

External reviewers, including from Professional and Statutory Regulatory Bodies (PSRBs) and accrediting bodies, provide independent scrutiny of programme development and approval, and of periodic programme reviews

Adherence to external reference points, including QAA subject benchmark statements, QAA Frameworks for Higher Education Qualifications (FHEQ) and requirements of external bodies.

External Examiners, PSRBs and accrediting bodies provide assurance that our practices are sound and that the expected FHEQ and professional standards are met. External Examiners provide annual reports, which are responded to by the programme team and discussed at Boards of Studies, with oversight by the College Education Committees to ensure that issues are appropriately addressed and actions monitored. The University Education Committee, and subsequently Senate, receive a University-level summary report that highlights any issues and good practice arising from the External E

to Senate, it is responsible for the oversight and development of University-wide quality assurance processes. Senate is the academic work of the University.

meetings, and further assures itself through independent internal audits and the engagement of external reviewers, including for this Statement.

Degree Algorithm

The algorithms used for the calculation of awards are detailed in Senate Regulation 2, and apply to all programmes, including those delivered through partnership arrangements. There are strict criteria for the consideration of borderline candidates. The final award is based on a weighted grade point average (GPA) of Level 5 (1/3) and Level 6 (2/3) with the following restrictions:

all Level 5 and 6 marks contribute to the award;

no award can be made with an F(fail) grade in the profile;

the volume of credits at E (narrow fail) grade is restricted (e.g. none allowed for the award of a first class degree);

students who increasingly find it difficult to write by hand for long periods of time, and the digital footprint through all stages of the assessment process facilitates investigations where there are concerns about the integrity of the process.

The strategic focus on learning and teaching over the past 10 years has had a particular emphasis on recognition and support for staff. A new Academic Education career pathway for those that provide leadership of learning and teaching practice and innovation within their departments and across the University was introduced in 2013/14. Following a review of our support for staff in relation to professional development related to learning and teaching, a new Academic Professional Development Unit was launched in August 2020 that provides a range of development opportunities to enhance academic practice. In 2019/20, 487 members of staff were recognised as Fellows of the Higher Education Academy, including 29 Senior Fellows and 8 Principal Fellows. The Academy for Transformation of Learning and Teaching was set up in September 2018 and has become a forum for an inclusive Brunel community of practice; the first cohort of Academy Fellows are supporting staff at all levels across the University to enhance their practice whilst contributing to the bigger debates on how to tackle issues such as awarding gaps and inclusion.

COVID-19 Response

The framework for our COVID-19 response was governed by the Emergency Senate Regulations which came into

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