

**Executive Summary**

**Institution-Led Subject Review:  
Computing**

**School of Computing**

**19-20 April 2023**

Institution-Led Subject Review (ILSR) is the University's process to formally review and plan future enhancement of its taught provision leading to academic awards. The School of Computing, one of eleven cognate Schools within the University, delivers the following subject area, which was the focus of the ILSR:

- Computing

The review was informed by consideration of:

- The *Reflective Analysis* document prepared by the School.
- The Academic Quality Officer's summary report on key issues arising from quality assurance processes since the subject was last reviewed in January 2017.
- The note of a meeting of internal Panel members held on 6 April 2023.
- Additional data from the School post-internal Panel members meeting.

After due consideration of the documentation and following discussions at the event, the Panel **confirmed** that it was satisfied that the School had provided an effective, comprehensive and reflective account of its current situation. Furthermore, the Panel was satisfied that the School had effective quality assurance arrangements in place.

The Panel made a number of **recommendations** and **commendations** to assist the School with its ambitions, proposed priorities, and implementation plan.

The Panel wished to highlight a number of commendations, arising from the ILSR event and process, which are detailed below.

- (i) The staff's openness and dedication to supporting students, which resulted in a welcoming and inclusive culture, transparent communications and successful student partnership mechanisms.
- (ii) The staff's passion for enhancing their subject through a reflective, brave and agile approach, which resulted in a clear vision for the future direction of the School, such as

introducing a skills tree matrix, and continuous curriculum development to reflect industry needs, such as plans for a cutting-edge mock Security Operations Centre.

- (iii) The School's significant extracurricular opportunities and outreach activities, which supported student engagement, increased collaboration with industry and other institutions, increased student confidence and supported school leavers into higher education.
- (iv) The School's innovative use of technology, which provided students with standout practical skills and provided low-budget solutions through free open-source software.

The Panel wished to make a number of recommendations, which are detailed below.

(i) Portfolio Review

In order to fully endorse the School's plan for redesigning the curriculum with a flexible elective course structure, the Panel **recommended** the School takes into consideration any impact on student sense of identity, how to support students in elective decision-making and how to manage future award title changes.

(ii) Graduate Outcomes

The Panel **recommended** the School continue to shape graduates for the future through encouraging more students to go on placement, evaluating the pass/unsuccessful grading pilot, increasing student self-reflection opportunities and expanding on specific subject content, such as enhancing real-world project topics and areas such as game design.

(iii) Resources

Whilst the School had made excellent use of the current space available, the Panel **recommended** the School, in conjunction with the University, reviews the resources required to support the clear vision for the future direction of the School and to further enhance the student and staff experience, by reducing significant workload and space pressures and by further developing collaborative processes with IT Services.

(iv) Marketing

The Panel acknowledged the School should be congratulated on initiatives taken by staff, including the development of external partnerships, and the Panel **recommended** the School, in conjunction with the University, establishes a strategic approach to managing these relationships, promoting the opportunities for engagement, and increasing the visibility of the School.