

COLLEGE

The word 'COLLEGE' is written vertically in large, white, serif capital letters. Each letter contains a different image: 'C' is a green geometric shape, 'O' is a green geometric shape, 'L' is a green geometric shape, 'L' is a green geometric shape, 'E' is a brick wall, 'G' is a green geometric shape, 'E' is a green geometric shape, 'S' is a green geometric shape, 'I' is a green geometric shape, 'N' is a green geometric shape, 'G' is a green geometric shape.

Inside: Architecture apprenticeship: a new blueprint for professional education



**Friendly learning:
weekend study**



**New undergraduate
course in Anthropology**



**Learn from anywhere: a
fresh look at online study**

The logo for the Institute of Continuing Education (ICE) is a large, stylized, white serif font. The letters 'I', 'C', and 'E' are stacked vertically. The 'I' is a simple vertical bar. The 'C' is a large, open circle. The 'E' is a large, open 'E' with a horizontal bar. The logo is positioned on the left side of the page, partially overlapping the background image of a building and a pond.

ICE

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 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
communications@ice.cam.ac.uk

Welcome to Inside ICE

Welcome to the Long Vacation – Michaelmas Term issue of Inside ICE.

This summer period remained busy as we welcomed many adult learning communities to Cambridge and prepare for the rapidly approaching 2024-25 academic year.

The Awards Ceremony in June was a highlight of our calendar. It is a privilege to preside over an event which recognises the achievements of our amazing student body and honorary awardees.

Across July and early-August, the Institute convened over 800 learners from across the world to the University's official Summer Programme, studying a wide gamut of academic disciplines while based in the City of Cambridge. It's refreshing to speak with learners at all life stages – undergraduates, graduate students, professionals and retirees – all seeking to extend their knowledge, skills and networks with a variety of motivations and desired outcomes.

In between, the mid-July weekend residential course (part of an annual programme of residential weekends) brought learners together at Madingley Hall to take classes in the fields of opera, creative writing, sociology and classics. After a mild and damp start to summer, we were even blessed with a little sunshine briefly on the Sunday morning...

Interspersed across the summer have been joyous messages from current and former Institute students who have been accepted on to the Cambridge Tripos, those completing free-to-access courses on the edX platform and our generous donors and supporters reflecting on their experiences of lifelong learning.

Cambridge is a magical place in the summer. While the collegiate University is a little quieter, I am pleased to report that continuing education remains in overdrive.

We are now looking ahead to the new academic cycle commencing in the autumn, so whether it's one of our new one-year courses in fields such as anthropology, our growing range of professional studies programmes including the Architecture apprenticeship, online or in-person open short courses and learning retreats, or the 2025 Summer Programme I hope you will consider joining Cambridge's vibrant and ever expanding continuing education programmes across the next year.



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

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Reflecting on the awards ceremony 2024

On the 1st of June, the Institute had the pleasure to confer a range of awards to over 230 students from the 2022-23 cohort, in celebration of their academic achievements. We hosted two ceremonies at Madingley Hall which were attended by awardees and their friends and family, either in-person or via live streaming to locations around the world.

The day was a celebratory occasion, with many classmates meeting for the first time in person, after being taught mostly online. The atmosphere of learners recognising each other from pixels on a Zoom screen was joyous.

Elisa Sottana was one such awardee collecting her award. She studied on the undergraduate Diploma in English Literature Past and Present.

She said: "The day of the ceremony was a special moment because I could finally meet the people I had only seen and talked to through a computer screen. Ultimately, the human experience was the best unexpected gift of the whole course and of the ceremony too."

Amongst the inspiring speakers addressing each ceremony was Sarah Ormrod, Director of the Institute's International Summer Programme, who received an honorary award.

She shared: "Receiving the award was very special. Having committed rather a lot of time to the summer programmes and the weekend courses, it is wonderful to have been recognised for that work. My 'learning outcomes' after 36.5 years at ICE have a surprising amount in common with the

award-recipients. Like them, my time at ICE has rewarded me with global friendships, taught me to write and edit, and fed my curiosity. (I must have heard over 1,000 lectures since 1987!) Everyone has a story to tell about why they are studying: I enjoyed hearing the award-recipients' stories, just as I love to hear about the lives of our weekend and summer students. They all want to be there, they are hungry to learn from the tutors and from one another, too. We're here to enrich and change lives, and that's so rewarding!"

The Institute of Continuing Education would like to once again congratulate all awardees for their remarkable achievements, and we hope every attendee shared the positive experiences expressed above.



Learn more

Scan here to read more about the day and hear from other awardees.





Ab Mukadem: Architecture Apprentice

Student successes highlight groundbreaking Architecture Degree Apprenticeship

This year sees our inaugural cohort of architecture apprentices complete their programme. But they've already achieved plenty, as Inside ICE finds out from Course Director Dr Timothy Brittain-Catlin.



Architecture apprentices from Module 4, 2021

“Traditionally, an architect studied for a three-year Part 1 degree, then took the bottom rung on the career ladder for a year. Then they did their Part 2 Master’s as a full-time student with no income, coming back to work able to do more academically but not more experienced in practice terms,” explains Tim. “What our apprenticeship changes is that after getting their Part 1, our apprentices accumulate their academic and professional experience in tandem. They’re learning and earning, and they come out of Part 2 able to do much more than the average Part 2 graduate.”

And in spring 2024, during a momentous month for the programme, apprentices from its very first cohort took their final Part 3 assessment that, once passed, gives them the right to register as fully qualified architects.

The quality of teaching remains the same as the full-time Master’s taught at Cambridge University’s Department of Architecture. “Apprentices still come to Cambridge to get a university experience through group teaching blocks and collaborative projects,” explains Tim. “But they also go back and learn on the job and through additional study leave, with the support of their employment mentor and academic adviser.”

Award-winning apprentices

The high standard is already being reinforced through real-world results, with the course’s initial students making a significant impact on the architectural world. Alesia Bloor and Andy Elliott received awards as North Yorkshire Construction Apprentice of the Year and Suffolk Joint Construction Committee Construction Professional Apprentice of the Year respectively, and Sarah-Liz Geldard has been working as part of her practice team on the astonishing renovation of the newly reopened Rochdale Town Hall throughout her time on the course.

The architecture apprenticeship’s specific mix of Cambridge education and work-based learning led by employers provides a catalyst for successes like these. “Every day at school feels like an enlightening journey,” explains current student Ab Mukadem. “The combination of academic learning and practical application equips me with hands-on experience [and] offers a valuable network for both personal and professional growth. It has enabled me to actively pursue my aspirations with a newfound depth and direction.”

Real benefits for architectural practices

And Timothy notes that it’s not only course staff and students observing that the apprenticeship route is successfully disrupting the sector’s long and financially challenging process to qualification: “What is really rewarding, is that our employer partners can see this, too. The employment mentors in the practices we’re speaking to are clearly outlining an accelerated trajectory for their apprentices.

“Through this course, practices are able to get more versatile and better equipped team members, nurture their best talent and benefit relatively quickly from a rapid increase in skills. That’s very exciting for the industry.”



Learn more

Scan here to find out more about the Master of Studies Architecture Apprenticeship (Degree Apprenticeship).

Get a taster of ICE with virtual open events

Did you know that ICE holds a series of online open events ahead of each academic year to give you all the information you need about the Institute and its wide range of courses?

So far in 2024, ICE has hosted both postgraduate and undergraduate Open Days and an Open Week for both Medical and Life Sciences courses.

Our open events offer valuable insights into study at ICE, covering course content, the student experience, financial support, tips on how to navigate the admissions process and much more. Attendees also have the opportunity to hear from current students, ICE alumni, and academic tutors and specialist support staff in live Q&A sessions and informative debates. The events help you decide, from the comfort of your own home, whether the course you're considering is right for you.

If you missed a previous open event or are unavailable to attend future events, don't worry – recordings of our previous open day sessions are available to view on our website, along with a register interest form for our upcoming Open Events.

In November this year, the Institute will be running its next Master of Studies (MSt) Open Week, followed by a Postgraduate Open Day and Open Events for our Medical & Life Science courses in the new year. Be sure to check our website for the latest information.



Learn more

Scan here to register your interest in upcoming open events.



Weekend study: days to refuel your soul

ICE's wide-ranging, year-round programme of weekend courses is open to all, regardless of educational background, and sees many of Cambridge's most engaging Academics stimulating minds in the warm and friendly setting of Maddingley Hall.

What are weekend courses?

Short, focused study sessions covering a wide range of subjects designed for personal interest and professional development. Each weekend provides plenty of time to enjoy the company of peers and tutors, get involved in lively classroom discussions and relish the Hall's beautifully landscaped gardens.



How are the courses structured?

Beginning with dinner on Friday evening and ending with Sunday lunch, every course includes seven 90-minute sessions interspersed with opportunities to relax, connect with other learners and savour delicious cuisine in our elegant dining hall. Both residential and non-residential places are available, with rooms at Madingley Hall enjoying picturesque views over the woods, gardens and courtyard.

What subjects are available?

Whether it's The Essentials of Astronomy, Creative Editing or Oliver Cromwell, there's always an array of intriguing topics available. In addition, during the 12 months from August 2024, there will be no fewer than five of the Institute's popular and successful creative writing retreats. There truly is something for everyone.

Who are weekend courses for?

Anyone over the age of 18. No prior qualifications or study are required, and everyone is welcome. In fact, these immersive weekends offer far more than the content of their seven learning sessions – the chance to hear from a diverse community of fellow learners of varying ages and backgrounds is one of the big attractions. Every weekend, communities of learning are fostered, perceptions are changed and lasting friendships are formed in a restorative and thought-provoking environment.

What do other learners say?

"Weekend courses give a great insight into specific subject areas, and the classroom environment enhances the experience, as we are all able to learn and discuss interpretations and viewpoints. I think weekend courses are a great way of engaging with subjects that are of interest, maybe something new or a bit more challenging."

Andrew, 2024 weekend course attendee

"I am so glad I joined the course. The quality of the teaching, and the opportunity to meet and engage with interesting, like-minded people in a positive learning environment was fantastic. I will definitely be booking onto another!"

Samantha, 2024 weekend course attendee



Learn more

Scan here to discover the full range of weekend courses.



Studying human culture: a new certificate in anthropology



Course Director
Dr Joe Ellis shares more
information about the new
undergraduate Certificate
in Anthropology.

"Anthropology is the study of humans in the broadest sense," explains Joe. "It examines societies, cultures and places all around the world. It asks questions about what unites us as a species and what important cultural differences exist that manifest in politics, from the domestic to global scale."

"The course questions assumptions of why people do things in their lives," adds Joe. "It is perfect for those with that natural interest and thinking about bigger political problems such as climate change or inequality."

The course anticipates no prior knowledge in the topic, encouraging any adult learning with an interest to enrol. There are three parts to the course. The first module is a thorough introduction to the history of anthropology and the different places where it is studied. Units two and three allows students, to consider places they have never been to and apply that knowledge to their own societies, lives and backgrounds. The assessment will encourage learners to think about how this could apply to what they are interested in and the problems they see in the world.

We hope to attract people from a variety of backgrounds and interests to the course. The course could be a first step in supporting adults to explore new career options in fields such as policy, government and charities.. "The study of anthropology helps students to learn to assess complicated issues in the world and they learn to think differently about them," explains Joe. "It will give people tools to study complicated things and identify solutions."

"Both the learners and the teaching staff at the Institute of Continuing Education are international and diverse," shares Joe. "There is a wealth of expertise from all over the world, which brings people with varying training and experience into one place."

He adds, "Gathering people from lots of different kinds of places, provides a sanctuary for individuals to think about the rest of the world."

You can read more about tutor Joe Ellis's story on page 13 of this issue.

This fantastic course is just one of many undergraduate courses that the Institute offers.



Learn more

Scan here to view our full range
of undergraduate courses.

Access Cambridge: learn from anywhere

ICE's online courses offer learners anywhere in the world the chance to study undergraduate courses and more whilst flexing around other work and family commitments.

"Whether it's short, seven-week courses or year-long undergraduate programmes, online study at the Institute of Continuing Education may not be as you imagine", says Cory Saarinen, the Institute's Assistant Director of Technology Enhanced Learning. "Some people still think all online learning involves massive open online courses where maybe thousands of self-studying learners have little contact with teachers and peers. Our classes for undergraduate Certificates and Diplomas are much more personal with plenty of space for interaction between tutors and fellow students."

Indeed, ICE ensures students maximise their time with their online course mates. "We try to break learning material down into easily accessible bite-sized chunks so that it that fits into everyone's schedule," explains Cory. "That means we can make the most of face-to-face online gatherings, and students spend more time together, with their tutor, talking about the content they've engaged with and what they have learned."

Fostering global learning communities

"That desire to create a sense of community has always been a hugely important part of the Institute's learning ethos, regardless of the delivery method. Which is

why lasting friendships are often formed whether the courses are held in-person or online", reflects Cory. "We've been running short online courses since 2012 and have refined our virtual learning environment to give the best interactivity for all online learners. We try to include student-specific spaces that aren't content related to get learners talking to each other in live sessions and encourage participation on forums. Students and tutors often stay in touch outside of teaching times".

"Being online also means we can welcome students to undergraduate study who wouldn't ordinarily be able to travel to Cambridge. Because of that, we have an even richer range of experiences represented in the classroom, and that can only be a good thing for peer learning."

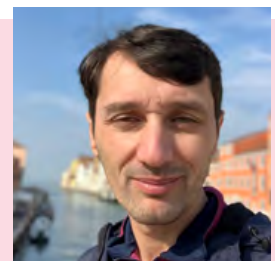
Alongside award-bearing programmes, ICE has a portfolio of more than 120 short online courses that are often used as a stepping stone to undergraduate-level learning. "Many students try out online learning through our tutor-led, cohort-based, seven-week courses that give a taste of the platform we use," agrees Cory. "It's rewarding to see so many of those students subsequently move on to undergraduate certificates, diplomas and beyond."



Members of the Institute's Technology Enhanced Learning Team

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Cristian,
studied on
multiple online
undergraduate
Certificate courses



The biggest challenge for me with learning is time. Having time to participate not at specific hours helped me continue my education at a world-class institution. I am very thankful to all my tutors and staff at the Institute of Continuing Education for all their work. I feel like every course I took helped me better understand myself and the world around me. I am looking forward to enrolling in many more.

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Learn more

Scan here to find out more about the complete range of online courses at ICE.

Meet the new faces driving ICE's academic direction

The Institute recently welcomed two new colleagues, Dr Claire McCafferty and Dr Christopher Huggins, as Directors of Academic Programmes. Inside ICE caught up with them both for a quick chat, learning a little more about them, their new roles and what's at the top of their to do list.

Welcome to ICE! Tell us a bit about your backgrounds.

Chris: I joined in January 2024 and was Associate Dean for Learning, Teaching and Student Experience within the School of Social Sciences and Humanities at the University of Suffolk. I was responsible for designing learning and teaching strategy and ensuring the right mix of courses, as well as looking after the day-to-day running of things so that students were successful. My academic background is in Politics.

Claire: I joined at the beginning of November and was Dean of Faculty at London Institute of Banking and Finance. My background is in Finance, having previously worked in several roles for a global bank before making the leap to academia around a decade ago.

What does being Director of Academic Programmes involve?

Claire: I look after Professional and Technical education, and I'm focused on developing a strategy and building the portfolio, particularly in areas such as apprenticeships, project management, coaching and leadership, strategy and management, architecture, and data analysis and data science.

I'm especially interested in building progression pathways for students. Many of the courses have a particular relevance to people starting, advancing or changing their careers. It's really exciting to get involved in so many different disciplines.

Chris: For my area of arts, humanities and social sciences, the long-term project is defining the academic vision and learning and teaching strategy. But there's also the day-to-day operation of getting things working for students, like making sure colleagues have the resources they need, handling student queries, and so on.

What has already struck you in your first few months here?

Chris: I know Cambridge is a very old university and Suffolk is one of the newest, but the student profile at ICE is quite similar to what I'm already used to: almost all part-time, adult learners with other commitments. So there's quite a lot of overlap with my previous role.

The most exciting thing is that there's obviously been significant growth in ICE's course offering. We want to draw out the clear shared purpose of what we offer so that everything ties into the Institute's mission. That's the number one priority at the moment, making sure that the portfolio delivers on our overall purpose of offering greater access to educational opportunity.



Dr Claire McCafferty



Dr Christopher Huggins

Claire: There's been a lot of organic growth at ICE, so it's important that we standardise our approach and make things clearer for external stakeholders. Learning at ICE is a springboard for a person's future. Therefore it's important that what we're doing is always sector recognised. Across the Institute team, that's something we're working on ensuring together.

What's on your to do lists right now?

Claire: We're very focused on student progression, widening participation and helping learners develop in the best way for them, while also addressing skills shortage in the region. For example, our Certificate of Higher Education in Pre-Medical Studies' gives non-traditional learners a possible route into medicine at other institutions. I'm looking at other opportunities for adult learners in the East of England where we could be part of pathways all the way from Level 1 through to Level 7 study.

I'm also very keen that our teaching and learning assessment strategy always has inclusivity and accessibility at its heart, so we want to make sure that we work hard to uphold the Institute's inclusive values.

Chris: The wider University of Cambridge is a really big place, and I'm now starting to make connections with key people across it. A lot of the courses we offer are delivered in partnership with other University departments and require us to draw on the academic expertise and support of different individuals and teams there. So amongst the other operational and strategic work, I'm in the process of trying to build those relationships.

Thanks for your time, both, and very best wishes to you in your new roles. We look forward to catching up with you again over the coming years to see how you've been getting on.



Learn more

Scan here to find out more about the range of courses available at ICE.

Looking after learner welfare

If you've ever hesitated regarding applying for a course because of a concern over your wellbeing or fears that you might not succeed, Dr Annie Carr has a message for you: you're not alone on your learning journey. ICE's Student Welfare and Safeguarding Manager, Annie, gives us an overview of the Institute's approach to student support, starting by explaining some key terms.



Dr Annie Carr

The arc of support

"We think of wellbeing, welfare and safeguarding as points on the same curve," begins Annie. "We would like students at ICE to be content, have good wellbeing and enjoy their learning. When we see students moving away from that, we can have a conversation with them to support their ongoing wellbeing."

"More seriously, if a student is suffering from stresses outside the Institute, is being negatively impacted by difficulties or is simply finding life a struggle, we regard that as a welfare issue and try to help steer them back towards enjoying good wellbeing and happy learning."

Beyond matters of welfare sits safeguarding, defined as "protecting our learners from maltreatment and the risk of harm."

"Safeguarding – and our duty under the Government's Prevent Strategy – sits at the more serious end of the arc," says Annie. "We see relatively few safeguarding cases in a given year, but they represent times when we're really worried about someone who appears to be at high risk of serious harm."

An open door

When someone at ICE expresses concern for their own or another person's wellbeing, the Welfare team begins by reaching out with a simple question: "How are you doing?"

"Sometimes that's all that's required," says Annie.

But the team also understands that part of their job is to raise awareness and make sure everyone knows how to get in touch with them. "We try to be very visible when courses start and there's lots of information available through ICE's Virtual Learning Environment," explains Annie. "We have a readily accessible QR code that links to our welfare referral form for anyone to tell us about themselves or someone else they're worried about."



"We support academic staff to recognise the signs of a need for support. Often, it's very small things, like subtle changes in behaviour or attendance."

"We encourage everyone who works or studies at ICE to know that our door is open – for low levels of concern to more obvious signs of distress."

Towards equity of opportunity

So, what might support look like in practice? At ICE, it's always underpinned by the aim of ensuring that every student has equity of opportunity and a commitment to recognising students both as individuals and part of the Institute's community, says Annie. "For example, we work with students who need support with study skills. This could be due to a diagnosis of dyslexia, perhaps, but the range of needs is extremely varied."

The team will sometimes approach a tutor or academic director on a student's behalf, or even connect students to short-term counselling. Often, just a regular chat is enough. "A calm voice in the storm," as Annie puts it.

Speak to real people

Annie reassures those who may be struggling that it's OK to ask for help.

"Be brave; approach us," says Annie. "Use the welfare referral form or scan the QR code on your phone, let us know you're not feeling great, and we'll reach out. There are real human beings here to have a conversation with. It's often a surprise to a student when we pick up the phone and just ask them how they're doing."

"Our goal is the same as the rest of the organisation's: to help everyone get the very best out of their experience at ICE so that we can all enjoy celebrating students successfully completing their studies."



Learn more

Scan here to find out more about student welfare and safeguarding at ICE.

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.

“*Study things that interest you and that way you will always keep motivated and inspired.*”



Learn more

Scan here to learn more about our tutors.

Clare Bayley

Co-Course Director for Master of Studies (MSt) in Writing for Performance



After graduating from Cambridge University, I started my career as a theatre critic, which was a way of seeing and thinking about theatre. After some time, I realised that I wanted to write for theatre myself, so signed up for an MA in playwriting. I have had a number of plays produced in theatres and have also done some radio plays. I then started doing a little bit of teaching and found I really enjoyed it.

I learn so much about writing plays through teaching, and I particularly love working at ICE because I believe that continuing education is a great thing for so many people. Our students on the MSt in Writing for Performance have fascinating stories to tell and they come with such passion.

We are living in incredibly difficult and confusing times and we need stories to help us navigate through this. Theatre and all forms of dramatic writing are about putting yourself into other people's shoes and understanding the world from different perspectives.

My favourite part of teaching is when my learners produce work that blows my socks off. I also love it when somebody discovers a new skill. We once had a learner who came in thinking she wanted to write for TV. She reluctantly did a stand up workshop with us and discovered that she absolutely loved it. Now, she is doing stand up in London.

The main thing I have learnt over the years, which we've tried to embed into the course, is that there is no quick way to make a brilliant piece of writing. My advice to everyone is to keep redrafting and trying to make your writing better.

Outside of work I like to do pottery. At school I used to do art classes and I have always longed to get back to the potter's wheel. In the last few years I started doing a course every summer. I really love it.

I am currently writing a play for Radio 4 which will be broadcast in October this year. I do a lot of teaching, but I'm still a practicing playwright. I think that it's important as a teacher to continue to be practicing, it enriches my teaching.

Dr Joe Ellis

Course Director for the NEW undergraduate Certificate in Anthropology: Studying Human Culture



I am an anthropologist and work in the Department of Social Anthropology at the University of Cambridge. Having completed my PhD in Social Anthropology here, based on two years of fieldwork in Mongolia, in both the “urban slums” and remote western provinces. I continue to conduct research in Mongolia and central Asia.

Through my teaching, I am committed to increasing the number of people who gain exposure to anthropology and was therefore delighted to be approached by the Institute of Continuing Education to design a new course – the undergraduate Certificate in Anthropology: Studying Human Culture.

People should consider studying Anthropology because it is the study of humanity in a simultaneously broad and deep manner. It attempts to go beyond the surface level of political debates and asks fundamental questions about why people act in the way that they do.

In a world of greater global connection, we are confronted with challenges that can only be addressed by taking an international and species level view. Pandemics, climate change and new forms of politics requires us to take a broader perspective on the way we organise societies and the solutions needed for the future.

When it comes to teaching, I have never got over the power of discussions that cause my students and I to rethink the ways we see humans and the things they do. I learn so much from teaching, it allows me to see ideas through new eyes.

My greatest study advice is to fully embrace the fact that nobody fully understands academic texts, which are often at the limits of human knowledge. The only job is to get as much as possible from them and to have the confidence to produce one’s own arguments and interpretations.

Like most anthropologists, outside of work I love to travel. I also enjoy reading, music and discussing everything or nothing in pubs or cafes. I am at my happiest when borrowing a friend’s horse or motorbike and riding through the Mongolian countryside.

Professor Stephen Upex

Teaches on the undergraduate Certificate in The Making of the English Landscape: Landscape History and Archaeology



I have always been interested in teaching adults and when I came back from working abroad I was invited to join the ICE team to develop the landscape course. Adults are so enthusiastic about the things that they choose to study and are just great fun.

I find the course really fascinating. It is related to all aspects of the English landscape and is based on ‘The Making of the English Landscape’ by author W.G Hoskin.

I am inspired by wanting to know about features in the landscape and how they came into being. How old is that mound, what is that standing stone for, did the Romans have villas where I live and how old is my village?

Teaching is simply great fun especially when you can lead students to suddenly realise that what you have been talking about makes sense. It’s also rewarding to get students to handle stone tools or Roman pottery and see the thrill on their faces as they realise that are actually handling objects that in some cases are thousands of years old.

The best advice I have ever been given is: ‘Study things that interest you’ and that way you will always keep motivated and inspired.

Outside of work, I am a great walker, walking in the Lake District and when I worked abroad even getting to Base Camp Everest. I am a keen gardener, I like the outdoors, am fascinated by antique maps, parish churches and the English landscape.

“Learners’ 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.



Guy and David

**Weekend course
in Classical Greek**

I am 19 years old and started learning Greek some seven years ago, shortly after gaining GCSE certificates in Latin language and literature. I chose this course to extend my knowledge of the subject before starting to read for a Classics degree next September. My tutor was my grandfather, David Griffiths, an 82-year-old retired Chief Education Officer and former French teacher. He had learned a little Classical Greek at school and, after graduating from university, studied New Testament Greek out of personal interest.

After starting secondary education, I was encouraged to make further progress in the subject, with my grandfather and me studying the language together. I decided to take GCSE and

A-level examinations in 2018 and 2022 respectively. My grandfather is still thinking about the matter!

It was my mother who drew the recent course to our attention and suggested that my grandfather and I should make a joint application. We are certainly glad we did so, as we could not have been more pleased with our experience. Everything was highly impressive – the building, grounds, setting, meals and accommodation but, above all, organisation, friendliness and charm. As for the course itself, it was a privilege to be taught by such a distinguished scholar (course lead). He was marvellous, and we both learned so much.

We shall certainly come again.

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Charlotte

**Undergraduate Certificate
of Higher Education in
Premedical Studies**

Studying at the Institute of Continuing Education appealed to me because of the opportunity to learn in Cambridge. It is close to where I live and the mixture of online and in person teaching allowed flexibility for me. I aspire to study medicine and become a doctor.

After previously applying to medical school and being rejected, my confidence was really knocked. I was a mature student, even with a good degree, but I was competing against bright and intelligent A-level students, my application did not stand out and I felt I was not seen as good enough. After having my children, I brushed the idea away of medical school and focused on progressing my own career in radiography.

After some research I found the Pre-Medical studies course at ICE and it seemed to fit everything I needed! It was based in Cambridge, and would allow me to study in the East of England for medical

school (hopefully). I have enjoyed studying and I’m feeling hopeful for my prospects. It’s given me the opportunity to realise what I can do. The course has helped me improve my confidence hugely and has shown me that I do have the ability to study again. Nothing is impossible.

My most memorable experience since studying at ICE has been meeting the cohort and learning about their backgrounds and reasons for wanting to study medicine. It has been so wonderful to meet people who are in the same situation as myself, and I feel like an equal.

My advice for those considering enrolling at ICE is to prepare to take the course seriously and put in your effort. The time goes fast- so make the most of it but remember to take the time to relax and destress- it will help you achieve more in the long run.

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Catherine

**Undergraduate Certificate
in Coaching**

I was excited to study at the Institute of Continuing Education because the curriculum of the course gives a solid introduction to the topic of coaching, and the tutors are all experienced coaches with a lot to teach.

I think coaching is a valuable skill and an effective way to work with people. My goal is to introduce coaching into my daily work as a technology consultant. This course has really helped me to understand what coaching is, and how I can use a coaching approach not just in dedicated sessions, but regularly in conversations throughout the day, to help my clients and colleagues do their best at work.

When I began the course, I had a basic understanding of coaching. The course has taught me much more about different philosophies and approaches that exist, how to think about integrating them into my practice, and how to understand the research literature so that I can be evidence based.

I have already been able to put the theory into practice, and it has been satisfying to see the great results my clients have achieved.

If you are considering enrolling at the Institute, I would say go for it! Diving back into education can be daunting, but learning new skills is worth it in the long run.

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