



Cambridge
Assessment

Annual
Review

20–21

1

Key facts

p5

2

Vice-Chancellor's introduction

p6

3

One organisation

p8

4

Global growth

p11

5

Delivering learning

p15

6

Trusted experts

p19

7

Supporting educators

p23

8

Making a difference

p27

9

Our planet

p30

10

Our people

p32

11

Abstract of the Financial Statements

p34



Key facts

In 2020–21 Cambridge Assessment:

DESIGN & DELIVERED
assessments to more than

8 million
learners



in over

170 countries

GENERATED REVENUE
of



£463.1
million

MADE

81%
of our sales



outside the UK

RECEIVED more than



66
million

visits to
our websites

EMPLOYED nearly

3,000 people
in more than



40
locations around
the world

Vice-Chancellor's *introduction*

Professor Stephen Toope

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

This Annual Report marks an exciting milestone, covering the period up to the coming together of Cambridge Assessment and Cambridge University Press as a single organisation and a powerful new global force for education and scholarship.

The continuing impact of the global pandemic means the story of the past year would already have been remarkable. Add to that the challenges of bringing the two organisations together and it becomes extraordinary. I am very proud of the way colleagues from across both Cambridge Assessment and the Press maintained business as usual for customers in the midst of such challenge and change, securing a successful outcome to the year.

The unpredictable nature of COVID-19, hitting countries at different times and with differing intensities, required the two organisations to be flexible, fast-moving and creative in responding to customers' needs around the world.

Indeed, teams across Cambridge Assessment continued to innovate, pushing forward with new products and services, helping teachers and learners to carry on in the teeth of the pandemic and laying solid foundations for the future.

Those many achievements are detailed in the following pages, but I would like to single out the way OCR helped contribute to the development of an alternative approach to the awarding of exam grades in England, subsequently delivering results to over 120,000 A Level and more than 250,000 GCSE students, as well as thousands more vocational and technical students. For OCR's sister exam board Cambridge International, operating as it does in 160 countries across the world, the pandemic

"The dedication and professionalism shown by colleagues during such a difficult year underscores my confidence in the united organisation's bright future."

demanding a flexible and nuanced approach, something it demonstrated in the issue of more than 1.5 million grades through both exams and teacher assessments in August 2021. I should mention too the performance of Cambridge English – despite the pandemic, it delivered more than five million exams in 2020/21 and saw high global demand for IELTS – the high-stakes English test that it co-owns.

The dedication and professionalism shown by colleagues during such a difficult year underscores my confidence in the united organisation's bright future. With its greater scale, streamlined management and a single strategy, Cambridge University Press & Assessment will be able to invest effectively in creating the very best products and services – increasingly digital in nature – to support learning and research around the world.

The new organisation will be governed under Statute J by a newly constituted Syndicate, initially of 18 members, which exercises many of its powers through the Press & Assessment Board (PAB) and its various Committees. Membership of the bodies are listed in full in the report, but those joining us for the first time as external members in 2020/21 were Mr Andrew Jordan (PAB and Technology Committee), Dr Orlando Machado (PAB and Technology Committee), Ms Christine McEntee (Academic Advisory



Board), Ms Radhika Radhakrishnan (PAB and Audit Committee) and Ms Susan Taylor Martin (PAB and Remuneration Committee).

In the course of 2020/21, Professor David Runciman stood down from the Press Syndicate and from its Academic Publishing Committee, and Mr Ed Elliott stood down from UCLES. Mr Jonathan Scott took over as Chair of the Audit Committee and Mr Mark Allin as Chair of the Academic Advisory Board, while Professor Richard Prager became Chair of the new Online Education Committee, and Mr Nick Temple Chair of the new Technology Committee before standing down at end-July to be succeeded by Mr Andrew Jordan. I am exceedingly grateful to all members

"The world is changing rapidly, along with what people need and expect from Cambridge. The creation of Cambridge University Press & Assessment is a bold and timely response to those changing needs."

of the Syndicate, PAB and the Governance committees, both internal and external, for their greatly valued contributions and support during a period of significant change.

Finally, I welcome the appointment of Mr Peter Phillips as Chief Executive of Cambridge University Press & Assessment, effective 1 August 2021; and sincerely thank Mr Saul Nassé for his commitment during more than three years as Chief Executive of Cambridge Assessment and for four years before that as Chief Executive of Cambridge English, a highly productive tenure which included the creation with Peter of the single strategy and ultimately the integration of the two organisations.

The world is changing rapidly, along with what people need and expect from Cambridge. The creation of Cambridge University Press & Assessment is a bold and timely response to those changing needs.

I believe the impressive example set by colleagues across Cambridge Assessment and Cambridge University Press in the last year is only a glimpse of what can be achieved by the combined organisation, with its powerful mix of expertise, professionalism, heritage and innovation, all backed by the considerable academic strength of the University.

One *organisation*

The coming together of Cambridge Assessment and Cambridge University Press will make Cambridge an even greater force for education and scholarship around the world, helping students and teachers benefit most effectively from the whirlwind changes of the digital learning revolution.

This is the central idea behind the integration of our two organisations, which was announced by the University in October 2020 and came into full effect on 1 August this year. The nine months of intensive preparation between those dates underlined just how exciting are the opportunities unfolding for our unified organisation.

Between us we have centuries of proud history. The Press story began in 1534 when Henry VIII granted the University Letters Patent, allowing it to print “all manner of books.” Cambridge Assessment was established by the University in 1858 to raise education standards by administering local exams for non-University students.

During the 20th century we both evolved along parallel paths into global educational forces, with offices around the world and content and exams that are now used across more than 170 countries. The digital communications revolution of the past decade has made those paths converge to the point where joining together will mean greater benefits for customers, colleagues and the University.

There has always been a link between the tools used for learning and the subsequent testing of knowledge through exams. But the arrival of digital technology, and its increasing functionality, now allows instant, personalised testing and feedback, using the techniques of sophisticated assessment to create a deeper and faster learning experience. The Press



and Cambridge Assessment have evolved naturally into shared territory to meet customers' needs.

Learners, teachers and researchers now want to engage with Cambridge in a joined-up digital way – a trend accelerated by the outbreak of the COVID-19 pandemic, which meant a quicker uptake of digital learning tools as the world was forced to shift to remote teaching and study.

So we believe this is the right time to create a seamless, faster moving organisation, benefitting customers by giving them a range of options to meet their needs most effectively. At the same time, we will maintain appropriate separation of our core examinations process, given the paramount importance of the integrity of high-stakes qualifications.

For the combined Cambridge University Press & Assessment, the benefits of becoming a single organisation include a streamlined management structure, with a single executive board and strategy, able to make timely decisions and execute them efficiently in a very competitive, fast-changing publishing world. It allows us to present a single, more

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powerful Cambridge face to the outside world, catching up with the thinking of many customers who have increasingly viewed the two organisations as “Cambridge” rather than separate entities.

For colleagues, being part of a larger organisation brings greater career development opportunities. For Cambridge as a whole, unification helps the University to achieve greater impact in its core mission – ‘to contribute to society through the pursuit of education, learning and research at the highest international levels of excellence’.

We are already developing greater creative cooperation with the University’s academic faculties, taking advantage of our combined ability to reach a bigger goal. The greater scale of Cambridge University Press & Assessment will allow us to make substantial, more effective investments to support teachers, learners and researchers at a moment of radical change in the worlds of education and research.

Our two organisations had already been coming together for several years, working in close partnership on pioneering initiatives like Cambridge Exams Publishing, which was set up to develop official preparation materials for Cambridge English Qualifications.

Another was the launch in 2015 of the Cambridge Mathematics Initiative. Bringing together the University Faculties of Mathematics and Education with the Press and Cambridge Assessment, it has been developing a transparent, evidence-based framework for learning mathematics at school and is already making a significant contribution to mathematics education internationally.

In 2017, in a further sign of its commitment to cross-Cambridge collaboration, the University created a single new Press & Assessment Board responsible for the overarching strategic direction of both organisations, working under academic syndicates which have long governed both organisations.

The quickening pace of cooperation has created many joint projects in recent years. The Press’s English Language Teaching and Cambridge Assessment English came together to create the Cambridge Curriculum, a single, systemic approach to learning and evaluating proficiency in English. Similarly, teams from the two organisations worked together to ensure a wide range of effective learning materials to support Cambridge Assessment’s major new curriculum for the 5–14 age group, which was successfully launched in 2020–21.

Physically, our organisations came closer together in 2018 when Cambridge Assessment moved into its newly built headquarters on Shaftesbury Road, next door to the Press’s head office.

“Our two organisations had already been coming together for several years, working in close partnership on pioneering initiatives like Cambridge Exams Publishing, which was set up to develop official preparation materials for Cambridge English Qualifications.”

During 2020, Peter Phillips, the chief executive of the Press, and Saul Nassé, his counterpart at Cambridge Assessment, unveiled a single, shared strategy. A few months afterwards the University announced that the two organisations would come together to create the most effective conditions to achieve the goals in the strategy.

By 1 August 2021, we had brought together the English teams and our shared services departments such as finance, technology and operations. We chose to leave decisions on the structure of our schools operations until 2021–22 because we wanted to avoid disrupting the challenging June 2021 exam series in the midst of the Covid pandemic.

The Press’s Academic publishing will retain the Cambridge University Press imprint, and unification is already bringing new assessment capabilities to online higher education products, both academic and professional.

The nine months of preparation for 1 August underlined the success of our joint initiatives, as well as customers’ enthusiasm to engage with a single Cambridge organisation.

A powerful example is the Cambridge Partnership for Education, created in August 2020 when we brought together our education reform streams, advising governments and non-governmental organisations around the world in their efforts to improve education systems. The success of a unified approach was demonstrated by the Partnership clocking up a remarkable 17 new contracts in its first year.

We can look to the future with great confidence. The move brings together colleagues of the very highest professional quality, sharing global goals and values, able to build on the remarkable histories of the Press and Cambridge Assessment. These strong foundations will enable us to innovate boldly at a time of revolutionary change in our industry, enhancing Cambridge’s reputation for excellence and, most importantly, increasing the impact of Cambridge’s mission with the teachers, learners and researchers whom we exist to serve.

“Our teachers, learners and customers have shown remarkable resilience in adapting to the changing landscape caused by the COVID-19 pandemic.”

Global *growth*

It has been another challenging year, with the COVID-19 pandemic proving deeper and longer than hoped. Despite this, our teachers, learners and customers have shown remarkable resilience in adapting to the changing landscape.

Our people too have responded in a remarkable way, and the fact that we were able to increase our impact is testament to them, as well as the continued demand for English language learning and international education.

We began the year budgeting for tough times, so we are pleased to end the year by reporting revenue of £463.1m, up by 21% on last year.

More than five million Cambridge Assessment English exams were taken in 2020/21. The exams include Cambridge English Qualifications such as B2 First and C1 Advanced, the Cambridge English Placement Test, Linguaskill, Cambridge English teaching qualifications and IELTS, the high-stakes English test for international study, migration and work jointly owned by Cambridge English.

Global demand for IELTS grew again, despite intermittent disruption caused by COVID-19 restrictions. IELTS continues to offer candidates the widest choice of exam formats – paper-based, computer-based, and the online IELTS Indicator (developed in 2020, during the first phase of the pandemic)

"Global demand for IELTS continued to grow, despite intermittent disruption caused by COVID-19 restrictions."

Sujata Stead,
Occupational
English Test CEO.



which allows candidates to start their IELTS journey from home. In May 2021, for the first time IELTS was awarded the prestigious Q-Mark by the Association of Language Testers in Europe (ALTE), following a rigorous independent audit. The ALTE Q-Mark, which Cambridge English Qualifications have already received, demonstrates IELTS' commitment to consistent standards of quality and excellence across all stages of the assessment process, from test construction to stakeholder communication.

This year, one of the fastest growing areas of our business was the Occupational English Test (OET), the international English test for healthcare professionals provided by Cambridge Boxhill Language Assessment, a venture between Cambridge English and Box Hill Institute. In August 2020, OET was recognised by two prestigious business ranking systems. It was placed in the Australian Financial Review's 2020 Fast 100 list, and the New York-based Women Presidents' Organisation voted it in their list of fastest 50 women-led organisations. Moves towards digital continue, and OET now offers computer-based test options or (for countries without test venues) 'OET@Home', a remotely-proctored version of the test which can be taken at home.



Cambridge Assessment Admissions Testing has also continued to grow, thanks to higher than anticipated global demand for its tests and services. Work included a collaboration in Australia, announced in August 2020, with the New South Wales (NSW) Department of Education and the Janison Education Group, to deliver a new selection system for NSW Selective Schools and Opportunity Class placement programmes.

The number of new schools registering with Cambridge International in 2020/1 shows that customer confidence remains strong and at pre-COVID-19 levels. China and the USA have registered the highest number of new Cambridge schools, with exam entries rising by 28 per cent and 18 per cent respectively in 2020/21. The uncertainty of the pandemic has highlighted to schools the value of being affiliated to a trusted education provider. In the US, there

“Our ability to innovate quickly has again proved vital this year and has resulted in a number of exciting new online and digital projects.”

was a 32 per cent increase in the number of students who took Cambridge exams in June 2021 compared to before the pandemic in June 2019.

Demand also remains high for Cambridge Assessment International Education qualifications, despite the COVID-19 challenges faced by the growing family of Cambridge schools around the world. This year's June 2021 series has been its largest ever.

Our ability to innovate quickly has again proved vital this year and has resulted in several exciting new online and digital projects focused on improving reach and flexibility. One example brings English language learning for younger students into the highly popular world of a Minecraft video game. Developed by digital experts at Cambridge English, 'English Adventures' was first showcased at Microsoft China's Virtual Summer Camp and has since attracted over 94,000 unique players.

Exam Lift provides further digital support for younger learners. This free series of mobile apps offers daily fun activities designed to help preparation for two Cambridge English 'for schools' exams, A2 Key and B1 Preliminary. The apps encourage users to practise all four English language skills – reading, writing, listening and speaking – and also give feedback on performance.

Representatives from China's National Education Examinations Authority (NEEA) with people from Cambridge English and Cambridge Assessment. Cambridge English has teamed up with NEEA to establish an innovation centre.



In March 2021, Michigan Language Assessment – a collaboration between Cambridge English and the University of Michigan – launched 'MET Go! Digital' to help address the impact of COVID-19 on language education in the USA. An online counterpart to the paper-based 'MET Go!' test, 'MET Go! Digital' gives upper primary and secondary school learners the flexibility to take a Common European Framework of Reference for Languages-aligned test either at home or in an approved centre.

As well as products for school-aged learners, Cambridge English continues to support adult learners wanting to improve their English skills in order to accelerate their career. December 2020 saw the launch in India of 'Upskill', a new smartphone-based English test designed for graduates at the start of their careers. 'Upskill' is a collaboration between Cambridge English and the Enguru Live English Learning App and is designed to enhance employability by allowing graduates to demonstrate their work-ready English skills.

Cambridge English also continues to collaborate with game-based learning platform Kahoot!, launching 'Cambridge English kahoots for work' in July 2021. This series of quiz-based

"Demand also remains high for Cambridge Assessment International Education qualifications, despite the COVID-19 challenges faced by the growing family of Cambridge schools around the world."

games is designed for adults who want to practise their professional communication skills by focusing on relevant real-world workplace conversations.

Employers continue to value Cambridge English tests. In October 2020, for example, the Spanish national postal service Correos announced that it would be using Linguaskill to test the English skills of the thousands of people who apply to its annual recruitment programme. Linguaskill is a cutting-edge online test developed by Cambridge English, and will be used by Correos to help recruit delivery, sorting, and customer service staff.

Elsewhere, despite restrictions, we have continued to engage in international collaborations designed to further extend access to quality learning around the world.

In August 2020, Cambridge English announced an agreement with the Cypriot Ministry of Education, Culture, Sport and Youth to launch a pilot programme for English language certification in state schools in Cyprus. The project, which involves Cambridge International and Cambridge University Press, includes teacher training, diagnostic testing, and test certification for high school students, and an impact study when the project ends.

And in February 2021, Cambridge English teamed up with China's National Education Examinations Authority (NEEA) to establish an innovation centre to support English language teaching, learning and assessment in China. The Centre builds on three decades of collaboration between Cambridge English and NEEA, which has provided examinations for millions of teachers and learners and generated a unique repository of research, insights and data on language learning in China.

“Building on the lessons learnt in 2020, OCR contributed to the development of an alternative approach to awarding alongside other exam boards, England’s Department for Education and the exams regulator for England, Ofqual.”

5

Delivering *learning*

In January 2021, the United Kingdom's Secretary of State for Education Gavin Williamson confirmed that all UK GCSE, AS and A Level exams scheduled for the summer were to be cancelled and students would instead receive Teacher Assessed Grades.

Building on the lessons learnt in 2020, OCR contributed to the development of an alternative approach to awarding alongside other exam boards, England's Department for Education and the exams regulator for England, Ofqual. OCR published its views in relation to national consultations in an open and accountable way and developed a set of principles to guide its response to the pandemic's impact on summer 2021: to prioritise teacher and student physical safety and mental health; ensure deliverability and simplicity in the awarding process; work collaboratively and transparently; ensure assessment was as fair as possible; and support students to progress.

As part of its response to the circumstances, OCR generated tailored support materials and provided comprehensive guidance to support schools and colleges in their assessment of grades for both general and vocational qualifications. More than 4,000 editable questions, covering over 475 OCR qualifications, were made available and within 24 hours of release had been downloaded over 60,000 times. More than 35 events were held for exam officers and were attended by over 6,000 delegates representing nearly 4,500 centres. A series of regular communications also helped support and update teachers. These included subject-specific blogs, webinars on grading, an online question and answer page (visited over 200,000 times), and videos on grading guidance (viewed over 6,000 times). A dedicated customer service team handled more than 48,000 calls, and video messages were also provided for students and parents, including a podcast on



student anxiety hosted by OCR Chief Executive Jill Duffy with leading expert Professor David Putwain.

OCR subsequently delivered results to over 120,000 A Level and more than 250,000 GCSE students, to agreed schedules, and issued results to over 38,500 Cambridge Technicals students and over 125,000 Cambridge Nationals students.

As in 2020, OCR committed to passing back any savings from the cancelled summer exam series to schools and colleges in the form of a rebate on its qualification fees. For its GCSEs, AS and A Levels and other general qualifications, OCR is providing a minimum rebate of 42 per cent of qualification fees. The rebate, which went beyond savings alone, is in recognition of the huge amount of extra work that teachers and school leaders did this year.

In Autumn 2020, OCR delivered an extra exam series for students wanting to improve or access a grade, following the process in place instead of exams in summer 2020, and an additional January exam series for schools and colleges offering Cambridge Nationals and Cambridge Technicals.

For Cambridge International, operating in 160 countries across nine regions, the response to the global pandemic demanded a flexible and nuanced approach as almost every

“A dedicated customer service team handled more than 48,000 calls, and video messages were also provided for students and parents, including a podcast on student anxiety.”



Five new diverse texts will join works by writers including Toni Morrison on OCR's A Level text lists.

country experienced its own journey with COVID-19. In some countries it was 'business as usual' for much of the year, while in others the pandemic had a more deeply felt impact. Cambridge International worked closely with schools to help them manage the disruption to learning and assessment.

For the June 2021 exam series, Cambridge International adapted its assessments significantly in order to keep students safe and enable them to progress with their next educational steps. It operated two routes to grades – exams and school assessment – for the first time ever to enable as many students as possible to achieve their qualifications. Students took exams where it was permitted and safe to do so, and school-assessed grades were submitted in a small number of countries where it was not possible to run exams.

Extensive support was offered to schools in June 2021 including exemptions from assessments that were hard to run during the pandemic, like science practicals, and adaptations to enable students to take assessments differently. For those using school-assessed grades Cambridge International ran webinars and training sessions for teachers. In August 2021, 1.5 million grades were issued to half a million students at almost 5,500 schools in 146 countries.

"For the June 2021 exam series, Cambridge International adapted its assessments significantly in order to keep students safe and enable them to progress."

Cambridge International also staged two other successful exam series in November 2020 and in March 2021. Extra syllabuses were added to the November exam series to support students who deferred their exams from June 2020. Altogether more than 470,000 grades were issued in January 2021 to schools in 130 countries. Usually only held in India, Cambridge International extended the March series to more countries to enable students to progress as quickly as possible during the pandemic. In March 2021, over 52,000 entries were submitted, and in May 2021 more than 7,300 students received their Cambridge IGCSE and Cambridge International AS & A Level results.

As well as exam delivery, the improvement and expansion of our exam boards' range of qualifications continued throughout the year.

In April 2021, OCR joined the 'Lit in Colour' campaign (a joint initiative by Penguin Random House UK and The Runnymede Trust) as part of its commitment to offer a more diverse and inclusive curriculum. This involved reviewing and improving diversity in novels, plays and poems within OCR's English Literature GCSE and A Level syllabuses which, from September 2022, will include a new play and new poems for GCSE and five new novels for A Level. This is in addition to the current texts by writers of colour, such as Toni Morrison, Andrea Levy and Zora Neale Hurston, that can already be studied. The review was undertaken with the help of experts, organisations and teachers, and focused primarily on race and gender. OCR's approach goes beyond adding texts and includes broader measures such as developing new diversity principles for question papers. OCR is also a key contributor to Cambridge Assessment's new Equality, Diversity, Inclusion and Belonging stakeholder board and, in July 2021, gave evidence

“The Assessment Network teamed up with online assessment provider Questionmark to launch a new test to enable employers to measure data literacy skills across their workforce, with the aim of boosting productivity and increasing efficiency.”

regarding the representation of Africa in the curriculum to the All-Party Parliamentary Group on Africa.

March 2021 saw a preview by OCR of the redeveloped Cambridge Nationals, its increasingly popular vocational qualifications for 14–16 year olds. Over 700 teachers watched the launch event online, with additional subject roadshows attracting a further 800 participants.

Cambridge International has also overseen an extensive programme of subject and curriculum development. Improvements to the Cambridge Primary and Lower Secondary programmes, for example, have sharpened focus on progression and as a result have helped define Cambridge Primary as an ideal foundation for learning, and Cambridge Secondary as the clear path forward to the next phase of education. Cambridge International's curriculum development team worked with subject specialists to revise the English, mathematics and science curricula, supported by extensive research. Improvements have also been made to the assessments. The new curricula are already being taught, with new Cambridge Progression Tests available from 2022, and new Cambridge Checkpoint tests available from 2023.

Syllabuses were also revised for 18 Cambridge IGCSE and O Level qualifications, and for six Cambridge International AS & A Levels. The revised syllabuses are clearer and more consistent, especially across biology, physics and chemistry, and changes include updated learning objectives and a review of the balance between core and supplemental subjects. The

range of downloadable learner guides has also been extended, to help learners prepare for their exams.

Cambridge International also expanded its English suite with the development of a new Cambridge IGCSE English (as an Additional Language) syllabus for first teaching in September 2021. Designed for students with little formal experience of English, the syllabus gives schools more choice.

Recognition of Cambridge International programmes continues to expand, especially in US higher education where they are now formally recognised by around 850 universities. In addition, more US states – including Indiana, Virginia and South Carolina – have announced that Cambridge International AS & A Level students are eligible for college credit at public institutions, resulting in a shorter degree course which reduces the cost of studying. And research released in June 2021 involving students at Florida State University showed that those who enrolled in Cambridge programmes were more likely to succeed than their peers who didn't study with Cambridge.

In May 2021, Cambridge International presented District of the Year awards to three US school districts – Broward County Public Schools, Charlotte County Public Schools, and Volusia County Schools. The awards recognise US school districts that have recorded consistently strong student performance and have continued to expand their Cambridge Pathway offering. The Cambridge programme continues to grow strongly in the US and is now taught in schools in 35 states and the District of Columbia.

We have also been active in the field of continuing professional development (CPD) through our training and professional development division Cambridge Assessment Network. In April 2021, the Assessment Network teamed up with online assessment provider Questionmark to launch a new test to enable employers to measure data literacy skills across their workforce, with the aim of boosting productivity and increasing efficiency. Since March 2021, the Assessment Network has also offered digital badges to mark the successful completion of its A10 series of online assessment CPD courses. Digital badges allow learners to display their achievements to colleagues and peers on platforms such as LinkedIn and are a secure and verified way to recognise someone's credentials.



“One of the highlights of the year was the launch of the Cambridge Partnership for Education. This new unit draws on the collective knowledge and global network of Cambridge Assessment, Cambridge University Press and the University of Cambridge to support governments, schools, teachers and learners in creating quality public education systems.”

Trusted *experts*

One of the highlights of the year was the launch of the Cambridge Partnership for Education. This new unit draws on the collective knowledge and global network of Cambridge Assessment, Cambridge University Press and the University of Cambridge to support governments, schools, teachers and learners in creating quality public education systems. The Partnership works with governments and non-governmental organisations to help reimagine and rebuild education systems to fuel individual, national and international recovery.

This year also saw the launch of another major new initiative with the University: a ground-breaking, part time Master's degree in English Language Assessment. The course was developed in collaboration with two University of Cambridge bodies, the Cambridge Language Sciences Interdisciplinary Research Centre and the Institute for Continuing Education, with additional input from ALTA, the University's Institute for Automated Teaching and Assessment. The course is designed for English language teachers, educational practitioners and



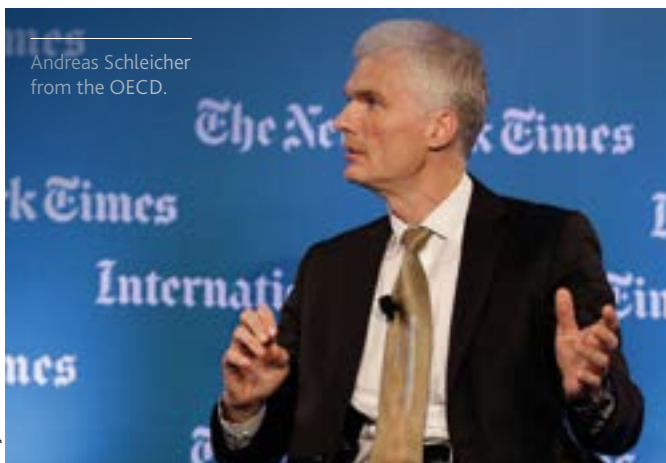
Jane Mann,
Cambridge
Partnership for
Education.

other assessment professionals, and gives participants a deep understanding of the ways in which English is assessed together with the expertise to develop new assessment tools and strategies.

Elsewhere, in October 2020 the Organisation for Economic Co-operation and Development (OECD) announced that foreign language skills will be assessed as an optional component of its international PISA evaluation of education systems, beginning in 2025 with a comparison of English language levels in schools worldwide. Tests will be developed by Cambridge Assessment English under a Partnership with the OECD. Future cycles may include the assessment of other languages.

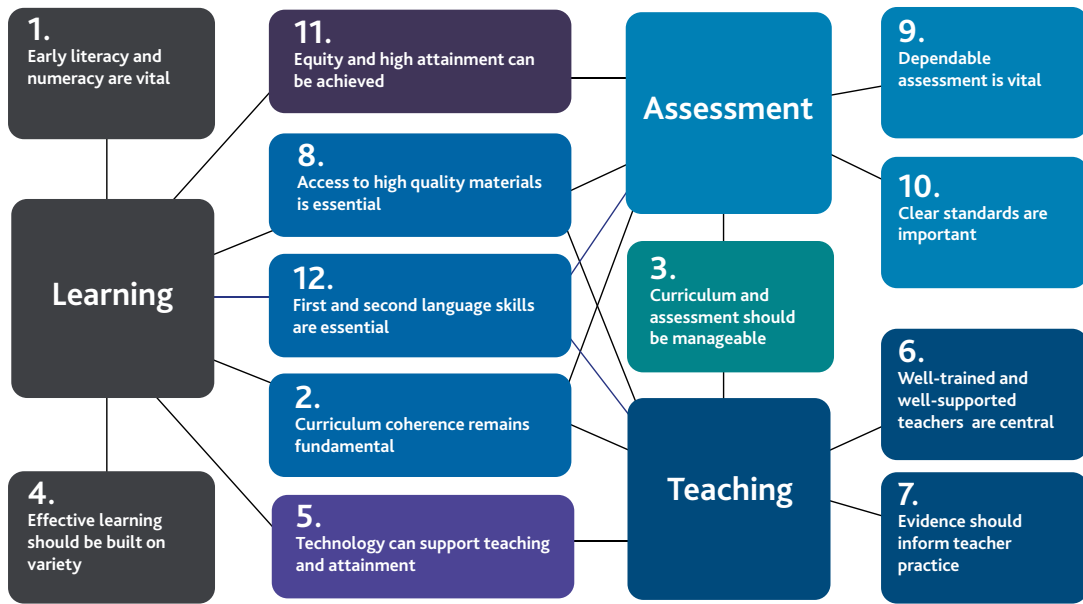
Throughout the year we continued to actively contribute to the many global debates surrounding education and assessment.

As part of this, in February 2021 Cambridge Assessment and Cambridge University Press published their outline 'principles for the future of education'. The principles are designed to support those interested in current education and assessment



Andreas Schleicher
from the OECD.

Outline principles for the future of education



debates by providing a means to navigate the issues involved to help focus and refine thinking and to identify challenges.

Since the launch we have been reflecting nearly every week on different aspects of our principles through a compendium of blogs and live online discussions. We have contributed new research, including an analysis of high-stakes assessment in Repeatedly High Performing Jurisdictions (RHPJs) around the world. This study revealed that external assessment at the end of basic secondary education is more common than is often claimed, and that the approach taken by England, Wales and Northern Ireland is very similar to that taken by RHPJs around the world.

The COVID-19 pandemic had forced the England exams regulator Ofqual to cancel its planned research seminar in April 2020, but with its permission we were able to host the event in October 2020 instead. The online seminar covered research that would have been disseminated among colleagues across Ofqual and the UK awarding bodies in the previous six months on vocational qualifications,



Irenka Suto and Tim Oates, whose analysis found that external assessment at the end of basic secondary education is more common than claimed.



“Cambridge Assessment Network – our training and professional development division – again ran its popular seminar series, but moved them online in response to the pandemic.”

accessibility, marking and maintaining standards. It attracted delegates from as far afield as Australia, Kazakhstan and Nigeria.

Other research published included a report demonstrating a link between taking a music qualification and higher achievement which attracted interest in the UK and elsewhere. And in April 2021 we also published an analysis of summer 2020 GCSE and A Level grades which showed that the extent of generosity shown by schools and colleges was 'logical, rational, and justifiable'.



Nuno Crato

Cambridge Assessment Network – our training and professional development division – again ran its popular seminar series, but moved them online in response to the pandemic. In November 2020, Professor Nuno Crato OIH, Portugal's former Minister of Education and Science, discussed the interpretation of PISA scores in the context of



understanding national educational improvement; and in May 2021, naturalist Mary Colwell provided insights into the development of a proposed GCSE in Natural History.

SHAPE Education – a joint initiative between Cambridge Assessment and the Cambridge Judge Business School – also continued its series of events. In September 2020, an online tech event discussed the long-term impacts of COVID-19 on education in the United Arab Emirates. Then, in April 2021, SHAPE asked 'What is blocking real change in education?' at an event which brought together experts including Andreas Schleicher, Director for Education and Skills at the Organisation for Economic Co-operation and Development. This was followed, in July 2021, by a five-day online conference on 'The future of schools' – a series of lively talks and debates exploring the possible evolution of education and society over the next 20 years.

Cambridge English also played a key role in the April 2021 international symposium hosted by ALTE – the Association of Language Testers in Europe. The event, which considered the challenges and opportunities for language assessment in a post-pandemic world, was ALTE's first completely digital symposium and attracted its largest ever audience.

During the last 12 months we have also contributed to the events and initiatives of many other organisations worldwide.

In October 2020, Cambridge International participated in the first virtual EduTech Africa conference, taking part in a panel discussion on how to support learners and parents through 'changes and challenging times in education'.

And in February 2021, Tim Oates CBE, Cambridge Assessment's Group Director of Assessment Research and Development, asked 'What will be the new normal in education?' in a keynote speech given to 4,000 educators at the Harris Federation's professional development conference. The Federation is an education charity led and operated by teachers which runs 50 primary and secondary academy schools in London and Essex.

OCR Chief Executive Jill Duffy also gave a keynote speech at the Westminster Education Forum in March 2021. Jill considered the lessons learnt from 2020, and outlined OCR's priorities for the summer ahead.

And despite the limitations imposed by the pandemic, Cambridge International Education Advisory Board was able to hold its annual meeting. The Board comprises nine principals of Cambridge Schools from different regions across the world and acts as a think tank forum on how best to support schools, providing feedback and critical engagement on possible new developments and input on how to ensure Cambridge programmes remain rigorous, relevant and world class.



“This year, uptake of our online professional development tools and services has significantly increased, as educators continue to progress their careers despite pandemic restrictions.”

Supporting *educators*

In June we celebrated two years since our joint acquisition with Cambridge University Press of the renowned Centre for Evaluation and Monitoring (CEM). During the past year it has continued to work closely with colleagues across the organisation to deliver around 400,000 assessments and bring value to schools around the world, particularly pertinent given the ongoing pandemic and the disrupted education landscape.

Cambridge Assessment International Education's annual Cambridge Schools Conference series continues to grow in popularity, with the November 2020 Conference held virtually for the first time. The theme was 'assessment for learning in a changing world', and leading expert in this area, Professor Dylan Wiliam, gave the keynote speech. At the April 2021 Conference delegates focused on 'education in a changing world: remote teaching and learning' with a keynote speech from Rhonda Bondie, lecturer at the Harvard Graduate School of Education. The April Conference attracted 5,200 registrations, half of which were first time delegates.



Professor Dylan Wiliam

“In April, Cambridge International hosted the East Asia Schools Mini Conference 2021 in Guangzhou, its first 'live' national event to take place in China since the start of the pandemic.”



Also in April, Cambridge International hosted the East Asia Schools Mini Conference 2021 in Guangzhou, its first 'live' national event to take place in China since the start of the pandemic. More than 100 school leaders and counsellors from over 90 Cambridge schools attended the event, which focused on university admissions. A further 715 participants joined online from 28 provinces, and from special administrative regions of China, Japan, Mongolia and Korea.



“Cambridge English has continued its sponsorship of ALTA, the Cambridge University Institute for Automated Language Teaching and Assessment.”

In September 2020 Cambridge Assessment English and Cambridge University Press joined forces to host a free three-day event for teachers around the world to help them adapt to the changing education landscape because of COVID-19. Over 50,000 teachers from 162 countries around the world registered for the Cambridge Live Experience and it achieved over 370,000 post-event views.

This year, uptake of our online professional development tools and services has significantly increased, as educators continue to progress their careers despite pandemic restrictions.

2020 saw the first entirely online cohort start the Postgraduate Advanced Certificate in Educational Assessment in September. Forty-two students from around the world including Japan, Thailand, China, Norway, Italy, Dubai, Indonesia, Finland and the UK are midway through the programme, which is worth 90 credits at Master’s level. The qualification, which is run in partnership by Cambridge Assessment Network and the University of Cambridge Faculty of Education, began its seventh year in September 2021 with another group of global delegates.

This year also saw the Assessment Network and Cambridge Assessment International Education launch a course designed specifically for teachers called Understanding Assessment. This self-study, online course aims to support teachers to make the best assessment-related judgements and decisions for students, and to act as a launchpad for further professional development in assessment. Since its launch in May 2021, over 5,000 people have signed up.

The Assessment Network’s A10 courses also continue to be popular internationally: over 1,000 learners from around the world upskilled themselves in assessment on these nine-week, online programmes this year. In addition to A101: Introducing the Principles of Assessment, and A102: Introducing Assessment Practice, two new courses were launched in 2020, A103: Introducing Data Literacy, which attracted nearly 300 learners and A104: Psychometrics in Educational Assessment, which has had 160 learners to date.

The team regularly hear from a diverse range of customer groups looking for bespoke solutions to assessment learning needs. This year it has worked on projects for The Institution of Railway Operators, Cambridge Access Validating Agency, Archway Multi-Academy Trust and the Creative Education

Trust. It has also provided tailored training programmes to delegates from Sub-Saharan Africa, the Seychelles, and the Arab Open University Bahrain.

We also partner with external organisations to increase access to our high quality CPD resources. In August 2020, for example, Cambridge International licenced the University of Nottingham Ningbo China as the first professional development qualifications (PDQs) centre in East Asia to deliver Cambridge PDQs wholly online. Two qualifications are now available, the Cambridge International Certificates in Teaching and Learning, and in Educational Leadership. These programmes are designed for in-service teachers and school leaders across China, and allow participants to critically engage with the latest findings in educational research, share best practise with other teachers and reflect on their own teaching methods.

Cambridge International also launched a new initiative with Anglia Ruskin University (ARU) to enable teachers to use their Cambridge PDQs to gain credit towards higher education courses from ARU, with distance learning options. This will enable teachers worldwide to progress to the next stage in their career as cost-effectively as possible.

Cambridge International also worked with The PTI (formerly The Prince’s Teaching Institute) to create a ‘Subjects through the lens of Covid-19’ webinar series. Part lecture, part Q&A, the webinars looked at how the pandemic could be used as a stimulus for teaching in six subjects, including science, English and economics.

Cambridge International has continued to expand its online training offer to give teachers worldwide access to professional development during the pandemic. Over 700 online courses took place over 2020/21 – up from 400 in the previous year. Globally, around 13,000 educators took part in Cambridge online training in 2020/21.

Meanwhile Cambridge English has continued its sponsorship of ALTA, the Cambridge University Institute for Automated Language Teaching and Assessment. ALTA’s research is focused on computer systems and platforms, corpus linguistics, computational linguistics, speech processing and machine learning. Cambridge English funding supports a team of PhD students and post-doctoral researchers who are undertaking research into language assessment, teaching feedback, adaptive learning and content creation.

“We have maintained our commitment to making a difference with a range of different and successful activities and initiatives.”

Making a *difference*

Every year we actively support our people to give back to our communities, and while the pandemic has greatly increased the need for our support, it has also presented significant challenges, not least the restrictions to meeting in person. Despite this, however, we have maintained our commitment to making a difference with a range of different and successful activities and initiatives.

Charity and donations

Over the course of the year we raised more than £120,000 for charity. A large part of this was thanks to the generosity of colleagues giving up a proportion of their salary under the Give as Your Earn scheme, a simple but effective way for our people to give something back.

Part of the money raised was also due to colleagues' fundraising, supported by our Charity and Volunteering Network, through a wide range of virtual events including step and mental health challenges, quizzes and a scheme under which colleagues donated £2 online to one of our charity partners which was then matched by Cambridge Assessment.

Our Charity Partners, nominated and voted for by our colleagues, this year were:

- Blue Smile, which supports the mental wellbeing of Cambridgeshire pupils
- SOS Children's Villages, the world's largest non-governmental organisation focused on supporting children without parental care and families at risk
- Coventry and Warwickshire Mind, which works to promote positive mental health and wellbeing
- SHINE, which helps disadvantaged children in the North of England.



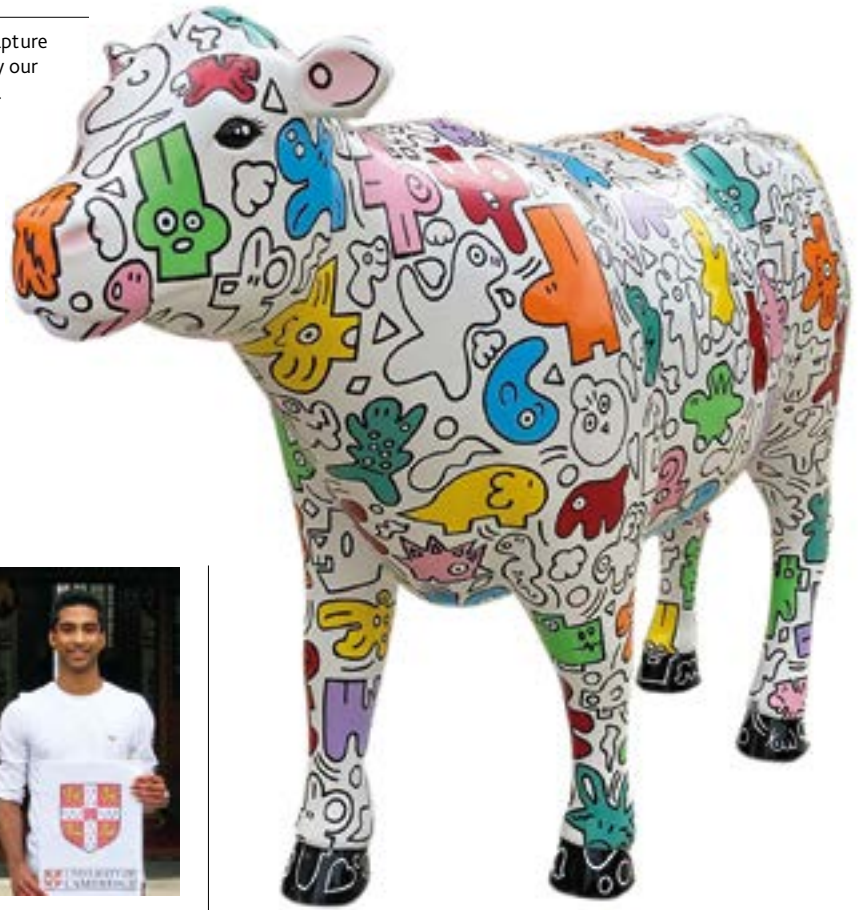
A charity cookbook was created and our choirs sang Christmas carols online.



In addition to these events, Cambridge Assessment's Charity Partner Fundraising Committee collaborated with our in-house Triangle Catering team to produce a charity cookbook, which combined colleagues' favourite recipes with contributions from our chefs.

And in another initiative, choirs from Cambridge University Press and Cambridge International held a Christmas carol performance online. This was followed by a donation by Cambridge Assessment to Jimmy's, which supports people in Cambridge experiencing homelessness, and by Cambridge University Press to The Castle School (its UK Charity Partner), a special school based in Cambridge. At Christmas we also raised funds for both Cambridge and Coventry City food banks. Donations were not just financial: we donated 24 laptops to

The cow sculpture sponsored by our organisation.



Three of the students who received bursaries to support their studies at the University of Cambridge: from left to right - Riya Parshad, Abubakar Mohamud and Kogulan Vipulan.



local schools, Disabilities Cambridge, and to refugees, and 24 televisions were donated to local schools.

And our UK exam board OCR continues to provide bursaries to star students from the UK's West Midlands region attending Cambridge University, thanks to a fund arising from OCR's historical association with the West Midlands Examination Board. This year, 12 A Level students received bursaries worth £3,000 per year to support their studies at the University of Cambridge. The students had not only excelled academically but also made a positive contribution to their communities.

July 2021 saw the launch of a public art trail in Cambridge to raise money for charity. Cambridge Assessment was one of the supporting partners of the 'Cows about Cambridge' initiative which saw a fun, free, and family-friendly trail of 40 life-sized cow sculptures displayed across Cambridge. Our support included sponsoring our own cow, which was placed in front of the headquarters in Cambridge and named Moodle Yoodle by our colleagues. The trail was created by the Wild in Art organisation, and brought together local businesses, artists, residents and visitors in support of Break, a children's charity working across the East of England to provide a brighter future for children and young people on the edge of care, in care, and leaving care.

Each unique cow sculpture was decorated by a different artist, and we were delighted to work with Tori Woolley, a student of Fine Art at Norwich University of the Arts, on Moodle Yoodle's bold and colourful design. Cambridge Assessment

"July 2021 saw the launch of a public art trail in Cambridge to raise money for charity. Cambridge Assessment was one of the supporting partners of the 'Cows about Cambridge' initiative."

donated £1 for every unlock of the Moodle Yoodle app (up to £1,000), and we also produced colouring books incorporating Tori's design concepts, and suggestions on how to use them, which were given to local schools.

Volunteering

While social distancing and other pandemic restrictions continued to prove a challenge, our dedicated volunteers – nearly 170 Cambridge Assessment and Cambridge University Press colleagues – jointly gave nearly 1,600 hours of their time to a variety of projects. Activities included:

- mentoring and language learning support for refugees in Jordan and Lebanon, as part of a partnership with Kings College London and the Partnership for Digital Learning and Increased Access programme which provides higher education opportunities to refugee communities
- transcribing audio interviews with Book Aid International partners, including staff and students at St John of God College of Health Sciences in Malawi, and with midwife, activist and writer Edna Adan Ismail



Volunteering with
The Wildlife Trust.

- helping judge the National Literacy Trust's children's creative writing competition
- packing and delivering food hampers to families over the Christmas, half-term and Easter holidays
- helping The Wildlife Trust for Bedfordshire, Cambridgeshire and Northamptonshire manage the Cambridge-based Trumpington Meadows nature reserve.

Throughout the year colleagues also volunteered in a personal capacity, with several for example working as COVID-19 vaccination stewards.

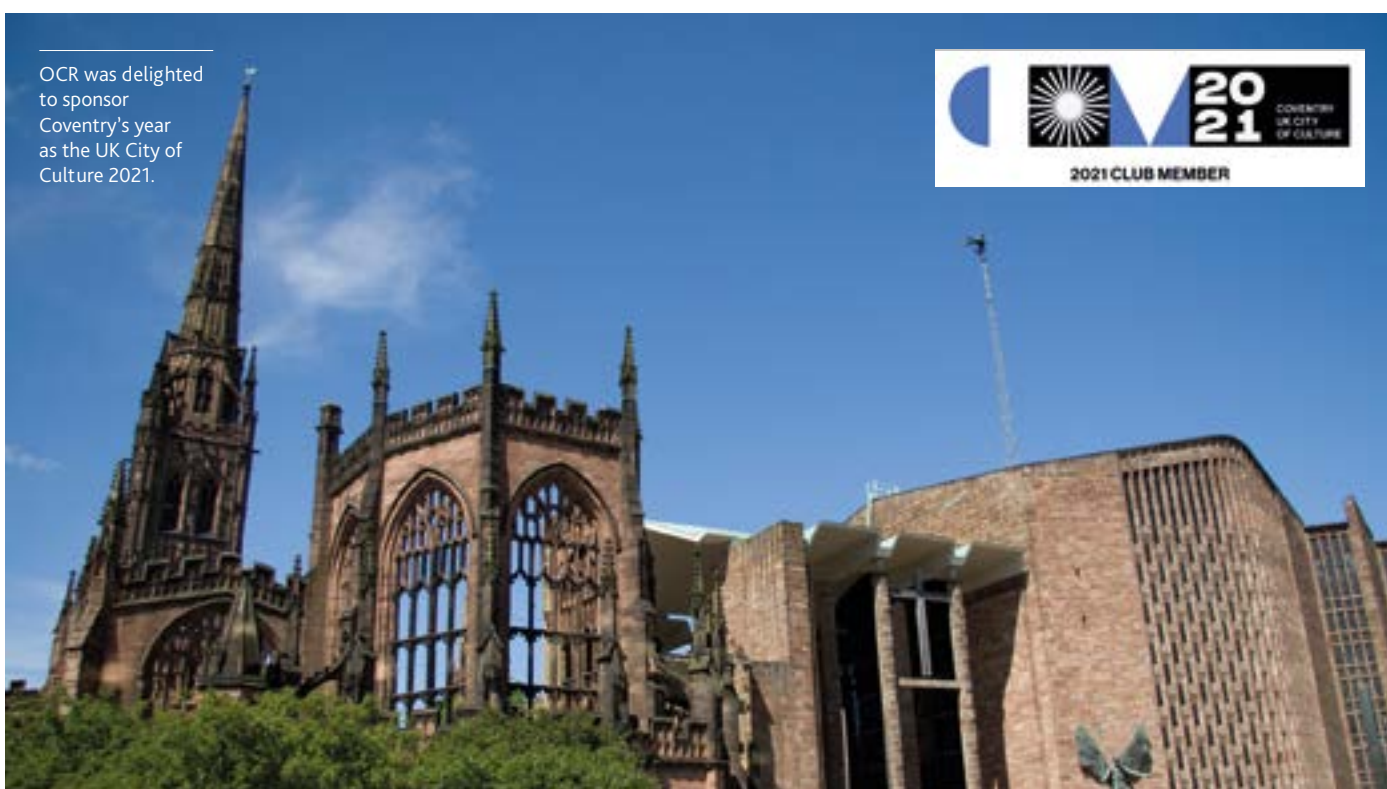
The Cambridge Assessment School Governor Support Group now has over 50 members, and recently welcomed colleagues from Cambridge University Press who are also either current governors, or interested in taking on the role. The Group meets regularly to attend talks given by the National Governance Association, and to discuss issues

such as school staff wellbeing, mentoring and remote governance. Governors visiting their school during the working day use their public service leave in order to volunteer their time.

As a proud and long-standing member of the Coventry community, our UK exam board OCR was delighted to sponsor Coventry's year as the UK City of Culture 2021, supporting a huge programme of events which celebrate the culture and heritage of Coventry. OCR is a '2021 Club Member', which is a great opportunity to have a positive impact on the health and wellbeing of Coventry's citizens, and on the biodiversity and sustainability of the city.

As part of this, OCR was excited to start a new relationship with Barr's Hill School in Coventry, to help support pupils. Five OCR colleagues took part in a Careers Carousel in July 2021, speaking to 240 students about their ambitions, their studies and their pathways. The team was drawn from a range of different departments, including Stakeholder Relations, Product Development, Customer Service and Regulation and Compliance.

As well as resources for educators, we also continue to support initiatives designed to empower our learners outside formal education. In April 2021, our international exam board Cambridge International took part in the Global Youth Summit, a virtual event held to inspire young people aged 14–30 to take action to help their local communities recover from the pandemic. The event was part of a new initiative, Global Youth Mobilization, launched by six of the world's largest youth organisations including the Duke of Edinburgh's International Award.



OCR was delighted
to sponsor
Coventry's year
as the UK City of
Culture 2021.



Our *planet*

As a global education organisation we feel keenly our responsibility to the planet. There is a fundamental connection between our products and services and the way that we produce and deliver them. That means working sustainably and ethically, reducing our environmental impact and supporting diversity and inclusion in our businesses, our supply chains and in education and research around the world.

We have made a public commitment as a signatory of the UN Global Compact to champion environmental and social sustainability across our operations and networks and delivered our first Communication on Progress in June 2021. This report details the actions we have taken to ensure that environment, human rights, people and anti-corruption are at the heart of who we are and what we do.



Following the launch of our Environment strategy in October 2020, we have been working jointly with Cambridge University Press and an energy consultant to analyse our carbon emissions in line with the Greenhouse Gas Protocol. As with many organisations, the impact of COVID-19 has had the effect of artificially lowering our emissions but given us an opportunity to plan a 'green return to normal'. After an extensive data gathering exercise, we have set a combined science-based target of achieving a 72 per cent reduction on our Scope 1 and 2 carbon emissions by 2030 with an overall aim to reach absolute carbon zero by 2048 in line with the University of Cambridge. We now have the capacity to track our Scope 1 & 2 carbon emissions across the UK and up to half of our global locations and have set a target to reduce travel related emissions by a quarter by 2025.

In support of the UN Sustainable Development Goals, we have been analysing our wider supply chain impacts and are working to quantify the scale of our paper, single use plastic and water consumption across our supply chain. We are actively investing in technologies to reduce our use of plastic wrapping on our exam materials and working jointly with Cambridge University Press to adopt learnings from recent successes such as moving over 40 per cent of printed journals to Forest Stewardship Council approved paper wrapping in 2021.

We recognise that there is more for us to do but as we continue on this path towards becoming more environmentally sustainable, we are getting recognition for our efforts. Two parts of our business won the United Nations-sponsored National Union of Students Green Impact Awards in June 2021. Cambridge Assessment was awarded the Platinum Award, the highest level of award offered by the scheme, while our Madrid office was awarded the 'Working Towards Bronze' medal for colleagues' efforts to reduce the



amount of waste generated across our Spanish operations. These awards are a credit to our motivated colleagues across our Environment Staff Network and Environment Working Groups whose dedication to sustainable development is a testament to our values.

One of our priorities is working to 'green the curriculum', ensuring that learners of all ages are inspired with up-to-date science and thinking, so that they feel equipped to tackle global climate change and build a more sustainable world. We are consulting with our schools and learners on what matters to them and how we can support their learning, while also taking opportunities to broaden the curriculum. OCR is working closely with naturalist Mary Colwell, the Natural History Museum and many others on a potential new GCSE in Natural History, offering learners the opportunity to engage with nature as well as give environmental issues more prominence in the curriculum. The draft syllabus includes active engagement with nature through observation and fieldwork and is suitable for young people in both urban and in rural settings. If approved by England's Department for Education and then the exams regulator for England, Ofqual, the new qualification could be taught from as soon as September 2023.

“Following the launch of our Environment strategy in October 2020, we have been working jointly with Cambridge University Press and an energy consultant to analyse our carbon emissions in line with the Greenhouse Gas Protocol.”

In contributing to a fairer, more sustainable world, we have continued to champion equality, diversity and inclusion across our operations, products and services, working with our colleagues, contractors, and business partners to make global improvements. We have instituted the SEMTA (Sector Skills Council for Science, Engineering and Manufacturing Technologies) framework for supply chain audit across our operations, helping us to build a much more detailed picture of potential supply chain risks relating to human rights, child labour and poverty and how we can help to reduce global inequalities.

Our *people*

This year was again dominated by our response to the impact on our people caused by the pandemic. Managing and minimising this impact was a clear priority for our organisation, to enable our people not just to do their jobs but also to thrive and to grow their careers. We also maintained our focus on making Cambridge Assessment a preferred employer and, at the same time, started to define the shape of our people's experience as we moved towards our integration with Cambridge University Press.

A key focus has been the safety and wellbeing of our people. While most countries experienced a period of reduced restrictions over the year, we maintained our policy of working from home wherever possible. All our people were equipped with laptops and, if requested, ergonomic chairs to help ensure they could work effectively from home. Our COVID-19 hub, developed shortly after the pandemic's initial impact, continued to support all those working from home by providing a single point of access to communications and resources.

While for many of our people the transition from office to home was relatively straightforward, for others it brought additional pressures, not least when schools were also closed. We therefore proactively encouraged our teams to prioritise and share work appropriately and launched new initiatives to help those under greatest stress. OCR, for example, offered career opportunities to colleagues with capacity to support teams where needed, made possible through the different processes employed for delivering exam results. In addition, we provided communications training in partnership with online innovator DebateMate to support new ways in which our teams and colleagues could engage with each other.

For those colleagues who could only work on site, such as our logistics and distribution teams, stringent COVID-19 security measures were put in place with COVID-19 testing offered as soon as it was practicable. From October 2020, we offered PCR (polymerase chain reaction) tests to all colleagues working in distribution centres, shifting to lateral flow tests in May and the twice-weekly testing of up to 300 people. As an additional COVID-19 security measure for colleagues who had a business need to be in the office, tests were also offered at the Cass Centre, on the Cambridge University Press site.

Supporting positive mental health was also an important strand of our pandemic response. We actively raised awareness of our mental health resources and improved their accessibility. This included the swift transition to online of our already strong wellbeing programme 'Healthy You', with our 'Healthy Mind' ambassadors supporting colleagues face-to-face with online conversations. We also offered our global community access to online exercise sessions, and a webinar series on resilience and how to handle COVID-19 anxiety. Thanks to our global Employee Assistance Programme, our people could also reach local support wherever they were in the world.

We continue to believe in the importance of apprenticeships and were honoured to be ranked 31st on the UK government's list of Top 100 Apprenticeship Employers for 2020. Cambridge Assessment currently offers 10 apprenticeships standards, from Level 2 (covering roles such as hospitality team member) to Level 7 (such as Senior Leader MBA and AI Data Specialist). The listing recognises the importance we place on lifelong education and helps to make us an employer of choice.



Arun Rajamani



Serita Bonsignore

In March 2021, Cambridge Assessment – along with Cambridge University Press and the wider University of Cambridge – was accredited as a living wage employer by the Real Living Wage Foundation. This means we have made a public commitment that all UK colleagues, including contractors, receive the minimum hourly wage set annually by the Real Living Wage Foundation, a voluntary benchmark for employers who wish to ensure their staff earn a wage they can live on, not just the government minimum. We believe in the importance of our role as a Real Living Wage employer to help support a reduction in poverty across our communities.

We made a number of new senior appointments during the year. In February 2021 we welcomed Arun Rajamani as our first Managing Director for Cambridge South Asia, in charge of all teams in the region from both Cambridge Assessment and Cambridge University Press. Arun has had a long career in the education sector, first with Microsoft and then with Pluralsight where he focused on improving digital literacy for teachers and students.

We also welcomed Serita Bonsignore as our first Director of Equality, Diversity, Inclusion and Belonging (EDIB), in June 2021. Serita brings a wealth of experience in human resources management, equality and inclusion to the role, and will help unlock the proven potential of EDIB to drive performance and competitive advantage, and to unlock talent and capability.

A long-term goal, underpinning many of our activities, is to make our organisation a truly diverse, inclusive, and sustainable place to work.

As part of this goal, we launched training in January 2021 to help improve awareness of unconscious bias amongst

our people and provide actionable strategies to reduce its influence.

Our Black, Asian and Minority Ethnic (BAME) Staff Network implemented an Anti-Racism Action Plan in February 2021, designed to improve diversity and inclusion in range of areas, including staff recruitment and retention, to policy and reporting, support for hiring panels to increase the diversity of our Board and focusing on talent retention pools for young employees.

In mid-2020, we attained Level 1 on the Disability Confident Framework, increasing the accessibility of our organisation as a potential employer to people with disabilities. We have an action plan to achieve Level 3 over the next two years which includes the development of an internal support scheme for colleagues with newly diagnosed conditions and launching an 'adjustment passport' to help colleagues communicate additional support or adjustment needs to managers and future employers.

And a new EDIB board commenced in May 2021 to manage and review issues such as inclusivity in qualifications and services. The roll out of a new Web Accessibility Framework and whole scale updates to our web content are bringing our content to a much broader range of users.

"A long-term goal, underpinning many of our activities, is to make our organisation a truly diverse, inclusive and sustainable place to work."

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

Abstract of the Consolidated Statement of Comprehensive Income for the year ended 31 July 2021

	2021 £m	2020 £m
Sales	463.1	382.8
Other income	1.5	15.0
Investment income	3.3	6.3
Total expenditure	(387.3)	(352.2)
	80.6	51.9
(Deficit) / Surplus on disposal of fixed assets	(1.6)	1.3
Net gain / (loss) on investments	14.9	(3.1)
Share of operating surplus / (deficit) in joint ventures and associates	1.3	(0.6)
Taxation (overseas taxation)	(0.2)	(0.4)
Surplus for the year	95.0	49.1
Other comprehensive income: currency translation differences	(1.8)	(0.8)
Total comprehensive income for the year	93.2	48.3

Abstract of the Consolidated Balance Sheet as at 31 July 2021

	2021 £m	2020 £m
Non-current assets		
Intangible assets and goodwill	57.2	61.3
Fixed assets	246.9	255.8
Investments	104.9	86.2
	409.0	403.3
Current assets		
Trade and other receivables	111.9	90.1
Cash and cash equivalents	240.6	180.9
	352.5	271.0
Creditors: amounts falling due within one year	(136.3)	(119.4)
Net current assets	216.2	151.6
Total assets less current liabilities	625.2	554.9
Creditors: amounts falling due after more than one year	(2.6)	(2.9)
Pension scheme liabilities	(26.7)	(26.5)
Provisions for liabilities	(3.4)	(2.1)
Total net assets	592.5	523.4
Reserves		
Restricted reserves – endowment reserve	7.7	6.6
Unrestricted reserves - income and expenditure reserve	581.3	515.3
Non-controlling interest	3.5	1.5
Total reserves	592.5	523.4

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