Inside: Designing a new route for budding architects

Helping international students achieve their potential
Sophie Hannah unravels the mysteries of crime writing
Beyond results – how one teacher is changing her subject for good

Behind the scenes at the Institute of Continuing Education at Madingley Hall
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 the season begins to turn from summer to autumn, there’s always a sense of excitement in academia as students gather to start new chapters in their ongoing education.

It’s a privilege to meet ICE’s students, old and new, and their families at the informal Welcome Tea. I would like to extend a warm welcome to our 2019–20 learners; we look forward to supporting their scholarly aspirations.

Throughout the summer, ICE colleagues have been hard at work. Alongside hosting record-breaking student numbers on the 96th International Summer Programmes, we’ve also been preparing Madingley Hall. There’s fresh paint on the corridors, and a new temporary office has been installed to free-up space in the Hall with which to support our enrolment growth.

We’re forecasting over 5,000 student enrolments across 500 courses, taught by 400 tutors. Our course portfolio broadens to include a new Master’s in Crime and Thriller Writing, an Architecture Apprenticeship and a fresh range of short courses in the arts, humanities, sciences and professional disciplines. Please also explore our new ‘Super Tuesday’ courses running throughout the year.

As the Michaelmas term starts, if you’re yet to enrol we’d be delighted to discuss your learning needs. We’re primed and ready to – and hope you will join us.

Dr Jim 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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Working with international students to achieve their potential

The University of Cambridge is launching a new one-year, full-time, International Pre-Masters (IPM) course designed to prepare graduates from around the world for postgraduate study. We spoke to Director of Continuing Education, Dr Jim Gazzard, and Head of Academic Centre Administration for IPM, Shamiso Barnett, to find out what the new course aims to deliver and why.

“There’s a talented and diverse global community with bright academic futures out there. We need to work with them to unlock the barriers to their educational progression” begins Jim, explaining the rationale for introducing these IPM courses at ICE.

“International graduates sometimes find they’re rejected by the very best global universities not because they aren’t capable, but because either their English language deficit is too great or they’ve previously learnt in ways that don’t prepare them to engage in enquiry-based and interactive classrooms.

“At Cambridge, assessments are often in the form of extended essays, whereas many international students are predominantly assessed under exam conditions. Building and articulating an argument is crucial. But how do you deal with opposing academic viewpoints when you’ve only ever been taught one ‘right’ answer?”
Shamiso adds that even competent English speakers can struggle once they begin postgraduate study: “Some students pass their English test but then still find it extremely challenging. They’re surprised by the academic language skills required at Master’s level.”

Play a full part in College life

The new ICE IPM course sets out to help address the obstacles preventing international students from fulfilling their academic potential. Initially offering a choice of two pathways, Business Management (in partnership with Cambridge Judge Business School) and Engineering (alongside the Department of Engineering), applicants will be expected to demonstrate evidence of both a good first degree and English proficiency. Successful candidates on the Cambridge IPM will also find themselves integrated into College life.

“Those attending the IPM course will be immersed into the University of Cambridge. They’ll be full members of a College learning community [Lucy Cavendish, Girton or Wolfson] with access to all the benefits and resources that entails,” says Shamiso. “We think about student experience a lot and it’s important that these nine months on the IPM are an inclusive, cultural experience. Not least because acclimatising culturally to the world outside underpins improved language skills and subject-specific expertise is set in context.”

Preparing students for the future they choose

“At ICE, we want to enable people to take the next steps in their life and career,” continues Jim. “The IPM course provides a recognised qualification in its own right – a University of Cambridge Advanced Diploma. It provides an assurance that the holder has a level of Engineering or Business subject expertise and advanced academic English skills that will support their application to the University of their choice, whether in the UK, North America or elsewhere.”

“Significantly, we’re also including an extended research project to help prepare students for the self-study demands of a higher degree that they might not be used to. This is quite unusual for a foundation programme, but we think it gives students a chance to build up speed now rather than struggling to keep up when their futures are riding on getting their MPhil, MSc, MRes or MBA.”

As Jim notes, “We very much want to help people consider the sort of postgraduate study they might want to choose next and where that might be. For the most able that may be Cambridge, but there’s no guarantee of progression to postgraduate study at the University.”

“We’ll definitely encourage students to ask career questions,” agrees Shamiso. “Cambridge is a great place; full of experts in various fields who are willing to discuss future directions and share networks with students.”

“Ultimately, our vision is that students leave us with a momentum and intellectual confidence that they can use to inform their practice and development,” concludes Jim. “We want to help them achieve their academic potential and become the successful global citizens they have the ability to be.”

Time to explore and enrol

The new IPM course in either Business Management or Engineering begins in the Michaelmas term 2020, and enrolment opens in September 2019, complemented by a series of webinars, research workshops and international events that give prospective applicants a flavour of what to expect from the nine-month pathway.

Learn more

To find out more about the International Pre-Masters programme, or to meet the team either in person or online, please visit: www.ice.cam.ac.uk/ipm
It takes a very long time to qualify as an architect,” explains James. “After two degrees interspersed with several years of work experience and a final assessment, successful students can finally register with the Architects’ Registration Board and call themselves architects, but this process can take anything from seven to over ten years.

“During the period before qualification, work experience is low-paid and students find themselves building up debt. Some try to study part-time alongside full-time work. Even after they’ve qualified, average salaries in this popular profession barely reach the level required to begin paying off student loans.”

It’s no wonder dropout rates are so high. Alleviating that economic burden is one of the reasons that Architecture is an ideal candidate for an alternative path.

ICE’s Master of Studies Architecture Apprenticeship combines the necessary second degree with the subsequent practical experience and the final professional qualification – ARB/RIBA Parts II and III. Whilst studying, the apprentice continues to be employed and paid throughout. “That means the two elements can be tailored to fit one another and provide the right experience. It reduces the length of time needed to reach final assessment and, because fees, accommodation and consumables are paid for through the Apprenticeship Levy and an employer, students are earning a salary throughout so there’s far less economic stress on them,” says James.

“By freeing students from their financial burden, we hope these apprenticeships help make Architecture more accessible to people from a greater range of backgrounds.”
Practical study for the real world

“We anticipate that, in their working lives, students will be operating in teams all the time. So the course design projects are specifically designed to be team-oriented, which isn’t the case elsewhere. The course will be run in collaboration with the University of Cambridge’s Department of Architecture with master classes led by some of the leading practitioners in their fields.”

As applications to the apprenticeship are made by employers rather than individuals, there’s also the potential for developing additional cachet and a talent pipeline for participating architectural practices. “There are very few of these apprenticeships around and hardly any located so closely to the main source of architectural practices,” add James. “We’re particularly excited by the prospect of forging stronger links with business. We firmly believe this approach will benefit teaching, students and professional practices alike.

Learn more

Interested employers can register to join the MSt Architecture Apprenticeship engagement events at RIBA on September 24th and 25th: www.ice.cam.ac.uk/mst-arch-apprenticeship-events

To find out more about the MSt Architecture Apprenticeship, visit: www.ice.cam.ac.uk/mst-arch-apprenticeship

Six key tips for those returning to study

Assistant Director of Student Experience, Garry Bishop, shares his top tips for ICE learners who have been away from study for a while:

1. Get organised
   With so many demands to juggle, check your Course Handbook at the earliest opportunity. Note down key deadlines and allocate regular study time to avoid last-minute panic.

2. Avoid distractions
   Find a quiet study spot and turn off attention-grabbing mobile devices. Make sure loved ones understand your availability will be limited throughout the academic year.

3. Learn the VLE
   The Virtual Learning Environment (VLE) is central to getting the most out of your study. Tutors post lecture notes here, and you can connect with peers, post questions and upload your assignments.

4. Don’t panic
   ICE is geared up to help you reach your academic goals. Tutors provide guidance and direct you to support outside of the classroom and there are learning skills resources on the VLE and in the library. The Study Skills Handbook by Stella Cottrell is a helpful, popular guide.

5. Know you’re not alone
   It can be hard to reveal you’re having a tough time, but don’t be afraid to speak up early. Tutors and ICE staff are experienced in offering the support you deserve – just ask.

6. Enjoy yourself
   Opening with the Welcome Tea on September 15th, take advantage of our ongoing programme of events for all tastes. It’s a great way to extend your social and professional networks and boost your wellbeing.

If you have any questions about the student experience at ICE, please contact Garry at Garry.Bishop@ice.cam.ac.uk
English teacher, Samantha Orciel, grew up in Gibraltar before coming to the UK as the first in her family to go to University. Now, as Head of English at Notre Dame High School, a state secondary school in Norwich, Samantha is finding inspiration for herself and her pupils through the Advanced Subject Teaching Master of Studies (MSt) at ICE.

Beyond results – how one teacher is changing her subject for good

“I started my ICE Master’s degree last summer and it’s already given me so much energy and so many new ideas to improve how I teach the subject I love.

“I took some courses with the Prince’s Teaching Institute, a charity that runs brilliant Saturday courses for teachers, some of which are delivered by ICE tutors. That’s where I learned about the part-time Postgraduate MSt at ICE. It had never occurred to me that I could study at this level and still work at the same time.

“The course is really opening my mind and our group supports each other so well. The residential elements with subject experts are fantastic, immersive experiences. They’re like a retreat. In one session, we studied the same four lines of Shakespeare over and over. It could have been incredibly boring – they’re lines we all teach and thought we understood – but everyone in the room had a unique perspective. It was genuinely refreshing to see something so familiar in so many new lights.”

“ICE bursary takes the pressure off my finances”

“I’m lucky enough to receive a bursary from ICE that covers part of my tuition fees. At the time I signed up I wasn’t a Head of Department and didn’t know for certain how the course would inspire me, so it was a tough decision to spend money in this way. I met the financial criteria for the bursary and it really helped take the pressure off my finances.”

“Coming on this course is only partly about me. The real aim is to help inspire my students, and I’ve already started re-visiting the way I teach. For example, at GCSE and A-level, there’s no requirement for poetry writing, so I set out to see if writing poetry makes A-level students better at analysing it. The results have encouraged me to set aside two weeks next year to focus on it fully. It might be a different stimulus for another teacher; the point is that Advanced Subject Teaching helps us use our passions to improve students’ experiences.”
“Helping students learn the importance of cultures and contexts”

“My second-year project will focus on whether teaching students about culture improves the way they write about context. Every fortnight, I deliver a University-style lecture to my A-level students about an aspect of culture and society – for example, the American Dream or People of Colour in Europe before 1900 – that includes referenced handouts and opportunities for questions.”

“At first, the students thought it was a bit unusual, but the response has become more positive and I believe I’m seeing more nuanced responses when we ask them to write about the context surrounding the publication of a particular book, say. In helping students learn the importance of cultures and contexts, I hope we’re developing empathy too.”

“The point of my research project is to prove if what I’m doing is making any difference. I want to explore questions like whether this is really part of an English teacher’s role, whether it should happen prior to A-level and what influences my own biases have.”

“Taking this course has given me space and confidence to see how I can make English teaching better for everyone in my classroom.

**Learn more**

To find out more about the Master of Studies in Advanced Subject Teaching, visit: [www.ice.cam.ac.uk/mst-adv-subject-teaching](http://www.ice.cam.ac.uk/mst-adv-subject-teaching)
Dial M for Madingley: Sophie Hannah unravels the mysteries of crime writing

Sophie Hannah’s glittering literary career has already spanned everything from poetry, self-help and the Moomins to contemporary crime and Hercule Poirot. Now Sophie’s turned her hand to the role of Course Director as she leads ICE’s new Master of Studies in Crime and Thriller Writing.

Academic Director, Dr Midge Gillies, spoke to Sophie as part of ICE’s new podcast series of conversations with crime writers. In this extract, Sophie begins by telling Midge about her early career.

“Writing was always my hobby. It never occurred to me it could be a career. I happened to get published as a poet first [The Hero and the Girl Next Door won an Eric Gregory Award], so I wrote poetry almost exclusively for about 10 years. As that was going on, I was approached by Trinity College, Cambridge asking if I’d like to be their Fellow Commoner in Creative Arts. It was like a paid writing fellowship – heaven on a stick. But I was 31 when I had the idea for what became my first published crime novel.”

Was this when you were giving birth?

“I’d spent five days failing to give birth and then conked out. When I woke up, there was no baby in the room, so I pressed a buzzer and a nurse appeared carrying a baby which I reached out to take. The nurse sprang back, “What are you doing? This is not your baby!” She came back with my baby, who looked identical. It led to my first crime novel, Little Face, about a woman who goes out for the first time since her daughter’s birth. When she gets back, there’s a baby in the house, but she swears it’s not her daughter and nobody believes her.”

Can you tell us a bit about your writing routine?

“I always imagine other writers have got the writing routine sussed. One friend writes four days a week, between 11am and 1:30pm. She goes to the same café and always writes 2,500 words so every week she’ll produce 10,000 words. For me, there’s a lot of chaos and faffing in the morning so my writing time is the end of the afternoon. Usually, I don’t get quite enough time so do a bit more after everyone’s gone to bed.”

Does the character come first or the crime?

“What always comes first for me is a character with a situation attached. As an example, I write Poirot novels for the Agatha Christie estate and the first idea I had for the latest one, The Mystery of Three Quarters, starts with four people receiving letters signed in the name of Poirot accusing them of the same murder. They arrive on Poirot’s doorstep incensed, but Poirot hasn’t written the letters.”

Do you plan what you’re going to write?

“Yes, in great detail. I spend one or two months working on a plan, 100 to 150 pages long, that’s the whole book, divided into chapters in note form. Then I can look at the structure and tweak it at the planning stage which is so useful because then I don’t write the problematic structural bit into a complete draft. Once you’ve written something into a whole book, it’s much harder to change. It’s saved me a good year on each novel!”

You’ve designed a Master’s programme for ICE, which is really exciting. What do you want that to cover?

“Everything I think someone setting out to write crime should learn about: a history of the genre, the conventions and traditions and also things to do with writing, like the skills you need to sustain a brilliant beginning into the middle. I also want students to develop their own inner editor. Discussing your work in a class workshop is extremely valuable.”
Because it’s the University of Cambridge we’ve got access to so many experts. For example, academics in Criminology who can talk to students about real-life crime. Another important part of the course is guest speakers. Not only crime writers but also people from every area of the industry, such as agents and publishers.

And how many books have you written now?

“About five books of poetry, five children’s books if you count my *Moomins* translations, 13 or so contemporary crime novels, three Poirot novels and a self-help book called *How to Hold a Grudge*.”

If Agatha Christie walked into the studio, what would you ask her?

“What do you think of my Poirot novels?!”

The 2019 Green Impact Awards, organised by the University’s Environment and Energy team with support from the NUS, took place, fittingly, at the David Attenborough Building, home of the Cambridge Conservation Initiative.

Led by Deputy Head Gardener, Richard Denham, both staff and students have worked collaboratively to make ICE one of the University’s most sustainable locations, introducing initiatives such as a minibus shuttle from Cambridge to Madingley Hall thereby reducing car usage, using environmentally responsible cleaning products, providing low carbon and sustainable menu options and producing energy from kitchen waste.

The award auditors were impressed by the enthusiasm of the ICE team, noting: “There was a real sense of pride and a desire to do the best they could. Staff engagement seems to be a strength and we would like to encourage continuing with the awareness-raising events.”

Well done to everyone at ICE for their contributions in achieving this award. We’re proud of your efforts so far and are planning more environmental innovations during the coming year.
From suffrage to sustainability – the genesis and flowering of lifelong learning

The Institute of Continuing Education's accessible programme of part-time adult learning pre-dates Alexander Graham Bell's telephone. Inside ICE digs into the Institute's history and shows how its founders may have been 150 years ahead of their time.

Earning the right to learn

Professor James Stuart often gets the credit as the father of 'University Extension', as it was known, but it was two Victorian suffragists, Anne Clough and Josephine Butler, who paved the way for Stuart's opportunity.

Clough's campaigning led to the creation of the North of England Council for Promoting the Higher Education of Women in 1867, of which Butler was President and where Stuart was asked to lecture. Stuart, a University of Cambridge scientist, took his lectures across the towns of England anticipating 30 students would sign up – he got 300.

The University of Cambridge, forced to take note, sanctioned Stuart to create the Local Lectures Syndicate in 1873, from which ICE was born. It was, perhaps, the right time and place. Calls for women to be given the vote and receive better education, supported by key thinkers like J.S. Mill, were growing alongside the more general demand for skilled workers encouraged by the Second Industrial Revolution.

Learning the right to earn

Today, almost 5,000 students from over 70 countries are enrolled on ICE courses and the foundations that Clough, Butler and Stuart laid are even more essential at the start of a Fourth Industrial Revolution.

Traditional Universities have operated on the principle that those earning degrees at age 21 are set up with the skills to steer their careers for life. But today’s skills have a short shelf-life and, whether you relish or rail against the prospect, the expectation of 100-year lives will probably mean working into your 80s.

Continuous learning is so vital to our world that it forms part of the UN Sustainable Development Goals. Alongside CEOs and CFOs, businesses now employ CLOs – Chief Learning Officers – to ensure talented staff can adapt and be retained as old knowledge becomes redundant and technology takes on tasks once considered highly skilled.

Our future will require us to guide people towards learning throughout their lives, and educational institutions across the world are beginning to adapt their fixed, three-year model to meet the more flexible, ongoing development essential for our rapidly changing society. Thanks to the legacy created by Anne Clough, Josephine Butler and James Stuart, ICE has always been committed to helping adults learn and live in tandem.

Learn more

Find out about ICE’s programme of part-time courses at: www.ice.cam.ac.uk/courses
Spotlighting Britain’s hidden Holocaust past

Since focusing on Britain’s lesser-known wartime past, Gilly has consistently shined a light on a place that rarely takes centre stage in our national discourse. The Channel Islands were the only part of the United Kingdom to fall under Nazi occupation – a regime Islanders endured for five years – and yet what do most of us know about that experience?

Giving voice to victims of persecution

“People think Britain didn’t have a direct connection to the Holocaust and that British citizens weren’t sent to concentration camps – but they absolutely were,” says Gilly. “But there’s been very little focus on it. Persecuted Channel Islanders and their families haven’t historically received the recognition they deserve.”

Gilly’s work has increasingly aimed to secure this long-overdue recognition. Her most recent book, published earlier this year, is titled Victims of Nazi Persecution in the Channel Islands: A Legitimate Heritage? It’s the first book to examine the experience of all known deported Channel Islanders in Nazi prisons and camps, their struggles with PTSD and their exclusion from the wartime narrative.

“Through my research, families have been able to fill in the unknown journeys of missing loved ones,” explains Gilly. “It’s incredibly emotional to track down the graves of mothers and fathers and see the peace it gives their children.” That emotion is evident in two BBC documentaries where, with Gilly’s assistance, family members of Channel Island men locate the final resting places of their long-lost relatives.

Ensuring we remember

Giving voice to these wartime stories led to Gilly’s appointment as the Islands’ first representative to the International Holocaust Remembrance Alliance, and in August she was appointed to the Advisory Group for the UK Holocaust Memorial and Learning Centre, which will be sited next to the Houses of Parliament.

“I’m proud to consider myself an activist, and I’m determined to make sure our nation doesn’t forget these events and understands their modern relevance,” says Gilly. “For the Postgraduate Certificate, I’m teaching a module focusing on the Channel Islands occupation. I hope students will see how Britain is connected to the Holocaust and be able to appreciate how close we were to these seemingly far-off atrocities.”

Learn more

To find out more about the Postgraduate Certificate in Britain and the Holocaust, visit: www.ice.cam.ac.uk/pg-cert-holocaust
To read more about Gilly’s work on the Channel Islands, visit: www.cam.ac.uk/channelislandsvictims
Science has profound consequences for individuals, businesses, communities and the natural world. Increasingly, scientists recognise that those impacts must be openly discussed if they want wider society – be that the general public, companies, funding bodies or policy makers – to engage with the benefits and challenges of their work.

ICE’s Postgraduate Certificate in Practical Science Communication, led by Dr Jane Gregory, aims to develop the skills and knowledge of professionals involved with science so that they may better connect with wider audiences. According to Jane: “Science communication is a lot like singing. Many people are naturally good at it, but all singers benefit from training, exercise and studying others’ work, throughout their career.

“At the same time, science communicators need their brains as well as their practical skills. The immense value of studying science communication at a university is that we have access to decades of research that help us better understand not only science and communication, but also the social, political and human contexts in which our messages succeed or fail. The growing complexity and diversity of our world, and the vast inequalities in wealth, health, education and rights, mean science communication has to be adventurous and wise if it is to meet the needs of our fellow citizens.”

Meet the communicators putting theory into practice

Inside ICE sat down with four recent students – Penny Peck, Communications and Postgraduate Manager at the MRC Mitochondrial Biology Unit, University of Cambridge; Evan Wroe, Communications Officer at the Genetic Alliance UK charity; Tim Pilgrim, Senior Media Relations Officer at Brunel University and Adam Ogwu, Project Coordinator for a digital transformation agency – to find out why they joined the course and how it has helped them communicate science to the wider world.

Why did you want to study Practical Science Communication?

Penny: Communication and public engagement are key to my role, but I’d had no formal training. So I came looking for theories and new ideas, plus the confidence to know I’m taking the right approach.

Evan: I was preparing to go into a science communication career but felt totally unequipped. I wanted to make sure I was following good practice backed up by research.

Tim: I don’t have a science background, but I’d been working as a press officer and journalist for a few years and wanted to start specialising in an area I enjoyed.

Adam: At the time, I worked in pharma and my day-to-day conversations were filled with jargon. One of the main incentives for me was being able to explain to family and friends how pharmaceutical drugs work. I was their ‘science guy’, so I wanted to credibly answer their questions, especially in the social media spaces they frequent.

How has taking the course benefitted you and your work?

Evan: It has taught me to think critically about how to engage the public. I’ve learned how to write science news pieces for the charity I work for, and a social media strategy.
**Penny:** I really enjoyed learning how to script podcasts and videos. I’ll do more of that now.

**Adam:** The course was life changing. I’ve established an online health and pharma platform aimed at disseminating the science behind the questions of people within my demographic.

**Tim:** I work with a civil engineering expert who studies Indonesian tsunamis. He’s hiring a geological research vessel, and I’m exploring how to help interested journalists cover the story from onboard. I wouldn’t have had the know-how or confidence to attempt that before.

**Penny:** I gained so much confidence in giving presentations. And how to drill through scientific language to explain technical terms in an accessible way. I’m much better equipped to draft coverage of my colleagues’ scientific achievements now.

**Evan:** I’ve learned a lot of skills that will help me through the PhD I’m about to start too.

**Adam:** I’ve also recently been commissioned as a freelance medical writer for an online pharmacy. I’m very appreciative of the opportunities this course has opened up.

**Tim:** Thanks to taking part in the course, I successfully applied for a fellowship to the International School of Science Journalism at the Ettore Majorana Foundation in Italy. I got to attend lectures and workshops held by the likes of CERN and The Einstein Telescope Project. Apparently, 145 Nobel Prize winners have taken part in a school there, so as someone who flunked their A-levels half a lifetime ago, this course has led to the kind of opportunity I never thought I’d get.

**September start for ‘Super Tuesdays’**

In the last edition of Inside ICE, we revealed our new ‘Super Tuesday’ lifelong learning programme, bringing three-hour courses covering more than 20 subjects to Tuesday mornings and afternoons.

The full ‘Super Tuesday’ programme, beginning on September 24th, is now available and open to all adults, regardless of age or background. Priced at just £45 and timed specifically to enable those living within 90 minutes of Cambridge to avoid rush-hour travel, the courses are ideal for people with childcare responsibilities, retirees or evening and shift workers and are designed to be accessible to everyone – from frequent learners to those who haven’t studied since school.

Zara Kuckelhaus, organising these Tuesday programmes as part of ICE’s Lifelong Learning provision, hopes the programme will appeal to a wide range of groups who often miss out on adult education opportunities, including parents and carers: “One of the many groups who might benefit is young parents who work part-time. Getting to an evening class is not always easy, but we hope they might be able to make arrangements to attend a morning or afternoon session during school hours.”

To sign up for ‘Super Tuesday’ courses, visit: www.ice.cam.ac.uk/super-tuesdays

**Learn more**

To find out more about the Postgraduate Certificate in Practical Science Communication, visit: www.ice.cam.ac.uk/practical-science-communication
The 96th ICE International Summer Programmes in numbers

For the last 96 summers, the ICE International Summer Programmes have attracted lifelong learners from around the world to become part of a welcoming learning community and enjoy the opportunity to stay in some of Cambridge’s most beautiful Colleges. Across six weeks, the courses on offer are aimed at a wide audience looking to discover new subjects and perspectives while developing their skills in a supportive environment. Here are some of the highlights of the 96th International Summer Programmes, held in 2019:

1297 students...
...from an ICE record-breaking 73 countries across 6 continents

We welcomed back 263 returning students
301 academics contributed... ...to 205 courses...

... made up of 1,720 academic sessions – that’s over 57 every weekday!

We organised:
8 excursions 3 garden parties...
3 concerts and 2 ceilidhs

44 16- to 18-year-olds took part in the first Pre-University Summer Programme

Learn more

To find out more about the International Summer Programme, visit: www.ice.cam.ac.uk/international-summer-programmes