

**BCS, The Chartered Institute for IT  
BCS School Curriculum and Assessment Committee**

Notes of the meeting held on Wednesday 13 July at 11:00 am  
BCS Offices, 25 Cophall Avenue, London EC2R 7DN & Online

**Present**

Prof Dame	Muffy	Calder DBE	MC	Chair, University of Glasgow
Prof	Tom	Crick MBE*	TC	Swansea University
	Pete	Dring*	PD	Fulford School
Dr	Helen	Harth*	HH	Health Education England
	Mark	Martin MBE	MM	Urban Teacher
	Niel	McLean	NMcL	BCS Head of Education
	Nicola	Mounsey*	NMo	Calday Grange Grammar School
	Sarah	Old	SO	Ofqual
Prof	Simon	Peyton Jones OBE	SPJ	Epic Game, NCCE Chairs
Dr	John	Woollard*	JWI	University of Southampton

**In attendance**

	Amanda	Matheson**	AM	BCS Senior Press Officer
Dr	Bill	Michell OBE**	BM	BCS, Director of Policy
	Jenna	Griffin**	JG	BCS Policy Programmes Manager
	James	Woodward**	JWd	BCS Head of Policy and Public Relations
	Maxine	Leslie	ML	Meeting Secretary

**Apologies**

	Julia	Adamson		BCS Director of Education
Prof	Miles	Berry		University of Roehampton
	Sharon	Cromie		Wycombe High School Academies Trust
	James	Donkin		Ocado Technology
	Rachael	Gray		Department for Education
Prof	Alastair	Irons		BCS Vice President (Academy), ACB Chair
Dr	Peter	Kemp		King's College London
Prof	Kerensa	Jennings		BT
	Robert	Leeman		Arm
	Samina	Kiddier		Department for Education
Dr	Saima	Rana		GEMS World Academy, Dubai
Dr	Sue	Sentance		Raspberry Pi Foundation
	Jane	Waite		Raspberry Pi Foundation

\*Joined online

#Joined for items 4 & 5 only

## Notes

1	<p><b>Welcome, apologies &amp; declaration of conflicts of interest</b></p> <p>The Chair welcomed all attendees and there were no conflicts of interest reported. Warm congratulations were extended to SPJ for the award of OBE for services to Education and to Computer Science.</p> <p>Charlene Hunter, Adrian Mee and Jake Hapgood had been invited to further represent the Culturally Responsive Curriculum, Digital Literacy and GCSE CS Working Groups respectively, but had been unable to attend, expressing an interest in attending future meetings if appropriate.</p> <p>SO gave an update on the progress of the Ofqual response to the correspondence from the SCAC on grading and members provided some input. A further progress update will be provided at the next meeting</p>
2	<p><b>Notes/Actions from previous meeting held on Monday 14 March 2022 and matters arising [SCAC/2022/06]</b></p> <p>Members NOTED the record from the previous meeting and the following matters were arising.</p> <p><b>March 2022.2</b> to further discuss CS A level being a pre-requisite for a degree level qualification – it was reported that last year, out of 150k applications only 15k students held a CS A level. It would be good to look at this carefully from a UK perspective and then from England, Wales and NI perspectives. Both the BCS Academy of Computing Board and the wider BCS Academy have an interest and members agreed that this should be discussed in greater depth.</p> <p><b>July2021.2</b> for MM and Quintin Cutts to liaise on the “for-all” perspective on computing in schools: modelling, problem-solving, and alignment with mathematics – this has been completed and MM reported that a further meeting had been arranged for a couple of weeks’ time to look at this from an experiential and pedagogy/theoretical point of view. NM suggested a re-run of this conversation with a wider audience as it would be good to pull in different perspectives.</p>
3	<p><b>Output from SCAC Working Groups – members to consider each paper for sign off, publicising, identifying key stakeholders and SCAC’s next step [SCAC/2022/08]</b></p> <p><b><u>Digital Literacy WG</u></b></p> <p>This paper has the most developed content. HH welcomed this, as the Digital Literacy (DL) of the workforce is one of the key enablers in the NHS. It was agreed that this should apply at all levels and ages but that the focus should be on schools. The document should define DL for the UK, be “the” reference document as well as making recommendations.</p> <p>TC noted the cultural and societal imperative and that the wider digital citizenship piece is helpful and relevant post-covid. It looks like it reflects diversity across all four nations. Recommendation 6 is not just DfE but a call to arms for all four nations to work together, including the Welsh, Scottish and NI governments.</p> <p><b>ACTION: NM undertook to liaise with TC on the wording for Recommendation 6</b></p> <p>BM emphasised the importance of DL to all professions from nurses to big tech managers, as it relates to the reliability of systems.</p> <p>Members discussed and agreed some updates to the document and JWd outlined the usual process for publicising this type of paper, namely to ensure that all papers have compelling,</p>

clear asks (which help for the comms), a very collaborative well defined comms approach, and sharing the paper with key stakeholders (including those 'in the room'). It will be important to ensure that government departments affected have sight of it before publication plus other stakeholders as an embargoed document 2-3 days in advance. In addition to DfE, stakeholders include BEIS, DCMS, the Office for AI, RAEng, RS, CPHC, UKCRC and the Council for Science and Technology (CST – MC is a member).

Steers on the recommendations are welcome from SCAC and other stakeholders include schools, school leader organisations, school governors, teacher unions (Stuart Ball could help here) and influencers in the CS space (via MM). Also, those outside of CS such as Defra and agro-tech and other thinkers such as Ben Goldacre. It was agreed that each recommendation should have an owner with a clear articulation of the role of SCAC and BCS role in each.

**Timescale:** the aim is to consult from October and publish by Christmas. It was noted that the three papers are in different stages of development and that it would be best to gradually release the CRCWG and GCSEWG papers over the next year.

It would be useful to include a bibliography with approximately 6 references and a sentence about each.

**ACTION: JwD and NM undertook to work with SCAC and the Policy team to draw up a timetable and a full list of stakeholders and a comms plan to include the website, social media, BCS/CAS communities, op eds and blog(s)**

### **Culturally Responsive Curriculum WG**

JwI asked if recommendation 3 (build trust and transparency) should reference that it is the aim of computing to build this, not only what is being taught but also how it is being taught. Also recommendation 4 could include fact sharing examples of curricular being developed.

The Chair reiterated the importance of each recommendation needing an owner. It was noted that some of the actions resulting from recommendations can be done by BCS and others by SCAC (in the context of resource constraints). NM flagged that there are some interesting pieces of data not yet publicly available, which may inform the recommendations. MM noted that it would be good to have a template to celebrate, with context and background for the story. The Chair was concerned about using US research references as it will be important to ensure that evidence from these sources is applicable in the UK.

After some discussion, members agreed that it would help to convene separately to draw out what recommendation 5 might look like.

**ACTION: NM to consult with MM, PD, SO and the exam boards to clarify the rationale and specification for the paper**

**Timescale:** to be published a while after Christmas

### **GCSE CS WG**

NM reminded members that a re-write is not an option in policy terms at present, and it is not our job to re-write this, only to model a possible direction. It was further noted that there is an overlap with Ofqual's area, there are strict rules when writing assessment objectives and the thinking has moved on quite a bit since the current version was written.

It was agreed that this paper will not be published, that experts should be brought in as well as SCAC members and that the tone could be softened slightly, couched in more gentle recommendations.

	<p>PD flagged that Edexcel has introduced onscreen (as opposed to online) practical programming assessments, which looks like a really significant step. It is probably too early to include this in the paper at this stage, but something to look at in future, perhaps contacting expert witnesses to report on how it is working in practice. NMo had some misgivings about introducing practicals within GCSE due to the current infrastructure of some schools.</p> <p><b>Timescale:</b> spring 2023 for consulting teachers/expert witnesses; however document not for publication.</p> <p>Members agreed that an action-oriented approach taken by SCAC to establish specific working groups tasked with producing a regular series of discussion papers worked well and should be built on.</p> <p>Members also discussed the presence of reports such as the <a href="#">Landscape Review</a> on the BCS website. It would be good to strengthen this and make the work of SCAC more prominent and searchable. JWD explained that there is much competition for real estate on the BCS website and resources are currently limited; however there are short term solutions and the publication of reports can be highlighted on social media channels and newsletters.</p> <p><b>ACTION: BCS staff to ensure that links to reports are highlighted/tagged in all relevant areas of the BCS website</b></p>
4	<p><b>Ideation session on future workplan</b></p> <p>The Chair expressed her satisfaction with the output from the four WGs launched two years ago. WGs are a great way to focus on what is important and being task-oriented tend to have a limited lifespan.</p> <p><b>ACTION: BCS staff to contact WG members to advise them of the plans discussed above</b></p> <p>Members agreed that the 4 Nations, Digital Literacy and GCSE CS WGs should be disbanded while a further meeting should be held with the Culturally Responsive Curriculum WG to give a chance to provide feedback and secure any drafting points. It will be important to maintain contact with WG members for future SCAC workstreams.</p> <p><b>ACTION: Secretariat to set up final CRWG meeting for feeding into and signing off the paper</b></p> <p>The initiation of two new WGs were proposed:</p> <ol style="list-style-type: none"> <li>1) Practical assessment at GCSE level – to scope this out with expert witnesses</li> <li>2) 16-18 computing qualifications – including A level content, A levels as prerequisites for UG degrees, the possible role for data science A level, comparisons with Higher and Advanced Higher awards in Scotland and Level 3 vocational qualifications (T levels etc). It could be useful to start broad and focus into a specific area or areas and involve a range of people including school/FE/HE teachers and CPHC.</li> </ol>
6	<p><b>Agreed actions and AOB</b></p> <p>See actions below. There were no items of AOB.</p>
7	<p><b>Close and date of next meeting</b></p> <p>The Chair thanked those joining online and in person for their helpful contributions. The next meeting will be held online on Tuesday 15 November 2022.</p>

	<b>Dates of 2023 meetings:</b> Monday 13 March ONLINE July date F2F, exact date TBC Wednesday 15 November ONLINE
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**Actions – responsible people in red**

**July2022.1** Output from SCAC Working Groups: Digital Literacy  
Liaise on the wording for Recommendation 6 **NM/TC**

**July2022.2** Output from SCAC Working Groups: Digital Literacy  
Work with SCAC and the Policy team to draw up a timetable and a full list of stakeholders and a comms plan to include the website, social media, BCS/CAS communities, op eds and blog(s) **James Woodward/NM**

**July2022.3** Output from SCAC Working Groups: Culturally Responsive Curriculum  
Consult with MM, PD, SO and the exam boards to clarify the rationale and specification for the paper **NM**

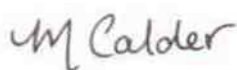
**July2022.4** Output from SCAC Working Groups  
Ensure that links to SCAC WG reports are highlighted/tagged in all relevant areas of the BCS website **BCS staff**

**July2022.5** Ideation session on future workplan  
Contact WG members to advise them of the future workplan **BCS staff**

**July2022.6** Ideation session on future workplan  
Set up final CRWG meeting for feeding into and signing off the paper **Secretariat**

**November 2021.2** Consider reviewing A-level Computer Science in the same way as GCSE CS **BCS staff**

**March2021.4** WG kick off  
Draw up a registry identifying work of each WG for adding other work so it is easy to identify overlaps and potential gaps **BCS staff**



Signed: \_\_\_\_\_

**Prof Dame Muffy Calder**  
**Chair of School Curriculum and Assessment Committee**