



UNIVERSITY OF
CAMBRIDGE

INSTITUTE OF
CONTINUING EDUCATION

150 Institute of
Continuing Education
1873-2023



Annual Report **2022-2023**



ICE at a glance

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

Our mission

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

Our students

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

Our courses

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

Our team

A total of 214 colleagues were employed across the Institute of Continuing Education and Madingley Hall in 2022-23:

- ICE's workforce consisted of 99FTE salaried employees and an hourly-paid workforce of 157 Panel Tutors and 101 examiners.
- 51FTEs were employed across Madingley Hall.

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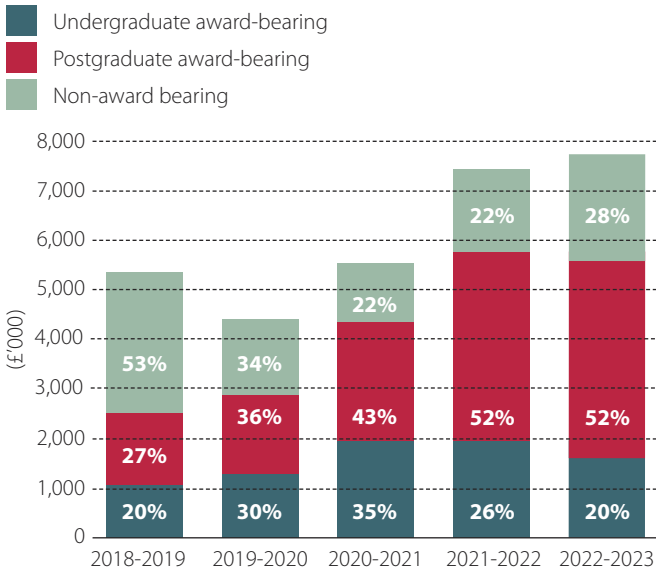
ICE by Numbers



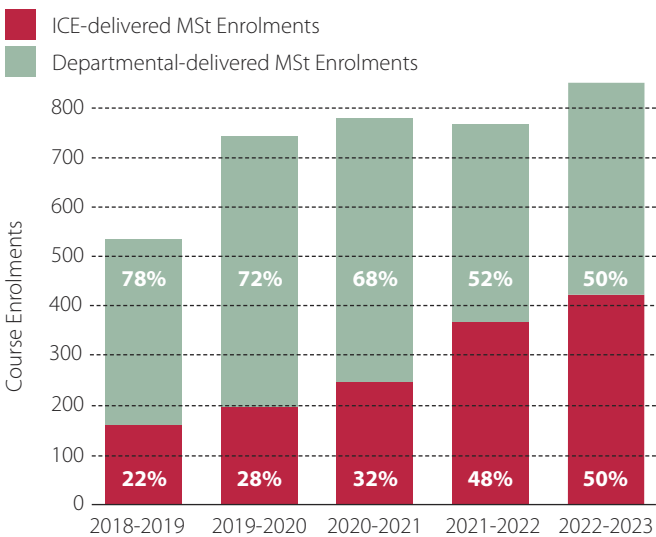
Organisational Name by Years

Local Lectures Syndicate	1873-1924	51 years
Board of Extramural Studies	1924-1991	67 years
Board for Continuing Education	1991-2001	20 years
Institute of Continuing Education	2001-present	22 years (and counting)
Total		150 years

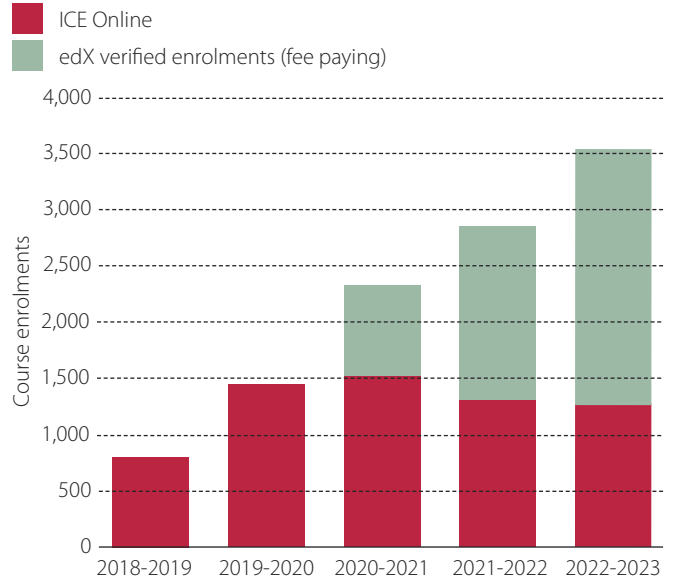
Tuition fee Revenue by Year



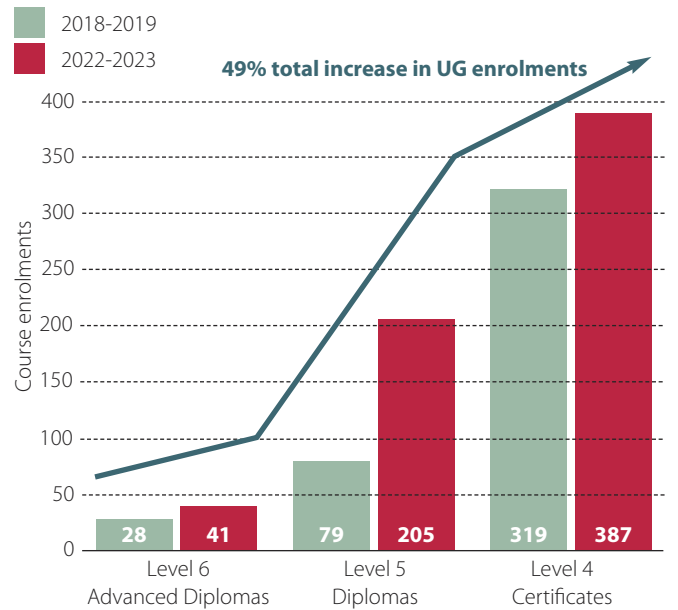
Master of Studies (MSt) Administering Body Admissions



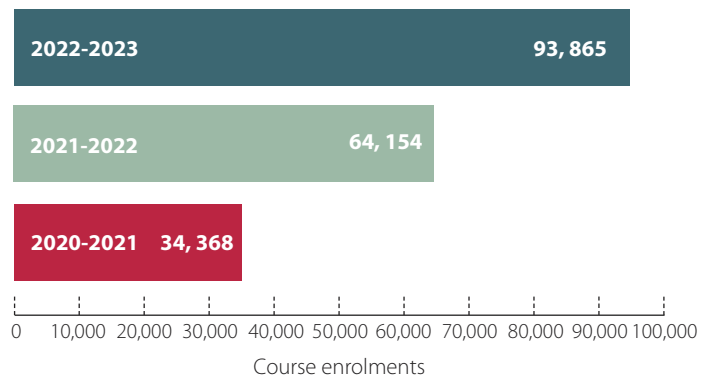
ICE Online Enrolments



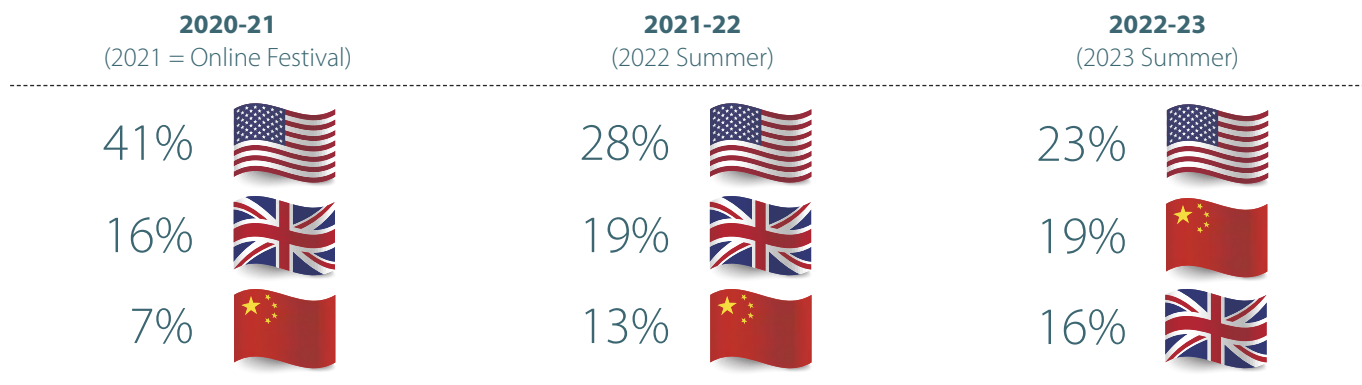
Undergraduate Enrolments Level 4, 5 and 6



edX free-to-access enrolments



Top three nationalities by percentage of cohort on summer programme over past three years



Undergraduate Ethnicity and Geographical Location

Ethnicity	Count	
Arab	4	
Asian or Asian British – Bangladeshi	2	
Asian or Asian British – Indian	17	
Asian or Asian British – Pakistani	9	
Black or Black British – African	20	
Black or Black British – Caribbean	2	
Chinese	21	
Gypsy or Traveller	2	
Information Refused	22	
Mixed – White and Asian	13	
Mixed – White and Black African	3	
Mixed – White and Black Caribbean	3	
Not known	3	
Other Asian background	19	
Other Black background	3	
Other Ethnic background	8	
Other Mixed background	17	
White	398	
UK	EU	Rest of World
327	58	142

Master's Ethnicity and Geographical location

Ethnicity	Count	
Arab	0	
Asian or Asian British - Bangladeshi	0	
Asian or Asian British - Indian	1	
Asian or Asian British - Pakistani	2	
Black or Black British - African	1	
Black or Black British - Caribbean	0	
Chinese	1	
Gypsy or Traveller	0	
Information Refused	0	
Mixed – White and Asian	3	
Mixed – White and Black African	5	
Mixed – White and Black Caribbean	5	
Not known	0	
Other Asian background	5	
Other Black background	1	
Other Ethnic background	0	
Other Mixed background	0	
White	193	
UK	EU	Rest of World
148	28	42

Postgraduate Ethnicity and Geographical location

Ethnicity	Count	
Arab	2	
Asian or Asian British - Bangladeshi	2	
Asian or Asian British - Indian	5	
Asian or Asian British - Pakistani	3	
Black or Black British - African	5	
Black or Black British - Caribbean	0	
Chinese	1	
Gypsy or Traveller	0	
Information Refused	0	
Mixed – White and Asian	4	
Mixed – White and Black African	0	
Mixed – White and Black Caribbean	1	
Not known	0	
Other Asian background	5	
Other Black background	1	
Other Ethnic background	0	
Other Mixed background	0	
White	150	
UK	EU	Rest of World
164	27	8

Postgraduate Certificate/Diplomas and Master's numbers from ICE-delivered courses

Bursaries

Bursary Name	Number	Value
James Stuart Fund: bursaries for Ukrainians and others on ISP	17	£41,424.00
Classics for All – Institute of Continuing Education Bursary Scheme	6	£16,500.00
First Story – Institute of Continuing Education Tuition Fee Bursary Scheme	3	£6,000.00
Churton Collins Memorial bursary	2	£2,000.00
Edward and Ivy Rose Hood Memorial	1	£1,000.00
First Time in Higher Education (Arts and Humanities)	1	£500.00
Totals overall	30	£67,424.00

Director's Report

It is with great relief that, for the first time since 2019-20, the SARS-Cov-2-mediated global pandemic was not the central feature of the 2022-23 academic year. However, as with so many facets of modern life, the pandemic has had profound and lasting implications on the field of lifelong education. While the sector is well used to being buffeted by political and economic shifts, the pandemic has also served to accelerate numerous societal and technological factors impacting on adult learners and continuing education professionals alike.

The cumulative effects are yet to be fully understood, but the rapid pace of change is yielding a plethora of emerging risks and exciting new opportunities. The wider university sector, not just continuing education, is attempting to adapt to matters ranging from 'student as consumer' to the role of AI in education.

Just on a personal level, the external panels and podcasts I was invited to contribute to during the year including those organised by Times Higher Education, EvoLLLution, Westminster Forums and the University Professional and Continuing Education Association (UPCEA) were each focused on sensemaking and horizon scanning in the aftermath of the pandemic which has placed in stark relief matters such as global skills shortages in high demand areas, inequalities between those working in the knowledge economy and those excluded from it, and sections of society questioning the purpose and value of current forms of higher education in addressing pressing issues faced by so many people.

Consequently, as we mark the sesquicentennial anniversary of the Institute of Continuing Education's formal syndication by the University of Cambridge in 1873, we must again look to renew and refresh our provision, focused on the needs of adult learners across their lives.

The audiences we serve are complex. It is our job to work to understand this complexity, respond to them and stay relevant. We must offer pathways which enable adults to progress from novice to expert in their chosen fields addressing a variety of personal and professional motivations to learn. Credentials must enable employers and other stakeholders to evaluate learning and competencies. The breadth of fields, academic and vocational, range of on- and off-ramps and intentional course design for part-time learners will define the inherent nature of an open university.

In a multi-layered and noisy sector, I believe the Institute is responding to these learner needs with distinctive provision, drawing on the knowledge, resources, and networks of Cambridge. But the central question remains as to whether we can keep up with the speed of change.

The Institute's adaptation to societal changes is broadly addressed by forming communities of learning which genuinely engage learners as peers and model curricula around their needs. That said, as set out in our 2021-25 strategy, we realise that we must better communicate the relevance of our offer to wider groups of adults. Throughout the 2022-23 year we have invested considerable resources in developing a new brand for the Institute. The new identity, once finalised, must resonate



Dr James Gazzard – Director of Continuing Education

further into regional, national, and international audiences. In a parallel technology-dependent project, a significant investment has been made in developing a new website to ensure our messaging is accessible, clear, and compelling.

Considering the use of technology, during the year we completed negotiations with FourthRev to collaboratively launch a new 'Career Accelerator' in 2024 on their platform in the field of data science to address skills shortages in this field and enable adults to develop careers in the sector.

On the wider theme of partnerships, we continue to explore new collaborations to extend our relevance. During 2022-23 we completed a progression agreement with The Open University to enable students who have completed 240 credits at level four and five in creative writing and English literature to complete the final 120 credits of their degree. If successful, there is scope to extend into more subject domains.

As we anticipate the opportunities presented by the Lifelong Loan Entitlement (LLE), written into law in September 2023 as a plan to reopen student loan financing to eligible adults seeking to learn on a modular basis at levels four to six, we have progressed our plans to pilot new Higher Technical Qualifications (HTQs) and to fully modularise our undergraduate provision by no later than 2027-28. A key curriculum management platform has been procured, which will enable active organisation and governance of a large and complex modularised portfolio. The continued development of the foundations of a modular portfolio will be a central priority in 2023-24.

On a crucial matter, I am pleased to report that the General Board has now approved the ongoing delivery of fully online sub-degrees. This decision will allow the Institute to invest with confidence in the intentional delivery of online qualifications.

As a trading entity, in addition to planning for a rapidly changing future, it is vital to ensure that we continue to grow enrolments and tuition fee income, while delivering high-quality provision.

It is particularly important to note the strong growth in fully online revenue generating short course registrations on the edX platform, up by 46% year-on-year to 2,274. edX provides free-to-access routes to education (noting 93,865 enrolments on our courses in 2022-23) and a revenue stream from those adult learners who elect to register credit and/or certification.

2022-23 Enrolments Annual Report Summary

ICE Course Enrolments 2018-19 to 2022-23	2018-19	2019-20	2020-21	2021-22	2022-23	+/-
ICE MSt Programmes	162	205	246	370	423	14%
Postgraduate Certificates and Postgraduate Diplomas	172	139	254	223	181	(19%)
Undergraduate Certificates, Diplomas & Advanced Diplomas	426	466	722	755	633	(16%)
Award-Bearing Total	760	810	1,222	1,348	1,237	(8%)
Non-Award-Bearing – General	435	344	318	84	45	(46%)
Non-Award-Bearing – CPPD & Bespoke Programmes	195	114	72	37	14	(62%)
Non-Award-Bearing – ICE Online Programmes	800	1,450	1,533	1,305	1,264	(3%)
Non-Award-Bearing – edX Online Programmes*	0	0	788	1,554	2,274	46%
Non-Award-Bearing – International Summer Programmes & Oxbridge	3,666	0	0	1,829**	2,675	46%
Non-Award-Bearing – Virtual Festivals of Learning / VPUPs	0	2,343	3,526	219	146	(33%)
Non-Award-Bearing – Lifelong Learning	1,308	996	114	350	714	104%
Non-Award-Bearing Total	6,404	5,247	6,351	5,378	7,132	33%
ICE Enrolments Total	7,164	6,057	7,573	6,726	8,369	24%
Departmental MSt	572	540	531	395	429	9%
Total Course Enrolments	7,736	6,597	8,104	7,121	8,798	24%

* Verified (paid enrolments)- Overall edX enrolments to 2022-23 at 93, 865

** 2021-22 restated for ISP programmes

In its 100th anniversary iteration, the University's official International Summer Programme (ISP) increased course registrations by 41% year-on-year. ISP was heavily impacted by the pandemic across three cycles from 2020 onwards and, even though in-person delivery returned in Cambridge in 2022, the prolonged worldwide crisis hitherto resulted in lower enrolments and operational challenges. However, ISP 2023 signalled a return to near normal, and was a joyful demonstration of the value and benefits of international, intercultural, and intergenerational learning and fellowship. Through our James Stuart Endowment Fund, we were again able to financially support students who faced barriers to participation including socioeconomic disadvantage and global conflicts. It was also our pleasure to host two 1920s-themed celebratory garden parties for summer students at Madingley Hall, the first of which was attended by His Royal Highness the Duke of Gloucester KG GCVO, the Lord Lieutenant of Cambridgeshire, and the newly invested Vice Chancellor Professor Deborah Prentice to mark 100-years since the first delivery of this important programme.

Similarly, almost free from the concerns of COVID-19, the residential weekend Lifelong Learning, delivered at Madingley Hall, was rejuvenated with a rich programme of new and familiar topics, delivering 716 enrolments, a 104% year-on-year uplift, underpinned by enhanced marketing. The weekend cohort consists of a dedicated and increasingly diverse student group, supported by fully invested lecturers, with both committed to intellectual exploration in welcoming classroom and social learning environments.

Against globally post-pandemic declining levels of enrolments on award-bearing courses, undergraduate award-bearing sub degree enrolments stood at 633 (down 16% year-on-year) and MSt enrolments at a record 423 (up 14%) in 2022-23. Total award bearing enrolments stood at 1,237 down 8% year-on-year. Notable new inaugural course deliveries included the MSt in the History of Art and Visual Culture and the Postgraduate Certificate in Philosophy.

Overall course enrolments for 2022-23 stood at 8,369, a year-on-year increase of 24%, based on our commitment to quality teaching, targeted marketing, and learner support. However, while ICE's educational activity returned an operating surplus of over £420,000 on a record £9.34m turnover, our continued investment in strategic initiatives and the overheads imposed by the University lead to a deficit of £450,000.

Quality assurance remained a clear focus with, for example, 91% of learners on award-bearing courses stating that we met or exceeded their expectations. During 2022-23 the Institute, working with the central University and Student Union, contributed actively to the University-wide Teaching Excellence Framework (TEF), as undergraduate sub degrees are now in scope, with quantitative student-reported metrics and case studies of transformational learning. The TEF outcome, published in October 2023, notably included two outstanding citations for the Institute of Continuing Education.

Further, in late November we were visited by Ofsted who undertook their initial monitoring inspection around our Apprenticeship provision. I am pleased to report that that inspection yielded strong results.

While a successful academic year, supporting a record number of course registrations, it must also be stated that at times it placed punishing levels of demands on colleagues. The sector is increasingly competitive and regulated. Rightly, particularly given increasing tuition fees, learners are increasingly demanding. The University's offer of continuing, professional, and executive education is distributed across more than twenty providers, strategic frameworks are absent, meaning coordination and economies of scale are difficult to achieve, and internal competition a concerning distraction. Systems and platforms are designed to primarily serve the collegiate University's research and selective teaching missions.

Over recent years the University has significantly reduced central Chest funding to the Institute and introduced an indirect cost charge, with the net effect of reducing funding by over £1m pa. Nationwide industrial action and action short of a strike around pay, pensions and working conditions remains unresolved. Collectively, cumulatively, these factors have taken their toll on my colleagues. However, my colleagues are strong and committed to our mission; they are working hard to protect the interests of our learners. I want to pay tribute to their resilience and acknowledge that there is more that must be done to improve their working lives through clearer priorities and improved partnership working across the University.

Work pressures, salaries which have fallen behind other sectors and the playing out of the 'great resignation' has meant that there has continued to be a higher than pre-pandemic normal turnover rate of colleagues, particularly amongst professional services colleagues. This constant turnover has introduced many new talented colleagues to the Institute, while the level of churn has proved a challenge to managers seeking to maintain consistent levels of service provision.



In terms of senior appointments, Monica Kelly joined the Institute as Assistant Director (Professional Services) in January, supporting aspects of the work undertaken by Dr Holly Tilbrook (Deputy Director [Student and Professional Services]) who commenced a career break.

We have continued to invest in key areas such as student enrolments, student wellbeing and quality assurance, welcoming Kayleigh Erickson (Student Enrolment Manager), Dr Annie Carr (Student Welfare and Safeguarding Manager) and Carly Strachan (Head of Quality Assurance and Improvement).

Sarah Blakeney (Head of Academic Centre Administration) left the Institute after 18 years in May to take up another role in the University and Dr Midge Gillies stepped down as Academic Director of Creative Writing after eight years (while continuing to maintain a teaching role) and developing a nationally leading programme. I am grateful for their significant contributions. Dr Yvonne Battle-Felton joined the Institute to take on the role of Academic Director in Creative Writing.

Dr Corinne Boz (Director, Academic Centres) is leaving the Institute at the end of the academic year to take up a senior position at the University of Birmingham. Since 2018, Corinne has provided exemplary educational leadership of a rapidly growing and diversifying educational offer. She has been central to many innovative projects across the Institute.

Dr Tom Monie (Deputy Director [Academic], Academic Centres) took up a secondment as Interim Senior Tutor at his alma mater Christ's College in January. He takes up the role permanently from October 2023. Tom has been integral to the Institute's success since joining as an Institute Teaching Officer in 2016, taking on increasingly senior posts across a seven-year tenure.

Dr Fergus Mckay (Deputy Director [Apprenticeship and Technical Education]) retired in July, having worked tirelessly to embed, and develop the apprenticeship offer at the Institute.

Michael Cresswell joined as Head of Partnerships (Online Education), leading on partnerships with edX and FourthRev. Dr Ali Al-Sherbaz commenced as Academic Director for Digital Skills, supporting the FourthRev collaboration and helping to create new employer-relevant HTQs.

It was pleasing to see that the newly created Teaching and Scholarship career pathway for teaching-focused colleagues enabled high-performing colleagues to advance their careers at the Institute. It is vital that dedicated continuing education academics can be supported, rewarded and retained. The Institute has championed this essential pathway, albeit the related bureaucracy will hopefully be streamlined in future.

It was also fantastic to see Dr Lydia Hamlett's (Academic Director, History of Art) superb teaching and student support recognised through the Pilkington Prize for teaching excellence.

I wish to particularly pay tribute to the Institute's Panel Tutors. These tutors – drawn from Cambridge, other universities and professional practice – form our largest staff cohort, with more than 250 engaged during 2022-23. They enrich and diversify our teaching, extending the range and relevance of the offer. They are a central pillar of the Institute's student-facing work. However, with the internal staffing changes, new University-led administrative processes and tax legislation in flux they, alongside supporting the education and assessment of our learners, often face a range of administrative challenges. I wish to thank them for the expertise, commitment and endurance. The main hourly lecturing rate increased by 15% in 2022-23 and is now amongst the most competitive in the sector, however, in 2023-24 we must prioritise improving the overall experience and sense of belonging of our Panel Tutors.

Professor Bhaskar Vira (Pro Vice-Chancellor for Education) took over the chairing of the Institute's Strategic Committee from Michaelmas term onwards. It's been a pleasure working with Bhaskar, and we are now looking to reform the governance of the Institute to respond to the contemporary context.



As mentioned above, during 2023 we have been marking the Institute's 150th anniversary as the first provider of extramural open entry higher education; taking a groundbreaking approach to supporting women and working-class men to access a Cambridge quality education at venues throughout the country. Our predecessors' work resulted in many significant outcomes, including the foundation of university colleges in Exeter, Sheffield and Nottingham. Events to mark the anniversary were held for colleagues and learners in February and June respectively, and a formal dinner held in September. The Institute hosted the Universities Association for Lifelong Learning's (UALL) annual conference in June, which was a further chance to reflect on the past 150 years and the impact of our work on adult education and what is now a global continuing education movement. A book describing our history, particularly from 1945 onwards, will be published by Professor Mark Freeman, an educational historian, before the end of 2023. Constants across the Institute's history have included unrelenting change and precarity; reminders of the need to remain learner-centred and agile. Over and above everything else, however, the commitment and drive of adults to learn together with University of Cambridge tutors has shone throughout.

Turning to Madingley Hall, it was pleasing to see trading conditions improve following the pandemic affected period. Overall turnover grew to £2.6m, a year-on-year increase of 33%, marking a return to pre-pandemic income levels. Demand for conferences, meetings and celebratory events is currently strong, and in 2023-24 we will continue to focus on new business development and conversion.

I am pleased to report that David Toulson-Burke, who joined as Interim General Manager in December, became the permanent appointee. David provided much-needed experienced leadership after a challenging pandemic period in the Hall.

It is with sadness that I must report the death in service of longstanding colleague Chris Woodward in May. Chris had been a valued colleague, part of the team of chefs, since 2013 and is greatly missed by the Hall team.

Head Chef Mark Walker retired after 27 years' service at the Hall. Mark has been a loyal and valued member of the hall, supporting many learners, delegates and guests with excellent food.

As a further consequence of the pandemic, we have placed the Institute of Continuing Education's future use of Madingley Hall under review. It is a unique site, a truly beautiful building, with magnificent gardens and grounds. The Institute has operated the Hall as its headquarters since 1975 and has utilised the site since the early 1950s for teaching. However, the use of the site as an office base and for undergraduate award-bearing teaching is now much reduced due to online study and hybrid working. The geographic separation of the site from the city and the heart of the collegiate University serves to distance our operation from that of the wider University. Yet for subsets of learners, we know how valued the Hall is, although this must be offset against the financial cost of the Hall to the Institute. For example, over the past five years the Institute has had to meet a cumulative operating loss of £2.9m. In 2023-24 we plan to make a final decision about the Institute's future location and fully review the Hall's medium-to-long-term future. I am acutely aware that a move away from the Hall would be a significant decision, impacting on colleagues and learners, and changing our identity which is very closely intertwined with the Madingley. However, after almost fifty years based at Madingley Hall we must objectively consider how we create the leadership bandwidth and financial foundation needed to focus more closely on our educational mission to provide colleagues with a contemporary working environment.

To demonstrate the challenges posed around its financial sustainability, despite strong headline trading growth, Madingley Hall delivered an operating loss of over £700,000.

In summary, 2022-23 was another year whereby the pace and impact of change was profound. In partnership with our learners, and through the commitment of my colleagues, it was ultimately a successful academic cycle. As our forebears did over the course of 150 years, we must continue to adapt to and anticipate change, placing adult learners at the heart of our teaching and forward-looking plans.

Celebrating 150 years of accessible lifelong learning

Anne Clough and Josephine Butler, influential campaigners for social reform, lobbied the University of Cambridge to provide education to women in the towns and cities of northern England. A radical young academic called James Stuart answered their call. In 1867, Stuart began his lectures in cities such as Manchester and Sheffield. By 1873 the University had officially recognised a new Syndicate, forming the first extramural programme of higher education open to all.



Anne Clough



Josephine Butler



James Stuart



150th anniversary celebratory dinner at Madingley Hall

In June 1873 the University of Cambridge formally approved the formation of the Local Lectures Syndicate. The Syndicate is believed to be the first ever university-led programme of extramural education provision.

This dynamic movement provided women and men with open access to university-level education in the communities in which they lived and worked. It was one of several progressive factors underpinning greater gender equality, socioeconomic fairness and a pathway to the vote for all.

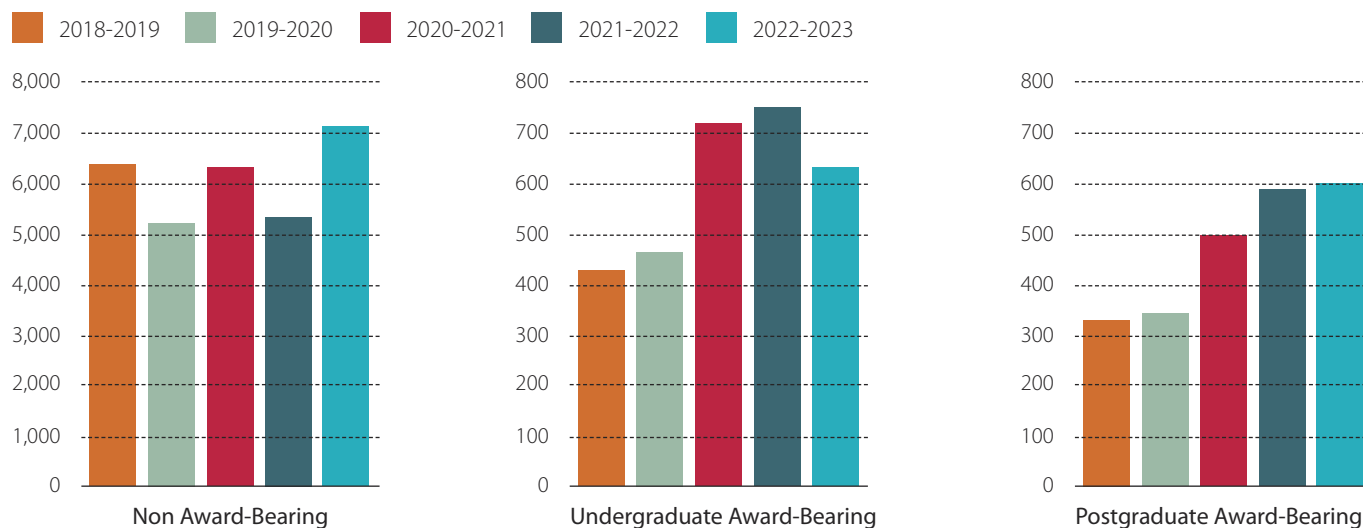
The first Cambridge-led courses commenced in Derby, Nottingham and Leicester in October 1873. In the 150 years that have followed, university-led extension has become a prominent and impactful part of the global higher education sector, benefiting adults from all backgrounds and life stages.

In 2023 the Institute of Continuing Education marked the 150th anniversary of its foundation with a series of events. In addition, a book charting the Institute's history will be published in late 2023. Professor Mark Freeman's (University College London) book is entitled *The Vital Message: Continuing education and the University of Cambridge 1945-2010*.

Teaching and Learning

The Academic Centres Division continued to see strong enrolment growth across Masters of Studies and online short courses and excellent student-reported quality metrics.

ICE Course Enrolments



The Academic Centres Division (ACD)

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

All undergraduate award-bearing teaching continued to be delivered by fully online modalities. The University's General Board Education Committee confirmed during the academic year that online delivery for non-matriculated award-bearing courses can continue indefinitely, based on the high quality of provision and the need to provide flexible and accessible education for global cohorts. Postgraduate award-bearing teaching returned to in-person delivery through residential teaching and blended/online engagement between residential.

The remote delivery of undergraduate award-bearing teaching continued to make courses available to a wider demographic and geographic area. There were 633 enrolments on undergraduate 60-credit courses during 2022-23. There were 387 enrolments at level 4 (Certificate), 205 at level 5 (Diploma) and 41 at level 6 (Advanced Diploma). Overall, undergraduate award-bearing enrolments declined by 16% year-on-year. This may have been impacted by the cost-of-living crisis and a post-pandemic general decline in adult education enrolments.

Annual Student Survey results for the portfolio of undergraduate non-matriculated courses for 2022-23 gave an overall student satisfaction outcome of 91%, from a response rate of 57%. Our equivalent survey for postgraduate non-matriculated courses (excluding MSt programmes) had a lower response rate at 36% but reported a high satisfaction rate of 100%.

The student-reported quality and excellence of programmes continues to be guided by the invaluable contribution of our internal and external examiners who once again complemented the standard of our courses and provided suggestions for enhancing them further.

The high quality of portfolio and teaching excellence is a result of a dedicated academic team focused on achieving successful outcomes for their adult cohorts, whether learning for pleasure or focused on career development or career change.

Academic Centres continued to recruit teaching staff to lead its programmes, with the following academic colleagues joining the Institute this year:

- Dr Kalman Winston, Assistant Teaching Professor in Medical Education
- Dr Yvonne Battle-Felton, Associate Professor in Creative Writing
- Dr Ali Al-Sherbaz, Assistant Teaching Professor in Digital Skills

In recognition of her significant contribution to teaching and the support of adult learners Dr Lydia Hamlett, Associate Teaching Professor in History of Art was awarded one of the University's Pilkington Prizes.

Dr Fergus McKay stepped down from his post in July as Deputy Director (Apprenticeships and Technical Education), having worked to establish the Apprenticeship Administration Office at the Institute.

The Division has continued to expand its base of academic staff and extensive network of expert Panel Tutors. In September, ACD delivered the fourth Annual Tutor Symposium. The sessions ranged from an induction to new tutors, a review of student feedback and tips for online teaching. Practical sessions on teaching with Panopto, Zoom and using the VLE. Tutor Development Evenings were held on the subjects of student welfare and international summer programmes.

Binita
Undergraduate
Certificate in Strategic
Business Management

“

Studying this course was a clear choice. It appealed to me due to its unparalleled blend of academic excellence with a supportive, diverse community. The opportunity to learn from faculty members and engage with fellow students from various backgrounds and expertise was truly inspiring. ICE's commitment to fostering a dynamic environment where knowledge knows no bounds drew me to this remarkable institution. My aspirations centre on impactful leadership in strategic business management. The programme was pivotal in sharpening my strategic thinking – it provided me with the knowledge and skills necessary to address complex business challenges. The programme equips me to make a tangible impact in my field, setting me on the right path to achieve my career goals.

”



Margaret
Undergraduate
Diploma in History of
Art and Visual Culture

“

Art history has always been a personal interest for me. I am a retired finance director and decided to study purely for my own pleasure and to develop my understanding. Studying at the Institute of Continuing Education appealed to me most as it allowed me to be taught part-time. Studying has helped me achieve a high level of personal satisfaction and confidence that in my mid 60s I am still able to learn and develop. I felt truly inspired by the young people I met on my studies- they gave me great hope for the future. To any students considering enrolling at ICE, I can reassure you that the combination of intellectual challenge and personal support is outstanding, and I would wholeheartedly recommend the experience.

”



MARTIN BOND

Technology Enhanced Learning (TEL)

Overall, the Online Course/edX course portfolio continued to recruit strongly, with the edX portfolio growing in breadth of offering and tuition fee generating enrolments growing by 46% year-on-year to 2,274. 1,246 students enrolled on these courses hosted on the ICE platform, down marginally (3%) from 1,305 the previous year.

Key TEL tasks in support of teaching at the Institute included the continued delivery and refinement of tiered-training programme for tutors and colleagues. Building on previous training programme, the new programme sessions were held weekly on topics such as: An introduction to the Virtual Learning Environment (VLE); Panopto-Basics; Zoom-Basics; Zoom Break-out Rooms; H5P Interactive Content Building; Non-VLE Online Tools, and Turnitin Assignments.

The annual update of the Virtual Learning Environment (VLE) was completed in July, in partnership with University Information System's (UIS) Moodle team. This update represented the most significant version update in the past four years, including a completely new 'look and feel' for users, along with improved security, and accessibility.

In light of the change in appearance to the new VLE, work has been undertaken to adapt new as of last year course template design. TEL offered several training sessions for staff and tutors on the new VLE, and this will continue for the duration of the academic year. Looking to 2023-24, TEL will run several training sessions for incoming students prior to the start of their programmes, with the goal of familiarising new students with the VLE, trouble-shooting any technical issues they may have before their programmes start, and providing students with the information they need as to who to contact if they run into any technical issues during their studies.

The TEL team continued to provide oversight and management of the Institute's Zoom account. The Institute currently has 125 licensed Zoom users (166 total Zoom users). Across all accounts since the start of the 2022-23 Academic Year 5,183 Zoom sessions were held, across 54,160 session attendees and over 2.6 million session minutes.

Creative Writing and English Literature

Dr Yvonne Battle-Felton joined in February as Academic Director of the Centre. Dr Midge Gillies stepped back as Director, after a very successful tenure as inaugural leader of the Centre.

In September, a celebratory dinner took place at Madingley Hall, involving current and previous students and a range of programme colleagues to celebrate the 10th anniversary of the Master of Studies in Creative Writing. Over the past decade the MSt has graduated 170 students.

In 2022-23 two additional cohorts were delivered for both creative writing certificates. There were 135 enrolments across the undergraduate sub-degree programmes, 20% lower than the previous year. 146 postgraduate enrolments across the three MSts and one postgraduate certificate, compared to 118 in 2021-22, an uplift of 24% based largely on creating a second cohort on the MSt in Creative Writing.

Arts and Sciences

Arts and Science delivered 377 enrolments across 20 undergraduate sub-degrees. This was a 13% year-on-year decrease

In September 2022, the administration of nearly all undergraduate certificates and diplomas moved to the Arts and Sciences team. This allows for a streamlining of processes and procedures and a focus on the experience of online learners.

In 2022-23 the new MSt in History of Art and Visual Culture began with a cohort of 10 students. 2022-23 saw continued strong interest in the Postgraduate Certificate in Philosophy. Postgraduate student numbers were 22% lower than in the year before with 66 students across the three programmes. This was possibly due to return to the in-person delivery mode.

A number of new undergraduate and postgraduate courses have been developed and are going through the approval process: level 4 Certificate in World Archaeology, level 4 Certificate in Anthropology; level 5 Diploma in Critical Thinking, level 7 Certificate in Philosophy; Philosophy of Science and Philosophy of Religion, and level 7 Diploma in Philosophy.

Kevin
on MSt in English
Language Assessment

“ The course has been very rewarding as well as challenging. I feel far more confident in my own knowledge and have been supported by many Academics with years of specialised experience. The sheer breadth of material covered across the six modules has also allowed me to build up a much clearer picture of how assessment practices should work and how many different areas are intertwined: allowing for quality, validity, and fairness in assessment. There is huge diversity within our cohort in terms of origin, location, and our roles within the education sector. The residential teaching weeks were a truly fantastic experience and ones that I will never forget. ”



Dominic
on MSt in AI Ethics
and Society

“ The ability to study part time in the residential/home structure allowed me to continue working full time. This course has taught me a new way of thinking and developed many skills and knowledge which I've found very useful in my day-to-day work. I loved the people on my course and the course leads. Given most students are working full time, there's an incredible array of diversities in seniorities, roles, and industries, which makes the seminars and residential fascinating and adds a whole new element to academic learning. ”



Professional Studies

The MSt in AI Ethics and Society, in partnership with the Leverhulme Centre for the Future of Intelligence, continued to attract strong demand for places, with the second cohort recruiting 44 students.

The first cohort of the MSt in English Language Assessment is due to complete in December 2023, with further cohorts planned for January and October 2024.

Interest in the MSt Apprenticeship in Architecture continued with a first, second and third cohort running in parallel and the recruitment of a fourth cohort due to start in September 2023. The first cohort of the MSt Apprenticeship in Architecture is due to enter Gateway in October 2023.

Total postgraduate enrolments in Professional Studies were 394 against 400 in the previous year.

During 2022-23, the first cohort was developed and recruited for the MSt in Coaching which will start in September 2023.

The undergraduate portfolio within Professional Studies recruited 121 enrolments, a 21% decrease on 2021-22.

During 2022-23, the first cohort for the full-time Certificate of Higher Education in Pre-Medical Studies was recruited also due to start in September 2023.

Degree Apprenticeships

The University has offered postgraduate apprenticeships since 2019. The Institute of Continuing Education oversees the apprenticeships offer across the collegiate University through its Apprenticeships Administration Office.

Following the appointment of Ofsted as the primary regulator for Degree Apprenticeships, the Institute received a monitoring visit in November 2022. Significant Progress was identified in two of the three categories (Leadership and High Quality Training) and Reasonable Progress in the third (Safeguarding). The report praised the external input of programmes and learner experience of the apprentices. Quality improvement plans for Quality improvement plans for Safeguarding and Prevent informed by the Ofsted visit are in place and many changes in activity have been undertaken to demonstrate the Safeguarding Culture which underpins all we do at ICE.

Dr Fergus McKay led on the successful monitoring visit. Martin Akroyd is Apprenticeship Compliance Manager and Maria Martinez-Fresno and Emma Leze are Apprenticeships Administrators.

The University has two postgraduate apprenticeships running. The Level 7 Senior Leaders with Police Management (delivered by the Institute of Criminology, recently admitting its fifth cohort) and the Level 7 Architect Apprentice (fourth cohort to start in September 2023). During 2022-23, the Institute of Criminology confirmed its intention to close the programme to new entrants. Across the Institute of Continuing Education, there plans are under development to launch new apprenticeships at the undergraduate level.

Safeguarding, Student Support and Wellbeing

The integration and activity of student support around all curriculum area increased as additional colleagues have joined the function. Dr Annie Carr arrived in November and manages Safeguarding and Welfare, working across the Institute and Apprenticeships.

The Ofsted monitoring visit in November provided further guidance to develop the Safeguarding culture at ICE with course teams, apprentices and students engaging with and embracing the opportunity to take advantage of resources to support successful study.

The outreach of welfare and support is now global to online students as well as local with the Student Support team visiting departments to meet with apprentices, students (and staff) as often as possible.

Zoe Burton has a specific role supporting those who declare disabilities. Zoe assesses declarations and lists the reasonable adjustments required by law to afford equity of opportunity for all students and apprentices at ICE. In addition, Zoe administers bursaries and provides advice across ICE on these areas.

The Institute continues to provide counselling through a successful partnering with JHD Counselling and academic skills support through online resources and access to specialist tutors.

Dr Holly Tilbrook (Deputy Director Academic Centres Division [Student and Professional Services]) was on career break from January to December 2023 inclusive.

International Summer Programmes and Lifelong Learning

The International Summer Programmes and Lifelong Learning Division is responsible for delivering primarily residential programmes including the University's office summer session and weekend programmes.

The team delivered the University's official in-person summer session, primarily for learners currently enrolled at universities worldwide and older learners studying for personal enrichment. 2023 marked the 100th anniversary of the inaugural offer of the International Summer Programmes, envisaged as a 'A Summer Course for Foreign Students' in 1923.

In addition, the fourth annual Virtual Pre-University Programme for 16-18-year-olds and the eighth annual bespoke programme for Oxbridge Academy were also developed.

Lifelong Learning weekend residential courses ran throughout the year, attracting a wide age-range of learners, studying either for professional development or for personal enrichment.

Participants enrolling for the Summer Programmes represented six continents and 62 nationalities or territories (up from 49 in 2022), with the largest cohorts coming from the USA, UK and China. Some 49% were aged 18-34, 29% were aged 35-64 and 22% were over 65. The gender split was c.69% female and c.30% male, with <1% identifying as other. Some 140 (20%) came from universities or institutions with which we have various forms of partnership agreements.

Some 40% were current full or part-time university or college students, 8% were university academics or school teachers, and a further 33% were employed in other occupations, with the remaining 20% retired. Those declaring as current university students were registered with around 130 universities in 33 countries around the globe.

301 feedback responses were received relating to 901 weekly Summer Programme course bookings (an average 33% response rate at that stage). On a 5-point scale across all 113 courses, the average score was 4.6. Overall percentage satisfaction scores (i.e., those scoring above average) compared favourably to last year (although many returners still want a return to the pre-COVID subject-specialist programme structure). Of particular note were the following scores: 96% of respondents were more than satisfied with the course preparation, 95% said that the academic content met or exceeded their expectations, 94% of respondents said they benefited from having a range of ages in the classroom, 94% of respondents were more than satisfied with their Summer Programme experience overall, and 95% would recommend the programme to others.

Feedback for plenary sessions was largely extremely positive. Although some learners would prefer to revert to subject-specific talks (where, for example on the History Summer Programme up to 2019, the learners would only attend history-themed talks), a great number were pleased with the diversity of subject-matter and enjoyed exposure to new topics.

All learners from the past few summers were invited to submit reflections on their experiences. A selection of these were included in a 108-page booklet to mark the 100th anniversary of the programmes.



International Summer Programme

This landmark year attracted higher numbers than in 2022, when – in the first return to in-person summers since 2019, a total of 521 learners stayed for an average of 1.7 weeks, accounting for 901 bookings across the 4 weeks and 1,802 course enrolments. In Summer 2023, 715 learners stayed for an average of 1.9 weeks, accounting for 1,330 bookings and 2,660 course enrolments. This 37% increase was encouraging and bodes well for a future return to pre-COVID-19 numbers.

A total of 17 learners from Ukraine, India, Costa Rica and the United Kingdom were able to take up full bursaries with the generous help of the James Stuart Fund, which covered tuition and (where required) accommodation for stays of between one and four weeks. The total value of the bursaries provided was £41,424.

A team of eight Cambridge Student Assistants (CSAs), current University students, joined for to assist with the day-to-day delivery of the International Summer Programme and the Virtual Pre-University Programme.

113 out of 115 scheduled 10- or 5-session courses ran, with an average class size of 17.5. The programme included 48 morning, afternoon or evening plenary talks, attracting an average audience of 209 (63% of the weekly enrolment). A total of 10,057 seats overall were taken for plenary talks. A conscious effort was made to extend subject areas offered, and to ensure greater diversity both in the subjects offered and in those delivering the teaching. Among the plenary lectures was one delivered by the newly invested Vice Chancellor Professor Debbie Prentice; notably, it was her first official University speaking duty.

Pre-University Programme

The fourth Virtual Pre-University Programme attracted 146 enrolments across its two two-week terms, from learners aged 16-18 and representing 29 nationalities. This represents a fall from 219 enrolments in 2022: lower numbers might reflect an increased confidence in a return to in-person programmes for many 16-18-year-olds this summer. The programme delivered an interdisciplinary series of some 40 pre-recorded talks, provided by leading Cambridge academics and invited specialists. Sessions were designed to cover topics and disciplines with which learners might already be familiar, as well as introducing them to new ones. There were additional live Zoom presentations to augment lectures and to offer an opportunity for self-reflection and consideration of future learning. Other content included pre-recorded sessions from the Cambridge Admissions Office and Careers Service, Study Skills and Zoom conversations with current Cambridge learners (working as CSAs for the Summer). Those unable to join live Zoom sessions (because of time-zone difficulties) were able to watch recordings of those sessions. Learners particularly appreciated the opportunity for live interaction.

One learner from Ukraine was given a bursary to attend the programme.

The number of feedback returns for the Virtual Pre-University Programme was low: just 22% across the two terms. Of particular note were the following scores: 94% of respondents considered the academic quality of the pre-recorded talks met or exceeded their expectations and some 90% considered the content of the talks sufficiently challenging.



Lifelong Learning Programme

Residential weekend course numbers for 2022-23 more than doubled year-on-year. The total for last year, in a first full year's return after COVID19 was 350 bookings across 24 courses, with a course average of 14.6. Forty four out of 45 planned courses ran and secured 714 enrolments.

Subjects offered were by popular tutors, and by new tutors, with the addition of new topics requested by learners. The list of high-enrolling courses included: World order under stress; The evolution of the modern British monarchy; Creativity in business: putting theory into practice; AI and society; Oliver Cromwell and the English Revolution; The business of turning ideas into reality; An introduction to creative writing (three iterations); People and life in the Roman world; and Fairy tales, past and present.

Pro-active marketing (especially to our international audience and during the weekends themselves) and the provision of new/popular subject areas (such as business, creativity, creative writing) has revitalised not only the enrolments levels but also the demographic of the Lifelong Learning programme. Attendees were historically almost entirely UK-based, returnees, and on average, in the 55 to 75+ age bracket. Weekend course learners this year have represented at least 30 nationalities, with bookings from new learners matching or exceeding those from returners on many weekends. Student diversity has increased markedly, and the gender balance has been better amongst new learners, and most new learners this year have been aged 18-44. The average per course booking this year is 16.5, representing an increase of 2.5 learners on the overall average from AY17-18 to AY22-23.

Feedback for Lifelong Learning was extremely positive. 51% of participants from October to July returned online feedback forms. Of particular note were the following scores: 95% of respondents said the teaching quality met or exceeded their expectations, 96% would recommend the programme to others, 95% said the academic content of the course met or exceeded their expectations, and 96% said they would consider returning for another course in the future.

Oxbridge Academy Programme

A cohort of 15 students and 3 accompanying faculty from Oxbridge Academy in Florida attended an intensive programme on British economic history in context, c.1750-c.1918, from 17 - 31 March. Participants stayed for one week at Madingley Hall, and second week at Selwyn College.

Engagement and partnerships

Engagement with partners at overseas institutions has developed considerably during the academic year: input from a consultant, attendance and a stand at the EAIE (European Association of International Educators), and numerous in-person and virtual meetings with potential new partners substantially increased our database of active University and Institutional Contacts. Over 110 students from more than 8 countries came to the Summer Programmes, with a further 10 or more attending the Weekend courses directly as a result of new or existing partnerships, with the number set to increase for AY23-24.

Team

There continued to be ongoing churn in the team due to resignations and maternity leave. New colleagues were recruited, and one existing post was slightly extended, to provide an additional 2.5FTE of resource. However, at the end of the summer three team members resigned with one taking a more senior role in the Institute.

As always, ICE Marketing and Admissions, the IT & Systems and TEL staff as well as colleagues in the Hall and Operations teams lent valuable support throughout the year.

A core group of team members is to be congratulated for their vision and commitment to making this anniversary year a particularly notable and enjoyable one.

2022-2023 Enrolments by Academic Centre

Programme	2021-22	2022-23	-/+
Academic Centres Division			
Arts & Sciences			
ICE MSt Programmes	52	48	(8%)
Postgraduate Certificates and Postgraduate Diplomas	23	18	(22%)
Undergraduate Certificates, Diplomas & Advanced Diplomas	433	377	(13%)
Non-Award Bearing – General	43	45	5%
Non-Award Bearing – CPPD & Bespoke Programmes	0	0	0%
Non-Award Bearing – Online Programmes	392	415	6%
Non-Award Bearing – Online Programmes (edX)	0	0	0%
	943	903	(4%)
Creative Writing, English Literature & Film			
ICE MSt Programmes	105	128	22%
Postgraduate Certificates and Postgraduate Diplomas	13	16	23%
Undergraduate Certificates, Diplomas & Advanced Diplomas	168	135	(20%)
Non-Award Bearing – General	6	0	(100%)
Non-Award Bearing – CPPD & Bespoke Programmes	0	0	0%
Non-Award Bearing – Online Programmes	542	415	(23%)
Non-Award Bearing – Online Programmes (edX)	866	377	(56%)
	1,700	1,071	(37%)
Professional Studies			
ICE MSt Programmes	213	247	16%
Postgraduate Certificates and Postgraduate Diplomas	187	147	(21%)
Undergraduate Certificates, Diplomas & Advanced Diplomas	154	121	(21%)
Non-Award Bearing – General	35	0	(100%)
Non-Award Bearing – CPPD & Bespoke Programmes	37	14	(62%)
Non-Award Bearing – Online Programmes	371	434	17%
Non-Award Bearing – Online Programmes (edX)	688	1,897	176%
	1,685	2,860	70%
Academic Centres Division	4,328	4,834	12%
International Summer Programmes & Lifelong Learning			
Non-Award Bearing – International Summer Programmes	1,829	2,675	46%
Non-Award Bearing – Virtual Festivals of Learning / VPUPs	219	146	(33%)
Non-Award Bearing – Lifelong Learning	350	714	104%
International Summer Programmes & Lifelong Learning	2,398	3,535	47%
ICE Course Enrolments			
Non-ICE Programme Admissions (MSts & Apprenticeships)	395	429	9%
Total Course Enrolments	7,121	8,798	24%

Operations

Human Resources

During 2022-23, the Institute's Human Resources team have continued to support an unprecedented volume of recruitment. Over 50 new colleagues joined the Institute in the last 12 months with around 30 leaving the Institute to pursue new opportunities. The Institute's total headcount now stands at 214 staff with 150FTE. 99FTE in the Institute and 51FTE based in the Hall. It has been extremely positive to see an increase in the diversity and gender balance of the current ICE workforce.

The HR team has undergone several changes. The start of the year saw the resignation of the Head of HR, Governance & Administration, Linda Andrews. Linda had been on secondment to the Fitzwilliam Museum however, at the end of the secondment, confirmed she would be taking up a role in the central University HR Business Partnering team. Becca Tassell (Tutor Recruitment Coordinator), Sheetal Kale (HR Administrator) and Gianvito Abbruzzese (temporary HR Administrator) also left the Institute, each taking up new roles in the University.

Natalie Palfrey has remained as Interim HR Manager during this period whilst the team restructured to bring Panel Tutor empanelment and contracting under a unified HR function. This move helped to re-establish role clarity around recruitment, induction and retention. In addition, this multi-skilled approach better supports sustainable operations and career progression for HR colleagues.

The vacant roles within the team have now been recruited to and we welcome a number of new appointments. Promoted within ICE from Contracts Administrator to HR Coordinator, Sara Ficarra took up her new role in July 2023. Sara is joined by Mauro Scarcella as HR Coordinator. Finally, Eszter Horwood joined as HR Administrator.

Following the 2021-22 introduction of the University's new Teaching and Scholarship pathway for those academics focused on teaching

excellence, the team supported the Institute's teaching colleagues in the new application process for the first round of promotions in the pathway. We are pleased to congratulate several colleagues promoted in the 2023 promotion round and look forward to supporting the 2024 applications once opened.

The HR team have continued to support the introduction of the University's Anti-Casualisation Policies and worked to transition several colleagues from fixed-term contracts to open-ended contracts, providing secure employment and career development routes to those staff. This work is ongoing.

In addition, the team worked closely with the University's Central HR function on the Cambridge Casual Worker System. The system went live in early 2023, moving the contracting and payments process online. This change process has not been without challenges for all parties, leading to some concern for Panel Tutors regarding delayed payments and an increased administrative workload for both the ICE HR function and the Tutors themselves.

HR colleagues worked diligently and sympathetically to support Chris Woodward's family and colleagues following his tragic death in service. Chris has worked at Madingley Hall since 2013. It was a difficult time for all concerned and we'd like to extend our sincere condolences to Chris' family, friends and team members.

Whilst it has been another busy and challenging year for the HR function, we look forward to moving into the next academic year with new colleagues in place and exciting plans for improvements and developments of existing processes and new innovative ideas to support the wellbeing, role effectiveness and career development of colleagues across the Institute and Madingley Hall.



External Engagement Division

The External Engagement Division encompasses Marketing, Student Advisory known as the Enrolments team, Brand and Digital.

The External Engagement Division was first established early in the 2022-23 cycle to lead on and support the key themes within the 2021-25 strategy with particular focus on the themes of 'Student Success', 'Organisational Purpose and Clarity of Communications' and 'Growth and Sustainability'.

The function is responsible for ensuring that student recruitment grows in line with targets set out in the 2021-25 strategy working in ethical and inclusive ways, within the regulatory frameworks set by the Competition and Markets Authority, Office for Students and other relevant agencies.

In 2023-24 this will extend to include the Admissions team. This is in line with the Institute's 2021-25 strategy which sets out to create an integrated service division to support prospective learners with accurate and timely information, advice and guidance as they progress through the enquiry, application and admissions processes.

Team

The year marked a significant period of change in the function. In September 2022, Christine Kinally, Head of Marketing, took on the broader remit of Director of External Engagement.

The marketing team was rebuilt after a period of considerable churn, with Louisa Kennedy joining the Institute in the role of Marketing Manager to develop the operational marketing plan. The team also consists of two Marketing Coordinators Alice Bream and Cristiano Alfieri, and Marketing Assistant Kate Weddepohl. Further recruitment to support marketing and events functions is ongoing.

Two further colleagues joined the External Engagement function to lead on strategic initiatives. Chang-Xi Sun joined the Institute from elsewhere in the University in the role of Digital Project Lead to lead the delivery of a project to create a new market-facing website. Kayleigh Erickson was appointed as Student Enrolment Manager to establish a new team within the Institute to provide excellent customer service and enrolment guidance to prospective students from around the world.

Strategic projects

At the start of the year, the Division embarked upon three of key strategic projects outlined in the 2021-2025 strategy: the branding project, a website development project and establishment of an integrated learner enquiries and applications function.

• Branding Project

The aim of the market positioning and branding initiative is to create a new and distinctive identity for the Institute that will help to attract new students, especially those from more diverse backgrounds, whilst engaging with existing and former students to highlight the value and benefits of the Institute. It is core to the project to retain and emphasise the positive associations of the University of Cambridge brand, whilst clarifying the Institute's position in relation to the central brand. Effective positioning will play a critical role in differentiating the Institute's brand and gaining share in an increasingly competitive marketplace.

Following an extensive procurement process, appointed brand agency Johnson Banks started work on the project in late 2022. Three of the project phases - discovery, definition of the brand strategy, and development and refinement of creative concepts - were undertaken. The next steps will require University approval, with the intention of introducing a new brand in readiness for the 2024-25 academic year.

• Website Development Project

Closely aligned with the rebrand initiative, a project was initiated to develop a new user-centred and accessible website to optimise student conversions and to fulfil the Institute's regulatory requirements as an education provider. A procurement process was undertaken and website development agency Numiko was contracted to deliver the project with the aim of launching in concert with the new brand.

In addition, a consultant content writer was procured to carry out a phased rewrite of the entire website, with key landing pages, including undergraduate course page content.

The new website will integrate with the new Curriculum Management System (Worktribe Curriculum) when introduced during 2023-24.

• Learner Information, Advice and Guidance Project

A permanent enrolment function was established in summer 2022, with the recruitment of a permanent Student Enrolment Manager.

The aim of establishing this centralised enrolment function, is to sustainably grow enrolments, develop student-centred enrolment processes, establish ownership and accountability within the prospective student journey, and to provide proactive and tailored support to all students.

Over the next two years, the aim is to sustainably grow enrolments while creating a single, integrated function that provides a seamless and tailored experience to all prospective students to the point of a confirmed enrolment. With the scope of the team spanning Information, Advice and Guidance across course information, funding options and navigation of learning pathway, roles will be developed within the team to span these areas. The team will consult and collaborate with relevant Institute colleagues to build specialist knowledge to support the prospective student throughout their applicant journey.

Marketing

Performance marketing campaigns across social media and search channels were activated in December to promote the Institute's broad course portfolios, including short online courses, the summer programme and undergraduate and postgraduate qualifications. In addition, individual promotional campaigns were implemented for courses of strategic importance and those seeking enrolment growth. For the full campaign period between 01 December and 01 September, the ICE Meta campaign resulted in 156,535 landing page views (35% increase from 2021-22) and 8,831 conversions - e.g. enquiry form completion, application started etc. (77% increase) and Google advertising led to 84,472 ad clicks (11% increase) and 2,294 conversions (32% increase).

To supplement paid activity, a comprehensive organic social media plan was implemented to grow following and engagement through these channels. Key in-year successes were to increase the Institute's Instagram following by 82% to 5,925 and LinkedIn following by 64% to 32,138. Overall, the Institute's organic content was seen 145,000 times on social feeds.

In addition to campaigns, the marketing team focussed on conversion activities targeting prospective students and those already in ICE'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 36 online events, including the annual virtual open day, took place generating 2,618 registrations and an estimated audience attendance of 720 (28% conversion).

Regular CRM email communications were also sent to prospective students to enhance conversion.



During the academic year, 94 emails were distributed to a total of 431,640 recipients, with average open rates of 32% and click rate average of 5%, significantly higher than the education sector averages of 23% and 3% respectively.

Inside ICE was published in hard copy biannually, with Lent – Easter and Long-Vacation - Michaelmas term editions distributed in December and June respectively. This content was repurposed for email and social media channels to raise engagement through these channels.

Enrolment

The newly established Enrolments function delivered several important projects including building a robust FAQs document to increase the breadth of questions that can be responded to, providing support to teams across ICE in responding to enquiries during peak periods, taking the lead on creating conversion activities and actively resolving student barriers during the enrolment process. One of these conversion

activities included 1:1 opportunities for prospective students to connect with Academic and Course Directors during the months of June and July, coinciding with the Undergraduate peak period. The enrolment team supported 340 enquiries in relation to these 1:1's, and filled 42% of 1:1 spaces available.

There were considerable amounts of learning, ranging from embracing new technologies and investigating how to maximise platforms, to finding ways to gain insight into how different aspects of student journeys operate and developing effective responses across communications tools to increase responsiveness.

To support the Student Enrolment Manager to carry out daily enrolment activities as well as focus on the development of the function, the team welcomed interim resource in the division from November. Over the course of the year, over 3,500 CRM enquiries were resolved by the team.

To compliment the work to maximise enrolments, prospective students were offered the opportunity to attend a web chat with course leads for several courses, including all courses in the undergraduate portfolio. Early feedback from colleagues, confirmed that these activities contributed to the growth of enrolments. During September and October 2023, the enrolment team's proactive and reactive strategy around course cancellations, late applications and increasing enrolments on 'at-risk' courses resulted in an enrolment increase of 106 students, enabling all courses classified as 'at-risk' to successfully run with a viable number of students.

The team now embarks upon a period of innovation, expansion, and re-development with the aim of providing a central hub for prospective students to the point of confirmed enrolment. At the end of the academic year, a roadmap to 2025 was developed in preparation for the Lifelong Learning Entitlement, which laid out key objectives, measurements of success, major projects and milestones. Recruitment for a permanent team was initiated to support the delivery of the roadmap.

IT and Systems

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

As was the case last year, significant strategic investment in this area continued to be a priority in line with 2021-25 strategic goals, and the team continued to build systems solutions to increase administrative efficiency, improve operational efficiency, and extend data provision and visibility.

Alongside the ongoing development of the central operational system (Olympus), several key projects were initiated, including preparatory work for the new website, the acquisition and implementation of a Curriculum Management System (Worktribe Curriculum), and investment in modularisation of our core offering in line with the requirements of the forthcoming Lifelong Learning Entitlement.

The past year has seen significant improvements to our main operational system to extend its functionality in support of core offerings, improve its usability, and provide workflows for key processes. Ongoing work includes integration with the new University Card System, and on an enhanced Student Portal accessible at all times and integrated with the new website.



With the recent appointment of a CRM (Customer Relationship Management) Development Manager (James Maas, appointed Sep 2023) we expect to rapidly extend our use of the Salesforce CRM to support more student focussed marketing via plugins such as MarketingCloud, improve administrative support via the CRM, and provide enhanced and accessible dashboards and reporting at both the strategic and operational levels.

Madingley Hall and Gardens

2023 marked the 75th anniversary of the University of Cambridge's purchase of Madingley Hall. 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.

Madingley Hall

The 2022-23 trading period, the 75th since the University of Cambridge purchased the Hall and surrounding estate in 1948, was predicated on much uncertainty across the hospitality sector, as the pandemic period drew to a close, with anticipated decreases in commercial demand, spiralling increases in operating costs (e.g. food inflation running at close to 20%), all compounded with the limited supply of hospitality service professionals to deliver the business. In broad terms, the sector has seldom been under such pressure. Nonetheless, despite these concerns, the Hall achieved an increase in its top line revenues.

The Conference, Leisure and Wedding business segments all experienced significant revenue uplifts within their performance statistics, which with a limited proactive sales approach and marketing function, offers encouragement of an increasing audience for future trading.

The Hall was faced with significant cost and profit conversion challenges due to volatile increases in purchasing costs and low labour supply, both of which have impacted the overall financial result. Much work has been undertaken by means of revisions to the commercial model and the development of new revenue streams to improve the future profit performance of the hall business.

The overall Hall turnover was £2.6m, with an overall trading loss of £704,000.

The Hall team have continued to deliver in times of adversity with the departure of some longstanding key roles. Particularly noteworthy was the retirement of Head Chef Mark Walker in 2023 after 27 years of dedicated service. Franchesca Wilson resigned as Senior Hall Operations Manager in June 2023, having taken up her role in February 2022, to take up a role with the National Trust.

In turn, however, this paved the way for new appointments made within the business, all of which bring new and welcome approaches to the Hall business. David Toulson-Burke was appointed as permanent General Manager in August, 2023 and Paul Johnson as the new Head Chef in July, 2023. Paul Coleman joined the interim Hall Operations Manager in 2023. Strategically, the focus in 2022-23 was adapting the existing business to the unknown demand in agile ways whilst maintaining expected service levels and carving out a new commercial platform to take the business forward.

The refurbishment of The Lodge (gatehouse) and the installation of new carpets within the accommodation blocks have all benefited from capital expenditure, along with a number of essential maintenance projects being completed.

Having hosted a number of special events throughout the year including the Universities Association for Lifelong Learning's Annual Conference and the Institute's 150th anniversary celebrations, to name but a few, the Hall continues to adapt to its ever changing market and promote Madingley Hall as a venue of choice for regional corporate clients, the University of Cambridge and other educational providers and private celebratory events.

Madingley Hall's Senior Officers

Name	Role
David Toulson-Burke	General Manager
Paul Coleman	Hall Operations Manager
Rebecca Barnes	Conference and Sales Manager
Paul Johnson	Head Chef
Richard Gant	Head Gardener





HRH Duke of Gloucester (centre), with Jim Gazzard (left, Director) and Richard Gant (right, Head Gardener), attending the Summer Programme's 100th anniversary garden party in July 2023

Gardens

The weather and growing conditions contrasted with recent years, a severe cold spell in December resulted in the loss and damage of several of plants. A wet March followed by an overcast spring and a wet July, enabled the plants to look healthy and put on good growth with the lawns verdant. Due to extensive use of the garden in December for corporate events, significant lawn restoration ensued in early spring with metal edging installed to the Balustrade lawns. In the Walled Garden, further replanting of the Dart Border and the creation of a cut flower border took place.

The garden continued to be open on a daily basis enjoyed by many visitors. In May, a successful open garden for the National Garden Scheme welcomed over 180 visitors, raising in excess of £1,200, with teas served by the congregation of St Mary Magdalene Church, Maddingley. A total of 18 garden tours across the year welcomed 600 participants including two evenings with the International Summer Programme guests, the Universities Association for Lifelong Learning

and the Standing Conference on University Teaching and Research in the Education of Adults Conference and the Medical Pilgrims. Two tours contributed to the Cambridgeshire Nature Festival, one on medicinal plants and the other a flora and fauna tour.

The Director and colleagues marked the Institute's 150th Syndication Day on February 27, 2023, by planting a wheel tree, *Trochodendron aralioides*, in the Woodland Border. Spring heralded some spectacular blossom, notably the horse chestnut, *Aesculus hippocastanum* candelabras and the white panicles of the manna ash, *Fraxinus ornus*. The range of garden Iris flowered abundantly and the vivid red flowering great scarlet poppy, *Papaver orientale* var. *bracteatum* featured on University social media. The roses on the pergola flowered simultaneously and vividly this year.

January 2023 marked 35-years of service by Richard Gant as Maddingley Hall's Head Gardener.



Financial Summary

The University of Cambridge Institute of Continuing Education (ICE) has two main areas of operations. Its academic operations and the operation of Maddingley Hall and Gardens.

Academic operations grew within year with fee revenue of £7.7m covering our Academic Centres Divisions, International Summer Programmes and Lifelong Learning, growth has been driven by the addition of award bearing programmes at Postgraduate and Undergraduate programmes, which remain strong at 1,237 award bearing course enrolments, following a sustained period of growth from 760 in 2018-19.

Non-award programmes in Academic Centres Division increased from 2,980 course enrolments in 2021-22 to 3,597 and include ICE Online programmes, with 1,264 course enrolments and 2,274 course enrolments on our partner online programmes with edX.

International Summer Programmes and Lifelong Learning saw growth from 2,371 course enrolments to 3,535 in 2022-23 due to our Summer Programmes returning towards pre-pandemic levels and growth in Lifelong Learning weekends to 714 course enrolments, from 350 in 2021-22.

Overall academic operations reported a £421k operating surplus in year, with an overall loss of £450k including non-operational costs, strategic investments and distributions to our parent University.

Maddingley Hall saw income levels grow to £2.6m, exceeding 2018-19 levels prior to the pandemic, and a 33% increase of 2021-22 levels. Rising utilities costs, operational costs and staffing costs due to the challenges of the hospitality industry mitigated this growth with an overall operating loss of £494k in year, with a total loss of £704k against a £590k loss in 2021-22.

Financial Summary 2022–23 (£'000)	2021-22	(1) ICE	(2) Maddingley Hall	(1+2) 2022-23	-/+
Income					
Tuition Fee Income	7,413	7,721	0	7,721	4%
Hall Income & Accommodation Income	2,341	762	2,571	3,332	42%
Chest, Central Funding, CUEF, Deposit & Other Income	805	856	48	904	12%
Income Total	10,558	9,339	2,619	11,958	13%
Direct Expenditure					
Tutor fees (External panel tutors)	(1,068)	(1,173)	(0)	(1,174)	10%
Room hire, Residential and Catering	(707)	(1,053)	(17)	(1,070)	51%
Other direct costs	(2,812)	(1,895)	(1,310)	(3,205)	14%
Total Direct Expenditure	(4,587)	(4,121)	(1,327)	(5,449)	19%
Indirect Expenditure					
Pay & Benefits (ICE Staffing)	(5,414)	(4,929)	(1,654)	(6,582)	22%
Total Indirect Expenditure	(5,414)	(4,929)	(1,654)	(6,582)	22%
ICE Internal overheads	(0)	132	(132)	(0)	0%
Total Overhead Apportionment	(0)	132	(132)	(0)	0%
Operating Surplus/(Deficit)	558	421	(494)	(74)	(113%)
Non-Operational Income / (Expenditure)					
Strategic Investment	(538)	(184)	0	(184)	(66%)
Capital and replacement spend	(134)	(32)	(62)	(94)	(29%)
ICC Overheads & Other	(163)	(654)	(148)	(801)	391%
Total Non-Operational	(835)	(871)	(210)	(1,080)	29%
Total Surplus/(Deficit)	(277)	(450)	(704)	(1,154)	317%

Reserves Summary

The Institute operates with the support of a strategic reserve; combined with in-year revenues this reserve supports investment in our strategic objectives towards sustainability.

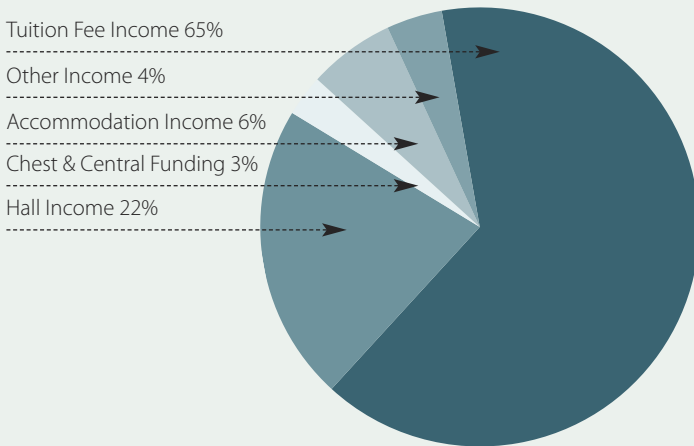
Overall, the Institute recorded a £1.15m loss in 2022-23 with the academic side of ICE reporting a deficit of £450k and Madingley Hall a loss of £704k.

Reserves are valued at £4.8m including the in-year position and the revaluation of its holding in the Cambridge University Endowment Fund (CUEF).

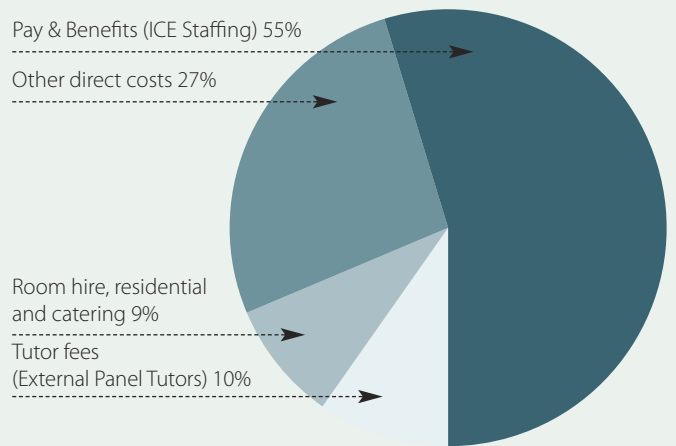
Reserves Summary 2022-23 (£'000)

Reserves brought forwards	6,211
Operating surplus/(deficit)	(74)
Non-operational	(1,080)
Year-end surplus/(deficit)	(1,154)
Year-end revaluation of CUEF	(223)
Reserves carried forward	4,834

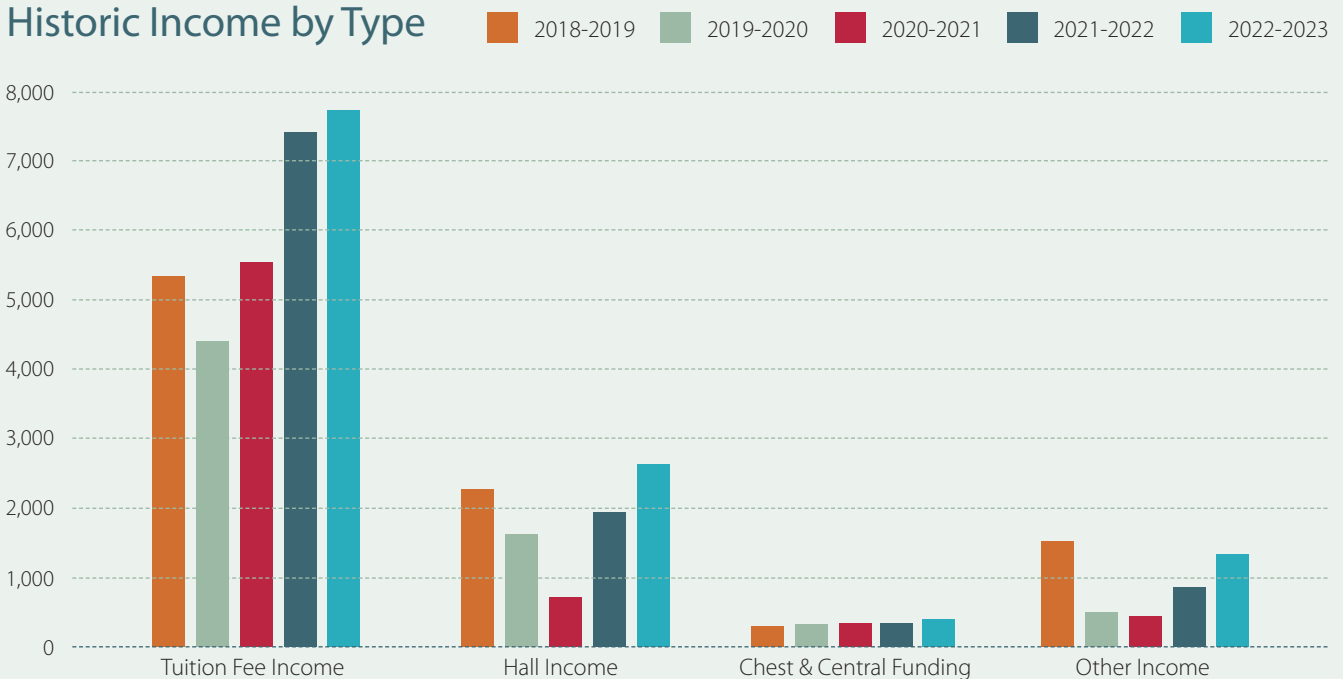
Income by Type



Operational Expenditure by Type



Historic Income by Type



Senior Leadership Team



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



Director of Academic Centres Division
Dr Corine Boz – Fellow Commoner, Queens' College
(Resigned Sep 2023)



Director of External Engagement
Christine Kinally



Director of International Summer Programmes and Lifelong Learning Division
Sarah Ormrod



Director of Finance, Business Systems & Partnerships
Richard Stuckey



Deputy Director (Apprenticeships and Technical Education), Academic Centres Division
Dr Fergus McKay
(Retired Jul 2023)



Deputy Director (Academic) Academic Centres Division
Dr Tom Monie – Fellow, Christ's College
(Resigned Sep 2023)



Deputy Director (Student and Professional Services), Academic Centres Division
Dr Holly Tilbrook – Fellow, Newnham College
(Career break Jan 2023)



General Manager
David Toulson-Burke
(Appointed Dec 2022)

Academics

Academic	Job Title	Subject Area	College Affiliation
Dr Jenny Bavidge	University Associate Professor	English Literature	Murray Edwards College
Dr Nicholas Bradley	Teaching Associate	Creative Writing	
Dr Timothy Brittain-Catlin	Associate Teaching Professor	Architecture	Homerton College
Dr Gilly Carr	University Associate Professor	Archaeology	St Catharine's College
Dr Alexander Carter	Senior Teaching Associate	Philosophy and Interdisciplinary Studies	Fitzwilliam College
Dr Anna Cieslik <i>(resigned June 2023)</i>	Assistant Teaching Professor	Research and Innovation Leadership	
Dr Lucy Durneen	Teaching Associate	Creative Writing	
Dr Roxane Farmanfarman	Senior Teaching Associate	International Relations	
Dr Maya Indira Ganesh	Assistant Teaching Professor	AI Ethics	
Dr Midge Gillies	Assistant Teaching Professor	Creative Writing	
Mr Fraser Grace	Senior Teaching Associate	Creative Writing	
Dr Jane Gregory <i>(resigned July 2023)</i>	Senior Teaching Associate	Science Communication	
Dr Lydia Hamlett	Associate Teaching Professor	History of Art	Murray Edwards College
Mrs Sophie Jones <i>(resigned Jan 2023)</i>	Senior Teaching Associate	Creative Writing	
Dr Nigel Kettley	University Associate Professor	Education and Social Science	Wolfson College
Dr Joanne Limburg	Teaching Associate	Creative Writing	
Dr Tom Monie	Associate Teaching Professor	Biological Sciences	Christ's College
Professor Clare Morris	Senior Teaching Associate	Medical Education	
Dr Jonathan Penn	Assistant Teaching Professor	AI Ethics	St. Edmund's College
Dr Alycia Pirmohamed	Teaching Associate	Creative Writing	
Dr Joseph Reed	Teaching Associate	Creative Writing	
Dr Yvonne Battle Felton <i>(commenced Feb 2023)</i>	Associate Teaching Professor	Creative Writing	
Dr Roberto Sileo	Senior Teaching Associate	English Language Assessment	Homerton College
Dr Gillian Stevens	Assistant Teaching Professor	Coaching	Homerton College
Mr Rupert Wallis	Teaching Associate	Creative Writing	
Professor Samantha Williams	Professor of Social History	History	Girton College
Dr Kalman Winston	Assistant Teaching Professor	Medical Education	
Dr Detina Zalli	Assistant Teaching Professor	Pre-Medical Studies	

Award-Bearing Programmes 2022-23

Undergraduate courses

Course Director(s)

Archaeology of Ancient Britain	Certificate	Dr Gilly Carr
Archaeology: Death and the Ancient World	Diploma	Dr Gilly Carr
Classical Studies	Certificate	Dr Gilly Carr
Coaching	Certificate	Ruth Hughes
Coaching	Diploma	James Woodworth
Cognitive Psychology	Certificate	Giulia Mangiaracina
Creative Writing: Advanced Fiction and Writing for Performance	Diploma	Claire McGlasson
Creative Writing: Advanced Non-fiction	Diploma	Derek Niemann
Creative Writing: Creative Non-fiction	Certificate	Derek Niemann
Creative Writing: Fiction and Writing for Performance	Certificate	Claire McGlasson
Creativity Theory, History and Philosophy	Diploma	Dr Marina Velez
English Literature: Approaches to Literary Study	Certificate	Dr Jenny Bavidge
English Literature: Literature Past and Present	Diploma	Dr Jenny Bavidge
Evolutionary Biology	Diploma	Dr Florin Mircea Iliescu
Genetics	Certificate	Dr Tom Monie
History	Certificate	Dr Samantha Williams
History of Art: British Visual Culture	Diploma	Dr Sarah Pearson and Dr Louise Hardiman
History of Art: Early Modern to Contemporary	Certificate	Dr Sarah Pearson and Dr Aline Guillermet
Immunology	Certificate	Dr Tom Monie
International Relations	Certificate	Dr Victoria Stewart-Jolley
International Relations	Diploma	Dr Peter Dixon
Making of the English Landscape: Landscape History and Archaeology	Certificate	Dr Gilly Carr
Philosophy: Metaphysics, Philosophy of Language and Ethics	Certificate	Dr Alex Carter
Politics	Certificate	Dr Nigel Kettleby
Practical Horticulture and Plantsmanship	Certificate	Sally Petit
Research in the Arts/Sciences	Advanced Diploma	Dr Alex Carter
Research Theory and Practice	Advanced Diploma	Dr Alex Carter
Strategic Business and Management	Certificate	Dr Rajeev Bali
Study of Medieval England	Certificate	Dr Gilly Carr

Postgraduate courses

Course Director(s)

Clinical Research, Education and Leadership	PG Certificate	Dr Thomas O'Connor
Genomic Medicine	PG Certificate	Dr Tom Monie
Genomic Medicine	PG Diploma	Dr Tom Monie
Medical Education	PG Certificate	Dr Jeremy Webb
Medical Education	PG Diploma	Prof. Clare Morris
Philosophy	PG Certificate	Dr Alex Carter
Professional Practice in Architecture	PG Certificate	Miranda Terry
Teaching and Learning in Higher Education	PG Certificate	Dr Meg Tait
Teaching Creative Writing	PG Certificate	Dr Lucy Durneen
AI Ethics and Society	MSt	Dr Jonnie Penn and Dr Maya Ganesh
Architecture	MSt (Degree Apprenticeship)	Dr Timothy Brittain-Catlin
Creative Writing	MSt	Dr Yvonne Battle-Felton
Crime and Thriller Writing	MSt	Sophie Hannah
English Language Assessment	MSt	Dr Roberto B. Sileo
Genomic Medicine	MSt	Dr Tom Monie
Healthcare Data: Informatics, Innovation and Commercialization	MSt	Dr Ronan O'Leary
History	MSt	Dr Samantha Williams
History of Art and Visual Culture	MSt	Dr Lydia Hamlett
Medical Education	MSt	Dr Kalman Winston
Writing for Performance	MSt	Fraser Grace and Clare Bayley



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