



UNIVERSITY OF  
CAMBRIDGE

INSTITUTE OF  
CONTINUING EDUCATION

EASTER TERM AND LONG VACATION 2019

# ICE NEWS



## Inside:

ICE Academics Dr Alex Carter  
and Abigail Docherty discover  
the importance of creativity  
in the workplace



**ICE alumna wins  
top literary prize**



**Summer Programmes:  
students keep coming  
back for more**



**International Relations:  
changing global  
landscapes**

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



# INSTITUTE

## ICE

The Institute of Continuing Education, or ICE, is part of the University of Cambridge, one of the world's leading research institutes, 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. ICE is a place where professional networks are formed, friendships are made and learning is cherished.



# Welcome to Inside ICE

As many of the parts of the Collegiate University begin to quieten for the summer period, at ICE we prepare to welcome 1,300 learners around the world for the 96<sup>th</sup> International Summer Programme. From Literature to Entrepreneurship, over 200 ISP courses showcase the very best teaching at the University and, through peer learning and a social and cultural programme, foster international networks and fellowship.

Looking back to late May, it was a privilege to preside over our Annual Awards Ceremony. Undergraduate and Postgraduate awards were presented by Senior Pro Vice Chancellor Professor Graham Virgo QC. The Ceremony recognises significant academic achievement and highlights the variety and diversity of our students. Young and old, local and international, students accessing HE for the first time, those collecting their second or third professional qualification and people being recognised for their deep interest in an academic field. The common thread being our students' collective commitment and advocacy for life-wide learning. Many congratulations to all our students who took part in the Ceremony and those who graduated in absentia.

Furthermore, as we continue to evolve our course portfolio to meet the needs of individuals, communities and employers it is fantastic to see new courses in key areas such as Creativity and International Relations emerge. In addition, our expanding bursary provision will enable more adult students from all backgrounds and walks of life to access continuing education at the University of Cambridge.

If any of the articles and themes in this issue of Inside ICE are of interest, please join us on Friday 19 July for our next open event and consider becoming one of well over 5,000 adult learners who will be active participants in our courses in 2019 – 20.



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

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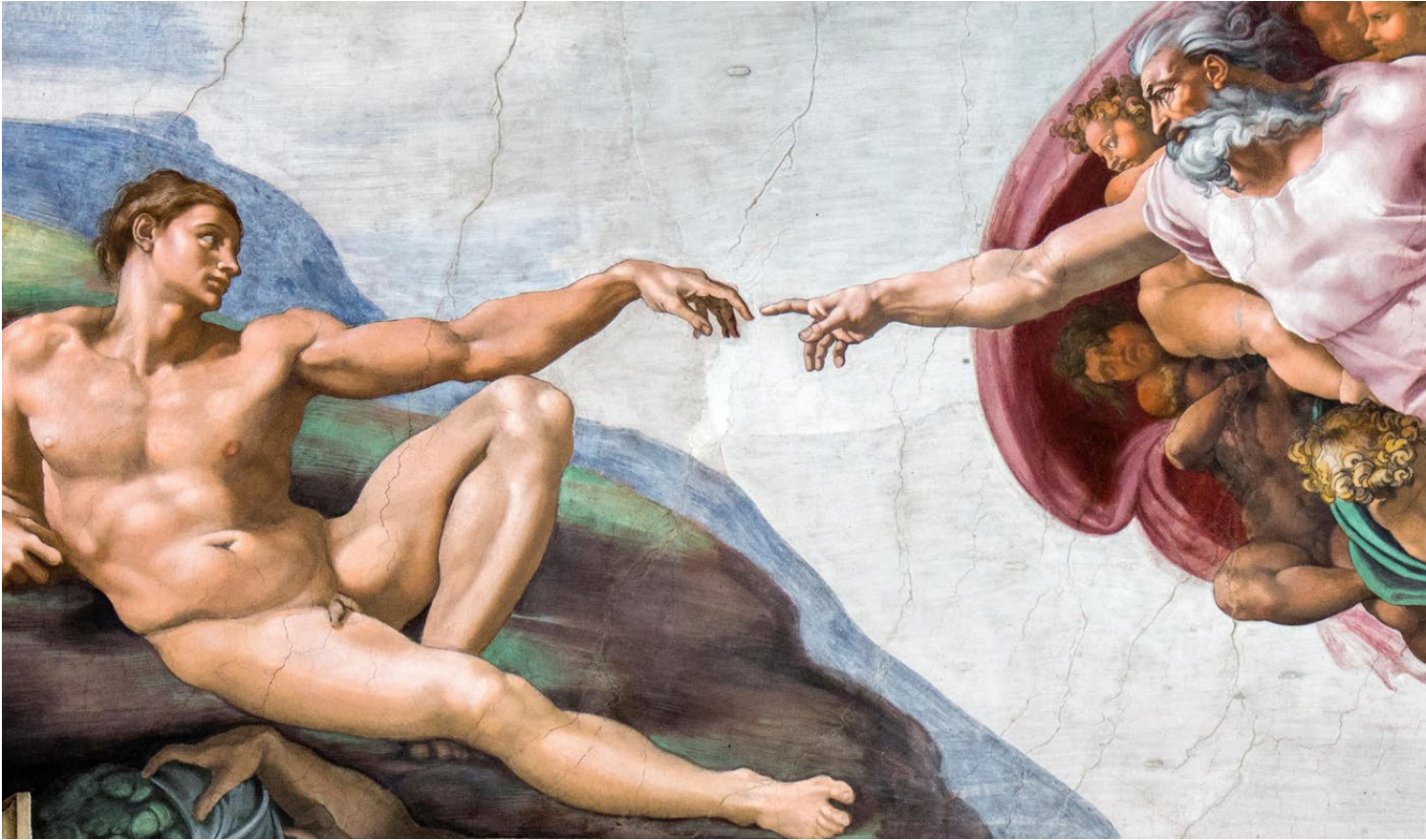
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If you have a story that you think others might be interested to hear about in the next edition of Inside ICE, we'd love to hear from you. Please get in touch via [insideice@ice.cam.ac.uk](mailto:insideice@ice.cam.ac.uk)

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Michelangelo's *Creation of Adam* in the Sistine Chapel, Vatican museum, Rome, Italy © Alamy

# Creativity – the must-have mindset for all our futures



Dr Alex Carter

Creating a new diploma about creativity might seem like the definition of a meta exercise, but as course designers and tutors **Abigail Docherty** and **Dr Alex Carter** explain, the **Undergraduate Diploma in Creativity Theory, History and Philosophy** is a pressing and practical study for our times.

Creating less fragile careers

“The nature of work is changing fast,” says Alex. “The idea of a ‘job for life’ has been replaced with a ‘career of seasons.’ As a result, transferable skills are much more highly prized than specialised knowledge.”

“Adaptability is one of the most important professional skills we can learn today,” agrees Abigail, “And that starts with a capacity to be creative. But creativity is a talent we’re channelling all the time, even those of us who don’t think of ourselves as creative. Every time we conjure up a family meal from a half-empty fridge we benefit from our creativity. It’s relevant to everything.”

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“ This isn’t simply academic hyperbole. Creativity is consistently listed as one of the most essential skills for our times, especially in the workplace, with **LinkedIn\*** just one of the research organisations calling it “the most in-demand soft skill in 2019.”

## Exploring the story of creative thinking

ICE’s new FHEQ Level 5 60-credit diploma mixes the application of creativity with its history. “The focus for this course is the evolution of ideas. How we got here and what we can learn from it,” explains Abigail. “Two thousand years ago, creation was seen as an act of God – something that happened to us. Fast forward to the Renaissance and the Enlightenment and people start to accept that a few have a God-given genius to transform what has been provided. More recently, the view has shifted again, with creativity seen as open and available to all. We’ll be running through two fascinating millennia of creative thought that brings us right up to the present day.”



Leonardo da Vinci, Codex Atlanticus. Design for a flying machine 1478–1519  
Milan, Pinacoteca Ambrosiana. © Alamy

But this journey from divinity to democratisation is not purely historical. “I’m a philosopher, Abigail’s a playwright and we’ll be introducing tutors from disciplines like Music and Psychology too. Everyone will bring a different perspective,” says Alex. “We’ll be learning together, and we’ll co-create the course’s structure and direction with students as we go. In fact, one of the first questions we’ll consider is ‘How do we teach this subject?’

“We want to take what each of us perceives as fact and, by opening our eyes to as many other perspectives as possible, highlight the limitations of a single viewpoint. Realising that there are other ways of looking at things is an essential step to becoming more creative.”

## From study skills to scientists – how creativity benefits everyone

Both Abigail and Alex are keen to point out that this isn’t a course purely for those who already consider themselves part of a self-styled ‘creative industry’. “Being able to think creatively in process-driven environments is an incredibly helpful way to evolve ideas,” believes Alex. “That’s why we’re starting to see greater integration between STEM subjects and the arts.”

“By its very nature, creativity is chaotic and destructive,” adds Abigail. “It inspires great art and great leaps in science and technology. This new course will teach all of us to be better researchers, thinkers and activists and help us prepare for and thrive in our studies, careers and lives as a whole – wherever they take us.”

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## Learn more

If you’d like to find out more about the Undergraduate Diploma in Creativity Theory, History and Philosophy at ICE, visit:  
[www.ice.cam.ac.uk/ug-dip-creativity](http://www.ice.cam.ac.uk/ug-dip-creativity)

\* <https://learning.linkedin.com/blog/top-skills/why-creativity-is-the-most-important-skill-in-the-world>

# ICE Centre for Creative Writing alumna wins top literary prize

Overcoming competition from more than 5,000 entries from 50 countries, ICE Masters in Creative Writing graduate, **Mbozi Haimbe**, has been selected as one of five winners of the prestigious **2019 Commonwealth Short Story Prize**. We caught up with Mbozi to find out about the Prize and her experience as an ICE student.



## Learn more

To find out more about courses at the University of Cambridge Centre for Creative Writing, visit: [www.ice.cam.ac.uk/centre-creative-writing](http://www.ice.cam.ac.uk/centre-creative-writing)

Turning passion for writing into judge-pleasing prose

“Our lecturers at ICE encouraged us to submit stories to competitions,” begins Mbozi, talking about how she became an award-winning writer. “I wrote *Madam’s Sister* and entered it for the Commonwealth Prize in September last year. I completely forgot about it until April when I got an email to say I’d been shortlisted and, eventually, that I was a winner. I was very excited.”

Mbozi’s journey to that exciting time began much earlier, though. Growing up in Lusaka, Zambia, before moving to the UK two decades ago, she was always writing, always believing she had a story to tell. But it was a difficult time that finally encouraged her to make the decisive leap.

*“My mum passed away in 2014 and it made me take stock of what I wanted to do. I applied for an Undergraduate Diploma in Creative Writing soon after, really enjoyed it and managed to get on the MSt the following year.”*

*“Although it’s a real challenge to fit study and writing around my family and my job as a social worker, studying at ICE really bolstered my confidence. I learned so much from the exercises and feedback and finally started to find my voice.”*

## An unfinished story?

*Madam’s Sister*, written and set in Zambia, is the tale of a guard at a gated community and the sister of a wealthy family who returns home from London. It’s an exploration of the human condition and of what happens when deprivation and affluence exist side by side.

Mbozi’s own prize-winning story may not be over yet, either. As the regional winner representing Africa, she joins four other winners from Asia, Canada and Europe, the Caribbean and the Pacific at a ceremony in Québec City on July 9<sup>th</sup> to discover who will be awarded the overall Commonwealth Short Story Prize.

*“All five stories are being published by Granta before the announcement and our trip to Canada is fully sponsored,” explains Mbozi. “It looks like quite an occasion, and I’m excited to be part of it. I didn’t imagine I’d come this far in the competition, so regardless of the final outcome, I couldn’t be happier.”*

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## A new voice for STEM at ICE

We're delighted that **Dr Oliver Hadel** has recently joined ICE as a Teaching Officer across a range of STEM subjects.

Dr Hadel, who originally trained as a physicist and whose research interests merge physics with engineering, will play a lead role in progressing our technology, physical science and engineering course agendas.

These broad topics cover new and existing ICE courses about some of the most important and most fascinating global priorities of our time, including coding and disruptive technologies such as artificial intelligence, machine learning and big data.

Alongside his new role at ICE, Dr Hadel has an extensive background in research and teaching. He is a Fellow and Director of Studies in Engineering at Murray Edwards College, as well as Programme Manager of the CamBridgeSens Strategic Research Network, where he supports researchers with an interest in sensors across the natural sciences, engineering, technology and medicine.

We're excited by the collaborative and interdisciplinary focus Dr Hadel brings to our STEM learning community at ICE and hope you'll join us in welcoming him to our staff.



## New 'Super Tuesday' programme unveiled

Our Lifelong Learning programme has always had plenty to offer students, of all ages and backgrounds, who are curious about a new subject or who wish to indulge an ongoing passion for a particular subject.

**Now, though, we're introducing new topics, through our regular series of Tuesday courses.** With morning sessions from 10am to 1pm and afternoon classes from 2pm to 5pm, each Tuesday showcases the cutting-edge research of the University of Cambridge, focused on a specific study area – from medieval culture to futuristic materials and magical literature.

You can choose to attend just the morning or afternoon or, as the programme is carefully curated to spark imaginations across the day, why not join us for both? Tea, coffee and biscuits are provided with light meals available to purchase.

In the beautiful surroundings of Madingley Hall, you can be sure of the usual high standard of teaching and you'll be joining like-minded people in a welcoming learning community.

### Learn more

To find out more about the 2019 – 2020 programme of Lifelong Learning Tuesday courses, visit: [www.ice.cam.ac.uk/lifelong-learning](http://www.ice.cam.ac.uk/lifelong-learning)



# The global summertime learning community that keeps students coming back

The ICE International Summer Programmes have been bringing together learners from around the world to study in Cambridge since 1923. We find out some of the reasons for their enduring appeal.



*“We offer over 200 courses and our participants are teachers, actors, entrepreneurs, computer programmers, lawyers, musicians, scientists, designers, journalists... And they come from any one of 75 different countries,”* explains Director of International Summer Programmes and Lifelong Learning, Sarah Ormrod. *“Some come for one week, others for two, and a few for the full six, but every year, around 20% of our attendees have studied with us before. We love welcoming them back.”*

One such returnee is Rolando, an educator from the Philippines: *“I came to the Summer Programmes in 2017, mainly to study the Classical Worlds programme, but I was able to enrol on a week-long Science programme too,”* says Rolando. *“It was such an enriching experience that I came back to study three more programmes last summer.”*



*“The subjects I’ve studied have served many purposes for my life. As a teacher, I’ve learned about the latest developments in my own specialism. As an art and antiquities collector, I’ve immersed myself in deepening my passion and been able to visit incredible museums like the Fitzwilliam while I’m here. I also founded my own school prior to taking the ICE courses, so I’ve been able to further develop my skills through the Business and Entrepreneurship programme too. The interactions I’ve had at ICE make me a better teacher, collector, businessman and human being.”*

Seeing things in a different way

*“It’s great to engage directly with distinguished academics, but it’s also about the other students here. The Summer Programmes are a unique opportunity for me to meet like-minded people from many different nations, backgrounds and ages. I’ve been able to absorb many alternative perspectives that I wouldn’t otherwise be exposed to, and I’ve made real friends here.”*

Anita, a voice physician from the UK, agrees: *“Exposure to so many minds and ideas was truly enriching. Conversations over breakfasts, in the classes, and with others on different disciplines were so beyond ‘normal’ that my mind never stopped buzzing.”*

## Learn more

To find out more about International Summer Programmes at ICE, visit: [www.ice.cam.ac.uk/intsummer](http://www.ice.cam.ac.uk/intsummer)



Sarah Ormrod





© Deborah Stokol

## Creating lasting friendships

“Leeanne from Australia, another student of the Business and Entrepreneurship programme, notes how these intensive, residential programmes can be great networking opportunities: *“It has been inspiring to hear from such qualified lecturers and to study with such a wide range of age groups and nationalities. Many are now my new friends and business colleagues!”*

*“Some of the people we see during the summer are meeting up with fellow students they first met here 20 years ago – and they’re bringing friends and family from home with them now, too,”* adds Sarah Ormrod.

*“Our returners are our greatest ambassadors: it’s a real endorsement of the programmes to see so many back each year.”*

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# Join us for the ICE Experience Afternoon

Are you considering part-time study in the 2019 – 2020 academic year, either for personal enrichment or professional development? We’re inviting first-time students, repeat applicants and those simply interested in studying with us to attend this new event, showcasing the ICE experience, on **Friday, July 19th**.



Whether you’re already enrolled on a course starting in 2019 or need some help with your application, you can find out what it’s like to be a student here. It’s also a perfect chance to meet fellow students and key support staff at the Institute.

Alongside subject-specific information sessions, there will be talks focusing on the student experience, employability and technology-enhanced learning, and an admissions fair where you can find out more about what ICE offers. Our friendly admissions team will be on hand to help you complete your application and talk through any questions.

We’re also offering the opportunity to meet with tutors on a one-to-one basis to discuss course content and your application. If this sounds of interest, please let us know by filling in the relevant questions when registering.

## Learn more

If you think you’d like to attend the inaugural ICE Experience Afternoon, then please register here: [www.ice.cam.ac.uk/ice-experience-afternoon](http://www.ice.cam.ac.uk/ice-experience-afternoon)

# Opening up the Cambridge learning experience

Caregivers, military veterans, ex-offenders, low income workers, refugees and everyone else: we think higher education is a life-changing experience that should be available to all, regardless of background. That's why we offer a growing number of bursaries that provide paid-for tuition to accessible and part-time courses, helping people from all walks of life realise their ambitions.



We spoke to **Louisa Trivett**, Head of Business Development, and **Susan Burnett**, Partnerships Coordinator, about the latest bursary programmes giving more people the chance to turn dreams into futures at ICE.

## Unlocking new doors for existing learners

“The first is a new partnership with WEA, the Worker's Education Alliance,” explains Louisa. WEA are the UK's largest voluntary sector provider of adult education and their mission – to raise aspirations and develop educational opportunities for the most disadvantaged – is one ICE supports wholeheartedly.

“WEA run a fantastic variety of courses deep in the heart of communities – places like church halls and community centres. There's a clear demand to engage with learning. But one thing they don't have at the moment is an obvious pathway

to higher education. Through our new partnership, we're hoping to open up potentially transformative study to two people in our region who are already committed learners but who have never had that chance to go to University and who don't otherwise have the financial means to access it.”

The idea of studying at Cambridge may be a daunting prospect for some, but it shouldn't be. “We want to show that the ICE learning community is a welcoming place for everyone, whoever they are, to come and take the next step in their career or personal development,” says Louisa. “The nature of WEA means their tutors can explain the ICE bursaries face-to-face in a very personalised way,



which will hopefully remove any fears and encourage learners to start thinking about what might be possible for them.”

## Helping hard-working staff achieve their potential with ourcambridge

The second new scheme is a real investment in our own, Cambridge community. University of Cambridge staff do an enormous amount of good, working hard to deliver a great experience for everyone who comes here and helping the University to deliver on its mission to contribute to society. But not everyone who works here has had the chance to benefit from higher education themselves.

“The **ourcambridge** programme helps to give voice to our large community of support staff,” says Susan. “As part of that, we're delighted to make six, fully paid bursaries for one-year undergraduate certificate study available to professional services employees right across the

”

## Learn more

Are you interested in seeing how you might be able to benefit from a bursary for study at ICE, visit: [www.ice.cam.ac.uk/bursaries](http://www.ice.cam.ac.uk/bursaries)  
To view the Vice-Chancellor's ourcambridge video message, visit: [www.ice.cam.ac.uk/bursaries-university-staff](http://www.ice.cam.ac.uk/bursaries-university-staff)





“University. It’s a real statement of intent and we hope it will inspire colleagues who already know the value of higher education to explore their untapped potential.”

The **ourcambridge** bursaries are such a good news story for ICE and for the University’s staff that they’ve received high-profile support from the University of Cambridge Vice-Chancellor, Professor Stephen Toope, who took time out to record a video message, encouraging staff to consider the array of possibilities for personal and professional enrichment available to them.

*“You could dip into history, philosophy or creative writing, for example, or give your career a boost with a coaching or business qualification, to mention just a few,” says Professor Toope in the video, “[All] within the friendly and inspiring social learning environment that makes ICE so special.”*

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## Core textbooks now available through the new ICE Study Resource

A new initiative is making study at the Institute of Continuing Education more accessible than ever.

Core texts from ICE-delivered award-bearing courses are now available to enrolled students for loan and reference as part of a new Study Resource. There are also a number of books available that focus on improving study skills – especially useful to those who haven’t been in education for a while.

Books can be borrowed from the Study Resource for up to seven days or used for reference whilst students are on site at Madingley Hall. All reservations and loans can be made free-of-charge.

By helping all students gain access to the necessary course materials, the initiative forms part of ICE’s commitment to ensuring the most inclusive learning community possible.

### Learn more

The Study Resource is located in The Stuart Room. Any enrolled students wishing to use the new service can sign up for an account at: [www.ice.cam.ac.uk/ice-library](http://www.ice.cam.ac.uk/ice-library)

# Understanding today's most pressing global issues

Traditional ideas about the relationships between nations and the demands of populations have been turned on their heads this century. We ask **Dr Roxane Farmanfarmaian**, Academic Director for International Relations and Global Studies, how we can begin to make sense of today's world.



Dr Roxane  
Farmanfarmaian

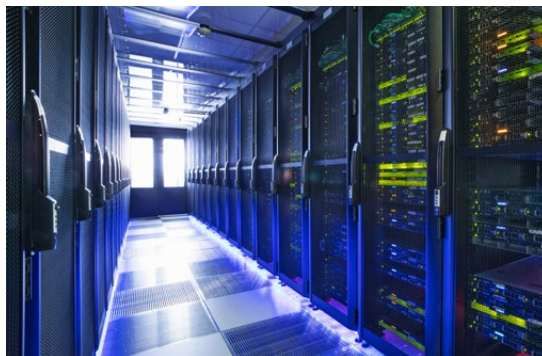


Flagpoles in front of  
United Nations, UN, Palais  
des Nations, Geneva,  
Switzerland, Europe



“Every period has its challenges,” observes Dr Farmanfarmaian, “But everyone and everywhere in the world today is undergoing enormous change. The digital revolution has entirely upended international relations and the idea of state sovereignty.

*“For example, social media allows us to connect with people around the world and hear their stories first-hand, and the flow of digital money shrinks distance from place to place, yet many populations are asking their leaders to do more to protect their local livelihoods from income extremes and ensure the businesses in their High Streets aren’t based offshore. Reflecting this, some leaders appear to be less and less interested in international cooperation.”*



It’s a long way from the thinking 30 years ago, particularly in the West, that we’d reached the ‘end of history.’ “At the end of the Cold War, President Bush Sr. talked about a New World Order of democracy and cooperation,” says Dr Farmanfarmaian. “He was President during a unipolar moment when the US appeared solely in charge. Today that has changed, with China internationalising through trade, and a resurgent Russia re-asserting its authority, shifting the balance of power into a new, and uncharted, multipolarity.”

## Digging beneath the news headlines

Alongside the nation states, non-state actors are also advancing – the powerful lobbies of big business, the storytelling of frontline NGOs and the shocking impact of terrorist organisations all help shape our perceptions and, therefore, the actions of leaders. But those perceptions and actions can be more complex than they seem on the news.

*“There’s often a deeper understanding to be had of a situation than we might see in reports. For example, we might view a growing build-up of tension in the Middle East as very contemporary competition between Sunni and Shia interpretations of Islam, but do we necessarily appreciate the much longer, more complex history, including the important power dynamics of Iran and Saudi Arabia, that lies beneath it?”*

Taking the time to absorb that deeper perspective is key to making sense of the rapidly moving, global landscape around us, believes Dr Farmanfarmaian: “I think a more nuanced engagement with complex political concepts, institutions and relationships better prepares us to navigate the growing number of global issues challenging the previously established world order.”

*“Whether it’s centuries old friction in the Middle East or more recently established threats like climate change or cyberwars, it’s that greater understanding that we want our students on the Undergraduate Certificate in International Relations and, equally, our mid-professional students on the Master of Studies in International Relations to take away with them.”*

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## Learn more

To find out more about the Undergraduate Certificate in International Relations, visit:  
[www.ice.cam.ac.uk/ug-cert-ir](http://www.ice.cam.ac.uk/ug-cert-ir)



Film curator and festival programmer, film critic and voting member of the European Film Academy – ICE is privileged to have **Dr Loreta Gandolfi** as Course Director for our **Undergraduate Certificate in Film Studies**. We talked to Dr Gandolfi about how film shapes our perspective of the world.



# Revealing the filmic lens that filters our world

“What excites me about films is the special quality they have of synthesising concepts and emotions into an understanding of the human experience,” begins Dr Gandolfi when asked what she loves about movies.

*“Ever since seeing Grigori Kozintsev’s **Hamlet** [1964], made in post-Stalin Russia and perhaps the most astounding adaptation of Shakespeare’s play, I’ve been interested in cinema as rebellion and liberation. There are still many oppressed filmmakers making rebellious films around the world today, but it may not be obvious without knowing the context.”*

Not all films are shot from the same angle

*“I like sharing with people the tools to analyse and deconstruct their experience of film. We can admire a painting in a gallery, but we might still need someone to decode its true message for us. This is true of film, too. Every detail, whether editing, cinematography, soundtrack or script, can hide deeper meaning.”*

*“By understanding the meanings of films, we learn more about the world around us. For example, the mise-en-scène for a classroom setting communicates the roles and hierarchy of those inhabiting that space – the teacher and students – through the careful placement of people and objects, like desks. The same principles apply to other spaces we encounter, like an important city square, laid out for the State by an architect. If we don’t*

*visualise these principles, we may not realise the way meaning gets manoeuvred.”*

Another way film mediates our world view is through the demographics of filmmakers. Mainstream cinema is dominated by men, but around the world there are many other voices to be heard if we listen carefully enough.

*“Alice Guy-Blaché may well have been the first person, male or female, to direct a fictional story [1896’s **La Fée aux Choux**]. She was an influential”*

**“The best films create a strong emotional and physical experience that grabs you violently.”**

Dr Loreta Gandolfi





“pioneer who oversaw the production of more than 700 films. Yet, 125 years on, still very few films from a female perspective reach our screens,” says Dr Gandolfi.

*“As a festival programmer, I know there are limited opportunities for women at major festivals. Women populate film schools but afterwards a multitude of barriers seem to block them from getting the budgets to make films themselves.”*

*“These barriers can be very high. One of our course modules looks at the challenges women filmmakers around the world face in getting their work made. For many women in film, it requires real strength and endurance to get their voices heard.”*

## Helping students and the public get more out of film

Dr Gandolfi’s dual role as lecturer and programmer has benefits for both her students and the wider public: *“We can’t speak to Fellini, but I can use my research to set the context for an audience before a screening. In return, I get to introduce filmmakers to students so they can speak together directly.”*



Anastasia Vertinskaya as Ophelia at shooting of the film *Hamlet* by director Grigory Kozintsev © Alamy



Still from *The Great Adventure*, director Alice Guy-Blaché (left) on location in Florida, 1918 (still seen in 2018 documentary, *Be Natural: The Untold Story Of Alice Guy-Blache*) © Alamy

One student who’s profited from this approach is London-based playwright and poet, Dipu Baruwa-Etti: *“I wanted to speak confidently about films, both in terms of the content within them and the context in which they were made. By analysing films in depth, I’m able to analyse text much better in general. The course has helped me plan future film programme at the Kiln Theatre where I work, because I have the confidence to add a panel discussion or give an introduction, rather than just screening the film.”*

*“It has also brought out my creativity, so I’ve been developing a short film too. Our term in genre and conventions allowed me to think about what the rules are, how I can break them and how the society you’re living in can affect themes.”*

Many students initially attend the course out of personal interest, says Dr Gandolfi, but become inspired by the idea of getting more involved with film. Gaining a deeper appreciation of cinema from a variety of perspectives can lead to a rich, visceral response: *“The best films create a strong emotional and physical experience that grabs you violently.”*

*“Even if we don’t always feel like we fully understand everything in a film, a film still has the power to make your soul explode. That’s the mark of great art.”*

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## Learn more

To find out more about the Undergraduate Certificate in Film Studies, visit: [www.ice.cam.ac.uk/ug-cert-film-studies](http://www.ice.cam.ac.uk/ug-cert-film-studies)

# ICE Summer Festival

#ICESummerFest

May – Sept 2019



Join us for a summer of cultural, culinary and educational events  
in the spectacular setting of Madingley Hall and Gardens!

Still to come this summer...

Sat 13 Jul		<b><i>The Star &amp; Mouse Picture Show Open Air Cinema</i></b> <b><i>presents:</i></b> Battle of the Sexes <sup>(12A)</sup>	£18
Sun 4 Aug		<b><i>The Star &amp; Mouse Picture Show Open Air Cinema</i></b> <b><i>presents:</i></b> Cadillac Records <sup>(15)</sup>	£18
Fri 16 Aug		<b><i>The Star &amp; Mouse Picture Show Open Air Cinema</i></b> <b><i>presents:</i></b> Bohemian Rhapsody <sup>(12A)</sup>	£18
Mon 26 Aug		<b><i>Chapterhouse Open Air Theatre presents:</i></b> Wuthering Heights	£16
Sun 8 Sept		<b><i>Chapterhouse Open Air Theatre presents:</i></b> Treasure Island	£16
Sat 14 Sept		<b><i>Open Cambridge:</i></b> Discover Madingley Hall	Free
Sat 14 Sept		<b><i>Open Cambridge:</i></b> Discover the Medicinal Garden	Free
Sat 14 Sept		<b><i>Summer Ball</i></b>	£50

[www.ice.cam.ac.uk/SummerFestival](http://www.ice.cam.ac.uk/SummerFestival)

box office: 01223 357851

At the Institute of Continuing Education, Madingley Hall and Gardens (CB23 8AQ)