

# Annual Report **2023–2024**



# ICE at a glance

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

## Our mission

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

## Our students

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

## Our courses

- In-person weekend courses
- Online short courses (Inc. edX platform)
- Virtual Pre-University Summer Programme
- International Summer Programme
- Online undergraduate Certificates, Diplomas and Advanced Diplomas
- Postgraduate Certificates and Diplomas (inc. Apprenticeships)
- Master of Studies (inc. Apprenticeships)

## Our team

A total of 191 colleagues were employed across the Institute of Continuing Education in 2023-24:

- ICE’s workforce consisted of 110FTE salaried employees and an hourly-paid workforce of 206 Panel Tutors.
- 30 FTE’s were employed across Maddingley Hall.

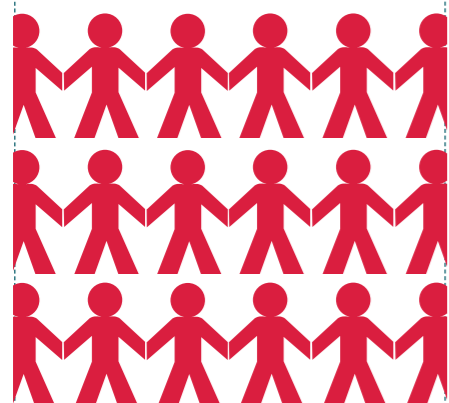
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# ICE Highlights

**8,283**

tuition-fee-  
revenue-generating  
course enrolments

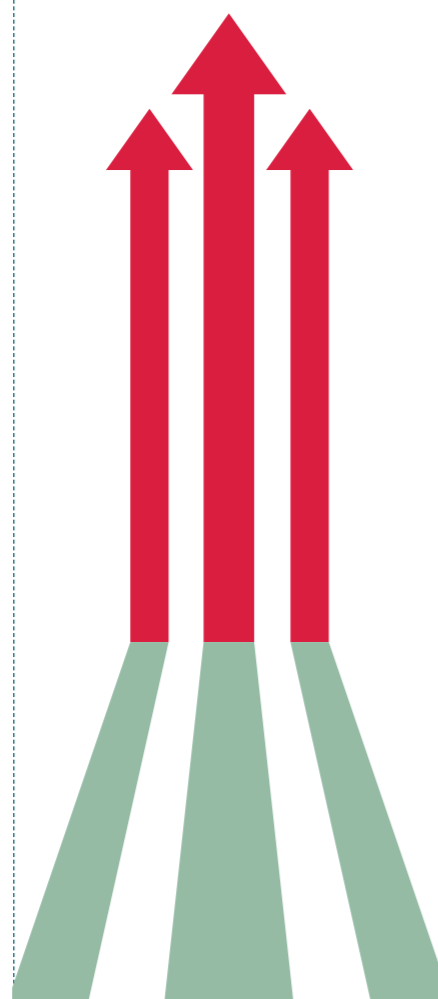


**£1,080**

Average course  
tuition fee

**16%**

increase in tuition  
fee revenue to  
**£8,946,000**



**Grade 1  
Outstanding**

outcome of Ofsted  
full inspection of  
apprenticeship  
provision in  
September 2024



**95,700**

learners on  
free-to-access  
ICE edX courses



**87%**

of learners satisfied  
with the Institute's  
educational  
provision

**The Vital  
Message:**

**Continuing  
Education and  
the University  
of Cambridge  
1945–2010**



published in  
December 2023  
to mark the  
Institute's 150th  
anniversary

**£20,097**

monetary value  
of concessions  
offered

**£153,927**

Total value of  
bursaries awarded  
to 87 learners



**109**

learners joined the  
Institute's new Data  
Science career  
accelerator in  
partnership with  
FourthRev



**Key external partners**



Worktribe.



**Johnson Banks**



# Director's Report

University-led continuing education is a complex landscape, marked by both optimism and uncertainty. Around the world, governments grapple with deep-seated challenges such as bringing together fractured societies, tackling socioeconomic unfairness and inequities, and reskilling to meet the needs of emerging sectors to drive economic growth and renewal. Adult education – through-life learning – presents one important part of multifaceted solutions to such wicked problems. At the University of Cambridge we strive to provide a broad offer of academic and vocational courses to meet the needs of all adults irrespective of their previous educational achievements.



Dr James Gazzard – Director of Continuing Education

The Lifelong Learning sector in England is now somewhat on hold (again) as we wait to determine how the newly elected UK government and instruments like Skills England will impact the field. For example, it is yet to be determined how this will reshape plans around the Lifelong Learning Entitlement (a reformatted student loan scheme) and Apprenticeships. A pragmatic mix of clear decision making and urgency is required.

The wider UK Higher Education sector is in various forms of financial distress. It is interesting to observe that several universities have alighted on lifelong learning as part of their recovery roadmaps to financial sustainability. However, some established major non-traditional providers have reported significant deficits and others regulatory concerns, likely due, in part, to financial instability. Even in more generously funded times, university-led adult education has seldom been a surplus generating endeavour in the UK context.

Looking beyond the UK, the globally prominent platform 2U-edX (of which we are a partner) entered a form of administration (Chapter 11 bankruptcy). Yet only three years before, 2U purchased edX from Harvard-MIT for \$800m. Sustainable business models seem to be particularly elusive in online continuing education.

On one hand, many adults from diverse backgrounds are seeking accessible, affordable, and meaningful education opportunities. However, this search is set against the backdrop of an ever-changing and often uncertain policy environment, coupled with fluctuating market conditions. Despite these challenges, the societal and economic need for lifelong learning remains strong, and institutions like ours must continue to adapt and innovate to meet the evolving needs of learners and ensure that our offerings remain relevant in this shifting landscape.

At the Institute of Continuing Education 2023-24 saw a total of 8,283 revenue generating course enrolments. This was marginally down by 1% year-on-year. Total tuition fee revenue grew from £7.7m in 2022-23 to £8.9m in 2023-24, an uplift of 16%, with an average transaction value of approximately £1,080.

Award-bearing enrolments fell to 1,147 down from 1,237 the previous year. After a record Masters enrolment in 2022-23, MSt numbers dropped back 11% year-on-year, although MSt courses such as AI Ethics and Society and Creative Writing continued to attract high levels of interest. Overall revenue on undergraduate and postgraduate award-bearing courses grew by just over £150k to £5.85m.

In contrast, open short course tuition fee revenue jumped to £3.9m, an uplift of almost £1 million. Short course enrolments were static overall at just over 7,100. Online short programmes grew by 11% to 1,400 enrolments, weekend lifelong courses grew by 9% to 779 and summer programmes by 6% to 2,830. It is noteworthy however that the latter two course types, which depend on in-person attendance, sit cumulatively around 1,000 enrolments below pre-pandemic recent peaks.

Free-to-access enrolments on the edX platform remained steady year-on-year at over 93,700. This provision enables tens of thousands of learners across the world to access taught content from the University of Cambridge.

Throughout the year, we continued to invest in developing a new brand and website for the Institute to better signal that Cambridge contains an open university when, by contrast, often the University is characterised in the media as being amongst the most highly selective in the world, primarily for talented school leavers. Inadvertently, this image often casts a long shadow, disguising the Institute's mission of non-selective life-wide learning. The new website and brand will launch in summer 2025 and will allow us to more effectively communicate our purpose and engage with adult students.

An important investment was also made in the Worktribe curriculum management platform, as we continue to focus on quality assurance, governance and management of education in what is a highly regulated sector.

Overall, the educational provision of the Institute generated an operating profit of £530k, and an overall loss of £665k after the strategic investments and University overheads are deducted.

The Institute's Senior Leadership Team (SLT) welcomed Dr Claire McCafferty and Dr Chris Huggins in November and January respectively as Directors of Academic Programmes.

Dr Holly Tilbrook (Deputy Director of Academic Programmes [Professional and Student Services]) left the Institute in the summer to join Gates Cambridge on secondment. Monica Kelly has stepped up to take on Holly's role.

It has been a formative year for the nascent SLT, after an extended period of relative stability.

## 2023-24 Enrolments Annual Report Summary

ICE Course Enrolments 2019-20 to 2023-24	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	+/-
ICE MSt Programmes & Degree Apprenticeships*	205	246	370	423	377	(11%)
Postgraduate Certificates and Postgraduate Diplomas	139	254	223	181	180	(1%)
Undergraduate Certificates, Diplomas & Advanced Diplomas	466	722	755	633	590	(7%)
<b>Award-Bearing Total</b>	<b>810</b>	<b>1,222</b>	<b>1,348</b>	<b>1,237</b>	<b>1,147</b>	<b>(7%)</b>
Non-Award Bearing - General	344	318	84	45	51	13%
Non-Award Bearing - CPPD & Bespoke Programmes	114	72	37	14	32	129%
Non-Award Bearing - Online Programmes (Including FourthRev)	1,450	1,533	1,305	1,264	1,400	11%
Non-Award Bearing - Online Programmes (edX)**	0	788	1,554	2,274	2,044	(10%)
Non-Award Bearing - International Summer Programmes	0	0	1,829	2,675	2,830	6%
Non-Award Bearing - Virtual Festivals of Learning / VPUPs	2,343	3,526	219	146	0	(100%)
Non-Award Bearing - Lifelong Learning	996	114	350	714	779	9%
<b>Non-Award-Bearing Total</b>	<b>5,247</b>	<b>6,351</b>	<b>5,378</b>	<b>7,132</b>	<b>7,136</b>	<b>0%</b>
<b>ICE Enrolments Total</b>	<b>6,057</b>	<b>7,573</b>	<b>6,726</b>	<b>8,369</b>	<b>8,283</b>	<b>(1%)</b>
Departmental MSt & Degree Apprenticeships	540	531	395	429	577	34%
<b>Total Course Enrolments</b>	<b>6,597</b>	<b>8,104</b>	<b>7,121</b>	<b>8,798</b>	<b>8,860</b>	<b>1%</b>

\* includes 55 degree apprenticeships learners  
\*\* 2,044 verified enrolments, 95,746 total edX enrolments in year

I also wish to document my congratulations to Dr Gilly Carr (Archaeology) and Dr Tim Brittain-Catlin (Architecture) who were promoted to Professor in the annual academic promotion round.

Across all our taught programmes, I am mindful of the crucial contributions of our panel tutors and course support professional services teams. They work exceptionally hard to deliver a high-quality student experience and sit at the heart of our offer. I am grateful for all they do.

It is with sadness I must report the death-in-service in August of our longstanding colleague Alison Fordham. Since 2005, Alison had supported thousands of learners at the Institute to access e-learning resources. Alison's funeral tea was held at Madingley Hall, with her life remembered by many family, friends and Institute colleagues.

In terms of new initiatives, it was particularly pleasing to see the successful launch of the Higher Education Certificate in Pre-Medical Studies, with several students progressing to medical school for 2024-25 entry at Cambridge and the University of East Anglia (UEA). We learnt a lot through the year regarding how best to support these aspiring medical professionals. I am grateful for the support of the School of Clinical Medicine, Cambridge colleges and our partners at UEA and Anglia Ruskin University. We hope those students successfully completing pre-med, and then medical school, will go on to serve patients across the East of England, one of the most under-doctored areas in the country.

Similarly, the launch of the new career accelerator in data science, in partnership with the FourthRev platform, has been a positive development. The course has recruited well and intends to provide a gateway to this fast-growing segment of the knowledge economy. Dr Ali Al-Sherbaz (Assistant Professor, Digital Skills) and a team drawn from across the University have worked diligently with colleagues at FourthRev to progress this offer.

During the summer we partnered with the University and stakeholders to try to enable Palestinian citizens to attend the summer programme in Cambridge. While the numbers were small, with travel often thwarted due to visa complexities and logistical challenges against the backdrop of conflict, some were able to attend. This global community of summer learning is a genuine platform to foster understanding and provide a safe harbour from the trauma of war.

In June, it was my privilege to convene the student award ceremony for over 230 adult students who had successfully completed an award-bearing course of study. Each student's story is unique, yet there are precious and consistent themes of peers learning together and working with Cambridge academics to unlock new thinking, ideas and confidence. It was an honour to present honorary awards to Dr Mary Mahoney (Secretary, Universities Association for Lifelong Learning [UALL]) and our colleague Sarah Ormrod (Director of International Summer Programmes and Lifelong Learning) for their career-wide contributions to excellence in continuing education.

I am thankful to the continued generosity of our donors, including a new bursary to support adults to study archaeology provided by Mr Han Beng Gunn, an alumnus of this Institute. The first Joy Brandon bursary recipients were selected to enable creative writers from Black British Caribbean students to commence postgraduate study in 2024-25. This bursary was made possible by Sara Collins, ICE alumna and author of the best-selling Confessions of Frannie Langton. Our donors' support extends the impact of our work, encouraging access to lifelong learning.

In line with our 2021-25 Strategic Plan, I am pleased to report the establishment of the Institute's first Development and Alumni Relations office in summer 2024. Under the leadership of Christine Kinally (Director of External Engagement) and Sarah Austin (Head of Development and Alumni Relations) the office will develop a blueprint for the next five years. We have enjoyed strong support for this new initiative from CUDAR, the University's central development office.

The formation of the Development and Alumni Relations office is particularly timely as the University has elected to confer alumni status on all students successfully completing sub-degrees (e.g. undergraduate and postgraduate certificates and diplomas)

This is a very welcome development, clearly signalling the importance of these diverse cohorts of mid-life learners. Their commitment to learning and breadth of experience truly enhances Cambridge. We must now work at pace with this newly minted community of alums to deliver an alumni offer which is meaningful to them.

In August, we launched the new Division of Continuing Education Governance (CEG). This Division will be led by Henrietta Branstom (Director of CEG) and will bring together the student records, quality

assurance and apprenticeships functions. This development reflects the increasing regulatory burden being imposed on higher education providers in order to rightly protect the interests of students. CEG will be data-led, identifying key risks and opportunities, and we plan to bring more data analytics capabilities into the Institute so we can objectively identify strengths and weaknesses of our provision and deliver action plans in effective and timely ways.

Reporting on the quality of the Institute's educational provision, the overall satisfaction of our 2023-24 award-bearing learners remained high at 87%, albeit this level declined from 90% in 2022-23. Students are rightly demanding more in return for their investments of fees and time. We must address continuing feedback around provision such as the virtual learning environment and clearer explanations of marking criteria.

The University's levy-funded apprenticeship provision was inspected by Ofsted. We previously received our initial monitoring visit in November 2022, with our first full inspection taking place in September 2024. The Grade 1 Outstanding outcome reflects the hard work of our apprentices, partner employers, academics and professional services teams.

The Senior Leaders (Applied Criminology and Police Management) programme is delivered by the Institute of Criminology and the Architecture programme by the Institute of Continuing Education, working with the Department of Architecture. Both programmes are delivered at level 7. The Apprenticeship Administration Office (AAO), housed at the Institute of Continuing Education, provides the coordination. Dr Andi Bawden took over the leadership of the AAO in the summer after Dr Rasoul Khandan left in April.

We have approached the development of our apprenticeships programme cautiously, with three postgraduate programmes launched since 2019, with a modest 300 total starts. Only the Architecture programme will receive a new intake in 2024-25, with the Senior Leaders programme teaching out its final cohort of apprentices.

We must now determine if and how to develop the programme noting importantly, for example, that apprenticeships can allow adults to learn without paying tuition fees and concurrently earning a wage. They can encourage wider access to higher education and drive positive outcomes. The University and its college partners have shown it can deliver work-relevant high-quality apprenticeships.

However, the regulatory and administrative burden is high, and they are subject to policy shifts, including the potential withdrawal of funding for level 7 apprenticeships.

One option may be to pursue level 4 and 5 technical programmes known to be in high demand in knowledge economies such as Cambridge as identified, for example, by the Local Skills Improvement Plan, in fields that may include digital and laboratory-related apprenticeship standards. Much will depend on the policy priorities of Government.

In terms of other future developments, I'm delighted to report that the Institute will be collaborating with Downing College's Centre for Better Futures to create and deliver the University's official encore education programme. The first participants will join in Michaelmas 2025. This programme aims to emulate the leadership initiatives at institutions like Harvard and Stanford, extending the resources of the collegiate University to a unique group. The initiative is designed to enable participants to take the next steps in driving societal and corporate change, while also sharing their social capital with the University's student and research communities. Stew McTavish will lead the Better Futures Programme as Director of Academic Programmes (Better Futures) and will join the Institute in October.

Madingley Hall continues to play an important role in the Institute's work as its office base and teaching base hosting programmes including some MSTs and weekend lifelong learning. It also functions as an important regional centre for education and training delivered by third parties.

Under David Toulson-Burke's leadership a new commercial plan has been developed, and the Hall team is working diligently to provide welcoming hospitality in what is both a beautiful and complex site to operate.

Trading conditions remain challenging and uncertain, with the scarce availability of hospitality professionals a major rate-limiting step. Hall income was static at £2.6m with an operating loss of £441k and an overall loss of £599k.

The cumulative financial position of the Institute and Hall in 2023-24 was a loss of £1.3m, with reserve holdings standing at £4m.

In December 2023 we celebrated the publication of Dr Mark Freeman's book 'The Vital Message: Continuing Education and the University of Cambridge 1945–2010' (Regents Court Press). The book was commissioned as part of our 150th anniversary celebrations and the book launch was a suitable conclusion to our 1873-2023 sesquicentennial anniversary.

The Vital Message highlights many consistent facets of the arc of university-led lifelong learning over a century and a half, including its positive impact on adult learners and their communities, the dedication of tutors and course administrators and the constant upheavals to the policy landscape which serve to promote precarity, instability and uncertainty in the field. However, the desire of adults to have meaningful opportunities to learn throughout life shines above all else.

We must always strive to preserve and build on this legacy, and I am profoundly grateful for our students' and colleagues' commitment to championing lifelong learning at Cambridge.



**Chair and School members  
of Strategic Committee:**

Chair: Professor Bhaskar Vira  
(Pro-Vice-Chancellor)

Alice Benton  
(Education Services)

Professor Fiona Gribble  
(Clinical Medicine)

Lindsay Hooper  
(Technology)

Professor Shaun Larcom  
(Humanities and Social Sciences)

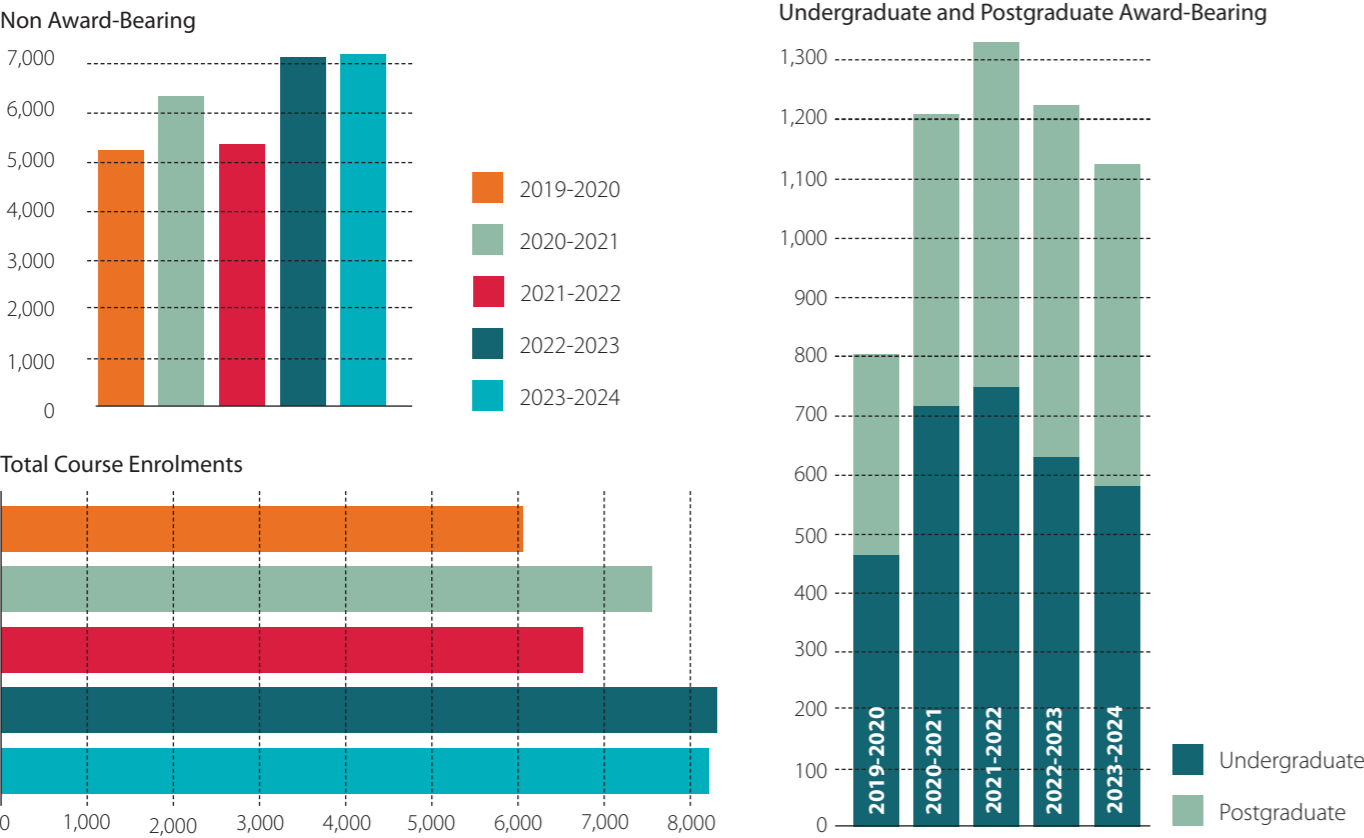
Dr Xavier Montiel  
(Physical Sciences)

Professor Karen Ottewell  
(Arts and Humanities)

Professor Luca Pellegrini  
(Biological Sciences)

# Higher Education Provision

## ICE Course Enrolments



## Accessible Academic Provision

The Institute of Continuing Education's taught portfolio encompasses short open courses, undergraduate and postgraduate qualifications and apprenticeships. As a higher education provider, courses span levels four to seven. The Institute's provision covers academic and professional disciplines.

Delivery modes include non-residential in-person teaching (day schools), residential in-person teaching, blended options and fully online teaching.

Nearly all level 4 programmes (short open courses and undergraduate certificates) are available to any adult learner, subject to required proficiency in English, irrespective of prior educational attainment. This approach is a fundamental pillar of our aim of being an open university, promoting the widest possible access to the University.

Level 5, 6 and 7 programmes have non-standard routes to access, allowing adults to provide evidence of non-certificated and experiential forms of relevant learning and professional experience.

This range of approaches is intended to present adult learners with flexible and affordable pathways to learning. A primary goal is to lower barriers to learning to enable adults to join welcoming, purposeful and challenging communities of learning. These communities are intended to allow adults to shape their own learning to address their personal and professional aspirations, and to support peers to collectively engage in lifelong learning.

## Affordable Academic Provision

The Institute aims to provide value-for-money tuition at or below benchmark sector levels. A particular aim is to ensure short course and undergraduate study is affordable. For example, 60-credit award-bearing courses tuition fees started from £2.7k in 2023-24. This was intentionally 10% lower than similar courses offered by some comparable providers of part-time higher education.

A range of tuition fee concessions are offered to adult students in receipt of means-tested state benefits. Teachers working in the state school and further education systems are eligible for reduced fees. Alumni and current University of Cambridge employees are also encouraged to engage in lifelong learning through fee concessions. The monetary value of concessions offered in 2023-24 was £21k.

The Institute's bursary provision is intended to reduce financial barriers to learning, particularly for adults seeking to engage with higher education for the first time. Specific efforts were also undertaken to enable Palestinian nationals to attend the International Summer Programme, the University's official summer session delivered by the Institute.

In the 2023-24 academic year a total of 20 bursaries were issued with a total value of just under £154k.

The Institute's undergraduate programmes and Master's programmes are eligible for UK-government backed loan funding, subject to eligibility. 200 of our undergraduate award-bearing learners accessed a student loan.

## ICE 2023-24 Bursary Figures

	Bursary	Number Awarded	Award Value
Non-Award-Bearing Bursaries	State School Teacher Bursary	29	£4,881.25
	ISP Ukrainian Citizens	5	£61,235*
	ISP Palestinian nationals	3	
	International and UK-based citizens	5	
UG Award-Bearing Bursaries	Churton Collins Memorial	1	£1,000.00
	Classics for All	5	£15,000.00
	ICE First Time in Higher Education (Arts & Humanities)	2	£2,750.00
	ICE First Time in Higher Education (Sciences)	1	£1,375.00
	Irene Cooper Coaching Bursary	1	£1,000.00
	National Extension College	1	£2,750.00
	150th Anniversary Bursary (only for 2023-24)	32	£59,936.00
PG Award-Bearing Bursaries	First Story	2	£4,000.00
Total		87	£153,927.25

\* To cover accommodation and tuition, from the James Stuart Fund, from ISP income and from a student donation (c£4k)

120 of our Master of Studies learners accessed a postgraduate loan. This equates to around 30% of our award-bearing student population drawing on loan funding.

Apprenticeship Levy funded programmes enable adult learners to study without paying tuition fees and are in full-time paid employment. In 2023-24, 141 adults were funded to study at the University of Cambridge on apprenticeships.

Israeli-Palestinian conflict on 7 October 2023. Throughout the year, knowledge and understanding were shared with staff and students via newsletters, curriculum activities, and specialised training for course directors, which helped embed new safeguarding concepts and initiatives. Additionally, the team facilitated access to safeguarding training and continued to serve as a valuable resource on wellbeing and welfare within the Institute.

## Student Support and Wellbeing

Academic and course administration teams expertly support adult learners to engage with their course of study.

In addition, a specialist Student Support team ensures all learners can access their course of study through a range of additional requirements and support services. In 2023-24 the team received 349 disability disclosures and worked to support 121 requests for additional requirements, which included adjustments such as supplying study skills sessions, adjustments for hearing or visual impairment, extra time, mobility issues in addition to specialist requirements such as software and additional time to help with dyslexia, dyspraxia, and mental health issues.

2023-24 saw important developments with non-matriculated award-bearing students being able to access the University's Accessibility and Disability Resource Centre (ADRC) for the first time. The Institute also provided student counselling services through a private contractor. Matriculated students continued to benefit from support services through their College and the University.

The Student Support team also oversees the Institute's commitment to Safeguarding and Prevent. The Designated Safeguarding Officer (DSO), Dr Annie Carr, participated in regular training and update sessions with regional leads, including those for the East of England and other areas where apprentices were placed. Dr Carr also served on the University's Freedom of Speech and Prevent Committee, collaborating on policy development and addressing emerging issues across the University and at the Institute. The committee provided essential support in engaging with global students, particularly following the escalation of the

## Short Open Programmes

The Institute has provided fully online courses across the arts and sciences and professional disciplines via its Moodle platform for over a decade. In 2023-24, courses were delivered in subjects ranging from Ancient History to User Experience Design. The most popular courses included *Executive Coaching Online*, *Instructional Design Fundamentals* and *Introduction to Cognitive Psychology* and *Neuropsychology*.

The ICE online course portfolio returned a strong performance in 2023-24 and the portfolio on edX remains an important part of our provision. Enrolments for courses hosted on the Institute's own platform grew 6% year-on-year to 1,333. This represents the first year-on-year growth since the massive COVID-19 influenced growth seen in 2020-21. The edX portfolio saw overall enrolments grow by 2% to 95,746, however tuition fee generating enrolments fell 10% to 2,044.

The Institute continues to partner with edX to provide freely available educational resources. Revenue is generated from students who seek to certificate their learning. The most popular courses were *Foundations of Finance*, *The Psychology of Emotions: An Introduction to Embodied Cognition* and *Financial Accounting and Capital Markets*. The total number of free-to-access course enrolments was over 95,000, with verified (revenue generating) course enrolments standing at 2,044.

During 2023-24 the Institute launched its first career accelerator online course in partnership with FourthRev. It focuses on data science, machine learning and AI. It aims to provide students with a platform to enter the fast-growing data science sector. The inaugural cohort attracted 48 attendees in April, followed by 61 attendees in the second cohort in July. The first cohort is expected to complete by the end of November 2024.



Students one of the International Summer Programme Garden Parties

The residential weekend lifelong learning programme held at Madingley Hall enjoyed a strong year with 740 enrolments across 47 courses. High-enrolling courses included: *AI and Society*; *The Renaissance world in seven cities*; *Philosophy as therapy: from good counsel to consolations*; *The making of the Modern Middle East*; *The catastrophic 14th century*; *Oliver Cromwell and the English Revolution* and *Fairy tales, past and present*.

Weekend courses continue to promote relaxed and discursive small group in-person teaching and friendly networking over lunch, dinner and breaks. Classrooms contain both novice and advanced learners, exploring topics of interest. On many weekends, new students equalled or outnumbered returning ones, and participants represented a range of nationalities.

800 students enrolling for the University's official summer programme represented six continents and 69 nationalities or territories, with the largest cohorts once again coming from USA, China and UK. There were 2,815 total course enrolments. The average class size was 18.

The 2023-24 summer cohort was a lifelong learning community. 37% were aged 18-24, 15% aged 25-34, 26% aged 35-64 and 22% over 65. The gender split was 69% female and 29% male, with 2% identifying as other or preferring not to say. 144 students were drawn from partner universities or institutions. For example, the first group from the University of Calabria (Italy) provided 10 highly motivated students, a product of continuing efforts to develop new partnerships.

New subjects for summer 2024 included *Unexpected pasts: Ancient discoveries that should not exist*; *An introduction to Coaching*; *The technology race in Space and Arctic governance*; *AI and digital transformation in healthcare* and *Data science with a focus on healthcare*.

The summer programme included 49 morning, afternoon or evening plenary talks. Topics included *The political economy of conservation and food security*; *Ukrainian visual culture*; *Climate change*; *Wittgenstein, jam and philosophy*; *Nuclear weapons programmes and Decision-making*; *The power of punctuation*; *The Paris Olympics 1924*; *Why people need nature* and *A cultural history of English murder*.

Partner colleges offering accommodation included Selwyn, Newham, Queens' and St Catherine's. Excursions ran to Stratford-upon-Avon, to see *The Merry Wives of Windsor*, Hampton Court Palace and Canterbury. Concerts and garden parties were held at University and College facilities. Collectively, the educational, cultural and social programmes encourage international groups to learn as peers, build understanding and establish friendships.

Throughout the year, other bespoke short course provision included the 8th programme for the USA-based Oxbridge Academy, the philosophy of sport for the Madrid-based ISDE sports and business university and creativity in business for groups from the USA and Denmark. In total 50 course enrolments were delivered through bespoke provision.

Student feedback across short open courses was positive, with most learners noting the quality of the taught provision and the opportunities to engage with communities of peers. Participants welcomed the variety and range of courses on offer, and the option to follow subject threads during their stay.

2023-24 saw in the initial rollout of the Accredible digital credential platform. The Institute's first digital certificates and badges were awarded for online courses from Michaelmas term onwards, with over 1,000 credentials issued during 2023-24. Digital certificates and badges will be offered for all Institute-delivered in-person and online courses from 2024-25 onwards.

### Award-Bearing Programmes

In 2023-24 there were 590 enrolments across 29 undergraduate courses and 557 enrolments across 21 postgraduate courses.

On undergraduate courses, the strongest recruiting programmes included Level 4 certificates in Coaching, Philosophy and the Study of Early Medieval England.

In terms of postgraduate courses, MSt in AI Ethics and Society, MSt in Creative Writing and Postgraduate Certificate in Medical Education continued to attract very strong numbers.

It was also noteworthy that the Postgraduate Certificate in Philosophy again recruited well, when the wider sector suffered a decline in postgraduate humanities.

A new undergraduate Certificate in Theatre Studies has been approved by the University for inaugural delivery in the 2025-26 session as we continue to develop our offer across the arts.

In the professional studies field, it was pleasing to see that the inaugural cohort of the HE Certificate in Pre-Medical Studies attracted 23 enrolments. This new full-time foundational course provided many challenges for the students and course team alike. Following the end of the academic year, it was fantastic to see students progress to study medicine at the University of Cambridge and the University of East Anglia.

A new postgraduate qualification in dental education was approved for delivery from the 2025-26 academic year, intended to help develop dental educators in the East of England and other areas where there are a shortage of dental students and early-career practitioners. A refreshed Healthcare Data postgraduate course was also approved to be offered from 2025-26.

During 2023-24 a contract was signed with Construct in an effort, in line with our 2021-25 strategy, to accelerate the development of a MicroMasters programme for each ICE-delivered Master of Studies course. Work on the micro-credential course around Healthcare Data has commenced.

The inaugural cohort of the MSt in Coaching attracted 13 enrolments. However, disappointingly the MSt in English Language Assessment couldn't recruit a viable cohort.

It was pleasing to see 13 architecture apprentices from the inaugural 2021-24 cohort successfully complete the programme and their end-point assessment. This represented an important landmark. The programme continues to develop, with a further 22 apprentices recruited in the 2023-24 intake.

The fifth and final cohort of the Senior Leaders (Applied Criminology and Police Management) apprenticeship will complete in during 2024-25, following the Institute of Criminology's decision to withdraw the programme.

The first full Ofsted inspection of the University's apprenticeship provision took place in September. The Grade 1 Outstanding outcome was a result of the hard work of our apprentices, partner employers and academics and professional services colleagues based at the Institute of Continuing Education and Institute of Criminology.

During the 2023-24 academic year the procurement of Worktribe, a curriculum management platform, was completed and the pilot rollout

commenced, focusing initially on award-bearing postgraduate programmes. When fully utilised, this important platform will underpin the processes required to develop, deliver and improve curricula across each course's lifecycle.

The annual student survey was distributed to 740 non-matriculated award-bearing undergraduate and postgraduate students, including 553 undergraduate and 187 postgraduate students. Overall, 336 responses were recorded, with 51% and 40% of undergraduate and postgraduate students responding respectively. Award-bearing student satisfaction in 2023-24 was 87%, down slightly from 90% in 2022-23.

Areas receiving consistently positive feedback included excellent teaching, the enthusiasm of academics and the outstanding support provided by the student welfare team.

Aspects for attention and improvement included more organisation and provision of learning materials around the virtual learning environment, transparent use of marking schemes and provision of feedback, and greater integration of Institute students with the wider University. These will be areas of focus for our Quality Assurance team and Academic Directors in 2024-25.

### Academic and Academic-Related Staffing

Dr Claire McCafferty and Dr Chris Huggins joined the Institute as Directors of Academic Programmes in November and January respectively. Claire (Professional Studies) and Chris (Arts, Humanities and Social Sciences) also became part of the Institute's Senior Leadership Team.

Sarah Ormrod (Director of International Summer Programmes and Lifelong Learning) was recognised at the 2024 Student Awards Ceremony with an honorary award for her outstanding contribution to lifelong learning across over 35 years of service at the Institute.

Dr Gilly Carr (Archaeology) and Dr Tim Brittain-Caitlin (Architecture) were both awarded professorships in the recent Teaching and Research and Teaching and Scholarship respectively in the recent promotion board. Their professorships will be conferred from 1 October 2024.

Dr Holly Tilbrook (Deputy Director of Academic Centres [Student and Professional Services]) left the Institute on secondment in the summer to take up the role of Interim Director of Gates Cambridge. Monica Kelly accepted an internal secondment to this role, becoming part of the Institute's Senior Leadership Team.

Dr Rasoul Khandan (Deputy Director of Academic Centres [Apprenticeship and Technical Education]) left the Institute in April. Dr Claire McCafferty provided much needed interim support. Dr Andi Bawden, on secondment from the Education Policy and Quality Office, subsequently took on this role after completing her initial secondment as ICE's Head of Quality Assurance.

The continued growth of the MSt in AI Ethics and Society allowed the recruitment of Dr Garfield Benjamin (Assistant Teaching Professor) and Dr Niklas Jedrzej (Senior Teaching Associate) across the summer. Dr Jonnie Penn (Assistant Teaching Professor, AI Ethics) was highly commended in the Student Partnership and Empowerment category at the Cambridge Student Union's 2024 Student-Led Teaching Awards.

Dr Gill Stevens (Associate Teaching Professor) left the Institute in summer 2024 having played an integral role in successfully developing the coaching portfolio over an extended period. Dr James Underwood

Jenny  
Studied on the Master  
of Studies in History

“ I did a first degree in History at Warwick in the early 1980s, followed by a PGCE here in Cambridge. I retired from teaching a few years ago.

Studying at the Institute of Continuing Education appealed to me as it was the perfect combination of content which interested me, the flexibility of part-time study, and the high quality of tuition. The MSt has both inspired and equipped me to continue to a PhD, something I had not envisaged when I started this journey!

It was a challenge to write essays again after forty years, but the help and advice on the course, especially from my supervisor, gave me confidence. Studying at ICE really rekindled my love of history and academic study.

”



Learners on the MSt in AI Ethics and Society

Caroline  
Attended multiple  
weekend courses at ICE

“ A weekend course at the Institute of Continuing Education is a delightful experience in every respect. I like the tutors, and often meet up with the people I have met on previous courses. I have studied mostly music-related courses and my insight into aspects of music I was unfamiliar with has broadened hugely. The weekend courses are nearly always gifts from my husband, and they come as a lovely surprise as he knows how much I enjoy them.

”

and Dr Andrea Giraldez-Hayes joined as Assistant Teaching Professors to lead the undergraduate and postgraduate coaching programmes.

In November 2023 Dr Roberto Sileo left his role of Senior Teaching Associate in English Language Assessment. Dr Calbert Graham provided interim support, prior to Dr James Underwood joining the Institute on a part-time basis to lead the English Language Assessment programme.

Fatemeh Torabi joined in November 2023 as Assistant Teaching Professor in the field of Healthcare Data. Fatemeh joins a growing medicine and health sciences academic team in the field of medicine and health sciences, led by Dr Emma English (Associate Teaching Professor, lead academic for medicine and health) and supported by Dr Kenny Langlands (Assistant Teaching Professor, Genomic Medicine) who joined in September 2023. In summer 2024, Professor Clare Morris left her role after an extended period successfully shaping the important postgraduate medical education portfolio.

Milena Ivanova joined the Institute in June as Senior Teaching Associate in Philosophy, reflecting the growth of the philosophy programme under Dr Alex Carter's (Associate Teaching Professor) leadership.

Dr Sarah Pearson joined in September 2023 as Teaching Associate in the History of Art, working with Dr Lydia Hamlett (Associate Teaching Professor) to support this growing field.

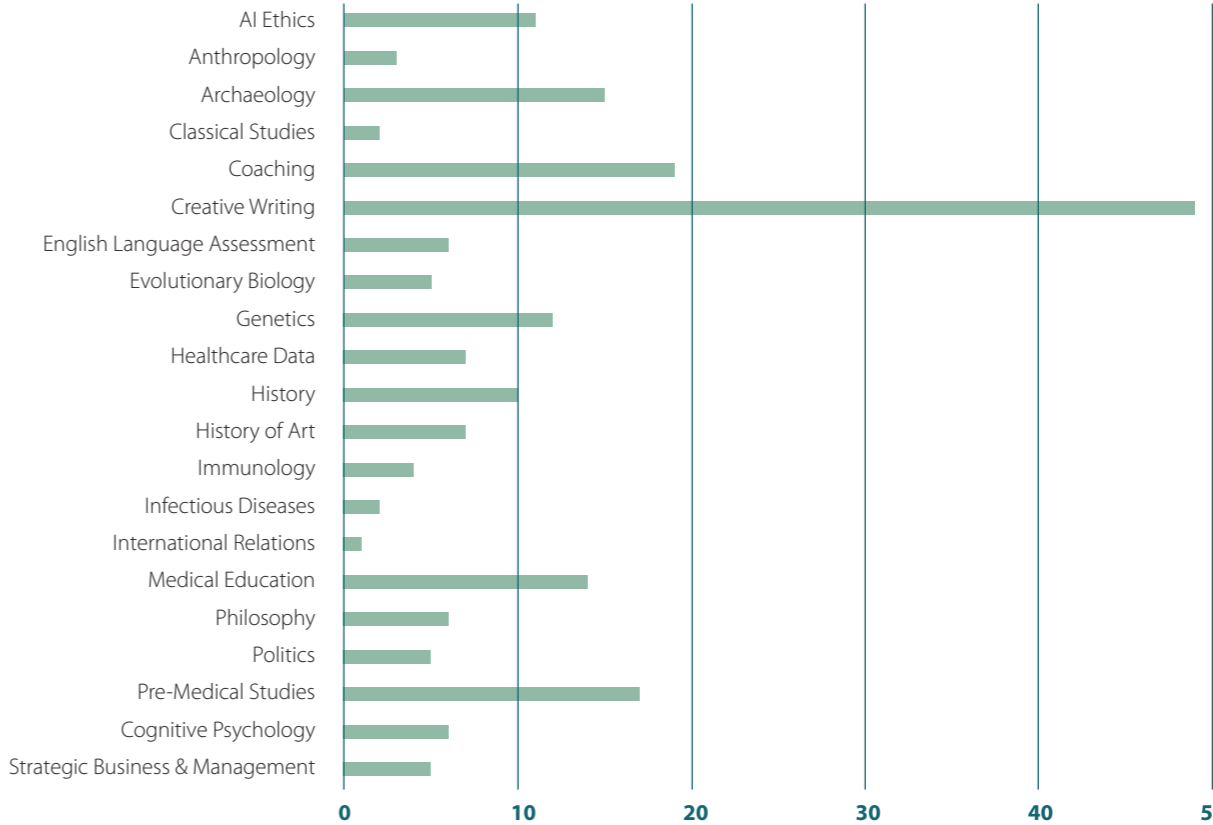
It is with regret and sadness that we must report that our colleague Alison Fordham lost her battle with cancer in August 2024. Alison played an integral role in supporting learners to engage with elearning resources over 18 years working at the Institute. She will be greatly missed by colleagues and students alike. A bursary named in Alison's memory, supporting learners on short open online courses, will be launched in 2024-25.

Academic Development

The backbone of the Institute's taught provision is delivered by hourly-paid panel tutors. These tutors are drawn from academia, healthcare, government, industry and the third sector. They are expert practitioners and educators, supporting areas such as lecturing, thesis supervision, assessment and feedback. In 2023-24 the Institute engaged 206 panel tutors.

Panel tutors were supported with the third annual symposium in September 2023 and termly tutor development evenings which focused on themes including AI in higher education and effective and compliant engagement with student complaints. These sessions aim to focus on key areas of the student experience and improving the quality of the education provided.

Panel Tutor By Subject



**Gabriela**  
Studies on the Undergraduate  
Certificate in Coaching

I work as a Finance Lead at an investment bank, having studied a Bachelor of Business Administration and a Master's in Finance. I was drawn to studying at the Institute by the flexible nature of the online learning and being assessed through both writing assignments and observed coaching practices.

Thanks to ICE, I have gained a better understanding of who I am as a coach; I have become a reflective practitioner and have been enabled to facilitate change in others. It has also helped me support others in developing self-belief and finding answers within themselves. Studying at ICE has been a positive, life-changing experience for me, and I would advise anybody considering enrolling on a course to do so.



GREG WILNER AT CORTISORPHINE & WRIGHT

**aB**  
Studies on the MSt in  
Architecture (Degree  
Apprenticeship)

ICE's diverse community of professionals, students, and lecturers offers a valuable network for both personal and professional growth.

My ultimate career goal is to become a skilled and versatile architect with a comprehensive understanding of design and the built environment.

Since embarking on this course, my understanding of architecture has grown immensely, surpassing all my expectations. Every day feels like an enlightening journey, thanks to the wealth of knowledge, skills, and resources accessible to us as students. The diverse expertise and backgrounds of our professors and lecturers are incredibly inspiring and motivating, constantly spurring me to pursue my professional and academic goals.

## 2023-2024 Enrolments by Academic Centre

Programme	2022-23	2023-24	-/+
<b>Academic Centres Division</b>			
<b>Arts &amp; Sciences</b>			
ICE MSt Programmes & Degree Apprenticeships	48	54	13%
Postgraduate Certificates and Postgraduate Diplomas	18	25	39%
Undergraduate Certificates, Diplomas & Advanced Diplomas	377	346	(8%)
Non-Award Bearing – General	45	50	11%
Non-Award Bearing – Online Programmes	415	398	(4%)
	<b>903</b>	<b>873</b>	<b>(3%)</b>
<b>Creative Writing, English Literature &amp; Film</b>			
ICE MSt Programmes & Degree Apprenticeships	128	109	(15%)
Postgraduate Certificates and Postgraduate Diplomas	16	12	(25%)
Undergraduate Certificates, Diplomas & Advanced Diplomas	135	157	16%
Non-Award Bearing – General	0	1	100%
Non-Award Bearing – Online Programmes	415	340	(18%)
Non-Award Bearing – Online Programmes (edX)	377	266	(29%)
	<b>1,071</b>	<b>885</b>	<b>(17%)</b>
<b>Professional Studies</b>			
ICE MSt Programmes & Degree Apprenticeships	247	214	(13%)
Postgraduate Certificates and Postgraduate Diplomas	147	143	(3%)
Undergraduate Certificates, Diplomas & Advanced Diplomas	121	87	(28%)
Non-Award Bearing – CPPD & Bespoke Programmes	14	32	129%
Non-Award Bearing – Online Programmes (Including FourthRev)	434	662	53%
Non-Award Bearing – Online Programmes (edX)	1,897	1,778	(6%)
	<b>2,860</b>	<b>2,916</b>	<b>2%</b>
<b>Academic Centres Division</b>	<b>4,834</b>	<b>4,674</b>	<b>(3%)</b>
<b>International Summer Programmes &amp; Lifelong Learning</b>			
Non-Award Bearing – International Summer Programmes	2,675	2,830	6%
Non-Award Bearing – Virtual Festivals of Learning / VPUPs	146	0	(100%)
Non-Award Bearing – Lifelong Learning	714	779	9%
<b>International Summer Programmes &amp; Lifelong Learning</b>	<b>3,535</b>	<b>3,609</b>	<b>2%</b>
<b>ICE Course Enrolments</b>			
Departmental-Programme Admissions (MSts & Apprenticeships)	429	577	34%
<b>Total Course Enrolments</b>	<b>8,798</b>	<b>8,860</b>	<b>1%</b>



Sarah Ormrod (Director of International Summer Programmes and Lifelong Learning) receiving an honorary award for excellence in continuing education at 2024 ICE awards ceremony from Pro Vice-Chancellor for Education Professor Bhaskar Vira

# Human Resources

During 2023-24 the Human Resources team continued to support the Institute with a high volume of recruitment. Over 55 new appointments have been made in the last 12 months.

Combined, the Institute and Hall employ 191 people, in total 140 full-time equivalent colleagues (FTE). There are 30 full-time staff for Madingley Hall and 110 for the Institute of Continuing Education. The overall FTE headcount has decreased by ten in the last year.

The Institute's HR team supported the selection and appointment of several leadership positions, including three Directors of Academic Programmes, the Director of Continuing Education Governance, and several crucial academic positions in fields ranging from philosophy to coaching.

During the last 12 months, the HR team has continued to administer the various reward programmes where several successful applications were made to the Teaching and Scholarship and Research and Teaching Career Pathway schemes for Academics, and the Contribution Rewards Scheme for Academic-Related and Assistant colleagues.

With the merger of the panel tutor recruitment office and HR office that took place in 2022-23, the HR team has been better placed to commence improvements and consistency in the processes surrounding the management of the Institute's hourly-paid workforce. During the year, 206 Panel Tutors were engaged by the Institute and 25 zero-hours colleagues by the Hall.

However, progress on hourly-paid recruitment and payment processes has been slowed by ongoing changes within central University Finance, HR Systems and Workforce Policy. Until clarity is provided on upcoming changes, progress will be gradual.

Progress has been made with the restructure of Madingley Hall operations. The new Business Development Office was created and new posts in HR and Finance have been created to support the office of the General Manager.

Several new HR internal processes have been implemented that have improved the efficiency and speed of the team's day-to-day activities. The team also played a key role in the Ofsted inspection process of apprenticeships.

The team has greatly appreciated the positive feedback received by colleagues on the development of the HR service in the last year and we will work to continue improving in order to deliver an excellent service to all Institute stakeholders.

## Staffing

After the successful period as interim HR manager, Natalie Palfrey was confirmed in the permanent position of HR manager. Sara Ficarra moved to the newly created Madingley Hall Business Development Office. In the last 12 months Kerry Puttock and more recently Catherine Clarkson have joined the team, as HR administrator and HR Coordinator for the Institute respectively. Alessandra Cazzola has also joined as HR Coordinator dedicated to supporting Madingley Hall's workforce, reporting to the General Manager.

# External Engagement

The External Engagement Division, established in Michaelmas 2022, includes marketing, student recruitment, admissions, and alumni relations.

## Strategic Projects

In 2023-24, key external engagement projects included the Institute rebrand; development of a new website; the introduction of a function dedicated to student information, advice and guidance; and establishment of a development and alumni relations office. These initiatives addressed the need for clear communication and sustainable growth within the frameworks of a regulated higher education sector.

As a central part of the Institute's 2021-2025 strategy, the rebrand project aims to produce a new and modern identity for the Institute of Continuing Education. It is intended to attract new adult learners, especially those from diverse and under-represented groups, whilst reinforcing the Institute's value to existing and former learners.

The initial proposal encountered an unexpected challenge when presented to the General Board in October. In April, following further consultation, a new brand name "University of Cambridge Professional and Continuing Education" was endorsed. The new name will come into effect from summer 2025.

In the meantime, work is ongoing with brand consultants Johnson Banks to finalise an exciting new look and feel for the overall brand style. Words and images will be utilised to ensure marketing and outreach is effective for core audiences and accessible when accessed on mobile devices and channels such as social media.

Due to the delay with the approval of the new organisational name and brand, the website development was put on hold. However, during this period, the web agency Numiko conducted a technical discovery with the Institute's IT and Systems team. This assessment aimed to scope the technical requirements needed to effectively integrate the new website with the Olympus and Worktribe platforms. In June 2024, the newly-approved creative designs were shared with Numiko. This resulted the need for a full redesign and rebuild of the front end of the new website. The new website will launch concurrently with the new name and branding in summer 2025.

The year marked a period of significant change for the Enrolment and Admissions teams. In October, the Admissions Team moved into the External Engagement Division. The combined function seeks to provide a sector-leading service to prospective students, supporting the Institute's focus, as outlined in the 2021-25 strategy, to grow recruitment by working through joined-up processes and ensure that information, advice and guidance is provided in timely and accurate ways which meet regulatory requirements.

Throughout the year, discussions were held with Cambridge University Development and Alumni Relations office (CUDAR) and other public facing departments regarding, in line with our 2021-25 strategy, the establishment of a new development and alumni relations office at the Institute. The aim is to develop a collaborative approach across the collegiate University to identify potential supporters, advocates and donors, underpinning the Institute's long-term plans to deliver more impactful education, work with underserved communities and become financially sustainable. The new office was formally established and opened, as part of the External Engagement Division, in July 2024.

An immediate priority for the new office will be to form a meaningful alumni community, based on the University of Cambridge's important and welcome decision, taken during 2023-24, to extend the conferment of alumni status to learners who complete non-matriculated award-bearing courses, such as certificates, diplomas, and advanced diplomas offered by the Institute at undergraduate and postgraduate levels.

## Marketing and Events

In December, a new student recruitment campaign "This is your time. Find your place" was launched to drive enrolments across all course portfolios. Performance marketing campaigns were initiated across social media and search channels early in December and continued until September 2024. This covered the undergraduate and postgraduate award-bearing portfolio, short online courses, and the International Summer Programme.

Specific courses of strategic importance were also supported with dedicated campaigns, including MSt in English Language Assessment, Certificate of Higher Education in Pre-Medical Studies and MSt in Architecture (Degree Apprenticeship).

For the full campaign period, the ICE Meta campaign resulted in over 204,000 landing page views (30% increase from 2022-23) and just under 10,000 conversions – e.g. enquiry form completion, application started etc (11% year-on-year increase). Google advertising resulted in just over 73,000 ad clicks (13% year-on-year decrease) and 1,699 conversions (26% year-on-year decrease). This shift reflects a strategic reallocation of marketing spend from Google Ads to Meta Advertising, as data indicated paid social media offers a higher return on investment.

To complement paid activity, a robust organic social media plan was implemented to grow following and engagement through X (formerly Twitter), LinkedIn, Facebook and Instagram channels. A new approach was taken to create more authentic, student-focused videos, including user-generated content. Overall, 47 videos were created in-house during this period, with 21 published to the ICE YouTube channel and 26 published on social media. The Institute's following on social media grew 16% overall, with Instagram showing the strongest growth (37%) owing to the increase in video reels produced.



MSt in Crime and Thriller Writing alumna Judi Carrichner at the University Library's World Book Night: Crime and Cocktails in the Library (23 April 2024)

Regular CRM email newsletters were sent to prospective students to enhance conversion from prospective student to applicant. During the academic year, 18 newsletters reached 133,293 recipients achieving open rates of 51% and click rates of 8%, surpassing sector averages of 37% and 2.5% respectively. In addition, targeted emails were sent for course-specific student recruitment by the marketing and enrolments teams.

In-person, remote, and hybrid events raised awareness for the Institute and recruited students across the portfolio. Highlights included online webinars, course recruitment events, online and in-person public engagement events, including contributions to the University's Cambridge Festival. An "open week" format was trialled for the Masters offering, with ten sub-events taking place in November. This format was replicated for medical, life and health science courses. Both postgraduate and undergraduate course portfolios were promoted through open day events in February and May respectively. Overall, the online events attracted 2,246 registrations with 991 attendees and excellent audience engagement was observed across all events.

On 1 June 2024, the Institute had the pleasure of conferring a range of awards to over 230 students from the 2022-23 cohort in celebration of their academic achievements. Two ceremonies took place on the day at Madingley Hall and were streamed live to locations around the world. The events were attended by over 600 people including awardees, their friends and family, and the events were live streamed by a further 120 participants.

Inside ICE was published twice, in hard and electronic formats. The Lent 2024 edition was distributed in January 2024 and the Michaelmas edition at the end of August. This content was adapted for email and social media channels to raise engagement through these channels.

## Enrolment and Admissions

The Enrolments team engaged with over 5,500 CRM enquiries, with ongoing work to build a comprehensive FAQ resource to streamline responses. The team continued to lead on recruitment campaigns to increase application numbers, as well as working with academic

colleagues to deliver 1:1 web chats for prospective students. The team scheduled over 300 individual appointments along with a range of online information sessions. These initiatives align with the Institute's commitment to enhancing prospective student engagement and operational efficiency.

The Admissions team processed over 3,300 applications across the undergraduate and postgraduate portfolio. At the same time, the team worked with University Information Services to improve the use of systems and enhance process efficiencies.

Work is ongoing with colleagues across the Institute and the wider University, to renew and update existing admissions policies, particularly in aspects such as English language testing and deferred entry, to provide a clear, robust and accessible framework for students and colleagues.

## Staffing

In May, the Enrolments and Admissions team welcomed Antony Bounds into the newly created role of Head of Student Recruitment and Admissions. Antony is working closely with longstanding colleagues Ruth Sanyang (Admissions Manager) and Steve Baker (Admissions Coordinator). Similarly, Antony will work to further develop enrolments processes with Kate Lintern and Cally Cardines, who both joined during 2023-24 in the newly created positions of Student Enrolment Coordinators.

In July, Sarah Austin joined in the newly created role of Head of Development and Alumni Relations, signalling the formation of the Institute's new office. Sarah will work with CUDAR and Christine Kinally (Director of External Engagement) to develop the office's remit and targets, particularly as we look to the development of the wider Institute's 2025-30 strategy.

In August, Louisa Kennedy left her role as Marketing Manager to take up a post elsewhere in the University.



Student Enrolment Co-ordinators, Kate Lintern and Cally Cardines, with Student Enrolment Assistant, Lucy White



Learner in the MSt in History classroom

# Operations

## IT And Systems

The IT and Systems team supports the Institute by providing data-led flexible and efficient system solutions for its administrative and operational activities.

As was the case last year, significant strategic investment in this area continues to be a priority, in line with the 2021-25 strategic goals. A key focus is to build secure system solutions which provide an excellent student experience whilst streamlining administration, improving operational efficiency and extending data information provision and visibility.

Systems managed include the Institute's central operating system (Olympus), the Institute website, Salesforce CRM, and Worktribe the newly implemented Curriculum Management System.

The past year has seen continued improvements to Olympus, further development of the Student Portal, consolidated student-focused communications, and student support requests via the CRM.

Major projects in progress include the streamlining of applicant English language assessment to provide a more responsive student experience with reduced administration. The team are also working closely with University Information Services (UIS) to integrate our systems with the Graduate Application Portal (GAP) to enable better support of students at all stages in the postgraduate application lifecycle.

The CRM continues to grow in use and effectiveness and now supports many previously manual, administrative and business-related activities with tailored user views and landing pages for administrative efficiency. All enquiries from students are now managed via bespoke CRM case management with dashboards to monitor the number and type of enquiry received, and the responsiveness of each business area.

## Student Records

To support increased enrolments the Records team now has expanded to three dedicated roles managing all aspects of ICE's student data on CamSIS, including student results and the printing of Certificates and Transcripts.

## Continuing Education Governance

With the appointment of Henrietta Branston in August as the inaugural holder of the post of Director of Continuing Education Governance (CEG), a new Division was formed at the Institute. Looking ahead to the 2024-25 academic year CEG Division will incorporate Student Records (formerly part of IT and Systems), Quality Assurance (formerly part of the Director's Office) and the Apprenticeship Administration Office (formally Academic Centres Division). CEG, taking a data-led approach, will have the primary responsibility of ensuring that the Institute is well governed, processes are reviewed and improved and that it is meeting its regulatory requirements.

# Madingley Hall and Gardens

Madingley Hall, built around 480 years ago, is a grade-I listed manor house that was purchased by the University of Cambridge in 1948.

The Hall functions as the office headquarters of the Institute of Continuing Education and a training and events centre for the Institute (c.15% of the Institute's learners are taught at the Hall), University and clients. It has 62 ensuite bedrooms providing accommodation for delegates and bed-and-breakfast accommodation via platforms such as booking.com.

The 2023-24 trading year has been a time of transition at Madingley Hall. Throughout the year, revenues in all segments have remained static at £2.6m, highlighting the importance of addressing future revenue growth.

The demand for meetings and events has demonstrated unpredictable patterns, with short lead-time bookings adding operational challenges. Further, continued staff shortages in the hospitality sector have resulted in several posts remaining vacant and an ongoing reliance on agency staff. This has placed a pressure on operating costs. The overall loss on the Hall was £599k.

Despite challenging trading conditions, Madingley Hall has continued to work with valued clients such as the NHS and the University of Cambridge hosting a variety of educational, training and planning events. The Hall also hosted established charity and dinner organisations like The Lady Taverners and the Sick Children's Trust.

The Hall plays host to the Institute of Continuing Education's lifelong weekend learning community, which attracted almost 800 attendees across the last year. Several of the Institute's Master of Studies and postgraduate courses are also held at the Hall in subjects ranging from creative writing to medical education. In a new development, the Hall hosted four dinners for the Institute's award-bearing students throughout the year.

In June, the Hall hosted the Institute's student award ceremonies, welcoming over 600 students and guests from around the world across two ceremonies. In September the Hall was privileged to host the funeral tea for Alison Fordham, a longstanding employee of the Institute.

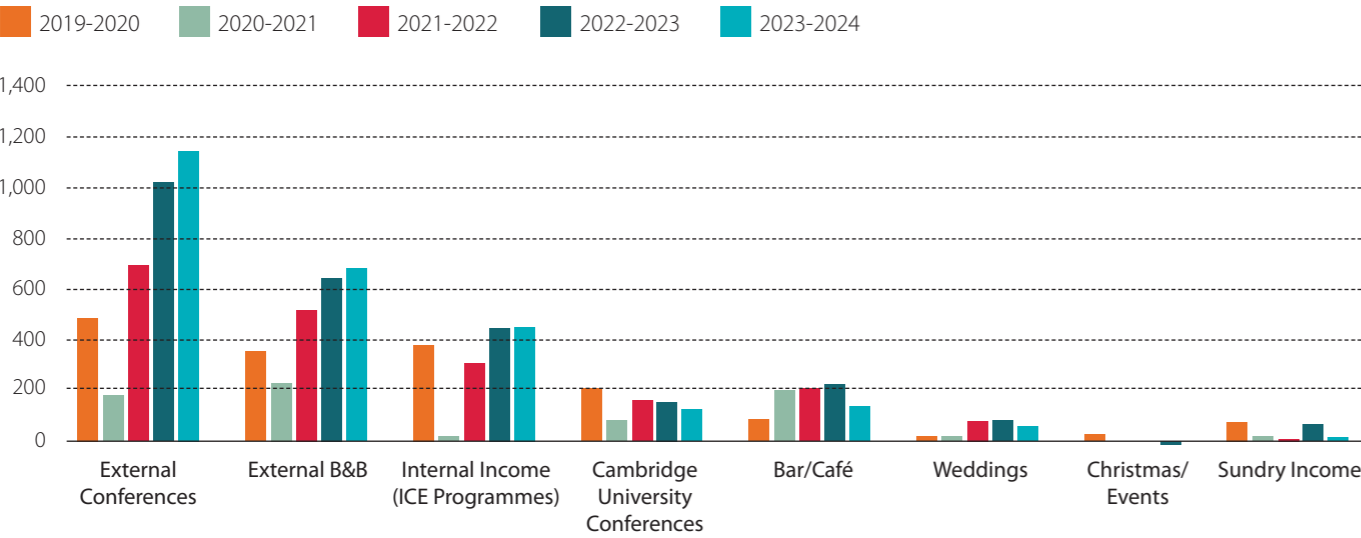
In response to the evolving business landscape, operational changes have been implemented, including the closure of the previous Conference and Sales office function and the establishment of a new Business Development office, which is now focused on proactive sales and marketing deliverables. A project to recover bad debt was also successfully commenced.

Additionally, upgrades have been made to the property management and client relationship management systems to enhance operational efficiency and market competitiveness. From August the Hall's cost coding system was separated from the Institute of Continuing Education meaning that the Hall and Institute will have greater clarity under around revenue and expenditure.

Given that the Hall is a sixteenth century building, several infrastructure concerns have become present during the year. Working in partnership with the University's Estates Department, projects to update the fire control system, repair subsidence in the stairwell hallway, update plumbing and replace the Stuart Room wooden floor are now planned for early in the 2024-25 cycle. During the 2023-24 year, upgrades to The Lodge (gatehouse) were completed and it again became available as bedroom space.

In summary, trading conditions in the hospitality sector remain challenging. However, the Hall's team of dedicated staff continue to present the Hall as an excellent venue to host teaching, meetings and events and a welcoming provider of short stay accommodation for students and guests to the Cambridge area.

## Revenue by category



## Gardens

The gardens at Madingley Hall continued to flourish with vibrant autumn colours marking the end of the 2023 growing season. The exceptionally wet winter led to the wettest ground conditions and flooding in many years, particularly in the North Vista/East Meadow and the Church Lawn. Despite these challenges, the cooler and wetter Spring allowed for excellent growth and blooming, resulting in a plentiful supply of cut flowers and vegetables for use in the Hall.

The snake's head fritillary and quamarsh *Camassia leichtlinii* provided a stunning display in the Game Shed Area, signalling the arrival of Spring. Additionally, *Stachyurus praecox* and the bridal wreath *Spiraea 'Arguta'* thrived in the white Sunken Garden. The warm dry microclimate in the Northwest corner of the Walled Garden showcased a variety of half-hardy and tender plants, including a commanding banana, *Musa sp.*, and Bolivian fuchsia, *Fuchsia boliviana*.

A major renovation and replanting effort were undertaken in the large shrub border in the Southeast of the Walled Garden, resulting in a diverse range of hardy shrubs with varying foliage colours, including eighteen plants with the prestigious Award of Garden Merit. The reemergence of the common spotted orchid *Dactylorhiza fuchsii* in the West Meadow was a highlight as the season progressed.

Throughout the year, the garden welcomed visitors, with the National Garden Scheme opening in June and ten guided tours accommodating 150 participants.

Camassia, pictured at Madingley Hall by Colm Shepard

# Financial Summary

The Institute of Continuing Education (ICE) has two main areas of operations (1) higher education level continuing education and (2) Madingley Hall and Gardens.

Academic operations increased fee revenue to £8.9m in 2023-24 covering our Academic Centres, International Summer Programmes and Lifelong Learning. Our award-bearing provision remains robust with 1,147 course enrolments, following a sustained period of growth from 810 enrolments in 2019-20.

Non-award programmes in Academic Centres Division were 3,527 in 2023-24 and include ICE Online programmes, with 1,400 course enrolments, incorporating for the first time our new online provision with FourthRev and 2,044 verified course enrolments on our partner online programmes with edX. Overall edX enrolments, including free study, totalled 95,746.

International Summer Programmes and Lifelong Learning saw growth to 3,609 in 2023-24 due to uplifts on both the summer and weekend programmes.

Overall academic operations reported a £530k operating surplus in year, up from £421k in 2022-23, with an overall loss of £665k including non-operational costs, strategic investments £405k and distributions £834k to our parent University.

Madingley Hall and Gardens saw income maintained at £2.6m, now exceeding 2018-19 levels prior to the pandemic. Operational costs have been reduced year-on-year, however staffing costs due to challenges of the hospitality industry negatively impacted the bottom line with an overall operating loss of £441k in year, with a total loss of £599k against a £704k loss in 2022-23.

Financial Summary 2023–24 (£'000)	2022-23	(1) ICE	(2) Madingley Hall	(1+2) 2023-24	-/+
<strong>Income</strong>					
Fee Income	7,721	8,946	0	8,946	16%
Hall Income & Accommodation Income	3,332	938	2,616	3,555	7%
Chest, Central Funding, CUEF, Deposit & Other Income	904	813	0	813	(10%)
<strong>Income Total</strong>	<strong>11,958</strong>	<strong>10,697</strong>	<strong>2,616</strong>	<strong>13,313</strong>	<strong>11%</strong>
<strong>Direct Expenditure</strong>					
Tutor fees (External panel tutors)	(1,174)	(1,027)	0	(1,027)	(13%)
Room hire, Residential and Catering	(1,070)	(1,770)	(8)	(1,778)	66%
Other direct costs	(3,205)	(1,917)	(1,151)	(3,068)	(4%)
<strong>Total Direct Expenditure</strong>	<strong>(5,449)</strong>	<strong>(4,714)</strong>	<strong>(1,159)</strong>	<strong>(5,872)</strong>	<strong>8%</strong>
<strong>Indirect Expenditure</strong>					
Pay & Benefits (ICE Staffing)	(6,582)	(5,581)	(1,771)	(7,352)	12%
<strong>Total Indirect Expenditure</strong>	<strong>(6,582)</strong>	<strong>(5,581)</strong>	<strong>(1,771)</strong>	<strong>(7,352)</strong>	<strong>12%</strong>
ICE Internal overheads	0	128	(128)	0	0%
<strong>Total Overhead Apportionment</strong>	<strong>0</strong>	<strong>128</strong>	<strong>(128)</strong>	<strong>0</strong>	<strong>0%</strong>
<strong>Operating Surplus/(Deficit)</strong>	<strong>(74)</strong>	<strong>530</strong>	<strong>(441)</strong>	<strong>89</strong>	<strong>(221%)</strong>
<strong>Non-Operational Income / (Expenditure)</strong>					
Strategic Investment	(184)	(405)	0	(405)	119%
Capital and replacement spend	(94)	(28)	(17)	(45)	(52%)
ICC Overheads & Reserves drawdown (incl bursaries)	(801)	(763)	(141)	(903)	13%
<strong>Total Non-Operational</strong>	<strong>(1,080)</strong>	<strong>(1,195)</strong>	<strong>(158)</strong>	<strong>(1,353)</strong>	<strong>25%</strong>
<strong>Total Surplus/(Deficit)</strong>	<strong>(1,154)</strong>	<strong>(665)</strong>	<strong>(599)</strong>	<strong>(1,264)</strong>	<strong>10%</strong>

## Reserves Summary

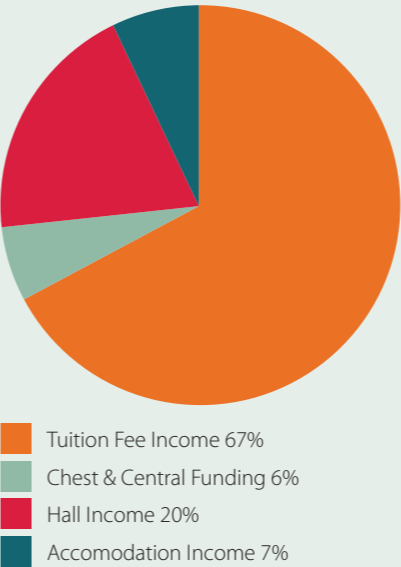
The Institute holds a strategic reserve. Combined with in-year revenues, the reserve enables us to invest in strategic projects.

Overall, the Institute and Hall recorded a £1.2m loss in 2023-24 with the educational delivery of the Institute reporting a deficit of £665k and Madingley Hall a loss of £599k.

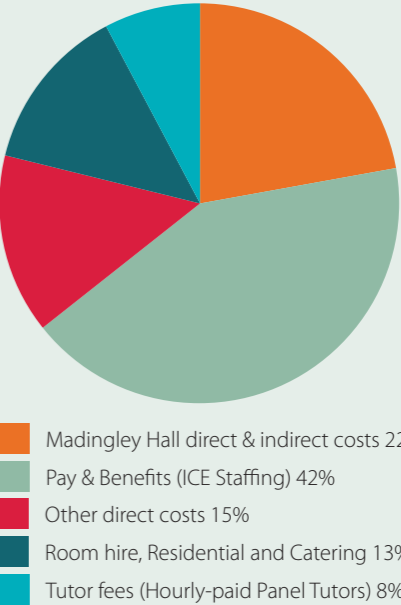
Reserves holding have been valued at £4m including the in-year position and the revaluation of its holding in the Cambridge University Endowment Fund (CUEF).

Reserves Summary 2023-24 (£'000)	
Reserves brought forwards	4,834
Academic Operations operating surplus/(deficit)	530
Academic Operations non-operational	(1,195)
Madingley Hall operating surplus/(deficit)	(441)
Madingley Hall non-operational	(158)
<strong>Year-end surplus/(deficit)</strong>	<strong>(1,264)</strong>
Year-end revaluation of CUEF	400
<strong>Reserves carried forward</strong>	<strong>3,970</strong>

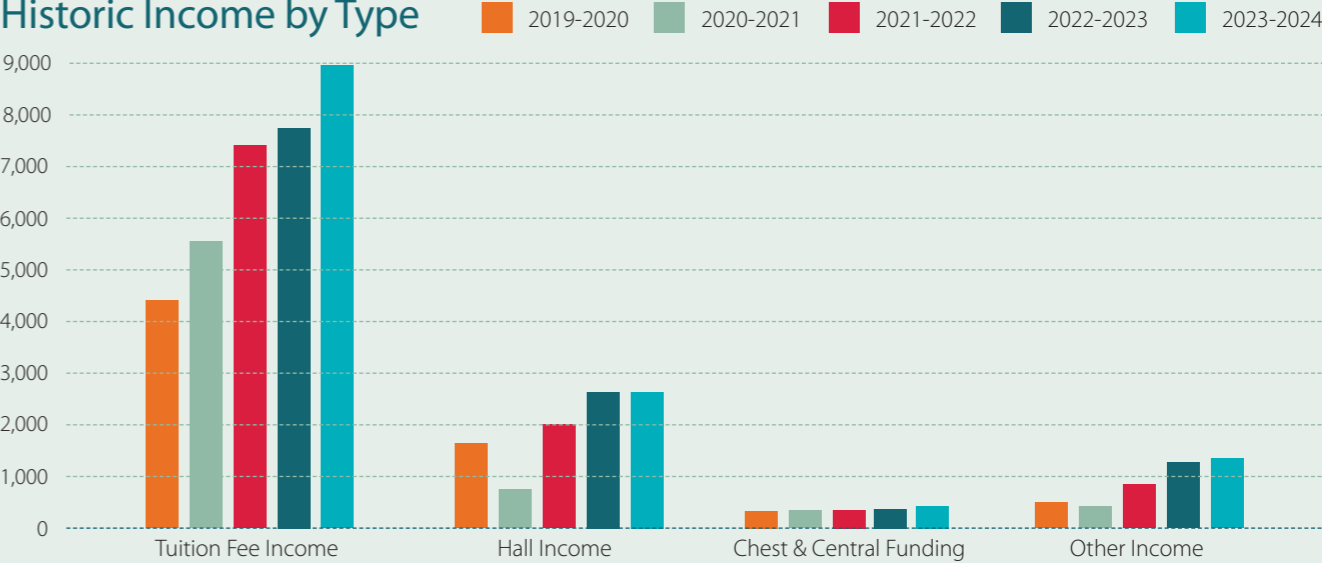
## Income by Type



## Operational Expenditure by Type



## Historic Income by Type



Senior Leadership Team



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



Director of External Engagement  
Christine Kinally



Director of Academic Programmes  
Dr Claire McCafferty  
Appointed November 2023



Director of International Summer Programmes and Lifelong Learning  
Sarah Ormrod



Deputy Director Academic Centres (Student and Professional Services)  
Dr Holly Tilbrook  
(On secondment to Gates Cambridge from August 2024)



Director of Academic Programmes  
Dr Christopher Huggins  
Appointed January 2024



Director of Finance, Business Systems & Partnerships  
Richard Stuckey



Assistant Director of Academic Centres (Student and Professional Services)  
Monica Kelly



Director of Continuing Education Governance  
Henrietta Branston  
Appointed August 2024

Note: Natalie Palfrey HR Manager attended SLT as an observer

Academics

Academic	Job Title	Subject Area	College Affiliation
Dr Ali Al-Sherbaz	Assistant Teaching Professor	Digital Skills	
Dr Yvonne Battle-Felton	Associate Teaching Professor	Creative Writing	
Dr Jenny Bavidge	Associate Professor	English Literature	Murray Edwards
Ms Clare Bayley	Senior Teaching Associate	Creative Writing	
Dr Garfield Benjamin	Assistant Teaching Professor	AI Ethics and Society	
Dr Nick Bradley	Teaching Associate	Creative Writing	
Professor Timothy Brittain-Catlin	Teaching Professor	Architecture	Gonville and Caius
Professor Gilly Carr	Professor	Archaeology	St Catharine's
Dr Alexander Carter	Associate Teaching Professor	Philosophy and Interdisciplinary Studies	Fitzwilliam
Dr Lucy Durneen	Teaching Associate	Creative Writing	
Dr Emma English	Associate Teaching Professor	Medicine and Health Sciences	
Dr Roxane Farmanfarman	Associate Teaching Professor	International Relations	
Dr Midge Gillies	Assistant Teaching Professor	Creative Writing	
Dr Andrea Giraldez-Hayes	Assistant Teaching Professor	Coaching	
Mr Fraser Grace	Senior Teaching Associate	Creative Writing	
Dr Lydia Hamlett	Associate Teaching Professor	History of Art	Murray Edwards
Dr Milena Ivanova	Senior Teaching Associate	Philosophy	Newnham
Dr Nigel Kettley	Associate Professor	Education and Social Science	Wolfson
Dr Kenny Langlands	Assistant Teaching Professor	Genomic Medicine	
Dr Joanne Limburg	Teaching Associate	Creative Writing	Lucy Cavendish
Dr Jędrzej Niklas	Senior Teaching Associate	AI Ethics and Society	
Dr Sarah Pearson	Teaching Associate	History of Art	
Dr Jonathan Penn	Associate Teaching Professor	AI Ethics and Society	St Edmund's
Dr Alycia Pirmohamed	Teaching Associate	Creative Writing	
Dr Joe Reed	Teaching Associate	Creative Writing	
Dr Fatemeh Torabi	Assistant Teaching Professor	Healthcare Data	
Dr James Underwood	Senior Teaching Associate	English Language Assessment	
Dr James Underwood	Assistant Teaching Professor	Coaching	
Mr Rupert Wallis	Teaching Associate	Creative Writing	
Professor Samantha Williams	Professor	History	Girton
Dr Kalman Winston	Assistant Teaching Professor	Medical Education	
Dr Detina Zalli	Associate Teaching Professor	Pre-Medical Studies	

Award-Bearing Programmes 2023-24

Undergraduate courses		Course Director(s)
Archaeology: Conflict Archaeology and Heritage	Diploma	Dr Gilly Carr
Archaeology of the Ancient World	Certificate	Dr Gilly Carr
Classical Studies	Certificate	Dr Gilly Carr
Coaching	Certificate	Dr James Underwood
Cognitive Psychology	Certificate	Dr John Anderson
Creativity Theory, History and Philosophy	Diploma	Dr Marina Velez Vago
Creative Writing: Advanced Fiction and Writing for Performance	Diploma	Claire McGlasson
Creative Writing: Advanced Non-Fiction	Diploma	Dr Jessica Lee
Creative Writing: Creative Non-Fiction	Certificate	Dr Jessica Lee
Creative Writing: Fiction and Writing for Performance	Certificate	Claire McGlasson
English Literature: Literature and Criticism	Diploma	Dr Jenny Bavidge
English Literature: Texts and Contexts	Certificate	Dr Jenny Bavidge
Genetics	Diploma	Prof Tom Monie
History	Certificate	Dr Samantha Williams
History of Art: Classical to Renaissance	Certificate	Dr Lydia Hamlett
History of Art: Renaissance and Baroque	Diploma	Dr Lydia Hamlett
Infectious Diseases	Certificate	Dr Hazel Stewart
International Relations	Certificate	Dr Victoria Stewart-Jolley
International Relations	Diploma	Dr Peter Dixon
Philosophy: History of Philosophy, Philosophy of Mind and Political Philosophy	Certificate	Dr Alex Carter
Practical Horticulture and Plantsmanship	Certificate of Higher Education	Sally Pettit
Pre-Medical Studies	Certificate of Higher Education	Dr Detina Zalli
Research in the Arts/Sciences	Advanced Diploma	Dr Alex Carter
Research Theory and Practice	Advanced Diploma	Dr Alex Carter
Strategic Business and Management	Certificate	Dr Rajeev Bali
Study of Early Medieval England	Certificate	Dr Gilly Carr

Postgraduate courses		Course Director(s)
AI Ethics and Society	MSt	Dr Jonnie Penn
Architecture	MSt (Degree Apprenticeship)	Dr Timothy Brittain-Catlin
Clinical Medicine	MSt	Prof Tom Monie
Clinical Medicine	PG Diploma	Dr Silvia Karcheva
Clinical Research, Education and Leadership	PG Certificate	Dr Thomas O'Connor
Coaching	MSt	Dr Gillian Stevens
Creative Writing	MSt	Rupert Wallace, Joe Reed
Crime and Thriller Writing	MSt	Emily Winslow
English Language Assessment	MSt	Dr Robert Selele, Dr James Underwood
Genomic Medicine	PG Certificate	Dr Kenneth Langlands
Genomic Medicine	PG Diploma	Dr Kenneth Langlands
Genomic Medicine	MSt	Dr Kenneth Langlands
Healthcare Data: Informatics, Innovation and Commercialisation	MSt	Dr Ronan O'Leary, Fatemeh Torabi
History	MSt	Dr Samantha Williams
History of Art and Visual Culture	MSt	Dr Lydia Hamlett
Medical Education	PG Certificate	Dr Jeremy Webb
Medical Education	PG Diploma	Dr Kalman Winston, Prof Clare Morris
Medical Education	MSt	Dr Kalman Winston
Philosophy	PG Certificate	Dr Alex Carter
Professional Practice in Architecture	PG Certificate	Miranda Terry
Teaching and Learning in Higher Education	PG Certificate	Dr Meg Tait
Teaching Creative Writing	PG Certificate	Dr Lucy Durneen
Writing for Performance	MSt	Clare Bayley, Fraser Grace
Writing for Performance (edX)	MSt	Clare Bayley, Fraser Grace



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

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Cambridge  
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