



Annual Report **2020–2021**



ICE at a glance

The Institute of Continuing Education (ICE) is part of the University of Cambridge and is a General Board governed Non-School Institution.

ICE provides accessible and flexible higher education courses for adults from all backgrounds and prior educational levels of achievement.

Founded in 1873 by pioneering educationalists Anne Clough, Josephine Butler and James Stuart, ICE has been based at Madingley Hall since 1975.



MARTIN BOND

Our mission

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

Our students

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

Our courses

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

Our team

- 127 (108 FTE) salaried employees and 63 contracted workers
- Over 400 active panel tutors and examiners

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ICE in Numbers

7,573



total student enrolments (+25%)

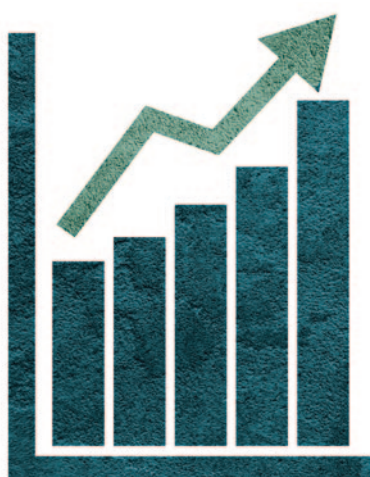
25,969 non-fee generating enrolments on edX

Award-bearing student satisfaction.
90% award-bearing students are satisfied with the quality of teaching at ICE



Student Bursaries (Total Bursary Value = £203,545)

Bursary name	Number awarded in 2020-21
Cambridge Thousand Futures Bursary	227
State School Teacher Bursary	32
First Time in Higher Education Bursary	4
MSt Advanced Subject Teaching Bursary	3
ourcambridge Bursary	2
Edward and Ivy Rose Hood Memorial Bursary	2
First Story Bursary	2
Cambridge: United in Learning Bursary	1
Churton Collins Memorial bursary	1
Total	273

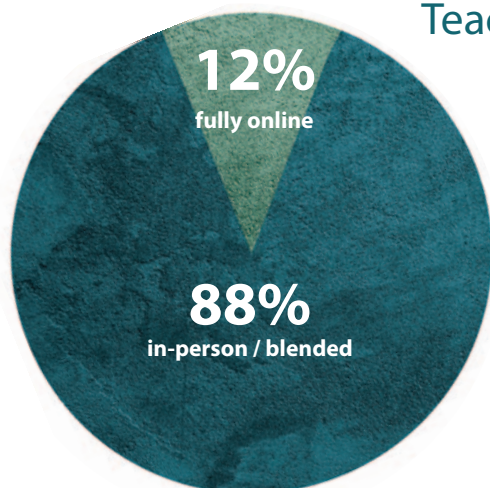


60% year-on-year growth in online short course enrolments

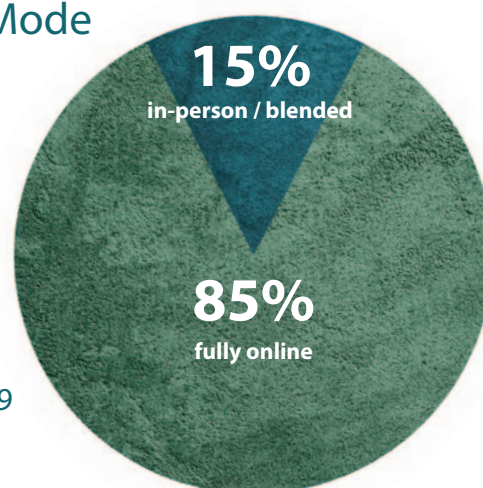
55% year-on-year growth in undergraduate enrolments

45% year-on-year growth in postgraduate enrolments

Teaching Delivery Mode



2018-19



2020-21

Comparison of last pre-COVID-19 year 2018-19 and COVID-19 affected 2020-21

Ethnicity of award-bearing students (1,222)

Ethnicity	Undergraduate %	Postgraduate %
Arab	0.3%	1.9%
Asian or Asian British – Bangladeshi	0.1%	1.0%
Asian or Asian British – Indian	2.4%	6.4%
Asian or Asian British – Pakistani	1.7%	1.9%
Black or Black British – African	4.4%	3.7%
Black or Black British – Caribbean	1.1%	0.6%
Chinese	3.4%	6.4%
Gypsy or Traveller	0.4%	0.1%
Mixed – White and Asian	2.0%	1.9%
Mixed – White and Black African	0.3%	0.4%
Mixed – White and Black Caribbean	0.6%	0.6%
Other Asian background	3.1%	5.5%
Other Black background	0.9%	0.4%
Other Ethnic background	1.6%	2.1%
Other Mixed background	2.6%	3.7%
White	69.2%	57.7%
Information not available	5.9%	5.7%
Total	100%	100%

53 virtual open events and lectures



2,300 attendees

ICE Matriculated Students' (256) College Affiliation

78 Wolfson



61 Selwyn



30 Lucy Cavendish



27 Homerton



15 St Edmund's



8 Fitzwilliam



6 Queens'



31 Other



Total 256



Dr James Gazzard

Director of Continuing Education

Director's Report

Across the period encompassing the 2020-21 academic year, the SARS-CoV-2 pandemic continued to have a profound impact on global public health and economies. The effects have accelerated the need for individuals, workforces, regions and nations to engage actively with life-wide learning. Against this context, the Institute continued to record strong enrolment growth across the year as we completed the 2017-21 strategic period.

From the perspective of the lifelong learning sector, watershed events in 2020-21 included the initial public offering of Coursera with an early market capitalisation of \$6bn, and the acquisition of edX by 2U in a deal worth \$800m. Founded by academics and universities, these platforms now collectively have >100 million active users. Their enrolment levels and valuations indicate a step change in the importance of online learning and the value adult learners place on being able to select courses from extensive marketplaces which showcase learning opportunities from many providers, positioned at levels from novice to expert, from time commitments ranging from a few hours to a full year and at an array of price points – including no cost. Reflecting on the position of the Institute within this fast changing landscape, it is noteworthy that 85% of our enrolments were fully online in 2020-21, compared to 12% in 2018-19. It seems almost certain that COVID-19 has profoundly changed the life-wide learning sector forever.

These innovations in the sector present increasing opportunities for students to acquire certifications and micro-credentials – creating a scaffold to build 'stackable' qualifications. In 2020-21, the Institute was responsible for launching the University of Cambridge's first ever stackable qualification via its MicroMasters course in Writing for Performance and the Entertainment Industries on the edX platform. A subset of the students will progress to study the MSt in Writing for Performance and in due course will become the first Cambridge graduates of this kind – the first of many, I expect.

It is likely that the Skills and Post-16 Education Bill, which is currently progressing through parliamentary scrutiny, will encourage new entrants and agile established providers of extension education to expand their offers. The Bill will require employers to further set the work-based skills agenda, unlock the student loan book to adult students throughout their lives and increase the focus on level four and level five higher technical skills. However, the Bill seemingly promotes an unbalanced approach, favouring vocational training above liberal subjects. At the Institute we will continue to be committed to *both* excellent, predominantly open-entry, non-vocational teaching and a wider portfolio of contemporary pathways to the professions.

In August 2021 the Institute reached the end of the strategic period which began in September 2017. This chapter began with the University electing to reduce central Chest funding and introduction of other charges. This meant that the University effectively decreased its funding support of ICE by >£1m per annum, with the only remaining Chest funding as being a partial payment for the Institute's lead role in processing Departmental MSt admissions and fractional support of our Established colleagues (8FTE, around 7% of headcount). The changes were made against the backdrop of a continuing education landscape in England still in freefall following the earlier introduction of the Equivalent and Lower Qualification (ELQ) limitations and the rapid escalation of tuition fees across the sector, which disproportionately affected adult part-time students who were neither able to self-fund fees nor easily source loan funding. For an Institute that had not returned a surplus (net of Chest funding) since the mid-2000s, we entered the strategic period in an uncertain financial position and still recovering from the closure of the major regional peripatetic programme in the 2010s. Moreover, the organisational culture was one that had depended on taxpayer and University funding for much of its existence.

The strategic plan between 2017 and 2021 aimed to grow enrolments rapidly through the development of new high-demand courses and alongside increased investment in marketing. It aspired to move the Institute's culture and operations towards becoming a sustainable trading entity.

Postgraduate programmes were a strategic priority, given the global growth of the postgraduate marketplace. By the 2021-22 academic year, seven new Master of Study (MSt) courses will have been introduced and one poorly recruiting MSt withdrawn, a net gain of six MSts. In 2020-21, there were 246 MSt enrolments, compared to 150 in 2016-17, an uplift of 64%. By the 2021-22 academic year, four Institute-run MSts and seven partnership MSts will be delivered, eleven in total. We anticipate that MSt enrolments will exceed 300 in 2021-22, double the 2016-17 enrolment. These matriculated courses are delivered through ongoing partnerships with Cambridge Colleges including Wolfson, Selwyn, Lucy Cavendish and Homerton.

New postgraduate sub-degrees have been introduced in a range of fields, taking the total of ICE-delivered Postgraduate Certificate/Diploma courses to 15 by the start of the 2021-22 academic year. In 2020-21 there were 254 postgraduate sub-degree enrolments compared to 118 in 2016-17, an increase of 115%.

The approach around postgraduate programmes has been augmented by the introduction of Levy-funded apprenticeships, closely aligned to our ambition to create wider access to the professions. In 2020-21, the new MSt Apprenticeship course in Architecture, created collaboratively with the Department of Architecture, was successfully launched. In April 2021, postgraduate apprenticeships came under Ofsted's remit, and we are working to ensure the necessary outcomes are delivered.

In 2020-21, the Institute provided 25 postgraduate courses in total compared to 11 in 2016-17. Total enrolments stood at 500, representing an 87% increase by comparison to 2016-17, a highly successful aspect of our 2017-21 strategy. Significant scope remains to grow further accessible routes to emerging postgraduate fields.

The 2017-21 strategic period also saw the creation and launch of 11 new 60-credit undergraduate sub-degrees, a comprehensively reconfigured Advanced Diploma successfully relaunched, the International Pre-Master's Advanced Diploma accepted its first cohort in 2020-21 and low recruiting programmes in fields such as Local History and Astronomy withdrawn. In 2020-21, the Institute offered 29 undergraduate sub-degrees, all of which were delivered fully online due the pandemic, compared to 20 in 2016-17, nearly all of which remain open-entry courses promoting access to higher education in increasingly diverse classrooms. These undergraduate courses represent an important landmark as the first ever fully online award-bearing qualifications offered by the University of Cambridge.

In 2020-21, 722 students enrolled on our undergraduate award-bearing courses, an increase of 102% by comparison to 2016-17 enrolments. This included new certificate programmes in Classical Studies and Politics. Again, this doubling in enrolment growth was a stated objective of our 2017-21 strategy.

The average class size on award-bearing courses in 2016-17 was 20 students and in 2020-21 it was 23, maintaining the Cambridge tradition of small group teaching and allowing adult students at ICE to engage in peer learning and network building.

Fully online non-award-bearing programmes leapt to 2,321 course enrolments in 2020-21. This is a 60% year-on-year increase, and a 306% increase since 2016-17. The growth in the last year includes fee paying enrolments from our new partnerships with edX and Flatiron School, with the overall cumulative uplift based on targeted new course creation and significant investment in digital marketing during the COVID-19

Course enrolments from 2016-17 to 2020-21

ICE Enrolments	2016-17	2017-18	2018-19	2019-20	2020-21
Non-Award-Bearing In-person	1,648	1,973	1,938	1,454	504
Non-Award-Bearing Online	572	596	800	1,450	2,321
Non-Award-Bearing Summer Programme (*Virtual Festivals During COVID-19)	3,198	3,209	3,666	2,343*	3,526*
Undergraduate Award-Bearing	358	381	426	466	722
Postgraduate Award-Bearing	268	227	334	344	500
ICE Enrolments Total	6,044	6,386	7,164	6,057	7,573
Departmental MSt	332	485	572	540	531
Total Enrolments	6,376	6,871	7,736	6,597	8,104

lockdowns. These numbers do not include > 25,000 edX course registrations, which were non-fee generating. The course provider edX and other online global marketplaces are likely to play a key role in our future.

By comparison, to the 2017 summer programme, the 2019 summer programme (the last before the COVID-19 disruption) demonstrated a 15% uplift in enrolments. However, COVID-19 led to the cancellation of the 2020 and 2021 in-person programmes. The International Summer Programme team transitioned successfully to delivering virtual festivals of learning, albeit the income generating potential of such courses was far less than in-person delivery. Further, it now remains to be seen in a post-COVID-19 world, which following COP26 continues to aim to significantly reduce carbon emissions, if and how international enrolments will return in the future. There is an increasing sense that traditional summer programmes may require reformulation in a digital post-pandemic setting.

The important lifelong learning community, primarily a learning in later life group with a clear preference for residential in-person learning, saw their learning opportunities severely affected since March 2020, although courses recommenced in July. The growth of this crucial learning community remains a strategic priority.

Overall, total fee generating enrolments grew from 6,044 in 2016-17 to 7,573 in 2020-21 – a 28% uplift. Importantly, 2020-21 saw a record number of over 230 tuition fee bursaries offered to students studying in higher education for the first time and/or facing financial barriers to study. In addition to vital portfolio renewal, the superb work of the IT and Marketing teams has enabled these outcomes. Further, the often-unheralded work of colleagues involved with student admissions, student data and bursary support should be celebrated.

Looking back on the 2017-21 strategic period, it is essential to reflect on the crucial collective contribution of our collective workforce. As part of a restructure, total salaried headcount increased from 99FTE to 108FTE and overall FTE including contracted workers to around 130FTE, front loading resources early in the cycle to help deliver critical projects such as process improvements, digital marketing and IT systems innovation. In addition, 15 colleagues left via a voluntary severance process. More than a third of colleagues are still relatively new to the Institute, having joined since 2018.

We are fortunate to have a workforce that is committed to our mission of affordably opening a Cambridge-quality education to any motivated adult learner. But, understandably it is still a working environment transitioning towards being comfortable trading in a globally competitive and fast-changing marketplace. Nonetheless, they have brought the strategy to life, successfully delivering rapid enrollment growth while upholding the quality of provision. We have been supported throughout by a dedicated group of superb Panel Tutors who form a core part of teaching delivery.

Throughout the pandemic period, we have tried to promote wellbeing in a range of ways including internal meeting blackout periods on Monday mornings and Friday afternoons and occasional 'fallow days' where online meetings and internal emails are minimised. However, we need to do far more to promote work-life balance and prevent burnout. Also, working to diversify our workforce remains a priority, as we look to ensure that our work environments are culturally sensitive and inclusive places in which to build a career.

It was fantastic to see Liz Webb (Academic Centre Administrator) win the 2020 University-wide Professional Services 'Unsung Hero' Award and Professor Clare Morris recognised with the Pilkington Prize for Teaching Excellence. So many colleagues have gone above and beyond all reasonable expectations during the pandemic. They should be very proud that student reported quality metrics have remained at exceptionally high levels when the wider sector has broadly seen significant falls in student satisfaction. Their student-centered approach, tenacity and resilience throughout such complex times has been excellent.

I am pleased to report that Dr Holly Tilbrook (Deputy Director, Student and Professional Services, Academic Centres Division) joined the Institute and is a member of the Senior Leadership Team. I would also like to thank the senior colleagues who have left the Institute for their contributions, particularly Ian Hardwick (Head of Hall Operations and Estates Development) and Shamiso Barnett (Head of Academic Centres Administration) for their superb contributions around the Hall and course innovation respectively. I am pleased to see both progress to senior roles elsewhere in the University.

The Madingley Hall team have stood firm across the past academic year despite the unpredictable and constant change induced by COVID-19 and government public health policies. They continue to ensure the site has been a safe and welcoming venue and have entrepreneurially embraced change. The Hall has seen increasing footfall from the public over the past year, with many visitors remarking upon the restorative impact of spending time in the magnificent gardens.

Despite the record tuition fee income, the financial losses incurred due to the impact of COVID-19 by Madingley Hall and the loss of the in-person summer programme has resulted in a loss of £1.4m during the 2020-21 year. However, as the COVID-19 situation begins to normalise, we are now far better positioned to become a surplus generating organisation, with a renewed portfolio and contemporary approaches to operating in a competitive marketplace.

As we end our four-year strategic period, we are now finalising our 2025 strategy which, building on the rapid enrolment growth and the ever greater emphasis on technology enabled learning, seeks to define the Institute even more clearly as an open-entry pathway to a Cambridge-quality education for any adult learner. We will focus on removing barriers to study and promoting equality of opportunity and social mobility, irrespective of background, life stage or previous educational attainment.

To close, I would like to pay tribute to our students. Their engagement and commitment throughout the COVID-19 period has been nothing short of exceptional. Despite the challenges of the pandemic, including many of our students being critical workers, they have pulled together to form globally diverse communities of learning. For some, this learning will have resulted in new opportunities and career progression, for others new insights and new friendships. Their collective and inexhaustible drive to keep learning through such difficult times has been inspirational. The continuing education movement remains vibrant at Cambridge.

All at ICE extend our sincere condolences to the family and colleagues of Professor Angus Hawkins (Director of International and Public Programmes, Oxford University Department of Continuing Education). Angus passed away unexpectedly in December 2020. He was a generous, warm and expert colleague, highly respected across the continuing education community.

Teaching and Learning

ICE's teaching is delivered by two divisions: the Academic Centres Division (ACD) and International Summer Programmes and Lifelong Learning Division (ISPLL). ISPLL and ACD have maintained teaching quality at excellent levels while increasing year-on-year enrolments by 25% and continuing to transition to predominantly online delivery during the pandemic crisis.

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

As a result of the COVID-19 pandemic all undergraduate award-bearing teaching and most postgraduate award-bearing teaching took place remotely. Guiding principles set out by the University, Quality Assurance Agency (QAA) and Office for Students (OfS) were used to underpin the Institute's decision-making around teaching, learning and assessment and to ensure student and staff safety. ACD continued to deliver the academic rigour and support expected of Cambridge qualifications to meet the course learning outcomes and enable students to progress and achieve their award wherever possible.

The remote delivery of award-bearing teaching increased the accessibility of the Institute's courses and opened them to students from a wider demographic and geographic area. Total undergraduate award-bearing enrolments increased year-on-year by 55% to 722. Postgraduate enrolments rose to 500, a 45% increase on 2019-20. In total, students enrolled on 53 different award-bearing courses in 2020-21 compared to 44 in 2019-20. The total of 1,222 award-bearing enrolments took the division past the Institute's stated aim of a steady state award-bearing enrolment level of 1,150 per annum. We will look to increase this number to around 1,500 by 2025.

Enrolments on online programmes, bolstered through a developing partnership with edX, continued to grow, reaching 2,321, up 60% on 2019-20. Limitations on the ability to offer in-person short courses due to COVID-19 meant that non-award-bearing short course enrolments fell 15% to 380. Overall, ACD enrolled 3,933 students during the 2020-21 academic year, an impressive year-on-year growth of 45%.

Teaching delivery has continued to be supported by our network of expert Panel Tutors. A remote Tutor Symposium was delivered in

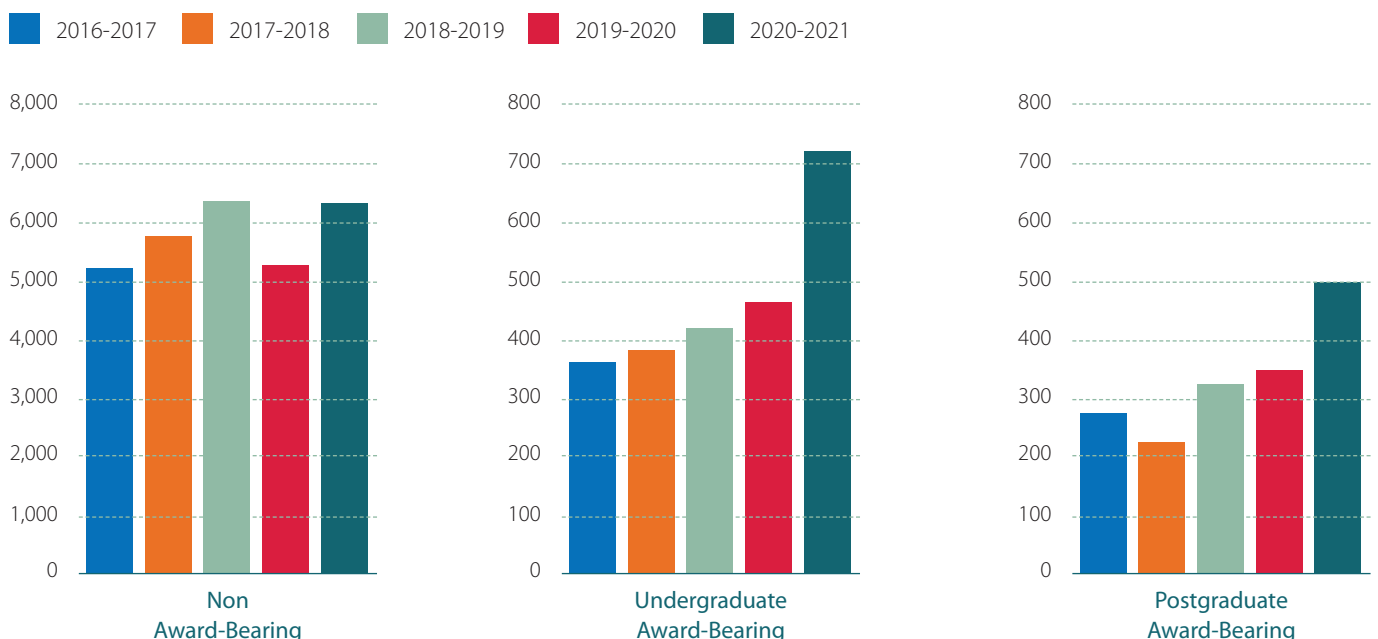
September, along with termly online Tutor Development Evenings. Training sessions in the use of remote tools for teaching were provided to support academic delivery.

During 2020-21, all award-bearing students were enrolled into an online student voice tool, Unitu, to facilitate course representative election and more rapid feedback to course teams. Use of Unitu will continue in 2021-22 following some modifications to the interface to enhance further the ability of students to engage in course-specific discussion and feedback. Student representatives were elected to the MSt Committee and Teaching and Learning Committee and will be appointed to other ICE Committees during 2021-22.

In January 2021, for the first time, all award-bearing students were provided with @cam.ac.uk email addresses and access to Microsoft Office 365 resources. This presented an opportunity to improve the consistency of students' educational experience. In future, access to these resources will be provided at the start of the programme of study alongside the much valued access to University libraries. .

Dr Holly Tilbrook joined ACD as Deputy Director (Student and Professional Services) and will lead on critical matters pertaining to student wellbeing and experience and administrative effectiveness, replacing Garry Bishop (Assistant Director, Student Experience) who left the Institute in May. Dr Jonnie Penn joined as Course Co-Lead for the new MSt in AI Ethics and Society and Dr Anna Cieslik as Course Lead for the Postgraduate Certificate in Research Innovation and Leadership. Dr Oliver Haderer (STEM), Dr Sooter Nomhwange (Business Management) and Shamiso Barnett (Head of Academic Centre Administration: Professional Studies) left ACD. Zara Kuckelhaus and Jonathan Lippman permanently joined the Division as Heads of Academic Centre Administration, moving from the International Summer Programme and Lifelong Learning Division, following temporary deployment during the pandemic.

ICE Course Enrolments





Rebecca MSt in Creative Writing

I've worked in professional film production for more than a decade, but this MSt is giving me the opportunity to focus on writing for performance, helping me better understand what makes great literature. By studying outside the US, I'm gaining a new postgraduate experience and adding more colours to my creative palette. There's also a powerful prestige that comes with studying at Cambridge. The tutors and staff here are supportive, and I enjoy developing connections with my fellow students. Coming to ICE has helped confirm a talent within me that I'd always hoped was present but didn't have the courage to own.

Technology Enhanced Learning (TEL)

The 2020-21 year continued to be a challenging but highly successful year for the expanded TEL team. The significant growth seen in the online course student numbers in 2019-20 was consolidated, with enrolments growing from 1,450 in 2019-20 to 1,533 in 2020-21. The portfolio also achieved its highest ever fill rate with 88% of available course spaces filled.

The year also saw the Institute launch the first ever MicroMasters in Writing for Performance and the Entertainment Industries, as well as the first course in the Professional Certificate in Foundations of Finance. Across all ICE edX courses there have been 26,757 registrations, including 788 verified (fee generating) enrolments.

The shift to online teaching for almost all the Institute's courses due to COVID-19 resulted in a significant workload. The TEL team partnered closely with Academic Centres and International Summer Programmes to prepare course spaces and teaching materials to ensure that the student experience was more cohesively planned for online delivery. Training courses were offered to academics and professional services colleagues to ensure the Virtual Learning Environment, Zoom, Panopto, and other online learning tools were used more effectively.

In anticipation of the return to face-to-face teaching for postgraduate programmes in 2021-22, the TEL team began to support hybrid teaching to enable students to attend virtually when required. Several OWL Labs conference camera/microphones were purchased, and the TEL team has been training and supporting academics on their use in the classroom.

The TEL team continued to provide oversight and management of the Institute's Zoom account. The switch to online teaching and working from home has required a significant increase in investment. The Institute currently has 128 licensed Zoom users. Across all accounts over 8,500 Zoom sessions were held.

The TEL team has also worked closely throughout the year with colleagues in the Marketing team to run a variety of online events to aid recruitment and continue contact with our students.

Creative Writing and English Literature Academic Centre

Non-award-bearing courses in this area were delivered online, with 186 students enrolling across 13 courses, a year-on-year increase of 28%.

Undergraduate course enrolments across the Creative Writing and English Literature Certificate and Diploma programmes were extremely successful. In response to demand, two additional cohorts were run for both Creative Writing Undergraduate Certificates as well as an extra cohort for one of the Creative Writing Diplomas. In total, 197 undergraduate award-bearing students enrolled, an increase of 124%.

At the postgraduate level, 2020-21 saw the inaugural cohort of the MSt in Writing for Performance (linked to the first edX MicroMasters course) along with new intakes for the MSt in Creative Writing and Postgraduate Certificate in Teaching Creative Writing. Teaching continued on the MSt in Crime and Thriller Writing following previous disruption due to the pandemic.



Marie

Undergraduate Certificate in History

The ICE Certificate in History covers topics that really interest me. I work as a qualified accountant, so the opportunity to study flexibly and attend weekend day schools is very appealing. The tuition is of an excellent standard and goes into great depth. The format of the lectures works well with regular, short breaks and plenty of opportunities to ask questions. I enjoy being able to have interaction with other students, and it's motivating to work towards a formal qualification. Studying at ICE has really inspired me to continue taking further courses. It's an experience that's given me a genuine thirst for learning.



Ziling

International Pre-Master's Programme

I have a Bachelor's degree in Accountancy and Finance, and chose to study on this course to help me transition to Master's level study. The teachers are excellent and the small class size ensures that every student is well taken care of. The course allowed me to develop a variety of research methods and techniques, and the quality of my academic writing has significantly improved too. I particularly enjoyed the extracurricular activities including punting, visiting the Colleges and participating in various afternoon teas and formal dinners. On a more personal level, I have made friends with bright students from all around the world. My tutors were a great help with my applications for Master's programmes, and since finishing the course I have received an offer to study an MPhil from the University of Cambridge.

Arts and Sciences Academic Centre

The Arts and Sciences academic centre grew its portfolio and ran five additional courses during the year including the first delivery of Certificate courses in Immunology, Infectious Diseases, Classical Studies and Politics. A new Postgraduate Certificate in Philosophy recruited a full cohort of 25 students.

Across the portfolio 332 undergraduate and 57 postgraduate students enrolled on award-bearing courses, resulting in year-on-year increases of 128% and 57% respectively.

Building on the successful expansion of the History of Art portfolio in 2019-20 a new MSt in History of Art and Visual Culture was approved by the University. It will welcome its inaugural cohort in 2022, thereby creating an undergraduate to postgraduate pathway in this field.

Professional Studies Academic Centre

The professional studies portfolio continued to expand and enrolled 193 undergraduate and 357 postgraduate students, up 16% and 42% respectively on 2020-21. This included a new Postgraduate Diploma in Science Communication. In addition, the popularity of the Institute's

medical and healthcare portfolio was highlighted by the need to run a third cohort of the Postgraduate Certificate in Medical Education. The Institute's Health Education England funding to deliver Genomic Medicine courses was renewed.

Extensive work was undertaken by the course teams to develop and prepare the new MSt in AI Ethics and Society and the MSt in English Language Assessment. These courses will start teaching in September 2021 and January 2022 respectively. In addition, the University granted approval for a new Certificate of Higher Education in Pre-Medical Studies. This course is a partnership between the Institute, the University of Cambridge School of Clinical Medicine, and the medical schools at the University of East Anglia (Norwich) and Anglia Ruskin University (Chelmsford). It will offer a potential route into medicine for adult learners in the East of England with non-standard academic backgrounds and will be only the second course of its type in the UK.

The International Pre-Master's Programme ran for the first time in 2020-21 attracting 12 exceptional students, 25% of whom have gone on to secure places on Master's courses at Cambridge and a further 50% at Russell Group universities. While the students' experience was impacted by COVID-19, this inaugural delivery demonstrated the importance and relevance of this type of programme.



Eric Undergraduate Certificate in Coaching

I've attended some well-known private sector coaching courses, but nothing ever came of them. When I found the ICE Coaching course, I attended an Open Day and asked the staff lots of questions. I was very satisfied with their answers. My business is global, and the University of Cambridge is a highly respected name worldwide. Studying here has raised my prestige and increased interest in the services I can offer. Clients are reassured by the quality of a Cambridge education, and I've learned a lot about myself by studying here too. As well as gaining a greater understanding of the principles of coaching, I've grown in confidence and built a good network of ICE contacts.

Apprenticeships

Since the Institute joined the Register of Approved Training Providers (RoATP) in 2018, the Institute's Apprenticeship Office has managed postgraduate taught course apprenticeship provision on behalf of the University of Cambridge.

During 2020-21, a third cohort of senior police officers began studying for a Master of Studies in Applied Criminology and Police Management through the apprenticeship route. In September 2020, the MSt in Architecture Apprenticeship route welcomed its first cohort of 17 apprentices. The curriculum for a new Postgraduate Certificate in Research and Innovation Leadership Apprenticeship has been approved and the first apprentices will start in October 2021. The approval process for a further Postgraduate Certificate in Learning and Teaching Design Innovation has commenced.

In April 2021, Ofsted assumed the responsibility for quality assurance of level 6- and 7-degree apprenticeships. As a new provider of apprenticeships, the Institute will receive a Monitoring Visit from Ofsted at some stage by summer 2023. Extensive preparatory work has been undertaken in response to this change of quality oversight to ensure apprentices and employers receive the very best standards of learning

and administrative support. In 2021-22, we will begin the planning to develop a portfolio of undergraduate apprenticeships and higher technical qualifications.

Award-Bearing Student Satisfaction

Pleasingly, the overall satisfaction of students on the Institute's courses is 90% from an overall response rate of 54%. Despite the extreme challenges of the academic year, with online delivery the primary mode of teaching, students remain extremely satisfied with the overall experience and the quality of the teaching. This is a noteworthy achievement and testifies to the strength of the learning community and the dedication of students, academic colleagues, panel tutors and professional services staff to maintaining the highest academic standards and deliver a welcoming and inclusive educational experience.

Virtual Festivals of Learning

The International Summer Programmes and Lifelong Learning Division is responsible for the delivery of non-award-bearing short programmes. ISP normally runs the University's official annual six-week in-person



MICHAEL BAILE

Andrei MSt in Architecture Apprenticeship

I chose to study at ICE because I find that the best way to absorb knowledge is through practice. I felt that it was important to complete my RIBA part 2 and 3 qualifications whilst continuing my career progression in an architecture firm. Even though I am studying part-time and working in London, I still feel like I'm getting the 'Cambridge experience', being a member of Queens' College, taking part in regular College activities and having fortnight residencies spent in Cambridge throughout the year. The diverse expertise within my cohort makes the course so powerful; we're all sharing knowledge and learning from one another constantly. Since starting the course, I've already noticed that I've got increased responsibility at work, enabling me to put my knowledge to the test and bring about a positive impact.

summer session, primarily for students currently enrolled at universities worldwide and older students studying for personal enrichment. Lifelong Learning short courses normally run face-to-face throughout the year at Madingley Hall, attracting primarily older learners studying for personal enrichment.

A reduced team of five (4.4FTE) colleagues delivered the revised ISPLL programmes, with other colleagues redeployed to ACD. The ISPLL team was augmented from March by one temporary team member, and for six weeks in June-July by a team of 'Cambridge Student Assistants'. Peter Drew (Head of Academic Centre Administration) retired at the end of the academic year after joining the summer programmes team in 2014. We wish Peter well for his retirement.

Tentative plans for a return to a face-to-face summer session in 2021 were abandoned in the spring due to the ongoing pandemic and restrictions to international travel. Instead, the team delivered the Institute's first two-week Virtual Winter Festival of Learning in January, a second Virtual Summer Festival of Learning (expanded to five weeks) in June-July and two two-week Virtual Pre-University Programmes in July.

Combined enrolments for the Winter and Summer Festivals reached 3,526, from 2,002 individual students from more than 60 countries. The

Virtual Festivals of Learning: Highest Enrolling Courses

Course Title	Student Enrolments
Winter Festival top 6	
Writing fiction: character	50
Challenges to the global order	50
The art of looking I: paintings	50
Illuminated manuscript masterpieces of medieval England	49
Writing fiction: a sense of place	49
Deciphering medieval wall painting in England	44
Summer Festival top 6	
An introduction to AI ethics and society	50
Writing fiction: plot	40
The art of looking: paintings	36
Five more English cathedrals	35
The psychology and neuroeconomics of decision-making	34
Writing fiction: character	31



MICHAEL BAILE

Professor Clare Morris, 2021 Pilkington Prize Winner for Teaching Excellence

number of tuition fee generating virtual festival enrolments increased by over 1,100 by comparison to 2019-20.

A total of 54 courses ran during the two-week Winter Festival, and 89 in the five-week Summer Festival. Thirty-four talks were offered in the Winter Festival, and 61 in the Summer Festival. Delivery was largely through pre-recorded talks and daily discussion forums. In addition to the pre-recorded material, courses included additional resources such as written handouts, YouTube clips, interactive material and additional links to websites. Around a dozen courses included live Zoom sessions. The Institute's Virtual Learning Environment also hosted an 'all student' area, which provided virtual excursions and tours, with links to additional Cambridge sites for students to enjoy. Seven live webinar presentations with Q&A sessions were also offered across the two Festivals.

The Virtual Pre-University Programme attracted 206 bookings across the four weeks from students aged 16-18 and represented 46 nationalities. The programme – expanded and revised from the online inaugural iteration in 2020 – consisted primarily of an interdisciplinary series of 40 pre-recorded talks from leading Cambridge academics and invited specialists, designed to cover topics and disciplines with which students might already be familiar, as well as introducing them to new ones.



Chris Short courses student

ICE has a wonderful knack of taking a topic and making it accessible to a beginner. At the end of a weekend, you leave with a real buzz, informed and itching to tell your friends about the great time you just had. I've come here to study History, Music, Science... anything that expands the mind. There have been lots of "a-ha!" moments where something, at last, makes sense or when you learn a new and interesting tidbit. I never cease to sing the Institute's praises.

The topics encompassed the arts, social sciences, natural sciences and technology, encouraging students to explore familiar and new fields.

There were subject specialist Zoom presentations, and an opportunity for self-reflection and consideration of future learning. Other content included pre-recorded sessions from the Cambridge Admissions Office, the Careers Service and short talks by current Cambridge students.

Lifelong Learning

Contact was maintained with the lifelong learning audience throughout the year but the COVID-19 pandemic meant that all face-to-face courses were suspended, until a trial return in July 2021, when five courses were delivered across two weekends.

Adherence to safety issues and COVID-19 restrictions meant that the social aspect of the in-person experience was rather different from normal, but the return to in-person teaching was warmly welcomed by students and academics.

A programme of 30 residential courses delivered across 10 weekends is planned for the 2021-22 academic year.

The 2025 strategy will include a clear aim to grow this important group of life-wide learners.

ISPLL Non-Award-Bearing Student Feedback

Student feedback for the two Festivals and the Virtual Pre-University Programme was exceptionally positive.

There were 420 feedback responses received for the Virtual Winter Festival. In addition, 99 responses were received from the Pre-University Programme and 541 for the Virtual Summer Festival. An overall response rate of 33%. 94% of students were satisfied or very satisfied with their learning experience. Many additional overwhelmingly positive feedback comments were submitted, either in the discussion forums, or via free text sections in the 'Forms' online feedback.

The ISPLL team have been exceptional in their fulfilment of a very considerable workload, committed to the delivery of high-quality teaching, supporting students and tutors at every stage. The Institute's Marketing and Admissions colleagues lent valuable support and – most particularly – the IT and Systems and TEL team have provided exceptional support.

2020-2021 Enrolments by Academic Centre

Programme	2019-20	2020-21	-/+
Academic Centres Division			
Arts & Sciences			
ICE MSt Programmes	25	32	28%
Postgraduate Certificates and Postgraduate Diplomas	0	25	100%
Undergraduate Certificates, Diplomas & Advanced Diplomas	211	332	57%
Non-Award-Bearing – General	32	28	(13%)
Non-Award-Bearing – CPPD & Bespoke Programmes	0	0	0%
Non-Award-Bearing – Online Programmes	514	520	1%
	782	937	20%
Creative Writing, English Literature & Film			
ICE MSt Programmes	54	73	35%
Postgraduate Certificates and Postgraduate Diplomas	14	13	(7%)
Undergraduate Certificates, Diplomas & Advanced Diplomas	88	197	124%
Non-Award-Bearing – General	145	186	28%
Non-Award-Bearing – CPPD & Bespoke Programmes	0	0	0%
Non-Award-Bearing – Online Programmes	605	693	15%
Non-Award-Bearing – edX* Programmes (3% conversion)	0	788	100%
	906	1,950	115%
<i>*There were 26,757 enrolments in total for edX programmes in 2020-21. Of these, 788 were paid enrolments.</i>			
Professional Studies			
Professional Studies			
ICE MSt Programmes	126	141	12%
Postgraduate Certificates and Postgraduate Diplomas	125	216	73%
Undergraduate Certificates, Diplomas & Advanced Diplomas**	167	193	16%
Non-Award-Bearing – General	167	104	(38%)
Non-Award-Bearing – CPPD & Bespoke Programmes	114	72	(37%)
Non-Award-Bearing – Online Programmes	331	320	(3%)
	1,030	1,046	2%
<i>**Includes International Pre-Masters (IPM)</i>			
	2,718	3,933	45%
International Summer Programmes & Lifelong Learning Division			
Non-Award-Bearing – International Summer Programmes	0	0	0%
Non-Award-Bearing – Virtual Festivals of Learning	2,343	3,526	50%
Non-Award-Bearing – Lifelong Learning	996	114	(89%)
	3,339	3,640	9%
ICE Course Enrolments			
	6,057	7,573	25%
Non-ICE Programme Admissions (MSts & Apprenticeships)	540	531	(2%)
Total Course Enrolments	6,597	8,104	23%

Operations

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



Human Resources, Governance and Administration

The HR team continued to support the Institute's and Madingley Hall's workforce in the response to the COVID-19 pandemic.

They worked closely with Hall Operations to design and produce robust procedures and processes to enable colleagues to work effectively in a COVID-secure environment. The team reacted to rapidly changing circumstances involving both flexible furlough and then, as COVID-19 restrictions were relaxed, recruiting for vacant posts in the Hall in a highly competitive post-Brexit jobs marketplace.

The HR team have been available to support colleagues and their wellbeing during a busy and challenging year and helped to design the process of a room booking system to ensure the safe use of offices at the Hall.

The start of 2021 saw the team assisting successful recruitment to a number of new key teaching posts at the Institute. These posts will allow the growth of the ongoing teaching and exciting new course developments.

The largest part of the Institute's workforce is a vital and vibrant pool of Panel Tutors. At any one time, the Institute is likely to be working with

contracted tutors drawn from the University, Colleges, other higher education institutions and industry. The HR team has been working closely with the University's Central HR team on a number of projects including a new IT system for managing the Institute's Panel Tutors.

The Governance team have been very busy, particularly supporting students most affected by the pandemic. They worked effectively to adjust to the changing rules and regulations around processes such as mitigating circumstances and course intermissions.

With Ofsted becoming responsible for inspecting the quality of apprenticeship training provision in 2021, the HR and Governance teams worked closely with the Apprenticeships team to ensure process compliance.

The Governance and Administration teams continued to underpin a significant level of committee work across the Institute and Hall. In addition, the team has facilitated a number of Strategic Conversation meetings for all colleagues. The outcomes of these meetings helped the ICE Senior Leadership Team to plan and shape a new strategy for the Institute for the next strategic period to 2025.



IT and Systems

The IT and Systems team supported the Institute to meet its strategic goals by providing flexible and efficient system solutions. As per the previous year, significant strategic investment in this area continued to be a priority, to improve the student experience and drive process efficiencies.

Work continued on streamlining the Institute's systems, building the data on the Salesforce Customer Relationship Management (CRM) platform, improving its quality and extending its functionality. In parallel, the team continued further development of operational systems, introducing changes to improve bursary management, support for the Virtual Festivals of Learning, student payment management, and the interface with the Virtual Learning Environment, and redeveloping the legacy Tutor Management System (TMS) in readiness for a 2021-22 launch.

The CRM system is now central to all the Institute's activities. All business areas use its case management functionality for all student enquiries via the website and 'livechat'. This is a major step forward, providing clearer visibility of the number and type of enquiries received, and enabling response times to be effectively managed. This data will help improve the website, providing answers to commonly asked questions and, in time, enable automated responses to those questions.

In addition, the CRM supports day-to-day activities, such as virtual events, student engagement, and apprenticeship management, and provided a COVID-safe booking system for office space for colleagues working from Madingley Hall.

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

Marketing

A cross-channel marketing plan was developed to support the Institute's strategy to grow enrolments and increase Hall bookings. The plan included broad promotional activity such as public engagement events, public relations (PR) and targeted digital marketing campaigns.

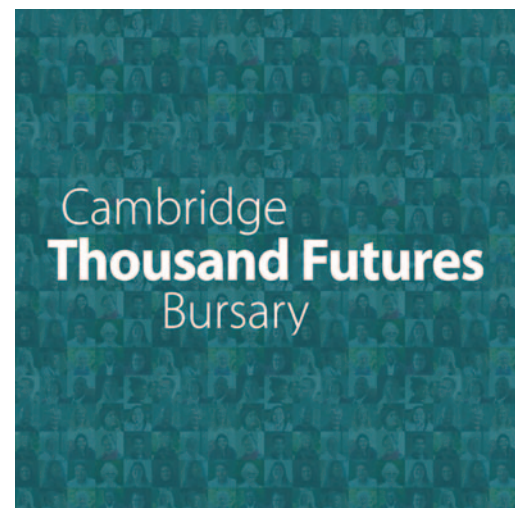
Cross-functional coordination across the Institute enabled the launch to market of all award-bearing qualifications and related bursaries by mid-December 2020. The successful approach capitalised upon the New Year period, which it was anticipated would show high market demand for courses. The launch was announced across all digital channels including the website, social media platforms and email, with paid campaigns on search, social media channels and course directory sites such as findamasters.com and mastersportal.com.

In December, a new digital marketing agency, Overdrive Digital, was procured to manage the Institute's paid performance marketing campaign (paid social and search) for the undergraduate, postgraduate and online short courses portfolios. In addition, campaigns were implemented for courses of strategic importance such as new Master of Studies courses and the inaugural Data Science programme in collaboration with Flatiron School.

In addition to targeting the three audience segmentation groups identified in a market research project undertaken in June 2020 – 'engaged retired recreationals', 'engaged career professionals' and 'aspirational millennials' – Overdrive implemented enhanced targeting strategies on social media channels such as lookalike audiences and interest audiences to drive course awareness and enrolment enquiries. Paid search strategies identified high-performing course and subject related keywords, built a demographic understanding of search audiences and tested the best performing ad content. The Marketing team also worked with Overdrive to track campaign goals and in May



Creative for the Master's in English Language Assessment marketing campaign.



Creative for the Cambridge Thousand Futures Bursary marketing campaign.

enhanced tracking was implemented, enabling the tracking of conversions on Facebook and Instagram for undergraduate and online campaigns from course page views through to courses purchased.

To supplement paid activity, a comprehensive organic social media plan was put in place to grow following and engagement through Facebook, Twitter, LinkedIn and Instagram. Web content was enhanced for search engine optimisation purposes to enhance the Institute's organic ranking and the Institute's Wikipedia page was comprehensively updated to accurately reflect its market offering.

Individual course promotional activity was undertaken, including the successful launch-to-market of the Master of Studies in AI Ethics and Society in December 2020. The strategy consisted of a mix of email marketing, events, PR, an in-house paid social media campaign, listings and Pay Per Click (PPC). Over 120 pieces of coverage were gained during the launch week in publications and news outlets, most notably in The Times, The Telegraph and BBC Radio 2. In total, there were 113 applications for the course, demonstrating that the MSt is a highly market-relevant course.

As a result of coordination with partners across the University, including Cambridge Assessment and Cambridge Language Sciences Interdisciplinary Research Centre, the "Make a World of Difference" campaign promoting the new Master of Studies in English Language Assessment was launched to market in April 2021.

Promotional initiatives were also undertaken for the Virtual Festivals of Learning to support student recruitment. Campaign activity ran for the Winter Festival from November 2020 until the end of January 2021 and the Summer Festival activity ran between April 2021 and July 2021. These Festival programmes had a modest promotional budget and the strategy consisted of email marketing, paid social media campaigns, retargeting, virtual events, course listings on GoAbroad.com and Shortcoursesportal.com and distribution through University networks. In total, the campaigns generated 126,811 web page views to the course landing pages.

In addition to outreach campaigns, the Marketing team focussed on conversion activities targeting prospective students and those already in the Institute's network. Over the course of the year, a programme of virtual events raised awareness of ICE and recruited students across course portfolios. In total 53 events took place attracting an audience of over 2,300. The participants to these events submitted 169 bookings for the virtual festivals, online courses and undergraduate course applications, generating an estimated course revenue of over £165,410.

Since the start of the 2020-21 academic year, work has been undertaken to structure regular CRM communications including a number of

monthly newsletters and frequent communications about specific courses, subject areas and events. In the period since August 2020, 131 emails were created and sent to a total of 686,172 recipients, with average open rates of 40.11% and click rate average of 9.48%, significantly higher than the education sector averages of 23.42% and 2.9% respectively.

Inside ICE is now published biannually, with Lent – Easter and Long-Vacation – Michaelmas term editions distributed in December and June respectively. The last two publications featured 22 articles celebrating student successes, highlighting new courses and topical content. Inside ICE is currently the only content printed and distributed by post – there are currently around 5,000 people on the postal mailing list.

Website analytics trends were recorded on a monthly basis over the course of the year and significant increases in traffic were recorded to the Institute's website. When comparing August 2020 – July 2021 with the same period in the previous academic year, the number of website users increased by 29% to 1,253,368. The Institute's social media channels (Facebook, Twitter and LinkedIn) gained 9,290 new followers over Lent term 2021, an in-year increase of 126.6%.

In terms of promotional activity for Madingley Hall, the hospitality industry suffered significantly because of COVID-19 and the Marketing team provided a responsive service to promote the entrepreneurial endeavours of the Hall operations team during this time. New search and social media campaigns were launched to support seasonal activity for bed and breakfast accommodation and events. Marketing also delivered branded materials such as fliers and promotional banners to promote services such as the garden café and food delivery service to local residents.

Enrolment Management and Student Conversion

During the academic year, a temporary Enquiry and Information team was established to offer information and advice to prospective students with the aim of growing course enrolments. Intended to supplement the work of the Admissions team, the Enquiry and Information team consisted of a Coordinator, who started in May 2021, followed by a team of four Cambridge students who joined the Institute as interns during the long vacation period. The role of the team was to respond to inbound enquiries, proactively follow up with prospective students who had started the application process and provide recommendations to enhance conversion activities going forward. In total over 5,000 enquiries were fielded in the period between May and August. The group completed their assignment in September 2021 and plans are being made for the recruitment period ahead.

Madingley Hall and Gardens

Throughout its near 480-year history, before becoming the headquarters of the University's extramural education provision in 1975, the Hall has been used for many purposes including a hunting lodge to the nobility, a private dwelling, accommodating a future king of England during their Cambridge studies and hall of residence for postgraduate students. Across the pandemic it has again reinvented itself to provide COVID-19 secure facilities for students and visitors, and its hospitality and magnificent gardens has provided a haven for members of the public during lockdown restrictions.



ALAN BENNETT

Madingley Hall

The Hall – like so many other venues positioned to accommodate teaching, conferencing and hotel guests – continued to experience a rollercoaster of a year due to the COVID-19 pandemic.

Given the various tiers of COVID-19 restrictions, the Hall utilised the Government's Coronavirus Job Retention Scheme ('flexible furlough') throughout the 2020-21 period. Approximately £300,000 was claimed against Hall Operations, albeit all Hall colleagues returned to their normal contracted hours by mid-summer 2021.

Despite the difficulties imposed by the pandemic on the hospitality sector, the Hall continued to work to host critical workers, particularly from local NHS Trusts, to ensure that essential education and training events could take place, working within strict public health guidelines and University risk assessments. The required one-way systems, room ventilation calculations and alcohol hand wash dispensers formed important aspects of Hall operations, ensuring ongoing compliance with COVID-secure hospitality accreditations.

As restrictions eased, the Operations team offered an increasing range of commercial services across the site. Terrace dining was a particular success. The return of bed and breakfast guests from mid-May added another layer of normal to life around Madingley and the wedding season started once the rules were finally eased to allow for full celebrations.

The pandemic period has increasingly seen the Hall become a public site. The on-site café moved from the Courtyard Suite to the Wayper Room, with footfall reaching extraordinary levels, as it became a 'go-to' location for people looking to escape extended lockdowns and periods of working from home. The café, with outdoor seating on the adjacent lawn, proved a lifeline to local residents and numerous plaudits were received for offering a safe-haven during a time of stress and uncertainty.

It is also pleasing to see the Cambridge Shed, a local charity which addresses social isolation, further establish their meetings on the Hall site.

From October to April, the main Hall roof underwent a major renovation as part of a half a million-pound project. The contractors, F. A. Valiant and Son Ltd, were able to complete the works with only a short delay, mostly due to strong winds preventing the crane from dismantling the main scaffold. Along with replacement tiles, the wooden battens were renewed, and significant insulation added. Many of the existing roof tiles were reused. The refurbished roof should now be in place for at least another 50 years.

In terms of the Institute's academic delivery, the pre-hospital emergency medicine postgraduate students, mainly paramedics based in the East of England, continued to study from the Hall under careful COVID-19 protocols. Senior police officers on the Applied Criminology Senior Leaders Apprenticeship programme attended the Hall for a residential



Hall roof replacement project

programme under critical worker regulations. Later, when restrictions eased further, the Hall saw the return of postgraduate students from creative writing and science communication cohorts. Further, in July, the first residential Lifelong Learning Weekend since February 2020 took place. It was fantastic to see how delighted students were to be back at the Hall, working collectively through a range of approaches including regular lateral flow testing and daily temperature checks, to reduce the COVID-19 risk.

Ian Hardwick (Head of Hall Operations and Estates Development) left the Hall to take up a senior operations role at the Fitzwilliam Museum. Ian had been an integral part of the Hall's leadership since 2013 and the Institute wishes him every success in his new post. Linda Andrews (Head of Human Resources, Governance and Administration) took over the leadership of the Hall on an interim basis.

Despite the unswerving efforts of all Hall colleagues to ensure a COVID-safe environment and develop new revenue streams, the Hall's revenue fell to £728,000 due to the pandemic-restricted trading conditions and the large majority of the Institute's students studying via online channels, with an overall loss of £758,000.

Gardens

Throughout the pandemic, the garden has been open to the community to offer a place of recreation, relaxation, and enjoyment. A hundred participants attended the garden talks through the summer; the talk entitled 'Herbal August' was particularly successful and ten guided tours introduced new visitors to the garden. In support of the Open Cambridge theme 'Edible England', in September, a day of garden tours focused on the edible plants. The garden marked its 30th consecutive year opening under the National Garden Scheme. Since 1991, over 8,500 visitors have raised £40,000. In September, the scheme presented Madingley Hall with a plaque to celebrate this anniversary.

Due to a cold April followed by a dry May, the growing season was slow to commence but rainfall in June initiated a flourish of growth which sustained the garden through the summer. The Alpine Bed produced a stunning display in May and June – notably *Phlox sp.*, *Saxifraga sp.* and *Silene sp.* The Asiatic jasmine, *Trachelospermum asiaticum* with ivory white flowers on the Courtyard Wall and the star jasmine, *T. jasminoides* in the Walled Garden flowered prolifically with an abundance of scent through the summer. The most popular and talked about feature was the 'Turf Art' entitled 'Turbulence' utilising different cutting heights on the Round Lawn. Two documents looking to the future were prepared. A revision and update of the Institute's Tree Policy, alongside a Tree Safety Inspection and Report, and a Madingley Hall Walled Garden Conservation and Management Plan. These will enable the garden to evolve and move forward in the coming years.



MARTIN BOND



MARTIN BOND

Financial Summary

The Institute achieved record tuition fee income, despite 2020-21 being profoundly impacted by the ongoing COVID-19 pandemic. However, the ability to generate further income from tuition fees was impeded by the loss of the in-person International Summer Programme for the second consecutive year, albeit offset to a limited extent by the first Virtual Winter Festival of Learning and the second Virtual Summer Festival of Learning. Further, in line with the rest of the UK's hospitality sector, Madingley Hall's income fell sharply as conferencing, celebratory events and hoteling were severely impacted by the pandemic and public health regulations.

Total turnover was £7m, which represents a modest increase of 3% against 2019-20. Tuition fee revenue jumped from £4.4m in 2019-20 to £5.5m in 2020-21. Course enrolments for 2020-21 were 7,573, a 25% increase over 2019-20. The average transaction value was broadly stable at £720 per enrolment, compared to £730 in 2019-20. In line with the stated strategy, postgraduate provision course enrolments grew from 344 to 500 in 2020-21. Undergraduate programmes also saw significant growth, offered in a fully online format for the first time, from 466 enrolments in 2019-20 to 722 enrolments in 2020-21. The growth was also supported by providing

227 Thousand Futures Bursaries, each worth £1,000, to adult students most affected by the pandemic.

Overall income from the Hall fell 55% year-on-year to £728k due to the impact of COVID-19. It is estimated that across 2019-20 and 2020-21 that the pandemic has reduced revenue to Madingley Hall by over £2.3m.

Fully online short course programmes grew from 1,450 enrolments to 2,321 in 2020-21, which includes 788 fee-generating enrolments from the introduction of the Institute's first MicroMasters, in partnership with edX. It is noteworthy that 25,969 non-revenue generating course registrations were generated through the edX programme. The two Virtual Festivals delivered 3,526 enrolments. Overall, approximately 77% of enrolments were fully online non-award-bearing programmes. When added to the online undergraduate award-bearing programmes, 85% of the Institute's enrolments were on fully online programmes compared to around 12% in 2018-19 (i.e. pre-pandemic) – demonstrating a fundamental shift for a previously predominantly in-person provider.

Financial Summary (£'000)	2019-20	2020-21	-/+
Income			
Tuition Fee Income	4,396	5,536	26%
Hall Income & Accommodation Income	1,937	692	(64%)
Chest, Central Funding, CUEF, Deposit & Other Income	497	777	56%
Income Total	6,831	7,005	3%
Direct Expenditure			
Tutor fees (External panel tutors)	(883)	(1,170)	33%
Room hire, Residential and Catering	(764)	(194)	(75%)
Other direct costs	(1,756)	(1,352)	(23%)
Total direct expenditure	(3,403)	(2,716)	(20%)
Indirect Expenditure			
Pay & Benefits (ICE Staffing)	(4,977)	(4,531)	(9%)
Total indirect expenditure	(4,977)	(4,531)	(9%)
Operating surplus/(deficit)	(1,549)	(242)	(83%)
Non-Operational Income / (Expenditure)			
Strategic Investment	(679)	(638)	(6%)
Capital and replacement spend	(154)	(52)	(66%)
Other non-operational	(323)	(506)	57%
Total non-operational	(1,156)	(1,196)	3%
Year-end surplus/(deficit)	(2,705)	(1,438)	(47%)

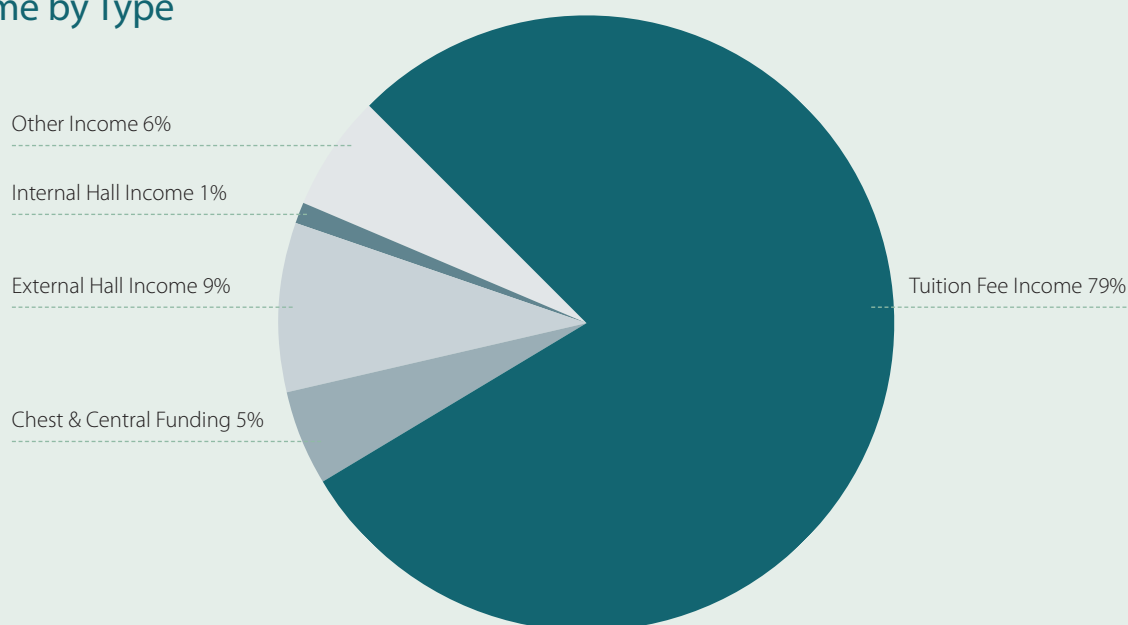
The Institute continued planned investment in its IT systems and marketing, with other significant areas of direct expenditure including Panel Tutors being £2.7m. Other staffing expenditure was £4.5m in 2020-21. Including Panel Tutors, the total expenditure on staffing was 81% of total turnover. Costs included teaching room hire and direct Hall costs were reduced due to the pandemic-related closures of the Hall's operations and the move to remote delivery of the Institute's taught portfolio.

Overall, the Institute's deficit for 2020-21 was £1.4m, with reserves valued at £6.3m, which increased due to the positive revaluation of its holding in the Cambridge University Endowment Fund (CUEF).

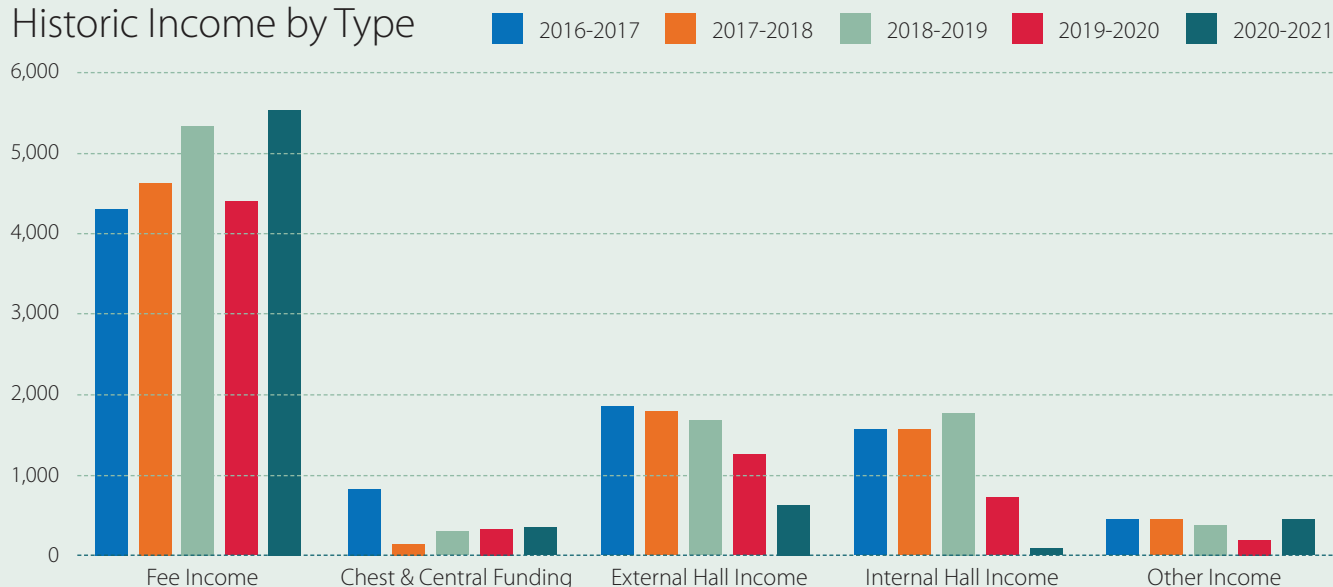
Reserves Summary 2020-21 (£'000)

Reserves Brought Forwards	5,586
Operating surplus/(deficit)	(242)
Non-operational (Incl reserves transfers)	(1,196)
Year-end surplus/(deficit)	4,148
Year-end revaluation of CUEF	2,107
Reserves carried forward	6,255

Income by Type



Historic Income by Type



Senior Leadership Team



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



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



**Director of International Summer
Programmes and Lifelong Learning Division**
Sarah Ormrod



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



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



**Head of Human Resources, Governance
and Administration**
Linda Andrews



Head of Finance
Richard Stuckey



Head of Marketing
Christine Kinally



**Head of Hall Operations and Estates
Development**
Ian Hardwick (*Resigned August 2021*)

Academic Directors

Academic Director	Subject	College Affiliation
Dr Jenny Bavidge	English Literature	Murray Edwards College
Dr Timothy Brittain-Catlin	Architecture	Homerton College
Dr Gilly Carr	Archaeology	St Catharine's College
Dr Alex Carter	Philosophy and Interdisciplinary Studies	Fitzwilliam College
Dr Anna Cieslik	Research and Innovation Leadership	–
Dr Roxane Farmanfarmaian	International Relations	–
Dr Midge Gillies	Creative Writing	–
Dr Jane Gregory	Science Communication	–
Dr Lydia Hamlett	History of Art	Murray Edwards College
Dr Nigel Kettley	Education and Social Sciences	Wolfson College
Dr Tom Monie	STEM (Biological and Medical)	Christ's College
Dr Jonnie Penn	AI Ethics and Society	St Edmund's College
Dr Roberto B. Sileo	English Language Assessment	Homerton College
Professor Samantha Williams	History	Girton College

Award-Bearing Programmes 2020-21

Undergraduate courses (29)

Course Director(s)

Undergraduate Advanced Diploma in Research in the Arts/Sciences	Dr Alex Carter
Undergraduate Advanced Diploma in Research Theory and Practice	Dr Alex Carter
Undergraduate Diploma in Coaching	Dr Gill Stevens
Undergraduate Diploma in Creative Writing: Advanced Fiction and Writing for Performance	Elizabeth Speller
Undergraduate Diploma in Creative Writing: Advanced Fiction and Writing for Performance (Cohort 2)	Elizabeth Speller
Undergraduate Diploma in Creative Writing: Advanced Non-Fiction	Derek Niemann
Undergraduate Diploma in Creativity Theory, History and Philosophy	Dr Alex Carter
Undergraduate Diploma in English Literature: Literature Past and Present	Dr Jenny Bavidge
Undergraduate Diploma in Evolutionary Biology	Dr Tom Monie
Undergraduate Diploma in History of Art: British Visual Culture	Dr Lydia Hamlett
Undergraduate Diploma in International Relations	Dr Roxane Farmanfarmaian
Undergraduate Certificate in Archaeology of Ancient Britain	Dr Gilly Carr
Undergraduate Certificate in Classical Studies	Dr Gilly Carr
Undergraduate Certificate in Coaching	Ruth Hughes
Undergraduate Certificate in Cognitive Psychology	Dr Giulia Mangiaracina
Undergraduate Certificate in Creative Writing: Creative Non-Fiction	Derek Niemann
Undergraduate Certificate in Creative Writing: Fiction and Writing for Performance	Elizabeth Speller
Undergraduate Certificate in English Literature: Approaches to Literary Study	Dr Jenny Bavidge
Undergraduate Certificate in Genetics	Dr Tom Monie
Undergraduate Certificate in History	Professor Samantha Williams
Undergraduate Certificate in History of Art: Early Modern to Contemporary	Dr Lydia Hamlett
Undergraduate Certificate in Immunology	Dr Tom Monie
Undergraduate Certificate in Infectious Diseases	Dr Hazel Stewart
Undergraduate Certificate in International Relations	Dr Roxane Farmanfarmaian
Undergraduate Certificate in Philosophy: Metaphysics, Philosophy of Language and Ethics	Dr Alex Carter
Undergraduate Certificate in Politics	Dr Carina O'Reilly
Undergraduate Certificate in Strategic Business and Management	Dr Sudesh Sangray
Undergraduate Certificate in The Making of the English Landscape: Landscape History and Archaeology	Dr Gilly Carr
Undergraduate Certificate in the Study of Medieval England	Dr Gilly Carr

Postgraduate courses (25)

Course Director(s)

MSt Architecture Apprenticeship	Dr Timothy Brittain-Catlin
MSt in Healthcare Data: Informatics, Innovation and Commercialisation	Dr Ronan O'Leary
MSt in Advanced Subject Teaching	Dr Nigel Kettley
MSt in Creative Writing	Dr Midge Gillies
MSt in Crime and Thriller Writing	Sophie Hannah
MSt in Genomic Medicine	Dr Gemma Chandratillake
MSt in History	Professor Samantha Williams
MSt in International Relations	Dr Julie Smith and Dr Roxane Farmanfarmaian
MSt in Writing for Performance	Abigail Docherty and Fraser Grace
MSt in Medical Education	Professor Clare Morris
Postgraduate Diploma in Medical Education	Professor Clare Morris
Postgraduate Diploma in Science Communication	Dr Jane Gregory
Postgraduate Diploma in Healthcare Data: Informatics, Innovation and Commercialisation	Dr Ronan O'Leary
Postgraduate Diploma in Genomic Medicine	Dr Gemma Chandratillake
Postgraduate Certificate in Advanced Clinical Practice	Dr Lee Soomaroo
Postgraduate Certificate in Clinical Research, Education and Leadership	Dr Arun Gupta and Dr Tom Monie
Postgraduate Certificate in Genomic Medicine	Dr Gemma Chandratillake
Postgraduate Certificate in Healthcare Data: Informatics, Innovation and Commercialisation	Dr Ronan O'Leary
Postgraduate Certificate in Medical Education	Dr Jeremy Webb
Postgraduate Certificate in Philosophy	Dr Alex Carter
Postgraduate Certificate in Practical Science Communication	Dr Jane Gregory
Postgraduate Certificate in Professional Practice in Architecture	Miranda Terry
Postgraduate Certificate in Teaching and Learning in Higher Education	Dr Meg Tait
Postgraduate Certificate in Teaching Creative Writing	Dr Lucy Durneen
International Pre-Masters (Undergraduate Advanced Diploma)	Dr Nigel Kettley

Bold = Programmes launched between 2017-18 and 2020-21. 26 new programmes, >45% of award-bearing offer.



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Front cover images: Michael Bailie
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