



# Annual Report **2019–2020**



# 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 flexible and accessible higher education courses for all adults.

Founded in 1873 and based at Madingley Hall, ICE is situated to the west of Cambridge.



ALAN BENNETT

## 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 Summer Festival of Learning
- Pre-University Summer Programme
- International Summer Programmes
- Undergraduate Certificates, Diplomas & Advanced Diplomas
- International Pre-Master's Programme from 2020-21
- Postgraduate Certificate and Diplomas
- Masters of Studies (including Apprenticeships)

## Our team

186 employees (112 FTE) • 504 active panel tutors

## 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 cutting-edge 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.

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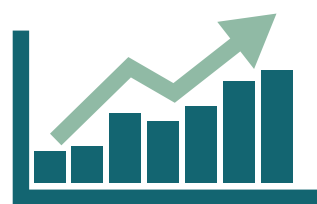
# ICE in Numbers

6,057

total student enrolments



81%



year-on-year  
growth in online  
short course  
enrolments

27%



year-on-year  
growth in MSt  
enrolments

2,151



virtual attendees and 1,061  
in-person attendees to ICE  
events in 2019-20



Attendees from 58 countries on  
the Virtual Summer Festival of  
Learning with 2,343 enrolments

279



bursaries and concessions  
awarded to students to reduce  
the financial barriers to learning

92%



of award-bearing students  
are satisfied with the quality  
of teaching at ICE

### Ethnic origin of undergraduate students

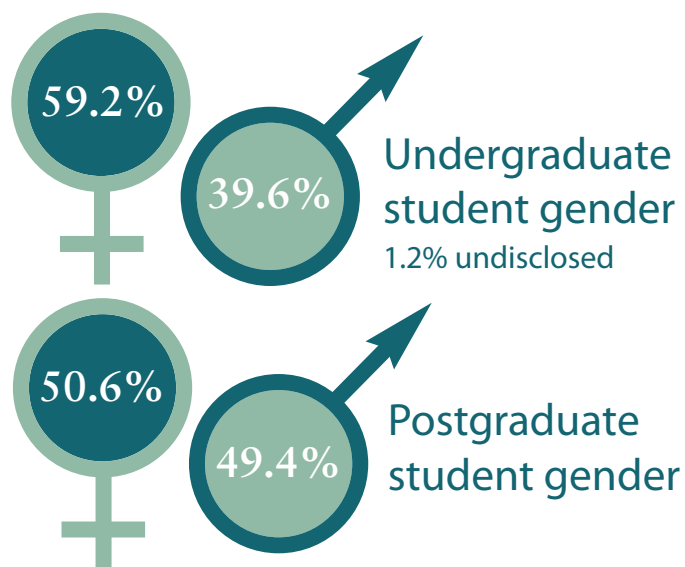
Ethnicity	Percentage
Arab	0.2%
Asian or Asian British	3.7%
Black or Black British	4.2%
Chinese	1.6%
Information not available	6.2%
Mixed background	4.2%
Other ethnic background	2.1%
White	77.8%
Total	100%

### Ethnic origin of postgraduate students

Ethnicity	Percentage
Arab	1.5%
Asian or Asian British	11.7%
Black or Black British	3.4%
Chinese	2.7%
Information not available	14.4%
Mixed background	4.2%
Other ethnic background	1.1%
White	61%
Total	100%

### Student geographic location

Undergraduate students	Postgraduate students
UK: 91%	UK: 84%
EU: 3%	EU: 9%
ROW: 6%	ROW: 7%



### 4 COVID-secure hospitality accreditations

AIM Secure

Visit England 'Good to Go'

AA COVID-19

Confident Shield

Quality in Tourism



Over **500** nights of  
accommodation provided for  
**NHS** key workers at Madingley  
Hall during lockdown



**1,500+**



takeaway meals  
sold as part of  
the Hall's new  
delivery service





**Dr James Gazzard**

Director of Continuing Education

The need for continuing education, particularly programmes supporting adults to reskill and build new careers, has been highlighted by COVID-19. The Institute of Continuing Education, working in concert with its students, has responded in agile and creative ways, maintaining a growth trajectory in key domains and rapidly introducing new forms of taught delivery. Importantly, it is increasingly clear that adults who engage with lifelong learning will be amongst those best placed to respond to emerging post-pandemic challenges.

# Director's Report

The 2019-20 academic year has been unlike any other.

In November, ICE students and colleagues were present at Fishmongers' Hall in London to celebrate the achievements of the Institute of Criminology's Learning Together programme. A terrorist atrocity ensued resulting in the senseless murders of Jack Merritt and Saskia Jones. Jack and Saskia worked to support a civic mission to promote learning for people who have been through the criminal justice system. All at ICE mourn their loss and commemorate their commitment to vital forms of continuing education.

From March onwards the SARS-CoV-2 pandemic – the first serious large-scale novel viral outbreak for a century – had a profound effect on our operations and, more broadly, a deep impact on higher education.

Between work, home schooling and other caring responsibilities; around the world, university-led continuing education did not stop during lockdown and has found a new operating space and renewed energy.

The pandemic has reinforced the role of distance learning provision both by established providers such as the Open University and newer platforms including Coursera, edX and FutureLearn. These established and novel 'universities of the air' have played a high-profile role as adult students have begun to contemplate new types of extramural education against the backdrop of a heightened need to focus on skills renewal as a consequence of a pandemic-induced economic downturn.

'Emergency remote' delivery modes, using technologies such as Zoom, have quickly evolved from long and stilted lectures delivered by 'talking heads' to interactive peer-learning environments characterised by bite-sized provocations, flipped classrooms and student breakout rooms. The preference for in-person delivery by most students has been challenged, with many students enjoying the unexpected convenience and intimacy of well-managed online classrooms. Whilst we will return to in-person teaching and discursive peer learning when we are able, I anticipate that blended learning will increase and better enable adult students to learn around their busy and complex lives.

Over the past thirty years, particularly in England, a significant policy emphasis has been focused on full-time, place-based, higher education. However, it now seems likely that students of the future will, rightly, demand far greater flexibility in terms of where, when and how they engage with learning and, in turn, redefine the meaning of the frequently used term 'student-centred learning'.

As many leaders in continuing education predicted (pre-COVID-19), the future of higher education is likely to be a blend of on-campus and online learning, characterised by bursts of full-time study at key life stages augmented by flexibly accessed part-time study. Recognition of learning through micro-credentials (digital badges) will evolve, in

addition to established qualification types such as undergraduate and postgraduate degrees remaining as important markers of education accomplishment. It feels almost certain that the higher education sector must now accelerate its movement towards this new future given the impact of COVID-19. I believe all forms of lifelong learning will sit foursquare in this new future for university-level learning, and we are determined that Cambridge will continue to play a leading role.

Taking a step back from the all-encompassing pandemic, the 2019-20 academic year at ICE began well with the inaugural cohorts of new Master of Studies (MSt) programmes in Healthcare Data, Medical Education and Crime and Thriller Writing. This builds on our stated strategy of developing our professional studies focused postgraduate course portfolio.

Enrolments to ICE MSt programmes grew by 27% year-on-year, with overall postgraduate award-bearing enrolments (including postgraduate certificates, diplomas and modules) standing at 344. This represents a 3% year-on-year increase and a 28% increase by comparison to the 2016-17 academic year, the last year before the commencement of the postgraduate growth plans.

Whilst this represents a strong performance, above University set targets, postgraduate numbers sit below our self-imposed stretch targets. However, with the planned introduction of new MSts in 2020-21 in Part II/III Architecture (as part of our apprenticeship agenda) and Writing for Performance and, in 2021-22, AI Ethics and Society (in partnership with the Leverhulme Centre for the Future of Intelligence) and Coaching, we remain on track to reach our targets. This will be further augmented by an annual intake (rather than biennial at present) to the MSt in History and a group of new postgraduate certificates in applied fields, several of which will be aligned to apprenticeship standards.

ICE maintains its role as the admitting body and admissions hub for part-time MSt courses delivered by University Departments. In the 2019-20 academic year, there were over 400 applications across 10 Departmental MSts. This highlights the strong level of interest in part-time postgraduate study across Cambridge. However, the formulaic funding formula received by ICE for delivery of this important activity remains inadequate and does not cover our operating costs.

ICE undergraduate award-bearing course enrolments grew by 9% to 466. This represents an increase of 30% since our new growth strategy began in 2016-17. Our continued stated aim is to achieve over 700 undergraduate enrolments per annum by 2022.

The growth in enrolments has been underpinned by a continued investment in key areas such as digital marketing and improved IT systems, including the greater utilisation of our Salesforce-TargetX CRM system and key improvements and systems integrations around our

Olympus learning management platform. The Marketing and Systems teams have worked with a clear focus to improve our approach, increase agility and help underpin our continued strong growth.

I was also delighted that the Marketing team's campaign around the new MSt in Healthcare Data was recognised with a UPCEA Gold Award, the highest level of peer recognition in the global lifelong learning sector.

I am pleased to report that Christine Kinally (Head of Marketing) and Dr Tom Monie (Deputy Director [Academic], Academic Centres Division) joined ICE's Senior Leadership Team. Dr Timothy Brittain-Catlin joined ICE from the University of Kent as Course Leader for the new Apprenticeship in Architecture. Longstanding colleagues Katherine Rodwell (Head of Academic Centres: Creative Writing and English Literature) and Vicky Steenkamp (Head of Academic Centres: Professional Studies) both left the Institute after more than 40 years of collective service at the University.

In an internal reorganisation, the Division of Business Development and Student Recruitment was dissolved, with Admissions and Apprenticeships moving into the Academic Centres Division and Marketing and Business Development moving into the Operations Division. From April onwards, the impact of COVID-19 meant that some colleagues were also internally redeployed to bolster key functions. The flexibility and commitment of these colleagues was greatly appreciated.

During the year, we engaged with a periodic formal audit, led by Deloitte, which proved to be a positive and beneficial activity, identifying useful issues upon which we can improve operations and processes. We also held a range of meetings preparing for Brexit, particularly addressing the potential impact of a 'no-deal' outcome.

The Hall team oversaw the completion of the Stanton Room, a new staff room, in October and a refit to the Dart Building kitchen. The Lodge (the site's gatehouse) was refurbished and provides a new accommodation offer for guests and will become an important revenue stream. I am also pleased to note that ICE again won a NUS Green Impact Platinum Award, demonstrating our ongoing commitment to sustainability. Further, we took our first steps in carbon offsetting by investing £15,000 in global sustainability projects, reflecting the pre-COVID-19 situation that many of our students travel long distances, often by air, to study in Cambridge.

In November, it was my privilege to host the annual meetings of Deans of Continuing Education from the world's leading research-intensive universities. This meeting enables emerging trends to be considered and best practices explored. In addition to the academic meetings, the highlight was a superb formal dinner hosted at Madingley Hall. The Hall's chefs and food and beverage team were outstanding and received a deserved standing ovation.

As March approached, we began to undertake urgent planning for lockdown. Colleagues were supported to work from home with the provision of necessary kit, and students were advised of our plans. In some cases, award-bearing teaching switched from in-person delivery to remote delivery overnight. To this end, and throughout the pandemic, I must commend the excellent work of our programme teams. Most particularly, under the assured leadership of Cory Saarinen, the support provided by the Technology Enhanced Learning (TEL) Team has been outstanding.

TEL led from the front by continuing the delivery of planned fully online short courses, opening additional cohorts and launching newly scheduled courses. Enrolments on fully online short courses jumped impressively by 81% to 1,450. That is a phenomenal outcome, based on a decade of experience designing and delivering fully online courses.

I must also note the support of the General Board Education Committee which, on 1 May, in a first for Cambridge, allowed ICE to award credit for learning undertaken entirely remotely. This bold step was welcomed by adult learners and ICE alike. The work undertaken by Dr Corinne Boz

(Director, Academic Centres Division), Dr Tom Monie and their teams to operationalise this decision was extensive, painstaking and very professionally managed.

Despite the disruption to award-bearing and other short courses it is pleasing to see that the student reported quality metrics have held firm at very high levels with, for example, 92% of award-bearing students signalling their satisfaction with the provision. This represents a 2% improvement on 2018-19. I would like to take this opportunity to thank our students for their cooperation and support. Only a handful of courses were suspended, with the majority of students electing to complete their studies via remote delivery. I would also like to extend our gratitude to all our students who played frontline and critical roles throughout the pandemic.

As we continue to consider student experience, it is increasingly clear that ICE needs to do far more to ensure its curricula and support services encourage participation from students from all backgrounds. As part of this agenda, we have secured a University Diversity Fund award to develop a project to capture the lived experience of current and former continuing education students from BAME backgrounds. This project will commence in 2020-21.

The pandemic resulted in the unavoidable cancellation of the in-person International Summer Programme (ISP), which typically recruits around 1,200 students from across the world. This was the first time it has been cancelled since its inception in 1923. However, the ISP team worked with many panel tutors to swiftly design and deliver the inaugural Virtual Summer Festival of Learning (VSFL). The VSFL attracted 2,343 online enrolments – this was a fantastic achievement. However, given the lower fee structure it led to a significant drop in revenue equating to a loss of £1.6 million in tuition fees. In-person teaching on lifelong learning short courses was also suspended.

There was a near total loss of commercial events, and other forecast commercial, for the March to July period, through Madingley Hall. However, the Hall's brilliant efforts to create a COVID-19-secure site and their willingness to work in entrepreneurial ways meant that we were able to partner with the Cambridge University Hospitals NHS Foundation Trust to provide accommodation to NHS key workers for five weeks across the peak of the pandemic. This process was magnificently overseen by Ian Hardwick (Head of Hall Operations and Estates Development) and Matthew Brazier (Hall Operations Manager) and delivered safely and expertly by the front of house, kitchen and housekeeping teams.

The Hall team also went into overdrive to create a new food takeaway and food hamper delivery service and, later, a pop-up outdoor café as lockdown restrictions eased. Despite these admirable enterprising initiatives, the estimated COVID-19 specific impact was a £400,000 loss of revenue. The loss was mitigated by electing to place 37 Hall colleagues on to the government's job retention scheme.

Prior to the COVID-19 pandemic, we had been forecasting a loss in 2019-20, in line with stated plans given continued strategic investment in key areas such as IT platforms and new course creation, of around £850,000. However, given the impact of the pandemic, ICE returned a loss of £2.7 million. This leaves our financial reserves standing at £5.6 million with remaining scope to continue reshaping our offer to meet the needs of adult learners.

To close, I would like to pay tribute to all my colleagues, each of whom have gone above and beyond during this crisis. Since Thursday 19 March, educationally focused colleagues have worked from home. Through regular communications meetings, emails and the use of technology we have stayed in touch and delivered in new and agile ways to ensure continuing education at Cambridge does not stop. I am incredibly humbled and grateful for everything they have done, and look forward to working together as we begin to finalise a new strategy for 2021 to 2025.



ALAN BENNETT

# 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).

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

Enrolment performance during 2019-20 was good with total undergraduate award-bearing enrolments increasing to 466 (a 9% increase on 2018-19) and postgraduate enrolments to 344 (a 3% increase on 2018-19). The total of 810 award-bearing enrolments represents progress towards ICE's stated aim of advancing, at a steady state, to around 1,150 award-bearing enrolments per annum.

The continued enrolment growth in 2019-20 and the growing pipeline of award-bearing courses for commencement in 2020-21 continues to place additional pressure on the Admissions team. The ICE Admissions team also enrolled 540 Departmental MSt students (MSts not delivered by ICE). Throughout the year, the Admissions team worked to review processes and welcomed a number of new colleagues. The COVID-19 pandemic brought fresh challenges with the team working remotely from mid-March. Academic decisions on applicants were received later than usual. This meant a large volume of decisions and offer making took place within a short space of time and close to deadlines. In some cases, this meant students seeking to enrol in the 2020-21 academic year have faced some level of disruption.

The delivery of the award-bearing course portfolio in ACD faced significant disruption from COVID-19. In early March, prior to the national lockdown, as some students began to face travel restrictions, contingency plans were made for two possible scenarios: a mixture of

in-person and remote teaching and moving courses to fully remote delivery.

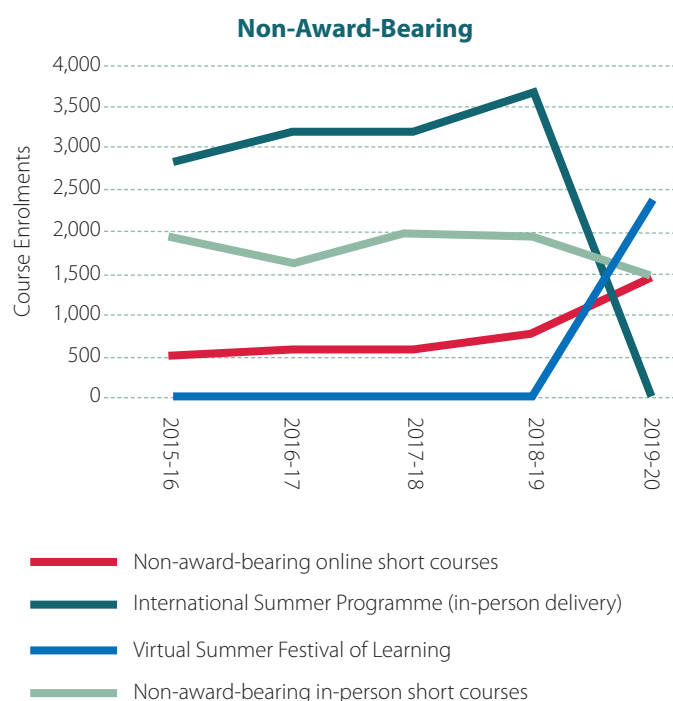
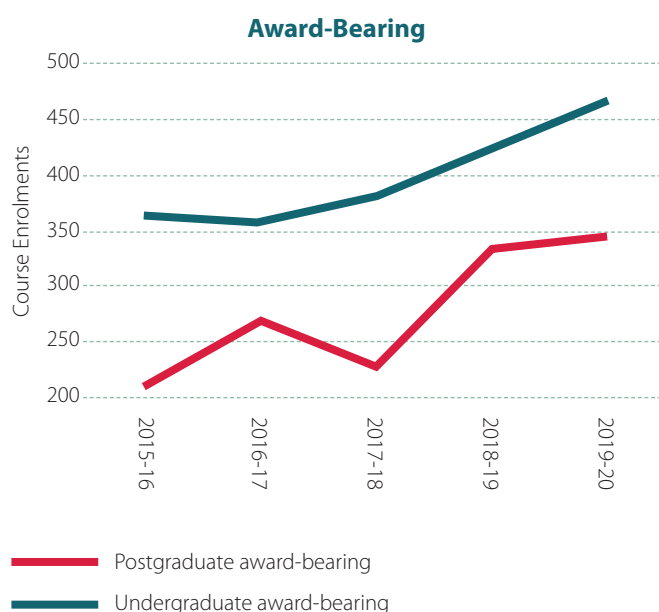
As the national, and worldwide, lockdown was enacted the decision was made to move to fully remote teaching. The guiding principles set out by the University, Quality Assurance Agency (QAA) and Office for Students (OfS) were used to underpin ICE's decision-making around teaching, learning and assessment. These decisions were used to communicate priorities to teaching staff and to make decisions about the continuation of courses. Amendments to assessments were approved through the relevant committees where necessary.

ACD continued to deliver the academic rigour expected of Cambridge qualifications and committed to supporting students to meet the course learning outcomes and to progress and achieve their award wherever possible. All ICE colleagues and students moved quickly and effectively to emergency remote delivery. All Academic Directors drafted course continuity plans for their portfolio, the Technology Enhanced Learning (TEL) team provided training for colleagues and panel tutors to support continuation of delivery, and administrative teams worked to support students to continue their studies.

Throughout the COVID-19 outbreak, ICE's Public Understanding of Science Fellow Dr Chris Smith – The Naked Scientist – and his production team broadcast evidence-based scientific and clinical insights to the virus, testing, therapeutics and vaccine development. Chris has appeared regularly on BBC television and radio and other national and international media outlets and has been a trusted and reassuring voice across the outbreak.



## ICE Course Enrolments



In September, the inaugural ICE Panel Tutor Symposium took place with 50 attendees. The event received positive feedback and will now form part of ICE's annual calendar. There were also termly Tutor Development Evenings to support the professional development of panel tutors. The most recent of these events being focused on sharing of best practice around remote delivery.

In readiness for the 2019-20 academic year, ICE implemented the Turnitin Feedback Studio for assignment submission and feedback, via the Virtual Learning Environment. Implementation of the Studio affords students the ability to submit draft versions of assignments and view reports at the formative stage. Grade forms have been created in the Studio to replace Word feedback forms, streamlining the grading process for tutors and administrators. A key benefit of this project is that the grading process has been further updated for tutors through improved navigation and activity tracking, customisable in-line feedback tools and enhanced reporting being held in one place.

To further improve student engagement and the acquisition of and response to student feedback, ACD began piloting an online student voice tool, Unitu. This will be rolled out fully to all award-bearing undergraduate and postgraduate students in 2020-21. Alongside other feedback mechanisms, this will enable students to influence decision-making and planning at ICE as well as feedback on their course experience.

ACD continued to establish a strong academic, administrative and tutor base to deliver and support its programmes. This included the incorporation of ICE's Admissions and Apprenticeship functions into the Division to streamline processes and improve the student experience. ACD also moved quickly to planning for the 2020-21 academic year using the University's principles and guidance from QAA and OfS and has robust plans in place for next year's delivery.

## Technology Enhanced Learning (TEL)

The TEL team grew in 2019-20 to 4.6 FTE, with the addition of another Digital Content & VLE Coordinator. Additionally, the team welcomed three Programme Administrators as part of the redeployment of existing ICE colleagues during the pandemic. This extra capacity enabled the team to further support students, academics and course teams to continue to work through the lockdown period. Despite all challenges, 2019-20 was a productive year for the TEL team.

In response to the COVID-19 lockdown, the TEL team rapidly scaled up the provision and training for ICE colleagues and student users of Zoom. ICE procured 95 Zoom licenses for colleagues and panel tutors and over the course of lockdown well over 4,000 teaching sessions, meetings and events took place via Zoom. The TEL team were integral in supporting key activities such as virtual open events, topical talks and all-staff briefings.

Growth in the online course portfolio continued in 2019-20, with 1,450 student enrolments. This represents an 81% growth on 2018-19 enrolment numbers. In part, this was achieved by adding additional courses, increasing capacity per course where possible and offering multiple concurrent cohorts of popular courses as demand required.

From March, no doubt a result of the COVID-19 lockdown, the team saw a significant increase in prospective student enquiries and registrations. To meet demand an additional summer tranche of online courses were rapidly scheduled, which resulted in the largest single intake of online course students in the portfolio's history (17 courses and 319 students). Given the success of the summer tranche of courses, ICE will continue to offer these in future.

In April, ICE formed a project team to develop courses for the University of Cambridge partnership with edX – an online course provider. On 25 August, the partnership was announced with a MicroMasters in Writing for Performance and the Entertainment Industries, which will commence in October 2020.

This, the first University of Cambridge content on the platform, provides students with the possibility of progression, following normal admissions procedures, to the MSt in Writing for Performance. Further courses, linked to ICE strategic priorities, are at the planning stage and we look forward to a successful collaboration with edX in the future.

## Creative Writing and English Literature Academic Centre

Undergraduate course enrolments across the Creative Writing and English Literature Certificate and Diploma programmes remained healthy with 81 students in total and with all courses on the portfolio running during 2019-20. The non-award-bearing courses in this area also recruited well with 128 students enrolled across eight courses in total pre-March. When lockdown began, the non-award-bearing courses for the remainder of the year were cancelled to ensure that ICE was able to fully support the continuation of the award-bearing portfolio.

This year a new MSt course in Writing for Performance was approved and opened for applications. The first cohort will commence their studies remotely in September 2020.

The MSt in Creative Writing students, who were in their dissertation year, continued to be supported to complete their studies. Alongside this, recruitment to next year's cohort has been ongoing.

The first cohort of the MSt in Crime and Thriller Writing began their course in January. As the course had only just begun at the time of lockdown, consultation was undertaken with the students and a



MICHAEL BAILE

### Jill – MSt in Creative Writing

Having spent my 'university years' building up professional experience, I'm late to higher education. I'm so glad programmes like this exist, allowing for growth and exploration no matter where you are in life. I chose this master's to sharpen my writing and critical thinking skills. I love the quality of teaching, the amazing support staff, and being immersed in the subject. I've found more confidence in my own writing here and am submitting coursework for publication.

decision was taken, in line with QAA and OfS guidance, to postpone the delivery of the course until March 2021.

The second intake for the Postgraduate Certificate in Teaching Creative Writing was due to start in April. This was also delayed until September 2020 to ensure the best possible experience for these students. Applications for this course were re-opened for the new start.

ICE is delighted to celebrate the continued success during the past year of recent MSt Creative Writing graduates. Sara Collins' bestselling debut novel *The Confessions of Frannie Langton* is now being adapted for television by ITV. Major publishing deals were secured by A F Steadman with Simon and Schuster for her *Skandar* and *the Unicorn Thief* adventure series and Sarah Sultoon with Orenda for her thriller *The Source*.

## Arts and Sciences Academic Centre

The Arts and Sciences academic centre has seen an expansion of the portfolio and offered several new and redesigned undergraduate courses in 2019-20.

The History of Art Certificates and Diplomas were redesigned and the new Certificate in History was offered for the first time. The new Diploma in Genetics was approved and now provides biological sciences students with a long-awaited progression pathway. From January, the academic centre has been successfully running the new Diploma in Creativity Theory, History and Philosophy. In addition, the new Advanced Diploma in the Arts/Sciences (Year 2) has proved popular with students looking to gain independent research skills. The new undergraduate portfolio has attracted a range of students new to ICE and offered an attractive return option for those who had studied at ICE previously.



MICHAEL BAILE

### Peter – MSt in History

I regretted missing out on university life by leaving school and going straight into training for my career as a solicitor. Retirement has given me the opportunity to make up for it. I'm improving my history writing skills and learning how to prioritise the time I have available for research. Being older, I thought I might find my fellow students mentally sharper than I, but the age difference hasn't been a problem. It's a challenging, thoroughly enjoyable and stimulating experience.

Approval was also gained to deliver two new undergraduate courses: a Certificate in Classics and a Certificate in Politics. These will begin in January 2021.

The 2019-20 academic year has also seen an increase in postgraduate recruitment. The MSt in History has seen increased interest and will now move to an annual delivery.

A new Postgraduate Certificate in Philosophy has also been approved and opened for recruitment and will commence in the academic year 2020-21.

## Professional Studies Academic Centre

The science, technology, education and medicine (STEM) portfolio continued to expand with a focus on postgraduate professional courses designed to upskill the workforce in the medical and healthcare sector.

The new MSt Healthcare Data: Informatics, Innovation and Commercialization launched in October, a successful collaboration with expert partners including the School of Clinical Medicine and Cambridge University Health Partners. An eagerly awaited part-time Master's was a welcome addition to the Medical Education suite of courses. The Postgraduate Certificate in Medical Education increased from one cohort to two to meet increased demand. ICE also successfully secured a renewed contract to deliver Health Education England [HEE] funded courses as part of the Genomic Medicine Programme, contributing to the HEE strategy for NHS workforce development.

Teams within the academic centre continued the development of further new courses in collaboration with University and external partners. These developments include the approval of a MSt in Population Health Sciences, MSt in English Language Assessment and MSt in AI Ethics and Society.



MICHAEL BAILE

### Aamir – Postgraduate Certificate and Diploma in Medical Education

While working as Senior Clinical Fellow in Cardiology, ICE has offered me the opportunity to study a well-designed, part-time programme tailored to my working life. I wanted to help give my own students a positive learning experience and through this course my teaching has transformed. Learning with others has been deeply stimulating and enriched my growth as an educator.



MICHAEL BAILE

### Penny – Postgraduate Certificate in Practical Science Communication

I'm not a scientist, but part of my job is to communicate scientific work. Having established a career in administrative roles, I always felt slightly inadequate when communicating on behalf of world-renowned specialists. This course has changed that. I've developed the skills and confidence to translate technical terms into language that might be more easily understood, and I'm better equipped to step out of my comfort zone. I learned a lot from my friendly and supportive tutor, as well as the new friends I made on the course.

The International Pre-Master's Programme was not able to run in 2019-20, but despite the impact of COVID-19, the first cohort will join ICE in the 2020-21 academic year.

Coaching has long been an established programme at ICE, and continues to be popular at all levels, from the 'Leading and Coaching across Cultures' short course to undergraduate diplomas. Subject areas such as international relations continue to attract students in significant numbers. A new MSt in Coaching is in development.

Professional studies alumni continue to report positive outcomes post-study both personally and professionally with tangible evidence of impact in the workplace, highlighting ICE's important contribution to workforce development in professional and business sectors.

## Postgraduate Apprenticeships

Since 2018, ICE has managed postgraduate taught course apprenticeship provision on behalf of the University of Cambridge. The University launched its first Level 7 apprenticeship programme in the 2018-19 academic year, with the Senior Leaders Management Development Apprenticeship for police officers. Over 100 senior police officers are now well on their way to achieving a Master of Studies in Applied Criminology and Police Management through the apprenticeship route. A further cohort joined during 2019-20.

Development work has been undertaken during 2019-20 to expand ICE's Level 7 apprenticeships offer. In September 2020, the MSt in Architecture Apprenticeship route will welcome its first cohort. Approval has also been given for a Postgraduate Certificate in Research and Innovation Leadership Apprenticeship, which will commence during the 2020-21 academic year.

## Award-Bearing Student Satisfaction

ICE's annual student survey is administered to all students on award-bearing courses at the end of the academic year and asks students to reflect on their experience of teaching and learning at ICE. This year, the timing of the survey was brought forward in an attempt to increase participation rates. This appears to have been successful for undergraduate programmes which returned a response rate of 67%. The response rate from postgraduate programmes was disappointing at 30%. This gives an overall response rate of 58%, which is an increase on last year's survey.

### You said, in 2018-19 student feedback

- Assessment marks can be slow to be released
- ICE's Moodle-based Virtual Learning Environment (VLE) can be difficult to navigate
- Feedback could be more consistent between different tutors

### We did, in 2019-20 in response to feedback

- Introduced an expected turnaround time of 15 working days from submission deadline to marks being returned
- Adopted a uniform approach to VLE style and structure to improve consistency between courses and ease of navigation
- Introduced submission of work and marking within Turnitin along with guidance for tutors on annotation of assignment scripts

This year, two extra qualitative response questions to ICE's student survey on students' experience of remote delivery during the Lent and Easter Terms were added. As expected, there were many comments provided with some students expressing positivity about the move to remote delivery and gratitude for the support that went into enabling them to continue their studies. Others were less positive and felt that it was not the experience they had signed up for and missed the in-person community at Madingley. Pleasingly, however, the survey returned an overall satisfaction rate of 92%, an increase of 2% on last year and meeting KPIs in this area.



### Kofi – Undergraduate Certificate in International Relations

I chose to study here because of ICE's high-quality teaching and research. Knowing I'd be learning from world-class leaders in their fields and that the course would be academically rigorous with a manageable timetable affirmed my choice. I thoroughly enjoyed the course content, the teaching style and the extensive staff support. The course really stretched my thinking and introduced me to an amazing cohort.



### Caroline – Undergraduate Certificate in Genetics

The ages, experiences and personalities of my fellow classmates are varied and diverse – I feel really comfortable in this learning environment. Since starting here, I've found that great opportunities keep arising and new doors are opening. I wholeheartedly believe that all of us can realise a dream or ambition and experience a sense of achievement and self-worth at any age. It's never too late.

## International Summer Programmes and Lifelong Learning

The International Summer Programmes (ISP) and Lifelong Learning (LL) Division is responsible for the delivery of non-award-bearing short courses.

ISP normally runs the University's annual six-week in-person summer session, primarily for international students currently enrolled at universities worldwide and older students studying for personal enrichment.

Lifelong learning short courses, such as day schools and residential weekend courses, normally run face-to-face throughout the year and tend to attract primarily older learners.

The COVID-19 pandemic meant that in-person courses were suspended from March resulting in the cancellation of the International Summer Programme, Oxbridge Programme and numerous short courses. Although some short courses were delivered remotely during lockdown.

Seven members of the team were fully or partially redeployed from April to the end of September, moving to areas of ICE which required immediate support.

## Virtual Summer Festival of Learning (VSFL)

In place of the summer programme, plans were quickly made for a Virtual Summer Festival and were taken forward by the remaining 5.5 FTE of team members. ICE's inaugural VSFL set out to provide accessible and affordable Cambridge quality short courses, across a period in which the world was broadly in lockdown, to any adult student.

From a standing start, enrolments for the courses reached 2,343, from 1,150 individuals across 58 countries. In total 4,675 people registered



their interest in either one or more of the courses or the open access talks. A total of 88 courses ran during the three weeks of the Festival, with 74 free open talks extending the range of subjects offered in arts and humanities, social sciences and physical sciences. Delivery was largely through pre-recorded talks and daily text discussion forums. Ten courses involved live Zoom content from the Course Director. In addition to the pre-recorded material, most courses were enriched with resources such as PDF handouts, YouTube clips, interactive material and additional links to websites. The VLE also hosted an 'all student' area, which provided virtual excursions and tours, YouTube content and links to Cambridge sites. Several free open talks included live webinar Q&A sessions scheduled for the day after the talks were released.

The VSFL also included a bespoke one-week Pre-University Programme (PUP), attracting 240 bookings from students aged 16-18 and representing 33 nationalities. The programme consisted primarily of 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.

Feedback across the VSFL and PUP has been exceptionally positive, both from the students and from the academics who contributed at short notice and in a new format. ICE received 117 detailed feedback responses for the PUP programme (240 enrolments) and 593 for the VSFL (2,103 enrolments), equating to 30% across the range of programmes. Of these, only a total of 611 (26%) completed the course scoring sections. A great many more free text comments and overwhelmingly positive feedback was submitted, either in the discussion forums, or via Qualtrics, ICE's survey software tool. Feedback showed that 92% of students were more than satisfied with the academic content, and 93% were more than satisfied with the teaching quality overall.

Despite the VSFL's education success, in financial terms, there was a significant loss of revenue given the price differential between the traditional International Summer Programme and the Virtual Summer Festival of Learning.

## Lifelong Learning Short Courses

From the beginning of the academic year, in addition to offering over 100 standard residential programmes, the Lifelong Learning team introduced a programme of shorter, half-day Tuesday courses which each examined a topic through the lens of a different discipline. These were designed in response to student requests for the programme to be more accessible. Feedback on the Tuesdays and other lifelong learning courses was very positive.

As in previous years, most students on the lifelong learning programmes were UK-based, with a significant number from Cambridge and the surrounding area. Subjects such as history, history of art, and literature attracted the highest enrolments, and the average age of the students was around 64 years old. Innovations such as the volunteer bursary, which provided a 100% fee reduction on short courses for volunteers, were warmly received and were beginning to attract new students to ICE.

Given the older age group of lifelong learning students, there was particular concern that they would be disproportionately affected by the restrictions imposed because of the COVID-19 virus, and the unavoidable move to remote provision. Students were, therefore, encouraged to 'try out' the technology in informal sessions with the Lifelong Learning team and some tutors with support from the Technology Enhanced Learning team. This training was taken up by a considerable number of students who subsequently attended the 13



MICHAEL BAILE

### Zoe – Short Courses Student

I met my future husband for the first time on an Ethics course here in 2016. My aim in coming to ICE is to widen my horizons by learning something new. Although now we have a toddler, I also hope to get a weekend of calm tranquillity! It's fun to meet such a wide range of interesting people from different backgrounds. I rave about the courses at ICE and, despite living in Italy, will try to return as often as possible.

courses adapted from face-to-face provision and offered remotely (with synchronous delivery) between March and July. Courses as diverse as "Shakespeare's rebellious women", "What are the BRICS?" and "The Scientific Revolution" were very well received.

Personal interest remained a motivating factor for study, and there was higher proportion of younger students in many of the groups, making for a lively exchange of views.

Although enrolments for lifelong learning short courses were on track to meet the target of 1,600 in early March (after the delivery of 71 courses), the cancellation of 40 courses due to COVID-19 had a very significant impact on student numbers. Further enrolments came for the 13 remote-study courses, with a final enrolment total for Lifelong Learning in 2019-20 of 985.

From the perspective of educational quality, 93% of students were satisfied with their teaching and 92% of students were satisfied with their experience overall. This was based on a 78% response rate. From March the team, in collaboration with tutors, decided to run a small selection of courses via remote study. These courses have also received positive responses with students praising the flexibility and helpfulness of tutors and the team.

Across the Academic Centres Division and International Summer Programmes and Lifelong Learning, academic colleagues, panel tutors and professional services have been exceptional in their support of the work of ICE and their commitment to supporting students through the challenging circumstances surrounding COVID-19. Many were forced to consider new ways of teaching or working at extremely short notice and often with unfamiliar technologies. Alongside gratitude to all colleagues, ICE is indebted to the commitment and expertise of all those across the University of Cambridge, other universities and colleges, and business and industry who have given their support this year.

# 2019-2020 Enrolments by Academic Centre

Programme	2018-19	2019-20	-/+
Academic Centres Division			
<b>Arts &amp; Sciences</b>			
Undergraduate Certificates, Diplomas & Advanced Diplomas	181	211	17%
Postgraduate Certificates and Postgraduate Diplomas	0	0	0%
ICE MSt Programmes	27	25	(7%)
Non-Award-Bearing 2-7 Day, Day Schools, Bespoke and Other Programmes	48	32	(33%)
Non-Award-Bearing Online Programmes	145	514	254%
	<b>401</b>	<b>782</b>	<b>95%</b>
<b>Creative Writing and English Literature</b>			
Undergraduate Certificates, Diplomas & Advanced Diplomas	82	88	7%
Postgraduate Certificates and Postgraduate Diplomas	14	23	64%
ICE MSt Programmes	36	54	50%
Non-Award-Bearing 2-7 Day, Day Schools, Bespoke and Other Programmes	223	145	(35%)
Non-Award-Bearing Online Programmes	370	605	64%
	<b>725</b>	<b>915</b>	<b>26%</b>
<b>Professional Studies</b>			
Undergraduate Certificates, Diplomas & Advanced Diplomas	163	167	2%
Postgraduate Certificates and Postgraduate Diplomas	158	116	(27%)
ICE MSt Programmes	99	126	27%
Non-Award-Bearing 2-7 Day, Day Schools, Bespoke and Other Programmes	359	281	(22%)
Non-Award-Bearing Online Programmes	285	331	16%
	<b>1,064</b>	<b>1,021</b>	<b>(4%)</b>
International Summer Programmes & Lifelong Learning			
International Summer Programmes – Non-Award Bearing*	3,666	0	(100%)
Virtual Summer Festival of Learning – Non-Award Bearing	0	2,343	100%
Lifelong Learning – Non-Award-Bearing 2-7 Day and Day Schools	1,308	996	(24%)
	<b>4,974</b>	<b>3,339</b>	<b>(33%)</b>
<b>ICE Total Enrolments</b>			
	<b>7,164</b>	<b>6,057</b>	<b>(15%)</b>
Non-ICE Programme Admissions (MSts & Apprenticeships)	572	540	(6%)
<b>Total Enrolments</b>	<b>7,736</b>	<b>6,597</b>	<b>(15%)</b>

ICE enrolments for 2019-20 were 6,057 representing a 15% decrease on enrolments from 2018-19 which were 7,164 (restated from 4,795 due to a change of recognising individual course enrolments in International Summer Programmes of 3,666 against student enrolments of 1,297).

\*2018-19 restated as course enrolments of 3,666. Student enrolments were 1,297.



# Operations

The Operations Division consists of the core functions: Human Resources, Governance and Administration, IT and Systems and Marketing.

## Human Resources, Governance and Administration

It has been a challenging but rewarding year for the HR team at ICE. The team commenced the year working on key projects to support its commitment to the ongoing training and development plan for colleagues, in response to the Staff Survey launched in 2019. This included the provision of 'Where Do You Draw The Line' training for all ICE employees. Colleagues were also encouraged to undertake the University's online learning on Equality and Diversity and Unconscious Bias. Refresher training on the new General Data Protection Regulations was also provided. In addition to this, as part of ICE's annual appraisal process, the team arranged for training to be delivered to line managers and colleagues on the University's Staff Review and Development process. The start of 2020 saw a member of the HR team commence professional development training. The HR Administrator, Sheetal Kale, undertook and completed the CIPD Level 3 qualification.

A HR Co-ordinator, Becca Tassell, was recruited to the team to oversee the appointment, contracting and on-boarding of panel tutors, approximately 200 of ICE's adjunct teaching staff and other temporary teaching-related staff. This work was previously conducted by various teams in the Academic Centres Division. The purpose of bringing this work into one central point of contact in the HR team was to provide a consolidated resource to undertake a consistent approach to the management and co-ordination of ICE's panel tutors and other teaching-related staff.

The team hosted the University's *ourcambridge* full-day workshop for Embedding Core Values for the University's Professional Services staff, with a festive celebration in December. The event was a huge success and positively received by all involved. The start of the day saw a briefing exclusively for ICE colleagues giving an overview of the tools and techniques being applied by the *ourcambridge* team to simplify processes.

The HR team also provided support to a Voluntary Severance Framework that was launched in July. A sub-group of ICE's Strategic Committee considered applications submitted. Five members of staff (4.39FTE) decided to accept offers of voluntary severance and left ICE between November and February.

Another key milestone for the team was the procurement and delivery of a new online annual leave management system, e-days. The system was launched at the start of the annual leave year in October. The system is designed to improve the way that annual leave is managed and recorded at ICE. The delivery has been a success and positively received by all.

The team continued its work on various wellbeing initiatives including a range of events for the 2020 Festival of Wellbeing. However, sadly due to the COVID-19 pandemic, the Festival was not able to go ahead as planned. Virtual ICE Garden Tours were delivered by Head Gardener Richard Gant, as part of a virtual Festival of Wellbeing. Free weekly yoga sessions to ICE colleagues via Zoom were also provided.

The work of the team rapidly shifted to support ICE in its response to the COVID-19 pandemic. Whilst getting to grips with new ways of working imposed by the pandemic, the team have been actively engaged in a range of initiatives to limit the impact on colleagues and operations. This has included the temporary redeployment of colleagues to support key areas of ICE, and the implementation of furlough for 37 members of staff in the Hall Operations team. The team also facilitated the engagement of 16 University of Cambridge undergraduate students as summer interns in key areas across ICE.

Although the pandemic has disrupted the work of the team, initiatives such as the launch of the University's self-match mentoring scheme have still been delivered. This will enable ICE staff to engage with colleagues across the University to become mentors or be mentored.

Understandably, this COVID-19 impacted year has been challenging from a governance and committee management perspective. Although within manageable limits, for example, there has been considerable committee work around adjusting courses to fully remote delivery and an increase in students requesting mitigating circumstances due to the pandemic. To support this work, additional resource was allocated to the Quality Governance team as part of the temporary redeployment of colleagues to support key areas of ICE.

## Marketing

The primary focus for marketing during the 2019-20 academic year was to facilitate the implementation of ICE's growth strategy by increasing student enrolments. There was a promotional drive for all course areas across the year as well as targeted campaign activity for courses of strategic importance starting in the academic year 2020-21, such as the International Pre-Master's, the MSt in Writing for Performance, the MSt Architecture Apprenticeship and ICE's postgraduate courses in healthcare data.

The Marketing team continued to grow in line with the organisational strategy to a team of six FTE, including the introduction of a new role of Marketing Manager. Marketing Coordinator Joshua Hatley was subsequently redeployed to other areas of ICE from April, in particular due to his expertise in the field of Customer Relationship Management (CRM), which is now managed by the Systems and IT Team. At the end of March, with the dissolution of the Business Development and Student Recruitment division, Marketing moved into the Operations Division with Head of Marketing Christine Kinally reporting directly to the Director of Continuing Education.

Building on the foundations of the previous academic year, when the new marketing function was established, the team continued to professionalise activities and communications. A programme of marketing activities was established to support student recruitment at key peaks throughout the year and activities, such as webinars, were introduced at the relevant points in the decision-making journey to help convert student enrolments. During Michaelmas Term, a regional marketing campaign was undertaken across traditional and digital channels to recruit students to lifelong learning courses. From January, an advertising campaign was launched for International Summer Programmes across a variety of media, which was swiftly put on hold in March when the programme was cancelled due to COVID-19.

From mid-March, Marketing led the stakeholder communications response to the COVID-19 pandemic. The intention was to provide as much clarity and consistency of message to students, tutors and Hall guests as possible given the uncertainty of the situation.

All planned marketing activities were rapidly adapted to continue to push enrolments in a manner that was both appropriate and sensitive to the circumstances. During the week that the Government announced lockdown, a social media campaign was launched to promote the online course offering. Email promotions and Google advertising were subsequently published. As a result of these activities, page views to the online courses webpage increased threefold (+311%) in April to 53,924 compared to the 2019 monthly average.

The April in-person Open Day was also cancelled and a programme of free-to-attend virtual events was subsequently launched with weekly webinars starting in May and running through to September. These student recruitment events and promotional resources were created to attract a new audience to ICE and to engage with ICE students and the wider community during lockdown. A two-day Virtual Open Day took place in June attracting 413 attendees and the weekly webinars

If you want to study in an open and supportive community that offers over 50 undergraduate and postgraduate qualifications. A place that welcomes everyone, regardless of background and academic history, so they can pursue a qualification whether it be for personal, social, societal or professional reasons.

*Make it count.*



generated a regular following with a total of 826 unique attendees to the programme. These events combined resulted in the submission of 189 course applications and bookings for the Virtual Summer Festival, and undergraduate and online courses, generating an estimated course revenue of over £80,000.

In the Michaelmas Term, planning for a new brand and student recruitment campaign commenced with the procurement of marketing agency Kiss Communications, who subsequently undertook marketplace analysis to identify a clear brand proposition and messaging ladder for ICE. After a short pause due to COVID-19, campaign approaches were re-evaluated and a new campaign "Make it Count" was launched across digital channels to domestic and international markets. In total 83,169 people engaged with the advertising campaign and, of those, 24,396 clicked through to the ICE website to find out more. Promotional and media activity was also undertaken to raise awareness of the Cambridge Thousand Futures Bursary programme, which aims to support those adults who have been most affected by COVID-19, offering eligible students a £1,000 bursary towards undergraduate study in 2020-21.

The Marketing team also undertook promotional activities for Madingley Hall throughout lockdown, including the creation of campaigns and materials to promote the new food delivery service and new café. At the end of July, a digital marketing campaign was launched to facilitate the COVID-19 recovery with the aim to drive B&B bookings directly to the site and increase the volume of enquiries and bookings for small meetings.

Marketing was also recognised for its innovative marketing strategy to recruit healthcare professionals to ICE'S Healthcare Data MSt winning a Gold Award in the Interactive Media category at the annual University Professional and Continuing Education Association (UPCEA) Marketing Awards.



## Systems and IT

The Systems and IT Team support ICE's ability to meet its strategic goals by providing flexible and efficient system solutions. Significant strategic investment in this area continued as a priority to improve the student experience and drive process efficiencies.

The main activities over the last year centred on streamlining ICE's systems offering, improving the richness of the data on the CRM system and extending its functionality, and continued further development of operational systems, specifically its application and booking system for courses, Olympus.

The CRM system has become central to all ICE activities and has been fundamental to staff efficiency through the introduction of improved workflows and processes. The Salesforce-TargetX CRM system has been increasingly used to support ICE's day-to-day activities, such as virtual events, tutor management, apprenticeship management, and room bookings to manage a future return to work.

Development of the CRM system has included real-time integration between operational systems, and ongoing rollout to business areas to enable them to manage student enquiries via the CRM system. This is a significant step forward, giving ICE full visibility of all enquiries received, to ensure all are answered in a timely manner.

This will be supplemented in future with tools to manage data quality, and a series of management information for senior leaders to support their decision-making.

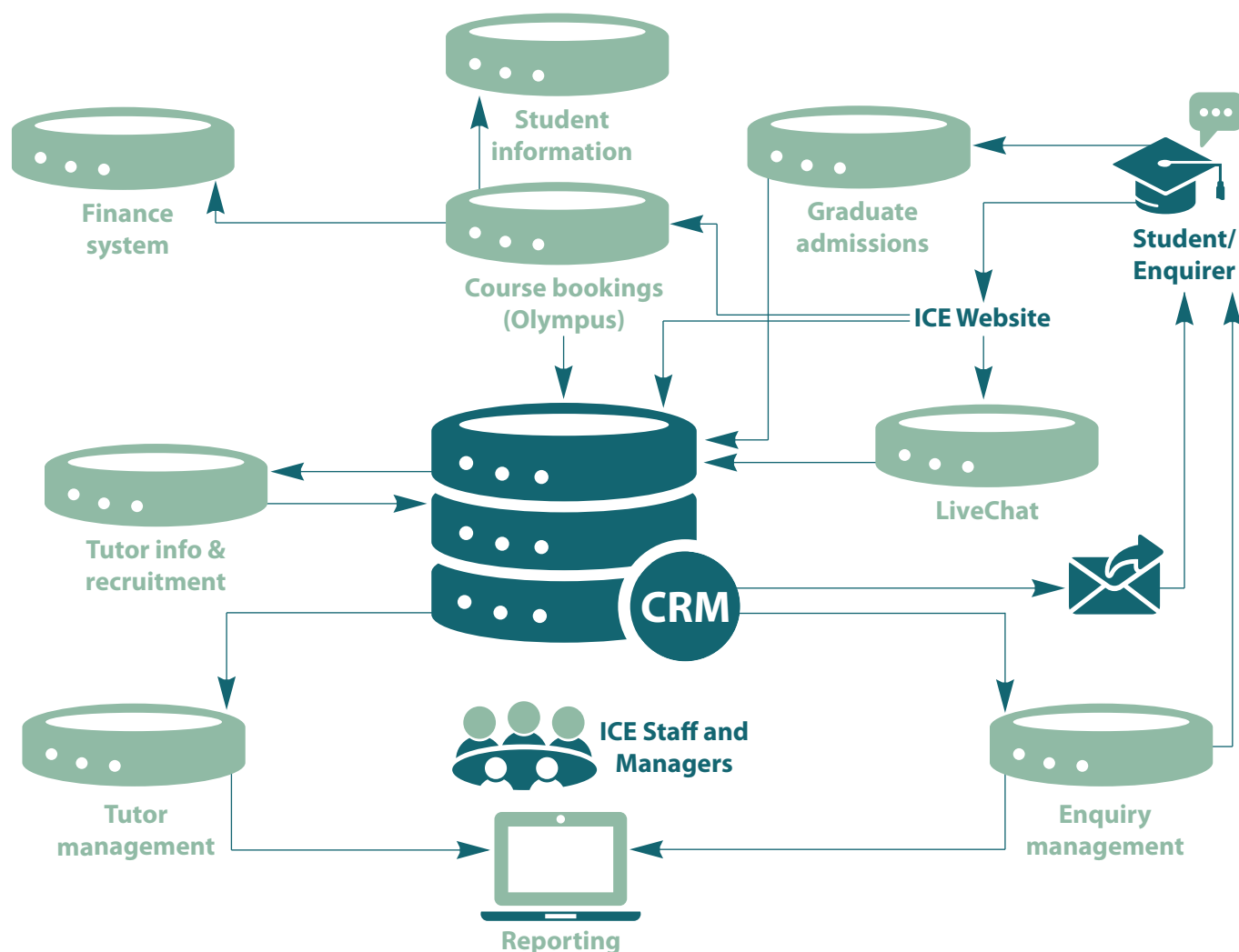
Alongside these projects, changes were made to the Olympus system to increase its flexibility and responsiveness so teams could be as agile as possible during the COVID-19 pandemic and in the future. As a result, changes to course pages and the application process on the ICE website were implemented swiftly to support the conversion of undergraduate courses to remote delivery in response to COVID-19.

Prior to this, a major project to integrate International Summer Programmes requirements with Olympus was undertaken, allowing the legacy system (ISMS) to be retired.

Progress was also made in developing the functionality and content of the intranet (Igloo) making it a key communication and business support tool for ICE.

Other key projects completed include the pilot Unitu Student Voice software implementation (to provide greater engagement with and feedback from students), the introduction of LiveChat on the Institute and Hall websites and the procurement and implementation of a localised ICE Library service and online annual leave and absence management tool (e-days).

## CRM system data ecosystem





ALAN BENNETT

# Madingley Hall and Gardens

The Hall is a teaching, residential and administrative base for ICE's community of learners. Set in eight acres of gardens and parkland, the Hall provides bed and breakfast accommodation and is a venue for conferences, meetings and events.

## Madingley Hall

Prior to the pandemic, the team at Madingley Hall had continued to offer hospitality and venue services to a wide range of students, clients, guests and delegates. Ongoing relationships with key clients such as Addenbrooke's Trauma Life Support and Papworth Hospital continued to grow and the team delivered numerous corporate and social events to a high standard.

In the last year, online booking agents including TripAdvisor and Booking.com have presented the Hall with awards for excellence in product provision and customer service. The Hall also continued to drive its reputation as a venue with a keen eye on sustainability and it was again awarded the NUS Green Impact Platinum Standard.

One of the key highlights of the year was the Deans of Continuing Education event in November. Over 20 leaders of Continuing Education from world-renowned universities were hosted at Madingley Hall for their annual meeting to consider innovations in adult education.



MICHAEL BAILE

Deans of Continuing Education Meeting at Madingley Hall

In addition to roundtable discussions, the itinerary also included a visit to the American Cemetery, evensong and dinner at King's College and a trip to the Eagle public house, famed for the reputed announcement of the discovery of the structure of DNA.

Much like the whole of ICE, trading conditions for Madingley Hall in a COVID-19 world have been very challenging. The hospitality industry was placed on pause for much of the initial period of lockdown and slowly started to reopen from July.

The Hall Operations team have been creative, agile and shown positivity throughout this difficult period in an attempt to support the wider Institute and local communities. During the initial weeks of the pandemic in the UK, ICE signed a contract to provide COVID-safe and secure accommodation to a number of NHS staff based at Addenbrooke's Hospital, providing a safe and comfortable environment to those working on the front line.

This safe and secure accommodation was also used by senior police officers attending the MSt Apprenticeship in Applied Criminology and Police Management run by the Institute of Criminology. This four-week programme allowed serving officers the time and space to study in a secure environment and allowed the Hall team to develop other COVID-secure practices that were used when government restrictions on bed and breakfast accommodation were lifted. The team now hold four nationally recognised accreditations for COVID-secure hospitality and meetings: AIM Secure, Visit England 'Good to Go', AA COVID-19 Confident Shield, and Quality in Tourism.

Over the summer months, the team created a food hamper and hot food takeaway and delivery service to villages to the west of Cambridge City. These initial offers were designed to support those households that were unable to go to the supermarket for groceries or struggled to





DAN PEERS

access home deliveries. A wide variety of colleagues from the Hall Operations team supported this endeavour and it is one that the team have continued to develop and will continue with into the future.

On the back of this a pop-up café was created at the front of the Hall. This has brought a new audience to the Hall and Gardens and has been a great success.

From a capital projects perspective the Stanton room, named after the first Joint Secretary of the Cambridge Local Lecture Syndicate Reverend Vincent Stanton, was completed in October. The Lodge also opened as an accommodation venue.

## Gardens

The fragrance from *Daphne bholua* 'Jaqueline Postill' in the Walled Garden delighted many through the winter. The year 2020 was an exceptional time for spring flowering plants, notably the yellow flowering Siberian pea tree, *Caragana arborescens* 'Lorbergii' and the



ALAN BENNETT

ivory-flowered bladder nut, *Staphylea colchica*. In June, a stunning flowering display of the giant viper's bugloss, *Echium pininana* hybrids, in the sheltered north-west corner of the Walled Garden dominated, likely to be the finest ever seen at Madingley.

Further renovation work to the Lodge garden and the north end of the Dart border were completed. In September, the Courtyard pond was emptied and cleaned with associated pipework repairs.

Outreach provision was adapted for online participation using short films for the the University's Festival of Wellbeing, Open Cambridge and the ICE Virtual Summer Festival of Learning. In June, the Gardens opened for the National Garden Scheme with socially distanced measures. In August, 185 visitors attended a series of 27 short presentations, which took place in the garden on a variety of garden topics including herbal medicine. The Garden team's third trainee successfully completed their year on the Work and Retrain as a Gardener Scheme, through the Women's Farm and Garden Association (WFGA), in August.



ALAN BENNETT

# Financial Summary

ICE continued its strategic investment in key IT systems, new programme creation, and expanding market presence during 2019-20. However, there was a significant financial impact from the COVID-19 pandemic, causing the cancellation of in-person teaching from mid-March onwards, and therefore the cancellation of the International Summer Programme (ISP). The commercial side of the business at Maddingley Hall also saw the cancellation of its conferencing, accommodation and catering business, although the Hall did remain active through the summer providing accommodation to NHS staff, and a delivery and takeaway catering service.

Overall income was £6.8 million, a 28% decrease on the prior year. There was an 18% decrease in fee income to £4.4 million. Student enrolments were 6,057 in year with investment driving enrolments in postgraduate MSt programmes of 27% and significantly 81% growth in online courses, which were expanded as a response to the

pandemic. The cancellation of the in-person ISP allowed a Virtual Summer Festival of Learning (VSFL) to be launched which achieved 2,343 enrolments in its first iteration, providing a lower entry cost to continuing education for students from across the world.

Overall, direct expenditure on core activities decreased by 31% due to the cancellation of ISP and commercial activities, and through tight cost control measures, while indirect expenditure on ICE staffing was well controlled, growing by just 1%. Strategic investment continued with £700,000 invested from strategic reserves and other non-operational costs included the Indirect Cost Charge (ICC) from the Central University of £200,000.

The total deficit in year was £2.7 million versus £1.3 million in 2018-19. Total reserves held in the Cambridge University Endowment Fund (CUEF) stands at £5.6 million, which were revalued in-year by £562,000.

Financial Summary (£'000)	2018-19	2019-20	-/+
<b>Income</b>			
Fee income	5,342	4,396	(18%)
Hall income & accommodation income	3,540	1,937	(45%)
Chest, central funding, CUEF, deposit & other income	663	497	(25%)
<b>Income total</b>	<b>9,545</b>	<b>6,831</b>	<b>(28%)</b>
<b>Direct Expenditure</b>			
Tutor fees (External panel tutors)	(1,023)	(883)	(14%)
Room hire, residential and catering	(1,688)	(764)	(55%)
Other direct costs	(2,187)	(1,756)	(20%)
<b>Total direct expenditure</b>	<b>(4,898)</b>	<b>(3,403)</b>	<b>(31%)</b>
<b>Indirect Expenditure</b>			
Pay & benefits (ICE staffing)	(4,928)	(4,977)	1%
<b>Total indirect expenditure</b>	<b>(4,928)</b>	<b>(4,977)</b>	<b>1%</b>
<b>Operating surplus/(deficit)</b>	<b>(280)</b>	<b>(1,549)</b>	<b>453%</b>
<b>Non-Operational Income / (Expenditure)</b>			
Strategic investment	(761)	(679)	11%
Capital and replacement spend	(163)	(154)	(6%)
Other non-operational	(28)	(323)	1038%
<b>Total non-operational</b>	<b>(952)</b>	<b>(1,156)</b>	<b>21%</b>
<b>Year-end surplus/(deficit)</b>	<b>(1,232)</b>	<b>(2,705)</b>	<b>119%</b>



## The Financial Impact of COVID-19

Prior to the pandemic, ICE had forecast in Michaelmas Term to produce a deficit of £862,000 in-year with gross revenue of £10.7 million. The actual deficit was £2.7 million with income of £6.8 million.

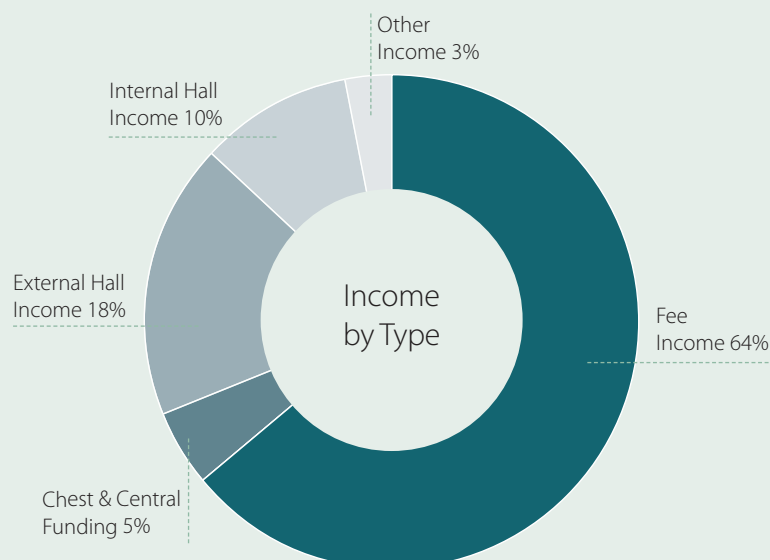
This change in outcome was largely due to the cessation of in-person teaching, which led to the cancellation of the International Summer Programme for 2020 and a reduction in Madingley Hall trading revenue accounting for a total loss of £3.7 million of revenue.

Due to recovery plans, utilising an increase in online and remote teaching, reduction of costs and the entrepreneurial use of Madingley Hall during the national lockdown, this loss of revenue was mitigated to a negative movement against the Michaelmas Term forecast of £1.8 million.

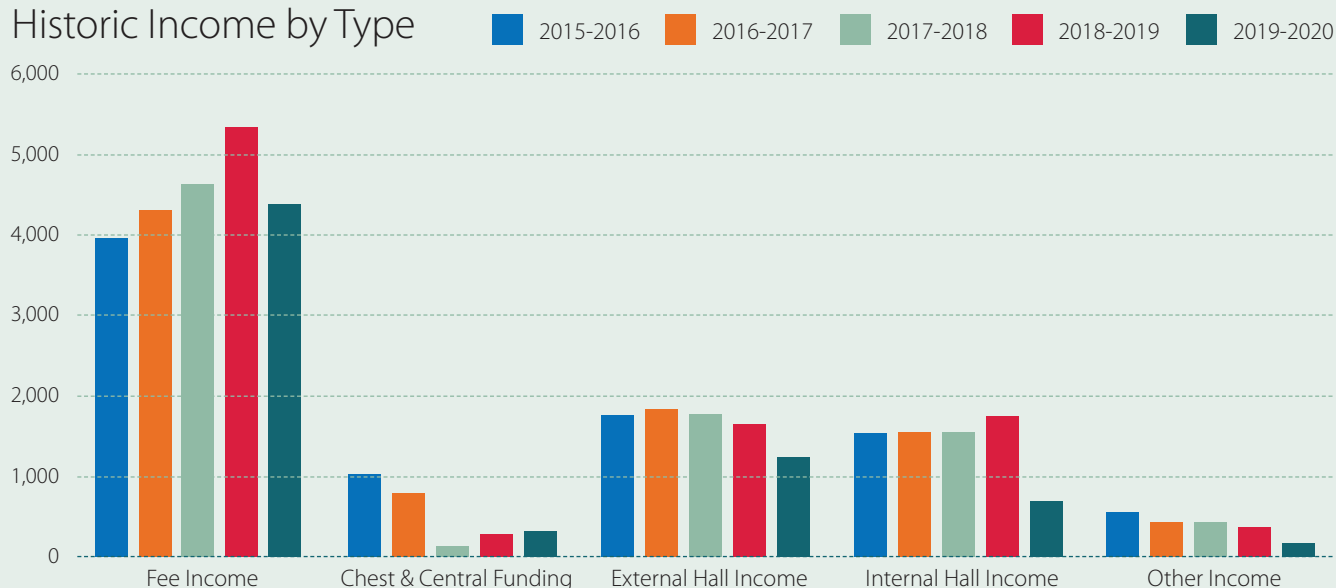
Financial Summary (£'000) Pandemic Impact	Michaelmas Term Forecast	2019-20 Actual	Movement
Income	10,749	6,831	(3,919)
Direct expenditure	(5,354)	(3,403)	1,952
Pay & benefits (ICE staffing)	(5,179)	(4,977)	202
<b>Operating surplus/(deficit)</b>	<b>216</b>	<b>(1,549)</b>	<b>(1,765)</b>
Total non-operational	(1,078)	(1,156)	(78)
<b>Year-end surplus/(deficit)</b>	<b>(862)</b>	<b>(2,705)</b>	<b>(1,843)</b>

### Reserves Summary 2019-20 (£'000)

<b>Reserves Brought Forwards</b>	<b>8,854</b>
Operating surplus/(deficit)	(1,549)
Non-operational	(1,038)
Reserves transfers	(118)
<b>Year-end surplus/(deficit)</b>	<b>(2,705)</b>
<b>Year-end revaluation</b>	<b>(562)</b>
<b>Reserves carried forward</b>	<b>5,587</b>



### 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



**Deputy Director (Academic Academic Centres Division)**

Dr Tom Monie  
Fellow, Christ's College



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

Sarah Ormrod



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

Linda Andrews



**Head of Hall Operations and Estates Development**

Ian Hardwick



**Head of Marketing**

Christine Kinally



**Head of Finance**

Richard Stuckey

## Academic Directors

Academic Director	Subject	College Affiliation
Dr Jenny Bavidge	English Literature	Murray Edwards College
Dr Timothy Brittain-Catlin	Architecture	Homerton College (From December 2020)
Dr Gilly Carr	Archaeology	St Catharine's College
Dr Alexander Carter	Philosophy and Interdisciplinary Studies	Fitzwilliam College
Dr Roxane Farmanfarmaian	International Relations	–
Dr Midge Gillies	Creative Writing	–
Dr Jane Gregory	Science Communication	–
Dr Oliver Hadeler	STEM (Technology and Engineering)	Murray Edwards College
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 Sooter Nomhwange	Business and Management	–
Dr Samantha Williams	History	Girton College

# Employee Long Service

Name	Years' Service in 2020	Position
<b>&gt; 25 years' service</b>		
Sarah Ormrod	33	Director of International Summer Programmes & Lifelong Learning
Richard Gant	32	Head Gardener
Zoe Burton	25	Academic Centre Coordinator: International Summer Programmes
<b>&gt; 20 years' service</b>		
Mark Walker	24	Head Chef
Lisa Hitch	24	Academic Centre Coordinator: Creative Writing
Justin Ely	22	Kitchen Porter
Hayley Spight	22	Housekeeping Assistant
Maurice Dry	22	Kitchen Porter
<b>&gt; 15 years' service</b>		
Sue Barnard	19	Senior Finance Clerk
Dr Gilly Carr	17	Senior Lecturer
Emma Whybrow	17	Academic Centre Manager
Daniel Peers	16	Food and Beverage Supervisor
Alison Webster	15	Student Data Manager
Sarah Blakeney	15	Head of Academic Centres: Art & Sciences
Rosalind Jones	15	Housekeeping Assistant
<b>&gt; 10 years' service</b>		
Alison Fordham	14	Digital Content & VLE Coordinator
Raza Radskiene	14	Housekeeping Assistant
Elena Gonzalez	14	Food and Beverage Assistant
Dr Samantha Williams	14	Reader
Snehlata Patel	14	Housekeeping Assistant
Dr Nigel Kettley	13	Senior Lecturer
Sheryl Haynes	12	Housekeeping Assistant
Stephen Baker	12	Food and Beverage Assistant (Bar)
Claire Henry	11	Head of Academic Centres: International Summer Programmes
John Swift	11	Gardener/Mechanic
Kirsty Woodgate	11	Quality Governance Manager
Richard Denham	11	Deputy Head Gardener
Donna Johnson	11	Office Coordinator
Ellen Lee	10	Head of IT & Systems

## In memory of Michael Richardson

ICE was saddened to learn of the passing of Michael (Mike) Richardson on Saturday 19 September 2020 at the age of 82.

Mike was Director of Continuing Education and Lifelong Learning from 1990 to 2003.

He was nationally prominent in the field of lifelong learning, having risen over a 21-year career at the Open University to the position of Pro Vice Chancellor, prior to joining Cambridge.

He oversaw a range of key projects including the important and influential "Credit Where Credit Is Due" initiative which sought to bring extramural and continuing education awards into the mainstream higher education credit landscape and, significantly, set out to raise the status of the learning achievements of adult students. This work formed a basis for the University of Cambridge undergraduate certificates and diplomas delivered today by ICE.

Mike is warmly remembered as a highly able, astute and personable leader. He was brilliant public speaker and always struck the right note when engaging with colleagues at Madingley and across the Collegiate University.



Madingley Hall gates – PER ARDUA SURGO – *'Through difficulties I arise'*

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

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