

REPORT TO: POLICY AND RESOURCES COMMITTEE - 10th FEBRUARY 2011

REPORT ON: EDUCATION DEPARTMENT: INTRODUCTION OF DUNDEE CAMPUS CONCEPT

REPORT BY: DIRECTOR OF EDUCATION

REPORT NO: 90-2011

1.0 PURPOSE OF REPORT

- 1.1 The purpose of this report is to propose the introduction of the first phase of the Dundee Campus concept. This will take effect from the beginning of school session 2011-12.

2.0 RECOMMENDATIONS

- 2.1 It is recommended that the proposal to introduce the Dundee Campus concept, and the proposed savings described in this report, be approved.

3.0 FINANCIAL IMPLICATIONS

- 3.1 The establishment of the Dundee Campus would result in approximate net savings of £297,000 in the financial year 2011-2012 and £481,000 in a full financial year.
- 3.2 These savings take account of approximate staffing savings of £307,000 in financial year 2011-12 and £492,000 in a full financial year, from which must be deducted transport costs of £10,000 in 2011-12 and £11,000 in the full year.
- 3.3 Based on an analysis of the pupils currently studying at Advanced Higher and minority Higher level this year, the cost of transport arrangements is based on the transport of pupils to and from the location of study for those who are required to attend a university setting or secondary school location.

4.0 MAIN TEXT

- 4.1 Each of the 9 secondary schools in Dundee will cater for the needs of its own pupils as far as possible within an agreed staffing complement and will also be a part of the Dundee Campus, i.e. each school might be the location for the delivery of a course or courses that pupils from other schools would follow. Where a school is designated as the campus school for a subject, its staffing level will be adjusted to reflect this.
- 4.2 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 as part of the Dundee Campus model. To minimise travel, the model has been developed to provide one afternoon per subject under the campus arrangement (the Dundee Campus will operate on no more than two afternoons per week, to be decided in consultation with Head Teachers, timetablers and the universities and college). In addition, two periods of teaching and study time will be provided 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 and minority Higher courses in their own school setting.

- 4.3 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 available 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. Both universities have agreed to provide teaching accommodation for non-practical subjects where teachers from our secondary schools will deliver the courses. The impact of this is that, where appropriate, non-practical subjects will be delivered in a university location. This will be a very positive arrangement for senior pupils and should ease their transition to further or higher education. As with current college courses, the afternoon session will consist of a three-period session with an interval built in.
- 4.4 Across Dundee, some courses do not run in schools because of lack of pupil numbers. Other courses are made viable by providing more than one level in the same teaching group - for example, an Advanced Higher and a Higher group, or a Higher and Intermediate 2 group. Regardless of individual school numbers, all pupils will have extended choice at Advanced Higher through the Dundee Campus option. In addition, the small number of minority subjects at Higher level will be delivered at campus level or school. A minority subject is defined as one which is on offer in more than one school and where total presentations across the city are fewer than 50 in each of the last 3 sessions. Decisions about where minority Highers are delivered will be made when pupils make their course choices for the following session. The actual pupil uptake number varies from year to year so decisions about delivery will be made when pupils complete their course choice forms in S5 and S6.
- 4.5 Two clear advantages of the campus approach is that more effective use will be made of teacher resources and pupils will benefit from interaction with peers of similar ability from different schools. Following completion of course choice forms, the Advanced Higher and minority Higher uptake will be collated 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. Teachers will be able to express an interest in teaching at campus level and this will be reviewed on an annual basis. One advantage of this approach is that all subject staff will have the opportunity to express an interest in teaching an Advanced Higher subject even if the school in which they teach does not currently offer the course.
- 4.6 Across the entire city, the pupil uptake numbers at Advanced Higher and minority Higher level are low. Our 9 secondary schools currently offer a core choice of 13 Advanced Higher courses. The choice varies across the city but in 8 out of the 13 core Advanced Higher courses, the city wide pupil uptake is 20 or fewer. Across the entire city there are 12 minority Higher courses where fewer than 50 pupils choose the subject. In 5 of the 12 minority Highers the pupil uptake is 35 or fewer.
- 4.7 The following tables illustrate the numbers of students involved in Advanced Higher and minority Higher courses in the core subjects, based on SQA figures for the last three years. These numbers should be set against the fact that there are currently 756 pupils in S6 and 1050 pupils in S5 across Dundee.

Table 1: S6 roll in 2010-11 is 756

Advanced Higher	2010 SQA figures	2009 SQA figures	2008 SQA figures
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

Table 2: S5 roll in 2010-11 is 1050

Minority Highers	2007 SQA figures	2008 SQA figures	2009 SQA figures	2010 SQA figures
French	52	63	32	47
German	23	31	26	11
Spanish	19	19	18	19
Accounting	38	61	30	36
Administration	74	54	49	52
Product Design	29	51	53	50
HE Health & Food	36	24	11	44
RMP	44	34	49	40
Media Studies	10	16	10	12
Philosophy	8	21	16	38
Photography				26
Drama	21	14	32	22
Dance	9	7	6	11
Tech Studies	7	20	10	23

- 4.8 The concept of the Dundee Campus is aimed at pupils in the last two years of secondary education who have the level of maturity required to cope with studying in 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. Travel provision will be arranged as part of the campus model although it should be noted that senior pupils who currently travel to Dundee College or the University of Abertay have always made their own independent travel arrangements.

5.0 POLICY IMPLICATIONS

- 5.1 This report has been screened for any implications in respect of sustainability, strategic environment assessment, anti-poverty, equality impact assessment and risk management. There are no major issues. An Equality Impact Assessment has been carried out and will be made available on the Council website:
<http://www.dundee.gov.uk/equanddiv/equimpact/>

6.0 CONSULTATION

- 6.1 This report has been subject to consultation with the Chief Executive, Depute Chief Executive (Support Services) and Director of Finance.

7.0 BACKGROUND PAPERS

- 7.1 Equality Impact Assessment.

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27 January 2011

JC/MW