Recommendation	Paragraphs	Actions	Progress – June 2014
Collaborative Provision			
1. Put in place systems to ensure that a legally binding, signed agreement is in force for all collaborative programmes, prior to enrolling students	2.11.2	Paper was submitted to the Collaborative Provision Review Subcommittee and subsequently to CSC proposing a set of expectations involving academic and central departments.	These Actions continue to be kept under review by the Collaborative Provision Review Subcommittee, particularly through the annual review of partner institutions.
2. Ensure that the University's published list of collaborative partners is complete and up to date	2.11	The register has been checked, updated as suggested by the QAA and notified to them.	
External Examining			
3. Ensure that the locus of authority for the appointment of external examiners is clearly understood across the University and consistently reflected in relevant documentation	1.2.2	The criteria and process for the appointment of External Examiners is determined by the relevant committee (LTQC or RDB). Nominations are scrutinised and approved by the Deputy Provosts working to criteria set by the Learning, Teaching and Quality Committee. For taught programmes, the wording in the guidance has been amended to make clear that lists of names of External Examiners and External Advisers are reported to, not approved by LTQC.	The position has not changed.
Postgraduate Research Students			
4. Ensure that all postgraduate research students who teach undergo the appropriate level of training prior to the commencement of their teaching activity	2.1.3	At the beginning of each term all those who may be teaching will attend a compulsory half day induction. Mentors in each Department will be trained to support them. These will be current Teaching Fellows and/or those with D2 of UKPSF. Many will be the academics with responsibility for the module to which the students are contributing. This will suffice for those giving a one-off lecture or providing short	This is taking place. The course is run 4-5 times each year and is well attended by PhD students who teach, as well as part-time or visiting staff. Also, in conjunction with the Graduate School, sessions are organised to help PhD students with a teaching role to develop their voice and presentation skills.

			term additional learning support in the seminar room or laboratory. Those research students whose teaching is more regular and substantial will be expected to complete the SEDA Introduction to Learning and Teaching in Higher Education and gain D1 of UKPSF.	
Contribution of students to Quality Assurance and Quality Enhancement				
5.	Establish a process for the systematic review of policies and procedures for promoting the contribution of students to quality assurance and enhancement	2.3.3	A standing item will be introduced into the LTQC and Senate agenda for the January meetings for the review of how effective the policies and procedures are at engaging students in quality assurance and enhancement. This will also allow the Students' Union to incorporate the item into the business of the Students' Union Council. Complementing this is the Programme Reps' Conference, held annually, which gathers views across the University about the effectiveness of the role and about key issues raised by students.	The proposal that this should be a standing item in January has been reviewed and it is suggested that it be moved to the end of the year. More work needs to be undertaken with the Students' Union to encourage more students to participate and to explore how this might be recognised through the HEAR.
Quality assurance of Distance Learning materials				
6.	Establish formal arrangements to quality assure distance-learning materials in advance of their being adopted on a programme	2.12.2	Tutors who currently manage distance learning programmes were consulted regarding their current practice. This appears to be a form of peer review in which other tutors review and comment upon the content of new or revised modules. This will be drafted into a process whereby the reviewer provides a record of when the review took place, a brief summary of their observations and any actions arising. This will then be stored on the Department/School community site for reference.	A process was devised whereby Roehampton tutors have access to the classroom before a module goes live. Reports from the classroom review process should be made available with the Programme Annual Review report.
Work-based and placement learning				
7.	Review the management of work-based and placement learning to ensure that all students have access to sufficient, suitable and timely opportunities	2.13.2	The changes to the arrangements for ITT have meant that the School of Education has had to review its partnership models and the way that the placements are managed. The management of placements was also considered at the internal School of Education Quality Assurance	As part of the response from the School of Education to the outcomes of the Quality Assurance Review, they report that in relation to ITT school experience placements, the School has created a new Principal

			Review, held in May, an outcome of which was that the School was asked to develop guidelines on the management of ITT student placements and the provision of information to students that is more in line with the best in the sector. The School is also asked to take a proactive approach to the development and quality assurance of plans for placements in non-ITT programmes.	Lecturer post leading on School Partnership and developed a new strategy to respond to the findings of Ofsted, namely, that the School needed to increase the involvement of schools and improve the timeliness of placements. Both of these have been achieved – many more schools have agreed to play a more significant role – and have had staff trained to deliver higher quality mentoring. The School is working with the DV-C and the Director of Recruitment and International Development to develop further the more professional approach to securing school placements. The School is using staff to secure 'continuing business' from partner schools much earlier in the cycle. They are also successfully developing links with academy chains, Teaching School Alliances, Local Authorities and high profile national and international organisations to build capacity for placements and collaborative provision opportunities.
Student Partnership				
8.	Develop a clear communications and dissemination plan for the Student Partnership, in collaboration with students	2.14.1	When the Student Partnership was developed, it was agreed at the outset that the University and Students' Union should regularly review the way in which it is used and implemented. Mention of the Student Partnership is made in many of the University's documents and it will form a significant part of the new consultation process for the Strategic Plan.	The Director of Communications has reported that they have completed all of the intended Actions and reference the document in all external publications and in the new AboutUs online pages.