

Submission to the Teaching Excellence Framework



1 Provider Context 1.1. Middlesex University is a collaborative, global learning community.

We focus on three priorities: delivering transformational learning in technical, professional and creative education; creating impactful knowledge and research. Our success is underpinned by developing our global community as a **learning organisation**. One of our strategic commitments is to be inclusive of those who are under-represented in higher education (HE).

1.2. Our four academic faculties drive our strategic priorities to implement a creative model of high-quality global education that makes a transformative difference to students, inspiring and equipping them with the confidence and skills to shape a better world. We offer a broad range of subject areas through our faculties: Arts and Creative Industries (ACI); Business and Law (B&L); Health, Social Care and Education (HSCE); and Science and Technology (S&T).

1.3. We deliver 255 undergraduate and 189 postgraduate programmes at our campuses in London, Dubai (DBI) and Mauritius (MRU), and work closely with 66 UK and international partners to inform global practice. Middlesex has around 20,000 students from 122 nationalities, of whom 25% are taught in our Dubai and Mauritius campuses. Of the 15,000 students studying in London, 1,421 are EU and 2,977 are international students. We work with partners in 26 countries to provide a high-quality education for a further 15,000 students.

1.4. We proudly define ourselves as a **global family**, growing the size of our international footprint, connecting education and research in London to our overseas campuses. Students and staff benefit from learning and working in global communities of practice promoting education, wellbeing, sporting and cultural initiatives across campuses. Teaching Excellence Framework (TEF) metrics are only relevant to our Hendon campus provision. To represent our global student experience, outcomes and collective successes, we incorporate Dubai and Mauritius data where appropriate, demonstrating our commitment to teaching excellence, collaborating to influence global practices that benefit all our students.

Student Body 1.5. We are strongly committed to inclusivity and take a proactive approach to address the diverse needs of our student body (economic, social, cultural and ethnic). We have implemented extensive and evolving support systems to help our students to do well, whatever challenges they face. Factors such as high living costs, long and complex commutes and Global Majority disadvantage can create challenging conditions for our London students. In London, our TEF 4-year aggregate data for all modes of study shows that 76% of our undergraduate students are of the Global Majority, 59.7% are from IMDB quintile 1 or 2 which is 20 percentage points higher than the sector. 43.6% are eligible for free school meals (compared to 18% across all OfS registered providers which is 25.6 percentage points difference). 9.3% are registered disabled. The intersectionality of these characteristics provides further complexities for our students as they navigate their lives. 62% of our students are the first in their family to go to university (up from 45% in 2018/19)¹. A high proportion of our students commute; 76% travel for over 40 minutes to reach campus and 65% live in the parental or own home².

1.6. Recruitment data shows that an increasing majority of undergraduates join with practice-focused qualifications (from 57.8% of in 2017/18 to 61.7% in 2020/21). Nearly one in three (30.6%) enter with

¹ Heidi Plus (2020/2021 as compared to 2018/2019): <https://www.hesa.ac.uk/data-and-analysis>

² Lewis, S. and Shaw, J. (2019) Understanding Middlesex University's Commuter Students. Strategic Planning Team. Middlesex University. (Page 1): https://www.mdx.ac.uk/data/assets/word_doc/0037/677917/MDX-Commuter-Students_Exec-Summary_2019.docx

BTEC qualifications, with Black students twice as likely as White students to have BTEC³. In Dubai (2021/22), one in five access their undergraduate degrees (650/3,231) via a foundation programme to facilitate transition to Hendon.

1.7. Our proportion of mature students (over 21) has increased from 50.5% in 2018/19 to 56.9% in 2020/21⁴, which reflects the strength and investment in our wide range of professional programmes.

1.8. Part-time students make up 11% of our undergraduates. We are proud of their continuation overall and across our split metrics. These are **significantly above benchmark across all** characteristic groups [c.f. 10.4]

1.9. Middlesex has over 2,000 apprentices enrolled on 12 programmes at levels 5 to 7. Internal data shows 66% come from low higher education participation and non-professional backgrounds, 47% are from Global Majority backgrounds and 72% are aged 25 or over⁵. These programmes include Police Constable, Nursing, Social Worker, Teaching, Environmental Health Practitioner, Business to Business Sales Professional, Coaching Professional, Academic Professional, Chartered Manager and Senior Leader. In 2022, the apprenticeship provision (AP) received an Ofsted 'good' rating in all five areas⁶ – overall effectiveness, quality of education, safeguarding, leadership and management, behaviour and attitudes, and personal development.

Educational Mission and Strategic Aims 1.10. Our inclusive educational approach enables flexible and blended ways of teaching and practice-based learning, harnessing technology to support our global community of diverse students in a tailored, transformational way.

1.11. We launched a strategy in 2021, Knowledge into Action 2031, which unites our community around a shared purpose: creating knowledge and putting it into action to develop fairer, healthier, more prosperous and sustainable societies. The Strategy is operationalised by our Strategic Action Frameworks (SAFs) covering Education and Student Experience. We set priority actions which are measured against internal and external benchmarks, linked to student outcomes and experience.

1.12. We are proud of our approach to **co-leading and co-creating** with our students and take a systematic approach to engaging students as partners in developing their learning experience. We collaborated to adapt many practices during the pandemic to better support the needs of our students particularly those who commute or have part-time roles or caring responsibilities. Our blended approach has strengthened our ability to operate as a genuinely global community, providing opportunities for collaborative learning and working.

1.13. Our clear commitment to inclusivity is based on a deep understanding of our students and is reflected in providing equitable opportunities in learning and employability, with educational gain a strategic, embedded part of our approach. We provide a wide range of access and flexible pathways to meet the needs of our diverse student body from secondary level to apprenticeships, degree study and graduate employability. Globally, our students enter higher education from different starting points. Access activity focuses on preparing students for transition to university, supporting them from the outset to identify and develop mindsets needed for lifelong learning. Our inclusive curriculum ensures all students continue to grow their mindsets, all with access to equitable learning experiences.

1.14. Practice-based learning and teaching (L&T) is the cornerstone of Middlesex's pedagogy, enriched by cutting-edge research and innovative professional practice with an authentic approach [c.f.

³ Middlesex University Access and Participation Plan 2020-21 to 2024-25:

https://www.mdx.ac.uk/_data/assets/pdf_file/0021/673500/Access-and-Participation-Plan-2020-21-to-2024-25.pdf

⁴ Heidi Plus (2020/2021 as compared to 2018/2019): <https://www.hesa.ac.uk/data-and-analysis>

⁵ Lillis F. and Bravenboer D. W (2022) Move on Up? - Measuring the social mobility impact of apprenticeships. Middlesex University. (Page 8): https://www.mdx.ac.uk/_data/assets/pdf_file/0030/638049/MDX_Move-on-Up_Final-report-new.pdf

⁶ Ofsted (2022) Further Education and Skills Inspection report Middlesex University. (Para 3.5):

https://www.mdx.ac.uk/_data/assets/pdf_file/0034/663946/10196122-Middlesex-University-133850-Final26.pdf

1.10, 2.3, 3.6, 11.3] to assessment relevant to students' future employment. They experience education, research and the world of work side by side. Through this, our students develop the confidence and future-ready skills sought by employers, and one in seven of our alumni manage or own a business⁷. We are proud of our extensive 1,000+ partnerships with industry and the professions, including UK police forces, the NHS, Departments for Education and Health and Social Care, major national employers, local small and medium-sized enterprises. We also actively support start-up, community and student-led collaborations.

1.15. Our outstanding teaching facilities and technologies mirror or exceed professional and industry standards, preparing our students for the future workplace. We have invested £36M in our London campus, including opening a £23M centre of excellence for simulation-based learning, West Stand, in 2022. Our Mauritius campus built in 2017, ensures our students benefit from circa £25M outstanding facilities. To support the growth and expansion of our Dubai campus, a second campus was opened in 2022, based in the prestigious Dubai Academic City.

1.16. We provide an excellent learning environment that promotes and delivers an outstanding student experience, contributing to positive outcomes for graduates. We are proud that our TEF metrics confirm that our initiatives result in **sector-beating equality of outcomes for under-represented demographics**. Analysis of our TEF metrics is discussed throughout the submission and, where relevant, is evidenced with internal metrics to illustrate continued improvements in our students' experience and outcomes.

1.17. We are proud of our ongoing performance, building upon our TEF silver award. We are committed to institutional quality and delivering an outstanding student experience and outcomes for our diverse, global community. We are never complacent about the student learning experience and as a learning organisation we continue to embed high standards, evolve and continually improve. Success comes through our strategic, institutional-wide approach that responds to the diverse needs of our global community and reflects disciplinary differences. A collaborative approach was taken to the development of our TEF submissions, with contributions from staff and students from across our global family.

2. SE1 2.1. Across our global institution, we are committed to the delivery of consistent and **outstanding teaching**. Our strategic priority is to deliver high-quality transformational education, and this is reflected in our educational approach and policies. All staff have an annual teaching observation and academic promotion applications must evidence excellent teaching quality and a positive impact on student outcomes. We have been implementing an extensive programme of quality enhancements since 2018, targeting assessment and feedback, the inclusive curriculum, blended learning and co-leadership. Our global policies and frameworks are co-designed with faculties, campuses and students to ensure local ownership and adoption and reflect contextual and disciplinary nuances.

2.2. Through our commitment to continuously improving our teaching, our purposeful interventions [c.f. SE4] are translating into improved National Student Survey (NSS) outcomes. The gap to benchmark has narrowed by 0.8% for 'Teaching on my course' for full-time programmes in Hendon, with Apprenticeships (81.7%) broadly in line with benchmark and full-time programmes in Dubai (85%) and Mauritius (79.5%) both ahead of our TEF benchmark (Figure 1). While not currently eligible for NSS, all final-year students in Dubai and Mauritius are invited to complete an internal student survey using the NSS question set so the data are directly comparable. Further evidence of very high quality is found in module survey data, with students surveyed in each module they study. Our results for overall satisfaction with teaching quality

⁷ MDX 'one of the best universities for student entrepreneurs' (2020): <https://www.mdx.ac.uk/news/2020/01/Best-university-student-entrepreneurs>

show an improvement at 83% (39% response rate) as averaged across all three campuses and levels 3-7 in recent module surveys. We are confident that our efforts will see further improvements in NSS 2023.

Metrics	Year	TEF benchmark		TEF HEN metrics		Internal Data		
		HEN	AP	FT	PT	AP	DBI	MRU
		%	%	%	%	%	%	%
Teaching on my course (SE1)	21/22	78	82.2	74.1	~	81.7	85	79.5
	20/21	76.5	87.3	72.5	[low]	95.2	81.8	71
	19/20	81.4	90.2	78	~	90.9	~	~
	18/19	82.2	~	77.5	[low]	~	77.8	73
Assessment and feedback (SE1)	21/22	68.7	76.8	69.1	~	72.7	76	64
	20/21	67.6	83.3	67.5	[low]	88.5	78.3	62
	19/20	71.6	82.3	70.2	~	89.9	~	~
	18/19	72.2	~	70	[low]	~	70	64.8
Academic support (SE5)	21/22	73.2	76.9	71.1	~	74.8	82	72.3
	20/21	71.4	81	68.9	[low]	86.8	78.7	70.3
	19/20	78.3	83.2	75.7	~	89.4	~	~
	18/19	78.9	~	75.3	[low]	~	75.3	73
Learning resources (SE6)	21/22	80.8	76.9	78.7	~	78.9	80	81.3
	20/21	71.7	77	69.2	[low]	83.3	78.3	79.7
	19/20	85.3	90.1	81.5	~	92.3	~	~
	18/19	85.9	~	84.8	[low]	~	74	78.3
Student voice (SE7)	21/22	68.2	71.2	66.4	~	66.6	74.7	61.3
	20/21	66.4	76.5	65.2	[low]	79.5	72	67.3
	19/20	74.2	80.3	71.3	~	83.8	~	~
	18/19	74.7	~	69	[low]	~	72.3	62

Note:

Global campuses did not administer their internal programme surveys in 2019/20 due to the pandemic and local lockdown arrangements.

Figure 1: Comparative student experience metrics across our global provision.

2.3. Our approach to L&T is **practice-led**. We made a strategic decision to give students maximum opportunity to practise and apply their learning, with this being adopted across all programmes from 2021/22. All programmes include problem-based, project-based and/or experiential learning, within disciplinary and professional contexts. **Employability into the curriculum** is embedded throughout levels 4-7, in collaboration with employers, with the strategic aim of ensuring content is relevant to students' future careers. Graduate competencies are embedded in curricula, with opportunities for students to evidence employability skills [c.f.3.3]. We refined our graduate competencies in 2021/22 through extensive dialogue with employers to better reflect workplace requirements. Our employability focus has led to an overall improvement in graduate outcomes data [c.f.11.1, 11.2] alongside a corresponding increase of Professional, Statutory and Regulatory Bodies (PSRB) accreditations⁸ from 81 in 2018 to 126 in 2022.

2.4. Since 2019, we have put a strategic emphasis on the **inclusive curriculum**, drawing together all strands of curriculum enhancement through the lens of equity and inclusion. Over 70 staff and more than 20 students co-designed our framework over 18 months, developing a set of principles and dimensions to be consistently implemented across all aspects of the curriculum. The six dimensions define a decolonising curriculum as related to mindset, context, identity, practice, wellbeing, and working

⁸ Report on PSRB accreditations 2021-22 (Page 1): https://www.mdx.ac.uk/_data/assets/word_doc/0035/677960/PSRB-Annual-Report-2021-22-003-1.docx?bustCache=25006707

collaboratively. It forms the bedrock of our current Learning Framework reform and will be fully embedded into our education and quality processes from 2023.

2.5. Institutional learning during Covid19 enhanced our **blended learning approaches.** We recognise the significant benefits blended principles bring to our diverse students and staff. Our Principles of Blended Learning policy articulates the underpinning principles; this is updated annually and is supported by our Threshold Standards for Technology Enhanced Learning (TEL) to maximise effective and inclusive use of technology, improving access to our L&T resources for students. The principles support our students' diverse needs, many of whom have complex commutes so need flexibility to engage with their studies. We use online learning where it clearly helps to strengthen on-campus, in-person delivery and encourages autonomous learning. The principles have accelerated our ability to operate as a truly global learning community, connecting students and staff across international campuses.

2.6. Complementing our practice education focus, we have strengthened **authentic assessment.** We found disciplines using assessments aligned to practice had higher module pass rates (HSCE and ACI programmes consistently had 92-95% module pass rates between 2018-2021, whereas all other disciplines averaged 80-85%). We phased out traditional written exams by 2021/22 unless formally required by a PSRB. We have had an extensive institution-wide focus on **inclusive assessment** [c.f. 2.4]. With our Students' Union, we co-created and implemented an Anonymous Marking Assessment Policy and Assessment Fairness Guidance in 2019. For NSS 2021, this led to an improvement of 1 percentage point to 'my marking been clear and fair' bringing us up to benchmark. A position maintained for NSS 2022. We now routinely offer choice within assessment to draw on prior learning and develop areas of interest to support employability. Policy guidance supports staff to design assessment that aligns with our inclusive and blended educational approaches while safeguarding academic integrity. Our rising NSS assessment and feedback scores are testament to the positive impact of our strategic endeavours (Figure 1); performance in this area is broadly in line with benchmark throughout the TEF reporting period, other than for 'undergraduate with postgraduate components'. A decision was taken to close these Integrated Masters programmes in 2021/22 and teach-out plans are in place to ensure the remaining students receive a high-quality experience.

2.7. Our Academic Integrity and Misconduct Policy underpins our values for outstanding teaching and research excellence. This was reviewed during the reporting period and provides a more supportive framework for students and staff. Students are required to complete the Student Success Essentials course, designed to help them understand academic expectations and make progress with integrity. The importance of understanding and applying research ethics features at all levels of study [c.f. 4.3].

2.8. For 2022/23 academic year, we have transformed our approach to **educational monitoring and enhancement.** Programmes continually monitor live student outcome data and student feedback throughout the year to inform timely interventions and developments. This will contribute to improving student attainment, completion and progression. This monitoring highlighted a need to review our Veterinary Sciences provision which is delivered in partnership. We have paused recruitment pending a comprehensive review to inform programme improvements.

3. SE2 3.1. Our **practice-led education approach drives programme content and delivery, inspiring and engaging students in ways of learning that are meaningful and relevant to their future careers.** Our curriculum is **co-designed** [c.f. 2.4]. Student representatives sit on global review and validation panels, attending 86.2% panels in 2021/22, up from 79.3% in 2020/21. Our indicators show a 3.9 percentage point rise in NSS indicators for Student Voice 2019 and 2022 relative to the benchmark.

3.2. We have long-established **partnerships with an extensive range of industries and regulated professions** across all faculties. Employers engage through curriculum design, content, assessment and teaching, as well as through student placements; this expands students' contacts, challenging and stretching their aspirations.

Case study: Middlesex was an invited founder of Connected Curriculum, run by Siemens and Festo and 210 of our students have benefited to date. Launched in 2019, this aims to integrate Industry 4.0 technology into curricula. Starting with four universities, it has now been rolled out across 17 Higher Education Providers (HEPs).

3.3. Students learn about work from employers and alumni. Our programmes **integrate industry-led activity into the curriculum** [c.f. 4.1], including embedding competitions and opportunities to engage with workplace and professional activities. These serve to stretch students and bolster their networks, skills and confidence. Employers also give regular guest lectures and contribute as visiting academics.

3.4. Personalisation of students' learning journeys underpins our approach to engagement, enabled by an in-depth, continual understanding of our student body. We are augmenting our Learning Framework to provide even greater levels of flexibility. Recognising individual motivations and interests, we offer choice, from type of assessment, topics to study and forms of support to which campus to study on. Commended by our External Examiner for Film Entrepreneurship⁹, who stated: *"Middlesex continues to be a sector leader in higher education film provision... Giving students a choice of activities within the curriculum which could be tailored to their interests is not only useful when entering such wide-ranging industries but also makes it more relevant to the student experience. The activities... are an example of just how responsive a filmmaking degree can be to student interests and aspirations."*

3.5. Our **apprenticeship** programmes are co-designed with employer partners and our approach was commended in a recent Ofsted review [c.f. 1.9]. Ofsted highlighted how our apprenticeships enhanced both employer productivity and apprentices' social mobility, and that much of our portfolio addresses national workforce deficits, such as those in nursing and policing. Currently, over 10% of our Hendon students are apprentices, set to rise to 15% by 2025.

3.6. Technology supports student engagement by enabling us to offer students opportunities to acquire digital and creativity skills, support students who are juggling caring and work responsibilities and diversify our assessment approach. Our TEL Threshold Standards [c.f. 2.5] support active, practice-based approaches, while respecting academic independence, enabling programme teams to take ownership of how the principles are applied within their disciplinary context. Student engagement with technology, e.g., through our free digital Kortext and eTextbook resources, continues to increase and helps them maximise their potential [c.f. 7.4]. We have made significant investment in technology to provide state-of-the-art workplace facilities, enabling students to shape their future through advanced practice. Visiting Professor and Chief Nurse of the North London Integrated Care Board Professor Chris Caldwell: *"The simulation centre at StoneX and the augmented reality facilities showcase futuristic technology reflecting the very cutting-edge of Nursing and Midwifery training practices. This sets a high bar for not only HEIs but also partners within the NHS who provide in-house training."*

3.7. The **provision of online and hybrid lectures** is formalised in our Principles of Blended Learning policy [c.f. 2.5], which has enabled our on-campus programmes to have up to 25% of contact online. The overall approach for each programme is designed in partnership with students. Our students indicated a strong preference for hybrid learning post-pandemic to help balance their work life and studying. We ensure learning

⁹ External Examiner Report (2022) for Film and Entrepreneurship (Page 4 & 7): <https://www.mdx.ac.uk/about-us/what-we-do/learning-through-doing/teaching-excellence-framework-tef-2023/BA-Film-4b-EE-Report-21.22-002.pdf>

materials can be accessed on demand in a structured way to support learning on and off campus; including recordings of teaching sessions, multimedia resources, collaborative virtual whiteboards and discussion forums. This is crucial for our diverse student body, who need flexibility in how they engage with their studies.

4. SE3 4.1. Our students benefit from **leading-edge scholarship, research and professional practice**, with their experiences informed by engagement with employers, professional bodies and other stakeholders. We actively recruit academics from industry and professional backgrounds with experience of teaching in line with our practice-based pedagogies and employability priorities. Learning, discovery and innovation are connected, with collaboration across our global community. We are extremely proud of our research and its impact: 90% of our research was recognised as internationally significant and our Business and Management research was ranked number 1 in the UK for social impact in the REF2021 exercise¹⁰. Our research, which spans a wide range of disciplines, has local and global contexts and aligns to our Integrating Themes, which are: changing inequalities in health; promoting inclusive socioeconomic development; and developing sustainable communities and environments. The Themes are relevant to several of the UN Sustainable Development Goals (SDGs) and we are part of the UN SDG Accord.

4.2. Research-informed teaching: Our research is strongly reflected in our teaching, which is informed by the primary research and collaborations of our inspirational and highly reputable academics. Programme teams comprise researchers, practitioners and technicians as well as Visiting Professors or Professors of Practice who deliver excellent teaching inspired by outstanding research. As part of curriculum design and validation processes, programme teams demonstrate the ways in which the curriculum is informed by relevant and up-to-date research, scholarship and professional practice and offers research-like experiences for students.

4.3. Students undertaking research: Our programmes offer students opportunities to enhance their research, critical thinking and problem-solving skills. The application of research ethics approval is a key component of our taught provision and features across all levels of study [c.f. 2.7]. In 2022/23, a quarter of our global undergraduate students are registered on modules that provide opportunities to practise and enhance their research competencies, providing a foundation for progression to postgraduate study.

4.4. Partnerships within and between disciplines and campuses enrich students' ability to work in different fields, across borders and time zones. Cross-campus activities expose students to international, multicultural contexts, preparing them to work in the global workplace. We plan to expand these opportunities. We have cross-disciplinary programmes, e.g., S&T and B&L developed a BSc Medical Science with Innovation and Enterprise and are collaborating on the development of BSc Business Computing and Data Analytics.

4.5. Students work on solving **real-world problems**, participating actively and co-leading research and practice-based projects or engaging in live tasks or competitions to provide challenge and bolster engagement, networks, skills and confidence. For example, all engineering programmes offer live projects and national competitions are embedded into core modules, e.g., IMechE Design Challenge, the Siemens Connected Curriculum - Digital Enterprise and the WorldSkills competition [c.f. 3.2].

4.6. All programmes are directly informed by **employer/industry engagement** with a large majority having optional or core professional practice modules. Learning experiences are designed to reflect practice and programme specifications, ensuring students have experience of future career paths, with demonstrable links to employment markets. Our collaboration with employers begins at the programme development stage, when they help to shape programme content and design. Strategic partnerships, visiting industry professors and practitioner involvement in programmes provide opportunities for

¹⁰ REF (2021) <https://results2021.ref.ac.uk/profiles/units-of-assessment/17>

authentic **industry informed and practice-based placements, projects and assessments** to be embedded as core components across our provision. Engagement has included employer forums and panels to connect students and offer feedback on assessment; opportunities to join professional bodies; and events to network students with industry and professions.

4.7. We focus strongly on **entrepreneurship in the curriculum**. Our Enterprise Development Hub, for more than a decade, has supported students, alumni and staff to work for themselves or be more entrepreneurial in employment. We run MDXcelerator, an annual global enterprise programme, now in its fifth year. This has engaged over 160 students, offers mentoring and grants for students and alumni who are thinking about setting up an enterprise or becoming self-employed. Participants develop and articulate business concepts, understand market opportunities, financial scenarios and growth strategies. We are in the top 10 UK universities producing CEOs with one in seven of our graduates going on to set up a business [c.f.1.16].

5. SE4 5.1. Middlesex is committed to providing high-quality support to **develop, reward and recognise excellent academic practice** for all staff who contribute to the student experience.

5.2. Professional development and support for excellent academic practice are led and coordinated through our dedicated **Centre for Academic Practice Enhancement (CAPE)**. With 22 employees, it plays a strategic role, leading quality improvement, professional development, technology-enhanced learning, student evaluation and staff reward and recognition. A dedicated CAPE business partner works with each department and our campuses to enhance and develop excellence in academic practice.

5.3. Central priority initiatives are co-created in **staff/student communities of practice**, drawing on diverse expertise and lived experiences and reporting to L&T committees. Initiatives resulting from co-creation provide additional benefits for our students when opportunities for paid employment emerge.

5.4. To support local innovation against strategic priorities, CAPE established the Enhancing Education Awards in 2021, providing seed funding (£20,000 per annum) for collaborative quality enhancement projects. Award holders have used the funding to launch innovative teaching and learning interventions.

Case study: The Student Learning Experience Journey initiative, based in Dubai, co-created a collaboration framework with ten industry partners; providing Computer Engineering and Informatics students opportunities to explore different IT disciplines and shape their future career pathway from the beginning of their studies. The initiative led to increases in enrolments (524 in 2021/22 from 118 in 2020/21) and course completions/certifications (91 up from 67 previously).

5.5. Most academic staff (82.7%) hold a **teaching qualification** or equivalent, with new staff required to achieve this qualification within two years. We provide an AdvanceHE accredited Postgraduate Certificate in Higher Education (PGCE HE) and Academic Practice Apprenticeships (APA), awarding 133 and 17 since 2019/20 respectively. Those completing the programmes receive a HEA Fellowship. We co-chair the Higher Education (HE) Employer Trailblazer Group and play a leading national role in developing the Academic Professional apprenticeship in collaboration with AdvanceHE and HE employers. We also run a short course in Learning, Teaching and Assessment for Graduate Academic Advisers, Senior Learning Assistants and Postgraduate Researchers who teach and support them to apply for Associate Fellowship.

5.6. Aligned to our teaching qualification programme is our **Middlesex UK Recognition Scheme (MURS)**, accredited by AdvanceHE and aligned to the UK Professional Standards Framework. This provides a flexible framework for recognising those who teach and support learning. Since its introduction in 2014, 305 staff have received recognition up to Principal Fellow. Enhancements to the scheme through reaccreditation in 2018 include a dialogue route and strengthening academic citizenship through a coaching culture. During 2022/23, it will be expanded to include Principal Fellow (internally, rather than through AdvanceHE). Staff are supported to progress, with Senior Fellowships expanding

from 11 in 2018 to 48 in 2020. Staff recognised through MURS form a global community of practice, providing mentorship and support materials and train as reviewers.

5.7. Our teaching observation policy requires all new staff to have two peer observations as part of their probation and current staff to have an **annual peer observation**. This prompts critical dialogue and collaborative reflection, aligned to individual development and faculty enhancement. Those new to teaching have a mentor and opportunities to shadow colleagues through informal observations as part of the PGCE HE and APA.

5.8. Academic staff are strongly encouraged and mentored to take part in the annual **AdvanceHE National Teaching Fellowship (NTF)** and **Collaborative Award for Teaching Excellence (CATE)** schemes; resulting in four NTF and two CATE awards since 2018.

5.9. We actively support the Students' Union in their annual **Student-Led Teaching Awards**, which recognise engaging and inspirational teaching. Winners use these awards as evidence for promotion, fellowship or external awards.

5.10. Our approach to **continuing professional development (CPD)** is being strengthened to target individual developmental requirements. This will clarify career pathways and increase developmental and other opportunities such as chairing committees and mentoring. In 2019, we signed the national Technician Commitment and are working to ensure visibility, recognition, career development and sustainability for our technicians.

5.11. We run an **Annual L&T Conference** aligned with our strategic priorities. This successful event for academic and support staff attracted 410 delegates and more than 60 presenters in 2022, up from 364 delegates in 2021 and 230 in 2020. CPD events (450 since 2020) include L&T showcases and workshops. Faculties tailor CPD events to discipline priorities. CAPE resources include over 50 pre-recorded webinars and 50 quick guides. During 2020, guidance on continuity of learning was accessed over 5,000 times and workshops accessed 1,906 times.

5.12. We are in the process of embedding a culture of **coaching, mentoring and collaborative leadership**, e.g., through Coaching Professional and Senior Leader apprenticeships for staff. We have invested significantly in accredited coaching and mentoring programmes, mandated for 70 senior managers initially and rolled out to other managers. **Appraisals** are in-year continuous developmental conversations in line with our coaching culture, following a review in 2020.

5.13. Our **promotion process**, enhanced in 2022, to a narrative-based application, requires candidates up to and including Professor to demonstrate teaching excellence as well as either research or practice. This includes ongoing contribution to an excellent student/learning experience, co-creation, active and practice-based learning, developing or redesigning modules, courses or training materials that address societal concerns, explore new perspectives and create career opportunities. Following our successful 2021 Athena Swan Bronze application, examination of the data focused on the experiences of Global Majority staff. This led to academic staff promotion criteria being revised by recognising academic citizenship as an important contribution to academic life. We removed the perception of gatekeeping, ensuring fairer access to promotion and development for all.

6. SE5 6.1. Our NSS outcomes led us to prioritise a review of our academic support to increase student awareness and access. Our TEF metrics illustrate that, despite having higher continuation rates, our female students in Hendon are less satisfied (3.3% to benchmark) with academic support than their male counterparts (1.7% to benchmark). Our students' demographics and their life commitments mean they do not all fully use the support available; in response, we embed academic and wellbeing support into

the curriculum to ensure they all have equitable access to support. We also provide targeted, personalised support to encourage positive learning behaviours and build resilience and confidence.

6.2. Our TEF data for **disabled students places us at benchmark** for academic support. We can confidently say is a result of learner support plans and providing tutors guidance on reasonable adjustments. Programme teams work with students with neurodivergent conditions, including dyslexia to tailor accessible electronic or print materials. Students are assigned scribes and signers who remain with them for the duration of their studies, building a rapport. Our disabled students' continuation and completion outcomes are impressive and are testament to the support provided [c.f. 10.7, 10.11].

6.3. We have embedded academic support within the curriculum, providing all students with equitable access to relevant support. Our TEF split metrics confirm that our work to embed this support was the correct course of action and we are pleased that between 2019 and 2022, NSS outcomes for academic support improved by 1.9 percentage points relative to the benchmark for Hendon (Figure 1). Local lockdown arrangements were particularly challenging for students in Mauritius, but the indicator here has now returned to the pre-pandemic levels. Overall ratings for this aspect are broadly in line with benchmark for Apprenticeships and ahead of the TEF benchmark for students in Dubai. We are confident that we will continue to see an improvement in student outcomes and satisfaction with our continued focus on academic support.

6.4. We **tailor support to cohort needs** based on our understanding of our students. The Academic Programme Induction Framework [c.f. 6.10, 8.4, 13.6], the result of a collaboration between the Students' Union, faculties and professional services, engages students through transition, using their feedback to identify cohort-relevant academic support requirements.

6.5. All students have a named **Academic Advisor (AA)** and we have revised our approach in line with sector best practice and internal evaluations. Our AA scheme engages students through timetabled group sessions addressing academic, pastoral support and skills development at key points across the student lifecycle. StREAM, our learning analytics platform, actively supports AAs to better understand student engagement to identify support needs and implement tailored, personalised interventions. Depending on need, students may be directed to academic support services, peer-to-peer support e.g., Student Learning Assistants (SLAs) [c.f. 6.7] or a meeting with an AA or Progression and Support Advisor.

6.6. Co-designed with teaching teams, librarian and academic writing teams provide **support sessions, timetabled within programmes**. These are generic or tailored to the discipline e.g., drugs calculations (Nursing); use of object, print and online collections (Fashion) or 'zine' creation (ACI). These are supplemented with one-to-one or group appointments with a subject expert (1,750 appointments in 2021/22). In 2021/22, over 2,300 timetabled taught group sessions were held in 200 programmes.

6.7. The **SLA peer-support** scheme works to improve academic skills and engagement; our network of peer supporters has grown (120 in 2010 to 300+ in 2022). SLAs work with academic staff, supporting students in small groups or on a one-to-one basis, reinforcing learning and enabling them to practise skills and develop abilities. The scheme, which won an AdvanceHE CATE in 2022, recognised the flexible, agility and discipline specific nature of the initiative and its' positive impact on students.

6.8. We provide a highly **supportive learning environment** with flexible, student-centred spaces and co-designed, technology-led learning, based on the principles of our Learning Landscape initiative. The **Sheppard Library**, open 24/7 during the academic year, provides a range of study spaces and equipment to support students' choice over how and when to study. 'Library Roamers' (providing on-the-spot support) and Study Help (for academic support). Services are continually monitored and adapted in response to use and feedback.

6.9. Student feedback and best practice have informed and shaped the **development of learning environments**. Our Principles of Blended Learning [c.f. 2.4, 3.7, 13.6] offer students' choice in how they access their learning. We offer hybrid lessons, with TEL Threshold Standards providing staff with tools to use technology to inform teaching and virtual education. These standards improve the digital experience for all students and staff through consistent use of our Virtual Learning Environment (VLE).

6.10. Making support visible is a priority and includes setting expectations for students from the outset (pre-arrival and at transition to HE). In 2019, we introduced our **Academic Programme Induction Framework** to better connect new students to the University, their programme and their peers, and prepare them for lifelong learning. This familiarises students with academic support. Its success is evidenced through feedback in the welcome survey. Students' understanding of how to access academic support has increased from 83% (2020) to 91% (2022).

6.11. During the pandemic, student feedback via **Programme Voice Groups (PVGs)** showed they were dissatisfied with access to the campus and resources. This was swiftly mitigated by providing laptops on long-term loan; we invested £500,000 in 1,000 laptops (with 100% utilisation) and comments in PVG feedback and the NSS were positive. We reopened the library as soon as it was safe to do so and adjusted on-campus support as more students returned. PVGs in summer 2022 indicated student concerns have been addressed. Feedback included praise for the library, its 24/7 opening hours, group and individual study spaces, computers (including the choice of Windows and Macs), free printing and staff support, including helpful and speedy resolutions to queries.

7. SE6 7.1. Having **access to appropriate resources is essential for learning** and provision of learning resources is informed by academic staff, students and usage patterns. To **support learning preferences and accessibility needs**, we provide materials in various formats. The collection is managed by our libraries in collaboration with academic staff. Online reading lists are easily accessible via our VLE.

7.2. Students balance studies with other commitments so, to reduce barriers to access, we have a large electronic collection of library resources with direct links to electronic books and articles. Students have easy access to library materials that underpin learning, wherever and whenever they wish to study. Comprehensive reading lists cover 2,000 modules and are heavily used, with over 373,000 student interactions per year. Recognising that some students prefer to use hard copies, our libraries maintain a physical collection of discipline-specific core materials.

7.3. We invest around £2M annually to provide students with a **free, tailored eTextbook for each module they are registered on**. We are sector leading and the only UK university to provide such a scheme, which is especially relevant to our student demographics. The eTextbook has accessibility features and learning tools, and students can make annotations and notes. Student feedback (2021) showed they valued the resource, the financial savings, the environmental value and ease of access. eTextbook dashboards provide Module Leaders with student engagement data, so increasingly they know when to intervene and help students to use them. Engagement with the scheme rose from 82.5% in 2018/19 to 89.5% in 2021/22. Internal analysis by our scheme partners Kortext and JS Group¹¹ indicates there is a correlation between continuation and reading more and engaging with resources. For example, of those who progressed, the activation rate (students activating their accounts and accessing their free eTextbooks) increased from 57.4% to 85.1% and average page views increased from 222 to 493. This demonstrates that students who engage more with their eTextbooks are more likely to progress to the next year of their studies.

¹¹ Kortext and JS Group (2020) Personal eTextbooks 2019/20: eTextbook registration and analysis. (Page 7): https://www.mdx.ac.uk/data/assets/pdf_file/0040/677929/JS-Kortext-@-MDX-Jan-2020-v2-003.pdf

7.4. Responding to user analytics and stakeholder feedback, we adapted our offer and **supplemented our eTextbook scheme with the provision of Adobe Creative Cloud software**, which ACI and S&T students can use on and off campus. This collaborative and iterative approach ensures students have the relevant resources they need for success. We work with industry and professions to **integrate workplace technologies**, provided on and off campus, which prepares students for remote and hybrid roles and have invested £18M over the four-year period in discipline-specific technologies.

7.5. For **apprentices**, we have invested in the learner management system Aptem, which supports them through flexible access and management of their learning progress. Additionally, Nursing Associate apprentices are provided with mobile learning devices to support their professional learning in the workplace. Our TEF metrics indicate that overall satisfaction with learning resources for our apprentices is significantly above benchmark (83.3% compared to 80.3%).

7.6. Students in **creative disciplines have access to a wealth of print-based materials** as well as the Materials Room, a specialist collection including product samples, historic and contemporary fashion items, illustrated books and ephemera. They can also access Middlesex University's Museum of Domestic Design and Architecture (MoDA) and our collections of textiles, wallpapers, magazines and other items. A specialist Education collection provides Education students with curriculum resources for primary and secondary teaching, and a state-of-the-art Financial Markets Lab provides access to Bloomberg and Datastream terminals.

7.7. We provide **free student printing for academic purposes**, which costs us £300,000 per annum on average. This saves each student an average of around £100 per year. While this benefits all students, it is particularly useful for those on creative programmes who have large print assignments.

8. SE7 8.1. Our **commitment to co-leadership** is enshrined in practice and at the heart of our Strategy 2031. Student voice is an area of priority action, and we are confident our initiatives will continue to improve satisfaction overall. There has been a 3.9 percentage points narrowing of the gap to our overall OfS benchmark for the NSS Student Voice between 2019 and 2022. Our TEF metrics indicate students 31 and over are the most satisfied (0.6 percentage points above benchmark). As our least satisfied student groups, the experience of our students from Asian, Mixed Ethnic and White backgrounds continues to be a priority for us [c.f. 1.5, 9.9]. We have introduced a programme of initiatives to enhance ways of engaging with our students, including further co-collaboration opportunities, increasing the range of engagement methods, and using targeted, tailored communication channels.

8.2. Students supported the development of our Strategy 2031 to shape our strategic direction. We made a commitment to co-leadership in 'every aspect of our student experience', including how we partner with the Students' Union. Annual priorities are agreed jointly, with a focus on enhancing students' experience. Our Partnership Agreement outlines our collaborative approach to addressing our joint priorities.

8.3. We have a **strong commitment to listening and responding to student voice**. We have a clear framework in place to engage with and understand what our students are telling us [c.f. 3.1, 12.2, 13.3]. Our holistic approach to student feedback processes has been strengthened since Covid19, and we now use more effective ways of creating dialogue and co-leadership with students on a wide range of issues. This includes pulse surveys/quick polls; the Middlesex Programme survey; module surveys; launching the Higher and Degree Apprenticeship Learner survey; and establishing Faculty Forums (with Student Voice Leaders (SVLs) and senior management). The diversity of processes helps to ensure all voices are represented and our data and dialogic-led approach enables us to continually refine and enhance our strategic approach.

8.4. Building a strong sense of **student belonging** is a strategic priority for how we operate as a global community. We work with students as partners, so they are motivated to co-shape their learning and

experience. As they build relationships with peers and staff, they are more likely to trust our student engagement processes and feel their voices matter and their concerns addressed. We do this through institution-wide commitments, such as our Inclusive Curriculum Framework, the Academic Programme Induction Framework and the Student Belonging action plan, which work to build communities at university, programme and peer-to-peer levels.

8.5. Students are involved in wider decision-making processes and are represented on all key academic committees. Membership has increased from 22 student positions in 2018/19 to 85 in 2021/22. All committees governed by the Academic Board have increased student membership. Our Student Experience Committee (SEC) is co-chaired with the Students' Union President, where student experience priorities are jointly agreed. Our Board of Governors has two student governors.

8.6. SVLs are nominated student representatives, integrated into our student experience and quality committees, and represent students at programme level faculty meetings. SVL membership has increased to 652 in 2021/22, up from 568 in 2018/19. SVLs receive comprehensive training and coaching from our Students' Union. SVLs are invited to participate as panel members at **validation and review events**. Engagement has increased from 19 students in 2018/19 across 23 events, to 25 students in 2021/22 across 29 events. Recent improvements to the scheme include: the opportunity for SVLs to continue in post for more than one year; a code of conduct, guidance on collating feedback; and training and guidance for staff on online PVGs. These led to a 50% increase in the number of SVLs attending **PVGs** in 2020 compared to 2019.

8.7. PVGs are a student forum where feedback on student satisfaction and learning experiences is presented. PVGs are co-chaired with SVLs who co-design the agenda based on cohort feedback. Reports from PVGs are discussed at SEC where outcomes are co-actioned. The shift to online meetings during the pandemic resulted in increased SVL engagement and this approach has been retained.

8.8. The Your Impact initiative provides transparency on collaborative action taken following student feedback with **proactive and tailored feedback** campaigns as an integral part of our approach. This initiative has been strengthened in our Mauritius campus, where our students indicate a need to improve the value and transparency of actions following feedback, see Figure 1. At programme level, updates are shared through communications and teaching sessions. A live action tracker, developed in partnership with the Students' Union, provides transparency in response to University-wide issues. Professional services provide reports on these issues, which are submitted through PVGs to show students how we have listened to and responded to their feedback. Our NSS data dashboards have been enhanced to provide more in-depth analysis of demographics and trends. This provides staff with interactive data for consideration in Educational Monitoring and Enhancement. The recent PricewaterhouseCoopers Student Feedback audit, commissioned by the Audit Committee¹², recognised the *“overall positive measures the University has put in place to obtain, analyse and respond to student feedback across the institution”* and the *“University is more transparent than some in sharing how it acts on feedback”*.

8.9. We proactively **monitor engagement levels** to ensure we bring in the voices of our least engaged students. Our tailored engagement interventions [c.f. 3.4, 3.6, 4.5, 6.5, 8.1, 8.9] for these students include proactive phone calls from a fellow student or recent graduate. This helps to support students earlier and gathers the views of those who are less likely to participate in feedback processes. One student reported: *“I appreciate the proactive approach taken by the University to support students during the pandemic. It was*

¹² Middlesex University Internal Audit Report 2021/2022 Student Feedback Review FINAL September 2022 (Page 3): https://www.md.ac.uk/data/assets/pdf_file/0031/677623/MDX-IA-21_22-Student-Feedback_Final.pdf

very helpful during a challenging period for me." This initiative won a silver award in Outstanding Student Support with WhatUni in 2021, featuring in an article published in the RAISE Student Engagement journal¹³

9. SO1 9.1 We ensure students succeed and advance in their chosen career or further studies through our focus on innovative, flexible and accessible practice-led education. Our educational gains [c.f. 12.1] support our students to grow or establish their own businesses and compete effectively in the graduate employment marketplace.

9.2. Our **Inclusive Curriculum Framework** and **TEL Thresholds** are key ways we have enhanced students' success and progression consistently, with diversification dimensions and principles embedded across our provision. Our 2019 review of **commuter students** [c.f. 1.5, 1.12, 2.5, 12.4] showed that a majority (69%) take longer than 40 minutes to reach campus and 41% travel for over an hour. In 2019, we embedded a framework to maximise opportunities for commuter students to engage more effectively, including technological enhancements, and flexibility in delivery. This provided a strong foundation to springboard into online delivery during the pandemic. Our embedded **Blended Learning Principles** have given students further flexibility and choice to be able to fit learning around other commitments, supporting their success.

9.3. We invested in **targeted and tailored interventions to enhance graduate progression and outcomes** for Business and Management, Law, Computing and Medical Sciences. We achieved this through increased investment in subject-specialist, dedicated Faculty Employability Advisors (five to nine FTE). Their interventions included embedded employability sessions and organising timetabled guest lectures by industry experts and professionals [c.f. 3.3].

9.4. Support to develop students' understanding of the **expectations and engagement** required for academic success begins during their transition to HE [c.f. 1.13, 2.4, 6.10, 10.6, 12.2]. By engaging students from the outset, we raise their awareness of how they can fully utilise university resources to maximise their potential. 95.5% (3-year average, 2020-22)¹⁴ of our new students know what is expected of them; the proportion of students who feel they have the information they need to study successfully has risen from 88% in 2020 to 90% in 2022.

9.5. In our Access and Participation Plan (APP)¹⁵ we identify that our students may face challenges that hinder success and progression. We proactively support students and take a **holistic view**, understanding that positive mental health, wellbeing and autonomy along with active collaboration enable success and progression. Our StREAM engagement data analytics platform enables us to target those at risk of disengaging, and student callers contact them for a supportive conversation. Students who receive multiple phone call interventions are 26% more likely to progress into the next year of study [c.f. 8.9]. Interventions are embedded within the curriculum for maximum impact on student success and the development of skills to support progression, such as time management and communication skills or certification in using specialist databases.

9.6. Reviewing module attainment data in year, benefits students as we make timely, bespoke interventions to improve their component outcomes [c.f. 6.3]. These outcomes inform **longer term curriculum changes to maximise student progression**, e.g., internal indicators for Nursing and Mental Health programmes showed issues with progression. These programmes were revalidated in 2019, and drawing on feedback

¹³ Gilani, D., Parke, R., & Wilson, N. (2022). Peer-to-Peer Phone Calls as a Method of Providing Proactive and Personalised Support to Enhance Student Engagement. *Student Engagement in Higher Education Journal*, 4(2), 82–104: <https://sehej.raise-network.com/raise/article/view/1068>

¹⁴ Academic Programme Induction Framework and Transition Data (2019-2022): https://www.mdx.ac.uk/_data/assets/word_doc/0036/677961/Academic-Programme-Induction-Framework-and-transition-data.docx

¹⁵ Middlesex University Access and Participation Plan 2020-21 to 2024-25: https://www.mdx.ac.uk/_data/assets/pdf_file/0021/673500/Access-and-Participation-Plan-2020-21-to-2024-25.pdf

from the NHS and students, we instigated the move to fully implement an electronic Practice Assessment Document (ePAD) from 2020. This stores all practice documentation for the duration of our Nursing students' journeys. We have increased first-sit pass rates for Nursing from 73.1% in 2020 to 82.1% in 2021 and for Mental Health Nursing from 88.2% in 2020 to 97.3% in 2021. We are confident that this positive trajectory will continue, and outcomes will inform practice across our global community.

9.7. By continuously monitoring student attainment we implement timely and relevant interventions when needed, e.g., tailored revision workshops, skills support (technical, language or information literacy) and feedback sessions to support students who have to resubmit work for assessment or who are working towards their second submission.

9.8. Cohort data informs disciplinary approaches to adapting learning and teaching.

Case study: Our UKAT-recognised Advising Curriculum Expansion programme at our London Sport Institute (LSI) was created from analysing data from key touchpoints along with graduate outcomes data to review graduate destinations. Employers provided input about the skills needed to secure graduate level employment. Offering 288 micro-credentialed sessions ensured students' agency matured through group interactions, while personal development was nurtured through one-to-one advice sessions. We have seen a substantial improvement in progression of LSI graduates into graduate level jobs from 63.7% in 2019 to 75% in 2020.

9.9. We have focused support for success on priority areas. Our internal analysis identified a disparity in success between students of Black and Mixed Ethnicities and those who were Asian and White. We funded our Students' Union to undertake research into our Black Students' Experience¹⁶. One recommendation was to bolster our Black students' sense of belonging, confidence and career pathways. In collaboration with our Students' Union and Careers and Employability Service, we sourced a third-party provider to deliver a seven-week programme, REACTION:24/7, offering workshops led by experts and role models, targeting under-represented groups. We piloted this in 2022 and in 2023 it will be offered to up to 300 Middlesex students, targeted in particular to our Global Majority students.

9.10. Our TEF metrics confirm progression outcomes are broadly in line with sector performance. Our Access and Participation plan 2020-25 identified challenges to progression for students from poorer deprivation quintiles. Analysing the TEF metrics illustrates the positive impact our programme of interventions [c.f. 9.4-9.10] have made and that the gap between quintiles was closing by 2019 (Figure 1). The gap is now 5.5 percentage points between Q1 and Q5 (TEF year 3), down from 17.8 percentage points in 2018 and 8.5 percentage points in 2017 (TEF year 1).

10. SO2 10.1. Our Strategic Action Frameworks for Education¹⁷ and for Student Experience¹⁸ detail our approach to continuation and completion. We have **KPIs to improve non-continuation by 1%** above the HESA non-continuation benchmark of 10.1% by 2025 and to **reduce the attainment gaps for good honours degrees to less than 5%** from a high of 22% in 2016/17.

10.2. Our internal data, including on our apprenticeships and overseas campuses, shows an **annual 2-3% improvement** between 2016/17 and 2019/20, dropping below benchmark in 2019/20 (see Figure 2). We are committed to continuing the positive upward trajectory evidenced by our continuation data before 2020. We have an annual improvement of 3% between 2020/21 and 2021/22.

¹⁶ Choudhery, T., Lobo, A., Ojo, M., & Serwaah-Mintah, J. (2021) Black Student Experiences Research. Report 2021. A review of black students' experiences at Middlesex University, including findings and recommendations for future actions. Middlesex Student Union.: <https://www.mdxsu.com/top-navigation/your-voice/campaigns/black-students-experiences-report>

¹⁷ <https://www.mdx.ac.uk/about-us/what-we-do/learning-through-doing/teaching-excellence-framework-tef-2023/Education-SAF-v9.docx>

¹⁸ <https://www.mdx.ac.uk/about-us/what-we-do/learning-through-doing/teaching-excellence-framework-tef-2023/Student-Experience-SAF-v7.docx>

	TEF				TEF			Internal data	
	Year		Benchmark		HEN	HEN	AP	DBI	MRU
	FT/AP	PT	FT	PT	FT	PT	~	~	~
Ac. Year	%	%	%	%	%	%	%	%	%
21/22	~	~	~	~	80.4	~	89.9	90.9	94.3
20/21	~	~	~	~	84.1	~	90.6	91.5	92.3
19/20	4	~	87.6	~	76.7	~	89.2	93.5	93
18/19	3	4	88.2	68	87.3	78	85.3	91.9	92.3
17/18	2	3	88.4	65.3	88.2	77.3	63.2	93.6	94.4
16/17	1	2	88.5	52.8	85.6	82.2	~	93	94.5
15/16	~	1	~	53.2	~	85.6	~	~	~

Figure 2: Comparative continuation metrics across our campuses (DBI/MRU) and apprenticeship (AP) provision: italic data indicates internal sources

10.3. Our full-time continuation is broadly in line with TEF benchmarks. These metrics in 2019/20 were impacted by an exceptional increase in recruitment of students from India joining our BA Business Management programme in January 2020. The on-campus immersive element of this programme was unable to take place due to Covid19, corresponding with the first national lockdown in March. This cohort had an unprecedented 60% (240/397) non-continuation rate, not reflective of our wider institutional performance. Figure 3 illustrates consistent outcomes for the programme between 2015 and 2018, and the effect this cohort had on overall continuation metrics. We recalculated continuation excluding this outlier resulting in overall performance of 86.2% (versus 84.6% when the outlier is included). These students were offered the opportunity to repeat their year or have an exceptional third resit. To minimise the impact on their continuation, we validated by exception the opportunity for students to continue into year 2 without a break. We provided enhanced support (including a dedicated Liaison Officer) for all international students.

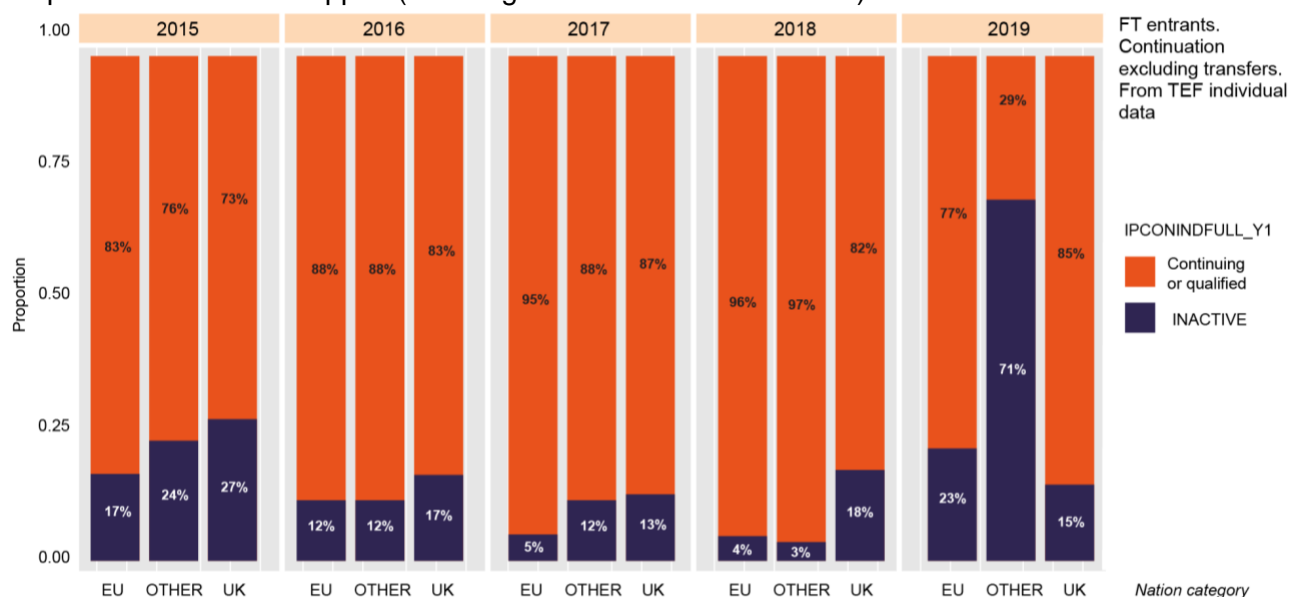


Figure 3: Continuation outcomes for BA Business Management students in 2020 relative to previous years

10.4. Figure 4 demonstrates that continuation for our part-time students is **significantly above benchmark across all** characteristic groups [c.f. 1.8]. These results show the strengths of our flexible, blended and inclusive practice and personalised approach. We are in the process of reforming our learning framework, incorporating greater levels of flexibility and inclusivity into our curricular systems and processes, informed by our part-time student experience.

Overall	Female	Male	Disabled	Non-disabled	Asian	Black	Mixed	Other	White	Under 21	21 -30	31 & over
24.5	25.4	21.0	16.1	25.0	29.7	25.9	28.5	30.3	21.2	11.1	25.1	24.2

Figure 4: Continuation outcomes for part-time students showing percentage point difference from benchmark

10.5. Our approach to tripartite (employer, apprentice and tutor) progress reviews conducted every 12 weeks means we have **sustained high overall continuation rates for our apprenticeship programmes** for 2021/22 at 89.9% (Figure 2).

10.6. Our analysis shows students who join us through Clearing are more likely to withdraw in the first term. This prompted the **expansion of pre-arrival support**, including a new five-week Ready for Anything transition programme¹⁹ [c.f. 9.4, 13.6]. We revised our offer-making strategy for 2022/23, with a clearer tariff rather than a point range as part of a strategic reduction in the use of Clearing for undergraduate recruitment in Hendon.

10.7. Our strategic priority to provide highly accessible learning alongside extensive support has had a positive impact on continuation for disabled students. While disabled students across the sector have 1.3 percentage point lower continuation metric, there is **no difference in continuation for our disabled versus non-disabled students**.

10.8. We have established a University-wide **Retention Group**, working in partnership with the Students' Union, to drive tactical interventions and measure their impact. Immediate action has led to moving the re-sit period to an earlier point in the summer, providing students with more certainty about continuation options. Alongside this, we have implemented an assessment communications plan to support students prepare for and manage their assessments. Following the 1 December 2022 HESA census, our internal data shows that our **continuation rates have remained stable**. We have seen marked improvements of 3.3% for Business School (BS) and 4.5% in S&T. The continuation rate for foundation year students improved by 4% with 1% improvement for year 2 continuation. We expect this will be reflected across all disciplines especially those below benchmark: Creative Arts and Design, Education and Teaching, and Law as we remain committed to improving continuation outcomes for all our students.

10.9. We are **in line with the TEF benchmark for completion** (84.8% versus 85%). We have focused on eliminating differential attainment, particularly between full-time Black and White students, and on reducing the attainment gap between those entering with BTECs and those with A-levels. Our most statistically significant gap in terms of good degrees is between Black and White students, ranging between 17 and 23 percentage points since 2016. We recognise the clear link between intersections of deprivation and ethnicity in outcomes and the link between ethnicity and qualifications on entry. Students who enter with BTECs are more likely to be Black and from a deprived neighbourhood [c.f. 10.12]. To address this, we completed a Fair Assessment review [c.f. 2.6] with the Students' Union focusing on all aspects of assessment and accelerated the shift of timed, written examinations to more varied and authentic assessment. Our internal data shows that the gap in good degrees between the two groups is closing. In 2018, White students were 2.3 times more likely to get a first-class degree than Black students. By 2020, this figure was 1.3.

10.10. We have **narrowed the gap between the most and least deprived full-time students** (IMD Q1 versus Q5) for completion, moving from 6 percentage points in TEF year 1 to 2.8 percentage points in TEF year 4.

10.11. We have seen **sustained improvements in completion for disabled students**, from 2.5 percentage points below non-disabled students in year 1 to 2.1 percentage points above in year 4. This

¹⁹ Ready for Anything Programme: <https://unihub.mdx.ac.uk/student-life/welcome/ready-for-anything>

mirrors the strong performance in continuation for this group [c.f. 10.7] and is evidenced through the efficient use of reasonable adjustments and greater investment in fair and authentic assessment.

10.12. There are improvements in the completion TEF data for target groups. We retain our focus on improving completion for more vulnerable students who experience multiple deprivations, in particular Black students who enter with BTECs and those in the most deprived quintile. Targeted interventions include personalised support, Academic Advising, predictive analytics and implementing the recommendations of our Black Student Experience project [c.f. 9.9]. Between 2016 and 2020, the level of first-class honours degrees awarded increased by 6 percentage points for our Asian students, with a four-percentage point improvement for our Black students. The level of 2:1 degrees has remained constant for Asian students and improved by 4 percentage points for Black students. [c.f. 10.9].

11. SO3 11.1. Our Strategic Action Frameworks reference our intention to **improve students' graduate outcomes by 3% over the OfS baseline by 2025.**

11.2. HESA data shows a strong improvement of 6.8% for **students progressing to professional or managerial employment, or further study** (71.8% in 2018/19 increasing to 78.6% in 2019/20), representing 1.1. percentage points higher than the sector average.

11.3. Our approach to practice-based education and extensive partnering with industry and the professions drives our employability agenda [c.f. 1.4]. Across our provision including apprenticeships we provide **clear pathways into professional careers** (including policing, nursing, midwifery, social work, initial teacher training and other PRSB areas).

11.4. Our programmes develop a broad set of highly valued skills and graduate competencies. We **tailor interventions to improve graduate outcomes** [c.f. 2.3, 9.3, 12.2], providing a plethora of employment opportunities and career pathways, (rather than being linked to a single professional career). For example, since September 2022, 1,200 B&L students in levels 5/6 have benefitted from an embedded, customised, Your Future programme of 21 timetabled sessions involving global alumni and employer talks, mock interviews, assessments, and a weekly Job Club.

11.5. We have successful **partnerships with an extensive range of industry professionals**. A successful example of this is evident in Design, Engineering and Mathematics programme, where visiting industry professors and practitioners, and authentic industry-informed placements, projects and assessments, are embedded as core components [c.f. 3.2, 4.6]. Programmes are accredited by an appropriate PSRB and informed by employers and strategic partners including Siemens, Festo, National Instruments, Altium Inc, GAMBICA, WorldSkills UK and the Women's Engineering Society. As a result, our TEF graduate outcome data 2019/20 shows a positive outcome for Engineering (78.6% versus benchmark 72%).

11.6. We have over 2,000 students on 12 higher and integrated **degree apprenticeships** in a range of areas of professional practice. All our apprenticeships lead to professional status. The pass rate of apprentices undertaking end-point assessment to establish professional competence/registration is 99.5%. Ofsted recognised our portfolio of apprenticeships addresses national workforce deficits (including nursing and policing), and that our apprentices acquire the knowledge, skills and confidence they need to succeed and progress in the workplace [c.f. 1.9].

11.7. Entrepreneurship and enterprise are cornerstones of our approach and provide an alternative career pathway for graduates whose discipline orientates them towards freelancing or setting up their own businesses [c.f. 11.4]. Our Enterprise Development Hub, established in 2012, helps around 600 students annually, working with over 70 local and national businesses. Our global Student Start-Up Programme, launched in 2018, has supported 160+ students via masterclasses delivered by start-up

founders, interactive workshops, one-to-one mentoring and pitching challenges and has awarded over £55,000 in seed funding.

11.8. Supporting our diverse community of students into highly skilled employment is a priority and we work with employers to support workforce diversification. Our partnerships with the Civil Service and the Ministry of Justice (MOJ) have resulted in exclusive internship opportunities. These were offered as a result of our shared equality, diversity and inclusivity values. Our support enabled our partners to enter the top 10 of the Social Mobility Foundation Index²⁰, and to secure a top UK Social Mobility awards, in 2019. Our students have benefited from initiatives including: eight-week, paid Digital and Technology internships providing experience on real projects; experience days at the MOJ offices; and, for students from lower socioeconomic/disadvantaged backgrounds, an opportunity for a six-month mentorship from senior MOJ and Civil Service staff.

11.9. We take a proactive approach to **promoting work opportunities for students while they learn**, so they gain valuable work experience and can compete effectively in the graduate employment marketplace [c.f.SO4]. Our internal recruitment agency Unitemps offers paid, part-time, temporary, flexible roles for students on campus, and we honour the London Living Wage. To date, students have carried out 18,703 roles totalling 652,341 hours.

12. SO4 12.1. Our **educational gains** are articulated across three phases, corresponding to levels of study. Our gains are accumulative and developmental, tailored to levels of learning. While these remain constant throughout the student journey, outcomes are nuanced to levels. Systematic engagement with our diverse student body, who have multiple commitments and varying needs, has reinforced the importance of tailoring at each level (Figure 5).

12.2. Our educational gains are **aligned to our student priorities**, ranked by level of importance as reported consistently by students over three years during the pre-arrival/transition phase:

- Academic: progress/development/ability – lifelong learning
- Belonging: making friends/community – community mindset
- Employability: finding part-time work/career – employability and entrepreneurial
- Pastoral: support for personal issues – community mindset
- Wellbeing: mental and physical health – health and wellbeing

Our strategic priorities interconnect with those of our students to inform our selection of the four educational gains. The associated outcomes for students are to:

Phase 1: Successful transition into HE - L3/4	Phase 2: Maximising engagement and attainment - L4, through L5 and to L6	Phase 3: Maximising success and progression beyond HE - L6 and beyond
Lifelong learning: Developing our students' autonomy, curiosity and commitment to learning; in global and technologically complex environments throughout each transition of their lives.		
A. understand what is expected of them to be successful in HE-level study B. are curious in their approach to learning C. develop digital capability and technological understanding D. exercise autonomy and choice over learning	A. correlate higher levels of engagement with success B. exercise curiosity the application of their knowledge C. exercise digital capability and technological understanding D. work autonomously in aspects of their learning	A. achieve degree outcomes that facilitate progression to graduate employment or further study B. have the curiosity to translate their knowledge into action C. have digital capability and technological understanding D. are autonomous, lifelong and life-wide learners

²⁰ Social Mobility Foundation Index (2019): <https://www.socialmobility.org.uk/2019/10/top-75-uk-employers-for-social-mobility-revealed/>

Community mindset: Nurturing our students' sense of belonging and competence to learn within their discipline, professional and global communities.		
A. adopt community principles and feel a sense of belonging to the global Middlesex community B. draw upon their Middlesex global contacts and networks to support learning and development C. take opportunities to work in collaboration	A. demonstrate community principles, reflecting empathy and inclusion towards their peers B. expand networks within and beyond the Middlesex global community C. seek opportunities to collaborate	A. sustain connections across the global Middlesex community B. maintain networks within the Middlesex global community beyond graduation C. reap the rewards of collaborative learning
Employability and entrepreneurial mindset: Facilitating students' self-leadership of their aspirations, competencies and future career prospects.		
A. widen their employability perspectives B. shape high aspirations for future employment C. recognise the competencies and experience required for graduate employment	A. widen professional, business or industry connections and networks B. exercise self-leadership in shaping their future career prospects C. hone competencies and experience required for graduate employment	A. draw on professional business or industry networks and connections B. lead the direction of their future career C. compete effectively in the graduate employment marketplace
Health and wellbeing: Supporting students' attention to their mental, physical, spiritual and emotional health; maintaining self-confidence and resilience.		
A. develop self-confidence to lead their learning B. understand the importance of resilience and adaptability in achieving aspirations C. recognise the importance of good health and wellbeing	A. lead their learning with self-confidence B. exercise resilience and adaptability in achieving aspirations C. take action to achieve good health and wellbeing	A. articulate their learning with self-confidence B. are resilient and adaptable in achieving aspirations C. prioritise their health and wellbeing

Figure 4: Outcomes associated with our four educational gains

Relevancy to our students 12.3. Lifelong learning: Our students transition into HE from a variety of learning backgrounds, (including BTEC, A level, international qualifications or equivalent experience). Some enter with low tariff points (ranging between 96-108) albeit varying between campuses. Our tariffs may be lowered through Clearing for some programmes to further widen participation in HE. We know that our students will require a good degree to compete effectively in the graduate marketplace. We recognise that the professional, business and industry contexts are evolving, becoming more global and technologically advanced so, to remain competitive, learning is continual and lifelong. We develop our students' autonomy, curiosity and a commitment to learning to equip them with the competencies and attitudes to learning that sustain them throughout life.

12.4. Community mindset: Our student and staff community is diverse, offering a plethora of differing experiences and global perspectives. Fostering an early sense of belonging necessitates making connections and building relationships from students' first interaction with us, so they benefit from and contribute to the rich learning environment our community affords. New students deem it important to make connections within the University, the Students' Union and integration into their programme community²¹. Although they already have social and familial networks, students need to expand these to

²¹Academic Programme Induction Framework and Transition Data (2019-2022):

https://www.mdax.ac.uk/_data/assets/word_doc/0036/677961/Academic-Programme-Induction-Framework-and-transition-data.docx

discipline, professional and global communities. A high proportion of students have additional responsibilities or commute and require support if community cohesion is to develop. 62% of our students are first in their family to go to university and will benefit from maintaining University contacts beyond graduation [c.f. 12.2].

12.5. Employability and entrepreneurial mindset: Students join Middlesex having already developed their employability and entrepreneurial mindset to some extent. An average of 65% said 'becoming qualified in their chosen profession' was what they were most looking forward to, with 33% citing developing employability skills²². However, they indicate they need clarity about pathways available to them with their degree. Our research shows students select Middlesex to improve social mobility (66% of apprentices are from non-HE and non-professional backgrounds; 62% first in family and may not have access to employer contacts within friends and family networks). Employers tell us they want students to be confident in the workplace and articulate their distinctiveness. We therefore position student leadership as fundamental to shaping their individual aspirations, competencies and career prospects.

12.6. Health and wellbeing: Students thrive in environments where mental and physical health are prioritised, and wellbeing and safeguarding build a basis for lifelong resilience. Many students require emotional and mental wellbeing support; our pre-arrival survey shows confidence about their ability to study/learn and with academic writing amongst their highest concerns. Our monthly quick poll shows that on average 41% of students at level 3/4 and 53% at level 6 rate their mental health as poor, with 9% rating it as excellent. Counselling and Mental Health service feedback in 2020/21 showed that personal circumstances affected 87% of students' academic performance and 62.5% felt like giving up their studies.

13. SO5 13.1. Our approach to achieving our educational gains is summarised in Figure 6. Our four gains are interconnected, holistic and accumulative, contributing to our vision of transforming outcomes for individuals and empowering them to change their lives. We recognise learning as lifelong, life wide and purposeful in enabling transition into highly skilled employment. Learning is best achieved within communities, in collaboration and by drawing on diverse life experiences. Facilitated practice-led learning, including engagement with employers, supports progression to employment. Progression is facilitated through good grades on completion and students' self-confidence in articulating their competencies to prospective employers. Completion requires continual commitment to engaging and learning, within a global community. Given successful learning and progress require attention to health and wellbeing, these are interwoven throughout the student lifecycle.

13.2. Informed by our Student Journeys Transformation Programme and the challenges of studying at different levels, we take a holistic approach, tailoring relevant, targeted and personalised support and interventions for our students by encompassing:

- Understanding our students' needs ahead of time (predictive capability)
- Working with our students as co-leaders in the learning process (collaborative capability)
- Embedding approaches within the curriculum, making connections to prior and future learning (integrative capability)
- Continually evaluating the evolving needs of our students (monitoring and tracking capability).

13.3. We have strengthened our approach of drawing on the student voice to **predict and anticipate** students' needs. A strategic focus on pre-arrival has given us a detailed understanding of our students who are preparing to transition to HE. By strengthening our predictive capability, we can better interrogate students' expectations and priorities. We tailor and target our communications and better

²² Academic Programme Induction Framework and Transition Data (2019-2022):

https://www.mdx.ac.uk/data/assets/word_doc/0036/677961/Academic-Programme-Induction-Framework-and-transition-data.docx

prepare interventions across all four gains. This also provides a benchmark from which to better evaluate achievement of outcomes and gains. We are extending this approach to key transition points at all levels to better support transitions between levels or to work placements.

13.4. Using a **data-led approach** has enabled us to target accelerated support for those at risk of non-continuation or non-engagement, including those entering via Clearing, late arrivals and late enrollers. As our international students are less likely to ask for help, we have deployed dedicated liaison officers to help students from particular countries. We use student analytic data to inform our approach to wellbeing; reducing the stress around preparing for and taking assessments resulted in fewer deferrals, decreasing significantly between 2018 and 2022 from 2,823 to 1,853.

13.5. In our Strategy 2031²³, we strengthened our commitment to **co-leadership**. We position leadership as applicable to all our students as a graduate competency. Since 2021/22, all enhancement activity mandates student co-leadership. This has enabled work to be more authentic and relevant to the students or groups targeted. Peer-to-peer support is integral; this includes our SLA scheme (CATE award-winning c.f. 6.7) and student ambassador scheme, which are effective because peers provide an enhanced level of empathy and understanding through shared experiences and concerns. We employ students in various roles [c.f. 11.9] to further develop their leadership competence, e.g., student ambassadors, co-leadership positions and internships.

13.6. Our integrative capability is fundamental to our approach. We timetable interventions to best support our students, many of whom juggle study/work/home and commuting. Our initiatives are designed to help students make connections between their prior learning, work-based and ongoing learning as well as between their academic and pastoral support, as relevant to key stages of their journey. Our timetabled approaches include:

- In 2017/18, we launched our Academic Programme Induction Framework to set consistent standards for transition across all programmes. Induction spans pre-entry to week 5 providing specific interventions to help students prepare for HE and integrate into our global community. This was strengthened in 2020 with the introduction of the Ready for Anything, Student Transition to Higher Education Programme, to help students learn in a blended, technology-enhanced environment.
- Our pedagogical approach promotes collaborative, life-wide learning, with an experiential and practice-based focus, working with peers, programmes, campuses and professional/business communities.
- Our Academic Advising policy [c.f. 10.12] has been strengthened to be data informed, structured, timetabled, within groups and tailored to levels. At level 4, half of the sessions have a learning focus, aligned to the calendar year, and assessment cycles (reducing by level 6); 20% in level 3/4 cover employability, rising to 40% in level 6 and 30% on community at level 3/4, with health and wellbeing underpinning all sessions; and 10% are student-led, open sessions where the group defines the agenda.
- We explicitly timetable employability from level 4, increasing emphasis into level 6 and in non-designated programmes. Sessions are aligned to competencies and practice-based education. Access to relevant employer or national industry-based competitions and work-based learning are integrated. Since 2021/22, students can accumulate and have verified additional learning credits through micro-credentials. We revised our graduate competencies to help students hone, recognise and articulate employability skills.
- From 2020, we introduced our Principles of Blended Learning to increase flexibility for students to manage how they learn and their work-life balance.

²³ Middlesex University Strategy 'Knowledge into Action 2031' (2022) Available at: <https://www.mdx.ac.uk/about-us/our-strategy-to-2031>

- We co-developed a wellbeing model, to be implemented during 2022/23, to create a culture conducive to good student wellbeing. It builds wellbeing into each student touchpoint, taking into consideration cultural diversity.
- We are reforming our Learning Framework as a community to enhance inclusivity, flexibility, agility and innovation within our regulatory framework.

13.7. Our monitoring and tracking capability has been enhanced through investment in *StREAM learner analytics* to better understand students' learning behaviours, from which we further tailor and target support. Learner analytics are combined with achievement and progression data and other 'at risk' identifiers, to segment students at risk of becoming disengaged or failing modules. This prompts additional communication, through student callers and/or academic advising interventions so students are supported, e.g., through resits or during the summer. Conversely, the data helps to segment students who are highly engaged and where interventions help them maintain engagement and bolster their achievement. We utilised the Quick Poll feature of our mobile app monthly from 2020 onwards with a focus on mental health, and issue targeted communications based on responses. We target standalone support to those who must work while studying (64% of students; 3-year average from 2020-2022 according to our pre-arrival survey), identifying and enhancing their transferrable skills from this employment.



Figure 5: Our Theory of Change for Evaluation and Enhancement

14. SO6 14.1. Our overall strategy for achieving and evaluating our gains are intertwined, providing an evidence-informed culture of practice. We have established sequential measures and associated lead indicators that are predictive of student need throughout the student journey. This enables us to monitor and track performance and target personalised support more effectively, mitigating any differential impacts on our students. Repeating and linking items associated with our educational gains enables us to track students' progress from one level to the next and respond to expectations and needs at different stages of the student lifecycle. Our evaluative approach is sustainable and can flex in line with future priorities, requiring us to adapt the content of our tools rather than change our methodology.

14.2. We use a variety of lead and performance indicators to demonstrate achievement of learning gain (Figure 7). These cover a range of cognitive, affective and behavioural measures. Across all indicators, we track and monitor by campus, discipline, programme, year, level, cohort and student demographics. Lead indicators help us predict and anticipate our students' needs, so we can target and support them more effectively to achieve performance indicators. Our measures are designed to provide benchmarking data from which we can measure changes over time across our diverse student body.

	Lead indicators	Performance indicators
Lifelong learning	<ul style="list-style-type: none"> • Entry qualification and tariff points • In-year grades (component outcomes) • Take-up of enrichment opportunities • StREAM/Kortext (engagement and/or attendance) • Students' self-perception (motivation; confidence; satisfaction; engagement with learning) • Students' knowledge of and engagement in academic support services Future intent: <ul style="list-style-type: none"> • Autonomous learning • Digital capability 	<ul style="list-style-type: none"> • Modular attainment rates (first-sit pass rates) • Progression between levels • Continuation • Completion (degree outcomes)
Community mindset	<ul style="list-style-type: none"> • Student engagement and perceptions of peer support (SVL, SLA, ambassadors, student callers) • Student engagement (governance systems; social media networks) • Students' knowledge of and engagement in co-curricular activity and support services • Students' self-perception (friendships; belonging; being heard; collaboration opportunities) • StREAM (engagement and/or attendance) • Numbers enrolling/re-enrolling Future intent: Scale of networks	<ul style="list-style-type: none"> • Contributing to attainment, continuation, completion and progression
Employability & entrepreneurial mindset	<ul style="list-style-type: none"> • Student engagement (work-related activity curriculum driven; usage of services; attendance at employability fairs) • Students' self-perceptions (career aspirations; motivation; competence; opportunities; usefulness; satisfaction) • Students' knowledge of services • Employer perceptions (satisfaction; quality; competence) • Employer engagement (fairs; validation; curricular activity; guest lectures; competitions) Future intent: Correlation between employer engagement and graduate employment	<ul style="list-style-type: none"> • Progression to managerial or professional employment • Progression to further study
Health and wellbeing	<ul style="list-style-type: none"> • Students' self-perception (confidence; quality of mental health) • Number of deferrals of assessment; referrals for wellbeing support • Reported personal issues impacting enrolment, study and engagement (student callers; academic advising) Future intent: <ul style="list-style-type: none"> • Social prescribing (increase in uptake of fitness approaches) • Engagement with wellbeing tools 	<ul style="list-style-type: none"> • Contributing to attainment, continuation, completion and progressions, student satisfaction

Figure 6 Overview of lead and performance indicators across educational gains

Future developments 14.3. Our comprehensive evaluation approach for our educational gains is being fully embedded across our provision. Against our outcomes, we have noted gaps in relation to digital capability, autonomous learning and networks brokered through professional, industry and business connections. Our approach includes building these into our existing measures. We recognise our employability measures rely on graduate outcomes and are in the process of implementing an employability survey for level 5 along with a graduate survey, three to six months post-graduation. These will support our predictive capability and targeted approaches associated with employability.

14.4. We are strengthening our use of learner analytics, triangulating it with student data e.g., date of enrolment, entry qualifications, demographics, to further tailor and target interventions for particular students or groups. Our analytics will be expanded across all campuses and programmes from 2025, including apprenticeships. Our expansion plans include the use of programme data sources, tailored to

disciplines and types of programmes, as well as component grades, enabling us to directly correlate engagement and attainment.

14.5. We are building upon our co-leadership with students yet further by monitoring and evaluating (progress, engagement, satisfaction, or attainment) as a collaborative, co-led process. Our learner analytic data will be made transparent to students, to further facilitate shared decision making over the learning process and joint accountability for their outcomes.

14.6. From 2022/23, we require all new initiatives or programmes to incorporate an evaluation plan, covering performance measures and lead indicators, aligned to objectives. This ensures that a core set of measures are integrated as standard.

14.7. We are integrating our data sources, triangulating one source with another to enhance our predictive and tracking capability, as well as using one data set to inform another and drive action as a learning organisation.

15. Concluding statement 15.1. We are extremely proud of the performance of our global community which demonstrates strong improvements in areas related to our strategic priorities, and sector-beating outcomes for under-represented groups. Our clear commitment to inclusivity is based on a deep understanding of our diverse student body and is reflected in our flexible, personalised, targeted and tailored approach, providing equity of opportunities in learning and employability. Our four educational gains are accumulative and developmental, enabled by community and wellbeing. They are interconnected and holistic, recognising learning as lifelong and life wide from the outset, and are purposeful to enable transition into highly skilled employment. Co-leadership lies at the heart of our approach, partnering with our students to shape their education, future lives and careers. We believe our approach to co-leading and co-creating is an exemplar in the sector and our extensive and evolving support systems help our students maximise their engagement and potential. As a learning organisation, we continuously learn from and with each other including from best practice, globally. We have an unwavering commitment to uphold and embed the highest standards across all our programmes. We are proud of our silver award and are ambitious to continue our journey to evolve and continually improve our excellent teaching approach and learning environment, providing an outstanding student experience and realising positive outcomes for all our graduates.