Title of proposal	Exploring the Experiences of Neurodivergent Students in Computer Science Higher Education in the UK
Name(s) and institution(s) of Awardee	Dr Eleni Akrida, Durham University
Date of Award	15 April 2025
Amount of Award	£4,824
Description	This project investigates the lived experiences of neurodivergent students studying Computer Science (CS) at UK universities and aims to uncover the barriers and facilitators that shape neurodivergent students' academic journeys. By comparing these experiences with those of neurotypical peers, the project will provide valuable insights for improving inclusivity in CS education. Through a mixed-methods approach, including surveys, interviews, and co-design work with students and staff, the project will identify key priorities and develop practical guidance for educators and institutions. It will also produce peer-informed resources for neurodivergent students navigating CS education. Funding will support wider participation, co-production methods, and dissemination of the findings and guidance. This work aims to inform real-world changes in teaching and support practices, ensuring that the needs and perspectives of neurodivergent students are reflected in CS education.

Title of proposal	Hackathons for GenAI Upskilling in DevOps Contexts
Name(s) and institution(s) of Awardee	Dr Gernot A Liebchen & Dr Benjamin Gorman, Bournemouth University
Date of Award	15 April 2025
Amount of Award	£5,000
Description	This project responds to a growing need across the professional and academic computing communities: to understand and adapt to the rapid rise of Generative AI (GenAI) and its implications for how we work, teach, and learn in computer science and related fields. As tools powered by GenAI become more capable and more integrated into everyday practice—from writing code to designing systems and generating documentation—it is vital that educators and professionals alike are supported in building confidence and competence with these technologies. The project aims to create a dynamic, inclusive space through hackathons where participants can explore how GenAI is reshaping roles, workflows, and expectations within computing and related fields. It is specifically designed for those who teach or work in software development, IT, or digital disciplines and who want to better understand how to navigate and lead through this ongoing change.

	Through a series of hackathons, the project will encourage participants to engage critically and creatively with GenAI tools, helping them to gain insight into their capabilities, limitations, and educational or professional value. The format supports experiential learning and peer-to-peer exchange, promoting reflection, experimentation, and shared problem-solving. The primary goals are to demystify GenAI, empower people to use it meaningfully and ethically, and provide a foundation for adapting practices in response to a shifting technological landscape. By supporting upskilling in this way, the project contributes to a more resilient and forward-thinking computing community—one that is not only reactive to new technologies but ready to shape their integration thoughtfully. Outcomes will inform broader discussions about teaching, assessment, and digital fluency, with resources and reflections shared through professional networks, publications, and open platforms to maximise sector-wide impact.

Title of proposal	Developing Independent Study Guidelines to Increase Technical Competencies and Employability in Computer Science Graduates in a Modern Era
Name(s) and institution(s) of Awardee	Dr Moody Alam & Professor Alan Hayes, University of Bath
Date of Award	15 April 2025
Amount of Award	£5,000
Description	This project explores the potential of utilising independent study guidelines to help university CS students develop computer science related technical competencies. The over-arching goal of the project is to: (i) Investigate and establish good practices in developing technical competencies via independent learning, (ii) Increase students' engagement and satisfaction with their education, and (iii) Increase students' competitiveness and employability in a globally competitive market. Undergraduate and postgraduate students are typically expected to spend a certain amount of time studying/learning independently. For example, in some UK universities, undergraduate students are expected to spend 1200 hours per academic year, for independent study. Our project aims to provide structure to this independent study time by developing and utilizing guidelines for students to encourage them to develop technical skills and competencies in using modern CS/AI tools. The guidelines could be used as part of individual modules and/or courses. We aim to share the developed independent

	study guidelines with our CS Community and with CS Departments in the UK.

Title of proposal	Enhancing the experience of Distance Learning computing students
Name(s) and institution(s) of Awardee	Dr Diana Hintea and Dr Keith Harris, Sheffield Hallam University
Date of Award	22 May 2025
Amount of Award	£3,012
Description	The number of distance learning courses, either as full courses or short CPD, is increasing; a trend also influenced by COVID-19 and the learning that took place around online delivery during that period. The ambition for this project is to take an important step towards creating a toolkit for good practice in computing curriculum and assessment design for distance learning. This project will evaluate our bespoke methods of assessment design, student feedback and engagement in our computing distance learning courses at Sheffield Hallam University, as well as set up an open-source platform of good practice that will benefit the wider sector and its educators. The proposed project has the following objectives: • Conduct a detailed literature review around efficient techniques in computing distance learning delivery. • Collect quantitative and qualitative feedback from: ○ Students on the courses ○ Staff teaching on the courses at SHU and from the wider HE network, looking at how they have tackled issues around curriculum design, student engagement and performance in computing. • Perform an analysis of the data collected, looking at correlations between different styles of assessment versus performance, as well as how and which demographics play a role in distance learning. • Create an open-source repository of good practice and guidance that will be of value across the sector in designing distance learning curriculum and assessment.

Title of proposal	Supporting the Development of Impactful Scholarship in Computing
Name(s) and institution(s) of Awardee	Rosanne English, Strathclyde University & Sally Fincher, University of Kent
Date of Award	16 June 2025
Amount of Award	£4,800
Description	This project aims to: • Investigate structures of development and progression for T&L staff across institutions.

	• Support and develop the scholarship of teaching (within computing) by documenting examples of practice in a consistent structure which can better support comparison of practice across institutions. • Contribute to the transfer of knowledge and skills in computing pedagogy.