Feedback from Groups on Agenda with Schools

Supporting teachers to deliver Computer Science Curriculum? (Issues of Business model; creating CPD; secondment)

- Secondment: let's just do it. Bits of several people? More than one person?
- Continuing basis: £1k/yr per dept would sustain a post or two…
- Identify a champion in each institution. Proactive not reactive! Have a 1-day workshop for champions to get them revved up. Advertise local champions to teachers.
- Dialogues with education partnerships…
- Are universities the best providers of CPD? Should we pay the OU instead? Distance learning (cf Stamford/MIT examples)? Start a new social enterprise as quasi-commercial provider? What about industry? Ask teachers!
- Try to understand better how CPD is currently financed. When and what lengths of time are best for schools?
- What should be in a CPD programme? Some material must exist eg in conversion Masters courses.
- One stop shop for CPD materials.
- Advertise CAS and local champion on dept web sites.
- All universities have funds allocated to support outreach.
- Each dept make connection with (say) ten schools.
- Coordinate local universities to avoid love-bombing one school.
- University ambassadors scheme.
- Scale is a Real Problem. 3,500 schools is a lot, and that's only the state-maintained ones.

What is in the CS Curriculum and how does that link to HE? (Existing GCSE curriculum; CAS Curriculum model)

- We should know what's in the CAS curriculum; and exam syllabi. Need links
  (One is www.computingatschool.org.uk, "Documents" tab)
- Computer science does not equal programming
- Awarding bodies are unusually open to advice, guidance.
- A school CS qual could be the end-point, not a way-point to university.

How are we going to change HE provision in relation to CS Qualifications stream from Schools? (2nd year entry; expectation of GCSE Computing)

- In short to medium term we are going to have more better-qualified incoming students; but we won't be able to rely on that for a while. Even long-term we may not want to **require** a CS qual.   So we need a more flexible u/g model than the "single tunnel". But this is a nice problem to have! Moreover students with school-level CS quals will make better-informed choices => fewer drop-outs.
- Direct entry?
- FUNCTIONAL PROGRAMMING. Yes!
- Eg from Physics: Group students into mixed-background groups, and get the able students to help those with less background?
- Adjust admissions messaging. Maybe the local champion could spearhead this?

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