

The Dundee Campus 2011

A Guide for Senior Pupils, Parents and Carers

What is the Dundee Campus?

The Dundee Campus will involve senior pupils in secondary schools who are studying at Advanced Higher level. Pupils will be taught by secondary school teachers from within our secondary schools. They will be able to select from a wide range of subjects and will study in a variety of locations such as their own school, a local school, Dundee University or Abertay University. Practical subjects will be delivered in school settings. Pupils studying minority Higher subjects will continue do so in their own school.

Is this a new concept?

No. A large number of senior pupils currently study outwith their own school settings each week. This includes pupils who attend Dundee College and those who study for the Scottish Baccalaureate award in partnership with the universities of Abertay and Dundee. In addition, senior pupils attend a range of city wide events during the course of S6.

What is an Advanced Higher?

An Advanced Higher is for S6 pupils who have successfully passed at Higher level and would like to extend their knowledge of the subject at a more advanced level. The most common Advanced Highers in Dundee are English; Mathematics; French; Biology; Chemistry; Physics; Computing; Graphic Communication; History; Modern Studies; Geography; Music and Art.

How many pupils study Advanced Highers in Sixth Year?

The pupil uptake at Advanced Higher is very low. It varies considerably across the 9 secondary schools and should be set against the current S6 roll of **756 pupils**.

Advanced Higher	2010 SQA entries across Dundee	2009 SQA entries across Dundee	2008 SQA entries across Dundee
English	35	35	33
Mathematics	66	70	51
History	25	10	15
Geography	6	13	5

Mod Studies	7	5	0
French	0	8	2
Biology	32	23	17
Chemistry	25	20	13
Physics	18	14	10
Computing	18	10	9
Graph Comm	12	18	19
Art	48	50	41
Music	10	15	11

What if a pupil wants to study three or four subjects at Advanced Higher level?

It will normally be possible for a pupil to study 3 Advanced Higher subjects as part of the campus arrangements. The number of pupils studying three or four AH subjects is very low indeed. This has been analysed in terms of the subjects involved and it will be possible to offer pupils the choice of 3 subjects within the campus. At present there are 3 pupils out of 756 pupils in S6 studying 4 subjects at AH level. Given the small number involved, each pupil will be dealt with as an individual in discussion with the school.

What about Advanced Highers that are not common across schools?

A small number of secondary schools currently offer Advanced Higher subjects that are not common across the city. The subjects include: Music (Performing with Technology); Applied Mathematics; Business Management; Classical Studies; Home Economics; Latin; Drama; Product Design; and Information Systems. The schools in question will continue to offer the subjects in-house where this is feasible within existing staffing levels.

What is a 'minority' Higher?

A 'minority' Higher is one where less than 50 pupils across the entire city take this as a course choice. There are 12 'minority' Higher courses and in 5 of the 12 'minority' Higher subject the overall uptake is 35 pupils or less. Not all secondary schools offer pupils the opportunity to study for a 'minority' Higher. The 'minority' Highers in Dundee include Accounting; French; German; HE Health & Food; Media Studies; RMP Studies; Spanish and Technical Studies. Pupils studying minority Higher subjects will continue to do so in their own school.

How will the Dundee Campus be organised?

Senior pupils in S6 will make course choices using the school's course choice form. The information will then be gathered centrally. For each Advanced Higher subject, pupils will have one afternoon of study (three periods) as part of the campus arrangement, a tutorial input in their own school and a study support period. Dundee Campus courses will be timetabled on Tuesday, Wednesday or Thursday afternoons to minimise the time spent out of school.

When will pupils make course choices?

Pupils will make provisional course choices at the end of February. The information will be gathered and analysed. This will provide information on pupil numbers and on potential venues. Pupils will be able to change their course choices in August as a result of their performance in SQA examinations.

Will pupils always have to travel to a different place to study?

Not always. The Dundee Campus model is designed to minimise travel for pupils and there will be many examples when pupils remain in their own school. This will be based on factors such as the number of pupils who select the subject or the fact that teachers and pupils need access to practical equipment as part of the coursework. However, it is clear that there will be times when pupils will be required to travel to a different setting to study the course of their choice.

Will travel arrangements be made for pupils?

Yes. Travel arrangements at individual school level will be made when pupil numbers are finalised.

What are the advantages of the Dundee Campus model?

There are a number of practical advantages for pupils. These include:

- increased choice at Advanced Higher level;
- opportunities to study within a new setting such as a university or college campus;
- opportunities to study and work with other pupils from across the city; and
- improved transition arrangements between schools, universities and college.

Will the success of the Dundee Campus be measured?

Yes. Staff and pupils will be involved in evaluating the success of the Dundee Campus. Information will be sought on key issues such as pass rates, choice of venues and travel arrangements. The information will be used to refine and improve the model of delivery should this be required.

A report approved by councillors on the Dundee Campus is available by clicking this link: <http://bit.ly/lg045k>

Dundee Campus

Planning Day for Subject Teachers

Administration

For clarification - Campus School - school/centre delivering the subject and Home School - candidate's own school with Link Teacher.

Registration/Attendance

Scenario 1 (Dundee University)

The Campus School teacher will register pupils on arrival at 1.30 pm on a Pupil Registration Sheet (Appendix 1). The completed register should be handed to the Campus School teacher's school office the following morning to fax to all other relevant schools to allow input into SEEMIS and copied to Link Teacher..

Scenario 2 (Campus School)

The Campus School teacher will register young people on arrival at 1.30 pm - their own pupils straight on to SEEMIS as usual. Complete Pupil Registration Sheet (Appendix 1) for all other pupils and send to school office for faxing/e-mailing to relevant schools and subsequent entry into SEEMIS. Copy to Link Teacher.

Where the number of absences is impacting on performance, the Campus Teacher should discuss this with the Link Teacher and raise issues with candidate and make appropriate decisions.

Travel Arrangements

All pupils are expected to be at the Campus School for a 1.30 pm start, 4.30 pm finish. Each Home school is responsible for making sure a travel plan is in place and notifying parents.

Staff Absences/Cover Arrangements

Where the Campus school teacher is absent, the school office should notify the Home schools in the morning and pupils will remain in their Home school to carry out independent study. Should the situation be prolonged, Paul Clancy should be notified.

Communication

Pupil Induction

Week beginning 6th June (first session for pupils - 7th June). Pupils will be welcomed by Campus school - pupils should meet in school foyer/university foyer of Dalhousie Building at 1.30 pm - Campus school to arrange procedure for signing. Campus school to hold a brief induction on:

- fire alarms/procedures
- layout/map of centre
- toilets
- period times/break times
- sign-in/out/attendance procedures
- department/teacher expectations
- icebreaker
- course requirements (big picture)
- resources within centre eg access to ICT, equipment, storage etc
- key staff
- health and safety

GLOW Groups

These have been established for each subject area to support teachers and pupils.

Transfer of Information between Campus and Home School

In order to support pupils most effectively it is important that staff work closely together from the onset. The Campus teacher has overall responsibility for the delivery of the course (3 hours teaching time), with the Link Teacher being responsible for another 1 period of course delivery in the Home School. It is the responsibility of the Campus teacher to pass on relevant information to the Link Teacher eg:

- causes for concern (eg homework, attendance, effort, application etc)
- SQA internal grades
- brief information for reporting to parents

It would be helpful if Link Teachers could provide Campus Teacher with some general background information on their pupils to assist with the smooth induction.

Time Allocations

In addition to 3 hours teaching time, the Campus teacher will also be given additional periods (one in recognition of time spent over lunchtime/after school for delivery of course and 2 for administration/preparation). Home School Link Teacher will receive 1 period face to face contact with pupils.

Course Delivery

Content/Course Requirements (Big Picture)

It is the responsibility of the Campus School to provide pupils with a course outline, as laid out by SQA, which includes course content (individual elements) and which elements are subject to internal/external assessment.

Teachers may find it helpful to provide pupils with year planner/calendar highlighting key dates in the school year.

Allocation of Course Delivery

The Planning Day will provide the opportunity to discuss and decide upon course delivery arrangements (which elements will be delivered by Campus and/or Link teacher). This should be clarified with pupils during their induction.

Pupils taking part in the City Campus will be required to attend the Campus school/centre for 1 afternoon per week for each subject as appropriate. The Campus schools/centre will run on Tuesday, Wednesday and Thursday afternoons. (see appendix 2 for schools/centre/subjects/teachers involved on these days). In addition, pupils will be taught for 1 period in their Home school by Link teacher and are expected to work independently (no direct teaching) for a further 2 periods.

Use of GLOW/Scholar

GLOW groups have been set up to support communication - planning day will provide opportunity to decide how best these can be used.

For some subject areas (Maths, Sciences, Computing, Graphic Communication) the use of SCHOLAR will be a useful support for course delivery.

Assessment

Pupils should be made aware of what is internally and externally assessed as part of their induction at the Campus school.

Issues to be discussed and agreed on Planning Day:

- who should assess internally assessed elements of the course
- deadlines for assessable submissions
- examination dates (if known)
- monitoring and tracking progress arrangements
- exam arrangements (prelim and final exams)

- calendar of dates

SQA Registration

Pupils will continue to be registered by their Home school where all SQA documentation will continue to be sent, as present. Depending on which element(s) in each centre, some transfer of documentation may be required.

Estimates

The Campus teacher is responsible for providing internal assessments and estimate grades (corresponding to the elements being delivered in the Campus school) and communicating these to the Link teacher for input onto SEEMIS.

Reporting to Parents

In order to communicate effectively to parents, Campus teachers will require to pass on brief information, as appropriate, to the Link teacher for inclusion in pupil reports. The Link teacher has overall responsibility for preparation of reports for parents and parent contact evening.

Concerns over Pupil Performance

Where the Campus teacher has concerns regarding a pupil's progress, this should be communicated to the Link teacher as soon as possible. Where concerns continue, it is important that both teachers discuss the situation and how best to move forward. Any recommendations for withdrawal should be referred to PT in the Home school who will carry out their school procedures.

Resources

Should the planning day identify any additional resource requirements, within reason, needed to facilitate the course, brief details with approximate costs should be passed to the relevant QIO for consideration.

Campus School should calculate approximate consumable costs - this will be shared by all schools.

Dundee City Campus

Staff Paper (summary and Frequently asked questions)

Session 2011-12

The introduction of the Dundee Campus was approved by the Policy and Resources Committee on February 10th 2011. It is very important that staff, pupils and parents are fully aware of the facts and figures in relation to Advanced Higher across Dundee. (Table 1)

The pupil uptake numbers at Advanced Higher level should be set against the fact that there are currently **756 pupils in S6**. Set in the context of pupil uptake against the 13 core subjects, the table illustrates that the total number of pupils studying at Advanced Higher across the entire city level is very low indeed. In addition, minority Higher courses will continue to be delivered at school level and will not form part of the campus arrangements.

Table 1

Advanced Higher S6 roll is 756	2010 SQA data	2009 SQA data	2008 SQA data
English	35	35	33
Mathematics	66	70	51
History	25	10	15
Geography	6	13	5
Mod Studies	7	5	0
French	0	8	2
Biology	32	23	17
Chemistry	25	20	13
Physics	18	14	10
Computing	18	10	9
Graph Comm	12	18	19
Art & Design	48	50	41
Music	10	15	11

The criticism has been made that the introduction of the campus will create a two tier educational system within the city. This criticism has to be set against the status quo in our 9 secondary schools where the total pupil uptake is 36 or less in six of our 9 schools rising to 67, 124 and 141 respectively in the remaining three secondary schools. When set against subject choice at

Advanced Higher level, the figures are variable across all secondary schools with 7 out of 9 secondary schools delivering 10 Advanced Highers or fewer while the remaining two schools offer a choice of 20 *subjects each. (*nb. some secondary schools offer subject choices outwith the core 13 subjects – Table 2) The intention of the campus is therefore to extend pupil choice for all S6 pupils. It should be noted that out of the 27 AH courses on offer across Dundee, 15 courses have a pupil uptake of 10 pupils or less.

Table 2 Advanced Higher uptake 2010 – 11

S6 roll is 756 pupils	Baldragon	Braeview	Craigie	Grove	Harris	Menziesshill	Morgan	St John's	St Paul's	TOTAL
English		2	4	12	18	4	7	2		49
Mathematics	4		14	11	13	2	10	6	7	67
History		1	5	6	7	9	5	6	10	49
Geography				8	4	2				14
Mod Studies	1		2	9	6	5				23
French				3	3	2				8
Biology	1	1	1	11	11	2	6	7	4	44
Chemistry			2	13	8		7	2	3	35
Physics				11	8	3	4	2		28
Computing		3		4	7	1	4			19
Art & Design		2	4	11	6		10	8	2	43
Graphic Communication		3	3	11	6					23
Art & Design (Expressive)				4					6	10
Music	2			7	7		8	1	4	28
Music (With technology)				6				2		6
PE				3						3
Spanish				2	2			1		5
Applied Mathematics					3					3
Business					1					1

Management										
Classical Studies					5					5
German			2		3					5
Home Economics					4					4
Latin					2					2
Tech Education				3		2				5
Drama		1								1
Product Design				4						4
Information Systems							6			6
TOTAL PUPIL UPTAKE	8	13	38	141	124	32	67	37	36	

Given the total number of pupils studying at Advanced Higher level and the fact that practical subjects will continue to be delivered in a school setting, it becomes clear that the notion of pupils being 'shuttled across the city in large numbers' is not a major issue.

'Minority' Highers

Although minority Higher subjects will continue to be delivered in secondary schools in discrete classes where numbers permit or through the use of bi-level teaching at Higher and Intermediate 2 level, it is useful to note the city wide uptake by subject (Table 3) and to set this against a current S5 roll of 1050 pupils. The saving at 'minority' Higher level will be made by the effective and efficient timetabling of course options and the continued use, where appropriate, of bi-level teaching.

Table 3

Minority Highers S5 roll is 1050 S6 roll is 756	2010 SQA figures	2009 SQA figures	2008 SQA figures
French	47	32	63
German	11	26	31
Spanish	19	18	19
Accounting	36	30	61
Administration	52	49	54
Product Design	50	53	51

HE Health & Food	44	11	24
RMP	40	49	34
Media Studies	12	10	16
Philosophy	38	16	21
Photography	26		
Drama	22	32	14
Dance	11	6	7
Tech Studies	23	10	20

It is important to note the existing level of pupil uptake and subject choice at minority Higher level. (Table 4) The number of pupils choosing to study a minority Higher in each school will be a key factor in determining the viability of the course. If a subject department can run a minority Higher course with 15 pupils or more then this can be delivered as a discrete course. Similarly a subject department can run a bi-level course at Higher and Intermediate 2 level when there are sufficient numbers to make the course viable in terms of timetabling efficiency. The practical implication of this decision is that subject departments will not be allocated separate teaching time to deliver minority Higher and Intermediate 2 courses unless pupil numbers merit this course of action.

Table 4 'Minority' Highers across Dundee

	Baldragon	Braeview	Craigie	Grove	Harris	Menziesshill	Morgan	St John's	St Paul's
Accounting	1		2		10		3	8	6
Dance		13							11

Drama		15	11	3		14	6	9	
French		1	7	10		4	3	3	
German				13	6	7	6		
HE Health&Food					8	10	10		
HE Fashion Textiles			2						
Media Studies		2	21						
Philosophy	3		15	35			11		
RMP Studies	2	4			13	15	17	6	7
Product Design		9	10	17	10	9		3	5
Spanish				2	13	2		8	
Tech Studies				27		19	10		4
Information Systems					18				

Guiding Principles

Schools will be equal partners in terms of course delivery and, where appropriate, location of study. Each of the 9 secondary schools in Dundee will cater for the needs of its own pupils as far as possible within the agreed staffing complement and will also be a part of the 'City Campus'.

To maximise and extend pupil choice, a core set of Advanced Highers will be delivered at campus level. A core subject can be identified as a subject offered by three or more schools with a pupil uptake of 12 pupils or more. A small number of secondary schools (Table 2) currently offer Advanced Higher subjects that are not common across the city. The subjects include: Music (Performing with Technology); Applied Mathematics; Business Management; Classical Studies; Home Economics; Latin; Drama; Product Design; and Information Systems. The schools in question will continue to offer the subjects in-house within existing staffing levels.

The campus concept mirrors and extends the partnership working currently in place with Dundee College, which offers courses to pupils in S5 and S6 which are not normally delivered in schools, for example, Psychology and Sociology. Additionally, Abertay University and Dundee University support pupils in undertaking the Interdisciplinary Project element of the Scottish Baccalaureate. The universities of Dundee and Abertay have agreed to provide teaching accommodation when available for non-practical subjects where teachers from our secondary schools can deliver the courses. The result of this is that, where feasible, non-practical subjects will be delivered in a university location. As with the model for current college courses, the afternoon session will consist of a three-period session with an interval built in. (e.g. 1.30-4.30pm)

To minimise travel, the model has been developed to provide one afternoon per subject under the campus arrangement on either Tuesday, Wednesday or Thursday afternoons. In addition, a tutorial period and study period will be allocated in a pupil's own school. This will provide a clear link between the campus and each subject department at school level. It will ensure that subject teachers across the secondary sector continue to be involved actively in the delivery of Advanced Higher in their own school setting. Travel provision will be arranged as part of the campus model.

Given the low number of pupils studying for minority Highers and the fact that many subject departments currently provide bi-level courses at Higher and Intermediate 2 level, the delivery of minority Higher subjects will take place at school level. The number of pupils choosing to study a minority Higher in each school will be a key factor in determining the method of delivery within the school. If a subject department can run a minority Higher course with 15 pupils or more then this can be delivered as a discrete course.

The delivery of Advanced Higher courses will require joint working between the designated campus teacher and subject teachers within schools. The campus teacher will be allocated 5 periods each week to include teaching time and liaison time with school staff using a number of approaches such as GLOW, face to face meetings or email. This time will be fixed and will be for the sole use of Advanced Higher delivery. In addition, the continued use of SCHOLAR will be used to support and extend pupils' learning. Principal Teachers will liaise with subject teachers and all departments will be invited to express an interest in teaching at campus level even

where their own department does not currently offer Advanced Higher in the subject. This will extend teaching opportunities for staff.

It is recognised that the initial launch of the campus model and the timescale for implementation will require initial decisions to be made quickly so that the campus can be introduced with effect from the new timetable window in June 2011. This will be carried out in discussion with school timetablers. Thereafter there will be sufficient time to identify and coordinate teaching staff for future years.

The campus model is aimed at senior pupils in the final phase of secondary education who have the level of maturity required to cope with studying across different educational settings. There will be opportunities for young people to develop personal and interpersonal skills as they interact with peers and staff from other schools and take greater responsibility for their own learning. Following completion of course choice forms, the Advanced Higher uptake will be collated and the campus requirements will be established in terms of delivery models and location.

Timetabling arrangements will extend pupil choice at Advanced Higher level by making it possible for pupils to choose subjects that are not offered currently in their own school. The list of commonly taught Advanced Highers that are offered currently across a number of secondary schools includes: English; Mathematics; History; Geography; Modern Studies; French; Biology; Chemistry; Physics; Computing; Graphic Communication; Art & Design; and Music. Not all secondary schools offer all subject choices and pupil uptake numbers vary considerably across schools.

Questions and Answers for staff:**When will the campus arrangements start?**

The campus model will be introduced at the start of the new school timetable in June 2011.

Why is there a need for a campus model?

The model is designed to extend pupil choice, provide increased opportunities for subject teachers and to reduce the current level of staffing under the existing delivery model. The number of pupils studying at Advanced Higher level is very low when set against the current S6 cohort of 756 pupils. The current highest uptake is for mathematics (61 pupils) followed by English and History (49 pupils). Of the 27 AH courses on offer across Dundee, 15 have a pupil uptake of 10 pupils or less. Minority Higher subjects will continue to be delivered in schools and will not form part of the campus arrangements.

The pupil uptake numbers choosing Advanced Highers and minority Highers should be set against the fact that there are currently 756 pupils in S6 and 1050 pupils in S5.

Advanced Higher S6 roll is 756	2010 SQA data	2009 SQA data	2008 SQA data
English	35	35	33
Mathematics	66	70	51
History	25	10	15
Geography	6	13	5
Mod Studies	7	5	0
French	0	8	2
Biology	32	23	17
Chemistry	25	20	13
Physics	18	14	10
Computing	18	10	9
Graph Comm	12	18	19
Art	48	50	41
Music	10	15	11

Minority Highers S5 roll is 1050 S6 roll is 756	2010 SQA figures	2009 SQA figures	2008 SQA figures
French	47	32	63
German	11	26	31
Spanish	19	18	19
Accounting	36	30	61
Administration	52	49	54
Product Design	50	53	51
HE Health	44	11	24

&Food			
RMP	40	49	34
Media Studies	12	10	16
Philosophy	38	16	21
Photography	26		
Drama	22	32	14
Dance	11	6	7
Tech Studies	23	10	20

Will the campus lead to a two tier education system across Dundee?

No. The campus model will involve **all** secondary schools in terms of delivery. Non-practical subjects will be delivered in city centre locations such as the universities of Dundee and Abertay. Practical subjects will require to be taught in school settings. Pupils who undertake an AH course will have a tutorial period and study period in their own school. The staffing arrangement in schools will reflect this.

Who will teach in the campus?

To introduce the campus model for June 2011, decisions will be based on current experience and delivery at AH level. In future years, teachers will be invited to express an interest in teaching at campus level. This will apply even when their own subject department does not currently offer the course.

Will individual teachers / subject departments become de-skilled because of the campus?

No. Staff will still be able to support pupils within the school as part of the campus arrangements. A tutorial period and study period will be allocated in a pupil's own school. This will provide a clear link between the campus and each subject department at school level. It will ensure that subject teachers across the secondary sector continue to be involved actively in the delivery of Advanced Higher in their own school setting.

When will teachers be informed of the campus arrangements?

This will be done as quickly as possible following the first analysis of pupil uptake for session 2011-12. It will be done in consultation with school timetablers who will require to complete the timetable for next session by May 2011.

Can teachers deliver AH in their own time if they choose to do so?

No. This question has been asked by a number of staff but it would not be appropriate or acceptable to ask teachers to work beyond their contractual

duties either in individual schools or across the city in line with Departmental policy.

Where a subject is being delivered in a school, can a teacher from another school deliver the course?

Yes. There is no reason why this should not happen in future years.

How will the campus teacher and school based subject teachers communicate?

The delivery of Advanced higher courses will require joint working between the designated campus teacher and subject teachers within schools. The campus teacher will have time to liaise with school staff using a number of approaches such as GLOW, face to face meetings or email. In addition, the continued use of SCHOLAR will be used to support and extend pupils' learning.

Who will be responsible for providing feedback to parents?

The campus teacher will produce a brief written report for each pupil on progress.

How will pupils travel to and from the campus location should this be necessary?

To minimise travel, the model has been developed to provide one afternoon per subject under the campus arrangement on either Tuesday, Wednesday or Thursday afternoons. Pupils will be transported by minibus or travel by bus over lunchtime. The universities of Dundee and Abertay have agreed, where possible, to provide teaching accommodation for non-practical subjects where teachers from our secondary schools can deliver the courses. As with the model for current college courses, the afternoon session will consist of a three period session with an interval built in. Pupils will be provided with a bus ticket for the return journey.

How will timetabling arrangements be made?

Following completion of course choice forms, the information will be collated centrally and the campus requirements will be established in terms of delivery models and location. Teaching time will also be allocated to each school to ensure that pupils are supported within their school setting. This information will be reviewed in the light of pupil performance in SQA examinations.

What if a pupil wants to study three or four subjects at Advanced Higher level?

It will normally be possible for a pupil to study 3 Advanced Higher subjects as part of the campus arrangements. The number of pupils studying three or four AH subjects is very low indeed. This has been analysed in terms of the subjects involved and it will be possible to offer pupils the choice of 3 subjects

within the campus. At present there are 2 pupils in Dundee studying 4 subjects at AH level. Given the small number involved, each pupil will be dealt with as an individual in discussion with the school.

Where will the presentation centre be for SQA purposes?

The pupil's own school will be the presentation centre.

Will the success of the campus model be evaluated?

Yes. The model will be subject to ongoing evaluation to identify strengths and areas for improvement.

What happens if the campus teacher is absent?

The same action would be taken as happens in a school setting. Decisions would be based on the nature and likely extent of the absence.

Will pupils still be able to undertake the Scottish Baccalaureate?

Yes. The Scottish Baccalaureate will continue to be delivered across Dundee.

Will additional Advanced Highers be included in the future if there is a demand?

Yes. The uptake of AH will be monitored closely and additional courses will be included if there is sufficient demand.