

BSc (Honours) Computer Science

Programme Specification

Primary Purpose

Course management and quality assurance.

Secondary Purpose

Detailed information for students, staff and employers. Current students should refer to the related Course Handbook for further detail.

Disclaimer

The University of Portsmouth has checked the information given in this Programme Specification. We will endeavour to deliver the course in keeping with this Programme Specification; however, changes may sometimes be required arising from annual monitoring, student feedback, review and update of units and courses. Where this activity leads to significant changes to units and courses, there will be prior consultation of students and others, wherever possible, and the University will take all reasonable steps to minimize disruption to students. It is also possible that the University may not be able to offer a unit or course for reasons outside of its control, for example; the absence of a member of staff or low student registration numbers. Where this is the case, the University will endeavour to inform applicants and students as soon as possible. Where appropriate, the University will facilitate the transfer of affected students to another suitable course.

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Course Details

1. Named Awards

Computer Science

2. Course Code (and UCAS Code if applicable)

G400 and C0056S

3. Awarding Body

University of Portsmouth

4. Teaching Institution

University of Portsmouth

5. Accrediting Body

British Computer Society

6. QAA Benchmark Groups

Computing

7. Document Control Information

Release 9 Dated July 2018

8. Effective Session

2018-9

9. Author

M Poole

10. Faculty

Faculty of Technology

11. Department

School of Computing

Curriculum

12. Educational Aims

The accredited programme aims to equip students to work as professional computer scientists, particularly in environments where in-depth knowledge, critical awareness and competence in computer hardware, software engineering and distributed systems is required in support of building complex information systems. In addition, and more generally, the course aims to:

- Provide a challenging, stimulating and self-rewarding study environment.

- Provide a framework whereby individual study paths may be forged based on choice from a range of options.
- Enable students to broaden their studies, at level 5, by including a language unit as a substitute for degree option choices.
- Develop a range of graduate and employability skills by means of opportunities provided in the course units.
- Accommodate student needs in relation to maximising their career potential by enabling them to develop knowledge, understanding and skills in their chosen subject area.
- Promote career aspirations by including study topics on general professional and ethical practice and study skills.

13. Reference Points

The major reference points were University of Portsmouth Curricula Framework 2014 Document (2010), British Computer Society (BCS) requirements, Computing 2007 and 2016 Benchmark Statements, Code of Practice for Work-based and Placement Learning (October 2010), National Qualification Framework and QAA UK Quality Code for Higher Education.

The Computing 2016 Subject Benchmark states (section 2.18): there are three key ideas which constitute a certain ethos that can be expected to characterise any honours degree programme in computing:

- i. the concept of computational thinking, the recognition of its main elements and the relevance of these to everyday life;
- ii. the computing system (including an information system), and the process of developing or analysing it is important; understanding of the system and its operation will go deeper than a mere external appreciation of what the system does or the way(s) in which it is used;
- iii. the balance of practice and theory, such that practical activity can be supported by an understanding of underlying principles.

The programme has been designed with five areas drawing on the following Computing 2007 benchmark elements:

Hardware (H) – Architecture, Computer Based Systems

Software (S) – Comparative Programming Languages, Databases, Data Structures and Algorithms, Operating Systems, Programming Fundamentals, Software Engineering, Systems Analysis and Design, Web Based Computing

Communication and Interaction (CI) – Computer Communications, Computer Networks, Distributed Computer Systems, Human Computer Interaction, Operating Systems

Practice (P) – Document Processing, Management Issues, Middleware, Professionalism, Software Engineering.

Theory (T) – Theoretical Computing, Information Systems, Intelligent Information Systems Technologies, Artificial Intelligence.

14. General Learning Outcomes

Level 4

Certificates of Higher Education are awarded to students who have demonstrated:

- knowledge of the underlying concepts and principles associated with their area(s) of study, and an ability to evaluate and interpret these within the context of that area of study
- an ability to present, evaluate and interpret qualitative and quantitative data, in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of their subject(s) of study

Typically, holders of the qualification will be able to:

- evaluate the appropriateness of different approaches to solving problems related to their area(s) of study and/or work
- communicate the results of their study/work accurately and reliably, and with structured and coherent arguments
- undertake further training and develop new skills within a structured and managed environment

And holders will have:

- the qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility

Level 5

Diplomas in Higher Education are awarded to students who have demonstrated:

- knowledge and critical understanding of the well-established principles of their area(s) of study, and of the way in which those principles have developed
- ability to apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context
- knowledge of the main methods of enquiry in the subject(s) relevant to the named award, and ability to evaluate critically the appropriateness of different approaches to solving problems in the field of study
- an understanding of the limits of their knowledge, and how this influences analyses and interpretations based on that knowledge

Typically, holders of the qualification will be able to:

- use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis
- effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences, and deploy key techniques of the discipline effectively
- undertake further training, develop existing skills and acquire new competences that will enable them to assume significant responsibility within organisations

And holders will have:

- the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making

Level 6

Bachelor's degrees/Bachelor's degrees with honours are awarded to students who have demonstrated:

- a systematic understanding of key aspects of their field of study, including acquisition of coherent and detailed knowledge, at least some of which is at, or informed by, the forefront of defined aspects of a discipline
- an ability to deploy accurately established techniques of analysis and enquiry within a discipline
- conceptual understanding that enables the student:
 - to devise and sustain arguments, and/or to solve problems, using ideas and techniques, some of which are at the forefront of a discipline
 - to describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in the discipline
- an appreciation of the uncertainty, ambiguity and limits of knowledge
- the ability to manage their own learning, and to make use of scholarly reviews and primary sources (for example, refereed research articles and/or original materials appropriate to the discipline)

Typically, holders of the qualification will be able to:

- apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding, and to initiate and carry out projects
- critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements, and to frame appropriate questions to achieve a solution - or identify a range of solutions - to a problem
- communicate information, ideas, problems and solutions to both specialist and non-specialist audiences

And holders will have:

- the qualities and transferable skills necessary for employment requiring:
 - the exercise of initiative and personal responsibility
 - decision-making in complex and unpredictable contexts
- the learning ability needed to undertake appropriate further training of a professional or equivalent nature

15. Learning Outcomes

A. Knowledge and Understanding of:

- A.1 The fundamentals and underlying theory of computer science, computer architectures, programming, operating systems, networks, software systems, database systems, web authoring, infrastructures (H, S, CI, T).
- A.2 The theory and practice of requirements analysis, specification and prototyping, implementation, testing, integration, documentation, delivery and maintenance and their roles in software development (S, P).
- A.3 The need for creativity in producing novel and robust software products (S).
- A.4 Underlying mathematics and its applications in computer science including algorithmic complexity, specification and proving (T).
- A.5 The need for the efficient as well as effective management of the process of software construction within an ethical framework (P).
- A.6 Network and distributed systems development.

B. Cognitive (Intellectual or Thinking) Skills, able to:

- B.1 Apply high-level skills of an intellectual, analytical, creative and problem-solving nature.
- B.2 Make use of common skills with an ethical and critical awareness, which are necessary and appropriate for a reflective practitioner.
- B.3 Demonstrate a critical awareness of the effects upon society of technical and technological development, and a proper sense of professional conduct in relation to society's increased dependence on technology.
- B.4 Plan, execute and professionally report on a major final year engineering project.

C. Practical (Professional or Subject) Skills, able to:

- C.1 Select, critically evaluate and create appropriate, effective, robust and productive methods and tools for the successful construction, and timely delivery of valid computer-based systems (H, S, CI, and P)
- C.2 Use industry standard software and hardware proficiently for specific purposes (H, S, and P)
- C.3 Competently and critically assess, analyse and use current and future technologies in the computing field (H, S, CI, and P).
- C.4 Apply professional codes of conduct and appreciate the ethical considerations that underpin them (P).
- C.5 Demonstrate experience and productive capability in the placement setting (sandwich degree Only, P).

D. Transferable (Graduate and Employability) Skills, able to:

- D.1 Communicate effectively in writing, speaking and in appropriate forms of presentation. Read, understand and analyse complex documents related to software products and system requirements.
- D.2 Use information technology to efficiently handle data, simulation and assist with design and testing.
- D.3 Deal with the numerical data that might be found in typical computing applications.
- D.4 Assess problem domains and formulate appropriate problem solving strategies.
- D.5 Build on previous experience in order to enhance personal development.
- D.6 Work in teams to achieve goals efficiently and effectively but nevertheless be distinctively individual.
- D.7 Deliver appropriate outcomes in a timely fashion to the standard required by the placement client (sandwich degree only)

16. Learning and Teaching Strategies and Methods

Core knowledge is acquired mainly through lectures and computer laboratory work.

Individual learning is supported by directed reading, study guides, tutorial and worked examples. Additionally, design exercises will be used. Mathematical and formal methods abilities are developed using appropriate software to support mathematical knowledge. Encouragement to research and discuss areas of interest beyond the taught curriculum is given at all levels.

These skills are developed by appropriate use of material where heuristic problem solving ability can be exploited. Professional conduct issues are taught in lectures and developed in group work and by means of role playing exercises. Individual and group reports will be used to develop the necessary intellectual skills and critical awareness needed to plan and write concise and lucid reports.

Tutor supported laboratory work and case studies will be used to develop appropriate skills. Use is made of samples and worked examples as exemplars to support this element. Competency in system use is gained by work on student practice networks.

The emphasis is generally on building competent skills and confidence in their use coupled with the ability to select and apply appropriate skills. The skills will be applied holistically in the placement setting.

17. Assessment Strategy

Testing of theoretical knowledge is largely through examinations offered in several styles. Major software related activities are assessed by observation or reports based on completion of extended programmes of work set either individually or to small groups.

Use is made of examinations, offered in several styles as well as reports for assessing intellectual and analytical skills.

Software related activities are assessed by observation, reports and building of a suitable artefact. Additionally, assessment will be by testing on laboratory networks or systems and assessment by tutor and peer observation.

The ability to work in teams will be assessed through group work and reports and marked by the tutor or by peer observation. Individuality is assessed by presentations and individual assignment and reports. Mathematical and IT related skills are demonstrated and assessed as part of almost all units. The optional placement experience is assessed by a supervisor visit and report, a manager's report and a final student written report.

18. Course Structure, Progression and Award Requirements

See [Unit Web Search](#)¹ for full details on the course structure and units

This is a 3 or 4-year programme including an optional industrial placement year. The placement year usually takes place at the end of the second year and a placement student could expect to be in employment for a full calendar year.

The course normally consists of 20 or 40 credit point units, where 20 credits represent 200 hours of study time and usually includes 48 hours of timetabled activities. The course offers a total of 360 credits for the award and includes a 40 credit project. Standard University rules apply. The regulations must be consulted for a full description of exit awards.

19. Employability Statement

Graduates from this Programme are expected to become capable practitioners in the development of complex computer systems and the associated technical management. Within this environment graduates should be able to display creativity in producing highly complex software related to the operation of commercial and other organisations and their information systems.

- The British Computer Society (BCS) together with the School of Computing Industrial Advisory Group informs the needs of the curriculum and course profile. Accreditation by the BCS takes place every 5 years.
- There are opportunities to develop employment skills through an industrial placement. This opportunity has led to permanent employment being secured for the student after graduation.
- The development of on line resources to support some units provides for the development of group collaboration skills.

Personal Development Planning (PDP) and Career Management skills are delivered throughout the curriculum (explicitly in Web Foundations 1 (level 4)), personal tutoring and the project unit at levels 5 and 6. Students reflect upon their strengths and weaknesses and make use of PDP before preparing a CV and covering letter. They are also encouraged to make decisions about potential future careers through these units (with the support of guest speakers from industry).

Course Management

20. Support for Student Learning

- The Course is managed by a Course Leader
- Extensive induction programme introduces the student to the University and their course
- Each student has a personal tutor, responsible for pastoral support and guidance
- University support services include careers, financial advice, housing and counselling
- The Academic Skills Unit (ASK)
- The Additional Support and Disability Advice Centre (ASDAC)
- Excellent library facilities
- Student course and unit handbooks provide information about the course structure and University regulations
- Feedback is provided for all assessments
- Personal Development Planning (PDP) for all awards

¹ www.port.ac.uk/unitwebsearch

21. Admissions Criteria

A. Academic Admissions Criteria

For entry a student will need to have obtained at least 104-120 UCAS Tariff points which includes at least two A level (or equivalent) passes in any subject. Vocational 'A' levels, BTEC and access courses to an equivalent standard will be accepted.

B. Disability

The University makes no distinction in its admissions policy with regard to disability and will endeavour to make all reasonable adjustments in order to make it possible for students to study at Portsmouth on a course of their choice.

22. Evaluation and Enhancement of Standards and Quality in Learning and Teaching

A. Mechanisms for Review and Evaluation

- Course Leader's Annual Standards and Quality Evaluative Review.
- Head of Department's Annual Standards and Quality Evaluative Review.
- Unit and Course Level student feedback considered at Board of Studies.
- Unit Assessment Board consideration of student performance for each programme.
- Annual Standards and Quality Reports to Board of Studies, including consideration of Subject and Award External Examiner Reports.
- Periodic Programme Review.
- Student Representatives and Student/Staff Consultative Committees.
- National Student Survey.
- Staff Performance and Development Review.
- Peer Review and Development Framework.
- Faculty Learning and Teaching Committee.
- British Computer Society (BCS) course accreditation

B. Responsibilities for Monitoring and Evaluation

- Unit Co-ordinators for unit content and delivery
- Course Leader for day-to-day running of course
- Board of Studies with overall responsibilities for operation and content of course
- Head of Department
- Associate Dean (Academic)
- Associate Dean (Students)
- Quality Assurance Committee
- Unit, Award and Progression Board of Examiners

C. Mechanisms for Gaining Student Feedback

- Student Representation on Board of Studies.
- Student Staff Consultative Committees.
- Unit and Course level student feedback questionnaires.
- University participates in external student surveys, e.g. National Student Survey (NSS), Postgraduate Research Experience Survey (PRES) and International Student Barometer (ISB).

D. Staff Development Priorities

- Academic staff undertake activities related to research, scholarship, teaching and learning and student support and guidance.
- Annual staff performance and development reviews match development to needs.
- Managers undertake a variety of management development programmes.
- New academic staff required to undertake PgCert Learning and Teaching in Higher Education.
- All academic staff encouraged to seek Higher Education Academy membership.
- Academic staff new to teaching required to undertake Initial Professional Development Programme (iPROF).
- Support Staff are encouraged to attend short courses in areas such as minute taking, and specific IT packages.

23. Assessment Regulations

The current University of Portsmouth academic regulations will apply to this programme (see [Assessment and Regulations²](#)).

Level 4

The assessment approach for each of the Level 4 units have been designed to enable students to practice and build confidence in their abilities, which will be required throughout the programme, to understand the fundamental concepts of the computing discipline, transferable skills and to develop problem solving analytical skills. In general, practical skills are assessed through coursework whereas theoretical underpinning is assessed through examination. Group assessment, with a well-defined individual component, is used in several Level 4 units and helps develop team working skills. An assortment of assessment styles are utilised at Level 4. The nature of the discipline lends itself to practical coursework based exercises and portfolio assessment as well as computer assessment and traditional written exams. Formative assessment opportunities are provided through both online tests and more traditional classroom based exercises. Students at this level will be required to demonstrate the higher skills of analysis, synthesis, critical judgement and evaluation along with comprehensive knowledge and understanding, underpinned by appropriate training and high-levels of staff support.

Level 5

The broad range of assessment methods continues into Level 5 but with the emphasis moving from assessing knowledge to assessing application of knowledge and higher level cognitive skills. Essential problem-solving skills, introduced at Level 4, such as: identification of computer facts, analysis of systems development and selection and/or creation of tools are assessed through the use of more complex problems through a combination of coursework and exam. Students at this level will be required to demonstrate the higher skills of analysis, synthesis, critical judgement and evaluation along with comprehensive knowledge and understanding, underpinned by appropriate staff support.

Level 6

Students will be required to demonstrate the higher skills of analysis, synthesis, critical judgement and evaluation along with comprehensive knowledge and understanding of the relevant areas of computing, working largely independently, but with peer support and staff supervision where appropriate. Students at this level are expected to undertake a significant amount of their own background reading and research in both taught and project units. Consequently a greater proportion of level 6 assessments are in the form of verbal or written reports on student's research

² www.port.ac.uk/departments/services/academicregistry/qualitymanagementdivision/assessmentandregulations/

findings. The final year Individual Project (Engineering) unit is assessed by a substantial piece of individually researched, specified and built artefact and technical report.

24. Role of Externals

Subject External Examiners who will:

- Oversee unit assessment and usually attend Unit Assessment Boards
- Review unit assessment strategy
- Sample assessment artefacts
- Present report to Unit Assessment Boards

Award External Examiners (usually also a Subject External Examiner) who will:

- Oversee and attend Award/Progression Boards
- Scrutinise and endorse the outcomes of assessment
- Ensure that the standard of the award is maintained at a level comparable with that of similar awards elsewhere in the United Kingdom

25. Indicators of Standards and Quality

A. Professional Accreditation/Recognition

British Computer Society Accreditation. Last accreditation visit 2014. Accredited for CITP and partially accredited for CSci and CEng.

B. Periodic Programme Review (or equivalent)

[Successful review, March 2015](#)

C. Quality Assurance Agency

QAA Higher Education Review, March 2015, judgements about standards and quality meet UK expectations (*for full report see [Higher Education Review of the University of Portsmouth, March 2015](#)*³).

D. Teaching Excellence Framework

Institution awarded TEF Gold (*for report see [Statement of Findings from the TEF Panel, June 2017](#)*).

E. Others

None.

26. Further Information

Further information may be found in:

- Student Handbook
- University of Portsmouth Curriculum Framework Document
- University of Portsmouth Prospectus
- [University of Portsmouth](#)⁴ and [School of Computing](#)⁵ website

³ http://www.qaa.ac.uk/docs/qaa/reports/university-of-portsmouth-her-15.pdf?sfvrsn=5071f581_4

⁴ www.port.ac.uk/

⁵ www.port.ac.uk/school-of-computing/

Appendix - Initial Teacher Training (ITT) Pathway

Students on the BSc (Hons) Computer Science or BSc (Hons) Computing programmes who are interested in employment as secondary school teachers in computer science may request to opt-in to their course's ITT pathway. The ITT pathway combines the core of their computing degree programme with initial teacher training and school placements. Achievement of the standards for Qualified Teacher Status (QTS) are an essential part of the pathway.

The aims of the pathway are:

- To equip students with a rigorous knowledge and understanding of the core areas of education – professional values and practice, knowledge and understanding and teaching (including planning, expectations and target setting, monitoring and assessment, teaching and class management)
- To enable students to recognise the complex interrelationship between educational theory, policy and practice
- To enable students to apply educational and research based analysis to issues of their personal practice
- To introduce students to conceptual and analytic methods used in educational research and to provide opportunities for the development and application of these tools
- To encourage students make a substantial contribution to the development of their subject pedagogy during the early years of their career in teaching

The ITT pathway reflects the statutory requirements outlined in the Teachers' Standards and accompanying requirements for ITT.

1. Opt-in Schedule and Acceptance Criteria

To opt-in to the ITT pathway, students must first select, during the option-choice period in their first year, the Level 5 unit CUA (Computing Undergraduate Ambassador) unit. The CUA unit provides introductory teacher training and a small number of school placement days. It is a standard option on these degree schemes and serves as a taster for Computer Science teaching; taking it does not commit the student to doing the full ITT pathway. It does, however, form the initial part of the ITT pathway for those students who do decide to opt in. Students on the CUA wishing to opt in to the pathway do so during the option choice period of their second year, and as part of the opt-in process they select the Level 6 Computer Science Teaching Placement (U26366) unit.

To be accepted on the ITT pathway, students must:

- have the capability to meet the required Standards by the end of their training and possess the appropriate personal and intellectual qualities to be teachers
- have achieved a standard equivalent to a grade C in the General Certificate of Secondary Education (GCSE) examination in English and Mathematics
- have met the Secretary of State's Requirements for physical and mental fitness to teach, as detailed in the relevant circular
- not have a criminal background which might prevent them working with children or young persons, or as a teacher; and not have previously been excluded from teaching or working with children
- be able to read effectively, and communicate clearly and accurately in spoken and written Standard English
- pass the government's skills tests in literacy and numeracy prior to starting the first full teaching placement.

2. ITT Pathway Structure and Award Requirements

The placement consists of two units and four school teaching placements totalling at least 120 days. The taught units are:

- Level 5 CUA (Computing Undergraduate Ambassador) - 20 credits.
- Level 6 U26366 (Computer Science Teaching Placement) - 40 credits.

The school placements are:

- CUA (taster) phase: October-March of Level 5, 6 days
- Phase 1: June/July half-term following Level 5, 32-37 days
- Phase 2: Pre-TB1, TB1 and TB2 of Level 6 (2 days per week), 50 days
- Phase 3: June/July half-term following Level 6, 32-37 days

(Exact lengths of each phase will depend on school dates, but the total will always be at least 120 days.)

Successful completion of a course including the ITT pathway will result in two awards: BSc (Hons) Computer Science or BSc (Hons) Computing, and Qualified Teacher Status (QTS). The University makes an award of a BSc (Hons) degree dependent on a student's results in Level 5 and 6 taught units (including CUA and U26366) in accordance with the University's academic regulations. The University recommends the award of QTS based on a student's performance in CUA and U26366 and on successful completion of at least 120 days of school placement; it is the National College for Teaching and Leadership (NCTL) that then awards the QTS.

3. Additional Learning Outcome

C6/7: Practical (Professional or Subject) Skills - ability to demonstrate experience and professional organisational, communication, and pedagogical skills required to teach Computer Science within a secondary school setting.

Evidence that the student meets this learning outcome will be via the CUA and U26366 units.

4. Employability Statement

This is a professional pathway preparing students to enter the teaching profession. All students have to meet the Teachers' Standards in order to pass which are focused on the knowledge, skills and attributes required of a teacher. This is done through a portfolio of evidence including observations of classroom teaching. Students are taught how to apply for their teaching post and are given mock interviews.

5. Support for Student Learning

- The ITT pathway elements of the courses are managed by the Computer Science with ITT Pathway Tutor (the PGCE Computer Science course leader), based in the School of Education and Childhood studies (SECS), and overseen by the Associate Head (ITT) in SECS.
- A student handbook provides information about the pathway structure and content.
- Students are supported in school by both a subject mentor and a professional mentor who oversees the progress and well-being of all trainee teachers in their school
- Students have regular timetabled tutorials with the unit coordinator of CUA and with the Computer Science with ITT Pathway Tutor throughout each of the placement periods.

6. Evaluation and Enhancement of Standards and Quality in Learning and Teaching (Additional to those listed in main body of Specification)

A. Mechanisms for Review and Evaluation

- SECS Head of Department's Annual Standards and Quality Evaluative Review
- SECS School Review Committee approves and reviews action plan for pathway developments
- OFSTED inspections of ITT – last inspection November 2011
- Newly Qualified Teacher (NQT) Survey

B. Responsibilities for Monitoring and Evaluation

- Computer Science with ITT Pathway Tutor for day-to-day running of pathway, overseen by Associate Head (ITT)
- Heads of Department (SOC and SECS)
- Associate Deans (Academic) (Faculties of Technology and of Humanities and Social Sciences)
- Professional and subject mentors in school
- Partnership manager through school visits and liaison

C. Mechanisms for Gaining Student Feedback

- School placement evaluations
- National NQT Survey

D. Staff Development Priorities

- Attendance at conferences and meetings led by TA, Universities Council for the Education of Teachers (UCET), OFSTED and relevant professional bodies
- Staff work as external examiners for PGCE courses

7. Indicators of Standards and Quality

National College for Teaching and Leadership (NCTL). Students who complete the course successfully are recommended to the NCTL for Qualified Teacher Status.

OFSTED inspection of SECS November 2011 - Overall effectiveness of ITT courses was judged as 'outstanding' - for full report visit www.ofsted.gov.uk.

8. Other Sources of Information

- Teachers' Standards available from www.dfe.gov.uk
- OFSTED reports and periodic review reports
- Student Handbook

[University of Portsmouth](http://www.portsmouth.ac.uk) and [School of Education and Continuing Studies \(SECS\)](http://www.portsmouth.ac.uk/secs)