

# OFFICE SIDE WALK



## **Inside:**

**How 2020 became  
the year of online  
learning**

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**Preparing global  
students for Master's  
study**

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**New Master's tackles  
the urgent question of  
ethics and technology**

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**Dr Timothy Brittain-  
Catlin and the new  
route for architects**

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





## 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 classes. Our discussions extend over virtual tea breaks and social gatherings via Zoom and WhatsApp, as well as 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

The summer raced by in a blur (when I penned the introduction to the previous issue it was 36°C, sadly it's just a fraction cooler today...), and we are now well into Michaelmas Term, the clocks have gone back and golden leaves are strewn across Madingley Hall.

At the time of writing, three vaccine candidates have shown promising results. Most credible experts are predicting a further year of pandemic disruption, but it is heartening to see these innovations, alongside those in rapid diagnostic testing and anti-viral therapeutics. In parallel to the scientific response, adults around the world are engaging in huge numbers with various forms of continuing education as they contemplate a post-COVID-19 future.

Following the worldwide trend, ICE saw record undergraduate and postgraduate enrolments, up over 50% and 40% year-on-year, respectively. I would like to wish all 2020 – 21 students well and thank them for their cooperation across the early days of the pandemic-impacted term. I also extend my gratitude to my colleagues who have worked tirelessly to ensure each course can be delivered remotely, with increasing levels of student-tutor interactivity and peer exchange.

At ICE, we are now beginning to formulate our new strategy for 2021 to 2025. It is interesting to reflect how ICE has changed over the past three academic years. In line with student demand, we have grown our postgraduate offer from nine to more than 20 courses. In this issue of Inside ICE, we introduce the new MSt in Artificial Intelligence, Ethics and Society and consider the recently launched MSt Apprenticeship in Architecture. In other planned developments, we are working in collaboration with edX and Flatiron School to deliver new types of accessible and affordable courses. These courses demonstrate our ambition to work with adult students and employers to provide timely access to emerging fields.

Our award-bearing courses are now open for applications. Taught by leading academics, these part-time courses allow you to combine study with other commitments. We also have a number of tuition fee bursaries available for these courses, to promote access to and participation in continuing education.

To close, I hope all our students, alumni and supporters stay well and we look forward to further developing our offer and growing our student body in 2021 and beyond.



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

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



Cory Saarinen

For ICE's Head of Technology Enhanced Learning, **Cory Saarinen**, 2020 turned into something of a busy year. We find out how online learning has been vital to ICE during the pandemic and how Cory and his team have helped maintain students' learning experiences since lockdown.

# How 2020 became the year of online learning



“As early as January we had a sense that a transition to online was going to become fundamental to our student community,” recalls Cory. “We’d seen consistent growth since we started offering online courses, but there was a huge increase in interest when lockdown started.

## More students but not bigger classes

“For the first time, we put on courses in July and August and ended up with our largest-ever intake of students for our online course portfolio. Numbers had increased around 30% in 2018-19 from the previous year, and in the last academic year, enrolments grew by 80%.”

While the Institute had run online courses through its popular virtual learning environment (VLE) since 2011, lockdown restrictions enabled people around the world to see the potential of technology to connect.

“Our demographic is uniquely global – students aged from 18 to 94 drawn from 80 plus countries study our online courses,” notes Cory. “So, in a small cohort, you get this great experience. You’re not only learning from a Cambridge expert and the material, but you’re also engaging with people who see the subject through different lenses.

“Small group teaching sessions and supervisions are part of what makes Cambridge, Cambridge, even online. We want everyone to have access to their tutor and enough time for tutors

“I was impressed by the accessible course format, especially during lockdown, ensuring that I could devote full attention to the enriching content. I enjoyed the opportunity to interact directly with, and be educated by, leading experts in their field. Equally, the course allowed for some very interesting discussions with other course members, and as such, the course felt fully interactive. It has been very effective in shedding new perspectives on the topic as well as offering a platform of interaction with others in a time where social encounters were limited.”

Daniel Adamson,  
online courses student






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INSTITUTE OF CONTINUING EDUCATION

## Award-bearing courses now open for applications

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

For more information and to apply, please visit [www.ice.cam.ac.uk/qualifications](http://www.ice.cam.ac.uk/qualifications)

and students to engage with each other. And the feedback we're getting has been great. People are saying that they never thought they would have enjoyed an online course and that it was a great opportunity to stay in contact with others."

### Greater flexibility for students

It wasn't only additional online courses that Cory and his team needed to set up though; they also had to help adapt ICE's range of award-bearing, face-to-face courses.

"We literally had to go from face-to-face teaching to online overnight – an MSt in International Relations was having a residential session the week of lockdown. At first, that meant making sure we could record lectures and allow students to participate and

engage with live sessions remotely. Then over summer, we spent time with tutors, academic staff and programme teams refining our approach for the Michaelmas term, giving training on different software platforms and finding ways to share best practice from what we'd learned the previous term.

"We're trying to make study as flexible as possible. That means looking at the types of materials we can pre-record for learners to work on at their convenience so that the time people spend online together is better utilised and allows for deeper discussion.

"Location and being in the classroom will always be a big draw for people, especially when you have a beautiful home like Madingley Hall. But we've always had people unable to attend in-person, whether that's because

they don't live in the UK or they're busy with work, family and everything else. Flexible learning and offering choice has broadened our learning community. I'd like to see that continue. ”

### Learn more

Our next online courses begin on 4 January 2021, starting from £275. Places are limited. Explore the courses and book today at

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



As Michaelmas term began, ICE welcomed the inaugural cohort to its new **Advanced Diploma in Research Theory and Practice in English (International Pre-Master's)** – a full-time matriculated programme that helps global graduates bridge towards postgraduate study at leading universities. The COVID-19 crisis has made it a challenging start for everyone, but the course is already supporting its first students, writes Head of Academic Centre Administration for Professional Studies, **Shamiso Barnett**.



Shamiso Barnett

© Michael Bailie

# Preparing global students for Master's study

The International Pre-Master's (IPM) is a nine-month full-time programme that helps students prepare for Master's-level study at leading English-speaking universities. The course aims to develop students' research methods and practices, their English language and academic literary skills, and their understanding of current and emerging themes in their chosen pathway.

Our first IPM focuses on Business Management, and students from countries including Japan, China, Morocco and the Netherlands began arriving in mid-September for two weeks of quarantine. We made careful arrangements with their College accommodation to ensure they could stay safely.

After quarantine, we held a (physically distanced) welcome event at Madingley Hall, enabling students to meet their teaching team and experience traditional Cambridge dining. Over the next week, we introduced the group to their English Language and Business modules and set them a city-wide 'treasure hunt' to help them navigate Cambridge and find well-known locations. Once government restrictions are relaxed, we hope to offer excursions to famous places further afield.

## Learning from different cultural viewpoints

The students are already impressing their tutors: engaging with the course and their research projects, holding thought-provoking discussions and sharing a good range of cultural perspectives. It's so encouraging because such positive, collective engagement helps all the students flourish. They're thinking about their futures too – making use of the University Careers Service to consider their Master's paths. I'm delighted to say they all have Cambridge in their top three choices.

We've been able to continue with face-to-face teaching, taking a COVID-19-secure approach. That ability to exchange ideas with each other in-person is a huge part of the experience, and it's also the best way to quickly upscale English language skills.



© Alan Bennett



Every student is a full member of one of three University of Cambridge colleges: Girton, Lucy Cavendish or Wolfson. This means they get to use resources like libraries and share accommodation with their College peers. Engaging with postgraduate students who can explain what it's like to study a Master's at Cambridge is central to the experience.

We want our IPM students to be well, happy and comfortable asking questions, so they have their own student representative, and we hold virtual coffee mornings and one-on-one surgeries for them. It's reassuring to know they're meeting up for outdoor exercise at weekends too.

## More IPM opportunities for 2020–21

For 2020 – 21, we plan to offer Business Management *and* Engineering pathways. Right now, we're running Virtual Open Days and Research Proposal Workshops for prospective students – understanding likely research proposals helps us pick the best supervisors. Potential students can also arrange web chats with us to ask questions. The application deadline is 31 March, 2021.

We're delighted our first IPM programme has started so well despite the obvious challenges. It's an excellent way for international students to improve their English, develop their research skills and experience study at one of the world's leading academic institutions.

### Learn more

To find out more about the International Pre-Master's programme and how to join us in 2021–22, visit: [www.ice.cam.ac.uk/international-pre-masters-programme](http://www.ice.cam.ac.uk/international-pre-masters-programme)

## Dr Gilly Carr awarded the European Heritage Prize

**Dr Gilly Carr**, Academic Director and University Senior Lecturer in Archaeology, has spent the past decade researching the German occupation of the Channel Islands during the Second World War. She has also been a heritage activist in getting memorials unveiled, guest-curating exhibitions and building digital heritage on behalf of victims of Nazism. In August, she was awarded the prestigious European Archaeological Heritage Prize for this activism. We find out about the impact of her work and how she reacted to the news.



Dr Gilly Carr

© Eddie Guige Photography

The prize has been awarded annually since 1999 to those who have made outstanding contributions to the knowledge and protection of European archaeological heritage.

The impact of Dr Carr's work has changed attitudes and transformed awareness about the Channel Islander victims of Nazism locally, and in setting forth this 'lost' history she has helped to develop understanding internationally too.

"It's a real honour to receive this award, and a bright spot in what has otherwise been a pretty dark year – for all of us" said Gilly. "Although I have worked on behalf of all categories of victims and survivors – deportees, forced labourers and Jews – it is the political prisoners who have a special place in my heart. They were those who were imprisoned or deported to Nazi prisons, labour camps and concentration camps for acts of protest, defiance and resistance.

During and after the occupation, they were seen by most of those in positions of authority as troublemakers who deserved everything they got. Their experiences in prisons and camps were seen as a punishment of their own making. They did not receive any honours after the war and their memory had never been rehabilitated at the time I began my work. I hope I have helped to change that a little."

### Learn more

To find out more about Dr Carr's work and upcoming archaeology courses, visit: [www.ice.cam.ac.uk/gilly-carr](http://www.ice.cam.ac.uk/gilly-carr)

# Pre-hospital emergency medicine: training people who save people

The events of 2020 have brought home the importance of ensuring healthcare professionals have access to evidence-based knowledge and skills. Running once again from January 2021, ICE's **Postgraduate Certificate in Advanced Clinical Practice (Pre-Hospital Emergency Medicine)** aims to give registered nurses and paramedics the opportunity to develop their expertise, as well as their careers. Academic Director, **Dr Tom Monie**, tells us more.



Dr Tom Monie

## Sharing knowledge and preparing for the future

“That practical element is one of the big advantages of the ICE course. Of the few other programmes around, many are fully online and tend to focus on specific, more limited areas, whereas this course covers a greater breadth of content. There are excellent peer-learning benefits too. All the students have seen and experienced different things in their careers, and in their clinical environments, they're used to talking through what's happened. The teaching here builds on the experience-sharing that paramedics and nurses are familiar with.

“Perhaps now more so than ever, ongoing professional development is reshaping all sectors, including healthcare, and leading more people to change jobs or require additional qualifications. Learning new skills, staying up-to-date and taking extra training prepares people for new roles and career progression. This course helps a vital group of clinical professionals, critical to our society, be ready for their fast-changing workplace. ”

“Pre-Hospital Emergency Medicine (PHEM) is when, for example, paramedics attend a road traffic accident or a heart attack. It's dealing with crisis points where there isn't necessarily time to get people to hospital before providing some form of treatment. That might mean pain management, controlling excess blood loss or setting broken bones before transportation to a hospital.

## A training pathway for experienced professionals

“The paramedics and nurses on our PHEM course might have 10 plus years of hands-on experience, so they're the people their colleagues turn to,

but historically, there wasn't strong post-registration qualification-based progression routes for them. That's changed over the last few years, and they're now required to develop their skills.

Advanced Clinical Practice gives students the knowledge and confidence to take more leadership in clinical teams, often at times when fast action is critical. It also opens opportunities for greater specialism and additional qualifications, such as in high-impact trauma, the treatment of strokes, or being able to prescribe certain drugs. It's a route for career progression.

“The course content is a mixture of theory and practice. In 2021, we'll need to be flexible in our delivery. With set readings, activities and pre-recorded lectures, students can be flexible about study times, and tutors will host live, online workshops for the group. Some elements of clinical demonstration still need to be in-person, but they'll be socially distanced and in PPE – something these students are used to anyway. Madindgley Hall is a COVID-secure training venue.



## Learn more

To find out more about the Postgraduate Certificate in Advanced Clinical Practice, visit: [www.ice.cam.ac.uk/phem](http://www.ice.cam.ac.uk/phem)



# In the deep midwinter: access to inspiring learning

Inside ICE is delighted to unveil another ICE first: the inaugural Virtual Winter Festival of Learning; a chance to kick-start the year with a week-long course (or two!) in your favourite subject, or to test the water by studying something completely new.

Running from 18 to 29 January 2021, the Winter Festival includes more than 50 courses and approximately 30 talks, once again designed for adults around the world.

Each course incorporates two pre-recorded lectures from subject experts per day over a five-day period, as well as additional, related content. Online discussion forums allow students to engage with Course Directors and fellow participants. The diverse range of courses includes *Ancient Rome*, *Making sense of*



*international migration*, *Great Caribbean poets* and *Fundamentals of climate change and air pollution*, with several topics offered for the first time in 2021. Talks are one-off tasters on intriguing themes delivered by inspiring Cambridge academics, covering everything from *Spartans* and *Stonehenge* to *Pandemic Politics* and *Brexit*.

Many of the Virtual Festival offerings reflect the variety of ICE's undergraduate courses, so whether you're a student, a professional or retired from a full career, signing up could be the start of your new learning journey.

Bookings for the Festival are now open. The series of talks are released throughout the Festival and can be viewed until 24 February: anyone can explore the complete range for just £50. Each course costs only £149 and also provides free access to all talks.

**“The University's Virtual Winter Festival of Learning reflects our mission ‘to contribute to society through the pursuit of education, learning and research at the highest international levels of excellence’.”**

Professor Graham Virgo QC (Hon),  
Senior Pro-Vice-Chancellor (Education)

## Learn more

Treat yourself to a learning experience or purchase a course or the series of talks as a gift for a friend or family member.

To find out more about the Virtual Winter Festival of Learning, visit: [www.ice.cam.ac.uk/virtualwinter](http://www.ice.cam.ac.uk/virtualwinter)



**UNIVERSITY OF CAMBRIDGE**  
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## Virtual Winter Festival of Learning

**18 – 29 January 2021**

**Discover over 50 courses and 30 talks**

Book your place now at  
[www.ice.cam.ac.uk/virtualwinter](http://www.ice.cam.ac.uk/virtualwinter)

ICE is collaborating with two leading online learning providers – *edX* and *Flatiron School* – to expand access to its professional studies courses for learners across the world. ICE's Director of Continuing Education, **Dr Jim Gazzard**, explains why it is more important than ever for the Institute to reach out to students.



Dr James (Jim)  
Gazzard

© Michael Baillie

# Collaborations extend ICE courses to global learners

The landscape is shifting – but ICE's mission isn't

“The Higher Education landscape is changing rapidly,” acknowledges Jim. “We want to adapt with it because part of our mission is to make sure that high quality, University of Cambridge learning is available to all. We're continually looking to explore innovative ways of achieving that, especially in the current COVID-19 impacted world.

“Quite rightly, today's students seek ready access to learning, affordability and the teaching quality associated with the leading providers. In this digital age, they have the opportunity to engage with that whether at home, at work or on the move. We want to make it easy for them to benefit from ICE's portfolio, so we're striving to take the DNA of our historic institution and fuse it with contemporary forms of education that make our courses accessible throughout the world.

“There's a direct lineage between these partnerships and the pioneering work of our founder, James Stuart, who co-created learning programmes in collaboration with the cooperative movement, workers' unions and others, focusing on the needs of learners. We're adhering to the same principle today – our name and reputation are recognised

markers of quality, and we can combine that with the strengths and reach of other world class organisations”

The collaborations see ICE initially offer a Writing for Performance and the Entertainment Industries MicroMasters through the edX platform and an online Data Science programme provided by Flatiron.

## Uncovering exciting new writing talent

“The edX MicroMasters is a highly practical programme taught entirely online,” explains Jim. “It offers advice from expert practitioners on how to build a career in screenwriting, theatre and even video gaming, and aims to help uncover new voices in performance writing internationally – voices that might not otherwise be heard.

“edX's not-for-profit platform offers an excellent, flexible user experience which we're delighted to make use of, and this course holds a valuable purpose. Throughout the pandemic, we've seen the societal importance of high-quality film, television and radio. It has entertained, educated and lifted our spirits. We hope this new course will engage and inspire future writers, some of whom may aspire to study for a Master's degree at Cambridge.”





Students can work through as many or as few of the modules as they choose, and all eight modules can be taken entirely free under the audited version. Under the chargeable and assessed option, students receive a certificate upon completion and can put the credit towards ICE's new residential Master of Studies in Writing for Performance, should they apply and be accepted.

## Helping adults engage with the knowledge economy

"Data Science is one of the fastest-growing areas across the global knowledge economy and is in high demand by employers," says Jim. "Our programme with Flatiron School will leverage their curriculum to provide employability skills that are incredibly important for all of us as we look to the future."

The partnership with Flatiron came about, Jim notes, thanks in part to some impressive feedback: "One of the key factors in deciding to work with them was a glowing reference we received from Yale University about their programme in collaboration with Flatiron School. Flatiron School shares our desire for quality teaching and learning, and they're invested in ensuring the course makes a difference to both students and society."

The introductory Data Science programme is designed for students with minimal technical background and aims to provide the practical and work relevant skills and statistics fundamentals to allow them to make use of big data across their future career paths. The course's six online modules help learners get to grips with the Python programming language before providing practical experience of working with and evaluating real data relevant to genuine business problems.

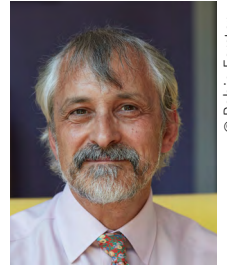
"Given how the world is changing, learning needs to be more fluid and flexible to give adults the skills they need to be successful, when and where they need them," believes Jim. "By widening the means of access and joining forces with accomplished experts like edX and Flatiron, ICE can offer more people the chance to be part of our global community and to engage with innovative, highly relevant learning. ”

## Learn more

To find out more about our online Writing for Performance and Data Science courses, visit: [www.ice.cam.ac.uk/online](http://www.ice.cam.ac.uk/online)



Inside ICE talks to **Dr Timothy Brittain-Catlin**, the Course Leader of ICE's new **Architecture Master's-level Apprenticeship** about balancing work with learning, the flowering of affordable housing, and how his mum re-directed his career path.



© Robin Forster

Dr Timothy Brittain-Catlin

# Dr Timothy Brittain-Catlin and the new route for architects

## A 'sliding doors' moment

Timothy Brittain-Catlin was fed up at university, and it was his mum's fault. He'd wanted to take a building course, but after strong A-level results, his mum vetoed that in favour of a prestigious Architecture degree. After five long years, however, Timothy knew inspiration wasn't about to strike, describing his undergraduate education as "unfriendly" and "a fight".

Despite that, Timothy stuck it out, earned his qualifications and set about learning his craft at architectural practices in the UK and Israel. As his experience grew over a varied decade – through house design, conservation work and large-scale masterplanning – architecture slowly hooked him in. So much so that he began to teach it, as well as studying a University of Cambridge PhD under the esteemed supervision of Professor Andrew Saint.

His mum now presumably forgiven, Timothy's particular interest in residential architecture is revealed by his beautifully photographed and researched new book, *The Edwardians and their Houses: The New Life of Old England*.

"If you put it dramatically, you could say that the question of how to design a house was solved by 1910, and everything that's happened since

has simply been an experiment," says Timothy provocatively. "It was also a time of flourishing for the design of small, comfortable, well-organised, well-built and cheap houses. Alongside famous examples, such as Hampstead Garden Suburb, are lesser-known successes, such as Gidea Park in Romford; a beautiful estate of houses that were very cheap, even by the standards of the day."

As well as being a passionate architectural historian, it turned out Timothy was an excellent architecture teacher too: at the University of Kent, he won two awards for innovation and effective team teaching – skills highly relevant to the ICE Architecture Apprenticeship MSt which Timothy now leads.

## A modern approach to architectural training

The apprenticeship combines the architect's second degree with the subsequent practical experience and final professional qualifications, with apprentices remaining employed and paid throughout. This approach minimises the financial stress placed on students following the traditional route and therefore significantly increases diversity of admission.

His unhappy time as an undergraduate informs Timothy's course leadership today: "The old system wasn't producing the right kind of people, and the gap had become too big between



the practice of architecture and what students were doing in architecture school. We're trying to remedy this while also providing genuine intellectual challenge. Apprentices on this course should be able to see enough, experience enough and learn enough to add genuine enrichment to their workplaces."

The first cohort of apprentices began their opening module in summer 2020 – online, of course. "The apprentices are a good mix, from small and large practices, and we see them all as equals," stresses Timothy. "We hope this route will attract a greater diversity of students to the profession of architecture."

"All our apprentices get to see the cutting-edge work of Cambridge researchers first-hand; everything from material science to community architecture on other continents and the sociological aspects of environmental design. They can ask questions and engage with academics directly, becoming a contact line between university and office."

### More flexible Cambridge study

Award-winning architectural practice, Donald Insall Associates, has an apprentice in ICE's first cohort, and Associate Director, Caroline Drake, is keen to discover whether the new pathway enhances career development: "Our first Architectural Apprenticeship is part of our social value commitment to Rochdale Borough Council; we lead the project to restore one of the most historically significant buildings in the country – Grade I listed Rochdale Town Hall."

"We think students benefit from a thorough and long-term experience of a project, so our apprentice is fully integrated into our project team, initiating teamworking skills and professional relationships at an early stage in their career, and the coursework allows further research and development opportunities. It's early days, and there are challenges in making time to attend a course alongside work commitments, but we're hopeful the collaboration will provide excellent practical experience and academic training for our apprentice."

The difficulty of managing time is one that Timothy is also mindful of: "We're very aware it can be frustrating for employers to lose their star assistant every Friday to academic commitments. It doesn't account for the ebb and flow of business. What's unique about our course is that between residential sessions, students can be flexible about when they carry out their academic work."

"From the students' perspectives, we're keen for them to understand that they're genuine Cambridge college members (through Queens' College) and a proper part of the University with all the access to resources and experiences that entails. We're determined to foster a sense of open-door engagement, collaboration and community through this course, even at a distance."



Number 4 Cowley Street, Westminster. Grade II listed building constructed in 1904 – 1905 by architect Horace Field.

### Learn more

To find out more about the MSt Architecture Apprenticeship, and how you can join us in 2021, visit: [www.ice.cam.ac.uk/course/mst-architecture-apprenticeship](http://www.ice.cam.ac.uk/course/mst-architecture-apprenticeship)

# Dr Midge Gillies:

## “I want to help people find their own voice”

Widely published author and Academic Director at the University of Cambridge Centre for Creative Writing, **Dr Midge Gillies**, tells us about her next book and the relationship between writing and cross-Channel swimming.



© Michael Balie



Dr Midge Gillies

You studied History at Girton College as an undergraduate. Is that where you developed a love of writing?

“ I always liked listening to people and reading and writing stories. My dad was a good storyteller, so that’s probably where I got it from. Studying History and reading more biographies made me realise non-fiction could be creative. I find the power of truthful stories amazing. ”

You’ve written eight books. Did it feel daunting to be commissioned for your first?

“ It’s funny because if you want to write and be published, someone gives you permission and you think, “Oh, I’ve got to do it now.” Most books I’ve written are daunting because it feels like swimming across the Channel: there comes a point where you can’t see England and you can’t see where you’re headed. It involves a lot of faith and persistence to keep going. So I think it’s important that those teaching creative writing at an advanced level should have gone through that process themselves. ”

What draws you to the subjects you write about?

“ It’s often conflict and people being thrown into situations they have to struggle against. That would certainly be the case with the biographies I’ve written about [famed Music Hall star] Marie Lloyd and [pioneering pilot] Amy Johnson. I like the idea of how people react to a hostile environment – whether that’s a heckling music hall crowd or the loneliness of a long-distance solo flight. ”

And now you’re writing a biography of Piccadilly Circus.

“ Yes. That’s quite different, but I think it shows how my teaching feeds into my writing. Looking at how you structure someone’s life in a way that’s as exciting as fiction is often the most challenging element of writing non-fiction. I hope it will be a sort of people’s history, bringing lots of stories together. ”





You're married to prize-winning crime writer, Jim Kelly. Do you give feedback on each other's work?

“He'll sometimes say, 'I've got this really big problem with the plot,' and tell me all about it. I'll say nothing, and he'll say, 'That was very helpful, thank you.' Sometimes, good teaching is giving people space to work things out for themselves! I ask him to read bits that I write because you get so close to your own writing that often you can't tell whether it's interesting or not.”

When did you join ICE?

“I did my first teaching as a panel tutor about 20 years ago. I remember being absolutely terrified, thinking, 'These strangers will realise what a fraud I am.' But then I loved it. I've met all sorts of people. I remember teaching a woman who'd escaped Nazi Austria on the Kindertransport and wrote about seeing Himmler marching down the street. It's such a privilege to meet someone like that and hear their stories. I did more and more teaching, and then in 2016, there were so many courses that I got the new job of Academic Director of Creative Writing.”

You've developed a very successful portfolio of creative writing courses. What's your vision?

“One of the first things we did – working closely with Dr Jenny Bavidge, ICE's Academic Director of English Literature – was get permission to establish the University of Cambridge Centre for Creative Writing. We want to be a hub where anyone who likes reading or writing feels they have a home. Not just in Cambridge, but thanks to technology, across the world too. I want us to teach as many genres as we can and offer courses that allow people to find their own voice. My ideal classroom is a diverse one with someone who has just left school or university alongside someone who's retired. I love that because I think we all learn from people who have different experiences.”

Many of the Centre's students have gone on to win awards or have writing success. What makes you proud of the people you've taught?

“I get a thrill from Sara Collins [author of Costa First Novel Award-winning bestseller, *The Confessions of Frannie Langton*] because I remember discussing the germ of an idea that became part of her novel. I also get a thrill from Annabel Steadman [who recently signed major book and film deals for her debut children's fantasy series] because she was a very modest, hardworking person. But equally, I get a thrill if someone emails me and says, 'My grandchildren loved the story that I wrote in your class,' or 'I feel very happy now that I've got my story down.' It really moves me to hear about that.”

### Learn more

We offer Creative Writing courses from online and short courses through to award-bearing qualifications. To find out more and to join our community of writers, please visit: [www.ice.cam.ac.uk/centre-creative-writing](http://www.ice.cam.ac.uk/centre-creative-writing)



Book now for your Cambridgeshire getaway. Set at the entrance to Madingley Hall, The Lodge is a beautiful, self contained, 3-bedroom cottage.

Book now at [www.madingleyhall.co.uk/accommodation](http://www.madingleyhall.co.uk/accommodation)



# New Master's tackles the urgent question of ethics and technology

“The mission of the United Kingdom and all who share our values must be to ensure that emerging technologies are designed from the outset for freedom, openness and pluralism, with the right safeguards in place to protect our peoples. ,,”

The words of UK Prime Minister, Boris Johnson, addressing the UN General Assembly in September 2019, demonstrate just how relevant and urgent the ethical considerations of new technology are for us all.

**Dr Stephen Cave**, Executive Director of the University of Cambridge-based Leverhulme Centre for the Future of Intelligence, tells us why ICE's new **Artificial Intelligence Ethics and Society Master's** is both timely and unique.

“As a philosopher by training, I've been writing about AI [artificial intelligence] for 15 years, spending a lot of time considering how science and technology pose important new philosophical and social challenges,” begins Stephen. “It's not often philosophers are called upon to burst into action urgently, but with AI becoming part of our daily reality over the last few years, now is one of those rare moments.

“We have this hugely powerful new technology that everybody knows could be used for good or ill,” says Stephen. “Not just intentionally, but unintentionally too. Look at the impact of social media over the last 10 years. Very few people foresaw that something used to share pictures of pets and children might stand accused of electoral manipulation. So people are asking how they can respond and deploy technology responsibly.”



Dr Stephen Cave





## The new Master's – a first for AI Ethics

The new Master's in AI Ethics and Society, jointly offered by ICE and the Centre for the Future of Intelligence, is being launched to help address that question. Explicitly dedicated to the ethical and societal impacts of AI, the course aims to give students the critical skills, knowledge and analytical abilities to identify and address the considerations that arise from a wide variety of real-world applications. The new MSt sits alongside other new ICE postgraduate courses, such as the MSt in Healthcare Data, which strive to develop knowledge and skills in rapidly emerging technology-dependent fields.

"All sorts of people are using this technology in different industries – from healthcare to any modern business – and asking themselves 'How can we do that in a way that broadly benefits society?'," notes Stephen. "We want to gather cutting-edge knowledge on responsible technology use and impart that to the developers, policymakers, businesspeople and so on who are making decisions right now about how to use this technology."

## Connecting cultures and disciplines in a common challenge

While philosophical ethics tend to focus specifically on moral rights and wrongs, Stephen is clear that he doesn't want that definition to limit thinking on the course: "We want to think very broadly about the impact of technology on society and equip people to consider its implications imaginatively. We want to impart skills and techniques from disciplines like social

sciences and critical design, for example. How can you design a product in a way that is sensitive to the values of all stakeholders?

"We hope to draw applications from those in industry who are developing and using AI, those in the public sector thinking about policy and regulation, and those in civil society who are considering how technology could be managed responsibly and used for good. The course is relevant to engineers, computer scientists, philosophers, social scientists, legal scholars – a real intellectual mix. The ethics of AI are a cross-disciplinary, cross-cultural and global challenge. It'll be inspiring to bring these minds together with our team.

"As well as covering ideas from different disciplines, this course will be practically oriented. I hope students will come away feeling confident to go into an organisation, assess what problems might arise from the use of AI systems in that field and propose solutions and processes for using them responsibly.

"We don't want to churn out technology naysayers. We hope to produce a cohort of solutions-oriented thinkers able to guide technology use in ways that impact people's lives for the better. Given how widely used this technology is going to be, that covers almost every industry. ”

### Learn more

To find out more about the MSt in AI Ethics and Society and how you can join us in 2021, visit: [www.ice.cam.ac.uk/mst-ai-ethics](http://www.ice.cam.ac.uk/mst-ai-ethics)

The **Leverhulme Centre for the Future of Intelligence** is a collaboration between academic institutions around the world, founded by the University of Cambridge, University of Oxford, University of California, Berkeley, and Imperial College London with a £10 million grant from the Leverhulme Trust. It aims to build an interdisciplinary community of researchers to ensure that humans make the best of AI as it develops over the coming decades.

### Learn more

To find out more about the Centre's work and research, visit: <http://lcfi.ac.uk/>

If you'd like to expand your skills base and become more confident about teaching creative writing in a range of settings the **First Story bursaries**, a collaboration between the **University of Cambridge Centre for Creative Writing** and **First Story**, could be for you.

## Bursaries to help educators share the power of creative writing

The **First Story bursaries** provide reduced tuition fees for up to five students on next year's **Postgraduate Certificate in Teaching Creative Writing**.

Open to those working in state-funded or not-for-profit organisations such as state schools, public libraries, local authorities, health or prison services, each bursary covers £2,100 of costs towards the one-year, part-time course.

The scheme is open to applicants from anywhere in the world, and, as Joint Course Director and Academic Director at ICE, Dr Midge Gillies, explains, you don't have to think of yourself as a writer to take part:

“The First Story bursaries are for anyone working for the benefit of disadvantaged communities by teaching creative writing. If you work in schools, mental health services, community adult education or the voluntary sector, for example, this course gives you the tools and confidence to enhance your work, even if you don't see yourself primarily as a creative writing tutor.”

It's the third year ICE and First Story – a charity that encourages young people from all backgrounds to write creatively for pleasure and agency – have offered the bursaries after initially collaborating as co-sponsors of the BBC National Short Story Awards.

“We met First Story and realised we had a very similar ethos,” says Midge. “We're both trying to encourage those who might not see themselves





as writers or readers to develop their skills and creative spirit. We both want to foster inclusivity and broaden opportunities for a more diverse range of people, so the partnership makes good sense.”

Antonia Byatt, CEO of First Story, agrees: “We work in four regions across England, placing writers-in-residence in schools in areas of socio-economic need. This bursary with ICE is a brilliant way for teachers to extend their own practice and bring even more to their students’ writing in the longer term.”

The Postgraduate Certificate grounds students in the philosophy, history and methodology of teaching creative writing, helps them design a creative writing course suitable for their teaching context, and explores techniques for providing constructive feedback.

“The Joint Course Director, Dr Lucy Durneen, and I designed the course that we wished we’d had when we started out in teaching,” says Midge. “It’s a great opportunity to keep up with trends such as decolonising the reading list and being aware of texts that could be inspiring for a more diverse classroom.

“People come to the Teaching Creative Writing course from a wide range of backgrounds; one of the great benefits is learning alongside students and sharing ideas and experiences. Peer-to-peer support is a really important part of the course.

“You don’t have to be an aspiring writer to join the course, although you’ll probably enjoy taking part in some of the class writing exercises. ”

The course starts in October 2021 and all bursary applications must be made by the registration deadline of 7 June 2021.

## Learn more

To find out more about the Postgraduate Certificate in Teaching Creative Writing and the First Story Teaching Creative Writing bursaries, visit: [www.ice.cam.ac.uk/teaching-creative-writing](http://www.ice.cam.ac.uk/teaching-creative-writing)

## In memory of Mike Richardson



We were saddened to learn of the passing of Michael (Mike) Richardson on Saturday 19 September 2020.

Mike was Director of Continuing Education and Lifelong Learning from 1990 to 2003.

He was nationally prominent in the field of lifelong learning, having risen over a 21-year career at the Open University to the position of Pro-Vice-Chancellor, prior to joining Cambridge.

As an undergraduate, he read theology at St John’s College Cambridge. He received an Honorary Doctorate from the Open University in 1994 and became a Fellow of Wolfson College, maintaining an Emeritus Fellowship after his retirement.

Under Mike’s tenure, the Board of Extramural Studies was renamed in 1991 as the Board of Continuing Education. In 2001 it was again renamed under his leadership to its current name, the Institute of Continuing Education.

He oversaw a range of key projects during his time at ICE, including the successful development of the Tower Wing, Dart Building extension and building the Terrace Bar at Madingley Hall. He is warmly remembered as a highly able, astute and personable leader. He was brilliant public speaker and always struck the right note when engaging with colleagues and students at Madingley and across the Collegiate University.

He was predeceased by his wife Gill and is survived by his daughters Helen and Fran.

# Our year in numbers\*



**6,057**

total student  
enrolments



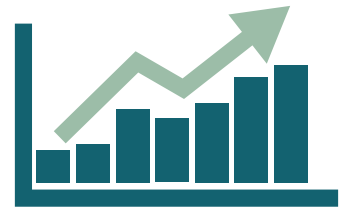
**92 %**

of award-bearing  
students are satisfied  
with teaching at ICE



**27 %**

year-on-year growth  
in MSt enrolments



**81 %**

year-on-year growth  
in online short course  
enrolments

\*This data reflects the 2019 – 20 academic year.



## Bursaries at ICE

**We offer a range of tuition fee bursaries to promote  
access to and participation in continuing education**

Find out more at [www.ice.cam.ac.uk/bursaries](http://www.ice.cam.ac.uk/bursaries)