



UNIVERSITY OF  
CAMBRIDGE

— INSTITUTE OF —  
CONTINUING EDUCATION

# Annual Report **2021–2022**







# ICE at a glance

The Institute of Continuing Education (ICE) is a department of the University of Cambridge and is a General Board-governed Non-School Institution. ICE is dedicated to providing accessible and flexible higher education courses for adults of any age, background and prior educational level of achievement. Founded in 1873 by pioneering educationalists Anne Clough, Josephine Butler and James Stuart, ICE has been based at Maddingley Hall since 1975. It is the largest single department at the University by student enrolment.

### Our mission

ICE's mission is to support the University of Cambridge's promise to prioritise and enable learning throughout life and to promote the widest possible access for learners to the University. ICE designs, delivers and curates a portfolio of research-informed, world-leading, short courses and award-bearing undergraduate and postgraduate qualifications in a broad range of disciplines. This is achieved by leveraging the expertise held within ICE, the collegiate University and its wider networks. ICE acts as an accessible gateway to the University for learners seeking to engage with higher education for the first time or return after an extended break, delivers contemporary work-relevant courses for early- and mid-career professionals and career changers, and provides opportunities to learn in later life. ICE delivers its mission through affordable course provision; flexible modes of course delivery; inclusive and supportive education and a commitment to peer learning.

### Our students

Our adult students, of all ages, are drawn from diverse backgrounds from across the East of England, nationally and globally. Many of our programmes are open access and some offer non-standard routes to entry which recognise relevant prior professional or personal experience. Clear progression pathways are present across many fields.

### Our courses

- In-person short courses
- Online short courses (Inc. edX platform)
- Pre-University Summer Programme
- International Summer Programmes
- Online Undergraduate Certificates, Diplomas & Advanced Diplomas
- International Pre-Master's Programme
- Postgraduate Certificates and Diplomas (inc. Apprenticeships)
- Masters of Studies (inc. Apprenticeships)

### Our team

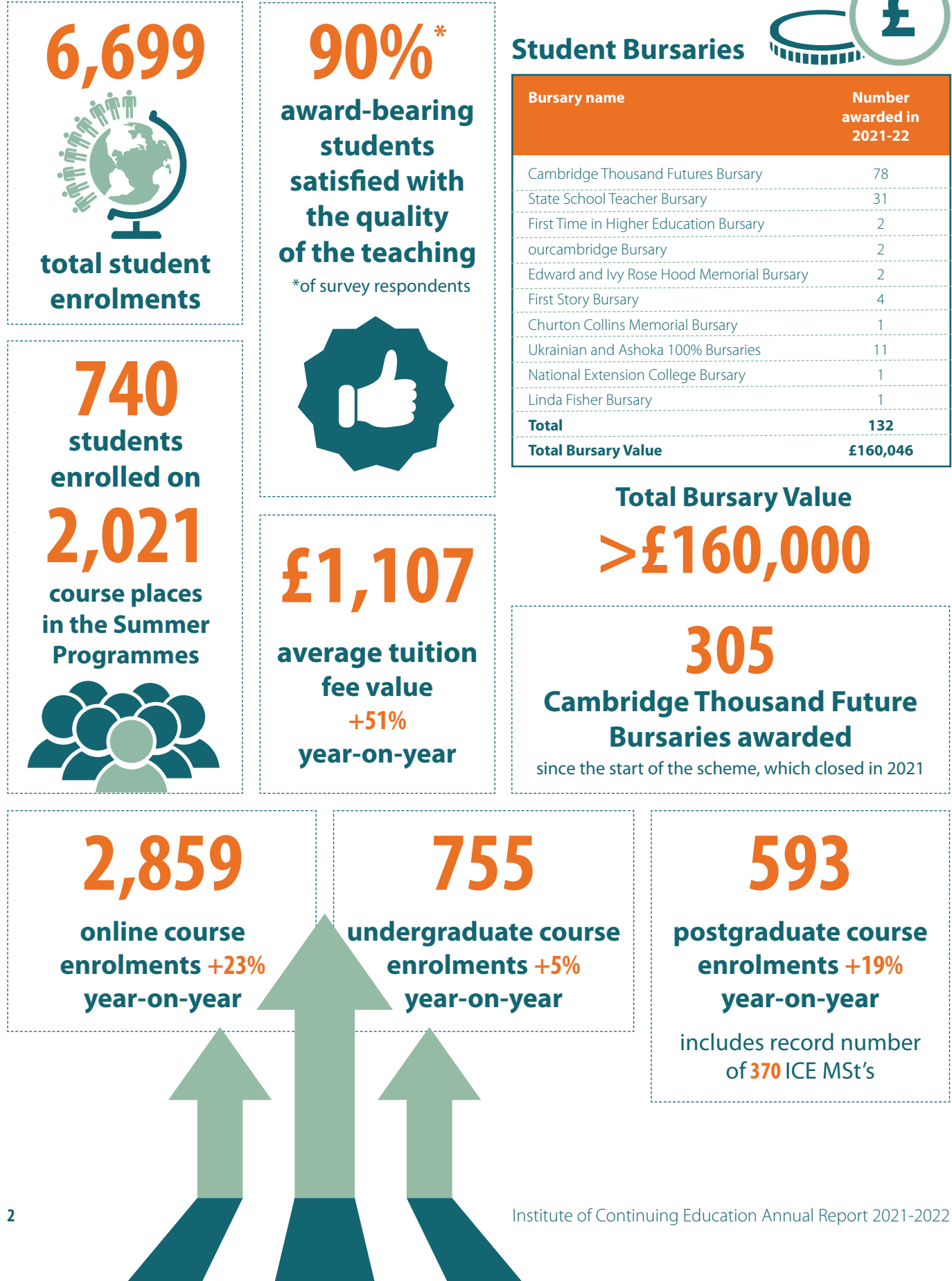
- 117 (95 FTE) ICE employees
- 98 (28 FTE) Maddingley Hall employees

# Contents

<b>ICE in Numbers</b>	<b>2-3</b>
<b>Director's Report</b>	<b>4-5</b>
<b>Teaching and Learning</b>	<b>6-12</b>
Technology Enhanced Learning	7
Creative Writing and English Literature Academic Centre	8
Arts and Sciences Academic Centre	8
Professional Studies Academic Centre	8
The Higher and Degree Apprenticeship Programme	8
Student Support and Wellbeing	9
Award-Bearing Student Satisfaction	9
Summer Programme	10
Pre-University Programme	10
Lifelong Learning Programmes	10
Oxbridge Academy Programme	11
Student Feedback	11
Staffing and Engagement	11
2021-22 Enrolments by Academic Centre	12
<b>Operations</b>	<b>13-15</b>
Human Resources, Governance and Administration	13
Student Records	14
IT and Systems	14
Marketing	14-15
<b>Maddingley Hall and Gardens</b>	<b>16-17</b>
<b>Financial Summary</b>	<b>18-19</b>
<b>Senior Leadership Team</b>	<b>20</b>
<b>Academic Directors</b>	<b>20</b>
<b>Award-Bearing Programmes 2021-22</b>	<b>21</b>



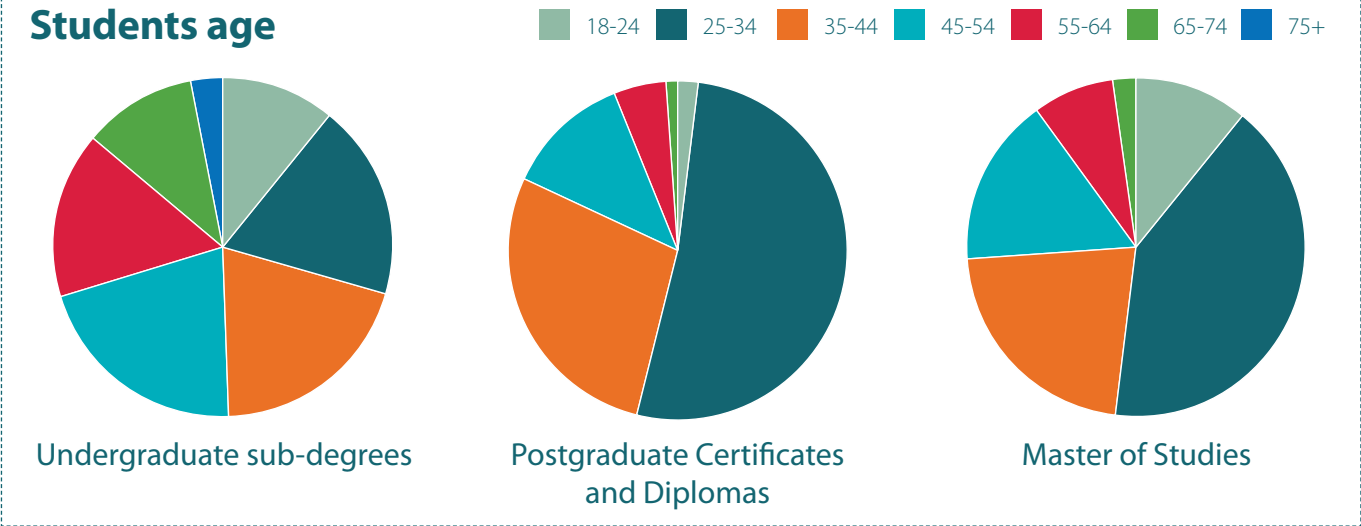
# ICE in Numbers



## Ethnicity of award-bearing students

Ethnicity	Undergraduate sub-degrees %	Postgraduate Certificate/ Diploma %	Master of Studies %
Arab	0.4%	2%	3%
Asian or Asian British – Bangladeshi	0.7%	2%	0%
Asian or Asian British – Indian	4%	7%	5%
Asian or Asian British – Pakistani	2.1%	3%	1%
Black or Black British – African	3.8%	3%	3%
Black or Black British – Caribbean	0.7%	0%	1%
Chinese	2.8%	6%	3%
Gypsy or Traveller	0.3%	–	–
Mixed – White and Asian	1.4%	2%	2%
Mixed – White and Black African	0.6%	0%	0%
Mixed – White and Black Caribbean	0.4%	0%	1%
Other Asian background	2.3%	5%	5%
Other Black background	0.8%	0%	0%
Other Ethnic background	2.8%	1%	1%
Other Mixed background	2%	3%	4%
White	69.5%	61%	62%
Information refused	5.1%	4%	7%
Not known	0.3%	–	–

Student geographic location		
Undergraduate students	Postgraduate students	Master of Studies
UK: 65%	UK: 93%	UK: 70%
EU: 11%	EU: 2%	EU: 8%
ROW: 24%	ROW: 5%	ROW: 22%



# Director's Report

The 2021-22 academic year was the third to be impacted by the SARS-Cov-2 pandemic. The period between December and March was particularly disrupted by the highly transmissible Omicron variant although, mercifully, most episodes of the infection were less severe as the virus evolved and vaccines provided a crucial buffer.

Against this backdrop, that I can report on a successful year for the Institute of Continuing Education is a testament to the resilience, expertise and adaptability of my colleagues. Further, it demonstrates the huge commitment that adults from around the world have shown to seek to study at Cambridge, despite the uncertainty and challenges they have continued to face in their personal and professional lives.



**Dr James Gazzard**  
Director of Continuing Education

Since 2016-17, the University has required the Institute to become a trading entity, as central University (Chest) funding was largely withdrawn and the Internal Cost Charge introduced, thereby contracting ICE finances by >£1,000,000 per annum. Consequently, the 2017-21 strategy primarily focused on enrolment growth achieved through market-relevant award-bearing courses, with the aim of creating a financially sustainable trading position. The positive impacts of this intensive four-year period, which saw 26 new award-bearing courses introduced, continued to be felt in 2021-22.

In 2021-22, a further two new Master of Studies (MSt) courses were introduced in the fields of Artificial Intelligence, Ethics and Society and English Language Assessment. These courses, both in important emerging vocational fields, have been developed in cross-Cambridge partnerships, working with the Leverhulme Centre for the Future of Intelligence in the case of the AI programme and Cambridge University English and Cambridge Language Sciences' Interdisciplinary Research Centre around English Language Assessment.

In total, seven new MSts have now been launched since 2017-18, as part of a strategy to develop a fresh and expanded a portfolio of matriculated postgraduate courses. In 2021-22, there were 370 MSt students compared to 121 in 2017-18, a strong uplift of 206%. It is noteworthy that these enrolments generate over three quarters of a million pounds for partner colleges, which include Wolfson, Lucy Cavendish, Selwyn, Queens', Homerton and Hughes Hall.

Enrolments on postgraduate certificates and diplomas were 223 in 2021-22, a 110% uplift when compared to 106 in 2017-18. These non-matriculated primarily professionally orientated courses form an important part of the ICE portfolio, supporting adults to accelerate career progression or change direction.

The postgraduate portfolio includes a small portfolio of Levy-funded apprenticeships. These are distinct types of programmes whereby employers, apprentices and Cambridge academics form tripartite learning relationships to renew work-relevant approaches. As Ofsted became the main regulator for all apprenticeships in April 2021, the past year saw continued efforts to implement an Ofsted-complaint governance structure, including a clearer focus on Safeguarding and the implementation of the new Higher and Degree Apprenticeship Committee. Further, it has been pleasing to see the strong performance of the University's first apprentices completing their End Point Assessments in the field of Applied Criminology and Police Management (Senior Leaders Standard), a course delivered by the University's Institute of Criminology and supported by ICE.

The undergraduate award-bearing portfolio enjoyed a record enrolment of 755 students across 30 programmes, a 98% uplift on 2017-18 levels. Following an enforced change due to COVID-19 in the 2019-20 academic year, a decision was taken, ratified by the University's General Board Education Committee, to maintain the fully online delivery of these courses until at least 2024-25. 2021-22 saw only the second cohort of students to be awarded a University of Cambridge qualification whereby there were no residency requirements. This diverse and multinational

cohort, with some studying at university-level for the first time or exploring academic disciplines new to them, is a powerful demonstration of Cambridge's capacity to act as an open university with a global impact on access and participation.

It was both a joy and a relief to see the University's official Summer Programme return in July 2022 to on-campus delivery for the first time since 2019. 521 students representing 49 nationalities – including nine bursary funded Ukrainian citizens – joined the programme, studying in-person and living in Cambridge colleges. These learners, made up of current university students and lifelong learners, communicated their delight in forming classroom-based cohorts and enjoyed a range of social learning experiences. The students and staff engaged in a voluntary COVID-19 testing programme and had to endure record temperatures for an English summer, which, on occasions, exceeded 40°C. This backdrop resulted in significant complexities but were sensibly managed by all parties. Including the Virtual Pre-University Programme, there were 2,021 total course enrolments with these two programmes generating a modest surplus. However, enrolments were down by 45% by comparison to the last in-person programme in 2019, with numbers affected by ongoing global COVID-19 restrictions and the conflict in Ukraine. 2023 will mark the 100th anniversary of this programme, hence we intend to both strive to grow enrolments and undertake a range of celebratory events next summer.

The Institute's weekend programme returned to in-person delivery at Maddingley Hall as the impact of the Omicron variant subsided. We look forward to offering a full programme in 2022-23 and working to further revitalise this important community of lifelong learners.

The Institute's fully online non-award bearing portfolio prospered, including the developing partnership with edX. The 2021-22 academic year saw an impressive return of over 54,000 students accessing the Institute's courses free-of-charge on the edX platform, and 1,554 students engaging with fee-generating certificated courses, a year-on-year uplift of 97%. edX is an important 'storefront' for the Institute's portfolio, improving worldwide access to our programmes. These numbers were bolstered by over 1,300 course enrolments on fully online short courses offered through our Moodle platform.

Student-reported metrics for 2021-22 highlighted two distinct trends. Firstly, the quality of the taught programmes remains strong with the main programmes delivering overall satisfaction rates of ≥90%. Students recognise the range, richness and rigour of the portfolio, an inclusive and welcoming approach, and tailored pastoral support. However, I also note that adult students, rightly, are demanding 'low friction' approaches to their experience of enrolments and course administration. In a 'one click' world, all higher education institutions must provide clear, timely and seamless processes and we plan to concentrate on these areas in 2022-23 and beyond.

A record tuition fee income of £7,400,000 was generated in 2021-22, a 34% uplift on 2020-21. This was predominantly due to the growth in award-bearing enrolments, which, across undergraduate and postgraduate courses, numbered a record total of 1,348. This was a year-

## 2021-22 Enrolments Annual Report Summary

ICE Course Enrolments 2017-18 to 2021-22	2017-18	2018-19	2019-20	2020-21	2021-22	Y-o-Y +/-
ICE MSt Programmes	121	162	205	246	370	50%
Postgraduate Certificates and Postgraduate Diplomas	106	172	139	254	223	(12%)
Undergraduate Certificates, Diplomas & Advanced Diplomas	381	426	466	722	755	5%
<b>Award-Bearing Total</b>	<b>608</b>	<b>760</b>	<b>810</b>	<b>1,222</b>	<b>1,348</b>	<b>10%</b>
Non-Award-Bearing – General	720	435	344	318	84	(74%)
Non-Award-Bearing – CPPD & Bespoke Programmes	259	195	114	72	37	(49%)
Non-Award-Bearing – ICE Online Programmes	596	800	1,450	1,533	1,305	(15%)
Non-Award-Bearing – edX Online Programmes	0	0	0	788	1,554	97%
Non-Award-Bearing – International Summer Programmes	3,209	3,666	0	0	2,021	0%
Non-Award-Bearing – Virtual Festivals of Learning	0	0	2,343	3,526	0	(100%)
Non-Award-Bearing – Lifelong Learning	994	1,308	996	114	350	207%
<b>Non-Award-Bearing Total</b>	<b>5,778</b>	<b>6,404</b>	<b>5,247</b>	<b>6,351</b>	<b>5,351</b>	<b>(16%)</b>
<b>ICE Enrolments Total</b>	<b>6,386</b>	<b>7,164</b>	<b>6,057</b>	<b>7,573</b>	<b>6,699</b>	<b>(12%)</b>
Departmental MSt	485	572	540	531	395	(26%)
<b>Total Course Enrolments</b>	<b>6,871</b>	<b>7,736</b>	<b>6,597</b>	<b>8,104</b>	<b>7,094</b>	<b>(12%)</b>

on-year total award-bearing enrolment increase of 10% and an uplift of 122% since 2017-18. In addition, I am pleased to report that the Institute's courses remain amongst the most competitively priced in the sector, and we have maintained a clear commitment to supporting disadvantaged students with an extensive bursary offer. Since the start of the pandemic, for example, over £300,000 of tuition fee support was provided through the Thousand Futures scheme targeted at those adult students most impacted by the pandemic. Further, after the apportionment of all overheads, the Institute's academic operations reported a surplus of £313,000. This performance underlines the success of the 2017-21 strategy, underscored by a dedication to affordable high-quality accessible education, course portfolio innovation, professionally managed digital marketing, and ongoing hard work across the Institute.

Operations at Maddingley Hall endured another pandemic affected year, which particularly impacted the Christmas through to Easter period. Tony Murdock (Interim Hall General Manager) joined in September and Franchesca Wilson (Hall Operations Manager) in February. This new senior leadership team have renewed the focus around service standards and business development. It was also pleasing to see advances around the Hall including the further growth of the café provision, installation of four electric vehicle chargers and a new servery in the Dining Room. Turnover recovered to £2,000,000, although the Hall returned an overall loss of £590,000, a sizeable portion of which can be attributed to trading restrictions caused by Omicron. As a mark of respect, the Hall closed on 19 September, the day of the Queen's funeral. In 2022-23, the Hall will prioritise returning towards a breakeven position in the competitive Cambridge conference and events environment.

Overall turnover was a record £10,500,000, with a loss of £277,000 returned during 2021-22. This position was supported by a one-off payment from the University of £486,000 to compensate for the budgetary impact of COVID-19 across 2020-21 and 2021-22. This was a welcome measure but represented only a small fraction of the overall losses caused by the pandemic, particularly around the summer programme and Maddingley Hall. Holdings in the Institute's reserve were maintained at over £6,000,000.

In line with many sectors, the 2021-22 has been a year of significant workforce churn at ICE. A phenomenon labelled by the media as the 'Great Resignation', we have seen over 20% of our workforce turnover across both our educational and hospitality functions. Pre-COVID-19, our staff churn was typically closer to 10% per annum. As one example, our marketing team of 5FTE, which has delivered superb outcomes over the 2017-21 strategic period, has completely turned over across the past 18-months. That team delivered award-winning projects and were central in doubling the number of award-bearing students. I am pleased to see their onwards career trajectories, and their ongoing advocacy for lifelong learning, and we are now rebuilding the team with fresh ideas and new energy. However, this churn places pressure on HR recruitment functions and the loss of 'corporate memory' impacts on ongoing operations. I anticipate this level of turnover may be the 'new normal' of post-COVID-19 working. I would note that the £1,000 centrally funded cost-of-living payment made to all University colleagues in June was welcomed, but we must go further

to create a compelling and supportive employment offer in a highly competitive labour market.

2021-22 saw Christine Kinally and Richard Stuckey deservedly promoted to Director of External Engagement and Director of Finance, Business Systems and Partnerships respectively. Linda Andrews (Head of Human Resources, Governance and Administration) took a one-year secondment at the Fitzwilliam Museum, and I have been grateful for Natalie Palfrey's support as Acting HR Manager during what has been an exceptionally busy period of recruitment. We said goodbye to Zara Kückelhaus (Head of Academic Centre Administration: Lifelong Learning) in March as she took up a senior post in the Faculty of Architecture and History of Art. Zara had been a key figure in several innovations at the Institute since 2016, and we wish her well in her new role. Dr Fergus McKay (Deputy Director, Academic Centres Division [Apprenticeships and Technical Education]) joined in April and was integral in fast-tracking a series of crucial policies and processes in the field of apprenticeships. In December, Cory Saarinen (Head of Technology Enhanced Learning) was rightly recognised by the Professional Services Awards Scheme.

I would like to place on record our thanks to Professor Graham Virgo (Senior Pro Vice-Chancellor for Education) for chairing our primary governance channel, Strategic Committee, from 2014 to 2022. He provided engaged leadership and critical friendship throughout his period of office. Graham's name has been added to our Distinguished Service Board.

The new 2021-25 strategy seeks to build on the work of the 2017-21 plan. If was not for the pandemic, the Institute would now be operating at a modest surplus. However, the pandemic has changed the competitive landscape with new providers entering the sector and established universities re-entering the field. The marketplace for life-wide learning is currently unsettled with, for instance, platforms such as Coursera and edX evolving their business models. Consequently, the Institute's forward-looking strategy, while continuing to aim to deliver excellent teaching, will include key areas such as a re-branding project to better position our offer in a complex market, a new website to provide students with clearer information and student-facing process improvements. There will also be a major push around modularisation and associated governance, enabling students to undertake smaller 'bite-sized' chunks of learning, which aligns to the government's Lifelong Learning Entitlement policy, which was enacted into law in April 2022.

As the Institute looks ahead to 2022-23 and our 150th anniversary, we do so with a sense of optimism, particularly as the headwinds around COVID-19 appear to be easing. Our strategy will deliver further improvements for adult students from all backgrounds, albeit against the backdrop of a cost-of-living crisis and increasing socioeconomic unfairness. Through a new fundraising office, to be formed during 2023, we will keep on striving to reduce financial barriers to study, thereby delivering on the University's mission to provide the widest possible access to Cambridge courses. I am grateful to all colleagues within the Institute, and across our partners, who work to promote and deliver this vital learner-centred open-entry lifelong learning agenda.



# Teaching and Learning

The Academic Centres Division continued to see strong enrolment growth across award-bearing courses and excellent student-reported quality metrics, and the Summer Programmes and Lifelong Learning Division led the first in-person summer programmes since 2019, with superb feedback from returning and new students.

## The Academic Centres Division (ACD)

The Academic Centres Division (ACD) is responsible for delivery of the award-bearing course portfolio, non-award-bearing online courses and part of ICE's non-award-bearing short course portfolio.

Building on the experience of 2020-21 all undergraduate award-bearing teaching continued to be delivered remotely and will continue to do so until the end of the current strategic period. Postgraduate award-bearing teaching took place through a combination of remote and in-person teaching. In many cases a hybrid delivery approach was adopted allowing simultaneous engagement with students in the classroom and dialling-in remotely. In all cases, including throughout the period most impacted by the Omicron variant, colleagues continued to deliver the academic rigour and support expected of Cambridge qualifications.

The remote delivery of undergraduate award-bearing teaching continued to make our courses available to a wider demographic and geographic area. Undergraduate award-bearing enrolments increased once again to 755 (up 5% on 2020-21) and postgraduate enrolments rose to 593 (a 19% increase on 2020-21). In total, students enrolled across 62 different award-bearing courses, 31 undergraduate and 31 postgraduate, compared to 60 in 2020-21 and 44 in 2019-20. The total of 1,348 award-bearing enrolments was a 10% increase on 2020-21 and comfortably maintained award-bearing enrolment above the steady-state target of 1,200 per annum.

Enrolments in our online programmes, bolstered through an expanding portfolio in partnership with edX (which became part of the for-profit 2U group in June 2021), continued to grow, reaching 2,859 across the year (up 23% on 2020-21).

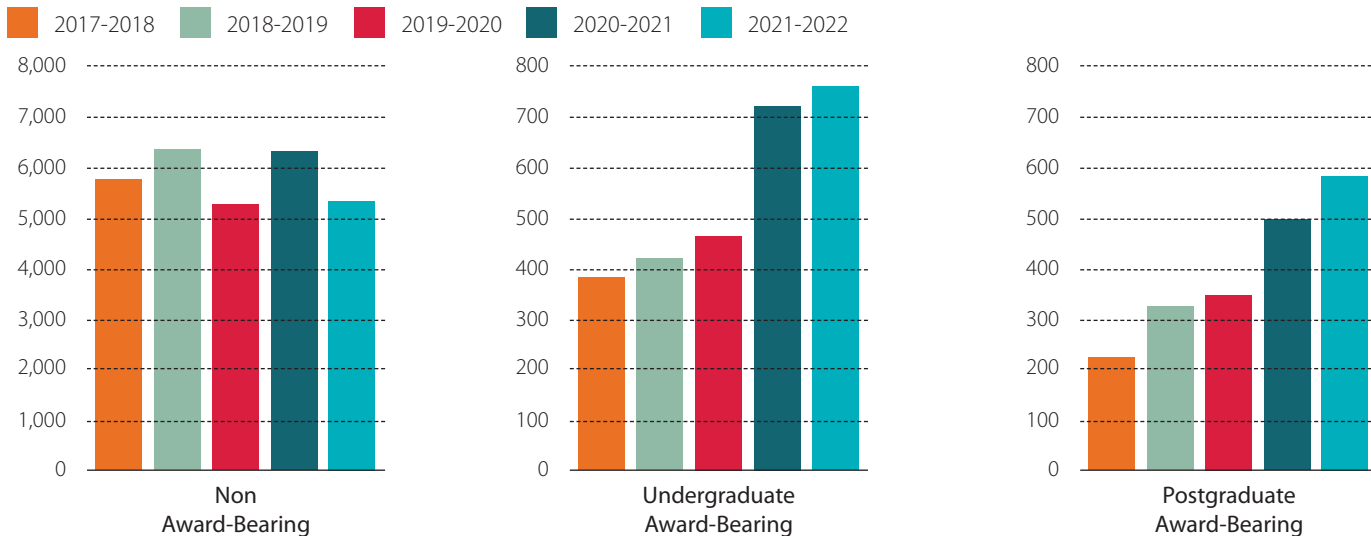
Overall, ACD enrolled 4,328 fee paying students during 2021-22, a year-on-year increase of 10%. Further, it should be noted that over 54,000 students registered for free-to-access content on the edX platform.

The Division has continued to expand its base of academic staff and extensive network of expert Panel Tutors. A remote Tutor Symposium was delivered in September with around 50 attendees, termly online Tutor Development Evenings were held covering topics such as inclusive practice and decolonisation, and training sessions to support Fellowship applications to Advance HE were run.

The student-reported quality and excellence of our programmes continues to be guided by the invaluable contribution of our internal and external examiners who once again complemented the standard of our courses and provided suggestions for enhancing them further. A common theme was the excellent feedback given to students on their assignments. Student feedback has continued to shape the delivery of our programmes with various mechanisms in place to facilitate informal and formal feedback. Overall, the level of student satisfaction in our award-bearing teaching for 2021-22 was maintained at an impressive 90%.

Academic Centres continued to recruit teaching staff to lead its programmes with new academic staff joining in the areas of Coaching, Pre-Medical Studies and Life Sciences, AI Ethics and Writing for Performance – Dr Gill Stevens, Dr Detina Zalli, Dr Maya Indira Ganesh and Fraser Grace, respectively.

## ICE Course Enrolments



## Technology Enhanced Learning (TEL)

The online course portfolio continued to recruit well, and our edX course portfolio grew in breadth of offering and total enrolled students. In addition to the edX portfolio, the TEL team ran specific online courses in which students interacted and engaged directly with academics over a five-week teaching block. 1,382 students enrolled on these courses hosted on the ICE platform, down from 1,533 in the previous year. We believe this downturn reflects a natural levelling-off following the period of large growth seen in previous years as COVID-19 restrictions were lifted. The course fill rate for courses in 2021-22 was 79%, down from 88% in 2020-21.

The Institute's partnership with edX continued to grow in 2021-22. Alongside the MicroMasters in Writing for Performance and the Entertainment Industries, this year saw the first full running of the following courses:

- Professional Certificate in Applied Corporate Finance
- Foundations of Finance
- The Psychology of Emotions: an introduction to embodied cognition
- Forensic Science: DNA Analysis

These courses continued to run throughout the year as self-study courses, and a plan has been agreed to add more courses to the edX platform in 2022-23 courses in Cognitive Psychology and beyond.

The increased course offering on edX led to growth in enrolments on the platform. In 2021-22 our edX courses attracted 54,895 registrations,

including 1,554 verified (fee generating) enrolments (compared to 26,757 and 788 in 2020-21). This Academic Year also saw the Institute surpass 100,000 total registrations since our first course offering in partnership with edX in October 2020.

Key TEL tasks in support of teaching at the Institute included the development and delivery of a new tiered-training programme for tutors and colleagues. Building on our previous training programme, the new programme sessions were held weekly on topics such as: An introduction to the Virtual Learning Environment (VLE); Panopto-Basics; Zoom-Basics; Zoom Break-out Rooms; H5P Interactive Content Building; Non-VLE Online Tools, and Turnitin Assignments.

Additionally, a project was undertaken with ACD colleagues to create a new course template design for the VLE. The new template helped ensure an improved student learning experience for online delivery, standardisation of look and learning experience from course-to-course, and efficiencies in course creation on the VLE for ACD colleagues, academics, and tutors.

The annual update of the VLE was completed in partnership with University Information System's (UIS) Moodle team.

The TEL team continued to provide oversight and management of the Institute's Zoom account. The Institute currently has 110 licensed Zoom users (139 total Zoom users). Across all accounts since the start of the 2021-22 Academic Year 5,920 Zoom sessions were held, across 50,697 session attendees and 383,788 session minutes.





## Creative Writing and English Literature Academic Centre

In 2021-22 two additional cohorts were delivered for both creative writing certificates. There were 168 enrolments across the undergraduate sub-degree programmes. This number was 15% lower than the previous year, however the courses ran with a 10% higher fill rate.

There were 118 postgraduate enrolments across the three MSts and one postgraduate certificate, compared to 86 in 2020-21 which represents a 37% uplift. Compared to 2019-20, postgraduate enrolments have increased by 74%, as part of the wider strategic plan to grow postgraduate numbers.

## Arts and Sciences Academic Centre

2021-22 saw the MSt in History move to an annual intake following a comprehensive curriculum review and continued strong interest in the Postgraduate Certificate in Philosophy. Accordingly, postgraduate enrolments climbed by 32% year-on-year to 75 enrolments. The new MSt in History of Art and Visual Culture began to recruit for its inaugural cohort in 2022-23, with excellent levels of applicant interest.

Arts and Science delivered 433 enrolments across 33 undergraduate sub-degrees. This compared well to 332 enrolments in 2020-21, a 30% year-on-year uplift. The online delivery mode for these courses continued to extend the reach of the portfolio to new and more diverse student audiences.

## Upasana – MSt in Writing for Performance

I've always been passionate about exploring the unknown, whether that's working as a stage manager after my undergraduate degree or travelling across the world to work as a curriculum designer in China. However, I found it hard to find a subject that reflected the excitement I felt every time I read, watched, or listened to a new story. That is until I saw the MSt Writing for Performance. Since I discovered the course, I've met a group of writers who are just as dedicated as I am, the course feels tailor-made to suit my interests and broad enough to let me explore the unknown. ICE also creates an incredibly supportive environment, and there's help available at every step, which I'm very grateful for after coming back to education after a 3-year break.

## Professional Studies Academic Centre

The professional studies portfolio has continued to expand its postgraduate students with 400 enrolments, an increase of 12% on the 2020-21 academic year. Undergraduate numbers fell by 20% to 154. The postgraduate numbers were helped by the first delivery of the MSt in AI Ethics and Society, working in partnership with the Leverhulme Centre for the Future of Intelligence, which recruited 44 students from a diverse range of backgrounds and nationalities. The new MSt in English Language Assessment began teaching in January 2022 with an inaugural cohort of 16 students, including one who since intermitted. Interest in the MSt Apprenticeship in Architecture continued with a second cohort starting their programme in October 2021, and recruitment of 22 apprentices to the third cohort confirming the increasing popularity of this programme.

## The Higher and Degree Apprenticeship Programme

The University has offered postgraduate apprenticeships since 2019. The Institute of Continuing Education manages the apprenticeships offer across the collegiate University through its Apprenticeships Administration Office. During the past academic year, the Office successfully completed the mandatory re-application to the Register of Approved Training Providers (RoAPT).

In April 2021 Ofsted became the primary regulator for Degree Apprenticeships, including the postgraduate level. Accordingly, the Institute's governance of this activity has been redesigned to include a new Higher and Degree Apprenticeship Committee, which convened

## Osman – MSt in English Language Assessment

I studied English Language Teaching at undergraduate level and have been an ESL/EFL teacher for four years. I discovered the importance of assessment in language teaching/learning more than three years ago and since then had been looking for a formal education to specialise in the subject, before discovering the MSt in English Language Assessment. The course allows for the balance of working full-time while studying and researching independently, so that I decide how to use my time effectively. Through ICE I was able to access Cambridge's fantastic academic and pastoral support, giving me the conscious feeling of being a Cambridge student. Being able to apply my knowledge on language acquisition has helped me progress tremendously as an English teacher already.

## Lewis – MSt in Architecture (Degree Apprenticeship)

After eight years of working at my current architectural company, I decided to look at the options available for a level 7 Apprenticeship in Architecture. I chose ICE as I preferred how the course was structured compared to other providers. When I originally was accepted into the University of Cambridge, I was worried that I would struggle with the assignments. However, through the continuous support of my lecturers and the college, I have managed to achieve higher grades than I would have thought possible. The knowledge I've gained from my studies with ICE has helped me progress greatly within my company, by pushing my designs at work and helping me create more informed design proposals.

for the first time in September 2021. Dr Fergus McKay joined the Institute as Deputy Director Academic Centres Division (Technical and Vocational Education) to help ensure compliance to the new regulatory framework. Dr Holly Tilbrook (Deputy Director Academic Centres Division [Student and Professional Services]) has assumed the role of Safeguarding Lead. Susan Barnett (Acting Apprenticeship Administration Manager) left her post in July, with a new role of Apprenticeship Compliance Manager being developed and approved for appointment early in the 2022-23 cycle.

To date, the University has launched three postgraduate apprenticeships:

- MSt in Applied Criminology and Police Management (Senior Leaders)
- Mst in Architecture
- Postgraduate Certificate in Research and Innovation Management

The Applied Criminology course, delivered by the Institute of Criminology, is the largest by enrolment, with a further 28 senior officers joining the February 2022 intake. The Architecture course recruited its third cohort (22) and the Research and Innovation Management its first (3).

During the 2022-23 cycle, we intend to begin the course design for a range of new programmes, while continuing to prepare for the pending monitoring inspection by Ofsted.

## Student Support and Wellbeing

The Institute has continued to enhance its students' and apprentices' learning experience. This is particularly important for those students who continue to study mostly online, and is central to our mission of opening up access to higher education. During the past year there was a particular focus on improving a particular focus on improving welfare and wellbeing support, safeguarding responsibilities, and study skills along with a move towards a more social model of inclusivity when considering curricula development.

In May 2022, the Institute appointed its first Disability Advisor. Whilst this will allow us to provide more individualized support to our disabled students, this role also provides increased capacity and expertise to move towards a more social model of adjustment that will see improvements to inclusive practice.

The Institute has continued to work in partnership with JHD Counselling to provide pastoral and welfare support to our non-matriculated students. Working with study skills tutors, a framework and matrix of online resources, synchronous sessions and one-to-one support were built to enable our learners to access higher education, particularly those who are new to higher education or returning after a significant break.

## Ina – MSt in English Language Assessment

I run an IT start up and am currently also a university lecturer and examiner in Legal English. I chose to study the MSt in English Language Assessment at ICE as it gives me access to top level education while combining studying with professional commitments. With the course being designed for established professionals, I find our discussions are deeply enriching and I benefit greatly from the academic exchange of ideas and the program's fast pace. The interdisciplinary structure of the course is most fascinating. I am surprised at how much I have learnt over a short period and how far we, as a cohort, have advanced. Looking backwards, the step seems very big.

## Award-Bearing Student Satisfaction

ICE's annual student survey is administered to all students on award-bearing courses at the end of the academic year and asks students to reflect on their experience of teaching and learning. It remains challenging to achieve high response rates particularly from the postgraduate courses. For 2021-22, the survey returned an overall response rate of 52%. Although this is lower than the previous year, it has provided useful evidence for use in reflecting on the student experience, what we are doing well and what can be improved. Work is being undertaken to review the timing and release of surveys to ensure timely feedback throughout the academic year from all cohorts.

Pleasingly, from the responses received, the overall satisfaction of students on non-matriculated ICE courses remained at 90%. Students were extremely satisfied with the overall experience and the quality of the teaching. This was an incredible achievement given the ongoing challenges of the Omicron variant during 2021-2022 and testifies to the collaborative dedication of adult students, academic colleagues, panel tutors and professional services staff when maintaining the highest academic standards and an inclusive and welcoming learning environment.

## Isobel – Undergraduate Certificate in Infectious Diseases

As an ICE employee working in the Quality Governance team, I'm surrounded by a culture of high-quality accessible teaching, which inspired me to enrol on a course during the COVID-19 pandemic. Having studied Natural Sciences at undergraduate and Social Anthropology at master's level, I was eager to understand the science of infectious diseases in greater detail. As learners we had access to teaching from enthusiastic scientists at the top of their field which really developed my understanding of a rapidly developing field. The course being delivered entirely remotely allowed me to fit my studies around my day job and introduced me to students from all over the world. Studying this course has enhanced me, both as an employee at ICE and as an individual. I now have a better understanding of the needs of part-time adult learners and how we at the Institute can use this experience to better support students. I also feel personally enriched by the education in infectious diseases I've received and I'm already thinking about what I'd like to study next.





International Summer Programmes and Lifelong Learning

The International Summer Programmes and Lifelong Learning team is responsible for the delivery of non-award-bearing short programmes.

ISP has returned this year to running the University's official in-person summer session, primarily for students currently enrolled at universities worldwide and older students studying for personal enrichment. In addition, the team ran the third annual Virtual Pre-University Programme for 16-18-year-olds and the seventh annual bespoke programme for Oxbridge Academy. Lifelong Learning short courses resumed the pre-COVID face-to-face format of running throughout the year, attracting predominantly – but not exclusively – older learners, studying either for professional development or for personal enrichment.

Summer Programme

Plans for return to an in-person Summer Programme remained tentative until the Spring because of COVID-19. Bookings opened later than normal for several reasons relating to development work for a new programme format and staffing resource, but were then affected by the conflict in Ukraine, with resultant heightened global tensions and increased travel difficulties. A number of partners in the USA, Australia and China were not able to send students (because of continuing COVID-19 travel restrictions, as well as global uncertainty) and this inevitably affected overall enrolments.

However, a sizeable in-person Summer Programme was delivered. A total of 521 students, staying for an average of 1.7 weeks – and therefore accounting for 901 bookings across the 4 weeks – resulted in 1,802 course enrolments which was a 45% decrease from the last comparable in-person programme in summer 2019, albeit this programme ran across six weeks rather than four in 2022. 100 out of 104 scheduled courses ran, with an average class size of 18. The programme included 47 morning, afternoon or evening plenary talks, attracting an average audience of 146 (65% of the weekly enrolment). Those enrolling for the Summer Programmes represented 49 nationalities, with the largest cohorts coming from the USA, the UK and China. Some 34% were aged under 25, 39% were aged 25-64 and 27% were over 65. The gender split was 64% female and 35% male, with 1% identifying as other.

200 (38%) were current full or part-time university or college students, 12% were university academics or school teachers, and a further 28% were employed in other occupations, with the remaining 22% retired. Those declaring as current university students were registered with 27 UK-based universities and 67 international universities.

Student bursaries

A total of 9 students from the Ukraine received full bursaries from the James Stuart Fund, covering tuition and accommodation for stays of between one and four weeks. Two students from Ashoka University in India received two-week bursaries from an arrangement held over from Spring 2020.

COVID-19 cases during the summer

All students were invited to take part in a lateral flow testing programme. 28 students, one accompanying faculty member and two Course Directors tested positive for COVID-19 during the summer. Every COVID-19 case required considerable administrative support.

Pre-University Programme

The third Virtual Pre-University Programme attracted 219 enrolments across its two two-week terms, from students aged 16-18 and representing 37 nationalities. The programme delivered an interdisciplinary series of 39 pre-recorded talks and one webinar, provided by leading Cambridge academics and invited specialists. 26 talks had related forum discussion questions, and students were required to respond to a set number of these as part of their minimum attendance requirements. Sessions were designed to cover topics and disciplines with which students might already be familiar, as well as introducing them to new ones. Subject areas for lectures included Cryptography, Economics, History, International Development/Relations, Literature, Precision Medicine, Psychology, Physics, Disruptive Technologies, and Sustainability. There were an additional live 15 zoom presentations to augment lectures and to offer an opportunity for self-reflection and consideration of future learning. Other content included pre-recorded sessions from the Cambridge Admissions Office and the Careers Service, Study Skills and Zoom conversations with current Cambridge students. Those unable to join live Zoom sessions (because of time-zone difficulties) were able to watch recordings of those sessions. Students particularly appreciated the opportunity for live interaction.

Lifelong Learning Programme

The COVID-19 pandemic suspended residential courses for the Lifelong Learning audience until July 2021, when a trial return provided five courses across two weekends. Some continued reticence and considerable number of late cancellations from individuals and two Course Directors during the cycle due to COVID-19 had an impact on final enrolments. A programme of 29 courses was planned for 2021-22, of which three were cancelled due to low enrolment, and two postponed to 2022-23. The total for the year was 350 across 24 courses, with a course average of 14.6. Subjects offered were chosen from the list of planned courses postponed as a result of COVID in 2020-21, with the addition of new topics requested by students. The list of high-enrolling courses included: *Transforming society: Politics, economics and social policy; Sir Walter Raleigh and course politics in England, 1580-1620; Creating innovative ideas; The great British Prime Ministers and Moonlight on Stonehenge and other stone circles.* A programme of 44 residential weekends delivered across 12 months is planned for AY2022-23.

Thomas – MSt in Writing for Performance

After COVID killed my plan to move to NYC and dive into theatre, one of my sons steered me toward online learning and I found the MSt in Writing for Performance at ICE. This experience has given me new life and helped me realize a lifelong (and that's 62 years for me) dream. Studying at Cambridge is no less than thrilling – the instructors are world class, as are my classmates who have become like family. Having the chance to watch my writing get workshopped and produced is transformational. If you have the opportunity to study at Cambridge, take it! It will open doors for you and teach you how to open doors for yourself.

Mischa – Undergraduate Certificate in Politics

I received a degree in comparative literature and history from the University of Hong Kong in 1993. I spent most of my career working as a journalist, and my experiences writing about the Hong Kong pro-Democracy movement made me want to deepen my understanding of politics and question some of my political assumptions. The syllabus on the Undergraduate Certificate in Politics at ICE could have been specifically designed to help me do both those things. Not only do the reading lists cover an unbelievably wide span of political thought, but whilst studying I have managed to engage with several writers whose work I would not have been willing to look at before.

Oxbridge Academy Programme

Having missed the opportunity for in-person programmes in 2020 and 2021, a double cohort of 27 students and six accompanying faculty from Oxbridge Academy in Florida attended an intensive programme on The Enlightenment from 25 March to 8 April. Participants stayed for one week at Madingley Hall, and second week at Sidney Sussex College. The programme offered 21 lectures, study sessions at the History and English faculty libraries, visits to the Royal Botanic Gardens Kew, Ely Cathedral and Cromwell's House, as well as King's College Chapel, the Wren Library and the Whipple Museum. All students were in their Junior or Senior year at the Academy (a High School). Each wrote a paper as part of the course, and all had supervisions with lecturers contributing Literature and History sessions to the programme. The standard of written work and application was high, comparing favourably with first year undergraduate levels.

Student Feedback

We received 365 feedback responses relating to 901 weekly Summer Programme course bookings (an average 40% response rate). Students were asked to comment on whether courses, plenaries, accommodation and their experience overall met, fell short of, or exceeded their expectations, with specific questions relating to courses asking about academic content, preparation, delivery and responsiveness, the balance of Course Director input with the opportunity for student discussion, and the usefulness of supporting materials provided. On a 5-point scale across all 100 courses, the average score was 4.6. Overall percentage satisfaction scores (i.e., those scoring above average) compared favourably to pre-COVID-19 levels, although many students declared a strong preference for the old subject-specialist programme structure and wider range of course offerings. Of particular note were the following scores: 92% of respondents said they benefitted from having a range of ages in the classroom, 93% of respondents were more than satisfied with their Summer Programme experience overall, 94% said they would take part in the Summer Programmes or another Institute programme in the future, and 95% would recommend the programme to others.

The number of feedback returns for the Virtual Pre-University Programme was low: just 27% across the two Terms. Of particular note were the following scores: 98% of respondents considered the academic quality of the pre-recorded talks met or exceeded their expectations and 83% considered the content of the talks sufficiently challenging. 100% stated that the programme introduced them to new fields of study, and 97% that the follow-up Zoom sessions relating to a number of the talks enhanced their learning. 92% would consider taking part in a Summer Programme or other ICE offering, 98% were satisfied with their experience overall, and 98% would recommend the programme to others.

Feedback for Lifelong Learning was extremely positive. 45% of participants returned online feedback forms. Of particular note were the following scores: 94% of respondents said the teaching quality met or exceeded their expectations, 96% would recommend the programme to others, 97% said the academic content of the course met or exceeded their expectations, and 98% said they would consider returning for another course in the future.

Many additional overwhelmingly positive feedback comments were submitted for all offerings, either in the discussion forums, or via free text sections in the 'Forms' online Feedback.

Staffing and Engagement

Due the cancellation of the 2020 and 2021 in-person summer programmes, staffing levels fell to 3.4 FTE between December 2021 and March 2022. Consequently, the decision was made not to offer a Winter Festival of Learning in 2022. An additional four colleagues (2.6 FTE) joined the team in the spring and four Cambridge Student Assistants were recruited to work across June and July. ICE Marketing and Admissions, Hall and Operations staff lent valuable support and – most particularly - the IT & Systems and TEL staff provided invaluable assistance across the planning and delivery cycle.

This was the first time an in-person adult programme was delivered in tandem with a Virtual Pre-University Programme, with 8 out of 12 team members experiencing their first in-person summer. In addition to the stretched staffing resources, the added challenge of COVID-19 cases and a heatwave – which disrupted a full week of the programme – made 2022 a particularly hard summer. Team members were remarkable in the face of a very considerable workload: their continued commitment to the delivery of high-quality programmes, student support and tutors were exceptional at every stage.

Carmela – MSt in Architecture (Degree Apprenticeship)

At a young age my granny introduced me to interior design, which led me to discover my passion for architecture and complete an undergraduate degree in the subject. After two years in practice, I began the MSt in Architecture (Degree Apprenticeship) at ICE, which as a dyslexic student has been incredibly supportive. I find the easiest way to learn is to directly apply the knowledge I've acquired from the course to my everyday work, and as a result have been able to progress in the workplace.



## 2021-2022 Enrolments by Academic Centre

Programme	2020-21	2021-22	-/+
-----------	---------	---------	-----

### Academic Centres Division

#### Arts & Sciences

ICE MSt Programmes	32	52	63%
Postgraduate Certificates and Postgraduate Diplomas	25	23	(8%)
Undergraduate Certificates, Diplomas & Advanced Diplomas	332	433	30%
Non-Award Bearing – General	28	43	54%
Non-Award Bearing – CPPD & Bespoke Programmes	0	0	0%
Non-Award Bearing – Online Programmes	520	392	(25%)
Non-Award Bearing – Online Programmes (edX)	0	0	0%
	<b>937</b>	<b>943</b>	<b>1%</b>

#### Creative Writing, English Literature & Film

ICE MSt Programmes	73	105	44%
Postgraduate Certificates and Postgraduate Diplomas	13	13	0%
Undergraduate Certificates, Diplomas & Advanced Diplomas	197	168	(15%)
Non-Award Bearing – General	186	6	(97%)
Non-Award Bearing – CPPD & Bespoke Programmes	0	0	0%
Non-Award Bearing – Online Programmes	693	542	(22%)
Non-Award Bearing – Online Programmes (edX)	620	866	40%
	<b>1,950</b>	<b>1,700</b>	<b>(13%)</b>

#### Professional Studies

ICE MSt Programmes	141	213	51%
Postgraduate Certificates and Postgraduate Diplomas	216	187	(13%)
Undergraduate Certificates, Diplomas & Advanced Diplomas	193	154	(20%)
Non-Award Bearing – General	104	35	(66%)
Non-Award Bearing – CPPD & Bespoke Programmes	72	37	(49%)
Non-Award Bearing – Online Programmes	320	371	16%
Non-Award Bearing – Online Programmes (edX)	168	688	310%
	<b>1,046</b>	<b>1,685</b>	<b>61%</b>

<b>Total Enrolments in Academic Centres Division</b>	<b>3,933</b>	<b>4,328</b>	<b>10%</b>
--	--------------	--------------	------------

### International Summer Programmes & Lifelong Learning Division

Non-Award Bearing – International Summer Programmes	0	2,021	100%
Non-Award Bearing – Virtual Festivals of Learning	3,526	0	(100%)
Non-Award Bearing – Lifelong Learning	114	350	209%
	<b>3,640</b>	<b>2,371</b>	<b>(35%)</b>

<b>ICE Course Enrolments</b>	<b>7,573</b>	<b>6,699</b>	<b>(12%)</b>
------------------------------	--------------	--------------	--------------

Non-ICE Programme Admissions (MSts & Apprenticeships)	531	395	(26%)
---	-----	-----	-------

<b>Total Course Enrolments</b>	<b>8,104</b>	<b>7,094</b>	<b>(12%)</b>
--------------------------------	--------------	--------------	--------------

## Operations

The Operations Division works across the Institute and Madingley Hall and Gardens to support the student and guest experience



### Human Resources, Governance and Administration

During 2021-22, the Human Resources team supported an unprecedented volume of recruitment. Over 50 new colleagues joined in Institute in the last 12 months with around 35 colleagues leaving in the Institute to pursue new opportunities. More than one in five colleagues have joined the organisation during the past twelve months. The employment market in Cambridge, and more widely, continues to prove challenging in terms of recruitment and retention. This is particularly the case in the fields of hospitality and professional services such as course administration. This backdrop led to the need to engage with multiple recruitment campaigns while also processing those colleagues exiting.

The Institute's total headcount now stands at 123FTE, with 95FTE in the Institute and 28FTE based in the Hall. By way of a marker, this figure sat at 99FTE less than four years ago.

The HR team supported colleagues' wellbeing during another busy and challenging year, particularly during and after the impact of the Omicron variant. In addition to the impact of the virus on physical health, the pandemic period has had a clear impact on employees' mental health, with more colleagues drawing on local and central support including counselling services. Work-life balance measures such as meeting-free Monday mornings and Friday afternoons, and the suspension of internal group meeting during state school holiday periods, have been maintained throughout the year, and twice weekly on-site 'coffee and cake' informal gatherings restarted after the summer for the first time since March 2020.

Led by the Director of Continuing Education, there were a series of open conversations about the future of hybrid and flexible working and all colleagues have been encouraged to respond to the University's consultation on hybrid working. Once finalised, the Institute is seeking to work with the University's Hybrid Working Policy in 2022-23. In the meantime, more colleagues returned to the office on a flexible basis during the Easter Term and Long Vacation.

2021-22 saw the introduction of the University's new Teaching and Scholarship pathway for those academics focused on teaching excellence. The Institute's Teaching Associates and Officers have moved on to this pathway, most assuming the role title of Teaching Associate or Assistant Teaching Professor. The pathway will allow outstanding teaching academics to progress to a full Chair through a transparent set of promotions criteria.

In support of the University's Anti-Casualisation Policies, the HR team worked to transition several colleagues from fixed-term contracts to open ended contracts, providing secure employment and career development routes to those staff. The team also considered the likely future impact of the requirement during 2022-2023 to move a significant number of contracted Panel Tutors on to contracts of employment, again in line with the University's workforce policies.

ICE HR continued to work closely with the University's Central HR function on the Cambridge Casual Worker System, which will go live in early 2023, moving the contracting and payments process online – a positive move for both the team and Panel Tutors.



Throughout the year colleagues were supported with developmental training opportunities, including a Madingley Hall-wide series of training events focused on customer service standards and consistent delivery of excellence in hospitality.

Following the secondment of Linda Andrews (Head of HR, Governance and Administration) to the Fitzwilliam Museum in November, the Quality and Governance team was overseen by the Director of Continuing Education from November 2021 onwards.

As is normally the case, it was a busy year for the team's governance committee support work. Further, workload to support award-bearing students with mitigating circumstances and intermission from study was considerable primarily due to the ongoing effects of COVID-19. The total number of intermission cases was 112, which represents 16% of the total number of students enrolled on an undergraduate or postgraduate award-bearing programme, with the most significant causes of intermissions being "significant physical or psychological illness", "serious illness or death of a family member" and "severe personal difficulties".

After a year on an internal secondment supporting the Institute's review of governance, Kirsty Woodgate (Quality Governance Manager) left the Institute after 13-years' service to take up a position at the University's Office of Student Conduct, Complaints and Appeals (OSCCA).

Records

To support increased enrolment numbers, the Records team grew to three dedicated staff members managing all aspects of ICE's student data on CamSIS (including student results and the printing of Certificates and Transcripts), ensuring compliance with statutory regulations, and supporting the setup and readiness of each new non-matriculated cohort as they begin their studies (including University cards, Raven and systems access). The Records team works closely with the central University, Academic Centres Division and the Technology Enhanced Learning (TEL) team.

IT and Systems

The IT and Systems team supports the Institute by providing flexible and efficient system solutions for administrative and operational activities. As last year, significant strategic investment in this area continues to be a priority, in line with strategic goals.

The team has continued to build systems solutions to increase administrative efficiency, improve operational efficiency, and extend data provision and visibility. Alongside the ongoing development of the central operational system, systems were reviewed to ensure they aligned to the Institute's 2021-25 strategy and launched projects including the selection and implementation of a third-party curriculum management system, process improvement via the CRM (e.g. student support for mitigating circumstances, appeals and complaints and intermission requests), management information provision, and external data integration.

Specific operational projects included solutions to support the launch of the first post-COVID-19 Summer Programme, and the decommissioning of the legacy Tutor Management System (TMS) first developed in 2011. The CRM system continued to grow in use and effectiveness and now supports many previously manual, administrative and business-related activities. All enquiries from students are now received either via LiveChat or into the CRM with dashboards to monitor the number and type of enquiry received, and the responsiveness of each business area.

Work continued to grow and enhance the functionality and content of the Institute's intranet (Igloo) making it a key communication and business support tool. This is an ongoing project, as the initial phase to improve its quality and use is now complete.

Marketing

The 2021-22 academic year marked a year of change in the marketing function at the Institute. The COVID-19 pandemic led colleagues to re-evaluate their situation and move job roles to be closer to family or to implement the skills and knowledge learnt to move on to new career opportunities. The Institute would like to thank Francesca Axe (Marketing Manager), Amy Kingham (Marketing Coordinator), Joshua Hatley (Marketing Coordinator), Natasha Takhar (Marketing Coordinator) and Carla Dobson-Perez (Marketing Assistant) for the contribution they made to implementing a significant change in marketing over the course of the previous three years. From January 2022, the first new recruit Marketing Coordinator TJ Burt was welcomed to the team, followed by two Marketing Assistants in March 2022. The marketing team is scheduled to a return to a full complement of 5FTE by the beginning of the 2022-23 academic year.

The go-to-market strategy in 2021-22 mirrored the previous year, with the activation of performance marketing campaigns across social media and search channels for the Institute's broad course portfolios, including short online courses, the summer programme and undergraduate and postgraduate qualifications. In addition, campaigns were implemented for courses of strategic importance, such as new Master of Studies courses, and those seeking enrolment growth. For the full campaign period between November 2021 and September 2022, the ICE Facebook and Instagram campaign resulted in 115,677 landing page views and 4,983 conversions (e.g. enquiry form completion, application started etc.) and Google advertising led to 75,703 ad clicks and 1,726 conversions. Other channels to market adopted for particular courses or course portfolios included print advertising, local outdoor advertising, digital audio and public relations.



Creative for the WeChat marketing campaign



In November 2021, a marketing and student recruitment campaign was launched in the China market to promote the 2022-23 cohort of the International Pre-Master's course. This digital-first strategy used channels such as instant messaging platform WeChat and video sharing social networks such as RED and Douyin. An influencer marketing pilot campaign was endorsed on the proviso that a Key Opinion Leader (KOL) was used that had matriculated from Cambridge. An influencer named "William" and alumnus of Darwin College has since published a promotional video on his RED video-sharing social channel.

To supplement paid activity, a comprehensive organic social media plan was implemented to grow following and engagement through Facebook, Twitter, LinkedIn and Instagram channels. A key in-year success was the doubling of the Institute's LinkedIn following to an engaged community of over 16,500 followers.

In addition to campaigns, the marketing team focussed on conversion activities targeting prospective students and those already in ICE's network. Over the course of the year, a programme of virtual events raised awareness of ICE and recruited students across course portfolios. In total 45 online events took place generating 2,939 registrations and an estimated audience attendance of over 1,000. Due to updates to Zooms data privacy policy, data accuracy on attendance proved challenging towards the end of the year and unfortunately it was not possible to identify whether these events were successful in converting students. However, data analysis in the previous year shows that events do positively impact on course applications and bookings.

Regular CRM email communications, including monthly newsletters, are sent to the marketing database. In the period since August 2021, 93 emails were created and sent to a total of 611,958 recipients, with average open rates of 32% and click rate average of 6.6%, significantly higher than the education sector averages of 23.42% and 2.9% respectively.

Inside ICE was published in hard copy biannually, with Lent - Easter and Long-Vacation - Michaelmas term editions distributed in December and June respectively. The last two publications featured 21 articles celebrating student successes, highlighting new courses and topical content. Inside ICE was the only content printed and distributed by post – there are currently around 5,000 people on the postal mailing list.

In September 2021, US-based research and insights organisation EAB was procured to provide a course and academic portfolio market insight service analysing labour market data, the competitive landscape and student demand using a variety of data sources including EMSI, Burning Glass (noting EMSI and Burning Glass merged in 2021 to form Lightcast), UCAS, HESA and others. A number of course feasibility reports were commissioned throughout the year for courses in

development. Whilst the reports returned some interesting information, the insights did not raise sufficient evidence to justify the investment, so this service was discontinued at the end of August 2022. A new approach will be explored for the 2022-23 academic year.

To support the 2021-2025 strategy, the marketing team embarked upon two major strategic projects. The first was a market positioning initiative that will be launched to market in Michaelmas 2023. Positioning will play a critical role in differentiating the ICE brand and gaining share in an increasingly competitive marketplace. Particular focus will made be on carving authentic, segmented messaging and an accessible brand identity that resonates with our diverse adult learner audiences. The initiative will deliver a clear brand strategy and position, message and tone guidelines and, if appropriate, new brand naming and design.

Closely aligned with the brand positioning initiative, the marketing and the IT and Systems teams will work together on the development of a new website, which will again be launched to market in Michaelmas 2023. Particular focus will be on creating a user-centred and accessible online experience that optimises student conversions but also fulfils our requirements as an educational Institute to provide potential students with accurate and timely information, advice and guidance (IAG).

Enrolment Management and Student Recruitment

From March 2022, a temporary sessional Enrolment Management Team was established to offer information and advice to prospective students with the aim of growing course enrolments. Intended to supplement the work of the Admissions team, the Enrolment Management Team consisted of a temporary Student Enrolment Coordinator, followed by a team of three Cambridge students who joined the Institute as assistants during the long vacation period. The role of the team was to respond to inbound enquiries via the CRM and live chat functionality on the website, proactively follow up with prospective students who have started the application process and provide recommendations to enhance conversion activities going forward. In total over 2,613 CRM enquiries were resolved by the team in the period between March and August. Furthermore, 2,139 enquiries were handled via the website live chat function during the period from June to August 2022 inclusive. To compliment the work to maximise enrolments, prospective students were offered the opportunity to attend a 15-minute web chat with course leads for a number of courses, including all courses in the undergraduate course portfolio. At the end of the academic year, a Student Enrolment Manager was recruited with the remit to establish a permanent function within the Institute to provide excellent customer service and enrolment guidance to prospective students from around the world.



# Madingley Hall and Gardens

Throughout its near 480-year history, before becoming the headquarters of the University's extramural education provision in 1975, the Hall has been used for many purposes including a hunting lodge to the nobility, a private dwelling, accommodating a future king of England during their Cambridge studies and hall of residence for postgraduate students.



## Madingley Hall

The Hall continued to face challenges with the pandemic and everchanging public health restrictions, most notably from mid-December to Easter due to the Omicron variant of COVID-19. Early in the reporting period, from October to mid-December business returned strongly following the severe disruptions to the hospitality sector which started in March 2020. The Christmas party season started well with the first two weeks seeing large events successfully delivered. Then as this new variant took hold the remaining two weeks of the party season declined severely, with over £75,000 of lost revenue due to cancellations and postponements.

Significant time was invested in developing and enhancing service levels throughout the Hall. Core standards are now in place in many areas, and training carried out with the team in terms of both statutory and service training. Service provision has been streamlined, offering consistency with our food & beverage options. The Café made a permanent home in the Terrace Bar and provides an important revenue stream. A new bar menu was introduced and offered seven days each week to ensure B&B guests have the option to remain on-site during their stay. This initiative has been successful, with 30-40 covers per night on average. Breakfast has been another focus for increased standards, which will be further developed in 2022-23.

With all restrictions lifted as Easter approached, attention turned to the Summer Party season. Utilising all areas of the Estate was key to enhancing our ability to increase revenues. The Gardens are an integral part of this and over forty outdoor events were hosted, from drinks

receptions to full scale corporate summer parties. Guest numbers ranged from 30 to 350 with team building activities and inflatables often seen on-site across a very warm summer period. Through hosting events such as the Chamber of Commerce Annual Garden Party and the Cambridge United Business Club, we are gradually raising awareness of the magnificent facilities Madingley Hall and Gardens has to offer.

Madingley Hall received a Visit England Rose Award, which is awarded for service excellence within the field of Campus accommodation which is a huge credit to all involved especially in such challenging times.

Throughout the year there has been significant work carried out to deep clean and paint the majority of public areas and meeting rooms throughout the Hall. The ground floor bedroom corridor carpet has been replaced, new carpet to the Doghole room and the installation of four electric vehicle charging points to enhance our green credentials. We have also replaced the aging servery units in the Dining Room, with both hot and cold units to allow for a wider range of seasonal items for our guests.

ICE's academic delivery increased in the second half of the year. Lifelong Learning numbers increased as we moved forward post-pandemic. Lateral flow testing and daily temperature checks slowly faded away, although the ability to provide these provisions remains in place should we need to, led to a much more normal end to the trading year.

In September 2021 Tony Murdock was appointed as Interim General Manager, taking over the role from Linda Andrews (Head of Human Resources, Governance and Administration) who had been acting in the

role since Ian Hardwick's resignation in August 2020. Matthew Brazier left his role as Hall Operations Manager in December with Franchesca Wilson appointed to this role in February.

In line with the wider hospitality sector following the pandemic and Brexit, 2021-22 saw many staffing challenges throughout the year. Difficulty recruiting in a highly competitive job market and extended sickness absences due to COVID-19 increased pressures on the team throughout the Hall. Nonetheless, the Hall - unlike many hotels, conference venues and restaurants - was able to serve all bookings with no clients turned away.

At the end of the year, the Hall undertook a full site closure on 19 September as a mark of respect on the day of the Queen's funeral.

## Gardens

In January, the Institute supported the Madingley Church surface water drainage renewal and replacement project extending across the University Church Lawn. This included an archaeological survey by the University Cambridge Archaeological Unit. Subsequent regrading and reseeded of the lawn ensued. Work to address the structural defects of the listed 18th Century garden wall in the southeast and southwest corners commenced with the removal of some sycamore, *Acer pseudoplatanus*, ash, *Fraxinus excelsior*, and common oak, *Quercus robur*. During the summer, the installation of new emergency external lighting between the Tower Wing and the Wayper Room provided an opportunity to refresh and replant the borders affected by this work.

The arched hazel walk looked magnificent after pruning and tying in through the winter. Some refurbishment to the central section of the Woodland Border took place in the spring.

Due to minimal rain between March and the end of August with periods of intense heat, the garden increasingly looked parched and dry. Established trees and shrubs started to show signs of stress and premature leaf fall. Areas where concerted efforts to water enabled colour and interest to prevail, particularly the 'hot corner' in the Library Border and the South Facing Border. The rosy dipelta, *Dipelta floribunda* in the Alberni Border flowered notably during the spring followed throughout the garden by an abundance of mock orange, *Philadelphus* sp. The angelica tree, *Aralia elata* 'Aurovariegata' and the palm-leaved marsh mallow, *Althaea cannabina* flowered profusely in the Courtyard during July and August.

Community engagement included opening under the National Garden Scheme in June and Open Cambridge in September. The 17 garden tours welcomed 400 participants including a Primary School visit. The garden continued to be open for the local community to visit and enjoy. An increase in external events utilised the Croquet and adjoining lawns. In 2022, two features commemorated the Queen's Platinum Jubilee, the 'Turf Art' on the Round Lawn created by mowing at different heights in the shape of a crown followed in the autumn with the planting of *Crataegus x lavalleyi* in the East Meadow.





# Financial Summary

In 2021-22, the Institute grew tuition fee revenue significantly, particularly due to the strong growth of postgraduate enrolments (593) alongside good overall undergraduate award-bearing enrolments (755) and the welcome return of the in-person summer programme for the first time since 2019 due to the pandemic, albeit at around only 55% of the last pre-pandemic delivery in 2019 with 2,021.

Across non-award-bearing programmes, online programmes grew by 23% to 2,859 in 2021-22, which included fully ICE delivered online programmes and those delivered through our partnership with the edX platform. Lifelong Learning weekend programme numbers returned modestly at 350 enrolments.

While overall enrolments on ICE courses fell by 21% year-on-year to 6,699, the average income per course enrolment increased strongly given the greater focus on in-person and award-bearing programmes by comparison to the COVID-19 period which saw significant growth in short online non-award-bearing courses. Overall course enrolments, including departmental MSt admissions, totalled 7,094.

Madingley Hall generated £2m of income across its operations. This was a strong uplift on 2020-21 but was held back by the Omicron variant of COVID-19 which particularly affected the December 2021 to April 2022 period. Further, staff shortages in the hospitality sector meant that some income generating opportunities were lost.

Turnover across ICE and Madingley Hall was £10,600,000, a significant increase of 51% against 2020-21, including a 34% uplift in tuition fee income to £7,400,000 from £5,500,000 in the previous year.

Overall, the Institute recorded a £277,000 loss with the academic side of ICE reporting a surplus of £313,000 and Madingley Hall a loss of £590,000.

Financial Summary (£'000)	2020-21	(1) ICE	(2) Madingley Hall	(1+2) 2021-22	-/+
<strong>Income</strong>					
Tuition Fee Income	5,536	7,413	0	7,413	34%
Hall Income & Accommodation Income	692	367	1,973	2,341	238%
Chest, Central Funding, CUEF, Deposit & Other Income	777	805	0	805	4%
<strong>Income Total</strong>	<strong>7,005</strong>	<strong>8,585</strong>	<strong>1,973</strong>	<strong>10,558</strong>	<strong>51%</strong>
<strong>Direct Expenditure</strong>					
Tutor fees (External panel tutors)	(1,170)	(1,068)	0	(1,068)	(9%)
Room hire, Residential and Catering	(194)	(699)	(8)	(707)	265%
Other direct costs	(1,352)	(1,821)	(991)	(2,812)	108%
<strong>Total direct expenditure</strong>	<strong>(2,716)</strong>	<strong>(3,587)</strong>	<strong>(999)</strong>	<strong>(4,587)</strong>	<strong>69%</strong>
<strong>Indirect Expenditure</strong>					
Pay & Benefits (ICE Staffing)	(4,531)	(4,132)	(1,282)	(5,414)	19%
<strong>Total indirect expenditure</strong>	<strong>(4,531)</strong>	<strong>(4,132)</strong>	<strong>(1,282)</strong>	<strong>(5,414)</strong>	<strong>19%</strong>
ICE Internal overheads	0	88	(88)	(0)	0%
<strong>Total Overhead Apportionment</strong>	<strong>0</strong>	<strong>88</strong>	<strong>(88)</strong>	<strong>(0)</strong>	<strong>0%</strong>
<strong>Operating surplus/(deficit)</strong>	<strong>(242)</strong>	<strong>954</strong>	<strong>(396)</strong>	<strong>558</strong>	<strong>(331%)</strong>
<strong>Non-Operational Income / (Expenditure)</strong>					
Strategic Investment	(638)	(538)	0	(538)	(16%)
Capital and replacement spend	(52)	(67)	(67)	(134)	156%
Other non-operational	(506)	(36)	(127)	(163)	(68%)
<strong>Total non-operational</strong>	<strong>(1,196)</strong>	<strong>(641)</strong>	<strong>(194)</strong>	<strong>(835)</strong>	<strong>(30%)</strong>
<strong>Year-end surplus/(deficit)</strong>	<strong>(1,438)</strong>	<strong>313</strong>	<strong>(590)</strong>	<strong>(277)</strong>	<strong>(81%)</strong>

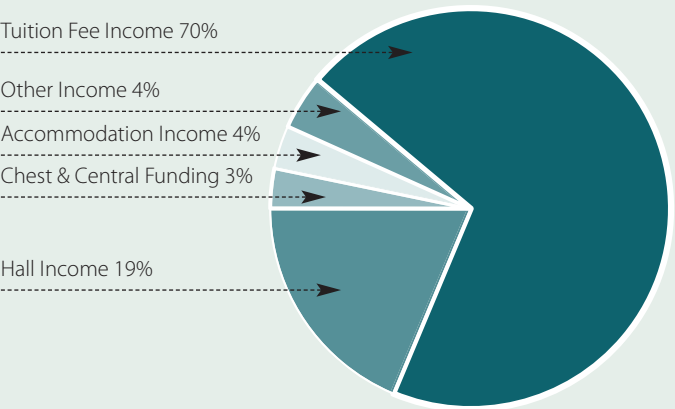
## Reserves Summary

Over almost 150 years of operations, the Institute has accrued a strategic reserve. At the close of the 2021-22 financial year, reserves were valued at £6,200,000 including the upwards revaluation of the holdings of the Cambridge University Endowment Fund (CUEF) of £233,000, which partially mitigated the in-year deficit of £277,000. As per the stated strategy, the reserve has helped to support tuition fee bursaries, enabled investment in crucial educationally relevant systems and supported capital investment at Madingley Hall.

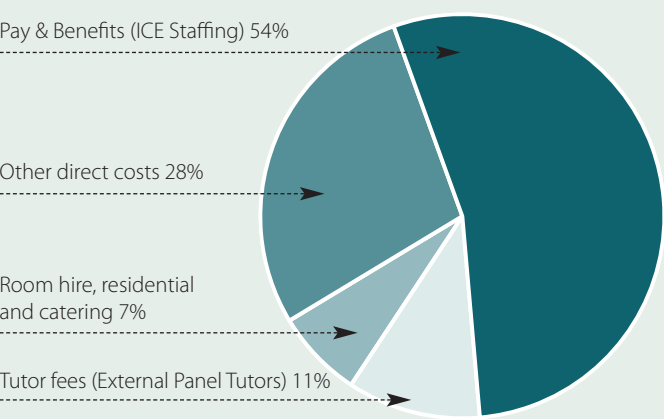
## Reserves Summary 2021-22 (£'000)

Reserves Brought Forwards	6,255
Operating surplus/(deficit)	558
Non-operational	(835)
<strong>Year-end surplus/(deficit)</strong>	<strong>(277)</strong>
Year-end revaluation of CUEF	233
<strong>Reserves carried forward</strong>	<strong>6,211</strong>

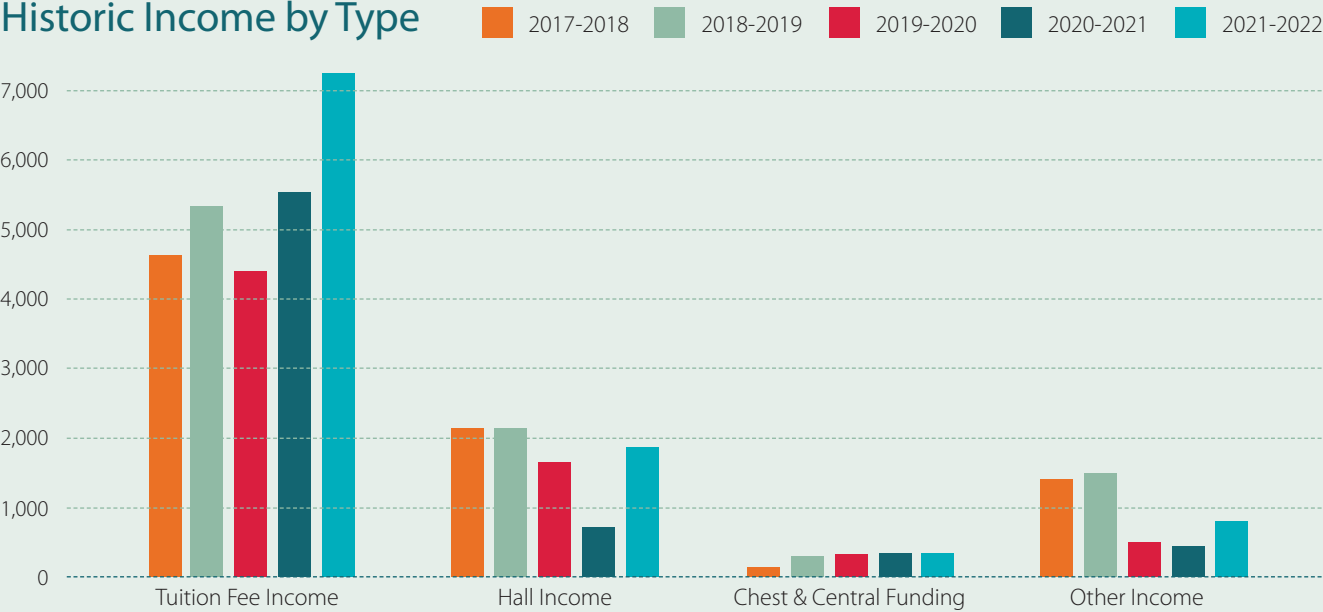
## Income by Type



## Operational Expenditure by Type



## Historic Income by Type





Senior Leadership Team



Director of Continuing Education  
(Head of Institute)  
Dr James Gazzard – Fellow, Wolfson College



Director of Academic Centres Division  
Dr Corine Boz – Fellow Commoner, Queens' College



Director of External Engagement  
Christine Kinally



Director of International Summer Programmes and Lifelong Learning Division  
Sarah Ormrod



Director of Finance, Business Systems & Partnerships  
Richard Stuckey



Deputy Director (Apprenticeships and Technical Education), Academic Centres Division  
Dr Fergus McKay



Deputy Director (Academic) Academic Centres Division  
Dr Tom Monie – Fellow, Christ's College



Deputy Director (Student and Professional Services), Academic Centres Division  
Dr Holly Tilbrook – Fellow, Newnham College



Interim Madingley Hall & Gardens General Manager  
Tony Murdock

Academics

Academic	Job Title	Subject Area	College Affiliation
Dr Jenny Bavidge	University Associate Professor	English Literature	Murray Edwards College
Dr Nicholas Bradley	Teaching Associate	Creative Writing	
Dr Timothy Brittain-Catlin	Associate Teaching Professor	Architecture	Homerton College
Dr Gilly Carr	University Associate Professor	Archaeology	St Catharine's College
Dr Alexander Carter	Senior Teaching Associate	Philosophy and Interdisciplinary Studies	Fitzwilliam College
Dr Anna Cieslik	Assistant Teaching Professor	Research and Innovation Leadership	
Dr Lucy Durneen	Teaching Associate	Creative Writing	
Dr Roxane Farmanfarmaian	Senior Teaching Associate	International Relations	
Dr Maya Indira Ganesh	Assistant Teaching Professor	AI Ethics	
Dr Midge Gillies	Assistant Teaching Professor	Creative Writing	
Mr Fraser Grace	Senior Teaching Associate	Creative Writing	
Dr Jane Gregory	Senior Teaching Associate	Science Communication	
Dr Lydia Hamlett	Associate Teaching Professor	History of Art	Murray Edwards College
Mrs Sophie Jones	Senior Teaching Associate	Creative Writing	
Dr Nigel Kettley	University Associate Professor	Education and Social Science	Wolfson College
Dr Joanne Limburg	Teaching Associate	Creative Writing	
Dr Tom Monie	Associate Teaching Professor	Biological Sciences	Christ's College
Professor Clare Morris	Senior Teaching Associate	Medical Education	
Dr Jonathan Penn	Assistant Teaching Professor	AI Ethics	St. Edmund's College
Dr Alycia Pirmohamed	Teaching Associate	Creative Writing	
Dr Joseph Reed	Teaching Associate	Creative Writing	
Dr Roberto Sileo	Senior Teaching Associate	English Language Assessment	Homerton College
Dr Gillian Stevens	Assistant Teaching Professor	Coaching	
Mr Rupert Wallis	Teaching Associate	Creative Writing	
Professor Samantha Williams	Professor of Social History	History	Girton College
Dr Detina Zalli	Assistant Teaching Professor	Pre-Medical Studies and Life Sciences	

Award-Bearing Programmes 2021-22

Undergraduate courses	Course Director(s)
Undergraduate Advanced Diploma in Research in the Arts/Sciences	Dr Alex Carter
Undergraduate Advanced Diploma in Research Theory and Practice	Dr Alex Carter
Undergraduate Diploma in Archaeology: Death and the Ancient World	Dr Gilly Carr
Undergraduate Diploma in Coaching	Dr Gill Stevens
Undergraduate Diploma in Creative Writing: Advanced Fiction and Writing for Performance	Elizabeth Speller
Undergraduate Diploma in Creative Writing: Advanced Non-Fiction	Derek Niemann
Undergraduate Diploma in Creativity Theory, History and Philosophy	Dr Alex Carter
Undergraduate Diploma in English Literature: Past and Present	Dr Jenny Bavidge
Undergraduate Diploma in Genetics	Dr Tom Monie
Undergraduate Diploma in History of Art: British Visual Culture	Dr Lydia Hamlett
Undergraduate Diploma in International Relations	Dr Peter Dixon
Undergraduate Certificate in Archaeology of the Ancient Britain	Dr Gilly Carr
Undergraduate Certificate in Classical Studies	Dr Gilly Carr
Undergraduate Certificate in Coaching	Ruth Hughes
Undergraduate Certificate in Cognitive Psychology	Dr Guilia Mangiaracina
Undergraduate Certificate in Creative Writing: Creative Non-Fiction	Derek Niemann
Undergraduate Certificate in Creative Writing: Fiction and Writing for Performance	Elizabeth Speller
Undergraduate Certificate in English Literature: Approaches to Literary Study	Dr Jenny Bavidge
Undergraduate Certificate in Evolutionary Biology	Dr Tom Monie
Undergraduate Certificate in Genetics	Dr Tom Monie
Undergraduate Certificate in History	Professor Samantha Williams
Undergraduate Certificate in History of Art: Early Modern to Contemporary	Dr Lydia Hamlett
Undergraduate Certificate in Immunology	Dr Tom Monie
Undergraduate Certificate in Infectious Diseases	Dr Hazel Stewart
Undergraduate Certificate In International Relations	Dr Roxane Farmanfarmaian
Undergraduate Certificate in the Making of the English Landscape: Landscape History and Archaeology	Dr Gilly Carr
Undergraduate Certificate in Philosophy: Metaphysics, Philosophy of Language and Ethics	Dr Alex Carter
Undergraduate Certificate in Politics	Dr Nigel Kettley
Undergraduate Certificate in Strategic Business and Management	Dr Rajeev Bali

Postgraduate courses	Course Director(s)
MSt in Architecture (Degree Apprenticeship)	Dr Timothy Brittain-Catlin
MSt in Advanced Subject Teaching	Dr Nigel Kettley
MSt in AI Ethics and Society	Dr Jonnie Penn and Dr. Maya Ganesh
MSt in Creative Writing	Dr Midge Gillies
MSt in Crime and Thriller Writing	Sophie Hannah
MSt in English Language Assessment	Dr Roberto B. Sileo
MSt in Genomic Medicine	Dr Tom Monie
MSt in Healthcare Data: Informatics, Innovation and Commercialization	Dr Ronan O'Leary
MSt in History	Dr Sam Williams
MSt in International Relations	Professor Julie Smith and Dr Roxanne Farmanfarmaian
MSt in Medical Education	Professor Clare Morris
MSt in Writing for Performance (edX)	Fraser Grace and Clare Bayley
MSt in Writing for Performance	Fraser Grace and Clare Bayley
Postgraduate Diploma in Clinical Medicine	Dr Tom Monie
Postgraduate Diploma in Healthcare Data: Informatics, Innovation and Commercialization	Dr Ronan O'Leary
Postgraduate Diploma in Medical Education	Professor Clare Morris
Postgraduate Diploma in Science Communication	Dr Jane Gregory
Postgraduate Certificate in Advanced Clinical Practice (Pre-Hospital Emergency Medicine)	Dr Lee Soomaroo
Postgraduate Certificate in Clinical Research, Education and Leadership	Dr Tom Monie
Postgraduate Certificate in Genomic Medicine	Dr Tom Monie
Postgraduate Certificate in Healthcare Data and Informatics	Dr Ronan O'Leary
Postgraduate Certificate in Medical Education	Dr Jeremy Webb
Postgraduate Certificate in Philosophy	Dr Alex Carter
Postgraduate Certificate in Practical Science Communication	Dr Jane Gregory
Postgraduate Certificate in Professional Practice in Architecture	Miranda Terry
Postgraduate Certificate in Research and Innovation Leadership (Apprenticeship)	Dr Anna Cieslik
Postgraduate Certificate in Research and Innovation Leadership	Dr Anna Cieslik
Postgraduate Certificate in Teaching and Learning in Higher Education	Dr Meg Tait
Postgraduate Certificate in Teaching Creative Writing	Dr Lucy Durneen





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

Institute of Continuing Education  
Madingley Hall  
Madingley  
Cambridge  
CB23 8AQ

+44 (0)1223 746222 • [enquiries@ice.cam.ac.uk](mailto:enquiries@ice.cam.ac.uk)

Front cover images: Alan Bennett  
Back cover image: Louis Sinclair