



Integrated quality and enhancement review

Summative review

May 2010

Walsall College

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Preface

The mission of the Quality Assurance Agency for Higher Education (QAA) is to safeguard the public interest in sound standards of higher education qualifications and to inform and encourage continual improvement in the management of the quality of higher education.

As part of this mission, QAA undertakes reviews of higher education provision delivered in further education colleges. This process is known as Integrated quality and enhancement review (IQER).

Purpose of IQER

Higher education programmes delivered by further education colleges (colleges) lead to awards made by higher education institutions or Edexcel. The awarding bodies retain ultimate responsibility for maintaining the academic standards of their awards and assuring the quality of the students' learning opportunities. The purpose of IQER is, therefore, to safeguard the public interest in the academic standards and quality of higher education delivered in colleges. It achieves this by providing objective and independent information about the way in which colleges discharge their responsibilities within the context of their partnership agreements with awarding bodies. IQER focuses on three core themes: academic standards, quality of learning opportunities and public information.

The IQER process

IQER is a peer review process. It is divided into two complementary stages: Developmental engagement and Summative review. In accordance with the published method, colleges with less than 100 full-time equivalent students funded by the Higher Education Funding Council for England (HEFCE) may elect not to take part in Developmental engagements, but all HEFCE-funded colleges will take part in Summative review.

Developmental engagement

Developmental engagements explore in an open and collegial way the challenges colleges face in specific areas of higher education provision. Each college's first, and often their only, Developmental engagement focuses on student assessment.

The main elements of a Developmental engagement are:

- a self-evaluation by the college
- an optional written submission by the student body
- a preparatory meeting between the college and the IQER coordinator several weeks before the Developmental engagement visit
- the Developmental engagement visit, which normally lasts two days
- the evaluation of the extent to which the college manages effectively its responsibilities for the delivery of academic standards and the quality of its higher education provision, plus the arrangements for assuring the accuracy and completeness of public information it is responsible for publishing about its higher education
- the production of a written report of the team's findings.

To promote a collegial approach, Developmental engagement teams include up to two members of staff from the further education college under review. They are known as nominees for this process.

Summative review

Summative review addresses all aspects of a college's HEFCE-funded higher education provision and provides judgements on the management and delivery of this provision against core themes one and two, and a conclusion against core theme three.

Summative review shares the main elements of Developmental engagement described above. Summative review teams, however, are composed of the IQER coordinator and QAA reviewers. They do not include nominees.

Evidence

In order to obtain evidence for the review, IQER teams carry out a number of activities, including:

- reviewing the college's self-evaluation and its internal procedures and documents
- reviewing the optional written submission from students
- asking questions of relevant staff
- talking to students about their experiences.

IQER teams' expectations of colleges are guided by a nationally agreed set of reference points, known as the Academic Infrastructure. These are published by QAA and consist of:

- *The framework for higher education qualifications in England, Wales and Northern Ireland*, which includes descriptions of different higher education qualifications
- the *Code of practice for the assurance of academic quality and standards in higher education*
- subject benchmark statements, which describe the characteristics of degrees in different subjects
- *Guidelines for preparing programme specifications*, which are descriptions of what is on offer to students in individual programmes of study
- award benchmark statements, which describe the generic characteristics of an award, for example Foundation Degrees.

In addition, Developmental engagement teams gather evidence by focusing on particular aspects of the theme under review. These are known as 'lines of enquiry'.

Outcomes of IQER

Each Developmental engagement and Summative review results in a written report:

- Developmental engagement reports set out good practice and recommendations and implications for the college and its awarding bodies, but do not contain judgements. Recommendations will be at one of three levels - **essential**, **advisable** and **desirable**. To promote an open and collegial approach to Developmental engagements, the reports are not published.
- Summative review reports identify good practice and contain judgements about whether the college is discharging its responsibilities effectively against core themes one and two above. The judgements are **confidence**, **limited confidence** or **no confidence**. There is no judgement for the third core theme, instead the report will provide evaluation and a conclusion. Summative review reports are published.

Differentiated judgements can be made where a team judges a college's management of the standards and/or quality of the awards made by one awarding body to be different from those made by another.

Colleges are required to develop an action plan to address any recommendations arising from IQER. Progress against these action plans is monitored by QAA in conjunction with HEFCE and/or the college's awarding body(ies) as appropriate. The college's action plan in response to the conclusions of the Summative review will be published as part of the report.

Executive summary

The Summative review of Walsall College carried out in February and May 2010

As a result of its investigations, the Summative review team (the team) considers that there can be **confidence** in the College's management of its responsibilities, as set out in its partnership agreements, for the standards of the awards it offers on behalf of its awarding bodies. The team also considers that there can be **confidence** in the College's management of its responsibilities, as set out in its partnership agreement(s), for the quality of learning opportunities it offers. The team considers that reliance **can** be placed on the accuracy and/or completeness of the information that the College is responsible for publishing about itself and the programmes it delivers.

Good practice

The team has identified the following **good practice** for dissemination:

- the College Course Team Portfolio Files on the College intranet have brought together good practice relating to assessment and verification from across the College, and provide standard documentation to be used at course level
- the Walsall Higher Graduate online tutorial tool encourages students to become reflective learners
- the Higher Education Tutor Committee is an important vehicle for disseminating good practice and identifying and implementing the higher education staff development agenda
- the Information Communications Technology virtual learning environment is well-developed and valued by students.

Recommendations

The team has also identified a number of recommendations for the enhancement of the higher education provision.

The team considers that it would be **advisable** for the College to:

- monitor the key performance indicators when reviewing the Higher Education Strategy to ensure the effective delivery of the College's plan
- monitor and review the effectiveness of the new Higher Education Management Structure to ensure it supports the academic standards of the provision
- obtain all external examiner feedback for the College's provision from all partner institutions to ensure academic standards
- capture end-of-module/unit student feedback across all programmes to aid in evaluating the continuing effectiveness of the curriculum and of assessment in relation to the intended learning outcomes at module/unit level
- continue to ensure that programme titles are referred to and reported accurately in all published material
- ensure that its proposals for course handbooks and the associated procedure for their production are fully implemented.

The team considers that it would be **desirable** for the College to:

- continue to ensure that the content of its Higher Education Prospectus and programme leaflets reflect the College's guidelines and the requirements of the awarding bodies.

A Introduction and context

1 This report presents the findings of the Summative review of higher education funded by the Higher Education Funding Council for England (HEFCE) conducted at Walsall College (the College). The purpose of the review is to provide public information about how the College discharges its responsibilities for the management and delivery of academic standards and the quality of learning opportunities available to students. The review applies to programmes which the College delivers on behalf of University College Birmingham, Edexcel, Staffordshire University and the University of Wolverhampton. The review was carried out by Mr Harry Davison, Mrs Sandra Middleton, Professor Danny Morton (reviewers), and Professor Caroline Strange (coordinator).

2 The Summative review team (the team) conducted the initial review in February 2010 and returned to the College for a second visit in May 2010. The team conducted the review in agreement with the College and in accordance with *The handbook for Integrated Quality and Enhancement Review*, published by QAA. Evidence in support of the Summative review included documentation supplied by the College and partner institutions, and meetings with staff, representatives from partner institutions and students. In particular, the team drew on the findings and recommendations of the Developmental engagement in assessment. A summary of findings from this Developmental engagement is provided in Section C of this report. The review also considered the College's use of the Academic Infrastructure, developed by QAA on behalf of higher education providers, with reference to the *Code of practice for the assurance of academic quality and standards in higher education (Code of practice)*, subject and award benchmark statements, *The framework for higher education qualifications in England, Wales and Northern Ireland*, and programme specifications.

3 In order to assist HEFCE to gain information to assist with the assessment of the impact of Foundation Degree awards, Section D of this report summarises details of the Foundation Degree programmes delivered at the College.

4 The College, one of the largest colleges in the West Midlands, was established in 1952. With a key focus on vocational education and commitment to widening participation, the College has two campuses within Walsall. In 2009-10 the College student population includes 4,000 14 to 19 year olds and 8,000 adult learners. The College's mission is 'Walsall College is uniquely and proudly vocational. Our greatest passion is unleashing the potential of individuals, communities and businesses: our biggest legacy is the talent of our learners: skilled, professional and enterprising'.

5 In reflecting its mission statement, the College's higher education curriculum focuses on supporting the key employment and economic priority clusters for the Black Country and West Midlands. The resulting five economic clusters are Business and Professional, Care and Public Services, Creative Industries, Digital and Technological, and Services to People. There are 381 learners studying on higher education vocational programmes linked to these economic clusters. Of these, 151 and 136 full-time equivalent students are studying full and part-time respectively. The higher education provision is located in five schools: Business, Management and Hospitality; Care and Public Services; Creative Arts; Hair, Beauty and Sport; Information Communication Technology and Science; and also in Human Resource Services.

Higher education validated provision at the College

6 The following programmes are offered at the College:

Edexcel

- Higher National Certificate/Diploma (HNC/D) Business
- HNC/D Computing
- HNC/D Fashion and Textiles
- HND Fine Arts
- HNC/D Graphic Design
- HNC/D Hospitality Management
- HNC Interior Design
- HNC/D Media
- HNC/D Music Performance

University College Birmingham

- Foundation Degree (FdA) Salon Business Management

Staffordshire University

- FdEd Education (Teaching Assistants)

University of Wolverhampton

- FdSc Community Health and Social Care
- FdA Integrated Children's and Young People's Services
- Certificate in Education, Post Compulsory Education
- Professional Graduate Certificate in Education, Post Compulsory Education.

Partnership agreements with the awarding bodies

7 The College works with three partner higher education institutions primarily through Foundation Degree programmes. For the provision offered in partnership with the University of Wolverhampton, there is a Memorandum of Co-operation for each main award. That for the FdSc in Community Health and Social Care is detailed and comprehensive. Additionally, each year there is an Annual Operating Statement for each Memorandum of Co-operation that states the awards, modules, financial arrangements and University and partner staff contact details for that academic year. These statements for 2009-10 show that the Post Compulsory Education Initial Teacher Education awards are a franchise, whereas the two Foundation Degrees are delivered jointly, although all modules on these programmes are delivered by the College. The University of Wolverhampton has recently established a Collaborative Achievement Network that builds upon their former Associate College Network. Part of the vision for the University of Wolverhampton Collaborative Achievement Network is to 'bring together the University and its further

education partners into robust collaborative partnership arrangements that will enhance student progression to, and widen participation in, higher education'.

8 For the FdA Salon Business Management, the College entered into a licence agreement with University College Birmingham in 2008. This licence clearly states that University College Birmingham is responsible for the design of the programme and that the College is responsible for delivering the programme according to the standards expected. The College takes full responsibility for the students and resources for the programme. Quality assurance visits are undertaken twice yearly by University College Birmingham. These comprehensive quality reviews involve a meeting with students and staff, and a review of the quality systems at the College.

9 While the provision with the University of Wolverhampton and University College Birmingham has been running for more than one academic year, the Collaboration Agreement with Staffordshire University for the FdEd Education (Teaching Assistants) commenced in September 2009. This Collaboration Agreement establishes the allocation of responsibilities and provides clear and comprehensive guidance for running the programme. A termly support meeting is held in which the University representative meets the programme team to determine progress and address any concerns. Additionally, there are twice-termly standardisation and moderation meetings. All partner institutions offer staff development activities to College staff.

10 All the HNC and HND provision is validated by Edexcel. The College provided the team with a copy of the Edexcel 'Standard Note' regarding the agreement between Edexcel and the College.

Recent developments in higher education at the College

11 In March 2009, the Principal requested a review of the College's higher education provision. The resulting initial report, in June 2009, identified strategic priorities that include curriculum development, leadership and management, a higher education planning cycle distinct from that for further education, and processes and resources to facilitate excellence so that learners may achieve. In meeting these priorities, the College now has a higher education management structure with the aim of developing a higher education culture throughout all levels of the College.

12 The new Wisemore Campus of the College, located in Walsall, was opened in September 2009. This houses all the higher education provision and contains facilities specifically for these students.

Students' contribution to the review, including the written submission

13 Students studying on higher education programmes at the College were invited to present a submission to the Summative review team. An informative student written submission was prepared and presented by eight students representing five higher education programmes validated by Edexcel. These students spoke with other learners in their curriculum areas and to higher education students studying on the higher education learning deck (an area designated for higher education students), and had feedback from course representatives. Students across the College were also emailed for their input and views on the student written submission. In preparing the submission, the students were supported by the Director of Student Services at the College. The reviewers met with students from a range of programmes that represented provision with all the partner institutions and Edexcel. At the preparatory meeting for this review, the coordinator met with three students who were preparing to contribute to the student written submission.

B Evaluation of the management of HEFCE-funded higher education

Core theme 1: Academic standards

How are responsibilities for managing and delivering higher education standards delegated within the management structure and what reporting arrangements are in place?

14 The College's arrangements with its awarding bodies are clearly based upon the relevant partnership agreements. The College and partners have developed good working relationships, resulting in a shared understanding of partner responsibilities as they relate to quality and standards.

15 The need for a differentiated strategy for the management of its higher education provision is recognised by the College. Strategic responsibility for higher education resides with the recently appointed Director of Curriculum Development and Partnerships who reports to the Vice Principal for Learning and Achievement. The Director of Curriculum Development and Partnerships is supported by three directors of curriculum, the Director of Quality Improvement and the Director of Learning Technologies and Innovation. While the directors of curriculum have responsibility for quality in their own areas, including higher education, the Director of Quality Improvement and the Director of Learning Technologies and Innovation have cross-college roles in supporting this group. The Director of Quality Improvement is responsible for the Quality Framework and for monitoring the quality of the provision, while the Director of Learning Technologies and Innovation leads the Teaching and Learning Unit and manages learning resources. The College has recently appointed a Higher Education Curriculum Manager to manage the day-to-day operation of the higher education provision.

16 The College has recently produced a three-year Higher Education Strategy which is aspirational in its aims. During the review, key performance indicators and progress dates were added. The process is at a very early stage of implementation and will require significant senior executive involvement to drive the strategy forward. In reviewing the Higher Education Strategy, the team recommends that the College ensures that key performance indicators are monitored to ensure effective delivery of the plan.

17 The opportunity for overseeing higher education is through the committee structure that was implemented in November 2009. The Higher Education Management Committee, comprising senior managers, is chaired by the Vice Principal for Learning and Achievement and meets on a termly basis. The Committee's remit includes overall responsibility for the quality assurance of the provision and curriculum development. It reports to the Performance Review and Academic Planning Committee.

18 Reporting to the Higher Education Management Committee is the Higher Education Operational Management Committee. It draws its membership from senior and middle managers from academic and business areas, and is chaired by the Higher Education Curriculum Manager. The Committee manages the day-to-day operations of the higher education provision. This includes the development, implementation and monitoring of the College's academic infrastructure, quality management and the review, implementation and monitoring of public information about academic programmes and standards and the quality of learning opportunities. The Higher Education Operational Management Committee also deals with issues raised by higher education tutors and students.

Although its terms of reference state that it meets monthly, it is currently meeting weekly. The Higher Education Tutor Committee, a recent innovation, is a forum for standardising and sharing best practice. It meets fortnightly with representation from all schools with higher education provision. Its aims are to ensure the lecturer voice is heard and the needs of the lecturers are met. Chaired by a higher education lecturer, the Committee membership comprises lecturers who deliver the higher education provision. The Higher Education Tutor Committee informs the deliberations of the Higher Education Operational Management Committee.

19 Monitoring is performed at programme level through the Higher Education Tutor Committee and the Higher Education Student Course Representative Committee. Feedback from these two course committees then feeds into the Higher Education Operational Management Committee and/or the Higher Education Management Committee. The recent introduction of many of the committees and procedures means that they have not yet been in place long enough to judge their efficacy. In assuring the academic standards of the provision, the College is advised to monitor and review the effectiveness of the new higher education management structure at all levels.

What account is taken of the Academic Infrastructure?

20 For the provision run in partnership with the University of Wolverhampton and Staffordshire University, or under licence with University College Birmingham, the Academic Infrastructure is well integrated into the management and quality assurance arrangements of programmes, as these are the responsibility of the awarding bodies. The staff delivering higher education programmes are well supported by all the awarding bodies in respect of the Academic Infrastructure. Following a recommendation from the Developmental engagement in November 2008, programme specifications have been written, in November 2009, for the Edexcel provision. At the first visit, the sections of the documents were not uniformly interpreted. At the second visit, the College had reviewed the programme specifications to ensure that they focus on providing students with insightful information on their specific programmes of study. Programme specifications have now been merged with further course information to provide comprehensive course leaflets. The revised programme specifications have not yet been made available to students.

21 For its higher education provision, the College recognises the need to embrace fully the Academic Infrastructure. Accordingly, senior members of staff have each been identified to take responsibility for a particular section of the *Code of practice*, but there had been little in the way of development at the time of the review. Within its terms of reference, the Higher Education Operational Management Committee has responsibility for reflecting the Academic Infrastructure in developing, implementing and monitoring both the College's academic infrastructure to enable learners to achieve the required academic standards, and the quality of learning opportunities provided. Although the first meeting of the Committee was only in October 2009, it is clear that the chair is actively promoting the Academic Infrastructure. In the College's Quality Evaluation and Development Review of Higher Education in October 2009, it was reported that some staff identify Edexcel external examiners as the 'real custodians of quality'. Staff do, however, recognise that the Academic Infrastructure is reflected in the validation procedures for programmes.

How does the College assure itself that it is fulfilling its obligations to ensure that the standards of higher education provision meet the requirements of validating partners and awarding bodies?

22 The College adheres to the requirements of the awarding bodies in ensuring the standards of its higher education provision, assiduously carrying out the annual monitoring and periodic review processes required by the partners. For the FdA Salon Business Management, University College Birmingham, under its licence agreement with the College, the link coordinator undertakes quality control visits to the College. Actions to be taken, together with a timescale for completion, are reported to the College. For the second quality visit, it was reported that the programme 'is making good progress, standards are being maintained and student satisfaction is high'. Students report that they are 'enjoying the academic challenge' and that tutors have high expectations of them.

23 The College does not have a separate quality assurance system for its higher education provision but instead includes it within the system used for the much larger further education provision. The annual review process at programme level comprises the 'Review Evaluate and Action Plan for Learner Success' that uses a range of data, including progression data, feedback from the institutional questionnaires and external examiner reports. This feeds into a school's self-assessment process that results in a quality improvement plan. The review of reports from partners and external examiners feeds into the relevant course review (the College's Review, Evaluate and Action Plan for Learner Success process). These course reports feed in to a school-level self-assessment report and resulting quality improvement plan. This is reviewed through the Meeting Our Targets Review undertaken at school-level each term. However, since higher education is a very small part of the total provision and partner external examiner reports do not always identify individual College partners in any detail, it is not always possible to identify issues or good practice in sufficient detail at school level. School reports, together with information that includes, for example, Review, Evaluate and Action Plan for Learner Success reports, internal reviews and learner views, then feed in to the annual College self-assessment report and quality improvement plan.

24 All external examiner reports are read by the College Director of Quality Improvement and the outcomes also feed into the College's Quality Improvement Plan. Not all external examiners' reports, however, were available. A lack of feedback from external examiners reduces the effectiveness of this quality process for assuring standards. The College is recommended to obtain all external examiner feedback from all partner institutions.

25 Following the review of the College's higher education provision commissioned by the Principal, one of the main strategic priorities identified was curriculum development. The major instrument for securing improvements to the curriculum, for both higher and further education, is the Quality Evaluation and Development process that commenced in September 2009. For 2009-10 the process will focus on a number of cross-college themes, and each school will be reviewed. In this developmental review, lines of enquiry are identified upon which the review team focuses. This review process includes the observation of teaching and learning, the review of student work and the analysis of student progression data. At the end of the review, the review team presents its findings to the school. Following approval by the College's Senior Management Team, the Quality Evaluation and Development report and the School's development plan, based on the findings, are presented to the Governors' Learning and Quality Committee. Higher education across the College was the first such review undertaken in October 2009; the outcomes from this review informed judgements made in the College's self-evaluation

document. The outcomes identified a number of issues to be addressed including the lack of a higher education ethos for staff and students and the lack of training for tutors newly engaged in higher education.

What are the College's arrangements for staff development to support the achievement of appropriate academic standards?

26 The College identified a wide range of staff development opportunities available from partner institutions. These include events such as module introductions, standardisation and moderation meetings. Particular support was offered, for example, by University College Birmingham at the commencement of the FdA Salon Business Management, when College staff were invited during each semester to meet staff delivering the programme at University College Birmingham. College staff, new to teaching, on the FdEd Education (Teaching Assistants), are invited to an induction at Staffordshire University to ensure that they understand the whole programme and how it is run. Staff take advantage of these opportunities but they are not available to staff teaching on HNC/D programmes. Staff development is within the terms of reference of the Higher Education Management Committee and the Higher Education Operational Management Committee, but, from the minutes seen by the team, there has been no focus on staff development in these relatively new committees.

27 Despite its aspiration to grow its higher education provision, staff development offered within the College for those engaged in this activity has been primarily through the partner institutions. During 2008-09, the College held two specific higher education development days that included a focus on assessment, reflective practice, research techniques and referencing. The higher education Quality Evaluation and Development report, dated October 2009, included the recommendation that the Professional Development Unit develop specific continuing professional development activities in relation to higher education delivery. The report noted that 'tutors do not have any preparation, induction or mentoring into higher education'. The Professional Development Unit, formed in September 2009, has consulted key staff, including the Higher Education Tutor Committee, and has a programme of staff development for those teaching in higher education that commenced in January 2010. There is, however, little College-based specialist provision for those engaged in HNC/D delivery. Given the more recent focus on the provision of staff development for those engaged in higher education activity, the College is encouraged to maintain and expand these opportunities to support the maintenance and enhancement of academic standards.

The team concludes that it has confidence in the College's management of its responsibilities, as set out in its partnership agreements, for the management and delivery of the standards of the awards it offers on behalf of its awarding bodies.

Core theme 2: Quality of learning opportunities

How are responsibilities for managing the quality of learning opportunities for higher education programmes delegated within the management structure and what reporting arrangements are in place?

28 The responsibilities for managing the quality of learning opportunities for higher education programmes are given in paragraphs 14 to 19. Programmes are evaluated by course teams utilising the Review Evaluate and Action Plan for Learner Success template and these inform school self-assessment reports. Actions from these are reported back to the

Higher Education Operational Management Committee. This is finally reported, at college level, through the Performance Review and Academic Planning Committee.

How does the College assure itself that it is fulfilling its obligations to its awarding bodies to ensure that students received appropriate learning opportunities?

29 For information about the College's processes to ensure that it is fulfilling its obligations to its awarding bodies, see paragraphs 22 to 25. Students are issued with a course handbook. Although students stated that at induction they received very good information, the content of the course handbooks varies considerably, particularly across the provision validated by Edexcel. Students commented on the variability in the content of these handbooks, explaining that some have module outlines but not all have reading lists. A draft template for course handbooks for 2010-11 was provided at the second visit. When implemented across all programmes, this should provide students with consistent and comprehensive information. The content and depth of other course handbooks vary appropriately in line with the requirements of the other awarding bodies. For programmes validated by higher education institutions, the College does not always add College-specific information to the handbook or provide additional College-related programme-specific information.

30 The College has formed close relationships with appropriate industries and employers are involved in the development of the provision, notably through work placements and work-based learning. The College has a number of academies where the area of practice meets industry standards. This ensures that the relevant programmes are fit for purpose and fulfil the needs of industry. For example, the College has very well equipped beauty therapy and hairdressing salons and is accredited as a Wella Centre of Excellence.

31 Each course team produces an annual report, the Review Evaluate and Action Plan for Learner Success, that includes consideration of external examiners' reports, student evaluation and achievement. Student evaluation is captured through the general College processes. At the first visit, student feedback was collected at end of unit or end of assignment within the School of Creative Arts only. The team was informed, at the second visit, that this approach is being implemented for all modules and units across the College. (Please note that programmes validated by higher education institutions comprise a number of modules, while those validated by Edexcel contain units.) In evaluating the continuing effectiveness of the curriculum and of assessment in relation to the intended learning outcomes at module/unit level, the College is advised to implement this process to capture end of module/unit student feedback across all programmes. Subsequent monitoring from other sources through the various higher education committees provides a means for assuring senior managers that obligations are being met. Course teams are responsive to constructive feedback from their awarding bodies.

What account is taken of the Academic Infrastructure?

32 Information regarding the account taken by the College of the Academic Infrastructure is provided in paragraphs 20 to 21. The focus on the *Code of practice, Section 6: Assessment of students*, in the Developmental engagement has resulted in further refinement of assessment paperwork and a focus on staff development activities on assessment processes. The College audited progress in May 2009 and found that this had been limited. In response, a further staff development day was held. Additional developmental work, undertaken by the Assessment and Verification Manager, has led to the development of central policies and procedures in relation to assessment. These were implemented in September 2009. The most recent external examiner reports have commented positively

for some programmes on good assessment design, the very clear relationship between feedback and grading criteria and excellent contextualised indicative content included in assignment briefs. In another programme, however, the external examiner stated that quality assurance evidence was limited and evidence of feedback given to students was not all available, making it difficult to gauge the grades that had been given. Most students were very positive about the assessment process. They know when their assignments are due and appreciate the good feedback that they usually receive within two to three weeks.

33 Recognising the many and varied assessment and verification tools that had existed, the College has brought together good practice and developed a single assessment and verification toolkit. This toolkit, that provides templates for the relevant documentation utilised at course level, is posted on the College Course Team Portfolio files on the College intranet. This promotes a standardised approach to the delivery of courses and is good practice.

How does the College assure itself that the quality of teaching and learning is being maintained and enhanced?

34 There are additional systems in place to ensure effective management at the course team level of the College's responsibilities for the quality of learning opportunities, as well as the systems and structures outlined in paragraphs 22 to 25. Student feedback, formal staff appraisal and the observation of teaching and learning provide evidence for the management and assurance of teaching quality and the promotion of learning. Each course team has regular course and tutor meetings to discuss issues that arise and report into the self-assessment annual quality review. Student achievement of the stated learning outcomes and performance levels is reported at the awarding body level, and this is also reported and monitored at college level through the self-assessment review process.

35 Students on Foundation Degrees commented that they all had placements or were in employment. In the workplace they have a mentor who checks that the placement is appropriate. The students find the support from their mentor varies; for some this is excellent; other students do not receive this level of support. On some programmes, the tutors are also working in the industry. Students appreciate this and the resultant opportunities that are offered to them. These include, for example, for HND Fine Arts students, the chance to attend private viewings to enable students to see how artists present their work.

36 There are effective means, both formal and informal, for ascertaining the views of students regarding the quality of learning opportunities. The College has a formal system of student representatives for each programme. This role is well supported by the College, and is viewed favourably by students. The students find their tutors easy to approach and also speak informally with them to raise issues. External examiners confirm that the College provides appropriate learning opportunities for students.

How does the College assure itself that students are supported effectively?

37 The main focus for student support is the course team, with staff able to respond promptly to students' needs due to the small group sizes involved. This was confirmed by the students for both full and part-time courses. All higher education students are loaned a 'miniPC' laptop. At induction, students are also introduced to the facilities available to them at the partner institutions. Due to the license agreement with University College Birmingham, the students are unable to access loan facilities within the University learning resource centre.

38 Students receive good levels of support from a variety of sources. They are directed by tutors to Student Services for impartial information, advice and guidance, including financial and career information and personal counselling. In 2009, Student Services received the national Matrix Award for establishing partnerships with the schools that are based on key performance indicators and outcomes for learners. This has resulted in improved retention and success rates for learners. All programmes include timetabled provision for personal tutorials. The students are aware of, and appreciate, the support that is available to enhance their learning opportunities. Students are invited to offer their opinions on their learning experience and support. They contribute to the management of quality through a variety of mechanisms, including student perception surveys and course representatives.

39 In the academic year 2009-10, the College has implemented the 'Walsall Higher Graduate' online learning tool. This tool provides students with a vehicle to record and reflect upon personal development, industrial experience and employability skills. The purpose is to promote ownership by students of their own progress. Although it has not yet been utilised across all programmes, it is viewed very positively by those students who have used the tool to record their progress. The Walsall Higher Graduate tool encourages students to become reflective learners and is good practice.

What are the College's arrangements for staff development to maintain and/or enhance the quality of learning opportunities?

40 In its Higher Education Strategy the College recognises the importance of staff development within the higher education experience. Staff development needs are identified from various sources including individual appraisal, teaching observations, developments in procedures, the higher education development days and teaching and learning fairs. In their meeting with the team, staff explained that they are required to undertake 30 hours of continuing professional development as required by the Institute for Learning and Teaching in Higher Education. They appreciate the staff development opportunities provided by the awarding bodies and take advantage of them. A few staff are studying for postgraduate qualifications, while others use their industrial and professional links for continuing professional development. The Higher Education Tutor Committee is also an important vehicle for disseminating good practice and identifying and implementing the higher education staff development agenda. There is a timetable of events for this academic year linked to the theme of the 'Student Experience and Learning'.

How does the College ensure the sufficiency and accessibility of the learning resources the students need to achieve the intended learning outcomes for their programmes?

41 Higher and further education students share many of the same resources and facilities. The library is open until early evening but not weekends. Students can telephone for reservations. The College is responsible for the purchase of books, periodicals and journals. Apart from University College Birmingham, there are reciprocal lending agreements with the partner higher education institutions in which students also have access to the universities' online systems. The College's learning resource centre provides access to the Joint Information Systems Committee e-book and other online collections and these can also be accessed through 'Home Access'. The Learning Resource Centre provides study areas for all College students including some quiet study areas. There is also a private study environment for higher education students within the College located on the third floor of the learning deck. There has been some difficulty in gaining access to this area and students also complained about the high noise levels experienced. At the time of the second visit the College was reviewing the location of study space for its higher education students.

The team concludes that it has confidence in the College's management of its responsibilities for the quality of the learning opportunities, as required by the awarding bodies, to enable students to achieve the intended learning outcomes.

Core theme 3: Public information

What information is the College responsible for publishing about its HEFCE-funded higher education?

42 The College recognises the need to ensure that information put into the public domain is accurate. It is responsible for publishing to students and other external stakeholders publicity material and information, such as the Higher Education Prospectus and information regarding its provision on its website. Documents currently provided to students include the College's student handbook 'Your Guide to Success', that is given to all students; course handbooks and assessment information. Students also have access to materials published on the College's virtual learning environment and intranet. For the Edexcel provision, the College also has responsibility for producing programme specifications that provide concise descriptions of the intended learning outcomes of each programme and the means by which these outcomes are achieved and demonstrated.

43 For programmes run in partnership with the University of Wolverhampton, Staffordshire University and University College Birmingham, the appropriate memorandum of cooperation or licence agreement clearly identifies the College's responsibility regarding published information. For example, for the FdA Salon Business Management the College is responsible for marketing and promoting the programme; University College Birmingham, however, reserves the right to require amendments or the withdrawal of any literature referring to the programme. Under this agreement, University College Birmingham has required that any of its logos be removed from any College paperwork. Equally, very comprehensive guidance regarding marketing materials is provided, for example, in the Memorandum of Co-operation for the FdSc Community Health and Social Science by the University of Wolverhampton, and Staffordshire University for the FdEd Education (Teaching Assistants).

44 On the College website, at the time of the first visit, the Higher Education Prospectus provided the titles of programmes offered and referred to the main College website for further information. Many of the programme titles in the online Prospectus were inaccurate. The only programme listed where the awarding body information was provided was the Certificate in Education. For a few programmes there was further limited information on the website. Additionally, programme titles were not always accurately stated. At the second visit the College had made substantial improvements in correcting these inaccuracies and developing processes and materials to support information given to prospective students. There is a sign-off procedure for all materials produced, including information placed on the website and in the Prospectus.

What arrangements does the College have in place to assure the accuracy and completeness of information the College has responsibility for publishing? How does the College know that these arrangements are effective?

45 During the first visit the College produced an action plan for collecting information for the Higher Education Prospectus, 'Collecting Information for the Prospectus', which provided a checklist of information to be included. The document was specifically written for the Prospectus and, while giving clear details regarding the information required, it did not address the important issue of identifying the awarding body. The printed Higher

Education Prospectus for 2009-10 was a single sheet folded document identifying the programmes. It was accompanied by individual information sheets that provided very basic information in relation to these respective programmes. There was also a lack of consistency across the provision between printed material and electronic materials. By the time of the second visit, the College had undertaken considerable work in transforming the course information sheets and in preparing the prospectus for 2011-12, the Higher Education Course Guide. The draft prospectus for 2011-12 contains comprehensive and accurate information, and represents a considerable improvement upon the current Prospectus. The College should continue to ensure that the content of its Higher Education Prospectus and programme leaflets reflects the College's guidelines and awarding body requirements. The College is recommended to ensure that appropriate reference is made to the awarding body on all relevant published information. Students met by the team were, however, clear as to the awarding body for their programme.

46 Students stated that most information, provided either in written format or orally, is very good. They commented that not all handbooks have the same information. At the first visit, staff stated that there was no College standard format for handbooks but that the Quality Team provided a minimum contents list. There is considerable variability in terms of the information conveyed to students in course handbooks for the academic year 2009-10, and they do not all meet the minimum requirements outlined in the College guidelines. In some handbooks, for example, the assessment plan is missing. At the second visit, the team received a copy of a draft template for all course handbooks where Edexcel is the awarding body. The College also produced a new procedure for the production and approval of these handbooks. This is being introduced for the production of handbooks for 2010-11. The comprehensive outline content for these course handbooks and the clear sign-off procedures will be a considerable improvement on current course handbooks. The College is encouraged to ensure that its proposals for course handbooks and the associated procedure for their production are fully implemented. Additionally, the team saw an early draft of an HE Student Handbook that the College is introducing for 2010-11.

47 Most students, however, felt that when enrolling on a programme they were clearly informed about the relevant requirements and expectations of the programme. The Developmental engagement recommended that students be provided with detailed, contextualised grading criteria for assignments. Most students confirmed that they received clear guidance regarding the requirements to achieve a Pass, Merit or Distinction. One group of students explained that they only received information for achieving a Pass.

48 The higher education area of the virtual learning environment, a recent development, is available for all programmes. It is well constructed offering personal student space, programme specific areas and links to library resources, student services and external resources. It also has the potential to help students with their personal development planning and inform students of their progress. This developing higher education area of the virtual learning environment is an informative repository for students and staff. The Information Communications Technology virtual learning environment is well developed, valued by students and represents good practice for dissemination across the College.

49 The Higher Education Strategic Plan presented by the College lacks clarity. For example, in referring to school achievements a percentage was given for each school but no explanation was provided as to what this percentage achievement represented. Statements are not always justified. For example, the claim is made of being 'a major provider of Apprenticeships' but evidence to support the claim is not provided. Although the titles of programmes are mostly accurately stated in one appendix of this document,

different programme titles are provided in another appendix, outlining the higher education institution partnership provision. Given the College's aspirations, the document is, however, an important vehicle for developing and growing the higher education provision in response to local needs and employer demand.

50 In all published material, the College should continue to ensure that programme titles are referred to and reported accurately. Further instances of inaccurate and inconsistent reporting of programme titles were noted in the self-evaluation document; in one instance these occurred in adjacent tables. Additionally, at the first visit, a number of titles within the Higher Education Prospectus 2009-10 were not listed in the self-evaluation document and were not evidenced. At the second visit, the College had corrected, on its website, the titles of its higher education programmes and clearly indicated the awarding body for each programme.

The team considers that reliance can be placed on the accuracy and/or completeness of the information that the College is responsible for publishing about itself and the programmes it delivers.

C Summary of findings from the Developmental engagement in assessment

51 A Developmental engagement in assessment was undertaken in November 2008. The lines of enquiry, reflecting a broad range of assessment issues were:

- How are assessment processes used and their impact evaluated to enhance the student experience?
- Is learner feedback appropriate, timely and does it aid students to develop?
- Is the public information on assessment policies and procedures appropriate and is it shared with students and staff in a format they understand?

52 Good practice identified included the high level of tutorial support for students, an exemplary assessment checklist and feedback sheet for Computing, and detailed learner feedback evident in Fine Art and Computing. In Computing and Teacher Education the virtual learning environment was used to provide comprehensive materials and information to students. In managing student assessment, the College had clear and concise Verification and Assessment Learner Journey documentation that had not been fully implemented. At programme level, the self-evaluation review process identified issues arising from assessment and highlighted staff development requirements for individual members of staff. Staff appreciated the teaching and learning fair that facilitated the sharing of good practice.

53 Recommendations, where the College was advised to take action, included the need to develop programme specifications for the Edexcel awards so that clear information about programme outcomes is provided to students. In providing clear information to students, the College was also advised to communicate policies and information about assessment deadlines and resubmission and to ensure that these are implemented consistently by staff. In ensuring consistency of approach and clarity of information to students it was also desirable that assignment templates were embedded across all programme areas. Detailed, contextualised assessment criteria that assist in providing developmental feedback to students were also recommended, with these being consistently applied across all programmes to motivate students to achieve higher grades. In all programme areas,

the College was advised to provide robust and developmental feedback to students. In particular, it was desirable that more detailed and developmental feedback be provided to students on the FD in Electrical Power. Overall, in undertaking assessment it was desirable that students are supported further to become more independent learners, and that better use is made of student self-reflection as an assessment tool, to help students develop the skill of critical reflection.

D Foundation Degrees

54 The following Foundation Degree programmes are offered at the College:

University College Birmingham

- FdA Salon Business Management

Staffordshire University

- FdEd Education (Teaching Assistants)

University of Wolverhampton

- FdSc Community Health and Social Care
- FdA Integrated Children's and Young People's Services.

The FdSc Community Health and Social Care is in its final year of operation, while both the FdA Integrated Children's and Young People's Services and the FdEd Education (Teaching Assistants) commenced in 2009-10.

55 The current Foundation Degree provision provides a range of valuable learning opportunities for students. The degrees offered reflect the College's mission to further develop vocational and technical excellence. The provision is either franchised or provided under licence from partner higher education institutions, and the College adheres to the requirements of these institutions. In the course of the review, the team identified the following areas of **good practice**:

- the College Course Team Portfolio files on the College intranet have brought together good practice relating to assessment and verification from across the College, and provide standard documentation to be used at course level (paragraph 33)
- the Walsall Higher Graduate online tutorial tool encourages students to become reflective learners (paragraph 39)
- the Higher Education Tutor Committee is an important vehicle for disseminating good practice and identifying and implementing the higher education staff development agenda (paragraph 40).

56 The team also makes some recommendations for consideration by the College and its awarding bodies.

The team agreed a number of areas, for the Foundation Degree provision, where the College is **advised** to take action:

- when reviewing the Higher Education Strategy the College needs to ensure that key performance indicators are monitored to ensure effective delivery of the plan (paragraph 16)
- at all levels the College should monitor and review the effectiveness of the new Higher Education Management Structure to ensure it supports the academic standards of the provision (paragraphs 17 to 19, 26, 27)
- in ensuring academic standards the College needs to obtain all external examiner feedback for the College's provision from all partner institutions (paragraphs 23, 24)
- in evaluating the continuing effectiveness of the curriculum and assessment in relation to the intended learning outcomes at module level, the College is advised to capture end-of-module student feedback across all programmes (paragraph 31)
- the College should continue to ensure that programme titles are referred to and reported accurately in all published material (paragraphs 44, 49, 50).

The team also agreed the following area where it would be **desirable** for the College to take action:

- the College should continue to ensure that the content of its Higher Education Prospectus and programme leaflets reflect the College's guidelines and the requirements of the awarding bodies (paragraph 45).

E Conclusions and summary of judgements

57 The Summative review team has identified a number of features of good practice in the College's management of its responsibilities for academic standards and for the quality of learning opportunities of the awards the College offers on behalf of its awarding bodies. This was based upon discussion with staff and students and scrutiny of evidence provided by the College and its awarding bodies, Edexcel, University College Birmingham, Staffordshire University and the University of Wolverhampton.

58 In the course of the review, the team identified the following areas of **good practice**:

- the College Course Team Portfolio files on the College intranet have brought together good practice relating to assessment and verification from across the College, and provide standard documentation to be used at course level (paragraph 33)
- the Walsall Higher Graduate online tutorial tool encourages students to become reflective learners (paragraph 39)
- the Higher Education Tutor Committee is an important vehicle for disseminating good practice and identifying and implementing the higher education staff development agenda (paragraph 40)
- the Information Communications Technology virtual learning environment is well-developed and valued by students (paragraph 48).

59 The team also makes some recommendations for consideration by the College and its awarding bodies.

The team agreed a number of areas where the College is **advised** to take action:

- when reviewing the Higher Education Strategy the College needs to ensure that key performance indicators are monitored to ensure effective delivery of the plan (paragraph 16)
- at all levels the College should monitor and review the effectiveness of the new Higher Education Management Structure to ensure it supports the academic standards of the provision (paragraphs 17 to 19, 26, 27)
- in ensuring academic standards the College needs to obtain all external examiner feedback for the College's provision from all partner institutions (paragraphs 23, 24)
- in evaluating the continuing effectiveness of the curriculum and assessment in relation to the intended learning outcomes at module/unit level, the College is advised to capture end-of-module/unit student feedback across all programmes (paragraph 31)
- the College should continue to ensure that programme titles are referred to and reported accurately in all published material (paragraphs 44, 49, 50)
- the College is encouraged to ensure that its proposals for course handbooks and the associated procedure for their production are fully implemented (paragraph 46).

The team also agreed the following area where it would be **desirable** for the College to take action:

- the College should continue to ensure that the content of its Higher Education Prospectus and programme leaflets reflect the College's guidelines and the requirements of the awarding bodies (paragraph 45).

60 Based upon its analysis of the College's self-evaluation, and other documentary evidence and from its meetings with staff and students, the team concludes it has **confidence** that, in the context of this Summative review, the College discharges its responsibilities effectively, as set out in the relevant partnership agreement, for the management of the standards of the awards of its awarding bodies.

61 Based upon its analysis of the College's self-evaluation, and other documentary evidence and from its meetings with staff and students, the team concludes it has **confidence** that, in the context of this Summative review, the College discharges its responsibilities effectively, as set out in the relevant partnership agreement, for the management of the quality of learning opportunities to enable students to achieve the intended learning outcomes.

62 Based upon its analysis of the College's self-evaluation, and other documentary evidence and from its meetings with staff and students, the team concludes that, in the context of this Summative review, reliance **can** be placed on the accuracy and/or completeness of the information the College is responsible for publishing about itself and the programmes it delivers.

Walsall College action plan relating to the Summative review: May 2010						
Good practice	Action to be taken	Target date	Action by	Success indicators	Reported to	Evaluation
In the course of the Summative review the team identified the following areas of good practice that are worthy of wider dissemination within the College:						
<ul style="list-style-type: none"> the College Course Team Portfolio files on the College intranet have brought together good practice relating to assessment and verification from across the College, and provide standard documentation to be used at the course level (paragraph 33) 	<p>Dissemination of good practice through Higher Education away day</p> <p>Consistent approach to the use of Course Team Portfolios for all Higher Education provision</p> <p>Course Team portfolio SharePoint development project</p>	<p>Away day scheduled for 21 July 2010</p> <p>through 2010/11</p> <p>For implementation from September 2010</p>	<p>Higher Education Development Manager</p> <p>Heads of Clusters</p> <p>Director of Learning Technologies</p>	<p>Quality monitoring reports of CTP utilisation</p> <p>100% use of assessment/ Verification system and paperwork</p> <p>Revised portfolio in operation</p>	<p>HE Tutor Committee</p> <p>HE Operational Management Committee</p> <p>HE Operational Management Committee</p>	<p>Staff Feedback from Higher Education Away Day</p> <p>Compliance ascertained through Quality Evaluation and Development process</p>

Walsall College action plan relating to the Summative review: May 2010						
Good practice	Action to be taken	Target date	Action by	Success indicators	Reported to	Evaluation
<ul style="list-style-type: none"> the Walsall Higher Graduate online tutorial tool encourages students to become reflective learners (paragraph 39) 	<p>Dissemination of good practice through Higher Education away day</p> <p>All full time Higher Education students will utilise Walsall Higher Graduate within their learning</p>	<p>21/07/2010</p> <p>From September 2010</p>	<p>Higher Education Development Manager</p> <p>Higher Education Tutors</p>	<p>Improvement in success</p> <p>College target 80% success for 10/11 (improvement of 4% on projected 09/10 out-turn)</p>	<p>HE Tutor Committee</p> <p>HE Operational Management Committee</p>	<p>Student focus groups</p> <p>Effectiveness of the Walsall Higher Graduate will be determined through the Quality Evaluation and Development Process</p>
<ul style="list-style-type: none"> the Higher Education Tutor Committee is an important vehicle for disseminating good practice and identifying higher education staff development agenda (paragraph 40) 	<p>Develop meeting schedule and forward agenda for Tutor Committee</p> <p>Confirm committee membership - will consist of</p>	<p>Committee will meet once per month from September 2010</p>	<p>HE Development Manager</p>	<p>Improvements in the quality of provision ultimately observed through improvement in success rates</p> <p>College target 80% success for 10/11</p>	<p>HE Management Committee</p>	<p>Staff feedback</p> <p>Quality Evaluation and Development process</p>

Walsall College action plan relating to the Summative review: May 2010						
Good practice	Action to be taken	Target date	Action by	Success indicators	Reported to	Evaluation
	all Higher Education Tutors (a representative of each course to be present) and will be supported via Higher Education Advanced Practitioner			(improvement of 4% on projected 09/10 out-turn)		
<ul style="list-style-type: none"> the Information Communications Technology virtual learning environment is well-developed and valued by students (paragraph 48) 	Dissemination of good practice through Higher Education away day Development of VLE within other Schools	21/07/2010 through 2010/11	Higher Education Development Manager Heads of Cluster	5% improvement of success rates from academic year 09/10 Extensive use of VLE	HE Tutors Committee HE Operational Management Committee	Learner feedback Utilisation and effectiveness reviewed through Quality, Evaluation and Development process

Walsall College action plan relating to the Summative review: May 2010						
Advisable	Action to be taken	Target date	Action by	Success indicators	Reported to	Evaluation
<p>The team agreed a number of areas where the College should be advised to take action:</p> <ul style="list-style-type: none"> when reviewing the Higher Education Strategy the College needs to ensure that key performance indicators are monitored to ensure effective delivery of the plan (paragraph 16) 	<p>Appendix developed detailing the key performance measures detailed within the Higher Education Strategy</p> <p>Review of key performance indicators and Higher Education Strategy through academic infrastructure</p>	<p>May 2010</p> <p>July 2010</p> <p>December 2010</p> <p>April 2011</p> <p>July 2011</p>	<p>Vice Principal – Strategic Delivery and Partnerships</p>	<p>An evaluation of Higher Education strategy evaluation report leading to and informing improvements in provision</p>	<p>Senior Manager Team HE Management Committee Corporation</p>	<p>Action evaluated through Higher Education Self Assessment</p>

Walsall College action plan relating to the Summative review: May 2010						
Advisable	Action to be taken	Target date	Action by	Success indicators	Reported to	Evaluation
<ul style="list-style-type: none"> at all levels the College should monitor and review the effectiveness of the new Higher Education Management Structure to ensure it supports the academic standards of the provision (paragraphs 17 to 19, 26, 27) 	Review effectiveness of the Higher Education Management structure	July 2010 July 2011	Vice Principal - Strategic Delivery and Partnerships		HE Management Committee	Action evaluated through Higher Education Self Assessment
<ul style="list-style-type: none"> in ensuring academic standards the College needs to obtain all external examiner feedback for the College's provision from all partner institutions (paragraphs 23, 24) 	Development of formal examination board for Summer 2010 which will review all external examiners board	July 2010	Director of Quality and Higher Education Development Manager	Use of External Examiners in bringing about improvement in the quality of provision through Course Reviews and self assessment	HE Operational Management Committee	Action evaluated through Higher Education Self Assessment
<ul style="list-style-type: none"> in evaluating the continuing effectiveness of the curriculum and assessment in relation to the intended learning outcomes at module/ unit level, the College is 	Development and introduction of standardised module feedback form	Trial undertaken April 2010	Director of Quality and Higher Education Development Manager	Use of learner feedback and learner satisfaction survey to develop the quality of	HE Operational Managers Committee	Staff feedback Student feedback

Walsall College action plan relating to the Summative review: May 2010						
Advisable	Action to be taken	Target date	Action by	Success indicators	Reported to	Evaluation
advised to capture end-of-module/unit student feedback across all programmes (paragraph 31)	Use of feedback in course reviews Collation of feedback and reporting of issues and actions through the academic infrastructure	Full introduction of process from September 2010		programme through course review and self assessment		
<ul style="list-style-type: none"> the College should continue to ensure that programme titles are referred to and reported accurately in all published material (paragraphs 44, 49, 50) 	The 2010/11 prospectus has been re-published Full introduction of: Course Approval Process Higher Education Prospectus Production procedure	From April 2010	Director of Quality Head of Marketing	Accurate Public Information	HE Management Committee	Compliance ascertained through Quality Evaluation and Development process Annual report to HE Management Committee

Walsall College action plan relating to the Summative review: May 2010						
Advisable	Action to be taken	Target date	Action by	Success indicators	Reported to	Evaluation
<ul style="list-style-type: none"> the College is encouraged to ensure that its proposals for course handbooks and the associated procedure for their production are fully implemented (paragraph 46) 	<p>Programme Specification process</p> <p>Continued development and introduction of the standard Course Handbook and its associated production procedure</p>	<p>From April 2010</p>	<p>Heads of Cluster</p> <p>Director of Quality and Head of Marketing to implement the procedure</p> <p>Heads of Cluster to produce the Handbooks with their course teams</p>	<p>Accurate Public Information</p>	<p>HE Management Committee</p>	<p>Compliance ascertained through Quality Evaluation and Development process</p> <p>Annual report to HE Management Committee</p>

Walsall College action plan relating to the Summative review: May 2010						
Desirable	Action to be taken	Target date	Action by	Success indicators	Reported to	Evaluation
<p>The team agreed the following area where it would be desired to take action:</p> <ul style="list-style-type: none"> the College should continue to ensure that the content of its Higher Education Prospectus and programme leaflets reflect the College's guidelines and the requirements of the awarding bodies (paragraph 45) 	<p>Implementation of: Higher Education prospectus procedure Programme Specification production procedure</p>	<p>From April 2010</p>	<p>Director of Quality is responsible for the implementation of the procedure Head of Marketing is responsible for the production of the prospectus Heads of Cluster are responsible for the production of programme specifications</p>	<p>Accurate Public Information</p>	<p>HE Management Committee</p>	<p>Action evaluated through Higher Education Self Assessment</p>

The Quality Assurance Agency for Higher Education
Southgate House
Southgate Street
Gloucester
GL1 1UB

Tel 01452 557000
Fax 01452 557070
Email comms@qaa.ac.uk
Web www.qaa.ac.uk

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