

TAYSIDE REGIONAL
IMPROVEMENT
COLLABORATIVE

TRIC Virtual
Campus

VIRTUAL CAMPUS

2023/24



Contents

What is TRIC? What is the Virtual Campus?

Vision & Aims

What We Plan To Do In The Future

How Will We Know If We Are Successful?

Roles & Responsibilities:

- VC Co-ordinator
- The learner's school
- The learner
- The VC subject teacher

Complaints & Concerns

Data Protection

How Can Learners Get Help & Support?

What Is The Induction 'Bootcamp'?

Operational Policies & Procedures:

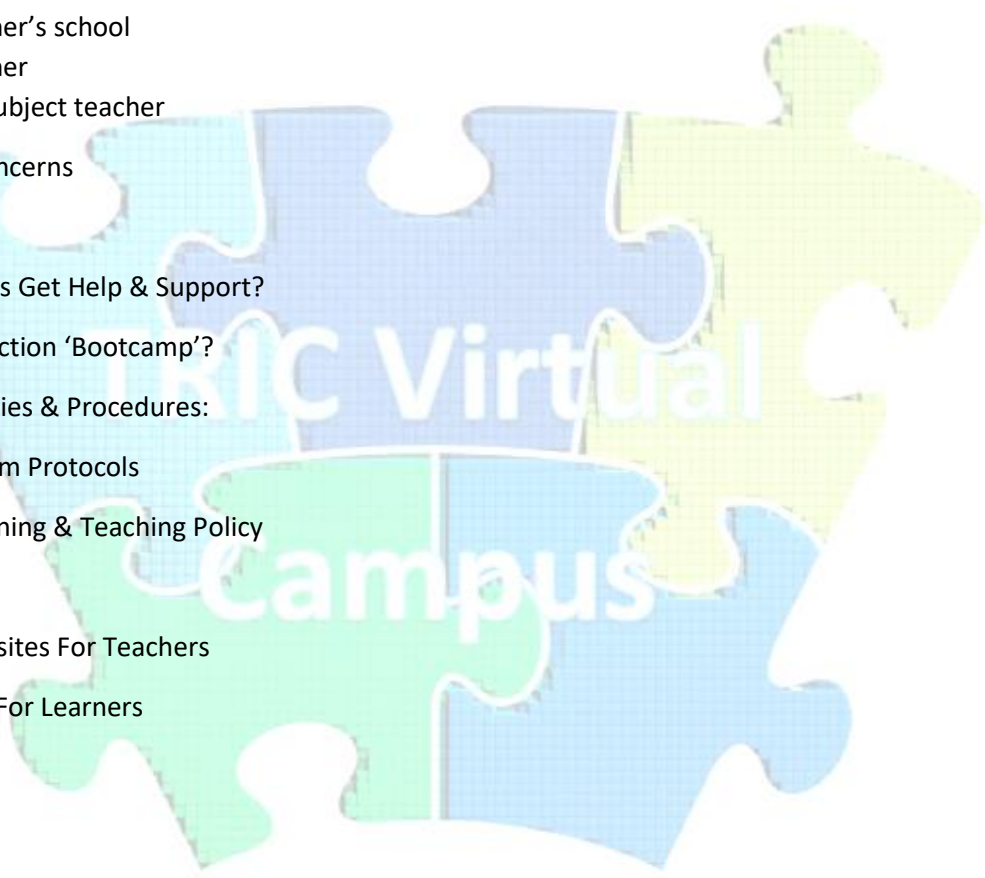
Appendix 1: Prelim Protocols

Appendix 2: Learning & Teaching Policy

Glossary

Useful CLPL Websites For Teachers

Useful Websites For Learners



What is the TRIC?

TRIC stands for Tayside Regional Improvement Collaborative. RICs have been set up by Scottish Government and local councils to target improvements for children, young people and families. Our Tayside RIC is made up of Dundee City, Angus and Perth & Kinross Councils. Our staff work across authority boundaries.

What is the Virtual Campus?

The “VC” is designed to address issues of equity in Tayside and it is designed to support the senior phase of secondary school education. Our vision and aims are detailed on the following pages.

It was piloted in 2021/22 with three SQA Advanced Higher Courses: French, Spanish and Computing Science, being taught on an Online Learning Platform (OLP) using Microsoft 365. This is in the GLOW national learning extranet to which all our learners have access. In 2022/23 the offer was expanded to a further three Advanced Highers: Modern Studies, Business Management and Physical Education.

Each one of our subjects is taught by an experienced specialist on a 0.2 full time equivalent (1 day per week) basis.

Just like in any secondary school, our teachers set assignments, mark these and give feedback on how to improve. They also engage in a target setting exercise in September, provide short tracking reports four times in the year and set and mark any prelim exam. Dissertation Projects and Portfolio work is also supported fully.

Our Vision & Aims

The TRIC vision is:

“Our children and young people will have the best start in life and Tayside will be the best place in Scotland to grow up.”

Our Virtual Campus is a key piece in the jigsaw. It aims to:

1. Provide equity of opportunity by allowing young people in the senior phase of secondary school, access to a wide curriculum, including SQA Advanced Higher & Higher courses and those from other providers.
2. Equip young people with vital skills that they need for life, learning and work.
3. Retain more young people in education and prepare them well for future positive destinations.
4. Work to build equity of outcome.
5. Give teaching staff opportunities to develop professionally.

Each of these in more detail...

Provide equity of opportunity by offering courses which might not otherwise run in a particular school or as part of a local authority campus or school consortium arrangement. Our subject offer sits alongside those offers and allows flexible timetabling as the bulk of our courses use flexible learning materials with an element of live teaching and support. As we move forward, we will also work with partner providers such as eSgoil, Young Applicants in Schools Scheme (YASS) and other online courses to co-ordinate availability of courses and support. Furthermore, we will work to support all learners through online revision support. The VC makes an important contribution to a broad curriculum offer addressing the concerns of curriculum narrowing in the senior phase

outlined in the recent report from Stirling University and the Nuffield Foundation (Shapira et al., 2023).

Equip young people with vital skills that they need for life, learning and work. In further and higher education, and in most workplaces, the skills we are developing through our approach have become an everyday key part of what they do. People are expected to manage their own time, their workload and work with colleagues both in-person and online. Being highly digitally literate, emotionally intelligent and being able to think critically are vital skills.

Lessons learned from our pilot, and from others such as West Lothian Virtual Academy, show that emphasis on developing skills is vital to success. We aim to add value by creating an induction module which will normally be taught in June prior to the summer break. It will develop:

- ✓ Study skills
- ✓ Essay writing, referencing, plagiarism
- ✓ Some Research skills including scientific method and critical thinking skills.
- ✓ Digital Skills. E.g. using OneNote and other M365 tools; how to fix common problems and how to get help.
- ✓ What are “soft” skills? Working with others, self-discipline and the importance of good mental health

By introducing this module and by developing these skills throughout the course, we will make a vital contribution to the four capacities of all our young people. The Bootcamp Induction, if successfully completed, will give the learner two additional SCQF points at level 6.

Retain more young people in education and prepare them well for future positive destinations. Allowing young people to study courses relevant to their career paths and interests raises motivation and retention. Flexibility further increases choice.

The VC allows people to work at a location of their choice and therefore attendance on school premises is not essential. This opens up opportunities for interrupted learners, young carers and for those who might otherwise leave school to work in order to save for university or college or to support their family. Earn and learn is therefore an option instead of earn or learn. Such opportunities contribute towards achieving the Scottish Government’s ambitious target of 20% of entrants to higher education coming from the

most deprived 20% of the population by 2030. With an average of 7% of university first year students dropping out of their courses, and with two out of three Tayside based institutions having a higher than average rate, more needs to be done to help prepare young people to succeed in higher education (Scottish Parliament, 2018). Furthermore, it contributes to improving the 15-24 learner journey (The Scottish Government, 2017).

Work to build equity of outcome. By focusing on our first three aims, we will be providing more choice, opportunity and flexibility and by concentrating on skills, we will make further contributions to widening access and participation in further and higher education. Moreover, our robust monitoring and tracking highlights concerns at an early stage and allows a range of interventions. From this session, we will aim to target study support for learners who are at a risk of not achieving at least a C grade. We will consider presenting candidates on a units only basis if a course award is considered unlikely. We will promote local and national study support of local schools, authorities and national study support such as West OS, SCHOLAR and eSgoil.

Give teaching staff opportunities to develop professionally. Teaching a course in the VC allows teachers to develop their professional knowledge and skills. It supports development of new pedagogies and ideas to support learners. Teachers apply these skills and ideas in their schools and share with colleagues. We will support CLPL for all staff across our schools by sharing as much of our CLPL materials and support as possible. In the first two years, our approach has allowed flexible working patterns for our campus teachers, retaining them and allowing some to re-enter the profession from career breaks.

As we move forward, we will build improvement in two ways.

Firstly, we will make what we do better by focusing improvement on **each** of the **five aims** above. Becoming better at what we do and how we do it will be our key priority.

Secondly, we will expand the **number of courses** on offer in the senior phase. From 2023/24 this will include:

- More Advanced Highers: where there is demand, but schools or local authorities are unable to staff them locally.
- Higher Politics: as an example of a subject where there is demand, but schools or local authorities are unable to staff locally except in large schools.
- To act as co-ordinator for the three authorities for other providers including the Open University's YASS scheme, The Chartered Institute For Securities & Investments and Edinburgh College Modern Languages.

From the 2024/25 session

- We will publish our public facing website with our @taysidedigital Twitter, YouTube and Wakelet feeds supporting our learners.
- We will work to further refine our systems of communication and school partnership along with tracking and monitoring systems.
- We will launch our accredited "Bootcamp" induction leading to The Certificate In Preparation For Digital Learning in the Senior Phase.
- We will have a new training package for staff with a separate induction for new staff. Our two main priorities for focus will be 1) relationships 2) pedagogy
- We will look to support the Open Tay Learning Project Team working with schools and learners between S3 and the senior phase, looking to include other marginalised learners.
- We will look to use remote technology to assist subject depts across the region in equity support – for example, using Virtual Reality for learners studying Drama to access productions (Dundee Rep & Neon8).
- We are investigating future possibilities of partnership working with existing projects in Dundee City Council, D&A College and DCA.

We will continue to identify improvements and add these into our improvement plan which can be shared with interested stakeholders on request.

How Do We Know If We Are Successful?

- ✓ We ask our learners – we get the subject teachers to talk to them, supported by a subject specific questionnaire (October/November) and we take formal samples by focus group in February. We will also conduct exit surveys each session for all learners: one for those who are early leavers and those who complete the course.
- ✓ We measure early leavers – from enrolment on each course on the last day of August with other key dates: 1st November, post prelim in early March.
- ✓ We measure working grade against agreed target grade. Targets are set in early September using a form to get each learner to reflect on their attitudes, ambitions and any barriers to their learning. We will measure this agreed target with working grades in late November and post prelim late January/early February and a final check in March. Additionally, our monitoring and tracking is discussed at our departmental meetings and staff can flag concerns through an automatic cause for concern system at any time.
- ✓ We will analyse results against the national picture for each subject.
- ✓ From 2023 applications, we will include collecting of data relating to learner background during the application process. This will allow us to measure our success in tackling the poverty related attainment gap.

Overall Responsibility

The VC is led by the TRIC's Digital Project Officer. Since August 2022 this has been David Keenan. He has a role in developing the VC, monitoring and evaluating its work, recruiting, managing and leading staff, providing quality assurance and SQA co-ordination, staff training and support. He also liaises with a contact Depute Head Teacher (DHT) and Guidance/PCS staff and subject staff of each school. He also provides generic support for learners and deals with issues such as non-engagement. He reports to senior managers in each of the three councils and the TRIC Priority Group 2 Lead, Michelle Lewis.

The main roles and responsibilities of the VC Co-ordinator (the "VCC") include:

- To organise and manage:
 - ✓ Needs analysis and planning with the three local authorities and schools
 - ✓ Recruitment process along with Authority Education Officers
 - ✓ The application process and systems
 - ✓ Monitoring & tracking systems
 - ✓ Procurement
 - ✓ Quality Assurance
 - ✓ Arrangements for school courses being verified
 - ✓ The generic Learner Team, including support materials
 - ✓ The induction course, including some live teaching & support and manage & record the assessments and IV policies & procedures.
 - ✓ The in-person Launch Event (June)
 - ✓ The Staff and School Team
 - ✓ The VC Calendar
 - ✓ The VC SCHOLAR account & other partner accounts
 - ✓ Visit learners at each school within term 1
 - ✓ Drop-in digital surgeries for all.

- To manage the staff Team, update and maintain school contacts and organise any appropriate CLPL or support for school-based colleagues and maintain dialogue with schools on learner progress and concerns.

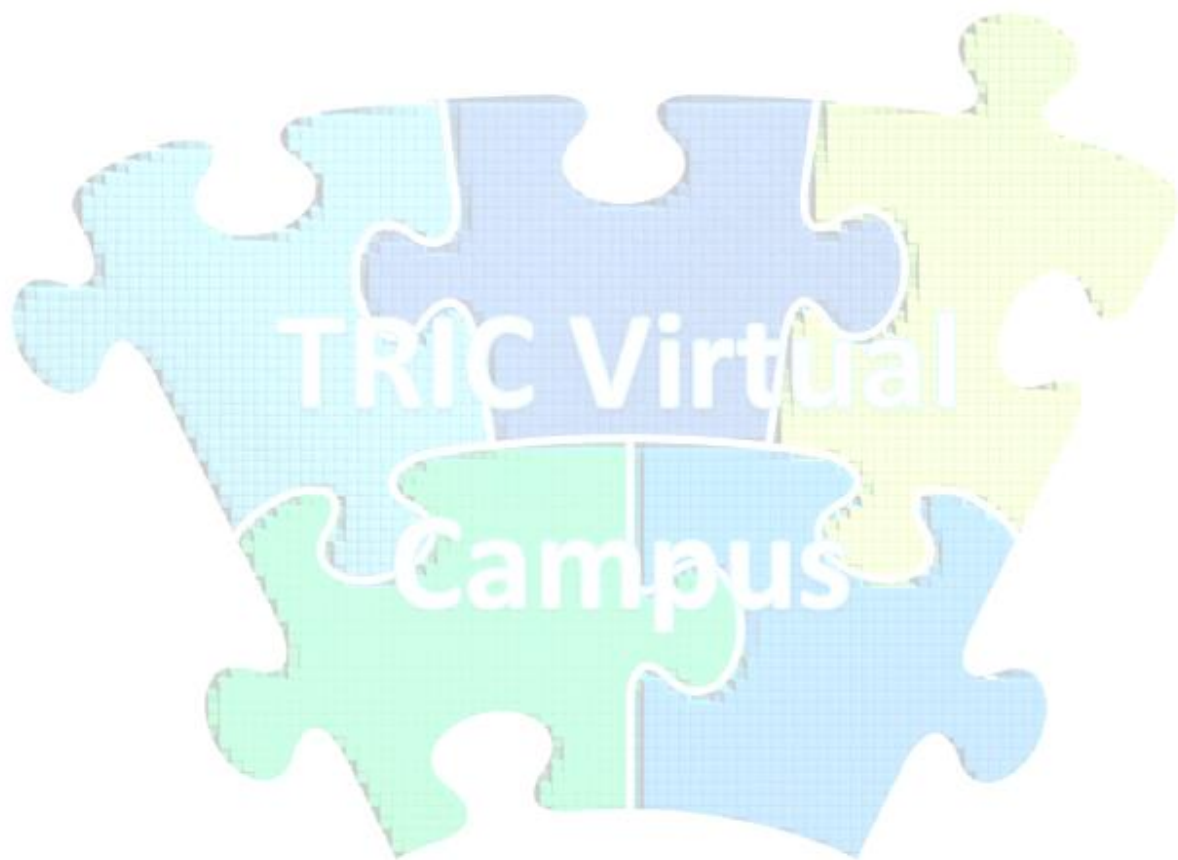
- Meet with the whole staff VC Team once a month (two to three times per term)
- Meet with individual teachers once every three weeks for a 10 to 15-minute check in
- Respond to emails next working day. Respond to Cause for Concern referrals within two working days – normally this will involve communication with the school and possibly inviting the learner to a short meeting via Teams.
- Provide an improvement plan and associated action plans.
- To work with national groups such as the NeLO Working Group and the RIC LA Virtual Learning Network as well as the TRIC Digital Group.
- Work with Head Teachers and other groups within the TRIC
- Liaise with TRIC local authority Digital Teams, DigiLearnScot and other agencies
- Report to TRIC and local authority senior officers and managers and provide progress updates at key dates .
- Liaise with local authority IT teams, school digital leaders to ensure appropriate working access for our learners.
- Ensure arrangements for prelims are in place and QA arrangements for this.
- Ensure arrangements for generation and retention of evidence for coursework.

The School's Responsibilities

- Ensure that the learner is registered with SQA for the course at their centre (unless an alternative arrangement is in place).
- Normally give the learner time in school equivalent to a Higher/Advanced Higher course - usually this is 5 or 6 periods (one column). There are some exceptions to this.
- Provide the learner with a device such as laptop or tablet which has a microphone and camera or is capable of being connected to these. Management of such devices remains with the school, but they should be capable of operating at a reasonable speed and have an updated version of software such as Microsoft Teams. Alternatively, the learner should be able to bring their own device and be provided with Wi-Fi or cabled network as appropriate. This may involve providing them with guest Wi-Fi access (subject to their Acceptable Use).
- Provide a location, or locations, which are quiet with minimal distractions. Social areas and common rooms rarely do this. School libraries can sometimes also be full of distractions. Arrangements should take account of when learners will be required to join live lessons. This means that sitting in with another class might be unsuitable at these times. Suitable locations may also include: empty, or quiet classrooms, staff bases, or sitting in with another class where there are unlikely to be many distractions. Having a member of staff completing a SEEMiS register for each lesson is very helpful for the school in maintaining routine and tracking, but this is up to each school to decide.
- Allow the learner to work from home or other suitable location such as a local library, if this deemed suitable and appropriate. Some learners indicate to us that this helps them in different ways.
- The learner should have an in-school contact to consult if they have an IT concern. This person should be aware of issues such as Microsoft account conflict issues, how to access Glow service status, Glow Connect for support and local authority IT fault reporting. This digital leader should have the TRIC contact details.
- The learner should have access to teacher support. This might be in the relevant subject area, but arrangements such as working with a

digital/learning regent can work very well. We recognise that it is not always possible for a subject specialist to be available.

- The updated attendance register will be sent to the school's shared mailbox **weekly** and any relevant tracking data sent by the date in the VC Calendar. Admin staff should be tasked to update SEEMiS. Causes for Concern will be forwarded to the guidance/PCS teacher email given and a further copy to the shared mailbox. The school are responsible for investigating, taking any actions and informing the VC Co-ordinator.



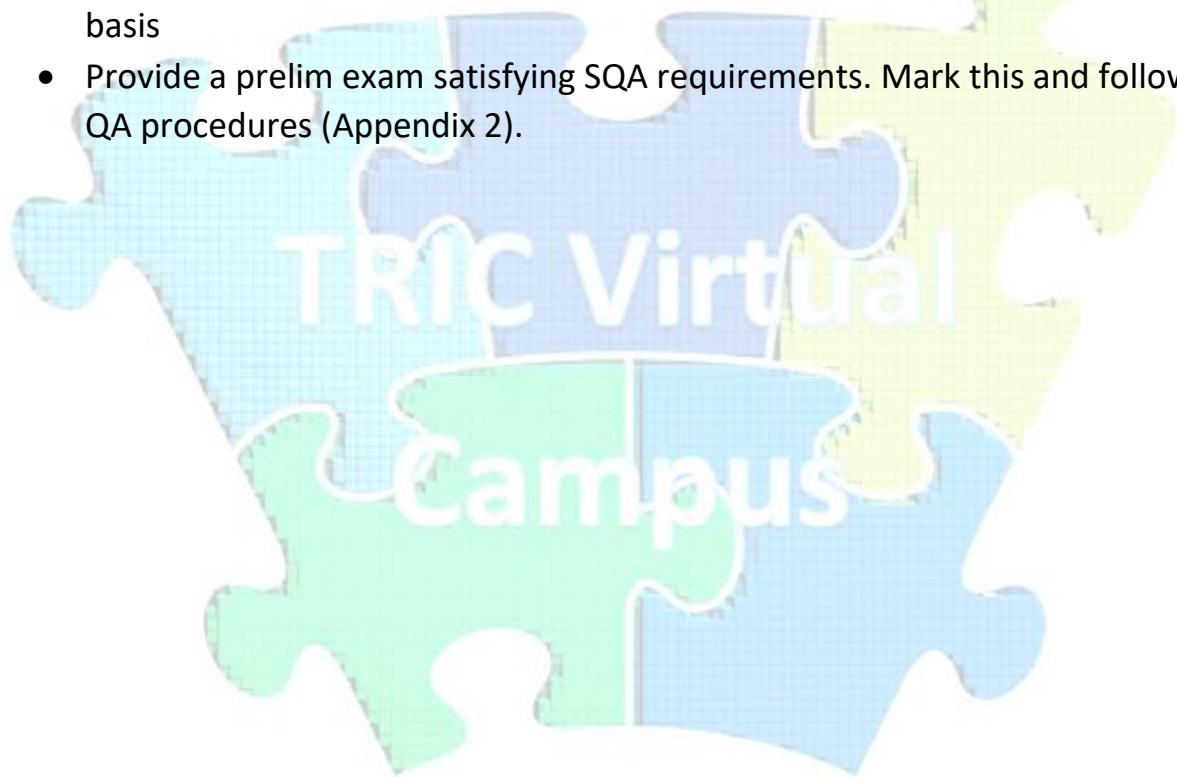
The Learner's Responsibilities

- Complete the application form correctly, submit the video assignment.
- Attend the launch event in June.
- Complete the activities for the Induction Bootcamp and complete the assessments, taking action where feedback indicates “not yet achieved”.
- In the first week in June - complete the section of their Class Notebook with a copy of their timetable so the VC Subject Teacher can arrange suitable lesson and check-in times.
- Complete **all** assignments and other work to **deadline**.
- Attend agreed online check-in times or live lessons. This will include attending **with the camera switched on for the duration of the lesson/meeting** and with a **working microphone**.
- Attend in school at a place required, to work independently, or to work at home or other place of choosing, provided the school is in agreement with this arrangement.
- Report any concerns or problems to an appropriate person – e.g. VC Teacher, VC Lead, Guidance/PCS, DHT or school subject teacher.
- Report any IT access problems, either in school, or to VC staff or submit an IT fault form.
- Use the Teams to access appropriate support e.g. VC Support Videos, eSgoil Chill Space & Exam Mindset.
- Complete the early September Target Setting Form after having reflected on their own effort and actions honestly and engage in setting a realistic, achievable target for the course assessment.
- Ensuring that all work is submitted to the best of their ability and effort with care taken to ensure clear presentation by minimising spelling and grammar issues and that all work is their own with citation and references where appropriate.
- Undertake background reading and work as appropriate.
- Construct and follow study plans.
- To abide by basic rules of digital citizenship and avoid any behaviour which may be interpreted as bullying, racist, misogynistic or in any other way, hateful or threatening.

The VC Subject Teacher Responsibilities

- Work to establish positive relationships with and between students.
- Use the month of June to build and organise resources and continue to add and refine these. Materials are not the property of the teacher but must remain with the campus. Electronic materials should be stored in the Subject Team SharePoint and/or OneNote. The teacher is expected to respect copyright and other laws in the same way that they would be expected to within a physical school.
- Attend the Launch Event to meet learners in person and work to build effective relationships with them and between them as a class – something which will continue online throughout the session.
- Undertake the teacher digital training. Live session(s) in June and additional CLPL
- The VC Lead will create the Class Team, the VC subject teacher will assist in managing the posts, files, Class Notebook, Tabs and SharePoint.
- Record video as appropriate (see below) for blended learning approach. Storing on Stream within GLOW M365
- Use other appropriate video e.g. from YouTube and West OS (NeLO)
- Use the Class Notebook/OneNote tools as the main repository for any workbooks/sheets. This has the advantage of being accessible offline and has Microsoft Accessibility tools and therefore helps provide more equitable access to resources. These can be shared with learners as appropriate.
- Have assignments normally set to save the learner's work to the learner's class notebook.
- Give timeous and appropriate feedback on assignments (written, or oral/video). Making use of tools such as self-marking/instant feedback quizzes, rubrics etc where appropriate.
- Employ pedagogies which aim to support independent learning and collaborative learning. A more detailed guide on tools is provided in the learning & teaching policy in Appendix 3
- Complete an updated Course Block Plan (One A4 page) before the summer break for inclusion as a Tab on the class Team

- Check the SQA subject pages for updates to the course and ensure that learning meets the demands of the current Course Assessment Specification.
- Be familiar with recommendations from the Principal Assessor's messages and with Understanding Standards (which may be used with learners).
- Report any concerns using the Cause for Concern reporting Form.
- Meet with learners online in September to negotiate a realistic and achievable target grade based in part on their response to the form, their previous SQA grades and effort and engagement.
- Provide four tracking reports (see below) via the online spreadsheet.
- Maintain a "register" of attendance at Check-ins/live lessons on a weekly basis
- Provide a prelim exam satisfying SQA requirements. Mark this and follow QA procedures (Appendix 2).



Complaints & Concerns

Any complaints or concerns should be directed to the VC Co-ordinator or senior leadership teams within school or local authority.

The leadership team of the VC will normally investigate any complaints or concerns. They are:

Michelle Lewis: Education Officer – TRIC Workstream 2: Learning & Attainment Tel 01382 433071 email michelle.lewis@dundeecity.gov.uk

David Keenan: VC Co-ordinator & Digital Project Officer – Tel 01382 433681 email dave.keenan@dundeecity.gov.uk

Data Protection

The Virtual Campus works to ensure that only data that is necessary for the functioning of the campus is requested, retained and shared internally within the education services of the three authorities and with the learner's school staff.

As in schools, some other agencies have access to some data e.g. RM Glow/Education Scotland, SCHOLAR and are subject to the relevant data sharing agreements and agreed impact assessments of the local authorities.

Subject teachers may not enrol learners in any online apps without a Data Protection Impact Assessment being undertaken and accepted. This includes third party apps available via Microsoft 365 and Glow Scotland. All external sites used by us such as Twitter, YouTube and Wakelet do not require the learner to have an account.

Learners are reminded at the beginning of the course, and through this handbook, that they should ensure that they are happy with the terms, conditions and privacy policies of anything they choose to sign up to or sites that they use. This includes cookie policies of any sites.

We adhere to the policies and procedures of Dundee City Council and Education Scotland to ensure that we are fully compliant with the GDPR.

How Can Learners Get Help & Support?

Digital & IT – If a learner finds a problem accessing school devices, IT systems such as Wi-Fi or Glow; or if there is an issue with Teams or other aspect of M365 then they should contact their in school support. This may be someone who is called a Digital Champion or Digital Regent. They may be a teacher or school librarian. If they are unable to help, then they should be able to access the local authority systems for help from IT teams or raising service tickets with RM Glow. Learners or staff can also make an online surgery appointment with the VC Co-ordinator who can help. For making surgery appointments see the instructions below.

There will be some digital/IT support available through the Bootcamp and there will be drop-in clinic at the Big Launch.

Academic & Personal – In the first instance, we encourage learners to speak to either the VC subject teacher or a teacher in school such as their guidance/PCS teacher.

We have provided some support materials, including signposted links to other resources and agencies through the Bootcamp materials.

There will be a Reflect check-in twice a week (this may revert to once a week from term 2 onwards) in which learners will be asked to give a simple return on a question about academic progress and state of mind.

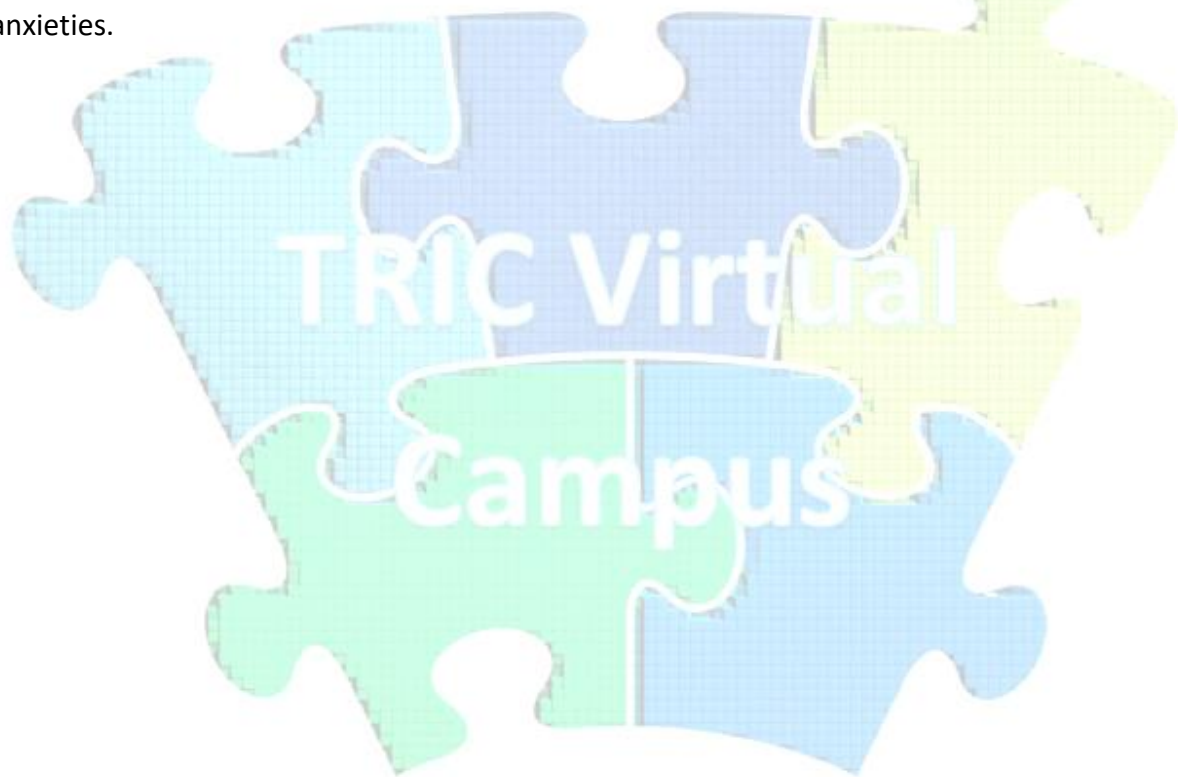
The bookable surgery time with the VC Co-ordinator will be advertised on the General Team with a link to the self-service booking page.

What Is Induction ‘Bootcamp’ & ‘The Big Launch’?

The ‘Bootcamp’ is a short course that is designed to prepare the learners for online study and how the campus operates. Successful completion of the course and its assessments will lead to the Awarding of the Certificate in Preparing for Digital Learning in the Senior Phase. This award is credit rated by SQA at 2 SCQF points at level 6.

It is designed flexibly, but most learners will work on the unit in the month of June with the work distributed on a regular basis as Teams Assignments using Class Notebook (OneNote).

In addition to the online course, all learners and staff are invited to attend the ‘Big Launch’. This will be in an easy to reach location, probably in Dundee, in early to mid June. It allows all learners to meet each other and their teachers in person. Learners have told us that they feel this is important as it helps them get to know each other and their teacher as well as dispelling anxieties.



Operational Policies & Procedures

Application & Selection

The application form will open in late January and close prior to the Easter break. This allows for planning of staff and resources. The Co-ordinator will check the names and suitability with the applicants schools. At this stage, some applications are withdrawn. Applicants are instructed to use a code to join a Glow Team (the TRIC General Team) where they find an Assignment. This simply asks them to make a very short video in which they give their reasons why they want to study the subject and how they feel that they are a suitable candidate. The assignment is then submitted for the VC to see. The purpose of this task is to test the initiative, dedication and enthusiasm of the applicant. Where this has not been done, a reminder will be sent to the DHT/Guidance staff at the school. If it is still not received by the extension date, an email will be sent to the candidate's Glow account and the school to inform them that the application will not be taken any further. Video feedback will be sent back to all applicants inviting them to study with the VC. They will be invited to the Big Launch Event and receive the Induction materials. Progress with this is monitored over June and if concerns are raised over a learner's commitment or progress then their suitability for the course will be discussed with the school.

There will be a further review at the start of term 1 after SQA results are published.

Teams & Office 365

Our primary online learning platform is Microsoft Teams with the associated M365 suite of tools.

There will be a Team for all learners called TRIC Virtual Campus General 2023-24. This will be used for general information and delivery of the application and induction assignments and storage of all the induction course materials, learner work Notebooks and assessments.

Each subject will have a Team created for its delivery. These will be created by the Co-ordinator to ensure similarity and consistent branding with input from the teaching staff. E.g. The new Team can be created from the previous year's in order to contain the same sections and materials within the Class Notebook. In addition to the VC Subject teacher and the VC Co-ordinator, a school may request that a teacher from their school to join as an Owner. This can help with monitoring engagement and QA, though we ask that this is as an observational role. Due to restrictions withing Glow, changing user permissions is much more difficult on some parts of a Team.

There will be the Staff & Schools Team which will be updated to continue from the previous session. School subject staff, DHTs, Guidance will be invited to join in order that they can view announcements and data.

Subject Block Plan

An A4 sized plan which broadly summarises what will be taught and when should be updated (or created for first time subjects). This will be available through a Tab in the General Channel of the subject Team for learners to understand the broad layout of the course.

Absence & Attendance

We record all attendance. When a learner joins and leaves a Teams meeting the time is recorded automatically with the attendance register auto attached to that particular meeting. The VC subject teacher will update the register within the staff team by 1pm each FRIDAY and the school will be sent a weekly attendance update which they enter into SEEMiS.

Where possible, the school should have arrangements to monitor and record the attendance of learners when they are timetabled for the subject in school.

Where we have concerns over attendance and/or engagement with the learning materials, we will request the school contact puts out a message to the parent/carer via Groupcall.

If the school is aware of a learner's absence, they should inform the VC staff by email or phone. Similarly, a learner or parent/carer can inform us in the same way. A phone number and dedicated email address will be provided in time for the start of Term 1 in 2023 and distributed to schools via email and learners via the general and subject Teams.

Positive Relationships

We are able to enjoy positive relationships and a good working atmosphere thanks to the mature, responsible attitude and behaviour that our learners invariably bring. As one might expect, there are a few simple and straightforward rules. We expect everyone to:

- Attend all live sessions **with the camera switched on** and ready to learn and contribute. People who switch cameras off are often doing so for a reason that is not acceptable.
- Treat everyone with respect and avoid any language or behaviour that could be interpreted as offensive or nasty, even if it is not intended that way.
- Complete all assignments before the submission deadline to the best of their ability and to take action on feedback sent by the teacher; this may include redrafting of an assignment and handing in again.
- Recording of any lessons/check-ins, without the consent of all participants, is not permitted for data protection and safeguarding reasons. Consequently, the video recording function within Glow is presently disabled. We will take appropriate action if recordings, images or other materials relating to any person are taken and circulated online or any other format.

Learners, parents/carers, school or VC staff should make the VC Co-ordinator aware of any breaches or concerns at the earliest possible opportunity. He will liaise with school staff and provide written feedback to any complainer informing them of what actions have been taken.

Prelims

Prelims are provided in all subjects where there is an exam. Prelims provide an experience for learners to develop exam techniques in realistic conditions. They also provide evidence to support working grades, estimates and for Exceptional Circumstances submissions to SQA where a candidate has been unable to take the exam. For 2023/24 we propose that the dates for all VC prelims will be on either **Monday 22nd or Tuesday 23rd January 2024**.

Learner & Staff Voice

We strive to listen to the views of all stakeholders in all kinds of ways. Staff are encouraged to ask learners about learning and adapt practice where necessary. A subject specific online questionnaire is published by the subject teacher at the end of October with findings discussed at the next subject meetings.

A focus group of learners is used by the VC Co-ordinator to listen to a group with representation from each subject. This is recorded for evidence. In 2023 this was in April, this will probably be moved back to January or February 2024.

Exit questionnaires are also distributed to all leavers. There is one for those who have left their course early and another for those who complete.

Staff are consulted on a regular basis, either with one to one subject meetings or as a staff group. This is either in a Teams meeting or in the Team posts/chat.

Staff attend a debrief meeting in May and are asked to contribute to the improvement whiteboard within the Team. This helps inform the improvement plan which is then used to inform the improvement plan.

Schools and local authorities can express their views in various ways and we take these on board in our short and longer term improvement planning. We will consult local authorities annually and include this in our plans.

Social Media Presence & Communications

At all times, learners and staff will use Glow email, Glow Microsoft Teams/365 to communicate with one another. Personal accounts and social media are never used for two way communication between individuals or groups.

Our VC Twitter: www.twitter.com/TaysideVirtual will carry any important or urgent notices (also posted in the General Team), updates and generally useful or interesting information.

Our Role In Study Support & Promoting Learning

We will use our social media communications systems to promote online and in person learning opportunities. We will promote useful study and productivity tips and wider learning opportunities. As part of our improvement plan, we will look to see how we can add to the offer already provided

Monitoring, Tracking & Reporting

Our VC teachers are expected to monitor learner engagement through attendance at check-ins/live lessons as well as through completion/engagement with asynchronous tasks. When an 'Assignment' is set the Microsoft 365 account will monitor access and completion. A summary for the learner and teacher is provided in the Grades tab in the Team. Incomplete or late submissions are automatically flagged to the teacher. The VC Co-ordinator also views each subject gradebook on a regular basis and will challenge the VC subject teacher about what actions have been taken to ensure improvement. Teachers may contact the learner's contact teacher in school (e.g. subject PT or Digital Regent), or they can submit a Cause For Concern form to the VC Co-ordinator at any time. This will be recorded and forwarded to the school (Guidance/PCS and contact teacher) for them to take some action. The VC Co-ordinator may also send the learner an invitation to an online Teams meeting to see if any problems can be resolved.

Tracking periods for 23/24:

Tracking period 1: 15th September – Settling in, engagement & effort (RAG)

Tracking period 2: 1st December engagement & effort (RAG), working grade

Tracking period 3: 2nd February Post prelim with report and working grade

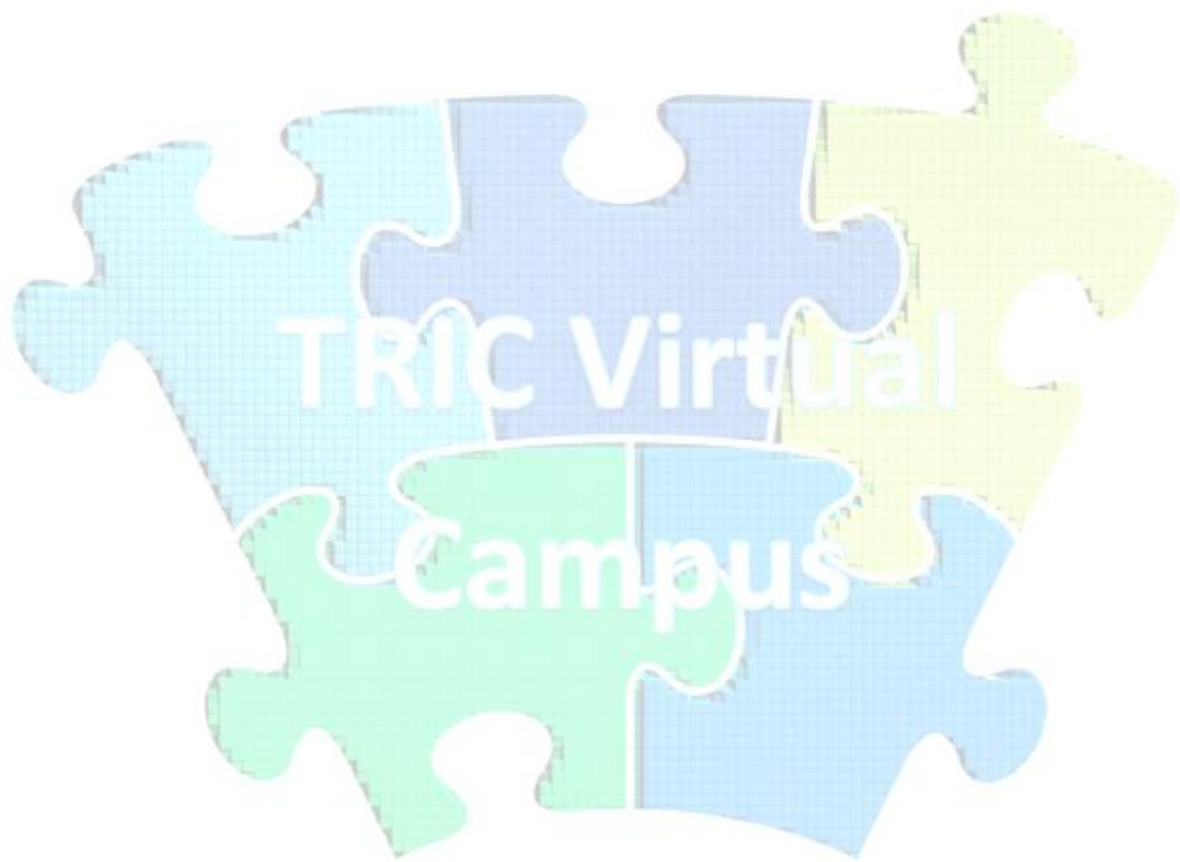
Tracking period 4: 20th March 2024 Post coursework completion – final estimated grade

Quality Assurance

The VC Co-ordinator provides most QA activity by attending each subject class live lessons at least once every three weeks. He will also monitor the asynchronous learning materials and assignments being provided and this will be a standing item on the agenda for the twice a term subject departmental meeting on Glow Teams. A note of the meeting is kept online with it.

Teachers, or PTs of subjects from learners' schools may also be added to the Subject Team. They are encouraged to pass on any comments or concerns to the VC subject teacher and/or Co-ordinator. They will have more restricted access to the Team and the data contained within. The VC Co-ordinator should always be copied into emails between schools and staff to ensure there is an audit trail

Prior to the prelim, the VC subject teacher should have compiled a prelim exam which will provide evidence to support a working grade, an estimated grade and for evidence for an Exceptional Circumstances submission. The requirements are outlined above. They should seek the advice from at least one other subject specialist colleague. The documentation contained in Appendix 2 shows the full QA procedures for setting, marking and verification as well as for retention of evidence.



Appendix 1: Prelim Protocol & QA

Guidance for Schools & Candidates

The Virtual Campus is committed to working with you to ensure the best outcomes for our young people. Our protocols are designed to ensure fairness, transparency, eliminate risk and provide robust and valid evidence of candidate performance.

Preparation

- 1.1 From session 2022/23 each subject prelim should take place on the same day. This is to ensure consistency in marking and security of the paper and will mean a high degree of confidence in the evidence gathered. This was agreed following consultation with all secondary schools and with the agreement of the three local authorities.
- 1.2 The prelim papers have been prepared by our subject teacher. We have reminded them of the SQA requirements for meeting the Course Assessment Specification (CAS) and ensuring any past paper questions are from different years. They have been asked to provide sources of questions and the marking scheme. Additionally, they have been asked to check these with a colleague as part of quality assurance. The Virtual Campus Co-ordinator (VCC) will also check for any obvious mistakes or issues.
- 1.3 They will be released to you in digital format at least two days in advance.
- 1.4 We will supply you with a 'register' prior to the exam. Please include this in the return so that we can identify absent candidates or investigate missing files.
- 1.5 The school is responsible for setting the correct times for the exam, including any extra time and for special arrangements for individual candidates.
- 1.6 The exact start and end times is up to the school to fit their arrangements but should reflect the time given to that subject. E.g., Modern Studies - 3 Hours.
- 1.7 Candidates can produce their responses on a Word or PDF document **if they have special arrangements in place**. PCs should be enabled in "exam mode" as per the local authority guidance and the file added to the electronic upload detailed below.
- 1.8 Most candidates will produce handwritten scripts. This can be on lined A4 paper with a left-hand margin for question numbers and marks being added.
- 1.9 The candidate's first and surname should be on the first page, along with the name of the subject and the date. Nothing else, including SCN, is needed. It would be very helpful if all pages were numbered to show the correct order of pages. Rough work can be included. Blue or black ink should be used. Mistakes can be scored out.
- 1.10 Candidates should attempt to have the pages in the correct order. Fastening with a paper clip is best. That way the script can be loaded into a copier document scanner in the order they are handed in.

Uploading the Scripts

2.1 Please scan each document to create a file. If the file size is too large to send from a photocopier, it could be split into smaller files. Please remember to scan both sides of an A4 sheet if the candidate has written on the back.

2.2 The scanner will create the file as a PDF, this will be converted by us so that the markers can write onto it. Please name the file with the candidate's name and subject e.g.

joebloggsSpanish

2.3 Please upload the file to this location: [VC Prelim Script Uploads](#) (This link is time limited for security).

This link will also be sent as an email. This will store the file in a secure folder on Dundee City Council's DundeeSchools server and will be converted to a Word file which will then go into the staff SharePoint for marking. Therefore, backup copies will exist, along with the candidate's original paper copy which the school should retain.

Microsoft

David Keenan is requesting files for

Please upload your candidates' scripts here. ...

PhilMcCannFrench.pdf ×

IonaCarrBusinessManagement.pdf ×

+ Add more files Total 2 files 61.0 KB

First name *

Last name *

Upload

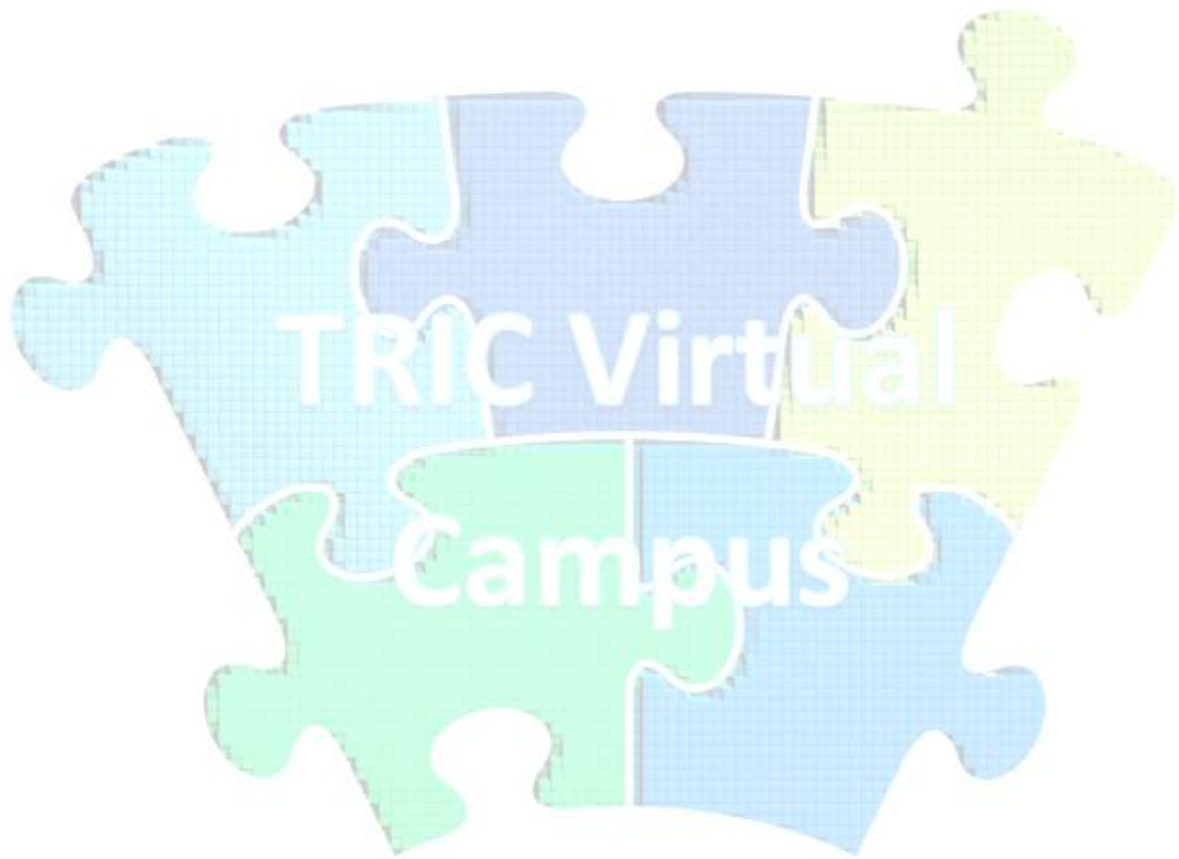
2.4 We will send the scripts back to the school's named contact via email as attachments.

Guidance for Markers

3.1 The VCC will convert all the PDFs to Word files in order that you can easily mark the script electronically. The VCC will then upload the Word versions to your subject folder in the SharePoint.

This process should be completed by the Wednesday of the exam week. If any scripts are not sent on time, they will be uploaded to the SharePoint as soon as they are available. Only VC staff have access to the SharePoint.

3.2 Marking can be done either by adding in text e.g., textboxes in the margin to show marks/any comment, by adding comments from Review or using Digital Ink (i.e., using a tablet). In whichever case, RED text or ink should be used. Marking conventions for your subject should be used e.g., using codes such as K for a knowledge point, E for evaluation etc. Bracket any irrelevancies, underline anything wholly wrong etc. Avoid too much in the way of comment as this makes reviewing the paper easier if it is submitted as evidence to SQA. Additional pages can be added for mark totals if needed:



and socialism are incompatible and lesser significantly.

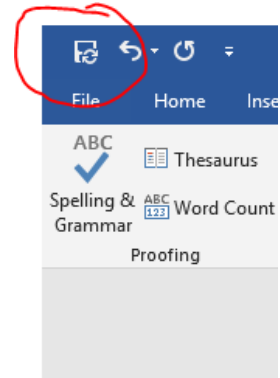
Overall, it can be said that liberalism is fundamentally different to both conservatism and socialism. Despite having similar beliefs to conservatism on economic ideas, the conservative idea of state institutions is in direct contrast to the liberal idea of freedom and separation from the state. This idea is fundamental to the liberal ideology, so it has to be said therefore that liberalism and conservatism differ greatly. However liberalism and socialism differ even more significantly. The socialist idea of economic intervention, high taxes and increasing benefits is in stark contrast to the liberal idea that all citizens are responsible for their actions and must work hard to achieve a higher status in society. Therefore liberalism and socialism are drastically different, and mutually incompatible.

Analysis 7/8
 Comparison 5/6
 Evaluation 7/8
 Synthesis 6/8

25/30

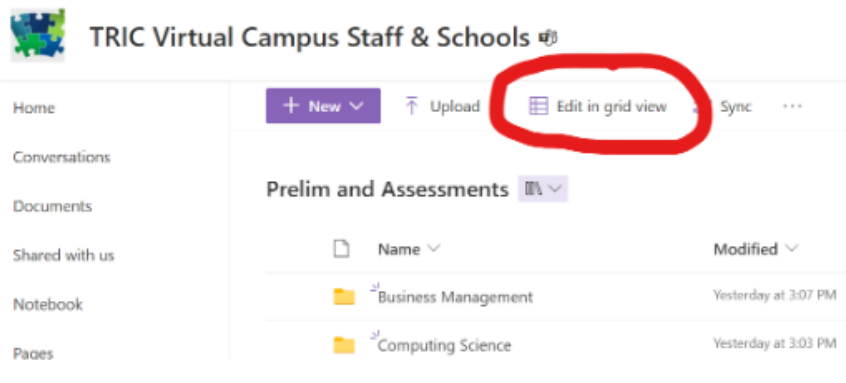
3.3 Please refer to www.understandingstandards.org.uk for practice papers and advice.

3.4 If you have opened the script file on a PC or tablet then it is likely to be easier to mark and annotate using the full app or desktop version of Word, rather than the online version. If this is the case, please check that the autosave icon at the top left of the screen is on. Alternatively, you will need to save the completed annotated/marked document back into the SharePoint Folder. Check that your marking/annotation has saved.

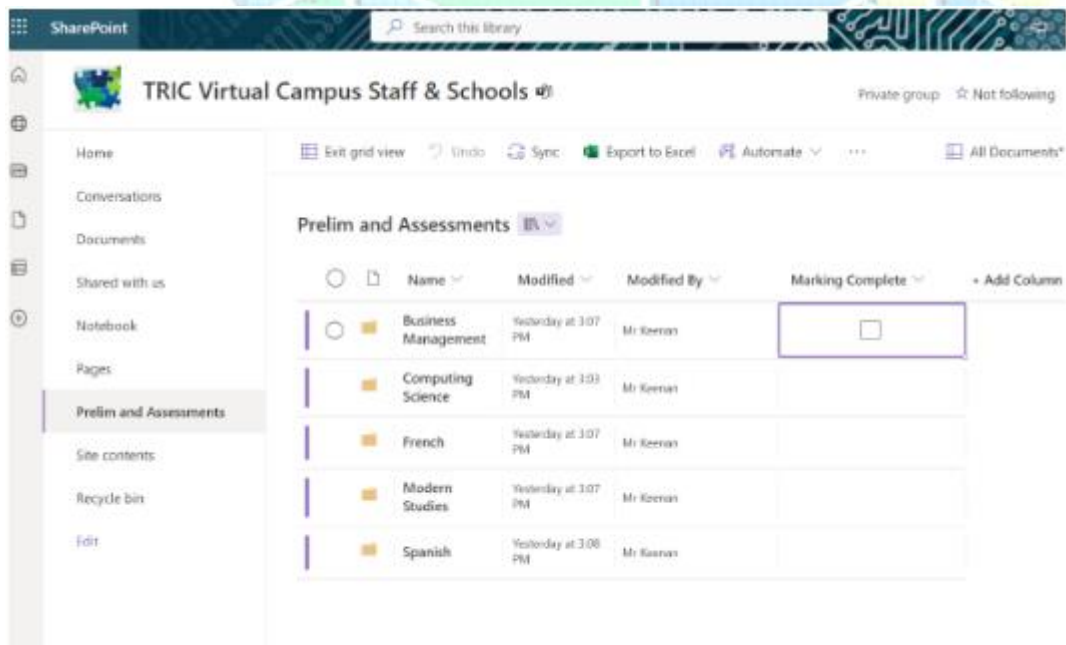


3.5 Once all the marking is completed, you can change the status of your subject folder to “marking complete”

Navigate to the “Prelim & Assessment” folder and click “Edit in Grid View”



Once in Grid View, you can click on the box in the column headed “Marking Complete” and click the box next to your subject:



Quality Assurance

Quality Assurance is an important part of the assessment process. Learners, parents, school staff, senior managers, elected officials and the public at large all must have confidence that we have been completely fair in our assessment judgements, and we have transparent and robust processes to ensure this.

The school, as presenting centre, is ultimately responsible for the quality of evidence for candidates. Where possible, they should check that they are happy that the marking is fair and retain evidence in case it is needed. Communication with the school and its staff over quality assurance issues will be noted in the subject QA record. We will retain an electronic copy of both the unmarked and marked scripts and, will destroy these by October after the appeals processes have closed. We will return a marked electronic copy to the school as soon as possible following the prelim.

There is more on this at: https://www.sqa.org.uk/files_ccc/qualification-verification-process-guidance-centres.pdf

4.1 The VCC will perform a clerical check on **all** scripts in case something is unmarked, or the marks awarded are incorrectly totalled.

4.2 We request that you ask a colleague e.g., someone in your department, to select up to three scripts at random to cross mark at least one of the questions. If this is done with the online script, then any annotation should be in GREEN ink. If printed on paper, the copy should later be treated as confidential waste and destroyed.

4.3 The following QA record has been added to each subject folder. It should be updated after any QA check. There is also space on the form to record outcomes from any meeting that a school requests if they wish to query the decisions:



Subject:|

Prelim Exam held on:

Total number of candidates who sat exam:

Name of VC Teacher marking prelim:

Clerical Check completed by	Date Completed	Were any issues identified? Please detail:
David Keenan, VC Co-ordinator		

Type of Quality Assurance Activity e.g. Cross-marking, Blind marking, Meeting etc.	Date	Names of persons involved in this activity	Outcome

Appendix 2:

Learning & Teaching - Online Tools That We Will Use

We use the Microsoft 365 suite of tools for our main delivery, generally within Glow Microsoft Teams as our Online Learning Platform (OLP). On the next few pages, we will detail how we expect these can be used. All course participants will be expected to be proficient in the use of each of these tools following their completion of the induction course. In Glow, the online version of these tools is available and the full desktop versions can be downloaded for Windows and Mac for free using the tile in Glow.

Microsoft Teams

Teams (a) For Information/notices. In June, the subject teachers will create the **Home Page** of the Team with the assistance of the Co-ordinator to a standard template. A new Team will be created from the previous years and will conform to standard TRIC naming and branding. The Co-ordinator will also be an owner of the Team and may make other staff members owners. Learners must never be an owner and the settings of the Team will always be “private”.

The **General Channel** will be for main notices and should be restricted with owners only able to post, but allowing learners to reply. This is to prevent important information being lost. The General Channel should also have Tabs with links to The SQA Subject page for that level, the Course Block Plan (updated in June) and NeLO West OS videos for that course. Staff should use either Announcements or Conversation as necessary.

The **Online Check In /Live Lesson Channel** will be dedicated to that purpose with posting allowed so that the chat within a meeting is enabled.

Additional Channels can be created as necessary. For example, they may be used for each unit of the course.

Teams (b) for setting Assignments, giving feedback and redrafting.

Any tasks which the learner is expected to undertake should normally be part of an Assignment. Each Assignment has a title and a set of clear instructions. Reference materials should be attached as necessary (the Content library or Teacher Only sections of the Class Notebook are ideal locations to store these materials rather than in the SharePoint Files). Normally, learner work should be attached for them to complete and designed to save into their Notebook (e-jotter) so that they can revisit the work again. An Assignment can be **reused** from any other class Team that the teacher is a member of, including “hidden” (archived) Teams.

When setting, the date and time should be selected as well as the setting which allows new entrants to the Team to see previous ones prior to their enrolment. Assignments can also be used to target specific individuals e.g. to provide differentiation.

Staff can choose to allocate marks or simply provide feedback (see below). Rubrics may be used. Various activities can be undertaken as Essay writing, quizzes, creating PowerPoint or Sway, responding to short response questions etc.

Feedback should be given in most cases – as a score, short written feedback, possibly asking to address issues, or by audio or video feedback, which is a very simple and effective tool. Staff should remind learners to “**Hand In**” even although work will usually save automatically. If not, the teacher should “**Take Action in Student View**” in order that it shows on the Gradebook as Handed In. Any that require resubmission should be “**Return for Revision**” Another way of providing feedback is via digital inking, but all should be returned so that monitoring engagement is an easy process.

Teams/SharePoint (c) as a way of storing and sharing teaching materials and e-jotters.

By adding Files to a channel within the Team, it will be stored in the Team SharePoint library. Files can be saved straight into this, and you can link to a Teams SharePoint library from your own Glow OneDrive. Folders outwith the Class Files folder will be editable by learners. Staff may find it easier to use the **Teacher Only** (hidden) or **Content Library** (visible to learners but not editable) sections of the Class Notebook.

Teams (d) for Check-ins or Live lessons

Except for Modern Languages which need more face-to-face time, this shouldn't exceed the notional 20% of the time available for the course. Live lessons are not always possible due to the nature of the Virtual Campus. They are particularly useful when the teacher wants to have the learners collaborate on a task, or present learning to one another. This could be whole class, small groups of available learners or even one to one. Teachers must organise these in advance via the calendar and should hold these in the dedicated channel. For safeguarding purposes, the Co-ordinator or

another staff member should be invited, though they may not attend. The default settings should not be altered to allow people from outwith to attend (unless it's an external speaker) or for anyone to bypass the lobby. The setting for presenting should be changed if learners will be expected to share their screen or presentation. At the end of the meeting the teacher (the organiser) should not simply **leave** the meeting, but should choose the other option, **close meeting**. This prevents an unsupervised meeting space being reopened.

If playing video to the class, the **"include computer sound"** button on the share tray should be on.

In a live lesson, learners should be encouraged to:

- Use the reactions
- Use the chat
- Share websites, documents, presentations etc. or contribute to a Whiteboard (turn on presenter rights to enable these).
- Appear on the screen. Cameras off hide lack of engagement and reveal unsuitable learning locations like common rooms! If they are working from home, then switching on a background is fine for privacy. Staff should report concerns if learners continually refuse to switch the camera and/or mic on.

Forms

Not in Teams but is in Glow Microsoft 365 suite. Forms may be used to collect data such as learner views or to create quizzes. These can be self-marking and/or be able to provide instant feedback through pre-prepared statements attached to answers.

Forms can also be used by learners as part of research e.g. for primary quantitative research for a dissertation. They can be shared within the Glow environment or outwith to anyone with the link.

Forms can also be used for learners to be able to upload files e.g. for a piece of work where it would be inappropriate for the learner to have access after handing in.

OneNote

The Class Notebook within the Team is a OneNote Notebook. It may be opened in the full version for full functionality. "Printouts" of documents like Word can be saved onto pages and can be made to be editable or non-editable. Video and other media can also be embedded onto pages and the whole thing organised into sections. Learners have their own Notebook (e-jotter) in which they can file their own materials. Only the teachers (owners) and that particular learner can see this. Teachers should normally set up assignments to automatically save to the relevant section of the learners' notebooks.

Advantages of OneNote include:

Whole courses can be organised and stored onto OneNote

Materials in the **Content Library** can be shared with learners and they can access this to get a “clean” copy of a worksheet. Pages can be shared via an Assignment or using the “Class Notebook” tab which allows pages and sections to be distributed to individuals, groups or the whole class.

Materials in **Teacher Only** can be hidden in here until the teacher wishes to share them. Otherwise this is very similar to the Content Library.

Collaboration Area is very useful - anyone can post in here and it provides a good space for activities where learners need to collaborate.

OneDrive

Learners should be encouraged to use OneDrive for any documents that they are not storing in their OneNote Class Notebook (e-jotter). Saving onto computer hard drives will mean documents may not be readily available. Saving onto flash memory drives is not permitted for security reasons.

Stream

Is a video recording tool which can be used to:

- Record yourself
- Record the screen

In both cases there is a 15-minute record limit.

It is also the tool behind the video feedback in Assignments and record in meetings – although this is disabled for safeguarding reasons within Glow.

Once you are happy with a recorded video it should be shared with the Class Team (the **Group**). A **group** is automatically created when a Team is created. It should NOT be visible to “**everyone in the organisation**” and the group should NOT be **Owners**, merely **Display**.

A **Tab** can be added to a Team for easy access to the Team channel.

Like YouTube, Stream has a **views** count and a likes count, so it can be easy to monitor whether learners have viewed a video. Incidentally, all documents stored in SharePoint like a Teams file store, allows you to see the number of views it has had.

The new version of Stream will now automatically store the files in the creator’s OneDrive, making it easier to share and use.

PowerPoint

This is a good tool to

- Convey key information – but is often overused
- Allow single learners or small groups to **collaborate** in **producing material** from research and present to others in the class e.g. jigsawing
- Video can also be recorded in PowerPoint with screen record, narrating slides or simply using a presentation and turning it into a video! Saving as an MP4 file rather than pptx. allows this.

Upload to Teams to allow viewing anytime/anywhere. Learners tell us that the ability to revisit topics and lessons can be very useful.

Whiteboard

Can be prepared in advance.

Can be used for collaborative work in a Teams meeting, or even shared in advance. Updates in mid 2023 include a suite of pre-prepared templates, new sticky notes and a timer.

Sway

Sway is a very useful tool for presentation. It is ideal where media such as pictures and video are being used and is entirely online for both creation and viewing. It can be shared publicly.

Sway is an excellent way for young people to share their research and learning. This could be part of preparation for a lesson where they have researched a key piece of learning which they are sharing with the class.

Day to Day Apps Like Word and Excel

These can be shared with learners or you can ask them to share with you or their classmates. Collaborative work can be achieved this way too. When saving, these should be saved to OneDrive and not locally on a PC.

SCHOLAR

VC has an account with SCHOLAR. Learners will not notice any difference and authenticate through Glow as normal. Staff in subjects which SCHOLAR supports will be given a separate login.

YouTube

This will be our go to video hosting for curating collections for each subject/course. The @taysidevirtual channel is at: [Tayside Virtual Campus - YouTube](#) Due to problems around security and access, staff should prepare a list of web addresses for each video they would like in the channel's subject playlist. Videos can also be uploaded and unlisted if necessary.

Twitter

We now have www.twitter.com/taysidevirtual running alongside the TRIC twitter account. This is used for announcements, tweeting information about courses, links to websites or events, revision activities etc. We encourage all learners, parents/carers, school staff to check it. Unlike some social media, Twitter does not need an account to view the feed. Currently we are not using any other social media accounts.

Wakelet

We have www.wakelet.com/TaysideVirtual Articles, Graphics, websites etc can all be added to the subject collection.

Other Online Apps & Services

This should be agreed in advance with the VCC. Local authorities are obliged to have undertaken due diligence in regards using sites that may use personal data with a Data Protection Impact Assessment (DPIA) prepared if necessary. The three different authorities may require one each!

Glossary

Blended Learning	There are some different interpretations of this term. It basically means a mixture of online learning and more traditional learning in school. In the VC this is achievable
CISI	The Chartered Institute for Securities & Investments. The CISI are a partner provider who operate a course through our VC
Class Notebook	Each Class Team has Notebook (a version of Microsoft's OneNote) as standard. The learner has their own individual Notebook which assignments can be auto-saved to, teachers can send materials to and the learner can use to create and save their own notes to.
Coursework	This refers to work which a learner has to undertake to gain marks towards the course award. Often these are called projects, dissertations or folios.
DHT	Depute Head Teacher. A senior leader in school
DPIA	Data Protection Impact Assessment. These are undertaken by local authority and government staff to critically examine how an individual's data is collected, stored and used. It is important to ensure this is kept safe and legally.
Digital Leader, Digital Champion, Digital Regent	This can mean slightly different things depending on the local authority or school. Usually this will be a staff member who may have responsibility for supporting digital learning and/or helping deal with problems. This may also be the contact teacher for the school and the teacher that helps support the learner while they are in school.
eSgoil	eSgoil are similar to the VC and West OS but have a high profile nationally as they provide courses such as Gaelic, study support materials and Easter School and online support materials
Grades/Gradebook	Both teachers and individual learners can see their gradebook – a tab in the Team The status of all Assignments is recorded in the gradebook. If marks were allocated, then those awarded will appear. Late or missing submissions are also recorded as are "Returned for Revision" which means the learner must make improvements and resubmit.
GDPR	The General Data Protection Regulation. Handling of data must conform to the GDPR
GLOW	The Scottish wide extranet system which connects teachers and learners across Scotland. As GLOW works across local authorities, it is ideal for the VC to use. It also provides a safer learning environment than other online learning platforms.
Guidance/PCS	All secondary learners have a guidance teacher who helps support them. In Angus they are normally referred to as Pupil Care & Support teachers
Insights	As far as learners are concerned this means the tool that only teachers see within the classroom version of Teams. It provides monitoring of the learner's engagement, including what they have accessed, when and how long for. Insights is a very effective tool to support monitoring and tracking.
Learner	The more modern term for a pupil. Learner is the term used in Education Scotland and Scottish Government literature.
Microsoft Teams/ Microsoft 365	This industry standard software, supplied securely through Glow, is platform for the learning. There is a General Team and a Team for each subject. Teams and all other M365 software can be downloaded for free from the GLOW tiles for use on personal devices like laptops. Alternatively, they may be used in a browser. The learner's GLOW username and password is always used to access the VC.
Prelim	A preliminary, or mock exam, usually held before or after the Christmas break
PT	Principal Teacher. Usually, the head of a school subject department or faculty of subjects
Reflect	Reflect is a tool contained in a Class Team. The VC will send all learners a reflect question twice a week with two days to respond.
SEEMiS	This is the information & management system used to handle data in Scottish schools. Its functions include registration and tracking progress.
SCHOLAR	A Scottish national online service from Heriot Watt University. The VC uses SCHOLAR to support some subjects. Learners log in using their GLOW account or straight from the GLOW tile.
SCQF	The Scottish Credit & Qualifications Framework. All courses, including SQA courses and the grade awarded with them are worth SCQF points and these appear on a candidate's exam certificate.
SQA	The Scottish Qualifications Authority
TRIC	Tayside Regional Improvement Collaborative. Set up by Scottish Government to help improve outcomes for children and young people through local collaboration
VC	Virtual Campus

West OS	West Online School. This is similar to the Tayside VC, but they provide recorded video content for all subjects across Scotland via a tile within GLOW. West OS also run some study support webinars open to learners across Scotland.
YASS	The Open University Young Applicants in Schools Scheme

Useful CLPL Websites for Teachers

Education Scotland Digital: [Digilearn \(glowscotland.org.uk\)](https://www.glowscotland.org.uk/digilearn)

Microsoft Learn Educator Centre: <https://learn.microsoft.com/en-gb/training/educator-center>

SQA Home: <https://www.sqa.org.uk/>

SQA Academy: www.sqaacademy.org.uk

SQA Understanding Standards: [SQA - Understanding Standards: About this website](#)

Useful Websites for Learners, Parents & Carers

Many more websites are contained within the Bootcamp Induction course materials. This is available within the Class Notebook in TRIC General Team 2023/24.

[Academic Skills Centre Resources – Helping you develop the skills you need for success at university \(dundee.ac.uk\)](https://www.dundee.ac.uk/academic-skills-centre-resources)

University of Highlands & Islands [Student Services - Study Skills \(uhi.ac.uk\)](https://www.uhi.ac.uk/student-services)

SQA Home: <https://www.sqa.org.uk/>

SQA Understanding Standards: [SQA - Understanding Standards: About this website](#)

[SQA - NQ - Past papers and marking instructions](#)

Parentzone: [Supporting study | Learning at home | Parent Zone \(education.gov.scot\)](https://www.education.gov.scot/supporting-study)

e-Sgoil homepage: [Digital learning from Comhairle Nan Eilean Siar | e-Sgoil](#)