

# ICE MAGAZINE



**Inside:**  
**Generative AI: the science  
experiment of our times?**



**Introducing ICE's new  
Director of Creative  
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**Is there a new blueprint  
for architectural  
education?**



**Celebrating the  
many lives of  
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# Inside

## 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 midcareer 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](mailto:insideice@ice.cam.ac.uk)**

# Welcome to Inside ICE

In the autumn we will celebrate the 150th anniversary of the creation of the first programmes of university-led extramural higher education; enabling adults from *all* backgrounds to study for personal and professional development. The notable work of our founders played key roles in the suffrage movement, the second industrial revolution, shaping new university colleges in cities such as Exeter and Sheffield and catalysing a global university extension movement.

We'll also mark the 100th anniversary of the first delivery of the University's official International Summer Programme. In the aftermath of the First World War, a vision was created to foster learning and dialogue between adults across borders. That tradition continues and we look forward to convening a multinational community of learning in Cambridge during July and August. The programme will include some extra special plenary lectures and celebratory events.

I am also delighted to report that we will host an awards ceremony for students who studied for qualifications during the COVID-19 affected 2019-20, 2020-21 and 2021-22 academic years. It will be our privilege to host these awardees and their guests at Madingley Hall on 30 September – 01 October and acknowledge their superb achievements despite the global pandemic.

In the current 2022-23 session we are forecasting a record 7,900 student enrolments on paid courses, with over 1,200 studying for a Cambridge qualification including apprenticeships, and in excess of 50,000 registrations on the free-to-access edX platform where our footprint is rapidly growing.

Our classrooms – online and in-person – are made unique by our learners and the peer learning they seek to foster. Our welcoming classes are interactive, intergenerational and international. They encourage discussion, debate, and respectful disagreement. As we look ahead to next 150 years, we are committed to growing and evolving our role as an open university, focusing on supporting the needs of adult learners and drawing on the exceptional resources of the University of Cambridge. In the 2023-24 we will be offering over 200 courses, including new programmes in fields such as pre-medical studies, sociology, and coaching – *we hope you will add your voice, knowledge, questions and life experiences to our welcoming classrooms.*



Dr James 'Jim' Gazzard,  
Director of Continuing Education,  
Institute of Continuing Education

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Running since 1923, ICE's International Summer Programme this year reaches the venerable age of 100. Director of ISP and Lifelong Learning at ICE, Sarah Ormrod, whisks us through 100 colourful summers of overseas learners convening in Cambridge.

# The International Summer Programmes centenary: 100 years of cultural exchange at Cambridge



“The course for foreigners naturally produced problems of exceptional delicacy and interest[...] but the summer courses emerged from the ordeal triumphantly thanks to the common sense and desire for goodwill which was manifested throughout by everyone. If the nations of Europe could display and practice the sweet reasonableness that has characterised their individual representatives at Cambridge[...], international problems would stand a fairer chance of amicable solution.”

That student review of the ‘Vacation Courses for Foreign Students’, as they were called at the time, comes from 1925, but the sentiment is just as familiar to the feedback from our students today.

Small numbers of international students had been making their way to Cambridge ever since the 1890s to participate in the ‘Summer Meeting’, which offered lectures in History,

Literature and Science. The success of the Summer Meeting led to the Vacation Courses, which became a regular, popular gathering from 1923, initially welcoming students from 19 countries.

Today, the ISP truly is a global affair, with up to 1,000 individuals from as many as 70 different countries congregating in the city across four weeks to learn more about subjects that inspire them.

The opportunity to study at Cambridge is like a capstone to my academic experiences. Age is only a number, not a barrier to learning.

**Dr Estle Harlan, USA**

After the age of 30, I got to understand I was gifted with dyslexia. The Summer Programmes allowed me to unwrap what was hidden by that. I felt encouraged to explore and think.

**Daphne Wassink, Netherlands**



## An opportunity to find your passion

Sarah Ormrod is no stranger to the yearly event, having joined ICE in 1987 and become the Director of the programme in 1995. Despite that long association, it's clear that Sarah still gets a buzz from the annual arrival of students every July: "It's different every year – different courses, different speakers. We discover wonderful teachers and have lots of new and returning students. I get to know some people quite well from conversations during their two-week stay, especially when they keep coming back for 10, even 20 or more, years.

"I've got a fantastic team and they commit an enormous amount of hard work all year round, but at the end of the programme, we get to hear what it meant to the students. We watch people with intensive careers or challenging care responsibilities being able to experience the sheer pleasure of studying something they love, whether it's Shakespeare, astronomy, philosophy or creative writing. Or students write to tell you about how the course they did 15 years ago opened doors for them. That keeps you energised."

I thought I no longer had the patience to learn. The summer programme proved me wrong. I learnt that I still enjoyed learning [and] craved discourses where people can interact and grow.  
**Maliha Ahmed, Bangladesh**

## A flourishing community of multicultural experiences

As that student review from 1925 highlights, one of the strongest elements of the ISP is the cultural exchange it facilitates, which, Sarah believes, greatly enhances the quality of the learning insight for students. "It's a safe way to meet the world in a place where the atmosphere is open and respectful of others' perspectives," she says. "We encourage people to contribute their own views and learn from one another. When people listen to each other and set their own points in context, it can really open minds."

And because International Summer Programme courses attract learners of all ages and backgrounds, that diversity of exposure is a boon for everyone in the room, adds Sarah. "One of my particular joys is

seeing the multiple nationalities and ages in each course. We get students who are 18 sitting alongside those who are 80 or more, and that may be a surprise to them both on the first morning. But once the session starts, those different experiences bring a great vibrancy to the classroom. Our teachers are skilled at encouraging them all to talk to one another and, even more importantly, to listen."

The best decision I ever made. The Summer Programme [...] offered me a chance to upskill, plus work with fellow students who taught me as much as I taught them. [We] still keep in touch.  
**Leeanne Moriarty, Australia**

## Something for everyone and friendships that last

This year's ISP runs from July 9th to August 5th and covers subjects across the fields of Business; Global Challenges; History; Literature, Philosophy; Visual Arts and Science, with students able to combine courses that pique their interest. Each course is capped at 25 participants and lasts one or two weeks, with students selecting morning and afternoon sessions from Monday to Friday.

Courses are complemented by a wide-ranging series of daily plenary lectures exploring new ideas, as well as additional evening talks and events. And with the option to stay in a beautiful Cambridge College – including breakfast and evening meals – and time to explore the city or meet up with fellow students, the ISP is a great place to forge lasting friendships, too.

"Behind the scenes, people keep in touch around the world, sometimes even going to visit one another," observes Sarah. "You see those who are already great friends from previous summers catch each other's eye as they walk through the door on the first day, share big hugs and catch up. You feed off that positivity."

## Learn more



Scan here to find out more about the International Summer Programme at ICE

# Introducing Dr Lydia Hamlett

With the Undergraduate Certificate and Diploma open for applications, **Dr Lydia Hamlett** chats to Inside ICE about her recent Pilkington Prize win and tells us about her journey to become Academic Director of History of Art and Visual Culture.



## Early passion for History of Art

When the Hamletts took their one-year-old daughter Lydia along to see the Davies Sisters' collection at the National Museum of Wales, they were astonished to see the immediate impact that the Impressionist masterpieces had on her. "I looked really excited apparently" Lydia said with a chuckle, "of course I'm not sure how true that is, but it is possible." But, for as long as she can remember, she's always been imbued with a singular passion for the study of Art in all its forms.

She attended primary and secondary schools near Cardiff, where she studied A-level English Literature, History, French and AS Classical Civilisation, all of which she believes helped her to study History of Art. "It's a very interdisciplinary subject. It helps if you have lots of different types of analysis skills in order to unpick images and artworks, which is why I chose those A-levels." Lydia went straight from school to study at The University of Cambridge and is still here as Academic Director of History of Art & Visual Culture. "It's a lovely place to work and live," she says.

## So, what makes a typical History of Art student?

Lydia doesn't think there's such a thing: 'We get a real mix of people on the History of Art courses, from 18 to 80, with very different experiences, from contrasting backgrounds and professions. From those seeking to switch their field or to enhance their knowledge, to people already in the art world who want to learn new skills.'

The way people apply their previous experiences to Art History is very interesting. Someone who comes from a finance background, for instance, may think in terms of a spreadsheet as a way of getting knowledge and information down. Indeed, a very vigorous approach to capturing data can be important to an Art Historian. "Of course, not everything you learn about History of Art can be put in a spreadsheet!" she laughs, "...but I love it that people bring different skills and experiences to Art History."

## What's different about the ICE History of Art course?

"We offer everything from the entry-level undergraduate Certificate for people who have never done History of Art before to a part time Master's. You can progress through the pathway from level 4-7, from someone who knows nothing about History of Art to being a researcher, which is highly satisfying for the tutors." Lydia takes a moment to think. "And it's the combination of teaching and research. The tutors are all amazing... (I would say that wouldn't I?)" she says wryly, "...they've all got their active research interests, are well networked and are all keen to instil their passion to the students. They empower learners to become researchers in their own right, which is what Cambridge is known for."

The three undergraduate-level courses are now completely online, but tutors interact with their students every week in a live seminar. "We have group chats both orally and in chat boxes, but students tend to continue those relationships away from the tutors as well, with WhatsApp groups and on the ICE virtual learning environment. They meet up and sometimes come here to see us tutors in Cambridge and we'll go and do a visit somewhere. It's a really good community."

## That moment you say "that's why I love this job."

"There are so many moments where I think 'Oh, this is why I do it' but one thing my students say never fails to inspire me. It's when, after they've been learning for a while, they say they get the most joy out of looking at things differently. You can't really hope for a student to say more than that. That's what teaching is all about, encouraging them to look and think and critically analyse things differently. That's the key skill of History of Art: visual analysis, how to unpick, understand and interpret the things around us."

## Winning the Pilkington Prize

Lydia is a recent recipient of the Pilkington Prize, awarded by The University of Cambridge for the highest quality teaching and course design. To quote the University: "Dr Lydia Hamlett has had a significant impact on the History of Art & Visual Culture course portfolio, demonstrating a learner-centred inclusive approach and leading the delivery of excellent outcomes for adult students studying on a part time basis"

"I was really pleased to be recognised for this prestigious award," she says.

## Learn more



Scan here to find out more about ICE's undergraduate Certificate and Diploma in History of Art, open for applications until 4th September



# Generative AI: the science experiment of our times?



Dr Maya Indira Ganesh



Dr Jonnie Penn

It can be hard to separate hype from reality in all the headline generative AI systems, such as ChatGPT, have been making of late. Inside ICE asked **Dr Maya Indira Ganesh** and **Dr Jonnie Penn**, Co-Directors of ICE's award-winning, part-time Master's in AI Ethics and Society, to give us their takes on where the tech's at right now.

There are so many stories swirling around generative AI, including the AI-driven chatbot, ChatGPT. What is it?

**Jonnie:** Generative AI uses statistics to replicate images, text, audio, and so on based on training data. The degree to which this output is creative, or derivative is strongly contested.

**Maya:** It's statistics on steroids. The word 'generative' does not specify much beyond acknowledging that it's generating things. It's up to the user to do things with it.

**Jonnie:** It helps to consider generative AI's output, which is synthetic media. For example, seeing an actor's 'face' and hearing their 'voice' without the actor's involvement. These tools are becoming affordable and available, which presents exciting possibilities for communities like the tech industry, but also challenging consequences for others, like artists.

What's exciting about the stage we're at right now?

**Maya:** Somebody described it to me as like a scientist's lab, where you're throwing things together to experiment with. Artists, for example, are already playing with this new technology, even with concerns about what it means for their own professions.

**Jonnie:** What excites me about generative AI right now is the possibility of reaching a broader consensus about the strengths and limits of digital technologies. The press puts 'AI' forward as something that can resolve this or that, but those who know these tools best are, often, ill-equipped to lead an inclusive conversation about whether or not they're in over their heads.

Recently, ChatGPT was banned in Italy over privacy concerns and AI experts sent an open letter asking governments to pause giant AI experiments until "we are confident that their effects will be positive and risks manageable."

**Jonnie:** I take that letter to be a cry for help among developers, asking for other experts and civic leaders to take the reins. You don't need to know how an engine works to regulate vehicles, and I think the same is true here, although wealthy companies will demand carte blanche to do what they want.

**Maya:** I see a couple of other aspects, too. The biggest signatories are all insiders and elites, so you could view this as a move to encourage self-regulation, rather than let governments take control. As in, "We know this might become problematic, but we can regulate it because we've seen the dangers."

Another perspective is put forward by Lee Vinsel, a US science and technology scholar, who coined the term 'crite-hype': hype-driven faux concern that deliberately pushes technology in a supposedly unwanted direction. Vinsel advocates not paying attention to this hype at all.

How does the AI Ethics and Society Master's at ICE navigate these issues?

**Maya:** For Jonnie and me as Course Directors, the open letter is a flashpoint that allows us to examine the controversies unfolding right now about the shaping of AI and the powerful social actors leading it. It's important for us to bring all these perspectives together and show that all of them are real to some extent and must be part of the discussion.

**Jonnie:** The course allows people to learn the vocabulary and frameworks about how we integrate something like generative AI without toppling the ship. We say to our students that this is a laboratory, and you're with us as peers thinking through how to do this work. It's a collaboration around what the limits might look like for governments, law firms, companies, technologists and so on.

Learn more



Scan here to find out more about ICE's MSt in AI Ethics and Society, winner of the CogX Award for Best Course in AI

# Introducing ICE's new Director of Creative Writing

ICE's Centre for Creative Writing is thrilled to welcome esteemed author and lecturer **Dr Yvonne Battle-Felton** as its new Academic Director. Yvonne's journey demonstrates that although the pathway can sometimes be a winding one, with access to flexible, continuing education, there's no need to give up on a dream.



## The fork in the road

"I was a straight-A student," recalls Yvonne, of her childhood growing up in New Jersey, USA. "I always had this idea that I was going to university to become a writer. But when I was 16, my mom decided she was moving to Germany alone. Everything I thought I knew about my future was gone."

With her life upended at a pivotal age, it's no surprise that, over time, Yvonne's young ambition ebbed away. But throughout the years, events and places that followed, Yvonne kindled an enduring relationship with continuing education that saw her enrol in part-time courses on wide-ranging subjects – literature, psychology, running a B&B – at local community colleges, sometimes with support from their financial aid schemes. Finally, it was a redundancy cheque from her telecoms employer that fully relit the fire of her youth.

"I went to the adult education division of the University of Maryland to study English and Communications," explains Yvonne. "It felt like I was back on track. Even before I finished my undergrad, I applied for an MA in Writing at Johns Hopkins because I knew I wanted to write."

## From PhD to published author

Yvonne's renewed career certainty and obvious talent ultimately saw her land a bursary for a PhD at Lancaster University, where she wrote her award-winning debut novel, *Remembered*, a multi-generational story of families ruptured by the brutality of slavery and the realisation that freedom is not synonymous with equality.

"I wanted to show what it might have been like to search for someone after the emancipation in the US," says Yvonne. "

We don't hear a lot about that, and there are many issues in the interviews that took place with emancipated people decades later, like the power dynamics of who asks the questions and the assumptions that were baked into those questions."



## Giving voice to more writers at ICE

Today, fuelled by a desire to amplify the voices of a broader range of storytellers and backed by a bona fide appreciation of the value of part-time learning, Yvonne is a lecturer, author, podcaster and publishing-house commissioning editor, to list but some of her many titles, and eager to share her experience with ICE's creative writing students – whether they're dipping their toes into short courses for the first time or honing their practice through a Master's programme.

"I'm so excited to build on the work of my predecessor, Dr Midge Gillies," adds Yvonne. "We have a brilliant, passionate, creative and experienced team here, and we want to make it possible for even more people to find their stories and pursue their dreams.

"In my experience, you learn so much more in a classroom community. Whatever your motivation, you deserve to be able to invest in yourself."

## Learn more



Scan here to find out more about Creative Writing at ICE

# Open the next chapter:

## new degree progression for Literature and Creative Writing students

This landmark agreement presents an exciting opportunity for adult learners of Creative Writing and English Literature at the University of Cambridge Institute of Continuing Education (ICE).



In a first-of-its-kind collaboration for ICE, undergraduate students of selected ICE courses can now continue their studies and achieve a full bachelor's degree with honours at The Open University (the OU).

Students who've attained 240 credits in Creative Writing or English Literature subjects at ICE, including 120 credits from the Level 5 undergraduate Diplomas in Advanced Non-Fiction, Advanced Fiction and Writing for Performance, or Literature and Criticism, can now apply for a BA (Hons) in English Literature or English Literature and Creative Writing at the OU, needing only to secure a final 120 credits to achieve a full degree.

The remaining credits can be studied part-time over two years or full-time in one single year, and with both the ICE and OU courses taken fully online, learners across the world will be able to benefit from the new flexible pathways.

### Opening more doors to lifelong learning for all

As Dr James Gazzard, Director of Continuing Education notes, the joint announcement between ICE and the OU provides clear evidence of both institutions' longstanding commitment to making learning accessible to the widest possible audience:

"The University of Cambridge Institute of Continuing Education is delighted to enter into this partnership with The Open University. It creates new open part-time pathways to outstanding higher education and will enable adult students to progress from a level 5 Cambridge Diploma qualification to degree-level study in the fields of English Literature and Creative Writing.

"In a fast-moving lifelong learning sector, it is significant that ICE and the OU, as two leading specialist providers of accessible higher education, are working closely together to deliver flexible new pathways for adults from all backgrounds and life stages."

Professor Ian Fribbance, Executive Dean of the Faculty of Arts and Social Sciences at the OU, the leading supported distance learning institution, also welcomes the move, highlighting that students can continue learning alongside their other commitments:

"We are extremely pleased to establish this new route for students to take advantage of a great opportunity to study for a degree with The Open University. Thanks to our flexible approach, students can study wherever they live and at their own pace, fitting their studies around their lives.

"We look forward to welcoming new students who can transfer their credits and build on their studies with Cambridge Institute of Continuing Education, leading to a BA English Literature or a BA English Literature and Creative Writing degree with us."

### Don't miss out on this opportunity

The agreement comes into immediate effect, with ICE students who have completed the necessary credits eligible for progression onto the OU's 2023/24 courses.

Those wishing to take advantage of the initiative must apply via the OU's credit transfer process and supply confirmation of their Level 4 and Level 5 awards. All credit transfer applications should be made in good time, particularly for anyone wishing to begin the OU modules at the start of the 2023/24 academic year. Registrations for an October 2023 start date are due by 10 August with a final registration date of 8 September.

### Learn more



Scan here to find out more and visit [www.open.ac.uk/study/credit-transfer](http://www.open.ac.uk/study/credit-transfer) to apply and get more information on the OU's Credit Transfer

# As ICE's Part 3 turns 20, is there a new blueprint for architectural education?

This year marks the 20th anniversary of ICE's one-year Postgraduate Certificate in Professional Practice in Architecture, a 'Part 3' course that prepares aspiring architects for their final assessment. Inside ICE speaks to **Dr Timothy Brittain-Catlin** to hear about proposals to shake up architects' pathway to Part 3.



Dr Timothy Brittain-Catlin

For anyone looking to become an architect, passing the Part 3 exam is the culmination of many years' hard work across study and practice. ICE has been running its Part 3 course for 20 years, a twelve-month programme that now welcomes students following ICE's apprenticeship Master's as well as those who take the traditional route. While it's always been a very prescriptive pathway, the profession's regulatory body, the Architects' Registration Board (ARB), has recently opened public consultation on major reforms to the qualification process, aiming to widen access to the profession.

## Creating more opportunities for more people

Hugh Simpson, Chef Executive and Registrar at the Architects Registration Board, claims that the Board's "education and training proposals represent a landmark for the future of the profession – the first large-scale review in as much as five decades." The aim, he says, is to "create a high-quality education model for the 21st century", and that, explains Timothy Brittain-Catlin, Course Leader of ICE's MSt Architecture Apprenticeship, means offering a broader range of access opportunities.

"What they're saying is that the level of professional competence and experience required at the Part 3 stage is going to stay the same, but how you get there is up to you," says Timothy. "It means, for example, a Part 2 apprenticeship like ours could take students who have studied something other than an architecture degree, as long as they can show their capabilities."

One big potential advantage of this more competency-based approach, says Timothy, is that it should expand eligibility to people who have valuable skills gained in related fields: "These proposals make it possible for people to come into architecture from, say, the building professions.



It means people who studied architecture in other countries would no longer be ruled out, and the same goes for people who qualified as architectural technologists, for example. Until now, they've all had to re-start from the beginning, despite potentially being senior consultants who have been working with buildings all their lives."

## Towards a more diverse profession

In broadly supporting the proposed reforms, Timothy welcomes the greater diversity they're likely to bring to architectural practices, although cautions against expecting overnight change.

"I want to see people coming into the profession of architecture from a wider range of building experience and knowledge, as well as from a broader range of backgrounds in line with the Institute's aspiration to encourage diversity and inclusion. And, of course, ICE's commitment to lifelong learning fits well with how the new proposals should open doors to people at different stages of their careers.

"However, there's a long way to go before any of this is approved or implemented. But what's in the distance is good for the profession, I believe, and the process will give us a chance to think through some of the most fundamental questions about what architectural training looks like."

### Learn more



Scan here to find out more about Part 3 Architecture at ICE

As ICE celebrates its 150th anniversary, **Prof. Mark Freeman**, UCL-based historian and co-editor of the journal *History of Education*, has been commissioned to chronicle the most recent 50 years of the Institute. Here, Mark gives us a glimpse into his research, transporting us back to the 1970s.

# How 1970s ICE bridged towns and gowns

## Combining tradition with diverse expertise

Looking back to that time, there's a sense that the Board of Extra-Mural Studies (BEMS), as ICE was known until 1991, was keenly aware of its own heritage. While its strong sense of tradition was intensified by the reflection brought about by the centenary of 1973, it was also strengthened by the presence of many staff who had been working and teaching as part of BEMS for a long time, often since the Second World War. Many of these names were highly respected in their fields, such as historian Lionel Munby, the wartime Japanese codebreaker Alan Stripp, and John Andrew who was BEMS' Director until 1977. There was a real body of accumulated wisdom and a strong commitment to regional engagement.

Operationally, the Institute was structured quite differently to today. Despite moving to its current headquarters at Madingley Hall in 1975, the University's extension programme took place mainly in the towns and villages of eastern England – Downham Market, Ely, St Albans, and so on – rather than at any single location in Cambridge, and that continued until the early 21st century.

Courses were led by permanent and part-time tutors who came from many different walks of life, often within the local area. For example, subjects like Local History might be taught by schoolteachers, architects or people working for the Royal Commission on the Historical Monuments of England. Alongside this, the Institute had a global reputation, as the numbers of overseas students arriving each year for what we now know of as the International Summer Programme attests.

## A centre for regional innovation

In terms of pure numbers of registered students at any one time, BEMS was almost comparable in size to the rest of the University of Cambridge put together. Yet, as a whole, during the second half of the 20th century, the adult education sector didn't always feel as valued as other parts of the higher education system. Ultimately, this led into a period when many universities closed their extension arms, so maybe ICE's ongoing success is evidence that Cambridge valued theirs more than most.

And there's an argument that says continuing education, then as now, had a greater freedom for pedagogical innovation, with a potential to teach more multi-disciplinarily than traditional higher education. For instance, BEMS ran a popular, mixed-discipline Local Studies curriculum, and it brought a diverse variety of subjects right into the heart of eastern England's towns and villages, offering tremendous exposure to a spectrum of ideas and knowledge – one year, students might experience Landscape Archaeology and the next English Literature.





The learning was also very much two way, as indeed it is at ICE today. Lecturers went to local towns and villages and met a broader cross-section of society than they would have working in a traditional university environment. They learned from their students, co-produced research with them and even dedicated some of their books to them. As a historian, I know this created a valuable body of social history. This was often creative, experimental and pioneering work.

## The next 50 years?

It's hard to predict the future – 50 years ago, who would have anticipated today's reliance on digital technology or our current geopolitical situations – but I do believe that spirit of teaching innovation is something that's likely to continue at ICE over the next 50 years. Continuing education is a demanded sector, and whatever the world throws at it, ICE will have to respond nimbly to changes in the economy, funding and environment, just as it has always done.

## Learn more



Scan here to find out more about Part 3 Architecture at ICE

## Ask big questions with ICE's new sociology certificate

**Dr Nigel Kettleby**, Academic Director for Education and Social Science at ICE, previews an undergraduate Certificate in Sociology set to launch this autumn.

### Look deep behind the headlines

"Sociology has been around since the 1880s, and its death has been announced many times," says Nigel, wryly. "But it remains a contemporary and relevant subject. It helps people look afresh at the world and ask big questions about the roles of people, institutions and inequalities.

"For example, during the course, we'll look at why Britain left the European Union. There are lots of popular opinions about it, but we'll investigate voter patterns and learn about people's underpinning motivations.

"We'll also study class. Many people think it's a dead issue, but those most adversely affected during the Covid pandemic were from lower socioeconomic groups and specific ethnic backgrounds. As sociologists, we'll ask why that was."



### Learn flexibly in a supportive community

The new, one-year, part-time course will be delivered entirely online, offering flexibility for students in tandem with the quality of experience expected from ICE.

"There's no previous experience or qualifications needed; the course is designed for everyone," adds Nigel. "The key is to bring an enquiring mind to understand and place yourself in the world around you and drill underneath journalistic interpretations.

"We'll mix pre-recorded lessons and other material with lots of live sessions that give us opportunities to meet as a group, discuss readings and develop a good community of peer-to-peer learning that draws on each of our different perspectives."

## Learn more



Scan here to find out more about the new undergraduate Certificate in Sociology at ICE, open for applications until 4th September



# Celebrating the many lives of Madingley Hall

It's 75 years since it became part of the **University of Cambridge**, but **Madingley Hall** has thrived through continual reinvention across six centuries. Inside ICE take a whirlwind tour of the Hall's past lives before peeking into its possible future.

While Madingley Hall has been in University hands since 1948, its origins date back another 400 years, when John Hynde began building what we know of today as the east and south wings, likely as a spectacular hunting lodge. Fast forward to 1756, and you'll find world-famous landscape architect 'Capability' Brown at work, replacing the formal, Dutch-style garden with his trademark naturalistic, rolling parkland setting.

In 1861, Madingley briefly became the grandest of student digs when Queen Victoria rented the Hall as a residence for her son, the future King Edward VII,

while he studied at the University. Sadly, the royal stay was curtailed by the sudden death of Edward's father, Prince Albert.

After the Second World War, the University purchased the Hall from the Harding family – a portrait of Colonel Walter Harding still hangs in the first-floor gallery – and set about a programme of building and landscaping that remains at its heart today. The estate was initially used as a postdoctoral hall of residence in the 1950s and 60s before being repurposed for adult education in the mid-1970s.

## ICE comes to Madingley

"The purchase agreement covered houses, the church, the public house, the Hall and several hundred acres of land," says Dr Jim Gazzard, Director of Continuing Education at ICE. "It became the home of the Board of Extra-Mural Studies [now ICE] in 1975, at a time when local and national governments were keen to fund residential learning for adults. But as nearly all our teaching took place in the regions, at first, the Hall was mainly used for administration."

UCL historian, Prof. Mark Freeman, who is writing a book about ICE's recent history, agrees that there was a growing emphasis on adult residential courses in the 1970s and highlights that there were other benefits of using such a grand setting. "Madingley Hall was the right size and a very attractive place for students, especially in an age of growing car ownership," says Mark.

"It provided an opportunity to give the Board of Extra-Mural Studies a college feel, with Latin grace, and formal dinners. They put on string quartet concerts for the public in the summer, and the old buildings and extensive gardens helped Madingley Hall offer a Cambridge experience that students seemed to enjoy."

Today, as well as being in regular use for ICE courses, Madingley Hall is part of the community, used for events and learning by organisations such as the NHS, rehearsals and public recitals by arts groups like the Lucy Cavendish Singers, and as a B&B, restaurant and wedding venue by families and individuals.

There are also suggested walking and running routes for the visitors who enjoy the gardens and estate each year. The estate walk, for instance, leads to the Cambridge American Cemetery, sited on 30 acres of land from the Madingley estate gifted by the University to the US people in honour of the country's World War II servicemen. It includes over 3,800 headstones and a Wall of the Missing listing more than 5,100 servicepeople.

## Stewardship of society's heritage

An experienced team look after the day-to-day operations and upkeep of the Hall environment. "When you have a building as steeped in history as this, you're trying to pass it on to the next generation in a better condition than you found it," says Jim. "We have an excellent, dedicated team of stewards here, including our Head Gardener, Richard Gant, and General Manager, Rob Clarke. They're custodians of a place that, over almost 500 years, has constantly evolved."

That sense of renewal is infused within the fabric of the building itself, as architectural historian and Course Director of ICE's Architecture apprenticeship, Dr Timothy Brittain-Catlin, points out. "It's a fascinating case study in endlessly remodelling historic buildings, and that's a very important lesson for all architects," says Timothy. "Madingley Hall has been remodelled about five times, so it's a fantastic example for educating architects about working with the historic environment. It's generally better if you can remodel something and not rebuild it."

## Continuing the reinvention

In his role as the Institute's Director of Continuing Education, Jim agrees that a sustainable approach will help Madingley continue to prosper through its future incarnations. "We hold the NUS Green Impact Platinum award, but there's much more we need to do ensure a sustainable building that's fit for the challenges ahead," he says, speaking in terms of both environmental and social responsibility.

"A big question for us is 'How do we share this with the community?' The next iteration of Madingley has to be about lowering the walls further to give local people a greater sense of belonging and ownership and inspiring young people to want to ensure the building's prosperity."

The public value of making the Hall more open and accessible was made plain during the pandemic lockdowns when it was used as a restorative living space by exhausted doctors and nurses working long hours at nearby Addenbrooke's Hospital. The gardens also became a green oasis for people and a new outdoor café evolved into a meeting place for cycle clubs and walkers, among others.

"This is an environment that people really want to be in, and we've got to encourage that," concludes James. "I hope we can get more people involved in looking ahead to define what they want from Madingley Hall."

## Learn more



Madingley Hall and Gardens is open to visitors from 10am to 4pm seven days a week. Scan to find out more

# Meet the ICE tutors

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

## Dr Mark Levick

Course Leader for Neuroscience  
on the MSt in Coaching



What is your academic or professional background?

I am a tropical medicine physician and infection pathologist who eventually found my way into the pharmaceutical industry when I realised that developing effective medicines and vaccines would have more impact on public health than individual practice. I went on to build my organisational and leadership skills to become the CEO of a global biotech company.

What research projects are you currently working on?

I have a professional interest in existential coaching and other constructivist approaches to personal change. I am particularly interested in how one's lived experience (also known as the phenomena of living, or 'phenomenology') can form the basis of reflection and learning in coaching to create a more positive mindset. I apply a qualitative approach by analysing clients' natural language and comparing it to representative usage.

What's your favourite / most rewarding part of teaching?

I find it very rewarding to motivate and keep students engaged in a dynamic and fun environment while helping them to improve with persistently further practice until they get their target grades. Moreover, I also like to improve my students' personal organisation as well as stretch students to achieve to the best of their ability, whilst respecting their personal pace of learning.

How is your subject relevant to our current world?

Gone are the days when some people can tell other people what to do! That is the old way of doing things. Modern managers need to be advocates, mentors and coaches who open-up possibilities and attract talent. Our world values the attributes of innovation, collaboration, and critical thinking, which are all an intrinsic part of coaching practice. A leader who is a 'coach-leader' is a someone who inspires their colleagues to do their best work.

How did you get involved with Continuing Education?

I am a product of continuing education myself. After completing my undergraduate, specialist and doctoral studies in medicine, I found myself mentoring colleagues and realised that to coach people competently and effectively, I needed to develop more evidence-based coaching skills. This led me to undertake a taster day at ICE and I then went on to complete the certificate and diploma in coaching. I was lucky enough to become a tutor And I've been teaching coaching since 2018. I am currently the course leader for neuroscience on the new Master of Studies in Coaching programme.

What's your favourite / most rewarding part of teaching?

Seeing students finding their own interest, expertise, and presence as a coach.

## Dr Sonia Lozano Yeste

**Chemistry Panel Tutor,  
Certificate of Higher Education  
in Pre-Medical Studies**



How is your subject relevant to our current world?

The importance of studying chemistry is that it helps improve the world and therefore plays a role in everyone's lives. As with all the sciences, chemistry has the opportunity to make people's lives easier. Chemistry touches almost every aspect of our existence in some way. Chemistry is essential for meeting our basic needs of food, clothing, shelter, health, energy, and clean air, water, and soil, new chemicals, materials, and medicines. Chemical technologies enrich our quality of life in numerous ways by providing new solutions to problems in health, materials, and energy usage.

What do you love about your subject?

Chemistry is all around us, and understanding chemical processes takes us one step closer to understanding the world. It's a wide field where you need to constantly think creatively about how to overcome problems. It makes you develop your critical thinking skills and improves how you act in certain situations. In addition, Chemistry is a subject which brings people together because no matter where you have grown up and what experiences you have had, the Chemistry you learn about would be the same.

What's your favourite / most rewarding part of teaching?

I find it very rewarding to motivate and keep students engaged in a dynamic and fun environment while helping them to improve with persistently further practice until they get their target grades. Moreover, I also like to improve my students' personal organisation as well as stretch students to achieve to the best of their ability, whilst respecting their personal pace of learning.

Who or what has inspired you?

I have had the enormous luck to be inspired by two outstanding Chemistry teachers; one when I was doing my A levels and the other was my Organic Chemistry teacher at the University. In addition, during my studies I got interested in the most remarking discoveries and with special attention in the accidental findings that lead to the biggest discoveries in science such as the penicillin by Sir Alexander Fleming, Viagra by Pfizer, plastic by Leo Baekeland, The Microwave by engineer, Percy Spencer, etc.

What do you like to do outside of work?

I love swimming, hiking, reading, drawing, travelling, and visiting friends and family.

## Dr Jeremy Webb

**Course Director of  
Postgraduate Certificate  
in Medical Education**



How did you get involved with Continuing Education?

After several years as a GP trainer, I took on educational roles supporting colleagues and later medical undergraduates. I decided to look in more depth at the principles underpinning medical education and was one of the first clinicians in Cambridge to study for and achieve a Master's in Medical Education about 15 years ago. I was then appointed to a role of leading staff development in the school of Clinical Medicine, and we then worked with ICE to develop initially GP certificate course and now a full Master's programme in Medical Education

How is your subject relevant to our current world?

Supporting undergraduates to develop into skilled and patient centred doctors is a vital part of their development as professionals. More experienced practitioners have a duty to support their more junior colleagues to develop their professional skills and knowledge and role model good practice. Increasingly other health care professionals are working in teams along with doctors and nurses to deliver effective health care. The support of these other health care professionals is also a vital part of the role of medical educators.

Why should people consider studying your subject?

Teaching is now recognised as a professional responsibility of doctors along with their clinical roles. It is also increasingly important in other health care specialities including Dentistry, Veterinary Medicine and many other health care professions. Being an effective teacher is a skill that can be learnt and developed just like other professional skills.

Who or what has inspired you?

Teaching has helped me to continue to enjoy my clinical role whilst providing me with intellectual stimulation outside pure clinical practice throughout my career.

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

Do something that you enjoy and are passionate about.

# “ Student stories

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

Bethan

**Undergraduate Certificate in Classical Studies**



I am a Head of English and Literacy at a school in South Wales and wanted to study for professional development.

I found the course to strike a good balance between freedom and instruction. The tuition was fantastic, the resources were easily accessible and plentiful, and the course structure was well considered and challenging. I have thought the whole experience exceptionally valuable, and I am already looking into more options for further study.

Applying for the bursary was straightforward and self-explanatory. Furthermore, the bursary has helped me access the education I so greatly wanted and gave me the confidence to approach this new subject.

I hoped to further my knowledge and studies in advising and teaching Classical Studies, and the certificate has given me the confidence to do so. I also hope to research connections between Classical and Welsh myth in the future, to bring the studies back to my roots.

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Dominic

**Master's in AI Ethics and Society**



ICE was the only university to offer the MSt in AI Ethics and Society and it was fascinating. The ability to do it part-time in the residential/home structure has also allowed me to continue working full time.

This course has taught me a new way of thinking and developed many skills and knowledge which I've found very useful in my day-to-day work.

I loved the people on my course and the course leads. Given most students are working full-time, there's an incredible array of diversities in seniorities,

roles, and industries, which makes the seminars and residential fascinating and adds a whole new element to academic learning.

I've sent all my essays to senior people in NatWest Group, and they've been received very well, often changing key stakeholder's views on key topics such as nudging and shareholder voting in 'Big Tech'.

I also ran a panel on Gender and AI with one of the professors with over 200 employees in attendance.

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Haeng-A

**Master's in English Language Assessment**



A number of elements attracted me to the MSt; the combination of linguistics, education, and assessment combined with research sessions allows me to connect concepts to create the "assessment for learning" cycle.

Studying part-time means I can continue to live and work in Australia. This has meant I have been able to pursue a job opportunity at the Australian Curriculum, Assessment and Reporting Authority as an invigilator for the National Assessment Program-Literacy and Numeracy.

I have also been working for the Queensland Curriculum and Assessment Authority as a senior external exam marker and a test validator since last year. Being able to work and study at the same time has meant I can view assessment from different perspectives which has been incredibly useful for my development.

This course has confirmed my belief in learning through assessment, giving me confidence in my teaching practice.

”

Jack

**Undergraduate Certificate in Classical Studies**



I am History Subject Lead in a primary school as a Year 5 teacher and wanted to up-level my subject knowledge around the Greco-Romans and Classical Civilizations to ensure of a substantive knowledge across the curriculum.

I have been exceptionally impressed with the provision on the course. It became clear from the outset whilst looking through the Virtual Learning Environment and after the first lecture, that Daniel

was delivering a top-rate student experience: not least due to his brilliant responsiveness to his learners, quality curriculum design and overall clear focus on high-quality teaching and learning.

The education is fabulous value for money, and I am exceptionally grateful for the bursary from ICE which allowed me to study for the qualification that will help me improve the teaching of history and classics across my Academy Trust.

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