A Borrero, *The Archaeology of Patagonia and the Pampas*, winner

Riccardo Rebonato, *How to Think About Climate Change: Insights from Economics for the Perplexed but Open-Minded Citizen*, winner

Corinne Saunders and Diane Watt, *Women and Medieval Literary Culture: From the Early Middle Ages to the Fifteenth Century*, winner

Ellen A Skinner and Melanie J Zimmer-Gembeck, *The Cambridge Handbook of the Development of Coping*, winner

Philip Smallwood, *The Literary Criticism of Samuel Johnson: Forms of Artistry and Thought*, winner

Elliott Sober, *The Philosophy of Evolutionary Theory: Concepts, Inferences, and Probabilities*, winner

Mathias Thiemann, *Taming the Cycles of Finance?: Central Banks and the Macro-Prudential Shift in Financial Regulation*, winner

Peter Trudgill, *The Long Journey of English: A Geographical History of the Language*, winner

Graham Tucker, *Nature Conservation in Europe: Approaches and Lessons*, winner

Catherine Volpilhac-Augier, *Montesquieu: Let There Be Enlightenment*, winner

Christy Wampole and Jason Childs, *The Cambridge History of the American Essay*, winner

Stuart Ward, *Untied Kingdom: A Global History of the End of Britain*, winner

A B Watts, *Isostasy and Flexure of the Lithosphere*, winner

Kurt Weyland, *Democracy's Resilience to Populism's Threat: Countering Global Alarmism*, winner

Justin Wilkinson and Yanni Gunnell, *Fluvial Megafans on Earth and Mars*, winner

Lawson R Wulsin, *Toxic Stress: How Stress Is Making Us Ill and What We Can Do About It*, winner

Gabriel Zuchtriegel, *The Making of the Doric Temple: Architecture, Religion, and Social Change in Archaic Greece*, winner

ELTons 2024 (British Council awards for innovations in English Language Teaching)

Matthew T Ellman and Peter Lucantoni, *From Teacher to Trainer*, finalist in Innovation in Teacher Resources category

Outstanding Achievement Award went to our highly regarded series editor, Scott Thornbury (Cambridge Handbooks for Language Teachers series)

e-Assessment Best Practitioner of the Year-Team Award

Shortlisted for our *Assessing programming in Computer Science* submission

Equality, diversity, inclusion and belonging (EDIB) awards won by our International Education group

International Forums of Inclusion Practitioners (IFIP) Global Inclusion Award (Category 2: social-emotional, mental health, wellbeing) for our Primary and Lower Secondary Wellbeing framework

Disability Smart Inclusive Product Design Award of the Business Disability Forum for our Cambridge Latin Course developed in partnership with the Cambridge School Classics Project

Alison Morrison Diversity, Equity and Inclusion Award category of the Independent Publishing Awards, for embedding EDIB and accessibility in our global publishing programmes with highlights from the work of the Australia and the Sub-Saharan Africa teams

Other awards

Cambridge's Senior Research Manager, Nicholas Glasson won the Jacqueline Ross TOEFL Dissertation Award for his doctoral dissertation in the field of language assessment

The HP Cambridge Partnership for Education EdTech Fellowship was shortlisted for the HundrED Global Collection 2026, which highlights the most scalable and impactful education innovations

The HP Cambridge Partnership for Education EdTech Fellowship was shortlisted for the Bett Award 2025 for Transformational Impact

The Partnership for Education team were shortlisted for Team of the Year at the British Educational Suppliers Association Awards 2025

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