

# Worcester



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Worcester 2021 | Issue 25

# Contents

## Welcome

- 3

**In this Edition**  
Our Development Director Kate Foley welcomes Old Members to this edition.
- 4

**Introducing Provost David Isaac**  
Meet the Provost David Isaac, CBE, who joined Worcester on 1st July 2021.

## Features

- 6

**Worcester VS COVID**  
Discover how Old Members, Fellows and students were involved in the fight against Covid and the crises surrounding the pandemic.
- 12

**Worcester: Founded on Philanthropy**  
A look at the story behind Worcester's first philanthropists.



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## Old Member

- 14

**Where Are They Now?**  
Find out more about what some of our Old Members went on to do post-Worcester.
- 18

**Old Member Questionnaire: Key Findings**  
We asked, you answered. Here are the results.
- 22

**The Worcester Gaudy**  
When did the gaudy originate? Find out more about our past Old Member celebrations.

## Student

- 24

**Student Spotlight**  
Find out more about graduate scholarships and undergraduate life during the pandemic.

## Worcester

- 27

**Recipe from Hall**  
A classic recipe from our Head Chef, Anthony Wallbridge.
- 28

**Old Member Events 2021-22**



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The opinions expressed in Worcester magazine are those of the contributors and not necessarily those of Worcester College. All content correct at the time of going to print.

# In this edition

We do hope you enjoy this 25th edition of the Worcester magazine. As ever, we welcome your feedback and thank you for your continued support. It is packed full of wide-ranging content from the history of the College Gaudy on page 22, to in-depth profiles of Old Members on page 14, and key findings from our Old Member questionnaire on page 18. Thank you so much to all of you who took the time to fill the questionnaire in. It has been fascinating and helpful to read your responses and through that process, learn a little more about Worcester through the decades as well as your views on what has been working well and where we could improve.

In the questionnaire we asked you to describe College in three words: 'welcoming, beautiful and friendly', were the three words most frequently used (see our visual representation on page 19). After only one year in post, and even while working mostly remotely through the pandemic, already I can firmly agree. College is incredibly beautiful in every season and the Worcester community I have experienced has been unfailingly welcoming and friendly, despite the intense challenges we have all been grappling with this year.

Our 'Worcester vs Covid' feature in this edition looks at how a few individuals from our Worcester community of students, staff and Old Members, have contributed to the global response to the pandemic. I hope you agree that it is an inspiring read. Thank you to those who shared their experiences with us.

Following direct feedback from you on our Old Member events and what you would most like to attend, we have added several new events to our programme, so please see the back page for more information and to save the date! Booking for these events is through our website and invitations and booking reminders will also be sent in advance.



Finally, we are delighted to formally introduce Provost David Isaac, CBE, to you. Please see an interview with him on page 4. With David's arrival, it feels like College is poised to begin the next chapter in its history. He and I are hoping to meet many of you in person at an Old Member event soon. I am sure that you will offer him the same warm Worcester welcome that I received just one year ago.

With heartfelt thanks for your continued support,

**Kate Foley**  
Development Director and Fellow, and the Development Team.

Special thanks go to all who contributed to this edition and in particular to Zoe Baker, Alumni Communications Officer, who played a key role in its production.

# Introducing Provost David Isaac

**Can you tell us a bit about yourself?**

I'm a graduate of Trinity Hall, Cambridge, and a lawyer by training. Alongside that, I have always been involved in voluntary work in the arts, in education and in the field of equalities and human rights. I'm delighted and excited to be joining the College at this crucial juncture in its life.

**What was your own education like?**

I grew up in a small village in South Wales, where I went to the local primary school and then to King Henry VIII, the grammar school that turned comprehensive in my third year. Wales has always taken education very seriously, so the teaching was good and I was encouraged to be ambitious and apply to Cambridge to read law. I was the first in my family to go to university, so this was a big deal and quite daunting for both me and my family. After Cambridge I went on to the College of Law, but decided to postpone entering the profession by doing a masters in socio-legal studies at Wolfson College.

**Can you tell us a bit about your professional background and career highlights to date?**

I went on to qualify as a lawyer specialising in negotiating and rescuing very large, complex technology contracts for clients. Most of my career has been spent acting for government departments, so dealing with politicians and very senior civil servants has given me an interesting insight into the corridors of power. But most fulfilling has been the work I've done outside my legal career, particularly in the arts and human rights. One of my highlights was undoubtedly the introduction of civil partnerships when I was Chair of Stonewall. My legal and human rights experience led to my appointment as Chair of the UK's Equality and Human Rights Commission, advancing a range of issues related to fairness in society. Alongside that, I've



“My own life was transformed by education, so I’m attracted and excited by the chance to contribute to the life of this outstanding and dynamic institution.”

“I’ve been reflecting on the balance between tradition and innovation, change and continuity; also on how an institution can be truly inclusive and contain a wide diversity of opinion while maintaining unanimity of purpose.”

been actively involved in a range of arts and philanthropic work, including chairing the boards of Modern Art Oxford and University of the Arts London, being on the board of 14-18 NOW (the UK’s artistic response to the centenary of World War I) and being a director of the Diana, Princess of Wales, Memorial Fund. A highpoint of the latter were my visits to Malawi and Tanzania to see the amazing palliative care work and nurse training that we were supporting.

**How has the pandemic affected you personally?**

I am very fortunate, in that no one in my immediate family or friendship group has died from Covid. But I really hope that the pandemic will be a wake-up call in demonstrating that we are all connected to each other in a web of mutual dependencies, both nationally and globally. On a more personal note, I have become more connected to nature, have been volunteering to help people in my neighbourhood, and have greatly improved my sourdough bread-making, thanks to lots of practice!

**What motivates and inspires you?**

I’m a practical, values-driven person, and so I’m motivated to ensure that everyone has a chance to fulfil their potential. I’m an optimist: in my own lifetime I’ve seen huge changes in rights for women and LGBT people, for instance, which leads me to believe that meaningful change is possible in all sorts of institutions and in society in

general. I’m particularly inspired by the bravery and small acts of kindness of ordinary people. We spend too much time hearing about the activities of politicians and celebrities, and I think that we should pay as much attention to the important work of people who don’t always shout about what they do.

**What made you want the job of Provost at Worcester College and what do you hope to bring to the role?**

My own life was transformed by education, so I’m attracted and excited by the chance to contribute to the life of this outstanding and dynamic institution. For me, one of the most interesting challenges for any Oxford college is maintaining a balance between tradition and innovation. I’m keen to engage with everyone who cares about Worcester and work with them to ensure that Worcester continues to be a great college: forward-looking and fit for the 21st century, taking the best students irrespective of their backgrounds, but respecting its history. I’m very aware of the challenges that the pandemic has presented for everyone in the College community during lockdown, and I’d like to use my leadership experience as an enabling force to restore a supportive, flourishing community in real life.

**What are you most looking forward to?**

Getting to know the Students, Staff, Fellows and Old Members. I’m particularly looking forward to being part of a stimulating academic community where

ideas from the humanities, sciences and wider society are in open dialogue. Meeting the amazing people who live and work in Oxford, spending time in the beautiful gardens at Worcester, and picking up some gardening knowledge from Simon and his team. Sustainability is going to be one of the big issues we’ll face over the next five years, so I hope to play a small part in College biodiversity by introducing beehives into the gardens!

**What do you think the biggest challenges might be?**

In no particular order: ensuring that we embrace new ways of teaching and using technology as we emerge from the pandemic, but holding onto all that’s best about Worcester; staying solvent and working with our supporters to maintain and build our endowment; maintaining academic excellence and developing the work already achieved in widening participation; moving beyond the good intentions of sustainability into thoughtful action. In relation to all of the above, I’ve been reflecting on the balance between tradition and innovation, change and continuity; also on how an institution can be truly inclusive and contain a wide diversity of opinion while maintaining unanimity of purpose.

**What is your ideal way to spend a day off?**

I love swimming (40 lengths a day, pre-pandemic) and walking. So I would start the day with an outdoor swim, followed by a long walk in the beautiful landscape of Brecon Beacons, and end the day with a great meal that I cook and enjoy with friends. Perhaps even a day without emails or Zoom, but maybe that’s too much to hope for!

**How would close friends describe you in three words?**

Values-driven. Approachable. Collegiate.



# Worcester vs COVID

The last year has been unprecedented and devastating for many. Here we meet some of the remarkable Old Members, Fellows, and students, who have been involved in fighting COVID-19 and the crises surrounding the pandemic, and learn more about their exceptional experiences.



**Abubakar Buwe** is a first-year student reading Maths and Computer Science at Worcester. Before taking up his place at College, he spent his gap year on a placement with health science company ZOE, working as a Data Science Intern for eight months. In March 2020, ZOE partnered with King's College London to launch the COVID Symptom Study app - a not-for-profit initiative to support COVID-19 research.

ZOE is a healthcare science company helping people understand their body's responses to food. By using machine learning combined with large scale human studies, ZOE is attempting to decode the impact of nutrition on health. Before starting at Worcester, I decided to take a gap year, to go and work with ZOE as a Data Science Intern for eight months, starting in September 2019. In that time, I worked with ZOE nutritionists to analyse study data, launch internal tooling, and work on pilot projects to test their commercial viability.

In March 2020, ZOE partnered with King's College London to launch the COVID Symptom Study app - a not-for-profit initiative to support vital COVID-19 research. Within 48 hours, the app had over 1 million downloads and has since steadily increased to over 4 million contributors globally, making the app one of the world's largest ongoing studies of COVID-19. From here, my gap year role quickly shifted from being a Data Science Intern to working with a small team of seven engineers. This was in addition to responding to the thousands of

## The App Developer

Working with a health science company to launch a not-for-profit COVID Symptom App to support vital research

emails being fired into the app's inbox as people attempted to use our system for the first time. Within a couple of weeks, I began taking on more responsibility with the app, working with the CEO Jonathan Wolf to help liaise with our scientific researcher to expand the capabilities of the app to increase our learnings. In the early days of the app, one of the project's biggest challenges was keeping up with COVID-19 and the science – with so many potential symptoms, and multiple comorbidities that our scientists were interested in gathering information on. This was extremely challenging at first, as I was not a medical researcher, but had to work with them to try and find the best way to ask users to answer questions about their medical conditions and COVID-19 symptoms without overburdening them and potentially slowing the uptake of the app. This challenge increased as we moved to take the app to the US and Sweden, where suddenly for every symptom or medical condition, we had to consider different terminology and ensure it was appropriate/adapted to all three of our target audiences. Through this, I gained many insights into user behaviour and the importance of a simple UI with a high value-proposition, as well as the software development lifecycle. Furthermore, I learnt how to prioritise between user bugs and introducing new questions to the app, knowing that with each day that we delayed a question, there was an opportunity missed to obtain more data that could potentially help with the pandemic response.

Looking back, despite the tragic circumstances, one of the key skills I developed was working in a fast-paced environment where requirements cannot be perfectly outlined and I had to respond to fast-changing events to ultimately deliver a product. I am grateful to ZOE for trusting me enough to do that. In September 2020, after an extended time with the company, I said goodbye to the team before shortly moving to Worcester to take up my place studying Maths and Computer Science. In my four years here, I hope that I'm able to take in all that College has to offer, especially its beautiful grounds.



## The Medical Project Manager

A team of engineers and medics established to develop and produce rapidly deployable ventilators for the NHS.

**Chantal Edwardes** (2019, Graduate Entry Medicine) was the Project Manager at OxVent, a multidisciplinary team of engineers and medics from the University of Oxford and King's College London, working to develop a rapidly deployable ventilator for COVID-19 patients at the start of the pandemic. A former RAF helicopter and weapons engineer, Chantal is currently a graduate medical student at Worcester.

At the start of the pandemic, the government announced that the UK needed to procure over 20,000 ventilators. OxVent was established in March 2020 by a team at the University of Oxford to rapidly provide ventilators to the NHS and I joined the team as Project Manager. Over just one week, the team designed a new medical device, built a prototype, and pitched a credible manufacturing and quality assurance plan to the Cabinet Office as part of the National Ventilator Challenge programme.

OxVent aimed to design a ventilator that used readily available parts not required of traditional clinical ventilators, to avoid conflicting with their supply chains, while providing the NHS with thousands of additional units. The project became a partnership between scientists, clinicians and manufacturers, so I was managing multidisciplinary

teams of around 100 people. My role was to establish partnerships with manufacturers, secure global supply chains and oversee technical ventilator development. My previous RAF aerospace engineer experience was invaluable, as I had managed high profile projects, often at short or no notice, e.g., deploying hurricane relief assets to the Caribbean after the Hurricane Irma in 2017 - involving a complicated logistic chain, which was similar in many respects to the difficulties establishing supply chains for OxVent, at a time when there was a global shortage of ventilator components.

The team undertook the entire quality management process for design & manufacture for the prototype (normally around 18 months). It also involved complete redesign of the existing manufacturing plant, restructuring of the prototype to enable rapid assembly (45-second assembly time per unit), and design verification of the software and hardware. This was an incredibly intense and massive undertaking for a such a swiftly assembled team.

Another challenge we faced was optimising testing for patient safety, with limited time to collect data on the ventilator. It was an incredibly tight schedule to gather enough data to ensure the ventilator was safe to use in the context of a national emergency,

and to submit the ventilator to the regulator for testing. As medical knowledge of COVID-19 increased, the ventilator requirements from the government were also constantly changing, so the scientific team needed to adapt the design while not impacting the manufacturing line already being built, and this was a strain on morale. Managing large teams of around 100 people under pressurised situations, where there is often little sleep is challenging. At OxVent we worked 18-hour days and occasionally all through the night to meet deadlines. Having worked under similar conditions before, I understood the importance of team dynamics and knowing how to balance to requirements of the team, task, and individual needs.

Overall, thankfully, the UK hospitals managed to cope; the ventilators destined for the Nightingale hospitals weren't required and so the government stood down the national ventilator project. By this point OxVent had all the components and manufacturing in place for 6,000 ventilators and had submitted the ventilator to the MHRA for final regulatory approval.

I have stepped back from the project now in order to focus on completing my medical degree. Although I'm changing career by studying to be a doctor, the experience has made me appreciate the value of my skills as an engineer. I really enjoyed working on OxVent and in future I'd be excited to get involved in bio-engineering and medical research projects, which is not something I'd previously considered.

There is a team still working on the ventilator, looking at using the design to provide affordable ventilators to countries such as Mexico, India and Brazil. Now that we have a working ventilator that can be produced for a tenth of the cost of conventional ventilators, we can use the technology in countries who could benefit from it, especially as the pandemic is far from over.



## The Student Outreach Fellow

Access and Outreach Team tackles increased educational inequality during the pandemic.

**Dr Marchella Ward** is the Tinsley Outreach Fellow at Worcester, where she splits her time equally between access work and research in Classics. When she is not in schools or talking to teenagers about Higher Education, she is writing a book about representations of disability in the ancient Greek theatre.

In March 2020, schools and sixth-form colleges across the UK were closed to most of their students, as part of measures to control the spread of COVID-19. Behind the scenes teachers and school support staff worked tirelessly to adapt not only to teaching and supporting students online, but also to providing a safe environment for the children of key workers. In a normal year March would be the busiest time in the Access and Outreach calendar, with year 10, 11 and 12 students in particular making the most out of opportunities to find out more about Higher Education before the busy exam period. But this was not a normal year, and with the majority of students learning from home our usual programme of school visits, super-curricular learning opportunities and trips seemed unthinkable.

Teachers – I came to appreciate to an even greater extent this year – are among the most resilient, resourceful and dedicated people that there are in the world. Working together with school staff at many of the 300+ schools across our link areas, we were able to continue to support children and young people throughout. We set up an online hub for super-curricular learning, offered GCSE and A Level resources, sent out free books via The Worcester Bookshelf project to fill up all of those lockdown hours, and moved our sustained access programmes online. With the availability of careers advisors and progression

leaders now much more limited, we found that larger numbers of young people wanted our advice on choosing a subject to study at university, writing a personal statement, and developing all of the other kinds of skills that are important for the transition from school to university.

That meant dramatically increasing the capacity of many of our programmes, creating new online formats, and designing access projects to address the rapidly changing situation. Some of the young people we engaged with adapted quickly to learning from home, but material access to space, resources and particularly technology was a problem for many (including Worcester College's own offer-holders, for whom the College provided laptops via the Equal Access to Learning Fund). Educational inequalities spiralled: by the time they were physically present in school again, children from the poorest households had spent the equivalent of 15 fewer school days on their learning than children from wealthier households.

The role of the Access and Outreach team had been – all along – to oppose educational inequality and reduce its effects on access to Higher Education. The pandemic made our work much more difficult, but it also introduced us to new ways of working and enabled us to reach larger numbers of young people. We will be working hard for a long time to undo the effects of the educational inequalities that have increased so significantly this year – but young people have shown us that they have high aspirations even in the face of impossible circumstances and it is up to universities, working together with colleagues in schools, to support them in realising those aspirations.



## The Online Educator

Providing students worldwide with award-winning free online learning resources during the pandemic.

**Dr Jamie Frost** (2004, Computer Science) teaches Maths at the Tiffin School in Kingston-Upon-Thames, prior to which he coded trading algorithms for an investment bank. He has created and runs the hugely influential and ground-breaking website for maths tuition *DrFrostMaths* that provides an online learning platform, teaching resources, videos and a bank of exam questions, which are free to all. He has won a Gold Pearson Teaching Prize, appearing on BBC2's *Britain's Classroom Heroes*. He reached the Top 10 for the Varkey Foundation Global Teacher Prize, and was awarded the Global Teacher Prize Covid Hero Award in special recognition of his work to keep young people learning during the COVID-19 pandemic.

*DrFrostMaths* was born while I was finishing off my PhD at Worcester in 2012. Initially a 'teaching blog' where I would also post resources I had created for class, I soon realised that people didn't really care about my opinions on teaching but did like my resources (I recently received the 10 millionth download), and the site grew in popularity from there. About five years ago I received funding from the Mayor of London's office to develop an online question answering platform, enabling teachers to set and monitor work, but students to also practise independently. The platform (all of which is completely free) can receive over 3 million page views a day, with over 150 million questions answered online and used by over 8,000 different schools, both in the UK and overseas. Anecdotal evidence would suggest that either the slides or online platform are used by over three-quarters of UK secondary schools. What I learnt in my PhD days has been surprisingly relevant to development of the site, and my proudest technical

accomplishment to date is producing a solution to an 'NP-hard' algebraic equivalence problem in linear time.

School teaching during the pandemic was, like many professions, initially hard to adjust to. Certain elements were easily replicable virtually, e.g. 'didactic' presenting to the class, but aspects of 'assessment for learning' were far more challenging to emulate. I augmented much of my software to help schools cope with the challenges of lockdown teaching, including 'live' updates of results as students completed tasks, and a 'virtual whiteboard' that enabled teachers to project questions onto student screens then observe each of their annotations. I also adapted a classroom game, usually played using a teacher projector and student mobile devices, to have a 'lockdown mode' that wasn't reliant on students seeing the teacher's screen. Site traffic tripled as the first lockdown hit, requiring a rapid move to new servers and rewriting much of the codebase. The lockdown also meant I had to cancel a 'world tour' around Malaysia, Singapore and Thailand, although instead ran these events on Zoom (appropriately named "DFM Not on Tour!"), with over 2,000 maths teachers in attendance.

I was delighted to win the Global Teacher Prize 'Covid Hero Award' in December 2020, announced by Boris Johnson and with a shout-out in the House of Commons. The temporary wave of media attention was somewhat frantic, with a full Page 3 article in *The Times*, interviews on BBC, ITV, Channel 5 and

Sky News, a 'challenge' by a *Daily Mail* journalist to reteach them GCSE Maths in 2 hours, and articles in the *Guardian*, *Financial Times*, the *i* and *Evening Standard*. I was lucky to recently be invited to the Royal Box in the Wimbledon Quarter Final!

In February 2021, I registered *DrFrostMaths* formally as a charity, in order to enshrine the commitment to provide free maths education to posterity. I have been lucky to have some highly experienced trustees come on board, including the technical mastermind behind *Compare The Market*, who we've affectionately nicknamed 'Meerkat Guy'. The hope is to raise £1-2 million of funding to make the rapid expansion sustainable by hiring staff; *DrFrostMaths* is currently a two-man operation, both of us full-time teachers. Part of the global growth is working with exam boards overseas to support specific curriculums, rather than a 'one size fits all' model. The charity's vision is to provide excellent mathematics education to everyone regardless of circumstances, extending beyond just schools to alternative provision, community projects, pupil referral units and prisons. There is a potential partnership with Pearson expanding into the US; while 'Khan Academy' may be well-established there, *DrFrostMaths* has a broader range of learning settings within mathematics education, currently working with numerous exam boards. There is also the longer-term plan to expand to other subjects, with some support already for Computer Science.

**“The charity’s vision is to provide excellent mathematics education to everyone regardless of circumstances”**





## The Academic Scientist

A research group assessing the long-term effects of COVID-19 in patients.

**Professor Grant Ritchie** is John and Patricia Danby Fellow in Chemistry at Worcester and Head of the Physical and Theoretical Chemistry Laboratory at the University of Oxford. Prior to taking up the latter role he was Director of Graduate studies for five years (2015 – 2020). He leads a group that develops innovative techniques for trace gas detection, with applications ranging from fundamental studies of gas phase chemical dynamics to plasma medicine and breath analysis. Part of his research involves translation of these methods into the real world, and he works in close collaboration with scientists and engineers in both academic and industrial laboratories, and with physiologists and clinicians both internal and external to the University.

My research group in the Chemistry Department uses lasers to assess the concentrations of different molecular species in gaseous environments. In collaboration with a group led by Professor Peter Robbins from the Department of Physiology, we have developed a new method for assessing lung function. This technique, previously used to assess patients with asthma and cystic fibrosis, found a new application during the SARS-CoV-2 pandemic, with the technology employed to investigate the long-term effects of acute COVID-19 on the respiratory system.

To perform the test, patients are asked to breathe through a mouthpiece into a device, known as a molecular flow sensor, which uses laser spectroscopy to accurately measure gas composition and flow. A computational model of the lung then analyses these recorded profiles, determining parameters of respiratory health. This method provides measures of the evenness of fresh gas supply to

the alveoli, something that is known to be lower in those with respiratory disease. Patients who have been hospitalised with acute COVID-19 have been asked to perform this assessment three months after discharge to determine the extent of lasting damage to their lungs. During the current academic year, our group has studied over a hundred such volunteers at the Oxford hospitals, something that has been made possible by the fantastic clinical support we've been offered. A better understanding of the physiological effects of acute COVID-19 on the respiratory system would allow clinicians to optimise treatments, both during acute-stage treatment and during recovery, leading to improved patient outcomes.

As for so many, the pandemic has been a challenging time for my group. As a multi-disciplinary team, we rely on regular communication and the shift to exchanging ideas and updating one another from behind a laptop screen has been a difficult one! The members of the group have been affected by limits on the personnel allowed into the department at any given time but have adjusted well to the rotas and shift work that we've been forced to introduce.

As we move towards a post-pandemic world, our focus is on extending the functionality of our non-invasive tests. Research by Nick Smith (2011,

Chemistry), a recent Worcester College doctoral student, sought to enable the assessment of heart function, something that is usually done using a highly invasive procedure. The links with College don't end there, with Alexandra Sledge (2017), a final year chemistry undergraduate, currently working to miniaturise the measurement device to facilitate lung function assessment within paediatric patients. It is hoped that our novel assessments of lung function might provide a valuable tool for understanding and tracking the development of cystic fibrosis in children.

As a further nod to Worcester's contributions to our research, we highlight that the flow sensor has been tested at home and abroad. In the latter case, it has been deployed in a small clinical trial on patients with chronic obstructive pulmonary disease at the University of San Diego. These clinical measurements were undertaken by Nick Smith and Jennifer Redmond (2012, Chemistry), two Worcester graduate students, during a month-long research stay, and who followed my directions to not only work hard but to take the opportunity to experience the local environment! We are indebted to Matthew Taylor (1973, Literae Humaniores) who kindly provided financial support to enable this work.

“During the current academic year, our group has studied over a hundred such volunteers at the Oxford hospitals... made possible by the fantastic clinical support we've been offered.”



## The Global Charity Leader

Responding to COVID-19 in the Rohingya Refugee Camps.

**David Skinner, OBE (1979, PPE)** was a leader of Save the Children's humanitarian response to the Rohingya refugees in Bangladesh, before he retired in 2020. Prior to that, he ran their programmes in Afghanistan for three years and Pakistan for two. Previously, he was Save the Children's Global Education Director responsible for education programmes in more than fifty countries. In parallel, David served on the Board of Trustees of London University's School of Oriental and African Studies. David has also worked for the Hong Kong government for 16 years, including five years representing Hong Kong's trade interests in Brussels and coordinating the handover negotiations, for which he was made an OBE. David is currently studying at The Courtauld Institute of Art.

There are over a million Rohingya refugees in Bangladesh. They fled from Myanmar in the face of some of the worst crimes against humanity of the 21st century: men, women and children were murdered, tortured, and raped; villages were destroyed. The Rohingya in Bangladesh are now in enormous refugee camps near Cox's Bazar.

People are safe, but the conditions are tough and crowded. People live in temporary bamboo and canvas shelters. They share latrines, washing facilities and

water pumps. There are long queues to collect rations and cooking gas. In other words, these are ideal conditions within which COVID-19 can spread: social distancing is impossible, shielding is impractical, the provision of secondary health facilities is limited.

So, when COVID-19 started, those of us involved in providing humanitarian support for the refugees were concerned. This concern was magnified when Johns Hopkins University gave us forecasts for the likely impact of the disease in the camps. They forecast that hundreds of thousands of people would contract either severe or critical COVID-19. At the peak of the crisis Johns Hopkins thought that we would need 10,000 intensive care beds. Across all the camps there were fewer than 300 in-patient beds, none of them had intensive care facilities.

The WHO approached Save the Children to help. We were already running a well-regarded primary health system across parts of the camps and we had in place a small, ten bed in-patient facility for maternal health. However, I was hesitant. I had conducted Save the Children's review into the Ebola response in Sierra Leone and while I had been impressed by what was eventually achieved there, I was very aware of how hard the process had been. I was also already concerned about how we would

be able to keep our education, protection and food distribution programmes going during the pandemic.

However, after intense conversations with my senior management, we agreed to go ahead. Over the course of three months, we turned three paddy fields into a fully equipped 60 bed facility with piped oxygen, serious infection control arrangements, a full staff of doctors, nurses, and volunteers. The facility was designed to expand quickly to 120 beds. We also put in place a dozen mobile units that could provide care to severe and critical cases in people's shelters. We had to accept that we were never going to be able to provide the 10,000 beds that Johns Hopkins had forecast that we would need.

While this preparation work had been taking place, the Bangladesh government had established severe lockdowns that delayed the spread of COVID-19. This meant that when the first cases were reported in the camps, we were ready to support those who contracted the disease. Fortunately, the initial impact was not as fierce as the Johns Hopkins forecast. The previous depredations suffered by the Rohingya meant that the population was young; only 30,000 refugees were over 60 years old. This has meant that so far it has been possible effectively to manage the number of severe and critical cases. But we must hope that when the current accelerating crisis in India comes across the porous border into Bangladesh, the infrastructure that is in place will remain strong enough to continue to protect the Rohingya from yet another calamity on top of all those they have suffered in recent years.

“At the peak of the crisis Johns Hopkins thought that we would need 10,000 intensive care beds. Across all the camps there were fewer than 300 in-patient beds...”



# Worcester College: Founded on Philanthropy

Although Worcester was founded in 1714, its roots go back further; at their earliest to the medieval foundation of Gloucester College (1283-1539). Throughout its history, College has benefited from a long and rich tradition of generous philanthropic support from Old Members and friends. Many of you have contributed to the development and success of the College over the years as donors to more recent fundraising campaigns, but you may not know just how much of our early origins were made possible due

to the generosity of men and women with a vision and passion for education. Here, thanks to research by Mark Bainbridge, Fellow Librarian, and Emma Goodrum, College Archivist, we feature and celebrate some of the extraordinary philanthropy which Worcester was founded upon, and in doing so express our deepest ongoing gratitude to Sir Thomas Cookes, Margaret Alchorne, George Clarke and Sarah Eaton, for their contribution to establishing the Worcester College we know and love today.

## Founding of the College

**Sir Thomas Cookes**, the Worcestershire baronet whose bequest of £10,000 for the foundation of a college at Oxford led to the establishment of Worcester College, was born in 1648. He matriculated from Pembroke College, Oxford, on 7 June 1667, and entered Lincoln's Inn, London, in 1669. Sir Thomas married twice but both marriages were childless, and he therefore sought to preserve his name through educational foundations. He refounded and endowed Bromsgrove School in 1693, and established a free grammar school at Feckenham in 1696; the final part of his educational scheme was the foundation of a college at Oxford, which would give preference to boys from his schools in Worcestershire.

Aside from naming the College after the county of his birth, Sir Thomas Cookes made no decisions as to the details of his Oxford benefaction and this caused some difficulties following his death in 1701 as several colleges and halls competed for the money. The deliberations over where to settle Sir Thomas Cookes' benefaction lasted for a further thirteen years until the foundation of Worcester College in 1714.

## Library, Hall and Chapel

**Margaret Alchorne** was a wealthy widow who moved to Oxford from Southampton sometime after the death of her husband in 1705. The reasons for her benefaction are not known, but when she died on 16 June 1717 she left half of her estate to the newly founded Worcester College and appointed Provost Blechinden as her executor. The £800 benefaction was used to fund the initial stages of construction of the Library, Hall and Chapel block designed by George Clarke and Nicholas Hawksmoor.



## Terraces

**George Clarke** was born on 7 May 1661, the only surviving child of Sir William Clarke, secretary at war to Charles II. George Clarke matriculated at Brasenose College, Oxford, in 1676, graduated in 1679 and was elected to a fellowship at All Souls College in 1680. He was a Member of Parliament and held a number of important offices including Judge Advocate, Secretary to the Admiralty, and Secretary to Prince George of Denmark. Clarke was also an amateur architect and was closely involved in all the many building schemes in Oxford at the beginning of the eighteenth century, including the Warden's Lodgings at All Souls, the Library at Christ Church, and the Library, Hall and Chapel block at Worcester. Towards the end of his life he became increasingly disillusioned with his own college of All Souls, probably because of internal quarrels, and altered his will in favour of Worcester College where he was friends with



its patron, Lord Harcourt, and the first Provost, Richard Blechinden. As a consequence, the College received money to be used for the completion of the terrace building, estates in Wiltshire to be used for the establishment of six fellowships and three scholarships, and Clarke's important collection of books and manuscripts.

**Mrs Sarah Eaton** was the daughter of Byrom Eaton, Principal of Gloucester Hall from 1662 to 1692; she never married but adopted the title 'Mrs' in later life. She inherited her father's estates in Northamptonshire, Nottinghamshire and Gloucestershire on his death in 1703, and left them to the newly founded Worcester College when she died in 1739. The Eaton bequest was used to add seven fellows and five scholars to the foundation of the College, and to pay for the completion of the terrace building and the construction of the Provost's Lodgings.

## Library Collections

**George Clarke's** library, left to the College on his death in 1736, formed the foundational gift to the College Library collections. His books, prints, and drawings, together with the manuscripts made by his father during the Civil War, took their place on the shelves of the Library Clarke had been instrumental in designing. It was Clarke who brought Nicholas Hawksmoor onto the project and, of course, Clarke's eventual bequest to the Library included several Hawksmoor drawings. His library, particularly strong in architectural history, also included drawings by and books owned by Inigo Jones.

The books left by **William Gower**, the College's second Provost, on his death in 1777, added to Clarke's and ensure the coverage of the Library's collection extends into the later 18th-century. We have to thank Gower for the large number of early plays printed before 1750, one of the largest collections in the UK.



Engraving for the Oxford Almanack of 1741, showing some of the College's benefactors.

**We are deeply grateful for the support of all of our benefactors and donors, whose gifts, both large and small, continue to help shape and develop the very fabric of the College – thank you.**



# Where Are They Now?

Based on your feedback in the recent questionnaire about the kind of content you would like us to feature more of, we have established a new regular feature. In each edition we we will profile a range of Old Members from all walks of life, as they discuss their background, career, motivations, and of course, Worcester.

**Rachel Portman, OBE, Honorary Fellow** (1979, Music) is an award-winning British composer. She became the first female composer to win an Academy Award, which she received for the score of *Emma*. She was also the first female composer to win a Primetime Emmy Award, which she received for the film *Bessie*. She has received two further Academy Nominations for *The Cider House Rules* and *Chocolat*, which also earned her a Golden Globe Nomination. Rachel was appointed Officer of the Order of the British Empire (OBE) in 2010 and has written stage and concert works, among them commissions from the BBC Proms and Houston Grand Opera.

When considering which college to apply for to read music I was particularly interested in finding a college with its own Fellow in Music with whom I could study composition. At the time Robert Sherlaw Johnson was the Music Fellow at Worcester and I was lucky enough to study composition, orchestration and briefly electronic music with him.

I arrived at Oxford with a focus on becoming a composer but without any clear plan of how to achieve it and what the future would hold. I had already written a number of pieces and studied under Roger Steptoe when I was at Charterhouse School. The music course at Oxford broadened my general knowledge of classical music but I was most interested in twentieth century composers, learning orchestration and above all furthering my own composition. To my disappointment it appeared that the music I wanted to write (being tonal) wasn't in tune with the times, and Robert Sherlaw Johnson encouraged me to write in a post Serialist direction to which I was wholly unsuited.

So compositionally I turned my focus to writing music for student theatre productions, including at least two for Buskins. I remember a wonderful production of Aristophanes' *The Frogs* one summer, which we put on by Worcester lake, and dragging my piano across the grass worrying about the rain that was falling. Oxford offered me a place where I could get involved in all sorts of theatre projects and as a result I had discovered a passion for writing music to drama. In my final year I was lucky enough to be in the right place at the right time to be asked to score the first full length feature film made by Oxford students. It was called *Privileged* and many of the people who worked on it have gone on to have successful careers in film (Hugh Grant was just one). This taste of writing music for a film was fundamental to my future and I left Oxford determined to be film composer.

After I left Worcester I was helped to get my first job by the film director Alan Parker. He came to Oxford to give a talk about *Midnight Express* and I got talking to him in the student bar afterwards. I sent him an audio cassette of my music for *Privileged* and he passed it on to his friend, the producer



David Puttnam, who called me up and gave me a job on a film appropriately titled *Experience Preferred but not Essential*. Both David and Alan were key in giving me my break into the industry. From there I worked on several films for Channel 4 and the BBC, learning my craft as the projects grew in size, until I began to work in cinema. I worked with Mike Leigh on a couple of television projects after which he asked me to score his film *Life is Sweet*. After that I worked solely in film and when I was 30 started working in Hollywood on studio films.

The films that are most rewarding to score have been dramas, though I enjoy comedies too, as long as they have some quirkiness. I enjoy character-driven films as opposed to action ones. For many years I have balanced my film work with projects for the concert hall. I yearned to write for the voice, something that film can't easily offer, so I wrote an opera of *The Little Prince*. It was akin to writing a novel and took me 18 months. I've a strong interest in the environment and have written several other works with an environmental theme, including most recently my first solo piano album *Ask the River*.

Music for the concert hall and live opera has been drastically affected by the pandemic. The film industry has slowed as cinemas are closed but television is booming. I am able to compose and on films without being much affected. When we record, the players have to be socially distanced and everything takes longer, but we have had good results.

The advice I'd give my younger self would be to try not to get so stressed by deadlines and schedules. Film is a very stressful line of work but everything has worked out for me, so I needn't have given myself such a hard time by worrying!





than I'd ever imagined. Having come from a small comprehensive school in West Wales, it took me a while to find my feet. But pretty soon, I'd found like-minded people, both at Worcester and in the wider University and made my first forays into writing and producing.

Oxford gives you a chance to try on all kinds of hats and see which one fits — or might fit one day. I realized early on — after an artistic calamity involving live wrestlers, a wayward rock band and a cast mutiny — that I didn't have the temperament to be a director. But I did enjoy managing the chaos of it all. (I also can't hate directors that much because I ended up marrying one). I also spent a lot of happy afternoons hanging around the *Isis* office writing earnest music reviews and doing old school pen-and-paper page layouts. Another welcome berth was the cheerfully anarchic *Jericho Bugle*, run by a cadre of self-styled Marxists from Lincoln and Univ.

From Oxford, I went to postgraduate journalism school in Cardiff and then (finally!) on to London as a graduate trainee at ITN. From that point on, it's been one leap of faith after another. My Worcester journey has now taken me to Los Angeles where I work as an executive producer in the world of non-fiction documentary series. I work mainly with the streaming networks: Netflix, HBO, Amazon and Apple. A lot of the projects I've done have had an historical or journalistic flavour.

It's all a long way from studying the *Anglo Saxon Chronicle* with James Campbell in the mid-1980s, but I do feel my Worcester training gave me the discipline and agility to operate in this world. After you've written an eight-page essay on the War of the Austrian Succession (or done Oxford finals, come to that) nothing is ever quite as daunting again.

More seriously, my Worcester tutors encouraged critical thinking and fluid reasoning: two qualities that are essential in film and TV. Although it's a deceptively informal world, expectations are high and constantly changing. A typical day for me might include a notes session with a composer, a budget review for a multi-million-dollar project, a discussion about libel law with a network lawyer, an interview shoot and then a creative pitch about a completely different project. You are constantly changing gear and improvising as you go.

COVID-19 has led us to improvise even more than usual — and to find new ways to tell non-fiction stories. It's also accelerated a lot of industry changes. For those who are considering film and TV as a career, I'd offer the following bits of unsolicited advice. 1) Don't be too picky about where/how you start. Just dive in and make yourself indispensable. 2) Find mentors who will show you the way. 3) Read the room. Listen closely. 4) Read, watch, listen and engage with as much creative work as you can. 5) Have faith that your curiosity and drive will do the rest.

**P.G. Morgan** (1984, Modern History) is an Emmy-winning writer/executive producer living in Los Angeles. Morgan has written and produced projects for Netflix, HBO, National Geographic, CNN, ESPN, Channel 4 (UK) and the BBC. Prior to working in the U.S., Morgan was an on-air reporter for ITN's Channel Four News and a writer/producer for BBC Current Affairs. He is a member of the Seren Network, a Welsh government initiative that helps students in Wales to achieve their full academic potential. Looking back, I think two things drew me to Worcester. First, the 1982 Oxford Alternative Prospectus told me it was great for Modern History (which was true). Second, it was a ten-minute walk from Oxford train station, a perk which (I imagined) would allow me to hightail it to London each week to catch all the new bands I was hearing on John Peel's radio show. On such fragile foundations are life-changing decisions made.

The London trips didn't happen too often — in large part because college life was more absorbing

**Dr Lucy Chan** (2004, Medicine) teaches mindfulness, compassion, and Buddhism internationally. Formerly an NHS Doctor, she is now Director of the non-profit Mindful Living Community which is committed to nurturing safe and inclusive mindfulness communities that welcome people from all walks of life.

Earlier this year I stood on 'that' iconic red TED dot that has hosted some of the world's very best speakers. As my heart raced from the adrenaline, I wondered to myself, "How on earth did I end up here?"

When I entered the grounds of Worcester as a fresher, I was quiet and unassuming. I knew I was bright, that's why I was there, but so far, my game plan had been to keep my head down and study hard. Suddenly I was asked to speak up and challenge my professors; debate was not only encouraged, it was required. It felt uncomfortable but this was one of the key learnings from my time there that allowed me to find my voice. It was also thrilling to be in a place where we were told that we could achieve anything, though it took me some time to fully realise the implications of those lessons.

Fast forward to me as a burnt-out doctor struggling for over seven years working in inner city hospitals, and abroad. I was waking up dreading going to work, and usually felt depressed and numb. Like all healthcare professionals I was under immense pressure from an overstretched system, but the deeper issue was that my heart wasn't in this work. Whilst I still held an inherent value of wanting to care for people, and to help them in any way possible, I realised this work wasn't meeting my vocation. At that point, I was unsure what would.



From a place of personal need, I found mindfulness. It helped me cope with my sadness and confusion, and gave me space to rest and reflect. As I felt my happiness return, I realised that this was something I wanted to pass on. Thanks to the lessons I had learnt at Worcester, I had the confidence to step into the unknown; changing careers whilst risking a significant pay cut, losing social status, and disappointing my family.

I took a leap of faith not knowing how things would work out; surely enough, doors opened and I met some amazing teachers who were willing to mentor me. Through a mixture of luck and determination, opportunities came to me and I now run a non-profit sharing the practices of mindfulness and compassion to underserved communities, the public, and organisations.

The growth mentality of Oxford; the encouragement to step out of your comfort zone, and to trust your abilities is what inspired me to apply for a spot as a TEDx speaker. I was unsure how being in that public forum sharing my story would be; it was both terrifying and invigorating. But I realise now that finding your values, and the courage to go after them, is a lifelong journey.

When I look at my fellow alumni I see some of the most creative and intelligent people I know. It's up to us not to solely move down familiar career paths, but really for us to travel down new roads that will help us grow, and help the societies in which we live in.



# Old Member Questionnaire: Key Findings

We received a phenomenal response to our recent Worcester Old Member Questionnaire and would like to take this opportunity to express sincere thanks to all who took part. The survey covered a variety of topics, gathering Old Member views and ideas on topics from engagement, events, communications and fundraising, to personal memories of the College.

These responses, whether sharing positive feedback, or making suggestions on where we need to improve, have been invaluable in helping us to prioritise future plans and act to address any concerns.

Below are key results from the survey and information on how we have listened and reviewed our approach. There was a lot of information also shared in free text boxes, which is much more difficult to share here in a summarised way, but please rest assured that we are reading all of the details in these boxes too and are continuing to contact Old Members in response to feedback we have received. It is a mammoth task when this wealth of information has been shared, so please do be patient if we haven't been in touch with you yet – we are working through the responses and we will be in touch shortly. As members of College for life, we hope you will continue to share your feedback and ideas with us and thank you so much for your continued engagement with Worcester.

Warm wishes, Kate Foley  
Director of Development and Fellow

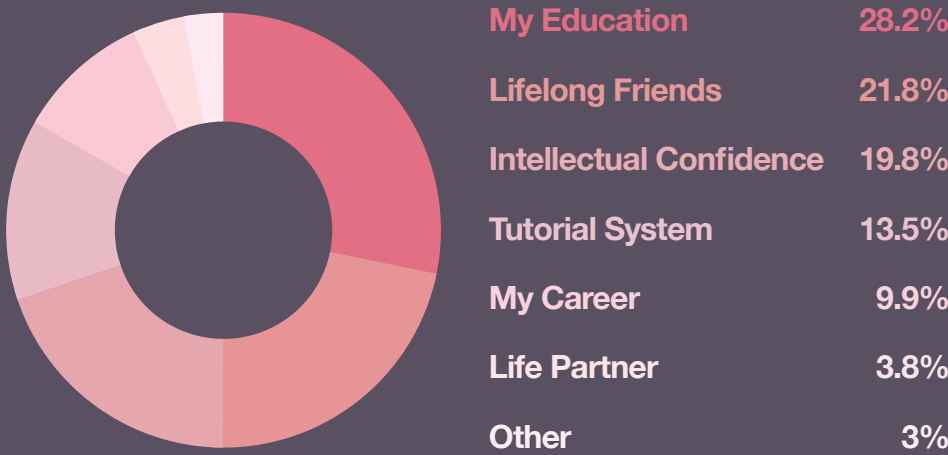
## Who Took Part?

These Old Members were from an even spread of matriculation year groups and a wide variety of subject areas.



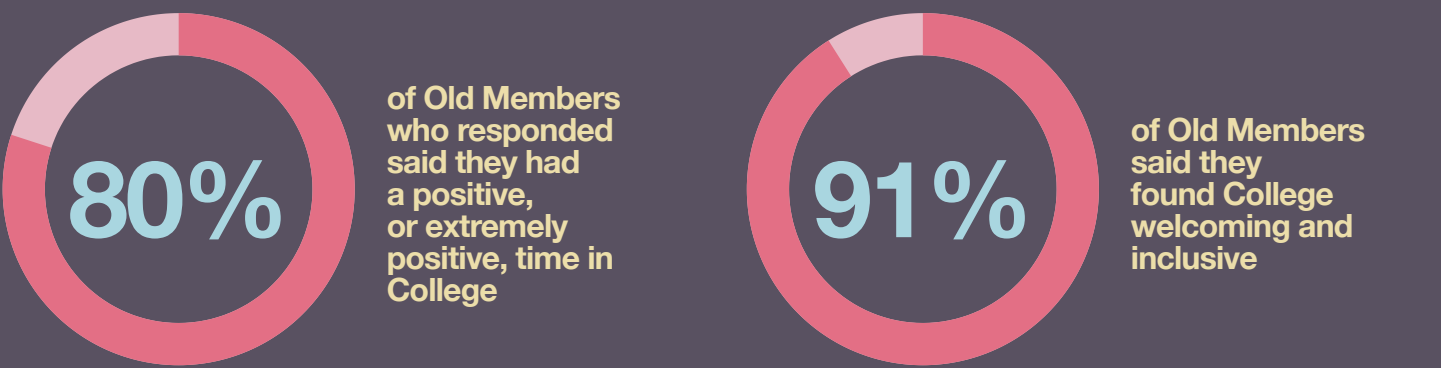
## What did Old Members gain from their time at Worcester?

“My Worcester experience was the intellectual and emotional foundation of the rest of my life.”  
Old Member



## Engagement

Worcester Old Members feel incredible warmth and affection towards College.



“I always think of Worcester as the Normans thought of Sicily, as my home in the sun... The gratitude is all mine.”  
Old Member

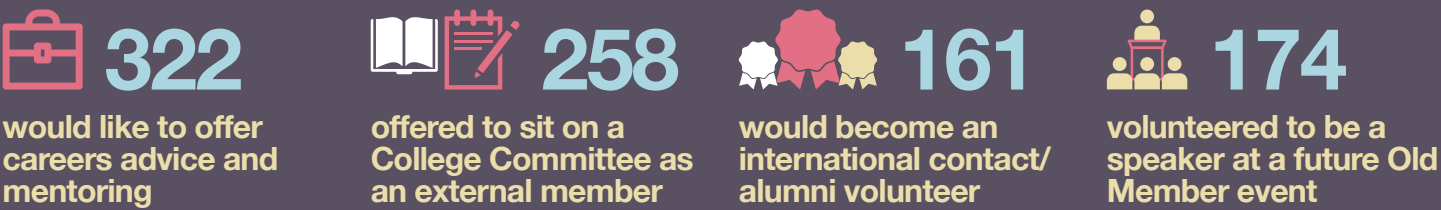
## Describe College in three words:

1,024 of you answered and you can identify by size, which words were used most frequently.



## What are Old Members interested in?

Despite areas where improvement is required, huge numbers of Old Members indicated they are interested in deepening their involvement with College and supporting College progressing new initiatives:

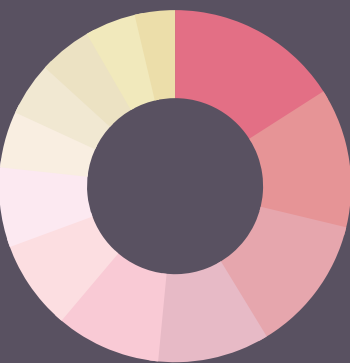


We plan to launch an Old Member careers mentoring service and an international volunteer programme to ensure the Old Member community remains vibrant and active wherever you are living in the world. Those of you who have offered support in this way will shortly be receiving follow up communications.



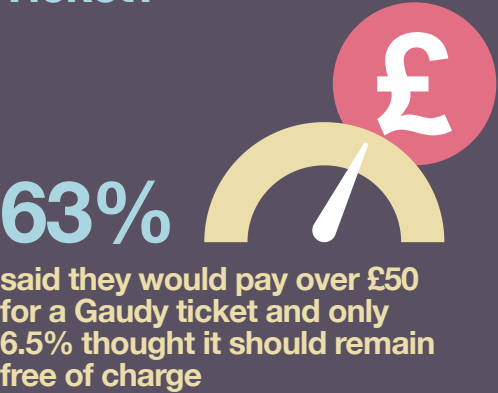
Events

Many of you said the events programme lacked variety and needed a refresh; here are some of the events you would most like to attend:



Gaudies	15.9%
Subject Reunions	12.8%
Garden-Based Events	12.5%
Old Member Speaker Events	9.6%
London-Based Events	7.3%
Christmas Carol Events	5.2%
International Events	4.9%

How much would you pay for a Gaudy Ticket?



Your feedback on events and how we are responding:



Gaudies

Previously free of charge, will now carry a ticket price of £50 (with no charge for alumni 10 years after graduation) and follow a carefully planned and promoted rotation of years (see our gaudy planner)

In response to your feedback our new refreshed events programme is a broader offering, with a range of events including: lectures, family events, garden days, London talks, and online events, as well as Gaudies, subject reunions and more.

These events are in addition to events that were previously offered. We are not halting any events that used to make up the regular programme. This is an outline of the new programme, but more events will be added (including more Arts, music, community and international events) as the new Provost settles in.

In response to feedback that many couldn't attend due to location, dates and times, we have made variations and added online offerings to maximise potential attendance – for full details of events, see the back page of this magazine.



Golden & Diamond Anniversary Years

On 50th and 60th anniversary years, Old Members will be invited to a special Golden or Diamond Jubilee lunch in College, hosted by the Provost and free of charge

Fundraising



140

said they would like to make a gift as part of this process and become new donors

Donors will now be given regular updates on the impact of their gift, whether through an Annual Donor Report (planned for Michaelmas 2021), or bespoke reports and updates.



248

were motivated to give a donation to College via a Telethon Campaign

“I have always given money to help poor students from state schools as that was my own background. I am now delighted to hear of the various initiatives being implemented by the College to help diversify the student body.”

Old Member

“I don't know what it was spent on”

Old Member

Legacies



The 1714 Society

92

Old Members indicated that they plan to leave a legacy to College in their will

Many suggested in the comments box that they hadn't received adequate acknowledgment of this decision.

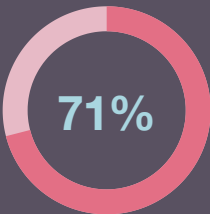
We are in the process of creating a new legacy recognition society called the 1714 Society, which will launch in Michaelmas term 2021. It will aim to recognise and thank those of you who choose to support College in this way, in your lifetimes. Members will receive updates from College and be invited to bespoke events.

“If my wife predeceases me I intend to leave half my estate to the College”

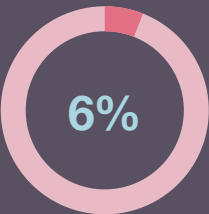
Old Member

Where we need to improve:

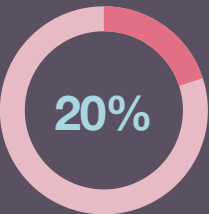
Recurring themes in the comments were around not knowing far enough in advance about Gaudy years, difficulty in booking in time, not feeling small donations are valued and insufficient follow up when people indicated an interest in donating.



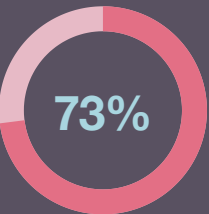
have never attended an Old Member event



of Old Members are making a regular gift to College. The Oxford average is now 12%



of donors said College didn't demonstrate impact of their gift



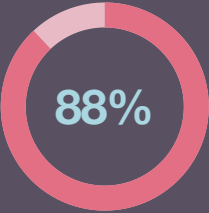
are not following Worcester College on social media

Donors will now be given regular updates on the impact of their gift, whether through an Annual Donor Report (planned for Michaelmas 2021), or bespoke reports and updates. In addition to the editorial, the Development Director will now add a Development report to the Record in the interests of increased accountability and transparency.

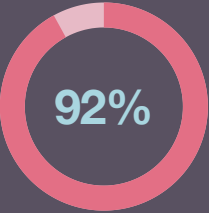
Where we are doing well:



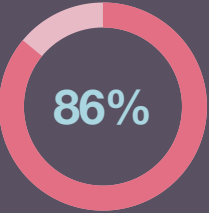
of those who attended an event said they thought it was well organised



of those who attended an event said the quality of catering was good or excellent



of donors said they were thanked in a timely manner



said that they found the quality of content in the Worcester magazine good or excellent



# The Worcester Gaudy

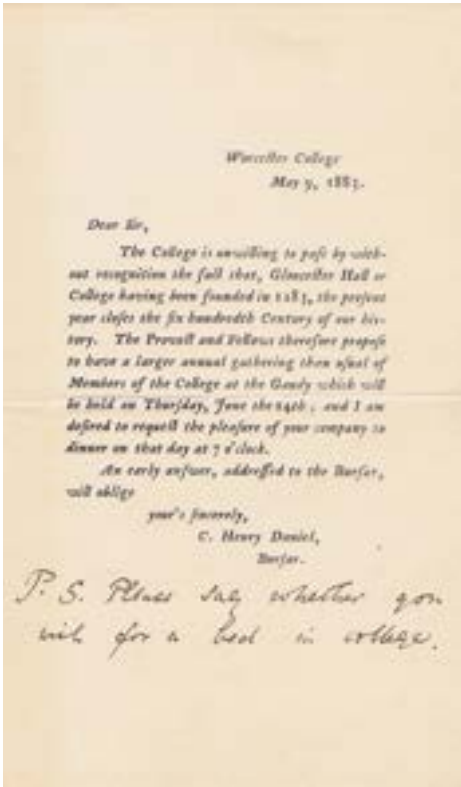
**gaudy**, n. a celebratory dinner or entertainment held by a college for Old Members. The term is recorded from the mid-sixteenth century (in the sense ‘rejoicing, a celebration’) from Latin gaudium ‘joy’, or from gaude ‘rejoice!’

## A Short History of the Gaudy

The history of the gaudy stretches back to the origins of the College. Initially held on 30 November, the day set out in the statutes for the election of College officers, the gaudy was a feast for those on the Foundation, both resident and non-resident, to celebrate the College. This approach continued until the late nineteenth century, when there was a general transition across Oxford colleges from the traditional feast to a wider reunion for alumni. In 1870, Worcester Fellows voted to move the gaudy from November to June, meaning that it could more readily coincide with other events attended by alumni, such as the Varsity cricket match. The first gaudy in the modern sense was therefore held on 20 June 1871; the menu for the dinner survives in the College Archives.

The Worcester College Library also contains a wonderful transcription of a speech from the 1888 gaudy: ‘I used to hear that the cleverer the Fellows, the duller the Common-room; each fearing to jar with others, if he freely uttered his heart. At a Gaudy where old, younger and young meet, I conclude, we may not go deep in thought, but must rather keep on the surface... Between 1830, when I finally left Oxford, and the present year, 1888, how great here are the contrasts! The remembrance of many intermediate cross currents, is to me like a dream. The vast change in the country at large, in the scientific world, in the masses of the people, and in the parliament, could not fail to take effect here.’

Perhaps the best historical source of a personal account of Worcester gaudies comes from the nineteenth-century, in the diary of John Amphlett



of Clent (1845-1918), who was up at Worcester from 1894 to 1897 and was part of a distinguished family with a long connection to the College (ten Amphletts were members of Worcester from 1735 to 1934). The diary gives details of his time at College and subsequent visits, including gaudies. An extract from 1904 reads: ‘June 23rd. There was a large gathering to dinner. The within of the adjoining menu discloses I think 72 guests...Daniel spoke at some length, and became quite affected when he spoke of the presents he had had from his friends, college and otherwise; from my place close to him, I could see the tears actually roll down his cheeks... After



a while the company gradually dispersed. Barrington Ward and I, with another man, went to see if the gardens were still open...and we walked about for a while in the moonlight of a delicious summer night.’ In May 1948, after the cessation of gaudies during the Second World War, a notice was sent out to let Old Members know that ‘for practical and financial reasons it has been found impossible to restart the series of College Gaudies’. The Provost and Fellows were ‘anxious to give Old Members every opportunity of keeping in touch with the College’ and, as an experiment, they decided to inaugurate a “College week-

end”. Up to 100 Old Members were invited to stay in College for a weekend in June, with optional cricket match, at a charge of 30 shillings per person towards expenses. The College were keen for it to be a social experience and to that end suggested that, ‘...the formal

arrangements have been made as few as possible. There will be one speech only...’. Gaudies were re-established in 1964 as part of the 250th anniversary celebrations of the foundation of the College. As student numbers increased,

and consequently the alumni community, so too did the number of gaudies held per year to accommodate as many Old Members as possible. Thank you to Emma Goodrum, College Archivist and Mark Bainbridge, Fellow Librarian for their research.



### Your Next Gaudy: Save The Date!

To enable you to add your upcoming gaudy celebration to your diary, and plan ahead to get together with friends and contemporaries, we have included here a timetable of planned gaudies by matriculation year, taking place from next year until 2030. Dates and times will be added as they are confirmed and invitations will be sent out to each year group with details nearer the event. We look forward to welcoming you to College in your gaudy year!

Do you have any photographs from past gaudy events that you'd like to share with College? If so, please send them to College F.A.O the College Archivist, or email a scan to [development@worc.ox.ac.uk](mailto:development@worc.ox.ac.uk). (Please note that we will not publish any photographs without permission from the photographer and those included in the photograph).

## Worcester College Old Member Gaudy Timetable 2022-2030

Year of Event	March Gaudy Matriculation Years:	September Gaudy Matriculation Years:	September: Golden & Diamond (50th & 60th) Reunion Lunch
<b>2022</b> (see events listing for dates)	2008, 2009, 2010	1980, 1981, 1982 (and 1961 and earlier)	1962, 1972
<b>2023</b>	2011, 2012, 2013	1983, 1984, 1985 (and 1962 and earlier)	1963, 1973
<b>2024</b>	1986, 1987, 1988	1989, 1990, 1991 (and 1963 and earlier)	1964, 1974
<b>2025</b>	1992, 1993, 1994	1995, 1996, 1997 (and 1964 and earlier)	1965, 1975
<b>2026</b>	1998, 1999, 2000	2001, 2002, 2003 (and 1965 and earlier)	1966, 1976
<b>2027</b>	1971, 1972, 1973	1974, 1975, 1976 (and 1966 and earlier)	1967, 1977
<b>2028</b>	2004, 2005, 2006	2007, 2008, 2009 (and 1967 and earlier)	1968, 1978
<b>2029</b>	2010, 2011, 2012	2013, 2014, 2015 (and 1968 and earlier)	1969, 1979
<b>2030</b>	2016, 2017, 2018	1977, 1978, 1979 (and 1969 and earlier)	1970, 1980



# Academic Excellence and the Need for more Postgraduate Scholarships

Worcester College aims to admit the brightest students, who will thrive in the Tutorial System of teaching, regardless of their background. This is true at both undergraduate and graduate level. However, financial hardship is a significant barrier to postgraduate study for students today, as state support dwindles and students carry an ever-weightier burden of undergraduate debt. Only 50% of new graduate students in the UK enjoy the security of being fully, or even partially, funded through scholarships. The uncertainty around funding leads to a loss of intellectual capital that we can ill afford, when perhaps at this particularly challenging time in history, the world requires research excellence, more than ever before. Dr Michael Mayo, Tutor for Graduates at Worcester College, says:

**“Finances are an insurmountable barrier for many potential graduate students of the highest ability – people who would thrive at Worcester and would greatly enrich our community. Graduate scholarships attract applications from candidates of the very highest calibre from around the world. These scholarships are exceptionally competitive and play a key role in encouraging the most academically able students to come to Worcester, without fear of financial hardship. The College benefits hugely from not only the intellectual rigor of the scholars but also their unique outlooks and experiences.”**

Worcester is committed to increasing the number of graduate scholarships available to prospective students, as is the University as a whole. Governing Body has agreed that this should be a fundraising priority for College, as although we have some support in place thanks to the generosity of Old Members and friends, it is not spread across subject areas and so significant numbers of the most talented students do not apply for financial reasons. To fully fund a UK based graduate scholar (fees and maintenance) for one year, costs on average £26000, and this figure is significantly more for international students. The University has developed some matched funding schemes to reduce the cost of establishing graduate scholarships to colleges and to donors. Three such initiatives are described opposite.



Tobias Wedel (2020, MPhil Politics: European Politics and Society), C. Douglas Dillon Scholarship recipient:

**“With the insecure state of the world at the moment, I am extremely relieved that I can focus on my studies without any major financial worries.”**

## Graduate Endowment Matched Scholarships scheme (GEMS)

This matched funding scheme builds on the success of the Oxford Graduate Scholarships Matched Fund (OGSMF), which created an endowment of over £200m for graduate scholarships, and has supported over 750 scholars to date. By supporting this initiative, Worcester further demonstrates its commitment to increasing numbers of graduate scholarships across the Collegiate University and the delivery of the University's Strategic Plan to create 300 new graduate scholarships by 2023. The £40m of matched funding has been allocated for graduate scholarships from the University's Endowment Challenge Fund (ECF). The match is available in endowed scholarships for every subject area and is open to all students.

## Weidenfeld-Hoffmann Scholarships



Nsuku Nxumalo (2019, MSc in Water Science, Policy and Management). She is currently working as a Strategic Water Sector Cooperation Officer for the Danish Embassy in South Africa. She is also a member of the Young Water Professionals Association and the World Youth Parliament for Water (Blue Peace).

These scholarships are funded in part by the Weidenfeld-Hoffmann Trust, partly by the University, leaving a shortfall of £7500 per scholarship, per year, outstanding for a college - or college donor - contribution. The scholarship aims to attract international students of the most outstanding calibre and is extremely competitive. The unique leadership training given, aims to equip the scholars to return to their regions and countries of origin to make meaningful contributions to public life.

Since 2007, 424 Scholarships have been awarded to early career professionals from 83 countries. Worcester's Scholar in 2019-20, Nsuku Nxumalo, is featured above.

## Black Academic Futures

While Oxford's outstanding postgraduate research students include a number of British students of Black African and Caribbean heritage, they currently make up just 1.5% of UK graduate students undertaking doctoral research at the University, compared with 3.8% across higher education in the UK. The Black Academic Futures scholarships, launched in 2020, aim to redress this imbalance and ensure that academically talented postgraduate research students from the Black British community see Oxford as a clear choice for furthering their research and careers. The programme will offer up to 10 UK Black and Mixed-Black students financial support to pursue graduate study at Oxford for the 2021-22 academic year, and over the next five years will create 10 fully funded scholarships each year. Worcester is one of six Oxford Colleges taking part in 2022-23 and is interested in discussing opportunities with potential donors.

**Would you like to help us to support more graduate scholarships?**  
To discuss these specific opportunities, as well as more general postgraduate support and how you can get involved, contact Anna Fowler, Development Executive on +44(0)1865 278 175/ [anna.fowler@worc.ox.ac.uk](mailto:anna.fowler@worc.ox.ac.uk)

**Graduate Endowment Matched Scholarships scheme (GEMS)**

- Matching basis is 2:1 (Donor to University)
- Masters and doctoral support for new graduate students
- Full scholarships (all course fees and living costs) for duration of student's fee liability.

**Example:** A gift of £400,000 prompting a £200,000 match from the University would fully endow a scholarship in perpetuity (all course fees and a grant of at least £15,285 for living costs) for a Biochemistry DPhil (Home) student.

**Weidenfeld-Hoffman Scholarships**

- College contributes £7,500 towards the £12,000 full Leadership Programme costs per scholar
- The scholarship will cover 100% of course fees for the duration of the student's fee liability and includes a grant for living costs of at least £15,285.

**Example:** A gift of £7,500 would fully fund the College contributions of an outstanding WHT scholar for one year.

**Black Academic Futures**

- Each scholarship covers 100% of fees and will provide a grant for living costs for at least £15,285 per year
- Gifts of £50,000-£100,000 will be matched with income secured from other donors and from within the collegiate University to fully fund scholars.

**Example:** A gift of £112,500 will fully fund a single scholar throughout their experience of Black Academic Futures. A donation of £1,125,000 will fund an entire cohort of 10 scholars.



# Student Life in a Pandemic

By Connie Claxon (2019, Music), JCR President



“As JCR President this year I have been working closely with the College as part of the COVID Group where the planning and decision-making related to our pandemic response is done. This has been a truly eye-opening experience, and I am really grateful to the College for allowing student voices to be heard as part of this group, and of course, to the wonderful JCR committee for organising.”

The effect of the pandemic on students during these past two academic years cannot be overstated. College during a pandemic is very different to how it was before. Libraries have closed; formals, Bops and sports matches have had to stop; and JCR meetings, the bar and, of course, teaching, have all had to adapt to new ways of working. The arrival of our lovely freshers was greatly impacted by a lack of in-person events during Freshers’ week and beyond.

As JCR President this year I have been working closely with the College as part of the COVID Group, where the planning and decision-making related to our pandemic response is done. This has been a truly eye-opening experience, and I am really grateful to the College for allowing student voices to be heard as part of this group, and of course, to the wonderful JCR committee for organising virtual and socially-distanced events to keep us all going. Alongside my role as president, I have also been doing some degree work(!). My music studies have continued as best as they can, given the circumstances, but I have always found that studying in Oxford operates best

with a healthy ‘work hard, play hard’ balance, and without so much of the ‘play hard’ element due to restrictions, the ‘work hard’ part has been more difficult. It has definitely been harder to motivate ourselves to work without as many things to look forward to, and with the uncertainties of the global situation preying on our minds.

However, it hasn’t all been doom and gloom! Having been unable to return to College for such a long time has made us so much more appreciative of just being able to be in such a beautiful College with such wonderful people. There has been some ingenious planning of virtual and socially-distanced events such as a cooking tutorial with the Worcester chefs, socially-distanced Oxmas dinners, and a virtual karaoke night in collaboration with the MCR which was truly a night to remember! The pandemic has given both College and the JCR a useful chance to reflect, and consider ways in which College life might be able to be improved post-pandemic. As things start to slowly go back to ‘normal’ we are given the chance to decide what we want that ‘normal’ to look like, and so for that reason I am very hopeful for the future of the College and the JCR.



# Recipe from Hall

Worcester’s Head Chef, **Anthony Wallbridge** (fondly known as Arnie), held a fantastic online cook-along for students during lockdown, live from the College kitchens. Here, he shares one of the recipes – his divine Ravioli – for Old Members to create at home.

## Spinach & Ricotta Ravioli with Sage Butter

### Ingredients

- 360g/12½oz 00 flour, or strong white bread flour, plus extra for dusting
- 4 free-range eggs
- 200g/7oz defrosted frozen spinach, washed and drained
- 200g/7oz ricotta
- 40g/1½oz Parmesan (or a vegetarian alternative), finely grated, plus extra to serve
- 1 lemon, grated zest only
- 20g/¾oz fresh sage leaves, stalks discarded
- 1 garlic clove, crushed
- 100g/3½oz unsalted butter
- Sea salt and black pepper

### Method

- 1 Put the flour, eggs and a large pinch of salt into the bowl and mix gently until it comes together; it may seem very dry at first, but it will gradually form a dough. If, after a minute or so, it still seems crumbly, add 1–2 teaspoons water, kneading after each addition. Continue to knead for 6–8 minutes or until the dough is smooth and stretchy, and springs back when you press your finger into it. Divide the dough into four equal pieces, wrap tightly in cling film and refrigerate for at least 45 minutes.
- 2 Pull your defrosted spinach out of the fridge, wrap in a clean tea towel, and press out any remaining liquid, so the spinach is as dry as possible. Finely chop the spinach and transfer to a bowl, together with the ricotta, Parmesan and lemon zest. Season to taste, with salt and plenty of black pepper, mix well and set aside.
- 3 Put the sage, garlic and butter into a saucepan large enough to hold all the pasta once cooked. Place over a medium-low heat until the butter melts, simmer gently for 5 minutes, and then remove from the heat and leave to infuse. Season with a pinch of salt and pepper.
- 4 Take one portion of dough from the fridge, remove the cling film and lightly dust the dough with flour. Flatten with a rolling pin and roll your pasta dough as thin as you possibly can, remembering to keep enough surface area to fold over the ricotta in the next step.
- 5 Place teaspoonfuls of the ricotta mixture at even intervals along the bottom of the pasta sheet, using no more than about a quarter of the mixture.
- 6 Using a pastry brush and water, dampen the pasta around the ricotta filling. Now take the top of the pasta sheet and carefully fold it over the ricotta, gently pressing down around the mounds of filling and pushing out any air pockets. Using a sharp knife, trim the pasta into evenly sized squares of ravioli, then lay them out on a tray, dust with a little flour and cover with cling film.
- 7 Keep the trimmings for other pasta dishes, or to throw into a soup. Roll out and fill the remaining three pieces of pasta in the same way.
- 8 When ready to serve, bring a large pan of salted water to the boil and place the pan of sage butter over a low heat. Cook the ravioli (in batches if necessary) in the boiling water for about 3 minutes. Remove with a slotted spoon and add to the pan of sage butter. Gently stir to combine, and then serve immediately with a little more Parmesan and black pepper.
- 9 To make this recipe 100% vegetarian, look for vegetarian Italian-style hard cheese instead of Parmesan.



# Worcester Old Member Events 2021-22

The events programme is constantly being updated – keep checking [www.worc.ox.ac.uk/alumni/events](http://www.worc.ox.ac.uk/alumni/events) for further details, or contact us on: +44 (0)1865 278374 or [omevents@worc.ox.ac.uk](mailto:omevents@worc.ox.ac.uk)

## September 2021

- 6 **Academic Lecture**, Professor Robert Saxton: 'The Process of Composition From Detection to Confection', 5pm. Free, online. OTA.
- 13-14 **Meeting Minds Global 2021: The University of Oxford Alumni Weekend**. Online event featuring Provost, David Isaac, CBE, in conversation with Russell T Davies, OBE (1981, English).

## October 2021

- 4 **Academic Lecture**, Morwenna Blewett: 'Stolen Colours, Coercion and Kidnap', 5pm. Free, online. OTA.

## November 2021

- 15 **Academic Lecture**, Professor Sadie Creese: 'Cybersecurity', 5pm. Free, online. OTA.
- 20 **Old Member Tree Planting Event** in College with Head Gardener, to include an informal lunch, 9:30am-1pm, OTA. Tickets £18.
- 22 **Worcester College Society** invites all Old Members to meet Provost David Isaac, CBE, at a drinks reception, 6-7:30pm at The House of Lords. Ticket price TBC.
- 29 **'Worcester Provost in Conversation'**, 5-6pm. A new event series between the Provost and Old Members. Free, online. Speaker TBC, OTA.

## December 2021

- 1 **Christmas Carols and Canapes** in the Chapel/Cloisters, 4-5.30pm, OTA (restricted numbers). Tickets: adults £18, children free.
- 5 **Academic Lecture**, Dr Matthew Cheung Salisbury: 'What is Sacred Music Doing in a Post-Religious World?', 5pm. Free, online. OTA.

## January 2022

- 15 **Inaugural Donors' Dinner**. Annual black-tie event in College, 7pm. Invitations to follow.
- 24 **Academic Lecture**, Dr Scott Scullion: 'Fate and the Gods in Ancient Greek Culture', 5pm. Free, online. OTA.
- 31 **'Worcester Provost in Conversation'**, Talk and drinks reception, speaker TBC, 6-8pm. The Oxford & Cambridge Club. OTA. Ticket price TBC.

## March 2022

- 12 **Law Society Dinner** to be held in College. Open to all those who read, or are currently practising, Law. Invitations to follow.
- 14 **Academic Lecture**, Professor David Steinsaltz: 'Ageing', 5pm. Free, online. OTA.
- 19 **Gaudy for those who matriculated in 2008, 2009 & 2010**, to be held in College (for full gaudy timetable, see page 23). Invitations to follow.

## April 2022

- 30 **Gardens Day** to be held in College, 11am-2pm, OTA. Tickets £30.

## May 2022

- 6 **Herbaceous Border Masterclass** with our Head Gardener, 9.30am-1pm, OTA. Tickets £18.
- 16 **'Worcester Provost in Conversation'**, Talk and drinks reception, speaker TBC, 6-8pm. The Oxford & Cambridge Club. OTA. Ticket price TBC..
- 21 **Engineering Dinner** in College, 6pm. Open to all those who read Engineering. Invitations to follow. Tickets £50.

- 28 **CampbellFest**, an event for all Historians to celebrate the life of Professor James Campbell, 11am-3.30pm, in College. Invitations to follow. Tickets £25.

## June 2022

- 6 **Academic Lecture**, Nir Vulkan: 'Ethical AI', 5pm. Free, online. OTA.
- 10 **Provost's Panel Debate** followed by a drinks reception to be held in the Sultan Nazrin Shah Centre, 5pm-7pm, OTA. Tickets £25.
- 11 **Benefactors' Garden Party** to be held in College. Invitations to follow.
- 25 **Family-Friendly Garden Party**, New event for all Old Members and their families. Buffet/BBQ, drinks and entertainment, 2-5pm in College. Tickets: adults £30, children free.

## September 2022

- 16-18 **The University of Oxford Alumni Weekend**, OTA. Accommodation available in College.
- 16 **50th and 60th Golden and Diamond Jubilee Lunch Reunion**, for all who matriculated in 1962 & 1972, hosted by the Provost, 12-2pm. Free event, by invitation.
- 17 **Gaudy for those who matriculated in 1980, 1981, 1982 (priority booking) and 1961 and earlier**, to be held in College. Invitations to follow. Tickets £50.
- 18 **Walking Tours of the College Gardens and Grounds** with Head Gardener, 11am and 12pm, OTA. Free event.

(NB. OTA – Open to all)



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