Inside:
Bringing classics to life for all

New book to mark 150 years of ICE
ICE archaeologist unearths WW2’s dark heritage
ICE apprenticeships: supporting training and development

Behind the scenes at the Institute of Continuing Education and 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 virtual or in-person tea breaks, cake, garden strolls, informal lunches in Madingley Hall’s dining room and globally across Zoom and our virtual learning environment. ICE is a place where professional networks are formed, friendships are made and learning is cherished.

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
Welcome to Inside ICE

The articles in this edition of Inside ICE capture a snapshot of a comprehensive continuing education department at work. An Institute, we hope, that is responding to the challenges and opportunities of a post-pandemic landscape and emerging government policies intended to renew the focus around lifelong learning. Most importantly, listening to the needs of adult students and providing accessible routes to academic and vocational learning in fields as varied as classical studies and archaeology to entrepreneurial venture creation and coaching.

The 2021-22 academic year has seen a record enrolment of over 1,400 award-bearing students and 40,000 course registrations (and counting) on the edX platform. It’s been tremendous to watch my colleagues and our students work together to collaboratively build meaningful communities of learning, despite the unwelcome impact of the Omicron variant of COVID-19. We very much hope you’ll consider joining us in the new academic year and help us mark our 150th anniversary in 2023 as the world’s first university-led extension education department.

To close, in July we are greatly looking forward to welcoming over 500 students from all around the world and UK to the City of Cambridge and our wide-ranging Summer Programme. Its first in-person delivery for three years. It is our privilege to enrol several Ukrainian citizens to this residential programme, their tuition fees and accommodation supported by generous donations made to our James Stuart Endowment Fund. Now in its 99th iteration, the Summer Programme began after the First World War to foster greater international understanding and cooperation. We hope, in some small way, the Summer Programme will continue to act in 2022 as a safe haven for learning, open dialogue and fellowship for all participants. Perhaps you might consider enrolling in 2023 for the landmark 100th Summer Programme.

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

In this issue:

02 New book to mark 150 years of ICE
04 Lifelong loan entitlement: access to life-wide learning for all?
06 ICE archaeologist unearths WW2’s dark heritage
08 Developing the next generation of entrepreneurs
10 ICE’s edX portfolio goes from strength to strength
11 New ICE Master’s is next step for established coaches
12 Meet the ICE tutors
14 ICE apprenticeships: supporting technical and vocational training and development
16 Bringing classics to life for all
18 Student Stories

Information correct as of 24 June 2022
Printed on 24 June 2022
Published by the University of Cambridge Institute of Continuing Education
Next year marks 150 years since the Local Lectures Syndicate started the official story of ICE. As part of the celebrations, Prof. Mark Freeman, UCL Historian and co-editor of the History of Education journal, will publish a new book documenting the last 50 years of the Institute. We spoke to Mark to find out more.

It was 1873 when the University of Cambridge authorised James Stuart to create the Local Lectures Syndicate, although the origins of that moment can be traced back to the pioneering work of Anne Clough and Josephine Butler. Clough and Butler were suffragists who helped establish the North of England Council for Promoting the Higher Education of Women, for which Stuart was commissioned to lecture in 1867. It was the incredible success of these lectures that led to Cambridge sanctioning the university extension movement, helmed by Stuart. These first beginnings, and the 100 years that followed, are described in a history produced to mark ICE’s centenary in 1973. Now, ICE’s recorded timeline is getting an update.

What aspects of ICE’s history will your book cover?

“My book follows on from Edwin Welch’s (The Peripatetic University: Cambridge Local Lectures 1873—1973) to cover the last 50 years of the Institute, focusing particularly on the public programmes. Welch’s book is an institutional history in the old style, concentrating on the leaders and the organisation. It’s a good book, but I want to think about who the students were, what they learned and what was happening in classrooms, as well as the whole range of activities that go on in an educational institution like this. I want to capture a portrait of what the place was like.
What are the challenges of writing such a modern history?

Any history is a product of its time, and there's nothing wrong with that. In 50 years' time, I'm sure my book will have aged in the same way that Welch's centenary history has.

While I relish the chance to study the recent years of an institution, writing a very contemporary history can be a challenge. For one thing, there are many people still around to put me right if I get something wrong! But that presents an opportunity to hear some great oral history – I've already interviewed lots of people, both students and staff members, current and former.

I can also situate my own experience in it because I was born when ICE was 101 years old and, having worked in universities for the past 22 years, I'm familiar with much of the wider context. A lot of the debates resonate with factors my own universities have wrestled with, such as funding pressures and accreditation.

What has influenced change over the last 50 years?

Continuing education has often had to be more responsive to the market, I think, than post-18 education, even in the 60s and 70s.

One of the key agents of change for all continuing education institutions over the last 50 years has been the external funding environment: reductions in core funding in the 1980s, the reshaping of the programme as funding became tied to the credit frameworks in the 1990s and the withdrawal of funding, effectively, from ELQ (Equivalent or Lower Qualifications) provision at the end of the 2000s. To some, these factors have changed the mission of continuing education.

However, that change provides an opportunity for ICE too: burgeoning certificate programmes, the arrival of Master's degrees, increasing numbers of international students and growth in professional development courses, for example. And, of course, one consequence of COVID-19 has been the accelerated expansion of online learning taking the Cambridge brand across the world.

Some things have remained constant, though, not least the summer programmes that go back to the 1920s. They're bigger now, but they've remained important to the Institute and its global profile.

ICE has always catered for a range of different needs and students, though, so while there have been changes, I think there's also been quite a lot of continuity as well.

Would James Stuart recognise his legacy in ICE today?

I don't think he would have anticipated the globalisation we've experienced, but in terms of lifelong learning and what we now call professional development, I think Stuart would be very comfortable with what he'd find at ICE today. Although the phrase ‘lifelong learning’ itself would have been unknown to him, he'd be amazed by the diversity of the learning community and the global stage on which most programmes are now performed.
The UK Government’s *Skills and Post-16 Education Act* was recently passed into law, promising to “level up and drive economic growth across the whole country.” Introduced among a host of new measures was a **Lifelong Loan Entitlement (LLE)** which, from 2025, will enable learners to “access a flexible loan for higher-level education and training at university or college, which they can use at any point in their lives.” ICE’s Director of Continuing Education, **Dr James Gazzard**, shares his vision for this forthcoming initiative.

**Lifelong loan entitlement: access to life-wide learning for all?**

Since Tony Blair’s famous “education, education, education” speech in 1996, successive UK governments have pursued an ambition to get 50% of young people enrolled at university. In 2018, that bold objective was finally realised, but, notes James, the strategy wasn’t without cost:

“There’s no doubt that policy widened access for primarily young people to enter higher education as full-time students and helped keep the UK knowledge economy competitive. It’s given us access to a much broader talent pool which has bloomed over the past 25 years.

“But the unintended flipside was that adult education, continuing education and other non-traditional forms of higher education were hit hard. Numbers of mature and part-time students collapsed. The introduction of tuition fees and the Equivalent and Lower Qualification barriers to loan finance disproportionately impacted mature students seeking to study in flexible ways.”

Establishing a new culture of learning

As a result of that lack of student finance, many adult learners were unable to begin or extend their university-level learning – something the new LLE attempts to rectify.

“The broad idea of the LLE is to open the student loan book to anyone at any time of their lives, which I hope might lead to greater equality of opportunity and social mobility,” says James.

There are, of course, some challenging realities to confront, not least the value of outstanding student loans. The Government reports this has already topped £140 billion and expects that to rise to £560 billion over the next 30 years. Managing that while introducing a universal, lifetime entitlement to access loans for study is unlikely to be straightforward. But the barriers may not only be financial.

“Making the most of the LLE may need us to re-establish a culture

Learn more

To find out more about the Lifelong Loan Entitlement, visit: [www.ice.cam.ac.uk/lifelong-loan-entitlement](http://www.ice.cam.ac.uk/lifelong-loan-entitlement)
of ongoing learning whereby you sometimes need to study at a lower level to progress. In some contexts as a learner you are an expert and others a novice,” suggests James. “Even though you might have a PhD (level 8) in Quantum Computing, you might need a level 4 introductory module in project management to maximise your impact. A learning journey isn’t always linear, instead it is a series of loops and squiggles, and doesn’t ever stop.”

A joined-up vision for the future of learning

In 2017, the Government also introduced an Apprenticeship Levy, compelling larger businesses to pay into a fund supporting employees through a range of training opportunities. Today, with the Apprenticeship Levy raising around £2.5 billion per year in England, James believes there’s strong potential for future alignment between the Levy and the LLE:

“If you put the Levy alongside the Lifelong Loan Entitlement, you’ve potentially got two very powerful vehicles that could, if an imaginative approach to joined-up policy is taken, combine towards some form of individual learning account. It is not too much of a leap to envisage, perhaps, that your employer would put money in via the Levy and you could borrow money through the LLE. Taking the idea a step further, if you were from a socio-economically disadvantaged background the government could put some money in too. Alternatively, if you’re from a more privileged background, your parents, grandparents or even you could top up your account – perhaps you might get some type of tax break for doing so, like an ISA with a focus on learning.

“And you could take the funds and use them as a younger person, or you could spread it throughout your lifetime, dipping in when you get a promotion, made redundant, want to change career, become a parent or anything else that motivates you to learn something new. With further purposeful policy making we could really supercharge a life-wide learning revolution.

“In the here and now, through the LLE and the Levy, we’ve got two high-potential schemes, if thoughtfully enacted, that could make education and training more accessible at all life stages.

“At the Institute we are fully engaged with preparing for 2025 and the introduction of LLE and growing our existing portfolio of Levy-funded Apprenticeships to ensure the Institute works to open new pathways to extended learning at Cambridge. We will also continue to lobby policy makers to try to ensure that both schemes are made simpler, less bureaucratic and more impactful for all adult learners.”
ICE archaeologist unearths WW2’s dark heritage

In spring of this year, ICE’s Academic Director in Archaeology, Dr Gilly Carr, led a rare opportunity to excavate at a former Nazi concentration camp, taking two current ICE students along with her.

Ravensbrück was the largest women’s concentration camp in the German Reich – of more than 140,000 people imprisoned there during the second World War, over 85% were women and girls drawn from 30 countries, including the United Kingdom. Prisoners were put to work in slave labour facilities in and around the camp, and thousands of women were shot, gassed or killed through malnutrition, violence and brutality in the camp, or medical experiments between 1939 and 1945.

Today, the site hosts the Ravensbrück Memorial. Eighty kilometres north of Berlin, the Memorial includes a large museum dedicated to the camp’s history, as well as several exhibitions and commemorations spread across the buildings and grounds. After speaking at a Memorial conference in 2019, Dr Carr first discussed excavating at the site with the Memorial’s former director, and was given an invitation to return.

I contacted my colleague at the University of Vienna, Professor Claudia Theune, who I’d worked with before,” explains Gilly. “Claudia has excavated at many former concentration camps, so it was great that she was able to be a co-director of the project.” In addition to Claudia and the Memorial itself, the fourth project partner was the Brandenburgisches Landesamt für Denkmalpflege (Brandenburg State Office for the Preservation of Monuments).

“I was thrilled to be able to give places on the excavation to two students, and it was very appropriate to have an all-female team digging at a former women’s concentration camp.”

One of the invited students, Sarah Holloway, recalls her excitement at being asked to join the team: “I’ve been an amateur archaeologist for many years, working towards a degree in archaeology, so this was an incredible opportunity. I’d never visited a camp before, so I was keen to learn as much as I could about Ravensbrück, particularly in terms of the challenge of respectfully and sensitively memorialising a place where so much pain and suffering occurred.”

Revealing hidden history

However, with the visit soon to begin, the team were presented with a last-minute problem. “We originally had plans to survey the Siemens & Halske forced-labour workshops next to the concentration camp,” notes Gilly. “But because of the risk of unexploded ordinance, that wasn’t possible. So the Memorial staff drew our attention to an aerial photograph of the camp taken in 1944 that shows a building of unknown function which no longer survives, and they gave us permission to excavate there instead.

“Incredible opportunity” for ICE students

Claudia Theune and Gilly Carr also invited two students from their respective institutions, with learners from ICE’s Undergraduate Diploma in Conflict Archaeology and Heritage joining the week-long excavation. “The past academic year was the first time we’d offered this Diploma, and it’s a course I’ve wanted to design and teach for a long time,” says Gilly.

“‘I contacted my colleague at the University of Vienna, Professor Claudia Theune, who I’d worked with before,” explains Gilly. “Claudia has excavated at many former concentration camps, so it was great that she was able to be a co-director of the project.” In addition to Claudia and the Memorial itself, the fourth project partner was the Brandenburgisches Landesamt für Denkmalpflege (Brandenburg State Office for the Preservation of Monuments).”
Together, the six of us dug a 20m trench 80cm wide. It was hard, heavy work. We mostly found demolition debris of one of the camp buildings, but on the last day we realised that the archaeology in our trench was much deeper than anticipated. We cut five slices across the trench and revealed, in one place, a large amount of corroded iron machinery, including a nameplate for a company in Rotterdam. We’re still investigating what the company may have supplied, but the find raises important questions about the nature of collaboration between civilian society in the Netherlands and the Nazis.

“An honour and a privilege”

For Sarah, the project took on both personal and cultural significance: “The Memorial staff were so warm, welcoming and appreciative of our work. It was nice to think that we were able to contribute in some way towards understanding the story of the site.

“And, for me, spending time learning from such knowledgeable and respected academics while experiencing first hand an excavation at a former second World War concentration camp was an amazing experience.”

“Excavating at a concentration camp is an honour and a privilege,” agrees Gilly. “On the dig, we spent the week talking and thinking about the people who suffered and died there, and in the evenings, we spent time researching the testimonies of survivors. In a way, our work is another form of memorial, intended to draw attention to those victims and tell their stories.”

And, adds Gilly, it’s work that is not complete: “It’s purely a question of securing funding. The Ravensbrück Memorial staff have invited us, and I would love to go back with ICE students once again.”

Learn more

To find out more about Archaeology courses at ICE, visit: www.ice.cam.ac.uk/archaeology
This autumn sees ICE launch a new Undergraduate Certificate in Entrepreneurship: Venture Creation. Why has the Institute designed a course aimed at aspiring entrepreneurs? Course creator, one-time Entrepreneurship Educator of the Year and O’Brieness Professor of Entrepreneurship at Ohio University, Prof. Luke Pittaway, explains.

“We’re aiming this course at working professionals looking to start some form of business,” says Luke. “That includes people running businesses now or thinking about doing so, but it doesn’t have to be in a start-up environment. They could be working in a company trying to get a project off the ground, for example, or in a public body trying to kick off a social venture or even just trying to be more entrepreneurial in their working lives. It’s an opportunity for many people to upskill for the future.”

Developing the next generation of entrepreneurs
Inspiring the UK’s entrepreneurial ‘hotbeds’

With entrepreneurship increasingly seen as a vital skill in the workplace and society, ICE’s new Undergraduate Certificate aims to help students acquire an intellectually sound understanding of the field while developing the behaviours and skills needed to thrive as an entrepreneur. And, as Luke points out, there’s plenty of promising talent in the area to tap into:

“The Cambridge region is known as Silicon Fen for good reason – there are lots of technology-based businesses and people working in hi-tech, entrepreneurial environments. This course reflects that and presents an opportunity to build on that success.

“If people working in those companies – and others around the world – are trained in venture creation, they’ll learn from both their career and academic experiences, which could see them spin out the next generation of prosperous businesses. We hope to help grow the UK’s entrepreneurial pipeline.”

Alongside introducing fundamental concepts of entrepreneurship, such as the ideation process, business model creation and planning and launching a new venture, the certificate provides many practical, transferable skills, including business communication skills, leading diverse teams and self-management. By the end of the course, students will have developed new capabilities that could have wide-ranging value.

“While there are undoubtedly challenges, risks and uncertainties to being an entrepreneur,” acknowledges Luke, “there are also all sorts of motivations for people to develop their entrepreneurial skills: greater independence, more day-to-day life control and an opportunity to lead something valuable, for instance. Maybe they’ve already got a great idea that others could benefit from and want to realise a latent vision. And, of course, if they’re successful, there are potential financial and wellbeing gains too.

“From a wider economic perspective, you only have to look at the Cambridge region itself to see the benefits of entrepreneurship. It’s become one of the UK’s hotbeds for high-value-added entrepreneurial activity, which has positive spillovers for employment and spending locally too.”

Flexible learning for busy professionals

The one-year, part-time course begins in October 2022 and will be delivered fully online. It recognises that students will be at different stages of their careers and have important work and family commitments, structuring content so that learners can fit it around their usual busy schedules.

“My research background is in entrepreneurship education, but one of my roles at Ohio University is Associate Dean for Graduate Programmes,” adds Luke. “So I have a lot of experience in delivering online education for people balancing study with the rest of their lives.

“This is an important addition to ICE’s portfolio. Entrepreneurial skills are highly relevant to an increasingly wide group of people, and it’s good to see the Institute engaging with its community. I expect this to be a popular course.”

Learn more

To find out more about the new Undergraduate Certificate in Entrepreneurship at ICE, visit: www.ice.cam.ac.uk/entrepreneurship
Cory Saarinen, Head of Technology Enhanced Learning at ICE, updates us on the continuing success – and growth – of the Institute’s flourishing collaboration with online learning platform, edX.

ICE’s edX portfolio goes from strength to strength

Making Cambridge courses accessible to the world

Our first foray onto the edX platform was a MicroMasters in Writing for Performance and the Entertainment Industries, and we’re delighted it’s still going strong, starting its third iteration this Michaelmas.

A MicroMasters is a certifiable graduate-level course providing deep learning that helps students advance their careers. As well as that, our course counts as credit for successful applicants to a full Master’s in Writing for Performance at ICE.

We also began a range of finance courses over the past year: a Professional Certificate in Applied Corporate Finance, which consists of two courses, Financial Accounting and Capital Markets, and Building Stakeholder Value, and an accessible-to-all Foundations of Finance course, which provides a rigorous but straightforward introduction to key concepts of financial understanding.

As an example of their popularity, more than 16,000 people have registered for the two editions of our Foundations of Finance course so far. It’s an entirely different global scale and reach to our traditional online courses that intentionally operate with small cohorts of students.

New ventures in psychology and forensic science

This year, we launched The Psychology of Emotions: an introduction to Embodied Cognition. Dr Giulia Mangiaracina leads students through the self-paced course over five units, exploring how to measure the ability to understand the feelings of others. Again, it’s been an instant hit with almost 5,000 students signed up – we’ll certainly run it again.

Finally, our most recent addition is the five-unit Forensic Science: DNA Analysis. This appeals to a really broad audience, from lawyers and professionals already involved in the field to those drawn in by popular TV shows, books and podcasts. Dr Susan Gurney has been running a version of this course online for years, and she’s put together real-life case examples for students to work through using genetics and DNA analysis. It looks set to be another success story.
New ICE Master’s is next step for established coaches

The Institute of Continuing Education has unveiled a unique new Master of Studies in Coaching.

Experienced coaches looking to develop their expertise further will be able to fit higher-level study around their existing practice through a new two-year, part-time course.

As well as offering the opportunity to combine study with career commitments, the Coaching Master’s distinctive approach focuses on evidence-based models of psychological coaching, taking in academic modules in neuroscience, practical philosophy, systems theory and emerging research trends. The course also looks beyond the familiar contexts of mentoring, education and career coaching to reflect a broader, interdisciplinary view of the subject’s relevance to many other aspects of everyday life and work.

Future-fit study for next-level skills

Advanced practitioners from both their own practices and larger organisations will explore and experiment with new methodologies, learn about the latest thinking, gain valuable feedback and refine their coaching identity for the fast-evolving future of the profession.

Students will benefit not only from world-leading academic teaching but also from learning alongside their professional peers and sharing their own ideas and experiences with each other as part of ICE’s renowned learning community.

If you’re interested in being one of the first students to complete this innovative course, head to the website to apply now.

To find out more about online courses at ICE, visit:
www.edx.org/school/universityofcambridge

To find out more about the new MSt in Coaching at ICE, visit:
www.ice.cam.ac.uk/mst-coaching

Learn more

Access for all – with valuable optional extras

The great thing about all our edX courses is that the unverified, self-paced pathway is always available for free. It’s exciting to make quality, University of Cambridge education so easily accessible to so many. But the verified route is a good-value way of accessing extra support from Cambridge academics and receiving additional learning activities and certificates to validate your achievements.

We’re definitely keen to keep expanding our range of courses on the edX platform, so look out for more subjects coming your way soon.

Learn more
Meet the ICE tutors

Have you ever wondered what makes your course tutors tick? Inside ICE meets some of the Institute’s academics to find out more about them: from what they love about their subject to their current research projects.

Carina O’Reilly

Tutor, Undergraduate Certificate in Politics

How is your subject relevant to our current world?

If you are concerned by the rise of fascist rhetoric and feel it goes against something fundamentally right about our liberal democratic principles, you’re doing political theory. Studying politics helps you structure and explain your own beliefs.

What do you love about your subject?

The way it challenges me to reconsider everything I take for granted.

What’s the best piece of study advice you’ve ever been given?

Plan out your essays right down to how many words are in each paragraph, and make sure you answer the question!

Why should people study your subject?

Politics as a topic underpins everything that happens to us and sets out the boundaries of what is practically possible in policy terms. Political theory explores how we think of ourselves and how we should live as a society, and the underlying themes that set limits on politics itself.

Alycia Pirmohamed

Teaching Associate, Creative Writing

How is your subject relevant to our current world?

Creative writing is often a medium where people find solace and comfort during times of conflict and unrest. I think there is a very real power in storytelling via all genres. These stories document and comment on the world we’re presently living in and, by doing so, provide a way for us to relate to one another. Creative writing is an important, evocative, and engaging way to share knowledge, raise awareness, and instigate change.

What has been the most influential book for you as a writer?

Different books have influenced me at different stages of my writing career. Bhanu Kapil’s The Vertical Interrogation of Strangers first made writing poetry feel possible. Richard Siken’s Crush and Brigit Pegeen Kelly’s Song taught me so much about language and narrative. As I move toward writing more hybrid, inter-genre work and lyric essays, I find myself drawn to collaborative pieces like Threads by Sandeep Parmar, Nisha Ramayya, and Bhanu Kapil; decolonial, queer-feminist essays like The Breaks by Julietta Singh; and reclamations of ecological writing like that in recent work by Jason Allen-Paisant.

Where do you like to write?

I particularly loved writing in the ‘Hobbit House’ at Moniack Mhor, next to a log fire and with a view of the highlands. I also like to write outdoors if the weather is right. I have wonderful memories of writing in outdoor cafes on marinas with my best friends, next to the water when it’s dark outside. But in ordinary life, I’m pretty flexible. While I love writing in cafes, the pandemic forced me to carve out a writing practice at home. I’ve learned that, while I can write almost anywhere, I need to separate creative spaces from ‘other work’ spaces.

Meet the ICE tutors

Have you ever wondered what makes your course tutors tick? Inside ICE meets some of the Institute’s academics to find out more about them: from what they love about their subject to their current research projects.

Carina O’Reilly

Tutor, Undergraduate Certificate in Politics

How is your subject relevant to our current world?

If you are concerned by the rise of fascist rhetoric and feel it goes against something fundamentally right about our liberal democratic principles, you’re doing political theory. Studying politics helps you structure and explain your own beliefs.

What do you love about your subject?

The way it challenges me to reconsider everything I take for granted.

What’s the best piece of study advice you’ve ever been given?

Plan out your essays right down to how many words are in each paragraph, and make sure you answer the question!

Why should people study your subject?

Politics as a topic underpins everything that happens to us and sets out the boundaries of what is practically possible in policy terms. Political theory explores how we think of ourselves and how we should live as a society, and the underlying themes that set limits on politics itself.

Alycia Pirmohamed

Teaching Associate, Creative Writing

How is your subject relevant to our current world?

Creative writing is often a medium where people find solace and comfort during times of conflict and unrest. I think there is a very real power in storytelling via all genres. These stories document and comment on the world we’re presently living in and, by doing so, provide a way for us to relate to one another. Creative writing is an important, evocative, and engaging way to share knowledge, raise awareness, and instigate change.

What has been the most influential book for you as a writer?

Different books have influenced me at different stages of my writing career. Bhanu Kapil’s The Vertical Interrogation of Strangers first made writing poetry feel possible. Richard Siken’s Crush and Brigit Pegeen Kelly’s Song taught me so much about language and narrative. As I move toward writing more hybrid, inter-genre work and lyric essays, I find myself drawn to collaborative pieces like Threads by Sandeep Parmar, Nisha Ramayya, and Bhanu Kapil; decolonial, queer-feminist essays like The Breaks by Julietta Singh; and reclamations of ecological writing like that in recent work by Jason Allen-Paisant.

Where do you like to write?

I particularly loved writing in the ‘Hobbit House’ at Moniack Mhor, next to a log fire and with a view of the highlands. I also like to write outdoors if the weather is right. I have wonderful memories of writing in outdoor cafes on marinas with my best friends, next to the water when it’s dark outside. But in ordinary life, I’m pretty flexible. While I love writing in cafes, the pandemic forced me to carve out a writing practice at home. I’ve learned that, while I can write almost anywhere, I need to separate creative spaces from ‘other work’ spaces.
Joe Reed  
Teaching Associate, Creative Writing

Why should people study your subject?
If you want to write, as so many people do, you don’t necessarily need to do so in an academic environment. However, it can really help! The courses we offer here at ICE give students a structure in which to complete their projects. We tutors offer insights about the writing process, and tips to improve and develop projects. Crucially, students and staff here form an inspiring, encouraging community. It’s a lot easier to produce a manuscript when working amongst other similarly-motivated writers.

What’s the most rewarding part of teaching?
Hopefully, knowing that I have made a difference. Completing a course could mean career progression for some students, a sense of achievement for others but almost certainly personal and family pride for all. With the likes of LinkedIn and so forth, it is lovely to keep in touch with past students to see how they continue to blossom.

What do you love about your subject?
Writing requires one to pay close attention to the world around you. In this respect, it is very rewarding.

What books have you published?
My first novel, We Begin Our Ascent, was published in 2018. My second novel, Hammer, came out earlier this year.

What’s your favourite part of teaching?
Encountering a piece of student work that feels new and urgent. If I can offer any advice that might bring this piece into crisper focus, all the better.

Dr Rajeev K. Bali  
Course Director, Undergraduate Certificate in Strategic Business and Management

Why should people study your subject?
So that we can have fundamental knowledge in understanding organisations, their management, the economy and the business environment. Doing so allows us all to become effective global citizens, with an awareness of ethics, sustainability and responsibility.

Who or what has inspired you?
I can give you the usual answer of my family who gave, and continue to give, support and advice. I am also fortunate to travel internationally for both work and pleasure and often meet interesting and inspiring people from all walks of life. I recall once riding in a taxi in Singapore and chatting with the driver who told me that, although the country has relatively few natural resources, its greatest asset remains its people, their minds and their knowledge.

What’s the most rewarding part of teaching?
Hopefully, knowing that I have made a difference. Completing a course could mean career progression for some students, a sense of achievement for others but almost certainly personal and family pride for all. With the likes of LinkedIn and so forth, it is lovely to keep in touch with past students to see how they continue to blossom.

What do you like to do outside of work?
Travelling, listening to jazz and blues music and watching good quality comedy. I used to enjoy playing tennis – but it has been so long since I last played, I should probably not mention that…and perhaps take it off my CV too!

Learn more
To find out more about our tutors, visit: www.ice.cam.ac.uk/tutors-a-z
If you think apprenticeship schemes are only available to sixteen-year-old school leavers looking to learn a trade, then you might be surprised by the range of opportunities available nowadays. “Higher and degree apprenticeships are workplace programmes that combine full-time work with industry-designed qualifications,” explains Fergus. “They enable individuals to gain a full undergraduate or Master’s degree qualification while you work.”

**Targeted training while you work**

ICE’s new Deputy Director of Academic Centres for Apprenticeships and Technical Education is no stranger to the breadth of options in continuing education. Having joined from the University of Warwick’s Centre for Lifelong Learning, where, among other things, he developed professional training programmes, part-time degrees and expanded widening participation provision at the University, Fergus’ career flows from his research interests in the origins of adult learning and contemporary workplace learning.

The great value in apprenticeships, says Fergus, is that whatever the level of study, apprentices are learning knowledge, skills and behaviours (KSBs) that are directly relevant to their job and are able to learn while maintaining their employment. “Apprenticeships are delivered in conjunction with employers and based upon approved workplace standards for a defined occupation. Apprentices are normally employed for a minimum of 30 hours per week. Within their working life, they’ll spend 80% of their time at work – in what’s commonly known as on-the-job training – and 20% of their time developing new KSBs in off-the-job training with us at ICE.”

Fergus is also quick to point out that those two elements of apprenticeship life don’t exist in isolation from each other, with employer and Institute coordinating closely for everyone’s benefit: “As well as inviting employers to contribute to the development of our courses and programmes, we also liaise regularly with each employer to ensure the educational, training and pastoral needs of individual apprentices are fully supported.”

“Thanks to the Levy, tuition is free for the individual, with the fees paid for by the government and employers. Apprentices are able to apply their learning to their day-to-day work immediately, and develop their technical and education skills. Employers are able to upskill existing employees to fill their skills gaps and develop and retain their talent to become future leaders, which in turn supports regional and national economic and skills agendas.”
Apprenticeships for diverse disciplines

ICE already runs several apprenticeships covering a wide range of professions – from Master’s in both Architecture and Applied Criminology to Postgraduate Certificates in Research and Innovation Leadership and Learning Design and Teaching Innovation – and over the next twelve months they are planning to offer several more programmes, including a Postgraduate Diploma in Curatorship.

“ICE is fully committed to developing an outstanding Higher and Degree Apprenticeship provision that serves the needs of the local, regional and national skills agenda and provides a range of opportunities for individuals from all walks of life to undertake vocational and technical training with the University of Cambridge. We intend to expand this provision over the next 5 years and will work with a variety of employers, training providers, professional bodies and government agencies to ensure we continue to develop training programmes that contribute to the economy and provide opportunities for individuals to develop a variety of professional and personal skills and attributes.

Learn more

To find out more about apprenticeships at ICE, visit: www.ice.cam.ac.uk/apprenticeships

How is an apprenticeship funded?

In April 2017, the UK government introduced the Apprenticeship Levy for all employers paying a wage bill of more than £3 million per year. If an employer meets the levy criteria, they are required to pay 0.5% of their payroll each month as a levy tax. Employers can use this payment to fund apprenticeship training.

Support with apprenticeship costs

If an employer pays into the levy but the funds do not cover the full cost of the apprenticeship training, additional support is available. The government will pay 95% of the additional costs (up to the maximum of the relevant funding band), with the employer ‘co-investing’ 5%.

If an employer is a non-levy paying employer, they will pay 5% towards the cost of apprenticeship training. This is paid directly to the higher education provider. The government will pay the remaining balance (95%), up to the funding band maximum. The employer can pay the difference from their own budget if the price of training is more than the funding band maximum.
Inside ICE takes a closer look at ICE’s digitally delivered Undergraduate Certificate in Classical Studies and notes the subject’s deep resonance for the world we live in today.

Digging into the past to make sense of the present

ICE’s Undergraduate Certificate in Classical Studies explores the greatest works of ancient Greek and Latin literature. Students delve into 1,800 years of history, ideas and writing and reveal the relevance these works still have for modern Western society.

Through readings of Homer’s Iliad and some of the great tragedies and comedies of the Athenian stage, unit one of the course examines the intertwined roles of myth and storytelling.

Unit two explores the character and works of Roman poet Virgil, focusing on his epic poem, the Aeneid, and a broader analysis of other epic masterpieces.

The course concludes with an in-depth look at the origin and development of Athenian democracy – still widely considered the most legitimate form of state governance. This deep dive enables students to interrogate multiple sources to derive, analyse and form their own conclusions from the available data.

Delivered remotely, the course is accessible for students in any location to study flexibly and on a part-time basis – opening up a whole new world of possibilities for learners of all backgrounds and with otherwise restrictive family or work commitments.

“This course is a gateway for adult students to engage, perhaps for the first time, with the classical world and the richness of its history, literature and art. Opening the door to the classics allows us to draw on its stories and thinking to provide new insights into our complex and changing modern world,” explains ICE Director, Dr James Gazzard.
A student’s classics odyssey

Lucy had never read The Odyssey. Her undergraduate studies in history and archaeology in the 1990s steered well clear of classics, which was felt by many of her lecturers to be “too elite.”

Helping her son through his GCSE in Classical Civilisation finally sparked an interest in the classical world, however, that led Lucy to the ICE Undergraduate Certificate in Classical Studies in 2021.

“I found the course on Facebook, and I was immediately drawn to the chance to get to grips with Greek and Latin tragedy in a way that was rigorous and that integrated the kind of critical and creative text analysis that I wanted.”

She wasn’t disappointed, she says. From the start, the course provided what she describes as “intellectual fireworks.”

“From the moment we started, the experience was highly rewarding. Exploring these ancient texts and getting to ask questions and exchange ideas with such an interesting mix of people was so stimulating.”

Coming out of the experience, Lucy says she has learned a “huge amount.” Not only that, she has gained the confidence to go further with her studies.

“I’m no longer a beginner,” she laughs. “The course has taught me so much about critical analysis, thinking and having the confidence to speak out and talk openly about ideas that really inform everything – ideas that form the basis of politics, literature, architecture and democracy in the Western sphere. It was so fascinating and rich and totally exceeded my expectations.” So much so, that Lucy recently enrolled on a Master’s degree programme at the University of Hertfordshire.

“I’m starting with folklore in my MA, which is another interest that I have. But I will definitely come back to classics. And who knows, maybe I’ll even start learning Greek and Latin next!”

Learn more

To find out more about the Undergraduate Certificate in Classical Studies at ICE, visit: www.ice.cam.ac.uk/cert-classical-studies

New bursary for teachers to discover classics

ICE has teamed up with educational charity Classics for All to offer five bursaries to UK-based teachers and other education professionals in disadvantaged areas so that they can study the Undergraduate Certificate in Classical Studies.

The bursaries are designed as a gateway to classics for teachers in state-funded settings, including schools, libraries, the NHS and prisons – helping to bring classics to life for pupils who wouldn’t otherwise have the chance to learn about the compelling ideas, history and literature that underpin modern Western civilisation.

Worth £2,500, the full bursaries will help education professionals in some of the most disadvantaged areas of the country enrol in the one-year, part-time, online course, providing an accessible route for teachers with or without previous classics expertise to enrich their knowledge and bring classical inspiration into their classrooms.

“These bursaries are a really great idea. If we enable teachers to gain high-level expertise in Classics, they will pass that expertise – and the excitement that comes with it – on to their pupils.”

Mary Beard, Professor of Classics, University of Cambridge

Learn more

To find out more about bursaries at ICE, visit: www.ice.cam.ac.uk/bursaries-available
Student stories

Inside ICE meets some of the Institute's students to find out more about their motivations and what it's like to study at ICE.

Ammar
Postgraduate Diploma in Medical Education, 2021

Although I knew that I wanted to become a better educator, I didn't know how to reach my goal. The course at ICE has exceeded all of my expectations and reminded me how important it is to have faith. Being able to study whilst working full-time in my role as a Consultant has been invaluable, and meant that I haven't had to compromise on anything. I've loved connecting with my fellow students and belonging to an outstanding learning community, and the staff have all been extremely communicative and helpful too. The skills and knowledge I've gained on this course have transferred easily into my daily practice; becoming a student again has already made me a better educator, and for that I'm very grateful.

Katherine
Undergraduate Certificate in History of Art, 2021

As an academic, I know how important it is to keep learning and the quality of ICE programming, instruction, and offerings keeps me coming back. I attended the Summer Programme in 2019 and, since the pandemic has made it possible for me to study virtually, I am now able to pursue my interest in History of Art. I like the opportunity to be in a class with students from all over the world, and the great tutors make every meeting and lecture valuable. I have already gained so much from my studies. At the most basic level, this experience has allowed me to expand my academic horizons and provided the opportunity for deep study in a field outside my own. I have also found many ways to include my new learning into the classes I teach.

Azalia
Undergraduate Diploma in English Literature, 2020

It has always been my dream to study English Literature, and I'm so grateful that ICE has made this possible. I am a work-at-home mother of two young children and ICE has given me the opportunity to study flexibly alongside other commitments. I have a Bachelor of Commerce and worked in a large corporation for 8 years before finally deciding to follow my passion. The support from tutors and fellow students has been amazing, despite the distance. I've learned so much since starting this course; not only about literary analysis but I've also learned more about myself too. I've had such a positive experience so far and I'd love to return to study another course someday soon.

Bogdan
Undergraduate Diploma in Creative Writing, 2021

I have two postgraduate degrees, in electrical engineering and finance, but decided to explore another path which was closer to my personal interests. The curriculum and professionalism of the tutors are great, and I really enjoy the peer-to-peer learning from fellow students. Since starting my course I've already made significant progress, not only with my writing skills but I've noticed improved self-confidence and I've stepped out of my comfort zone too.