Inside:
Celebrating 150 years of lifelong learning

The return of the International Summer Programmes
A storied decade of creative writing
Time to take a deeper look into coaching?

Behind the scenes at the Institute of Continuing Education and Madingley 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 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, WhatsApp 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

Welcome to this Lent – Easter term edition of Inside ICE.

The articles in this edition serve to highlight important common themes which run throughout all our courses.

At its beating heart is our adult students’ desire to seek out new learning challenges. For some students this represents their first foray into higher education, for others a return after an extended break, a planned step to accelerate career progression or study as part of an active retirement. Every student is committed to asking questions, irrespective of their learning aims or life stage, both about their chosen disciplines and their own beliefs and behaviours. Continuing education is centred not only on knowledge and skills but also personal growth and renewal.

The breadth and range of the learning communities formed at ICE is also prominent. For example, it is interesting to consider the reflections of our Creative Writing alumni, summer programme students and lifelong learning scholars. Each of these distinctive communities share a common feature; a commitment to working together as peers – students together with tutors – to ensure that the learning environment is welcoming and draws on the expertise and experiences of all participants.

As we look forward to celebrating our 150th anniversary in 2023, the Institute continues to grow its offer, providing over 300 courses to more than 6,500 enrollees. Whether learning for personal enrichment or professional development, we hope you will consider joining us on a course during the forthcoming year.

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

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The Institute is thrilled to unveil another full year of its popular programme of in-person, weekend-long courses. With such a wide range of bite-sized learning, there’s something to spark every imagination.

Pursue your passion with inspiring weekends at ICE

Running throughout the year, short courses cover a spectrum of fascinating subjects led by Cambridge academics. Designed for both personal interest and professional development, each course comprises seven sessions between Friday evening and Sunday lunchtime, alongside plenty of time to enjoy beautiful surroundings, fine food and the company of your tutors and fellow learners. Here, four weekend course regulars tell us what keeps them coming back for more lifelong learning at the home of ICE.

Kate Williams

Kate has studied several courses with ICE, most recently ‘Reading Classical Greek: Greek Lyric Poetry - a selection’.

“I first started going to Madingley before I had children and have resumed again more recently. I’ve been to quite a lot of ICE courses over the years, but always on a classical theme.

I choose these courses because I have a special interest in them. I know they’ll give me a high-quality experience that’s difficult to find elsewhere. And studying texts on your own is tough going. Reading with other people brings the experience to life because sharing makes it so much more exciting. You can help each other out on difficult bits and explore meaning far more successfully when you are talking about it with others.

What’s wonderful about the whole experience is the high academic standard of the course leaders, the enthusiasm of the other attendees and the beautiful grounds and house at Madingley. I’ve made friends with other attendees who share the same interests as me, and I love meeting them in person at Cambridge. And the food is always excellent. It’s a utopia, and I have introduced at least three of my friends to it.”
Zoe Adams Green

Zoe has studied on several short courses including history, philosophy and ethics and science.

“ I met my future husband for the first time on an Ethics course here in 2016. It didn’t hurt to get some insight into his moral values early on! My aim in coming to ICE is to widen my horizons by learning something new. Although now we have a toddler, I also hope to get a weekend of calm tranquillity! It’s fun to meet such a wide range of interesting people from different backgrounds. The quality of the teaching, the house, the grounds – the whole experience is amazing. I rave about the courses at ICE and, despite living in Italy, will try to return as often as possible.”

Anne Coleman

Anne studied on our residential weekend course, ‘Feminism and Fantasy by Virginia Woolf’.

“ The varied ages and backgrounds of course participants is enriching – everyone comes with a slightly different agenda. I’ve loved being back at beautiful Madingley Hall. To be in a group with fellow enthusiasts, led by an expert, is the most enjoyable learning environment imaginable. And the breakfasts are marvellous!”

Connor Webster

Connor studied on our residential weekend course, ‘Feminism and Fantasy by Virginia Woolf’.

“ ICE’s in-person, residential course provided high-quality content in an inspiring setting. The busy schedule meant that the weekend was highly productive, and exploring Madingley Hall’s grounds during free time made me appreciate the experience all the more.”

Learn more

To find out more about the wealth of short, weekend course at ICE, visit: www.ice.cam.ac.uk/courses/short-courses-madingley-hall
Celebrating 150 years of accessible lifelong learning

ICE is proud to be the pioneer of continuing education, and in 2023, the Institute celebrates leading the way for a remarkable 150 years. Director of Continuing Education, Dr James Gazzard, takes us on a whistle-stop tour of the origin of ICE and introduces us to the women and men who made accessible higher education a reality.

By the mid-1800s the scientific and societal change of a second Industrial Revolution was building up a head of steam. But as it did, the opportunities and affluence it created were reserved for only a privileged minority.

Aware of the growing inequality, a group of Victorian social reformers were arguing for fair access to education, irrespective of gender or wealth, so that every person could play a meaningful role in society – including via the ballot box.

Clough and Butler – the campaigners who changed education

As part of this movement, two women, the educationalist and suffragist Ann Clough and the feminist and campaigner Josephine Butler, lobbied the University of Cambridge to provide learning opportunities for women at the urban heart of the Industrial Revolution. James Stuart, a radical young academic, answered their call.

In 1867, Stuart began delivering heavily oversubscribed lectures for groups of women across northern England, lighting the fire of open and accessible higher education as we now know it. But Stuart’s employer initially remained sceptical. It would be another six years before the University was convinced enough to sanction a new Local Lectures Syndicate, with the
first officially Cambridge-led extramural lectures delivered across the East Midlands in the autumn of 1873.

Continuing education flourishes across the world

Thanks in part to the fast-growing railway network, peripatetic academics from Cambridge established extension classrooms in libraries and town halls up and down the country. Their learners studied as communities of peers, shaping curricula and opening vocational doors that had previously been closed to them. In time, they would help form university colleges throughout England, from Exeter to Sheffield.

Now, 150 years on, as we live through a digitally inspired fourth Industrial Revolution, our lifelong learning sector is global, striving to support people of all backgrounds through our own period of rapid change. Traditional bricks-and-mortar universities and emerging online platforms offer innovative, increasingly universal opportunities to learn flexibly, achieve personal goals and promote social justice.

We’re proud that the pioneering story of Clough, Butler and Stuart is our story, the birth of the Institute of Continuing Education. As we celebrate our 150th anniversary during the 2023 academic year, the numbers on this page make it clear just how far we’ve come and how vital our continuing education programme is to people and society. It’s a privilege to be part of an Institute that remains at the vanguard of the movement, a constant advocate for accessible, engaging and progressive higher education.

Almost 150 years on: today’s ICE in numbers

In 2021/22...

217 thought-provoking courses held

297 tutors led inspiring learning

6,699 enrolled students, including 1,348 on University of Cambridge qualifications

54,000 registered students, via free-to-access edX platform

Youngest registered student: 18

Oldest registered student: 89

Over £172,000 in bursaries awarded to help students study

93% of postgraduate students UK-based

35% of undergraduate students from overseas

Learn more

To find out more about the history of ICE, take a look at: www.ice.cam.ac.uk/about-us/news/new-book-mark-150-years-ice
ICE’s new Director of Pre-Medical Studies is certain that “Each of us can make a difference in the world if we believe in ourselves.” So it’s no surprise that Dr Zalli’s pre-med course aims to give mature students who missed out on university the chance to be that change.

Dr Detina Zalli: achievement in the face of extreme adversity

A scary start
As a young child in 1997, Albania was a terrifying place to grow up. Financial collapse led to lawlessness and civil war in the Balkan nation, and, like most other local kids their age, twin sisters Detina and Argita Zalli spent much of their time hiding at home as they worried about whether their engineer father would return safely each day.

Eventually, the family escaped, surviving criminal gangs and a treacherous cross-Europe journey that led them to the UK. But reaching Folkestone wasn’t the immediate fresh start two 12-year-old girls might have hoped for. They struggled for acceptance at the local school, where classmates dubbed them “the refugee twins.”

“My parents didn’t speak English, so I had to deal with all the solicitors, social services, doctors and so on,” recalls Detina. “In fact, my passion for medicine partly came from acting as a translator between refugees and doctors.

The birth of a career
As the years passed, the Zallis slowly settled into their new lives, but never with total security. For the medically minded sisters, their excellent A-level results presented a new hurdle: getting a university place without indefinite leave to remain in the UK.

I was only 17, but I started calling universities asking them for help,” remembers Detina. “One of them, the University of Sussex, was willing to talk to the Home Office on our behalf and offered us places on their Molecular Medicine course.”

It was the closest thing to medical school they could get, and the course sparked a love of science that has persisted, propelling Detina – who, like her sister, had become Dr Zalli – onto a postdoc course at Harvard, where she learned not only about research but also about leadership and helping others.
“I directed and chaired several organisations, inviting Nobel Prize laureates to give lectures and developing my love of teaching and teamwork,” remembers Detina. “I was also inspired by Barack Obama’s words, ‘Change will not come if we wait for some other person or some other time.’ I’d been given an opportunity, and now I wanted to create opportunities for other people.”

Detina’s self-reflection led her to set up The Zalli Foundation, organising science and leadership events with invited speakers from leading academic institutions taking part in talks and mini-courses for learners from less privileged socio-economic backgrounds.

“I’m very happy to say that a lot of students have been inspired by the events,” says Detina. “Many are now studying abroad, and some are even collaborating with NASA scientists. We’re empowering students to dream and achieve their aims.

Pre-medicine at ICE for later-life learners

That desire to offer people opportunities they didn’t think were open to them is part of the reason Detina took up her new role as Director of Pre-Medical Studies at ICE.

Most of the students who enrol in our Pre-Medical Studies Certificate haven’t, for various reasons, had a chance to go to university before,” observes Detina. “I strongly believe that mature students, working together, can make a real difference to their own lives and to the medical field. It’s a true second chance for people who missed out at a young age.”

The course is aimed at mature students, with priority given to those who want to continue to medical school. It provides the necessary foundation in biology, chemistry and pre-medical topics, as well as developing skills like communication and critical thinking that shape well-rounded medical professionals.

While not guaranteeing a place on completion, medical schools at three regional universities – Cambridge, Anglia Ruskin (Chelmsford) and East Anglia (Norwich) – have helped shape the course and agreed to welcome the Certificate as a valid entry route. Candidates for these schools will also need a minimum of six GCSEs at grade B or above, including Maths, English and Double Science.

“There’s a shortage of doctors in the NHS, and our students will already have life experiences that will benefit them and make a big difference to the medical profession and the British public,” believes Detina.

Be the change that you seek

I particularly want to encourage students from disadvantaged backgrounds to achieve their dreams. They might think Cambridge is out of reach, but I want to show them that if they work hard and are disciplined and motivated, they can get there too. Doors don’t always open straight away, but keep knocking until someone lets you in.”

As a Course Director at Cambridge, whose determined phone calls to universities as a 17-year-old refugee triggered her career in science, Dr Detina Zalli is the perfect role model for that sentiment.

Learn more

Drs Detina and Argita Zalli are set to publish their life story, Good Morning, Hope, in March 2023. For more details, visit: www.sandrajonaspublishing.com/good-morning-hope/

To find out more about Pre-Medical Studies at ICE, visit: www.ice.cam.ac.uk/course/certificate-higher-education-pre-medical-studies
“Enriching and exciting” – the International Summer Programme is back!

Hundreds of students – aged 18 to over 80 and from 50 different countries – gathered in Cambridge last July as the International Summer Programme made a welcome return to in-person teaching. Inside ICE spent a day with students and Course Directors to discover what they love most about summer learning at Cambridge.

Even the red-hot July day can’t mask the chill in Dr Miriam Gill’s lecture. A leading expert in medieval wall paintings, she shares her latest research on the subject of the Three Living and the Three Dead.

Documented in dozens of English parish churches, these 14th century paintings warn of lives lived in vanity and immorality: three men dressed in hunting finery are confronted by three corpses in varying states of decay.

“I wanted to share this research here because of what these paintings tell us about how literature and visual ideas were transmitted and shared in medieval Europe,” says Miriam. “For me, knowledge is about making connections. And I
love sharing it with Summer Programme students because people come with differing perspectives and from different cultures. They are motivated, they are confident and that’s what makes the Summer Programme so enriching and exciting.”

An array of courses to choose from

For Stephen Pike, a retired chartered accountant and lawyer from Hertfordshire, it’s the range of teaching on offer that makes the Summer Programme such a draw. With a passion for history and archaeology, he’s opted for courses on medieval castles and fossils. “Fossils is slightly left-field for me, but that’s the whole idea,” he says. “If you only go for courses you know, it doesn’t stretch you. This is a rare opportunity to engage with a breadth of subjects, and I’m enjoying it immensely.”

For fellow student Shyamala Tharmendiran, the Summer Programme is a chance to reassess work and study after having a family and enjoying a successful marketing career in the music industry. “When I looked at the different courses, there was lots of choice of subjects that I’m interested in,” she explains. “I’m between careers so I thought this might be a nice opportunity to study a couple of subjects that I really enjoy. After graduating, I always thought about doing a Master’s or some further study but got a job straight away and worked for 14 years so never had the opportunity.”

Opting for a mix of pleasure and the professional, Shyamala chose *Pride, Prejudice and Persuasion: Jane Austen Re-visited* to complement *Understanding Marketing*. What’s struck her most is the quality and diversity of what’s on offer. “Our tutor for Jane Austen is absolutely incredible, and my mornings are so different to my afternoon classes, but I love them both. I hadn’t done a course on marketing since 2000, so it’s really useful to discover how the landscape has changed.”

Developing skills beyond the subject

Fresh perspectives are what the Summer Programme is all about, says Marketing Course Director Andrew Hatcher, who has led companies in sectors from medical technology to AI and taught innovation and marketing at Cambridge Judge Business School. “The biggest takeaway for students is to become more deliberate about the things they do,” he says. “I hope they’ll be more inquisitive and ask more questions so that they go away thinking slightly differently [about life and work].”

For Evelina Komarnytska, everything is new. A recent law graduate from the University of Kyiv, she arrived in the UK and, thanks to a scholarship from ICE’s James Stuart Fund, joined the Summer Programme. “It’s my first time in the UK, so I didn’t know what to expect,” she says. “Being with people from all over the world is really great, and everyone has so much empathy for Ukraine. I’m studying astronomy and business economy – disciplines you’d never study in a law degree. For me, gaining this kind of knowledge is the most valuable thing about the Cambridge Summer Programme.”

Your turn?

Would you like to join us in Cambridge for the 2023 International Summer Programme? With more than 150 week-long courses on offer, there’s something to pique everyone’s interest. Booking is open between January and March and the programme will commence from 9th July to 5th August.

To find out more, visit: [www.ice.cam.ac.uk/summer](http://www.ice.cam.ac.uk/summer)
In 2023, ICE’s Creative Writing Master’s celebrates its 10th anniversary. Inside ICE pops the virtual champagne cork with Dr Midge Gillies, Academic Director of Creative Writing, while a selection box of past students share their experiences.

A storied decade of creative writing success

Ever since the Master’s in Creative Writing was devised in 2013, the programme has made a virtue of experimentation. Students try poetry, fiction, writing for performance and creative non-fiction and receive only an indicative mark so that they can take risks with their writing.

Many have discovered that they’re good at a genre they might never have considered. One student joined aiming to write a memoir and ended up producing a sitcom for his dissertation. The MSt encourages students to ‘play’ and enjoy themselves.
Sarah Sultoon


“The course is conceived really well. It taught me so much about how to be a writer. The way that you’re exposed to different disciplines – there’s no pressure to be good at any of them, only to try them all. I wrote some terrible poetry, but it was extremely valuable grounding for any form of writing.

As a mum with young kids, there was nothing better than disappearing to Cambridge for a week. To be completely immersed in the discipline was fabulous, and we were a great group. When someone’s 21 and someone’s in their 60s, it’s a fertile environment to learn from other experiences and challenge each other’s styles. And my supervisor was invaluable, a wonderful mentor and coach.

I’d set myself a goal to finish a full-length manuscript because I knew if I didn’t during the course then I wouldn’t afterwards. So in the dissertation year, I wrote the first draft of *The Source* and had an agent before the course was over.

*Dirt* is a story about identity and belonging in a place that everyone thinks belongs to them. A cub reporter based at an international newspaper investigates a mystery during an incredibly tense time between Israel and Lebanon, and it blows his whole life wide open.

I’m really looking forward to seeing how the readers like it. It’s so nerve wracking when the books come out.”

Sara Collins

Developed from Sara’s Master’s dissertation, *The Confessions of Frannie Langton* won the Costa First Book Award in 2019, and Sara has adapted the story into an ITV drama.

“The thing I value most is the connections that I made with other people who also wanted to write. I’d never managed to write anything before because I couldn’t convince myself that it didn’t have to come out perfectly. The course helped me understand the process of editing and revising.”

A.F. Steadman


“The ICE Master’s is brilliant because it immerses you in lots of writing styles and helps you find out what kind of writer you are.

Studying alongside my classmates was great. It’s so interesting hearing someone read their writing because their emphasis can be totally different.”
After a 20-year association with ICE, Dr Midge Gillies will be leaving the Institute at the end of 2022. Midge has long been central to the success and popularity of the Centre for Creative Writing, becoming ICE’s first Academic Director of Creative Writing in 2016. Midge’s students all speak highly of her passion, patience and skill, and this article is testament to the writing talent she has helped develop. Everyone at ICE wishes Midge well with the next chapter of her life. Her new book, *Piccadilly*, *The Circus at the Heart of London*, is out now.

Elena Croitoru

The *Country with No Playgrounds*, Elena’s debut poetry collection, won the Live Canon 2021 Pamphlet Competition. Elena is currently expanding her poetry portfolio and polishing her first novel.

“One of the strengths of this course is that they teach fiction, poetry, non-fiction and playwriting. Trying different genres and seeing how they connect made me understand that I can borrow from each. We were taught good storytelling and character development while being encouraged to make our voices to stand out.

The programme teaches you to stick to a deadline, take feedback and look at someone else’s work critically. There are so many people interested in creative writing nowadays. Showing that you are serious about learning your craft helps in today’s market.

My love for poetry came from my Master’s assignment. I don’t think I would have pursued it as much had it not been for the course. My tutor really encouraged me and told me I would have a chance to get published.

My collection is about where I came from, incidents that happened to me as a child and my experiences during the Ceausescu regime. Kind of like autofiction, this is auto-poetry, in a way.

I still write fiction. Writing a novel is great because you can pick it up each day after work when you’re stressed and find something you can do. It’s great to have that one thing you can always return to.

This Master’s is so well formulated. I hope people find the programme useful; it really was for me.”

Mbozi Haimbe


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

Learn more

To find out more about Creative Writing courses at ICE, visit: www.ice.cam.ac.uk/centre-creative-writing/courses-centre-creative-writing
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.

Michelle
Undergraduate Diploma in Creativity Theory, History and Philosophy

During the pandemic I felt the need to study, as I sensed that it would provide me with a creative outlet and a way to connect with likeminded people. I came across ICE and chose to study here to connect with interesting and dynamic people, expand my worldview and hone my communication skills. Taking the Undergraduate Diploma in Creativity Theory, History and Philosophy has increased my confidence in myself, and I feel I have found a community that I belong in. This has continued after my studies finished, and I’m even currently working on some collaborative projects within the ICE community, which to me is wonderful.

Victoria
Postgraduate Certificate in Philosophy

After so many years in the corporate world I felt unmotivated and not as inspired as usual. I wanted to expand my knowledge in philosophy whilst also inciting my mind to be a bit more creative. The flexibility that studying with ICE gives you is what attracted me to the Postgraduate Certificate in Philosophy. The curriculum was exciting, and my favourite part was the fact that you could completely make it your own – I was surprised at the topics I decided to cover. It took me completely out of my comfort zone, and I feel very proud of that. Whilst studying I met a variety of likeminded students, who have now become lifelong friends.

Susannah
Undergraduate Diploma in Coaching

The Undergraduate Diploma in Coaching at ICE was highlighted to me as an opportunity through one of the guest speakers on the course. I wasn’t very confident at the start about my academic writing ability as it’s not a skill I felt I excelled at. However, through practice and taking on board feedback from the excellent tutor support I was able to surprise myself in improving this skill, which was reflected in the ‘excellent’ grade I achieved! My client base has already increased, and I’ve received a variety of superb testimonials from a range of coaching clients who benefited from me applying my learning from the Diploma in Coaching at ICE to my daily coaching practice.

Isabel
MSt in AI Ethics and Society

Since gaining my MSt in Physics and Philosophy in 2013, I’ve developed a leadership career in Technology. Alongside it, I’ve become increasingly concerned about the societal challenges posed by AI. The Masters in AI Ethics and Society at ICE provides a unique way to bridge the gap between the technology industry and a responsible future. My studies have opened up new opportunities to learn part-time and continue to work in industry in parallel, allowing me to contribute to these topics in my day job whilst advising AI start-ups on ethics. The course has given me greater breadth on the material and research that’s out there from many different disciplines, which I otherwise wouldn’t have found.
With ICE’s popular undergraduate and short courses in Coaching already well-established, a new Master of Studies in the field is now open to applications. Academic Director Dr Gill Stevens tells us about her journey into coaching and what to expect from the new postgraduate offering.

Time to take a deeper look into coaching?

“Coaching is about facilitating, helping a person who is trying to resolve something. It’s informed by psychology, philosophy and leadership, among other things, and it’s not about giving advice, telling people what to do or judging. It’s helping individuals tap into their own inner wisdom.

In life coaching, a person might be at a decision point in their personal or working life. Within an organisation, people have coaching, among other things, to help in areas like career development or to focus on what matters in a new job.

A love of developing people

In my working life, I started by teaching computer training but realised my passion was more about developing people. I turned towards leadership development, where coaching was in its early stages, and learned to facilitate and enable leaders to self-manage their development instead of telling them what to do. As I got more interested in this idea, I got more into coaching, specifically.

Eventually, I set up my own coaching consultancy working with leaders and would often teach them basic coaching skills.
When I moved to Manila, I taught Human Behaviour in Organisations at a university, and coaching was part of that. Coaching people from other cultures was really valuable to my own development. For example, there, I was as an experienced, mature, European woman coaching young, Filipino males and wondering why they never challenged anything! We had to break down some barriers first.

While I was in the Philippines, I became fascinated by the concept of design thinking. It has a lot in common with coaching. It’s a problem-solving methodology and designers need to have empathy with those experiencing problems so that they can create solutions that meet users’ needs. After talking to different coaches and experts, I developed a model for working with teams that draws on design-thinking principles and coaching practice.

Coming back to Cambridge, I joined ICE as a tutor for the Undergraduate Certificate and Diploma in Coaching courses, then became Course Director for the Diploma and most recently became Academic Director of the Coaching portfolio.

A new chance to extend your coaching expertise

This year, under Gill’s directorship, ICE is set to run its inaugural MSt in Coaching. Developed in response to demand from experienced coaches seeking advanced training, the interdisciplinary MSt differentiates itself from other Master’s programmes by covering the full range of coaching contexts, promoting highly developed critical-thinking skills and zooming in on evidence-based psychological models.

The Certificate and Diploma are very successful, and we realised that many students want to continue their development. So we’ve just launched our first two-year, part-time Master’s in Coaching, due to start in September 2023, and applications are now open. It’s aimed at practitioners who have been coaching for a minimum of three years and who want to widen their knowledge and interest in the field. We’re looking forward to welcoming the first cohort.

Rather than restricting our focus to one specific area of coaching, we’re looking more deeply into the many and varied psychological approaches, assessing the evidence base for them and seeing how philosophy can help coaches make sense of them. We’ll also study contemporary topics such as neuroscience to understand how the brain functions and coaching from a systemic perspective.

The courses we offer at ICE help coaches of all types go deeper into the psychological aspects of their subject. The profession is unregulated, so if a coach can show they have the credentials – in the form of training, qualifications or accreditation – it provides credibility to practice as a coach.

Other ways to keep learning

A coach’s learning and development doesn’t necessarily need to be a Master’s. We’re also developing short, one- and two-day courses for continuous professional development. Some coaches may not want to follow a pathway to postgraduate level but want to do something that enhances their skills and knowledge. Keep an eye on the website for details of these. But however much time they want to invest, there are plenty of options for coaches to develop their practice at ICE.

Learn more

To find out more about the Master’s in Coaching at ICE, visit: www.ice.cam.ac.uk/course/mst-coaching
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.

### Dr Peter Dixon

**Course Director, Undergraduate Diploma in International Relations**

Why should people study your subject?

To understand the reasons why governments and others find it so hard to develop cooperative solutions to global problems like climate change, pandemics and violent conflict.

What is your academic or professional background?

I seem to be in my third career, so perhaps I’ll never retire. I spent thirty years as a Royal Air Force officer. When I left the RAF, I was invited to develop a non-profit organisation building peace through dialogue. Alongside this, I joined as a student on the part-time Cambridge MSt course in International Relations. That was so rewarding that I moved on to a VERY slow part-time PhD and the teaching that I now do on the International Relations courses at the Institute of Continuing Education.

How is your subject relevant to our current world?

There has never been a time when understanding the principles underlying relations between nations and peoples was not important. Today, we need the skills and knowledge to see through spin and fake news.

What’s the most rewarding part of teaching?

As the Institute’s undergraduate courses are taught online, people of all ages, all occupations and from all over the world can have the opportunity to pursue the learning they might previously have missed.

What do you like to do outside of work?

I enjoy almost all kinds of music, especially jazz, and I love hiking and spending time with family.

Applications for our part-time Undergraduate Certificates and Diplomas are now open.

Visit [www.ice.cam.ac.uk/ug](http://www.ice.cam.ac.uk/ug) to apply

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Learn more

To find out more about our tutors, visit: [www.ice.cam.ac.uk/tutors-a-z](http://www.ice.cam.ac.uk/tutors-a-z)
Dr Rachel Pistol

Course tutor: Britain and the Holocaust: the refugee crisis of the 1930s and 40s

What is your academic or professional background?

I studied History at Royal Holloway, University of London, completing my PhD there. I have taught History and Digital Humanities at Royal Holloway, the University of Exeter, the University of Wolverhampton, and King’s College London. Since 2018, I have been working as part of the European Holocaust Research Infrastructure (EHRI), a pan-European initiative seeking to link Holocaust research and researchers globally.

What do you love about your subject?

To do history is to engage in detective work, as you are constantly trying to use a variety of sources to piece together as accurate a picture as possible of what happened in the past. Not everything can be known, but I get great satisfaction from writing histories that fill in gaps in people’s knowledge of what happened.

What research projects are you currently working on?

I am creating databases of internees who were deported by the British to Canada and Australia during the Second World War as part of a comparative study of the differences between internment on the Isle of Man, Canada and Australia. I have recently created a heat map of where refugees were living in the UK at the outbreak of war and am in the process of establishing a UK Holocaust Research Infrastructure (EHRI-UK) with the Wiener Holocaust Library, London.

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

Never take shortcuts! If you are going to do a job, it’s important to do it properly, and that means reading up on your topic and being open to learning new ideas. Your conclusions should be based on your sources, not a selective reading of sources in order to confirm a pre-conceived idea.

Dr Sofia Singler

Course Tutor: Master of Studies (MSt) in Architecture (Degree Apprenticeship)

Why should people study your subject?

Architecture offers its students and practitioners a humbling opportunity to contribute to the interpretation, creation, criticism, and adaptation of the built environment. Its simplicity belies endless complexity: architecture is nothing more or less than building—using materials, structures, masses and voids to create space—yet it is impacted by, and impacts, fields ranging from land use to sociology, and from structural engineering to aesthetic theory.

How is your subject relevant to our current world?

Architecture is always relevant, since it endows places and spaces with identity, and has done so for millennia. But it is particularly relevant in the twenty-first century also in light of sustainability. Building is a material, energy and labour intensive practice that has contributed to the climate crisis directly. Now, it carries the responsibility—and opportunity—to respond to the crisis, and to re-cast itself as an endeavour that protects rather than pillages natural resources.

Who or what has inspired you?

In Finland, where I grew up, I attended after-school classes in architecture under the supervision of a local architect-builder, Ilpo Vuorela, who ran (and still runs) a one-man design practice on a small island. I remain indebted to him for sparking my curiosity in architecture and for laying the groundwork for my subsequent professional engagement with it.

What’s the most rewarding part of teaching?

Teaching is about manifold encounters: encountering students as individuals, encountering texts or buildings together with students, encountering the work of students as a trusted critic, and so on. Some of the most memorable encounters are those that occur far after students have left, that is, when alumni get in touch with updates on their professional paths post-graduation. A student I hadn’t been in touch with for five years recently wrote: “I finally understood what you said about columns and walls that term!”
What’s on at Madingley Hall & Gardens

Our café and gardens are open daily from 10am – 3pm. Make sure you sign up to our newsletter to get the latest information on our 2023 events and exclusive offers.

To find out more and book please visit www.madingleyhall.co.uk/events

Valentine’s Day celebrations.

**Tuesday 14th February 2023**

Book an unforgettable Valentine’s dinner at Madingley Hall and Gardens. Dine in the grand surroundings of our 16th-century hall with enviable views to make your Valentine swoon. With welcoming staff, mouth-watering menus and romantic ambience, your unique dining experience will start from the moment you step inside. Your celebrations don’t have to stop there; we can also add the option to your package to stay in one of the comfortable B&B rooms to extend the occasion.

Easter dining and activities.

**Sunday 9th April 2023**

Choose from a delightful afternoon tea or seasonal Sunday roast and celebrate at Madingley Hall and Gardens this Easter. Four miles from the centre of Cambridge, just off the A14, A428 and M11, we are ideally located to gather family and friends for an easy Easter treat. You don’t have to worry about the little ones, as we’ll keep them amused with a selection of Easter activities in and around our beautiful gardens.

Mother’s Day celebrations.

**Sunday 19th March 2023**

Take a moment to spoil a fabulous mum with our afternoon tea or dinner packages. Mum, step-mum, bonus mum, grandmother, or a deserving friend, our team will welcome everyone and make sure your guest feels relaxed and spoiled with one of our scrumptious afternoon teas or delicious dining experiences.

Father’s Day family fun day and BBQ.

**Sunday 18th June 2023**

Celebrate the father figure in your life with at our family fun day and BBQ. Our chefs will be firing up the grills and we’ll be offering some fun activities for all the family on the lawns. There is plenty of space to meet up with loved ones, make memories and enjoy good food together.