BCS, The Chartered Institute for IT

BCS Schools and Colleges Committee

Committee Member Role and Person Specification

Context

The BCS Royal Charter states that a core purpose of BCS is to 'establish and maintain appropriate standards of education and experience for persons engaged in the profession of computing or entering upon courses of study in computing and allied subjects; and to undertake, supervise or encourage the education and training in all matters relevant to the advancement of computing.' The Royal Charter positions BCS with a mandate to consider all matters relevant to the advancement of computing education in schools.

As part of fulfilling this purpose BCS has established a Schools and Colleges Committee to bring together the views of a broad and inclusive range of expert stakeholders from across the UK to provide authoritative, independent, evidence-based guidance and advice to BCS on the content, qualifications, pedagogy, and assessment methods for computing education in schools and colleges.

Mission

To further the quality of computing education and training in schools and colleges across the UK.

Purpose

The overarching purpose of the committee is to provide advice and guidance to BCS, with the explicit aim of advancing the subject discipline of computing in all four countries of the UK and concerning students in primary, secondary and tertiary education. The committee will gather and synthesise evidence and expert opinion and seek out, reflect on and share good practice. BCS will publish regular computing education insights and reports, on which the committee will be consulted.

This includes, but is not limited to providing advice on issues including,

a. the subject content as set out in the various UK National Curricula and the extent to which they provide a basis for schools and colleges to develop teaching programmes that broaden the essential knowledge, skills and understanding needed for life, further study and employment.

b. the range, quality, and fitness for purpose of the qualifications in computing available to children and young people, and the extent to which they meet the diverse needs of different groups of students, including the needs of girls and students from lower income backgrounds and ethnic minorities.

c. the latest evidence-based pedagogy for teaching computing.

d. effective ways of assessing students' computing knowledge, skills and understanding and their use in qualifications.

e. teachers' and lecturers' confidence and competence to teach computing curricular, including identifying needs for CPD and support.

f.   the supply of teachers and lecturers to meet the growing number of students choosing computing qualifications and pathways.

g.   the curriculum in practice and how this manifests in different parts of the education journey for different groups.

Membership

The committee will normally be made up of approximately 12 unpaid members whose term will be 2, 3 or 4 years, which may be extended subject to the agreement of the chair of the committee for a further term of three years.

- 4 members should be active within the schools or FE sector
- 2 members should be from employers, preferably representing an SME and a large company
- 2 members should be from organisations working with schools, such as from awarding bodies, CPD providers, and educational research bodies

Members of the committee will be appointed based on their personal expertise and experience, and their commitment to advance computing. While they may have been nominated by an organisation they are not representative of the interests of that organisation, and any potential conflicts of interest will be registered. The committee membership as a whole should include members from all 4 UK countries and will seek to reflect the diversity in the wider population.

Person Specification

Members of the BCS Schools and Colleges Committee will be selected on the basis of their knowledge and expertise in the relevant area and every effort will be made to include broad representation from broad stakeholder groups.

Requirement	Essential	Desirable
Experience and knowledge of computing education and/or training across the UK.	√	
Interest and enthusiasm for computing education and associated research	√	
A knowledge of one or more of the issues identified in a-g above.		√
The skills to analyse and synthesise evidence on computing education and to recognise its implications for practice and policy in the schools and colleges sector.	√	
A willingness and the time required for preparation, board participation and working group participation.	√	
A commitment to computing education for all young people.	√	
Awareness of how computing education is implemented in other jurisdictions.		√
The ability to contribute positively and to challenge constructively and to work closely with colleagues both in the committee and on ad-hoc working groups	√	