



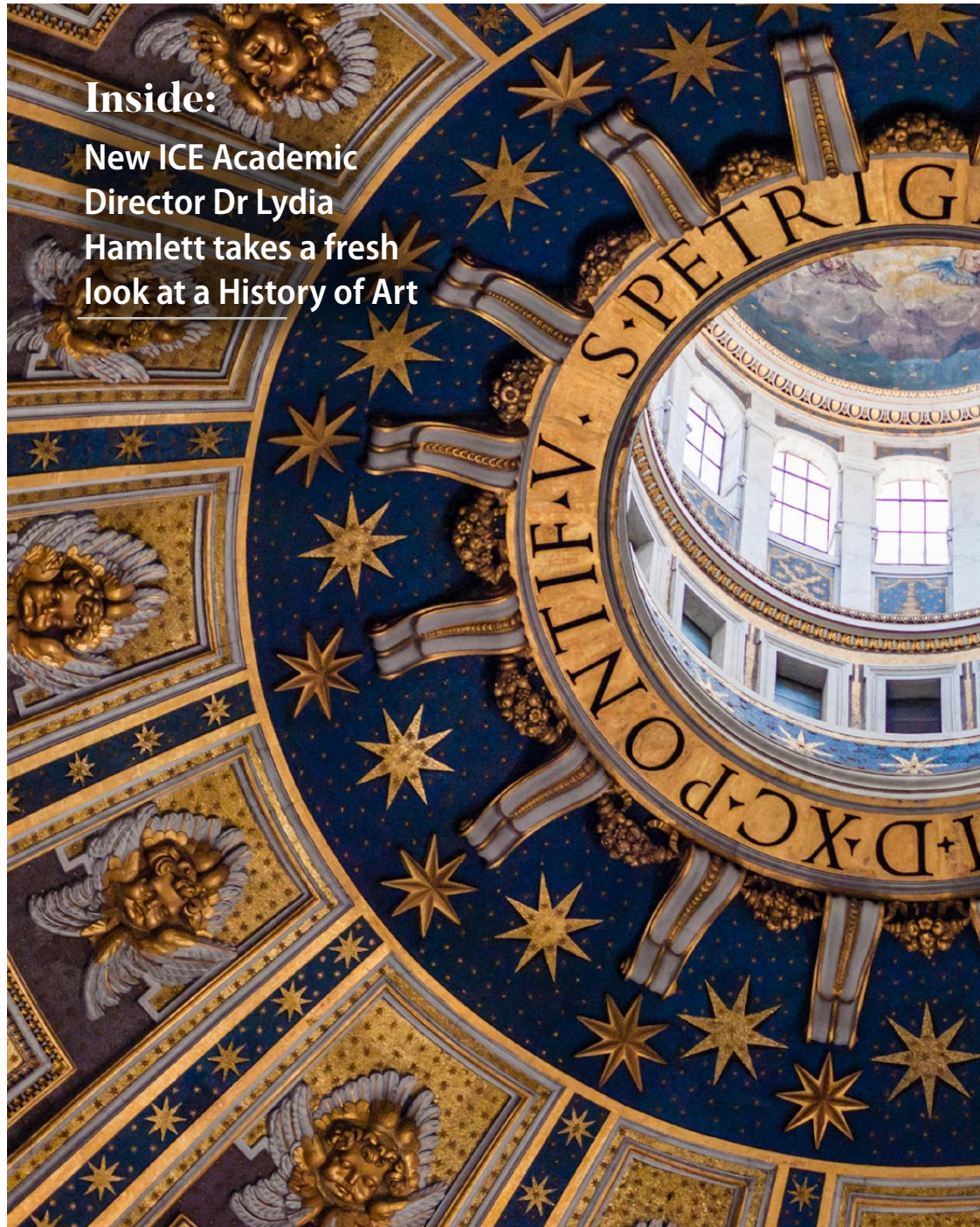
UNIVERSITY OF
CAMBRIDGE

INSTITUTE OF
CONTINUING EDUCATION

LENT TERM 2019

ICE CALENDAR

Inside:
New ICE Academic
Director Dr Lydia
Hamlett takes a fresh
look at a History of Art



**Meet ICE graduate and
author, Sara Collins**



**Cambridge: United in
Learning**



**Mental health: listening
without judgement**

Behind the scenes at the Institute of Continuing Education at Madingley Hall



ICE

The Institute of Continuing Education, or ICE, is part of the University of Cambridge, one of the world's leading centres for research and teaching, where our purpose is to provide accessible, flexible and meaningful education to adults throughout their lives.

Irrespective of whether you're taking your first steps in higher education or progressing to mid-career postgraduate study, ICE's aim is to form supportive communities of learning where expert teachers and adult students work together as peers to achieve personal and collective educational goals.

Study at ICE is characterised by friendly groups of committed students engaging with important learning against the backdrop of the resources of one of the world's best universities. We promote evidence-based exploration, critical enquiry and free speech in welcoming and respectful classrooms. Our discussions extend over tea breaks, cake, garden strolls, informal lunches in Madingley Hall's dining room and globally across our virtual learning environment (VLE). ICE is a place where professional networks are formed, friendships are made and learning is cherished.

Welcome to Inside ICE

A warm welcome to this, the first edition of Inside ICE, the new newsletter from the University of Cambridge Institute of Continuing Education, or ICE. Whether you're an ICE student of the past, present or future, one of our local neighbours, a member of University staff or anyone else with an interest in the work we do here, we value the association we have with you and invite you into our growing community. Through Inside ICE, we hope to strengthen our connection and, together, celebrate the latest achievements of those affiliated with ICE.

Inside this edition, you'll find current news about what's happening within our Institute alongside engaging stories about the people who make this such a vibrant and exciting place to be part of.

We're delighted to introduce new staff members, such as Dr Lydia Hamlett and Garry Bishop, who are, respectively, taking our academic programme in dynamic, fresh directions and enriching the experiences of our students. Our course directors and tutors are experts in their field with passion for their subjects, as exemplified by Academic Director for History, Dr Samantha Williams, who recently published her authoritative new book on 18th century unmarried motherhood which was 10 years in the making.

We show how we're working with organisations locally to offer innovative new courses that meet pressing economic and social needs, as we're doing with our first-of-its-kind Healthcare Data programme, in collaboration with the member organisations of the Cambridge Healthcare Data Hub.

It also gives us great pride to see a former student return after studying at ICE helped transform her career – Sara Collins, Creative Writing graduate turned author of one of the year's most anticipated debut novels, gives a public talk here this April.

We hope you enjoy reading about these activities and successes, and many others like them, which only come about thanks to the hard work of people who, like you and I, are part of a lifelong ICE community. We look forward to sharing more of their stories with you in future.



Dr James Gazzard, Director of Continuing Education,
University of Cambridge Institute of Continuing
Education

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If you have a story that you think others might be interested to hear about in the next edition of Inside ICE, we'd love to hear from you. Please get in touch via insideice@ice.cam.ac.uk

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Meet ICE student turned published author, Sara Collins

It's always a pleasure to welcome ICE alumni back into our community to share their successes, so we're delighted that **Sara Collins, author of *The Confessions of Frannie Langton*, will be with us for the evening on 1 April, and we hope you'll join us too.**

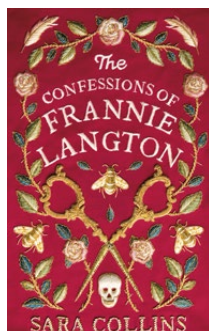
Mastering the craft of writing

Sara completed her Masters of Studies in Creative Writing here in 2016 and during the two years she studied part-time, her work earned her the Michael Holroyd Prize for Recreative Writing and a shortlisting for the prestigious Lucy Cavendish Fiction Prize. In her second year dissertation she introduced Frannie Langton to the world and this stunning piece of writing helped her secure a distinction.

Sara commented: *"The MSt in Creative Writing gave me the confidence I needed to finish my debut novel. Otherwise, I wouldn't have had the courage to submit my then unfinished novel to the Lucy Cavendish Fiction Prize, which led to an offer of representation from my agent."* Sara's novel is now about to be published by Viking Books, an imprint of Penguin Random House.

"A Jamaican woman in Jane Austen territory"

The Confessions of Frannie Langton is the gothic story of a young Jamaican plantation slave who is taken to 1800s London to live as servant to an eminent philosopher, where she becomes accused of a double murder. It's a highly anticipated release, with *The Observer* listing Sara as one of the hottest-tipped debut writers of 2019. Indeed, such is the worldwide demand for **The Confessions of Frannie Langton**, that Sara is already working on the scheduled TV adaptation – no doubt using skills she learned in the writing for performance module of the MSt.



Meet the author at ICE

Sara's now part of our growing community of successful learners. You can hear her talk about her work, and how becoming a student at ICE gave her the skills and confidence she needed to secure an agent and publisher, **at 6:30pm on 1 April at Madingley Hall**. Thanks to local bookshop Heffers, Sara will also be signing copies of her new book for you to buy.

Learn more

To meet Sara Collins in person book your ticket at: www.ice.cam.ac.uk/sara-collins

For more information on our creative writing courses visit: www.ice.cam.ac.uk/courses/courses-subject/creative-writing-courses-ice



Studying at ICE should be a lasting life experience that goes beyond your chosen subject. We sat down with **Garry Bishop**, our newly appointed **Assistant Director of Student Experience**, to hear his early impressions of life at ICE and how he's already started listening to students' suggestions.

Supporting our students to succeed

“ I joined ICE in January. I'd worked at Teesside University for the last 25 years and been heavily involved in helping mature and part-time students adjust to what is a significant lifestyle change. I think all institutions have an obligation to support students in being successful, and this is especially true at ICE where we want everyone to reach their personal learning goals, no matter what their academic background is.

Juggling complex lives

Since moving to ICE, I've been surprised by the diversity in our student base, particularly the wide age range. Students also have a variety of study and work experience backgrounds – there are people with PhDs studying alongside those who joined ICE with limited academic qualifications – but are unified by their learning experience.

So the first thing for me to do is listen to this diverse community. We've set up a Student Resources Working Group (SRWG) to hear about and encourage everything that's going well and

overcome any areas of concern. With so many ways to access ICE courses, it can be a challenge to hear from the whole student body, but already the SRWG has led us to enhance induction processes for those returning to study and found ways for our alumni and current students from different programmes to connect, benefitting their studies and career prospects.

Building a learning community

There's too little research about part-time students, but what there is suggests they're more likely to feel a sense of loneliness during their studies than their full-time counterparts. I'd like to strengthen the learning community here, so that students feel more connected to life at ICE; whether that's through our programme of public lectures, popping in to enjoy our glorious gardens or strengthening informal networks between student groups. Current students have suggested they want to have evening events on study skills and employability, so I'll be concentrating

on these areas. Building an engaging online community is also important for those who live overseas or outside the region. We must hear from student voices to find out what works best for them.

That's true for the whole student lifecycle. We need to prepare to meet their expectations from the moment prospective students look us up online, because we want to show everyone that they can write their own success stories here. One day, they'll be ICE alumni and maybe they'll come back to try something new, recommend us to their friends, or even encourage their employees to come along to add to their development. We want our students to achieve their goals at ICE and then inspire others to do that too.”

Garry is currently looking for existing students and alumni to support a new and engaging **Employability Skills evening**. If you're interested in helping with this, please contact: garry.bishop@ice.cam.ac.uk



Since joining the ICE staff in September, **Dr Lydia Hamlett** has been working hard to curate an engaging and accessible portfolio of courses that teach us about our heritage – and maybe our future too. We spoke to our new **Academic Director in History of Art** to find out how she's bringing a fresh perspective to an enduring subject.

A fresh look at History of Art

“ My background is a mixture of research, teaching and curation at museums, heritage organisations and the University of Cambridge. Becoming an ICE Academic Director gives me a great opportunity to plan a programme that reaches as wide an audience as possible.

Re-appraising our shared heritage

We're starting with two undergraduate courses in History of Art this autumn; a Certificate and a Diploma. The Certificate covers over 2,000 years of art history, starting with the Classical period. But what's exciting for me is that we've extended the end point of that survey, bringing it right up to the current decade. We're interested in the culture and contexts surrounding artists' work and contemporary art has lots to tell us about the world we live in now.

With the Diploma, we've created a set of core modules taught by specialist researchers and in the final term of the year, we've introduced a new wildcard option. Our first wildcard is going to cover the art of Central Europe – Germany, Hungary, Poland – geographical areas rarely covered in traditional syllabuses.

For me, it's important to use art as a lens to understand the perspectives of our neighbours, particularly in a globalised world where what

it means to identify as a nation state and hold relationships with other countries is under more scrutiny than ever.

We'll also be investigating our own cultural heritage, of course. My personal expertise is in mural painting but often these works get overlooked when we consider the history of British art and I think it's time to re-evaluate that. Many murals were painted by migrants and, historically, we haven't always valued this cultural exchange.

In a short time, we've assembled an amazing group of subject matter experts as tutors, many of whom are closely connected with the University of Cambridge History of Art department. We'll be taking a research-led approach to teaching, meaning tutors will introduce their latest research to give students a richer experience. I think it'll be really engaging for everyone.

Examining the collectors

We haven't only been working on our award-bearing courses – we've developed some fascinating short and international summer courses too. This summer, I'm directing the Art and Visual Culture course, on the theme of 'Patrons and Collections', that draws on the University's collections and includes seminars on



© New Hall Art Collection at Murray Edwards College

Learn more

www.ice.cam.ac.uk/courses/courses-subject/history-art-courses-ice

You can follow us on Twitter too: [@HoA_ICE](#)





Transforming the use of healthcare data

The effective and ethical use of patient data is of critical importance to improving healthcare delivery, service design and medical research. So what can you discover by connecting one substantial set of data to another? And then another and another? That's what students of the new MSt in Healthcare Data: Informatics, Innovation and Commercialization will get to find out later this year.

Making data do more

There's a vast amount of 'unused' healthcare data. With the development of electronic health records, hospitals and primary care organisations are accumulating large repositories of patient-level data. What if these pieces of data could be anonymised, aggregated together and investigated in new ways, again and again? How might society benefit?

In an increasingly data-driven economy, the government recognises the potential value: its Life Sciences Strategy encourages collaboration between academics, healthcare providers and businesses to help position the UK as a world leader in the transformation of patient-level data.



© Michael Bailie

Dr Ronan O'Leary

There's been some positive progress in response to the government's challenge, with concerted efforts to make databases more accessible. Now, attention is also turning to transforming the data they contain into something useful and valuable. But there's a resource issue – there simply isn't enough expertise to make the most of what's becoming available. That's where the new Healthcare Data course comes in.

Working together to train new experts

"We're incredibly fortunate in Cambridge," says Course Director and Consultant Neurointensivist, Dr Ronan O'Leary. "Cambridge University Hospitals (CUH) holds one of the largest electronic patient record databases outside of the USA. It contains 2.1 million records, totalling 14.2 million separate interactions.

"Alongside CUH and the University of Cambridge, we're part of a biomedical campus that brings us together with the likes of AstraZeneca and Cancer Research UK, so we've got access to enormously rich data sets and a wide range of expertise and perspectives. I don't know if there's anywhere else in the world where there's such a confluence of opportunity and desire to take existing data in new directions, and that's what our Healthcare Data programme will do.

"We'll take people who don't necessarily have a specialism in this field – be they healthcare professionals, computational scientists or something else – train them how to independently extract, analyse, interpret and visualise data and then see where their new skills take them. The exciting part is that we don't yet know where it will lead."

Teaching students how to visualise data demonstrates how this course, a collaboration between the partners of the Cambridge Healthcare Data Hub, is interested in not only mining information, but also re-purposing it – the ability to present extracted data in an engaging and intelligible way is vital to graduates' success.

"We'll also train people to think commercially and understand the opportunities, as well as the legal, governance and ethical considerations, that having access to such an extensive well of data generates," adds Dr O'Leary. "We hope this course becomes a test bed for commercially valuable ideas."

Better data, better patient care

As well as enhancing their skills and establishing a network of professionals able to maximise the use of data, through entrepreneurship and commercialisation, graduates have the potential to achieve significant economic benefits for the Cambridge area, the UK and beyond.

Innovative research could help improve diagnoses, clinical decision making, patient communication, the development of new medicines and lots more besides. Wherever their research takes them, there's a real sense that students joining this course are getting a chance to shape the shared, data-led future of the healthcare economy.

Learn more

To find out how to apply to the MST in Healthcare Data: Informatics, Innovation and Commercialization, please visit:
www.cambridgehealthcaredata.co.uk

A new book, by **Dr Samantha Williams**, ICE Academic Director for History, reveals how society responded to high levels of illegitimacy in the 18th and 19th centuries. It also shows the lengths some errant fathers went to in order to escape not only their moral and financial obligations, but the clutches of parish constables and the feared houses of correction.

Dr Williams, Senior Lecturer in Local and Regional History at ICE, spent 10 years investigating the plight of London's 'fallen women' for her book, **Unmarried Motherhood in the Metropolis: 1700-1850**.

ICE historian reveals difficulties faced by 18th century unmarried parents



Giving birth

During the course of her research, Dr Williams unearthed evidence that pregnant women were given a choice of where to give birth and most decided to have their babies at home with a midwife and their friends (called 'gossips'). Others made use of the new medical care on offer in lying-in hospitals and workhouses, with many pregnant women only turning up at the workhouse gates once they were in labour. *"In this respect workhouses functioned like modern maternity hospitals,"* says Dr Williams.

Making fathers pay for their indiscretions

Through a prototype 'Child Support Agency' operating in towns and villages, parishes wanting to ensure they didn't end up bearing the burden of illegitimate children pursued errant fathers to make good on their responsibilities. But in London, their success was limited – records indicate that only 20% of these men's debts were ever collected. In the north of England, 80% was recovered.

"Although parish constables were quite skilled at finding fathers in the first place, they were really pretty bad at getting the money out of them in London," says Dr Williams. *"Men could disappear easily, they could join the navy – I even came across one case where a man fathered five illegitimate*



© Alamy

children then disappeared off to America and left them all. Lots of men defaulted on payments and ran away. Of those who remained, many were sent to prison to see if they could be squeezed."

If fathers could not be made to pay up, then the parish maintained the child, sometimes for as long as 15 years.

Changing attitudes to illegitimacy

While attitudes to illegitimacy softened after the Restoration unseated Cromwellian Puritanism, they had begun to harden once again by the early 19th century. Thomas Malthus' famous 1798 Essay on the Principle of Population painted a bleak future of famine and starvation unless rapid population growth was checked. The influential work helped persuade lawmakers to

take a tougher stance on unmarried mothers and heightened the societal shame poured on the women, as Dr Williams notes: *"From the 1830s, many more women went into workhouses and it was much harder to get relief. Conservative voices wanted to radically cut the cost of welfare. If they did provide help, it was with a heavy dollop of shame and reform."*

Learn more

Dr Williams' book, **Unmarried Motherhood in the Metropolis: 1700-1850**, published by Palgrave Macmillan, is available now.

If you'd like to find out more about Dr Williams' History courses at ICE, please visit: www.ice.ac.uk/courses/courses-subject/history-politics-and-international-relations-courses-ice

Looking after students' mental health

While the subject is at last getting greater attention, there's still a perceived stigma to talking about our mental health. We want to show that ICE is a place where people can be open about the experiences they're going through – and that starts by giving our staff the right skills.

Making mental wellbeing a priority

Whether it's at work or on campus, for a new mum, an army veteran or anyone else, mental health is one of the most pressing topics for modern life. It can feel like there's sustained pressure to 'succeed' – however that's defined for each individual – coming from every corner of society.

We invited leading mental health charity, Cambridgeshire, Peterborough & South Lincolnshire Mind, to deliver their National Mental Health First Aid (MHFA) course to staff so that we can offer the right support at the right time. There's a growing need for educational institutions to consider how they look after the mental health of the people who choose to study with them. Students at ICE are not only studying but navigating myriad other challenges as part of their busy lives too. We know they're taking on a big challenge and understand that we have a responsibility to look out for them, as well as our own colleagues, while they're here.

This perspective was reinforced last autumn by the then Universities Minister, Sam Gyimah, who called on Vice Chancellors to, *"Make the mental health of their students a priority,"* before going on to note that, *"Good mental health and wellbeing underpins successful participation and attainment."* We agree.

Learning how to listen

Forty student-facing staff, a mix of both academic and professional services colleagues, attended the two-day MHFA training that helps people identify, understand and assist anyone experiencing mental health issues such as depression or anxiety. Independent research shows that taking part in an MHFA course raises literacy and reduces stigma around mental health and, crucially, promotes early intervention which, in turn, facilitates improved recovery rates.

Jenny Swain, a CPSL Mind trainer who delivered the MHFA course to ICE staff, says, *"Mental Health First Aid isn't about teaching people to be counsellors or therapists or to feel like they need to offer instant solutions to problems, it's about helping them listen, reassure and ask the right questions, while putting their own judgement to one side."*

"It also helps people identify the appropriate support networks and assess when it's necessary to address the difficult, but incredibly important subject of whether or not someone's feeling suicidal."

Professional and personal development

Gaining the confidence and skills to recognise and better support anyone trying to cope with mental health challenges has had an empowering effect on staff. Daniel Peers, Food and Beverage Supervisor at ICE, sums up the sentiment:

"In my role, I come into contact with students, colleagues and the general public. This course has given me invaluable skills to help recognise the warning signs of mental health issues, including in those who haven't yet been diagnosed. It's opened my eyes to the scope of mental health difficulties faced by individuals and by our society as a whole and shown me practical ways to listen, sympathetically, without passing judgement. It was a really valuable learning experience."

By establishing a network of Mental Health First Aiders, we're helping to keep all aspects of health and wellbeing at the top of our agenda and trying to ensure everyone at ICE can feel listened to, supported and validated.

Learn more

If you'd like to find out more about Mental Health First Aid or any other mental health issue, please visit: www.cpslmind.org.uk



© Wellcome Collection. Engraving by F. Bartolozzi, 1781

Cambridge: United in Learning

Four Cambridge United supporters are getting the chance to fulfil their life goals through free study at ICE – and you could be one of them, thanks to our new partnership with **Cambridge United Community Trust** (CUCT).

At ICE, we run accessible, affordable courses and welcome everyone, regardless of prior academic experience or current financial situation. Our new Cambridge: United in Learning bursary provides four people with fully paid tuition for one of our year-long, undergraduate certificates – anything from Archaeology or Sociology to Creative Writing or Coaching – all taught by the University of Cambridge's expert tutors. If you're a proud supporter of the amber and blacks and dream of what you could achieve with access to the right learning in a supportive, community environment, then we'd love to hear from you.

Colin Calderwood, Head Coach of Cambridge United FC, is an enthusiastic advocate of the idea: *"It's a great opportunity for fans, players and staff at Cambridge United to study at the University of Cambridge Institute of Continuing Education on a bursary. We're always seeking ways to gain an edge as a football club and this bursary scheme provides an innovative way to provide exciting opportunities to people associated with the club."*

Cambridge for all

As Louisa Trivett, our Head of Business Development, explains, it's all part of efforts to bring Cambridge's University and city closer together: *"I think there are many local people who see lots of 18-year-olds arrive at the University each autumn and believe we're somehow exclusive and inaccessible to them. But we want them to*

know that this absolutely isn't the case. We're a broad, welcoming community for people of all backgrounds. There are lots of reasons why people can't or choose not to go to University at 18, but ICE is open to students of all ages and we don't want finance to be a lifelong barrier. Bursaries like this pay part or all of a student's tuition fees and, because our courses are part-time, they fit around people's already busy lives."

Ben Szreter, CEO of CUCT, also recognises the need to encourage more people in our city to consider the value they can realise from continued learning: *"Ensuring a wide access to education for everyone in society and at all ages is a very important objective and one which these bursaries help to promote."*

Removing barriers to learning

Perhaps you've always thought that you couldn't afford to study, didn't have the time to commit or simply weren't 'academic enough' – and yet simultaneously wished you had the qualifications to give you new skills and confidence or even help you change career. ICE is open to you.

To apply

To apply for the joint fund with CUCT, applicants need to be either a fan or employee of the football club (including players and coaches) or involved in one of CUCT's community engagement projects, earning a below average household income or receiving State benefits, and have an appetite for learning. No prior qualifications are necessary. Does that sound like you?

Please visit our website for more information:

www.ice.cam.ac.uk/CambridgeUnitedinLearning

Hurry – applications for these bursaries close on April 12th





Open Day, 30 March, – a warm welcome to all

Our Open Day on 30 March is your chance to join a friendly community of expert teachers and fellow learners by securing your place on one of ICE's accessible and flexible courses.

Every student at ICE has their own story. Young and old, introverts and extroverts, scientists and artists, alumni of elite world universities and graduates from the University of Life, all are welcome at ICE and all enrich one another's learning experience.

So whether you're looking to explore a new discipline for the first time, make your way back into education or change the trajectory of your career – with the resources of one of the world's best universities at hand, ICE gives you the opportunity to flourish in a warm, supportive environment where you'll meet new people, make friends and form lasting networks.

At our Open Day, staff will be on hand to help you plan your learning and you'll be able to hear our University of Cambridge tutors talk on the subjects they're passionate about. Meet us on 30 March to enrol on everything from day schools to postgraduate qualifications and find out what you could achieve as part of ICE's unique learning community.

Learn more

To book your free place on our open day visit:
www.ice.cam.ac.uk/event/open-day-institute-continuing-education-2019

New shuttle bus

© Michael Balile



Our convenient, free shuttle bus, operating between the Hall and the main railway station, via West Road and Eddington, reduces our carbon footprint, whilst providing a useful service for our students. The shuttle bus timetable complements our course start and finish times, running two - three times in the morning and three - four times in the evening, dependent on the day of the week.

For regular service updates follow us on Twitter: twitter.com/ICEMinibus





In memory of the Mi Amigo crew

At 8:45am on February 22nd, 82-year-old Tony Foulds stood in a Sheffield park and finally got his wish.

75 years earlier, Mr Foulds had been in the same Endcliffe Park with schoolfriends when the Mi Amigo, a stricken American B-17 Flying Fortress Bomber, crashed and exploded near them as it appeared to intentionally avoid the group of children. All 10 crewmen onboard lost their lives.

Since then, Mr Foulds has dedicated much of his life to honouring the crash victims. He tends a memorial in the park and campaigned for a flypast to commemorate their actions. Aided by support from BBC presenter, Dan Walker, Mr Foulds' efforts were realised at last as the flypast took place exactly three-quarters of a century after the original incident, with thousands joining him in Endcliffe Park to watch the USAF planes take to the skies.

It was a poignant occasion in Cambridge too. Three of the airmen are buried at Cambridge American Cemetery – land that was originally part of Madingley Hall but which was donated by the University after the Second World War. Wreaths were laid at the graves of Staff Sergeant Harry W Estabrooks, Sergeant Maurice D Robbins and Sergeant Charles H Tuttle, and four F-15E Strike Eagles flew over the cemetery as they returned from Sheffield to RAF Lakenheath.

Learn more

A small exhibition, open to the public until 1 April, has been set up at the Cambridge American Cemetery visitor centre telling the Mi Amigo story and marking the actions of the service personnel involved. After this date you can also visit the graves of three of the crew who are buried at the cemetery.

Short courses, lasting learning

If you have a long-held desire to learn new skills or are curious to find out about an intriguing subject but are not sure where – or how – to get started, then our programme of Lifelong Learning can be your first step on an inspiring pathway.

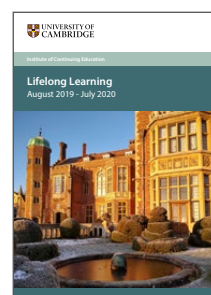
Our new Short Course prospectus contains our August 2019 - July 2020 programme of day schools, weekend and weekly courses, all led by experienced academics. While the courses may be short, the impact of even the shortest can be far-reaching. We believe that whatever your age or academic background, there's a wide range of subjects to challenge your intellect, all delivered in a friendly environment where you'll get to know other like-minded students.

ICE's short courses are recognised for their excellent teaching, fascinating subject matter and inspiring tutors. We warmly welcome both new and returning students to learn with us, alongside each other.

Learn more

To book your place on one of our short courses visit: www.ice.cam.ac.uk/courses/short-courses-madingley-hall

If you're not on our mailing list to receive a prospectus, please order one using the link on this page.



Institute of Continuing Education at Madingley Hall

Open Day

at the Institute of Continuing Education

Come and discover our part-time and short courses for adults

Saturday 30 March 2019, 10am – 4pm

Madingley Hall, Cambridge, CB23 8AQ



Part-time learning, lifetime benefits

www.ice.cam.ac.uk/OpenDay

enquiries@ice.cam.ac.uk

[#ICEOpenDay2019](https://twitter.com/ICEOpenDay2019)