



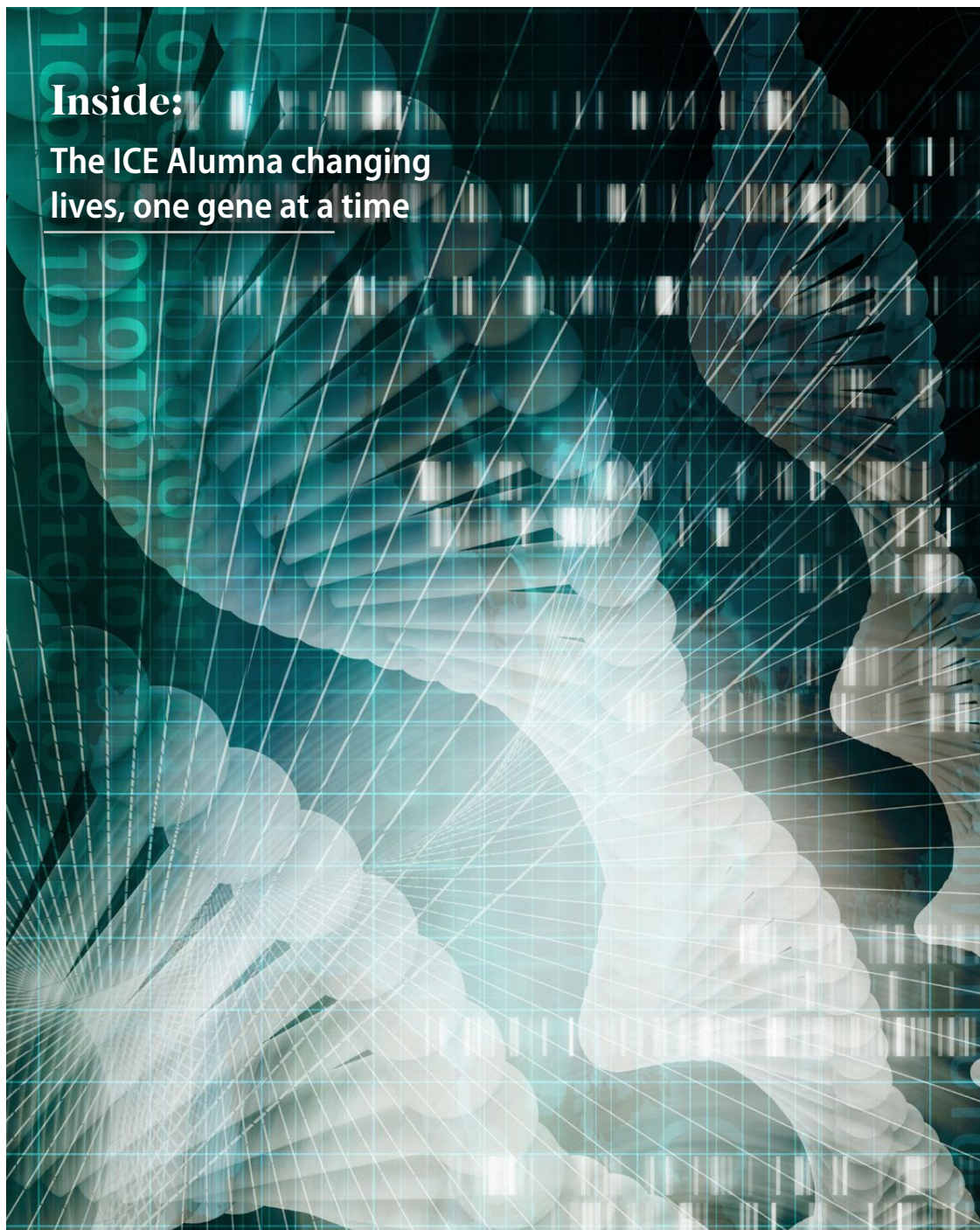
UNIVERSITY OF  
CAMBRIDGE

INSTITUTE OF  
CONTINUING EDUCATION

LENT TERM 2020



## Inside: The ICE Alumna changing lives, one gene at a time



**Uncovering exciting  
new voices for stage  
and screen**



**Inspiring gardens and  
minds: the garden as a  
learning environment**



**Continuing Education  
on the political agenda**

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



The background of the entire page is a photograph of a historic red brick building with a crenellated roofline and a small tower with a copper dome. A large, stylized 'ICE' logo is overlaid on the left side of the image. The letters are in a light green color and have a semi-transparent, architectural style with internal patterns.

## 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

Welcome to the first edition of Inside ICE of the 2020s.

Late in 2019, colleagues and I were reflecting on the past decade of continuing education. Regrettably, across English Universities about half the number of students are currently enrolled on a part-time qualification compared to the end of the 2000s. The policy landscape around tuition fees and Equivalent and Lower Qualification (ELQ) funding restrictions could hardly have been more disadvantageous. The 2010s certainly were not favourable towards lifelong learning in England.

Yet, as we look towards the next decade there's a feeling of significant optimism. Around the globe, there's huge momentum within the field of lifelong learning in response to the challenges and opportunities caused by longer working lives and, in many workplaces, disruptive technologies. Student enrolments at ICE in 2018-19 grew by 10% to a decade high of 4,795.

As highlighted at a meeting of 22 Deans of Continuing Education held at ICE in November, providers of extension education are now shaping the higher education agenda through innovations which reflect the life-wide nature of learning, as adults of all ages renew skills and seek understanding and meaning in a complex world.

In the U.K. General Election in December, all the major parties in England placed adult education at the centre of their manifestos. We haven't seen equivalent levels of political dialogue about the field since the movement to create a 'university of the air' which was formed as the Open University in 1969. In times of technological and societal upheaval, it's interesting to see how politicians seek out more flexible, accessible and affordable forms of higher education.

At ICE, we'll continue to develop our offer to respond to student demand in 2020. Areas such as the creative arts and technology will form key parts of these agendas. To this end, I'm pleased to report course approval for a Masters in Writing for Performance and the opening of applications for a new postgraduate apprenticeship in Architecture.

We hope the 2020s will encompass a series of successful learning encounters for current and future students.



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  
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## In Memory of Jack Merritt and Saskia Jones

On Friday 29 November 2019, our colleagues at the University of Cambridge Institute of Criminology held an event at Fishmongers' Hall to celebrate five-years of their Learning Together programme.

Tragically, a senseless terrorist atrocity took place. Learning Together team members Jack Merritt and Saskia Jones lost their lives. Learning Together students apprehended the terrorist on London Bridge and stopped the attack.

Since 2018, ICE has worked with Learning Together and the Longford Trust to provide follow-on bursaries to enable people who have been through the criminal justice system to continue their rehabilitation through education. Staff and students from ICE were present at the London event.

Jack Merritt was known to colleagues at ICE. For example, Jack generously supported a tutor development event at Madingley in October. Jack was completely dedicated to using education to support ex-offenders to get their lives on track. All at ICE send their heartfelt condolences to Jack's family, friends and colleagues.

Jack's and Saskia's work powerfully demonstrates how education can be used to address civic goals. Their work will live on and continue; they will not be forgotten.

# 'If you have a garden in your library, everything will be complete'

Cicero's famous quote reminds us that not everything ICE students learn about or value happens within a classroom. Inside ICE takes an enriching stroll round the Madingley Hall gardens with Head Gardener, Richard Gant.

“There are eight acres of landscaped gardens here: over 200 trees, a topiary garden, an alpine bed, two-acre meadow, white sunken garden, walled garden and a hazel walkway to name but some,” begins Richard. “‘Capability’ Brown was responsible for the landscaping in the mid-18th Century. An exhibition about his work at Madingley is located in the gallery at the Hall.”

### Inspiring gardens and minds

Alongside the impressive history, the garden continuously evolves with new features and plants to stimulate the minds of those who come here: “With our emphasis on planting unusual plants alongside the more familiar, hopefully we can inspire course members to take away an idea or a type of plant they've seen and try it in their own garden.”



Richard Gant.

Richard understands that the gardens' inspiration goes well beyond seeds and cuttings. Stepping out after a lecture or meeting at ICE into such a stunning and diverse green space can cultivate a positive effect on the mind too.

The **World Health Organisation** says that "green spaces can reduce health inequalities, improve well-being, and aid in treatment of mental illness," and that impact is clearly appreciated by ICE students and staff who speak enthusiastically about their outdoor environment. Dr James Gazzard, Director of Continuing Education at ICE, describes the gardens as a place which "lifts your soul after a tough day of work or study." In these gardens, there's a sense that stresses dissipate and ideas germinate – a useful reminder that in such a fine setting, mental wellbeing can be nourished both inside and outside the lecture hall.

The gardens inspire learning in a more direct manner too, being utilised as part of several academic courses, as Richard explains:

"ICE runs a number of Garden History and plant-focused courses. For example, the medicinal border, which features plants used for culinary, dyeing and perfumery, as well as medicinal purposes, plays a key role in the Herbal Traditions for Health short course running at the end of June and the regular Medicinal Properties of Plants course.

"It isn't only subjects directly related to plants that benefit from the garden though. It's a great resource for everything from Biocuration to Practical Science Communication, and Derek Niemann, a country diarist in *The Guardian*, runs Creative Writing courses that utilise our natural surroundings."

Equally important and very much in the current news is the role gardens contribute to the environment and ecology. The garden offers an important habitat for wildlife, where the coexistence of flora and fauna provides interdependent benefits and diversity.

## Encouraging visitors to enjoy the environment

Richard is passionate about as many people as possible being able to enjoy the gardens, especially given the wellbeing benefits they can bring: "As well as being for ICE students and staff, we welcomed nearly 1,000 people from all over the world on guided tours and talks last year. We're involved with the University of Cambridge Science Festival and the Open Cambridge programme and have a long-established partnership with the National Garden Scheme, who regularly open gardens to the public to raise money for charities.

"We published an updated edition of our Garden Guide in 2019 and have a variety of walk booklets available. *An Autumn Walk in Search of Garden Fruit* proved particularly popular last year, as did the Capability Brown guided walk leaflet and the *Madingley Hall and Estate, Celebratory Booklet and Walk*, which marked the 70th anniversary of the University purchasing these grounds.

"Whether people come for afternoon tea and a walk, are learning about botanical subjects or just need to take a breather from their studies, with the changing of the seasons there's a lot for everyone to take inspiration from here. We hope everyone enjoys the garden. ”



Adam Smyth © ICE

## Learn more

To find out more about the gardens at ICE's Madingley Hall home, visit: [www.madingleyhall.co.uk/gardens](http://www.madingleyhall.co.uk/gardens)

To find out more about short courses that use the garden as a resource, visit: [www.ice.cam.ac.uk/short-courses](http://www.ice.cam.ac.uk/short-courses)



# The ICE Alumna changing lives, one gene at a time

Dr Neeta Lakhani's dedication to professional learning helped realise her long-held dream of working at the cutting edge of clinical genetics. Practising as a Registrar, her patients benefit from expertise developed through the MSt in Genomic Medicine. And yes, in case you're wondering, sometimes it really is just like being House, M.D., she says.

## Getting my dream job – via the road less travelled

“I came to medicine a bit later in life. I was fortunate to have Sir Alec Jeffreys, who discovered genetic fingerprinting and DNA profiling, as supervisor for my first degree in Medical Genetics, but it was an inspiring encounter with a Clinical Geneticist that made me re-train and put myself through medical school – I had to sell my house and car and move back home to do it.

“Afterwards, I began a happy career in paediatrics, but in the back of my mind there was still this passion for genetics that I needed to indulge. It was a Cancer Geneticist, Professor Julian Barwell, who convinced me to apply for a Genomic

Medicine Master's at ICE. It seemed ridiculous to me at the time. I'd spent half my life studying, was a Registrar working towards consultancy, had got married and started a family – I had enough on my plate already.

“Plus I'd grown up in a working-class community and none of my schoolmates were becoming Doctors, never mind getting into Cambridge. But I applied, interviewed and got a place. I was a bit starstruck at first – I mean, this is the city where the double helix structure of DNA was discovered. – but it was brilliant to come to ICE and learn part-time alongside my work.

“My Course Director, Dr Gemma Chandratillake, was one of the people who helped me apply for

© Alamy





and get my dream job – a Registrar in the Clinical Genetics team at University Hospitals of Leicester NHS Trust. It was so reassuring to be asked questions for my application that I'd covered three lectures ago.

### A diagnostic detective hunting for clues

"If you've ever watched the TV series, House, that's pretty much my job now. I'm like a detective trying to work out what's wrong with patients referred to me when specialists can't identify the underlying root of their problems.

"In some cases, conditions are caused by a single difference in the genetic 'instructions' of a person's DNA. Imagine genes as lines of a recipe. One might say 'add sugar to cake,' but if salt gets added instead it might look OK but wouldn't taste it. We can identify what happened differently to cause the condition.

"In the last fifteen years or so – since the reading of the human genome – we've been able to start identifying the causes of more complex conditions; when multiple lines of the genetic 'recipe' are different, or when genetic differences interact with certain environmental factors.

"For example, a child might be unexpectedly tall for its age with no obvious reason. By talking to the parents, I might find out that the child had a large head at birth, then I can examine the child and notice other physical factors like a back that's not quite straight, and I can start piecing these clues together to understand what to look for.

### Reducing risk for safer treatment

"The study of genomics isn't only revolutionising how we diagnose and treat medical conditions, it's helping us cut risk too – like a simple aspirin being able to lower the chance of developing certain cancers. I think that's phenomenal, and it's relevance is set to increase as we learn more. Pharmacogenomics, where we can analyse a person's genetic make-up to anticipate their likely response to a drug, will have all sorts of applications in making sure we give each individual the most effective, low-risk treatments.

"The future of genetics is infinite. It's changing the face of the way we treat people and I'm really excited to be a part of that. ”

### Learn more

To find out more about the MSt in Genomic Medicine, visit: [www.ice.cam.ac.uk/course/mst-genomic-medicine](http://www.ice.cam.ac.uk/course/mst-genomic-medicine)

# Uncovering exciting new voices for stage and screen



© Carl Proctor

Kate Barton

An ICE student's debut play, conceived for a second-year dissertation, hits theatres as the Centre for Creative Writing unveils a new Master's specifically for performance writers.

## Plaudits for ICE alumna's stage bow

“Park [Theatre]... have once again identified an important new voice. We will surely hear more, much more, from Kate Barton.” So ends Louis Mazzini's five-star review of *Fast*, the first staged work from the ICE alumna.

Kate, a Creative Writing MSt graduate (2015-2017), came up with the idea for the play – based on the work of Linda Hazzard, a self-styled doctor who, at the start of the 20th century, treated patients using a strict regime of fasting – for her second-year dissertation. “I was listening to a podcast and her name came up,” Kate told Jane Garvey on Radio 4's *Woman's Hour*. “There was something about her that stuck with me, and I started to research around her.”

Transforming raw inquisitiveness into a play staged by a London theatre requires more than research alone, though. More, even, than hard work and skill – cultivating balanced self-belief is also integral to success, believes Kate: “ICE taught me that we

must have the confidence to pursue our unique voice. I've learned that there are times when that voice will be queried in a professional context and that this is perfectly normal: it's about knowing when to trust it and when to admit that someone else may know better!

## Continuing a tradition of writing talent

ICE's Creative Writing Master's has helped many talented writers find their voices and launch successful careers – not least Sara Collins, author of Costa First Novel Award-Winning *The Confessions of Frannie Langton*, and Mbozi Haimbe, Africa Region winner of the Commonwealth Short Story Prize, both of whom featured in *Inside ICE* during 2019 – but the landscape for performance writing has shifted considerably in recent years. So much, in fact, that this year, the Institute will run the University of Cambridge's first Master's dedicated solely to Writing for Performance.

Digital Drama Productions  
in association with Park Theatre present

# Fast

by **Kate Barton**

Directed by **Kate Valentine**

Cast includes **Caroline Lawrie**

Courtesy of Digital Drama





15 Oct →  
9 Nov 2019

PARK

Tickets: [ParkTheatre.co.uk](http://ParkTheatre.co.uk)  
Phone: 020 7870 6876\*  
Finsbury Park

\*No booking fee online. Telephone booking fee applies.

Dr Midge Gillies, Academic Director, Creative Writing, believes it's an exciting time to be a performance writer:

"There's a real focus on storytelling today, and newer production companies like Amazon and Netflix are hungry for stories. If you're open to collaborating with other writers, actors and so on then it presents a terrific opportunity. Performance writers should be energised by the prospect of sharing their initial vision."

Kate Barton, who's currently juggling writing new play ideas with caring for a new-born baby, agrees with that need to be open: "It's important to know that a performance piece will change considerably if it's lucky enough to end up in the hands of a director and creative team. You have to be prepared to change your work for many people and, ultimately, let your work go."

"Of course, writing is only part of the process – building a career requires a whole set of other specific skills too," adds Midge. "Writing for Performance covers so much – radio, TV, film, stage, performance poetry, podcasts and more. Fitting all of that into a module of the Creative Writing Master's has always been a challenge. While the Creative Writing course remains unchanged, so students get a broad base of understanding, this new MSt gives us room for a much fuller investigation of performance."

## A skilled community that's open to all

Writing for Performance students will learn from an experienced and successful group of tutors when the course begins this September. Led by multi award-winning playwrights, Abigail Doherty and Fraser Grace, the course team includes Suk Pannu, writer of TV comedy hits such as *Goodness Gracious Me* and *The Kumars at No. 42*, Sue Teddern, whose diverse writing credits cover everything from *The Archers* to *Birds of a Feather*, and who is co-author of the esteemed guide, *Writing for TV and Radio: A Writers' and Artists' Companion*, and Rupert Wallis, a children's author with a Screenwriting Master's whose work is now being adapted for film.

No industry experience or qualifications are needed for the part-time course, so it's a chance for anyone inspired by the famous Cambridge tradition of writers and performers to learn more about an ever-evolving subject in a welcoming environment. "We want to give more people that opportunity," says Abigail Doherty. "There will be writers out there who want to write for the stage but don't know anyone in theatre, or who have the beginnings of a fantastic film script but can't afford film school. This course is for them: it's designed to help break out fresh, new, exciting voices."

## Learn more

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

Anyone interested in the soon-to-be launched Writing for Performance MSt can email: [creativewriting@ice.cam.ac.uk](mailto:creativewriting@ice.cam.ac.uk) (please note, applications close April 30th)

# New goals for Cambridge United learners

In the launch edition of Inside ICE, we announced two new bursaries for fans of 'The Beautiful Game' – undergraduate study places for a supporter and player or employee of Cambridge United. Now, we catch up with the recipients and reveal their course choices.

Working with the Cambridge United Community Trust (CUCT), the charitable arm of the City's only professional football club, ICE unveiled the United in Learning programme last year, welcoming two people with no prior higher education qualifications to study at the Institute. We're delighted that lifelong U's fan Neil Weston and ex-player Samuel Squire have been selected as the partnership's first students.

Neither Neil, a former civil servant, nor Samuel, at just 19 years old, have any University experience. Samuel faced the tough news of being released from the Cambridge United playing staff earlier this year, and Neil missed out on study when he was younger because of mental health difficulties.

## Uniting study and work

Samuel, who joined United aged eight, has now kicked off his studies at ICE, working towards an Undergraduate Certificate in Coaching, with an ambition to develop his potential as a sports coach or mentor. He's combining study with a part-time role at CUCT, running sports sessions and



Photo © Alamy

workshops for young people from disadvantaged communities.

As he began his course, Samuel felt some apprehension: *"I was nervous it would be overwhelming, but straight away I felt like I got on with everyone,"* he explains. *"After a few days teaching, my mind was clearer than I think it's ever been. I was just buzzing with ideas."*

After struggling with depression as a young man, Neil qualified as a counsellor in 2013 and is using his bursary to study for an Undergraduate Certificate in Cognitive Psychology. *"ICE is a fantastic place to study,"* says Neil. *"As a counsellor, you do a lot of solitary work, so it's really beneficial to spend time with other students. It's an amazing opportunity to take advantage of what we have on our doorstep in Cambridge."*

## Encouraging higher education access for all

Both students hope that by sharing their experiences, they'll encourage more people to consider their personal and professional development. Samuel is also a United in Learning ambassador, working with groups under-represented in higher education. That's one reason why working with CUCT is so valuable – men are currently outnumbered in continuing education by a ratio of approximately two to one.

As Dr James Gazzard, Director of Continuing Education at ICE notes: *"At the moment, some of the people who would most benefit from adult education, at any age, are also those least represented within it. By working closely with community groups like CUCT, and through our student ambassadors, we hope to reach many more people in the Cambridge region."*

We'll bring you more news of Neil and Samuel's progress as part of the United in Learning bursary in future editions of Inside ICE.

## Learn more

To find out more about the range of bursaries available at ICE, visit: [www.ice.cam.ac.uk/bursaries](http://www.ice.cam.ac.uk/bursaries)





## Award Bearing courses open for application

Price freeze available on selected Undergraduate courses from 1 January to 29 February 2020.

Gain a University of Cambridge qualification taught by leading academics in a part-time, flexible manner, allowing you to combine study with other commitments.

Browse our courses at  
[www.ice.cam.ac.uk/qualifications](http://www.ice.cam.ac.uk/qualifications)

## Study at ICE wherever you are in the world, with a short online course.

Study anytime, anywhere and join a community of learners around the world

Get personal feedback on your work from an expert tutor and gain a Certificate of Participation

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

## Gold for ICE course marketing campaign

The innovative marketing strategy for a new ICE course has taken Gold at the annual UPCEA Marketing Awards.



The digital campaign to recruit healthcare professionals of the future to ICE's *Healthcare Data: Informatics, Innovation and Commercialisation* Master's was recognised

with a Gold Award in the Interactive Media category at the annual event hosted by the University Professional and Continuing Education Association (UPCEA), the leading sector body for professional, continuing, and online education.

Through clear and engaging online activity, including appropriately targeted use of social media, the strategy successfully inspired such a high volume of applications that course leaders tripled their year one recruitment target.

Dr James Gazzard, Director of Continuing Education at ICE, noted that the award is a globally coveted achievement: *"The UPCEA marketing awards attract more than a hundred entries from across the world and a Gold Award signals a submission which is judged by expert peers to be field-leading in nature. This is superb and well-deserved recognition for outstanding collaborative working, led by Head of Marketing, Christine Kinally, and her team. More broadly, the efforts around this new MSt by Consultant Physician and Associate Lecturer at the School of Clinical Medicine, Dr Ronan O'Leary, as well as our Assistant Director of Academic Studies, Dr Tom Monie, Head of Academic Centre Administration for Professional Studies, Gillian Barclay, and a range of other colleagues have been an excellent demonstration of partnership working and ICE launching, as per our strategy, new postgraduate professional studies courses in emerging STEM fields."*

To learn more about our MSt in Healthcare Data, please visit  
[www.ice.cam.ac.uk/mst-healthcare-data](http://www.ice.cam.ac.uk/mst-healthcare-data)

# Lifelong Learning: nourishment for the mind and soul

Inside ICE discovers the unexpected pleasures of friendship and food at ICE's weekend, residential Lifelong Learning courses.



Maybe your vision of studying somewhere like the University of Cambridge's Institute of Continuing Education is of stuffy lecture halls filled with rows of students all scribbling notes, while a Professor presents a long lecture of complex facts. If so, a conversation with Zara Kuckelhaus, ICE's Head of Lifelong Learning, will soon dispel the notion.

*"Weekend courses are about making new friends and being part of a community of like-minded learners," says Zara. "They're about pursuing personal interests and taking the chance to interact with other viewpoints you might not be exposed to. There's also a strong focus on a lot of very good food."*

## Students are both learners and teachers

In fact, food, served sociably among weekend learners, acts as the bookends to weekend residential courses at ICE, with everyone joining for a three-course dinner on Friday evening and departing after lunch on Sunday – or Monday, for longer itineraries. In-between pauses for meals or cake, small groups of students spend time

discussing their chosen subjects with tutors and peers alike.

*"Peer-to-peer learning is every bit as important as teaching," explains Zara. "It's a relaxed environment and tutors firmly encourage discussion and the sharing of perspectives. Hearing from different generations or those with different life experiences, all together for a shared passion, is incredibly enriching."*

## Space for wellbeing

There's one fixture of the weekend programme that Zara is unexpectedly keen to talk about – the Saturday afternoon break: *"The break is such an important, lovely time. It gives people an opportunity to think and reflect and spend time enjoying their surroundings. Depending on the person, it can be a meditative or social period. Either way, it's great for wellbeing and for bringing minds back into focus."*

During the break, one of the great strengths of the ICE learning environment comes into its own – the garden. *"There are so many different areas to explore or enjoy," enthuses Zara. "It's a*





Adam Smyth © ICE

*fantastic resource for us. More than that, we even run weekend courses that are about, or make use of, the garden as a place of learning in its own right."*

The learning community at ICE is a great place to meet like-minded learners looking to deepen their knowledge of a subject they love or starting to investigate a completely new interest. Many students are returners, often choosing to meet up and study a new topic with old friends they met on previous courses, and some go on to follow pathways to award-bearing Certificates and Diplomas. All are welcome, says Zara: *"Weekend courses are open access, so no educational background is necessary and life experience is just as relevant as qualifications. Whatever your story, the whole point of coming to study a weekend course is to learn how to see things in new ways amongst a friendly community of learners there for the same purpose as you."*

## Learn more

To find out more about Lifelong Learning courses at ICE, visit: [www.ice.cam.ac.uk/short-courses](http://www.ice.cam.ac.uk/short-courses)

## Continuing education on the agenda during the 2019 UK General Election

Unlike the watershed 'Education, Education, Education' speech in the run up to the 1997 election, there wasn't quite an 'Adult Education, Adult Education, Adult Education' equivalent in 2019. However, importantly, all three major parties in England set out significant new platforms for investment in lifelong learning.

Motivated by the need to focus on knowledge economy skills development in a post-Brexit context, the risk to traditional jobs presented by the rapid rise of artificial intelligence, and longer working lives creating the need to re-skill ageing workforces, the parties set out distinctive approaches. The Liberal Democrats unveiled their 'Skills Wallet', Labour the 'National Education Service' and the Conservatives a 'National Retraining Scheme'. The renewed, cross-party focus is a welcome development and one that casts lifelong learning back into the public consciousness for the first time in two generations.

Whilst it would be helpful for this dialogue to expand from its vocational focus and include life-wide access to a liberal education in the arts and humanities, in 2020 and beyond it will prove interesting to see how continuing education can drive economic renewal, social mobility and personal development.



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## ICE hosts global Deans of Continuing Education meeting



In November, ICE hosted 22 Deans of Continuing Education from leading research-intensive universities, including Cambridge, Oxford, Harvard, Stanford, Berkeley and Brown, for their annual meeting.

The universities represented at the meeting in Cambridge collectively oversaw more than 500,000 enrolments in the last year, again underlining the worldwide importance of continuing education. Across two days of meetings and throughout a superb formal dinner held at Madingley, the Deans' explored a diverse range of issues facing the sector that reflect the modern demands of delivering continuing education – from student-support chatbots and blockchain-dependent qualification repositories to large-scale online courses and the 60-year curriculum.

"It's clear that, in terms of student-centred learning innovations, continuing education units are now leading the way in some of the world's greatest universities," believes ICE's Director of Continuing Education, Dr James Gazzard.

# STEM – the vital subjects



Dr Oliver Hadel

Inside ICE looks to the future of study, work and tech with Institute Teaching Officer for Science, Technology, Engineering and Mathematics (STEM), Dr Oliver Hadel.

What have been your primary goals since starting your new role at ICE in 2019?

“**Dr Oliver Hadel (OH):** I'm a Physicist with research interests combining Physics and Engineering, so one of my initial goals is to develop more Postgraduate courses in Physical Sciences and Engineering. But I'm interested in the entire learning journey at ICE, so I'm keen to introduce more short courses within the STEM portfolio too.

What sort of short courses?

“**OH:** Well, for example, we're used to hearing about how technology is impacting the world of work very quickly and there are many buzz phrases in use, like the 'fourth industrial revolution', which in turn is built on 'artificial intelligence' and 'big data'. For some business leaders this might sound daunting because they don't understand what the important technologies are, how they work and how they'll change the landscape of their sector. So I'd like to help them understand what lies behind these technologies and their applications within work contexts. Without that knowledge, some businesses may find it hard to survive. It's the same for people who might want to change their careers in future. We can help give them a clear sense of the skills and knowledge they'll need to thrive.



# taking root in our lives

STEM subjects seem to be increasingly important in our day-to-day lives.

“OH: Even interpreting the news frequently requires some up-to-date understanding of STEM subjects. Take climate change for example. When I first became a student, there was very little discussion about it. But now this complex topic is being discussed in the media in quite technical ways. The discussions about the exact consequences of climate change highlight the tension between the seemingly unchanging, absolute science we’re taught at school and the reality of scientists who can’t give definitive answers and instead present a range of possible scenarios. It’s important for people in life and in business to grasp that specificity isn’t always possible and that they may need to decide how to act based on a level of uncertainty.

And growing complexity too, perhaps, with more views to consider?

“OH: Exactly, and my role is to bring different disciplines and perspectives together. I’m really interested in how we can combine technology with creativity, especially to bring about responsible innovation. I appreciate these cross-disciplinary challenges that demand us to have greater collaboration with other experts – communicators and philosophers, for example.

Where might that lead you?

“OH: I’m currently exploring areas for new courses and I’m in the middle of thinking about disruptive technologies. One interesting aspect for me is to demystify this term and explore where to draw the line about what is and isn’t disruptive. For instance, when the automobile was first developed it seemed like the next stage from a horse and carriage, replacing the

horse with a different engine. But once you add further developments like assembly line mass production, you end up with an innovation that has radically disrupted the way we live and the world around us. So what is disruptive and what are the next big disruptive technologies I think would be fascinating explorations for a STEM course drawing on a variety of scientific disciplines.

Who would your audience be?

“OH: I think it would appeal to people who want to learn about what lies behind the headlines, either for personal or professional development. One of the great things about studying at ICE is the unique depth of collaboration and communication between students. Getting curious and inquisitive minds interacting with people already engaged in developing disruptive technologies would create an extremely powerful learning experience. The same is of course true for other STEM courses too.”



©Karsten Würth (@karsten.wuerth)\_Unsplash

## Learn more

Explore the courses we offer in STEM subjects, visit: [www.ice.cam.ac.uk/courses/courses-subject](http://www.ice.cam.ac.uk/courses/courses-subject)

# ICE unveils initiative to reduce carbon emissions

The Institute for Continuing Education has launched a carbon reduction initiative that will offset 1,500 tonnes of carbon emissions on behalf of its staff and global student community.

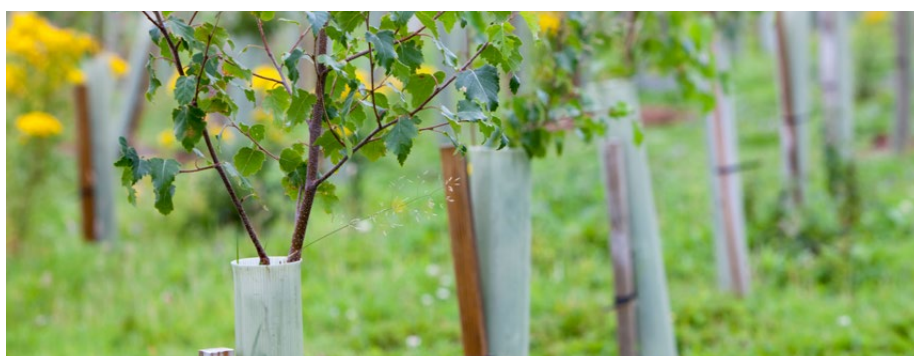
In the last edition of Inside ICE, we detailed how the Institute had once again achieved platinum status for its sustainability work as part of Green Impact, the National Union of Students' environmental accreditation scheme.

ICE's latest move will further minimise its environmental impact, mitigating a volume of emissions equal to around half of the carbon emitted by students travelling to study in Cambridge on ICE-taught courses, including the

International Summer Programmes, as well as from ICE employees attending education-related events and meetings overseas.

Working to offset these emissions in collaboration with environmental consultants Carbon Footprint Ltd, ICE will support projects in the UK, India and the Amazon rainforest that include tree planting, reducing deforestation, and the installation of renewable energy sources.

With its ongoing commitment to operating sustainably, ICE plans to install charging points for electric cars by 2021 and will seek to partner with exciting new initiatives such as Cambridge Zero in the future.



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Institute of Continuing Education

## Open Day

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**Saturday 4 April 2020 10am – 4pm**

Madingley Hall, Cambridge, CB23 8AQ

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