Middlesex University

1. Submission Approach

As President of Middlesex University Students' Union, I am proud to lead on the student submission for the Teaching Excellence Framework (TEF) 2023. I recognise the important role of the TEF in evaluating the quality of teaching and learning, the student experience and student outcomes. I am proud of the silver award that the University currently holds for TEF and their ambition to continue their journey to evolve and continually improve their excellent teaching approach and learning environment, providing an outstanding student experience and realising positive outcomes for all Middlesex University graduates. I hope that by providing a student submission we can add depth and context to Middlesex University's TEF submission 2023.

Middlesex University has a student body of approximately 20,000, of which 15,000 are in London, with 122 nationalities represented. We have campuses in London, Mauritius and Dubai, as well as students studying across the globe at our partner institutions. As such, we wanted our approach to the TEF submission to reflect the diversity of the student body. We created a taskforce involving at least one student representative from each campus, as well as a student to represent apprenticeships. We are proud of Middlesex University's role in providing apprenticeships and wanted to ensure apprentices' voices were heard. We have provided a video to introduce each student involved in this submission.

Student introduction video transcript
Sagar [0.00]: *Hi everyone, my name is Sagar Joshi and I am the President of Middlesex University Students' Union and the lead of the TEF student submission. I would like you to meet other students who are involved in the submission.*
Robyn [0.15]: *Hi, I am Robyn Capio, studying Psychology with Human Resource Management at Middlesex University Dubai. As TEF happens only every four years, I wanted to take this opportunity to contribute to the student submission and provide evidence in how Middlesex University has helped.*
Mariam [0.33]: *Hi everyone, my name is Mariam Khadeeja and I study Psychology and Counselling Skills at Middlesex University Dubai. Why do I want to be a part of the TEF framework? Well, three things: I am passionate about teaching, I am passionate about learning, and I am passionate about the student voice. I think it's absolutely essential students feel like they've been included, listened to and that their opinions and suggestions are taken into consideration. After all, what is a university, if not for their students?*
Rufaro [0.56]: *Hi, my name is Rufaro, a third-year Psychology with Counselling Skills at Middlesex University Mauritius. I took part in the TEF submission because I wanted to showcase how our University works hand in hand with students to bring about change and share the voice of students at the Mauritius campus.*
Anwar [1.15]: *Hello, my name is Anwar, and I am a mature student on the Coaching Professional Apprenticeship at Middlesex University. I wanted to take this opportunity to say what a wonderful experience it has been to be an apprentice at the University and to particularly say thank you to the tutors who have offered nothing but support and compassion throughout the programme. I also want to say a particular thanks to the Students' Union, the President and the other voice leaders for allowing me to be involved on behalf of other apprentices on this student submission.*
Sagar [1.42]: *Thank you all for taking the time to read our submission. We hope you enjoy reading it as much as we enjoyed creating it.*

We are grateful for the University's support with this submission. A staff member has supported us by sharing data and minutes from relevant meetings. We are pleased to confirm that our approach and the submission's content has been independent of the University and delivered by the students in the taskforce.

We recognise how important it is to consider the views of the wider student community and represent their opinions and feedback. As such, our approach to this submission has been to gather evidence directly from as large a group of students as feasible. The taskforce also decided to look through existing projects and initiatives to shape our submission – such as our research

into the Black student experience; our survey of the student experience during the Covid-19 pandemic; and student feedback and data from Programme Voice Groups and the National Student Survey. We have also incorporated quotes from students throughout, to emphasise the impact of the themes and projects covered.

Through discussion, the taskforce identified two overarching themes we wanted to focus on throughout the submission: **students as co-leaders** and **students as co-creators.** These themes are reflected in both the Students' Union's and Middlesex University's strategies and encapsulate two of the main ways in which the University supports and empowers students to succeed.

The taskforce felt it was important to understand which aspects of Middlesex University are most important to our students. So, we carried out a research exercise. We launched an in-person and online 'Speak Week' during November 2022, where we asked students to answer two questions anonymously: 'If you were in charge of the University, what is one thing you would keep and what is one thing you would change?'. We received 159 responses, which provided a snapshot of students' priorities to help us tailor the themes of this submission. These included: academic experience, employability skills, career opportunities and student support services.

2. Student Experience

Over the past five years, Middlesex University has focused on enhancing the student experience. This has involved ensuring there are multiple channels for students to provide feedback – and that feedback is collated and acted on. Students have been provided with opportunities to be involved in decision making throughout the University. Initiatives are underpinned with an ethos of co-leadership and co-creation, empowering students to have a leading role in agreeing priorities and implementing plans.

Strategy development: involving the student voice
The University's commitment to including students in strategic and operational decision making is embedded throughout its structures, at all levels, including the most senior – the governing body. The Board of Governors play a key part in driving forward the University's future development, focusing on staff development, student learning and the University's growth. Two student representatives sit on this board.

Another example of ensuring student voices are heard at the most senior level is student involvement in deciding **Partnership Priorities**. These are agreed each year between the University Executive Team and the Students' Union elected officers. This ensures there is a shared understanding of key pieces of work and that these are taken forward jointly. In November 2021, the following was shared at the Student Experience Committee meeting: '*The Priority Themes are: 1) Delivering on co-leadership in practice, 2) Improving international students' journeys and experiences, 3) Supporting the future employment of students, 4) Enhancing University mental health support services and 5) Delivering on reducing attainment gaps and inclusivity.*' We have included details of progress made in each priority in this submission.

Further evidence of a deep interest from senior leadership in understanding and learning from our students is their participation in an exciting reverse mentoring scheme. This involves a 'professional friendship' between a student and senior staff member to exchange skills, knowledge and understanding. It focuses on a student's experience related to their identity and any barriers or challenges they face. Students with a range of protected characteristics became mentors.

This helped senior leaders to understand student experiences thorough the lens of race, faith, sexual orientation, disability and gender.

Middlesex University

Partnership working: The Student Experience Committee
One of the strongest examples of how the University recognises students as co-leaders and co-creators of their experience, and works in partnership with them, is the Student Experience Committee (SEC), one of the senior level committees reporting to the Academic Board. The committee was created in 2020 to facilitate an excellent experience for all students by transforming the way the University provides support. **The Students' Union President co-chairs the SEC** with a University senior manager, currently the Director of Library and Student Support. The SEC comprises 25 senior staff from across faculties, professional services from all campuses, and the Students' Union. The SEC's terms of reference include a commitment to work 'in partnership with the Students' Union and student body to incorporate and promote a co-leadership approach and model'.

In partnership with the Students' Union, **the University offers an effective range of ways students can make their voices heard**. Examples include: pulse surveys and quick polls; an academic programme satisfaction survey; a higher and apprenticeship learner survey; and Faculty forums. Summary reports with key feedback themes are then discussed by the SEC, which agrees shared priorities. The University regularly reviews student feedback mechanisms, aiming to improve opportunities for students to engage and ways for the University to respond. Many important pieces of work have arisen from student suggestions and been shaped by students at the SEC meetings. Some examples are:
- The anonymous marking policy, proposed by the Student's Union to reassure students about the fairness of the marking system. It was approved by the SEC and agreed as one of the Partnership Priorities with the University in 2019. Student feedback has been positive and the gap between our score for the National Student Survey question "Marking and assessment have been fair" and the sector benchmark has reduced.
- With support from the University, the Students' Union worked on a research report that considered the experience of Black students at Middlesex University. The SEC discussed the report and joint actions were agreed and taken forward (there is more about this on page 4).

Student representatives: listening to all student voices
In 2021-22 there were 85 student positions on University committees – an increase from 22 in 2018-19. Examples include: student membership of faculty and senior university committees, such as the Academic Board; Learning and Teaching Committee; and Assurance Committee. Students also have the opportunity to join programme validation and review panels, making an important contribution to decision making about the development of the academic programme. Participation increased from 19 students across 23 panels in 2018-19, to 25 across 29 panels in 2021-22.

Student Voice Leaders (SVLs) are course representatives who collaborate with University staff to improve the student experience. They are trained to represent the voices of students within their cohort – training which helps build essential workplace skills such as confidence and communication. Middlesex University has SVLs at each of the Hendon, Dubai and Mauritius campuses. They work flexibly but within a standard and consistent framework. Here are some examples of how they impact the student experience at each campus.

Hendon: At the start of each academic year, students elect at least one SVL to represent their course year group Throughout the year, students can suggest ideas and give feedback to their SVL about their module, programme or wider university experience. These are discussed at twice-yearly Programme Voice Groups (PVGs). Coaching from university staff helps SVLs develop their confidence and prepare for meetings. PVGs outcomes are reported to the Learning and Teaching Committee and Student Experience Committee to ensure they are actioned at a senior level.

SVLs help to make students' time at Middlesex the best it can be. The scheme is regularly reviewed and recent improvements include enabling SVLs to stay in post for more than one year; an SVL code of conduct; and guidance on collating feedback. These improvements led to a 50% increase in the number of SVLs attending the groups in 2020 compared to 2019, and a greater diversity of student voices at meetings. The pivot to online meetings during the pandemic has been

reviewed and is now standard practice, as students appreciate the flexibility it provides. There were 652 SVLs in 2020-21 – an increase from 568 in 2018-19.

Feedback from PVGs has been pivotal for projects such as **the University's 'Your Impact' campaign**, **which communicates via a dedicated webpage and social media posts how student feedback is acted on**. Recent examples include: changes to student timetables so they can see their lectures and seminars for the full academic year, rather than just one term at a time; and a discounted guarantor scheme for students applying for private accommodation.

Dubai and Mauritius: At the Dubai and Mauritius campuses there are different mechanisms for academic and non-academic feedback. SVLs gather feedback from their peers on their respective academic programmes. This is relayed to the Programme Head and faculty at PVGs. As well as issues and challenges, this is a chance for faculty to hear about positive aspects of teaching and learning that students find helpful. The feedback is also shared with specialist staff on the academic support teams. During the pandemic, online forums ensured that international students who could not travel could still contribute their views.

The Mauritius campus has 37 SVLs. In Dubai, in 2021-22 there were 243 SVLs, a 23% increase since 2018-19. There were 47 PVGs in 2021-22, a 31% increase since 2018-19. They collected 112 pieces of positive feedback in 2021-22, a 78% increase since 2018-19, and 167 pieces of feedback for areas for improvement, a 33% decrease since 2018-19.

Campus Forums are an opportunity for students to give opinions on non-academic University services and facilities. They are held once a term and staff from every department join the forums to listen to student feedback. In Mauritius, an example of a successful initiative arising from a Campus Forum suggestion and discussion is the cultural festival, Cultival, which first took place in 2021. The aim was to promote inclusivity by bringing together diverse groups of students and student societies on campus. Cultival has now become part of the annual campus calendar.

Another example of students as partners in the University experience is joint journal publishing. Since 2018, at the Dubai campus there have been 66 research papers co-published by students and faculty staff. Students also partner with other students to publish research articles. **These experiences greatly improve students' research skills and employability.**

Apprentices: Middlesex University apprentices have various mechanisms for having their voices heard and feedback responded to. For example, the University leads a Police Education Consortium which co-creates and co-delivers the Police Constable Degree Apprenticeship (PCDA) with our Surrey, Sussex and Hampshire Police Force partners. The Consortium received feedback from the Student Police Officers regarding the intensity of the PCDA programme in the early stages. In response, they amended the assessment requirement, integrating operational competence assessments with programme modules. This student-led change had a very positive impact on the student experience on this intensive yet high performing programme – 84% of PCDA graduates have first-class and 2:1 degrees.

Student Police Officers also select and develop an evidenced-based research project to enhance professional policing practice. This is an opportunity for students to co-create the curriculum for the final stage of their programme as they demonstrate their professional competence.

Researching and improving the Black student experience

At the Students' Union, we are aware there is a need to highlight and prioritise the experience of Black students in higher education. Middlesex is one of the most diverse universities in the UK with approximately 4,500 Black students enrolled (2020-2021). Working in partnership with the University, the Students' Union has continued to ensure that Middlesex looks beyond decolonising reading lists and seeks solutions that are innovative and imaginative, and which holistically support Black students. The Students' Union received funding from the University for two part-time research roles to support its **research into the student journey and experiences of Black students at Middlesex**. The research concluded in May 2021, after seven months of engaging with the Black student community through surveys and focus groups.

Findings and recommendations were presented at the Universities UK conference, and the annual learning and teaching conference at Middlesex University. These opportunities allowed the Black student experience to stay at the forefront of sector conversation.

Over summer 2021, the Students' Union and University coordinated next steps for implementing recommendations into an action plan. This includes a strategy to eliminate the Black attainment gap by 2025. The gap in the likelihood of attaining a first-class degree between Black and white students has already decreased from 2.3 times to 1.3 times. The Students' Union will continue to work with the University to move forward with this crucial topic.

Welcoming students to Middlesex University

A successful university induction can often be the start of a positive student experience. The induction is a chance for students to meet their peers and lecturers for the first time, learn about the resources they can benefit from, and start to develop a sense of community and belonging. The Academic Programme Induction Framework, known as 'Welcome', was devised by the University and Students' Union as a way of connecting new students to their course, their peers and the University in general. It involves students, faculties and professional services working collaboratively to improve engagement and retention.

The 'Ready for Anything' programme, introduced in 2020, builds on the Welcome framework, **recognising that many students need additional support in their transition to studying at university**. This is particularly important at Middlesex University as we have a high number of international and first-generation students. The programme includes Getting Ahead one-day events, with guest motivational speakers, workshops, games and pre-arrival communications. Data and feedback indicate the initiative has been successful. In 2021-22:

- Those who attended a Ready for Anything event were 98% more likely to go on to enrol, compared to 92% for students who didn't attend.
- 94% of students said that they were satisfied with their Welcome experience. Qualitative feedback from Welcome Survey 2021 included: *"I feel very welcomed in the University. I am looking forward to doing my best and I know what is expected of me. I also look forward to joining a society to maintain a study and social activity balance."*

There are high levels of engagement with communications and resources:

- 94% of students agreed or strongly agreed that they received clear communications on when and where to arrive. Communications to students had an open rate of 93.99% and a click through rate of 65.32% in 2021-22 (up from 40.7% in 2019-20).

The impact of Covid-19: new ways of supporting students

We believe it's important to reflect on the impact of Covid-19 on the student experience. Not only did the pandemic introduce new issues with a negative impact on students, it also disrupted access to the support they had become familiar with. The University worked closely with students to address this. It encouraged continuous feedback to help adapt and improve services and support.

A weekly operational meeting took place, which included the Students' Union elected officers and University staff, to discuss student feedback. The meeting was used to develop swift responses to emerging issues related to teaching and learning and students' experiences. Resulting support for students included: **additional emergency financial support; 1,000 additional laptops for long-term loan; and a 'no detriment' policy** to address worries about completing coursework on time.

Recognising that many students studying remotely were feeling isolated, and the impact of this on their wellbeing and studies, the University launched the Student Callers scheme in summer 2020. Potentially isolated **students received a friendly phone call from another student or recent graduate**, who could signpost them to advice and support from the University if they needed it. This peer-to-peer intervention is another example of the University's commitment to supporting students in partnership with its student community. The scheme proved so successful, it was

adapted and continued post-pandemic. Feedback gathered by callers and through a student survey showed:

- 4,230 students were called during the first year of the scheme. 89% of all survey participants confirmed that because of their interaction with a Student Caller they took at least one action or next step to help themselves in their studies.
- Students who received multiple phone calls were statistically more likely to progress into the next year of study.

Celebrating excellence: Student Led Teaching Awards
The Students' Union regularly receives feedback praising the quality of the University's teaching. The Student Led Teaching Awards were created to champion the partnership between staff and students, and celebrate the staff who have made a positive impact on the student experience. In 2022, the Students' Union received 350 nominations over 14 categories. Staff were invited to an awards ceremony at the Hendon Campus. The awards help improve relationships between students and staff and allow students the chance to reflect on the difference committed staff make to their university experience. We believe the impact of this cannot be overestimated.

A nomination in the Innovative Teaching Award category stated: *"I've never had a teacher like this and I'm so glad I picked her course. She delivers the course material in a unique way, and her personality shines through each lesson and makes it easier for us to engage with her and the material. She also always relates what we're learning to real-world applications which is very beneficial and can help us in our future careers. She makes learning so fun and makes students want to engage with the readings, and lectures. She doesn't just support students academically, she is always there for her students and is super understanding."*

Student support: a coherent, comprehensive and collaborative approach
Library services: The Sheppard Library on the Hendon campus offers a range of flexible and adaptable services and is the focal point for in-person student support. It is **open 24/7 during the academic year**, giving students the freedom to study when they want. A team of 'Library Roamers' support students throughout the library, as well as subject librarians who provide advice and guidance about using library resources. Students' Union elected officers meet regularly with library managers to address issues and discuss suggestions for improvements, which they work on jointly. An example of an improvement made following student feedback was an online order form for students to complete if a book they wanted was not available.

The library team manages the University's free electronic textbook scheme, Kortext. Thanks to a £2 million per year investment by the University, **every student is given a personal copy of the core book for each module they study**. It means students always have access to the books they need. Kortext was especially appreciated during the pandemic when access to physical resources was not possible. Comments from students include: "I love Kortext. It means not spending crazy money on books" and "It makes such a difference having essential reading online".

Enquiry services: The library service manages a wide range of student support, including academic writing, financial advice, wellbeing support, and an enquiry service. **UniHelp is the first port of call for all student enquiries in-person or online**. Advisors either resolve enquiries immediately or refer students to the appropriate specialist, workshops or drop-ins. Having just one place to go makes it much easier for students to ask for support. On average, 60% of 100,000 annual queries are addressed immediately, meaning students received support at the point of contacting the service. The remainder are referred to one of 70 expert teams covering all aspects of the student experience, from sports and healthy activities to IT support and assessment advice.

The University consistently looks for ways to improve UniHelp. Recent examples include setting up automated responses to common queries, such as password resets. This has reduced queues and waiting times and freed up staff to use their expertise to help students with more complex queries. **During 2022, the Students' Union and UniHelp started working more closely together to share knowledge and understanding.** The UniHelp team created a referral form so that students

can be referred directly to the Students' Union Advice Service as previously students would have to self-refer. A Students' Union staff member is available at the UniHelp space twice a week. We believe the closer working between the two teams has led to improved support for students.

Wellbeing support: Student wellbeing remains a key priority for the Student's Union and all students. The 'Impact of Covid-19 survey' by the Students' Union found that over 50% of our students experience stress most days or every day post pandemic, compared with 30% before the pandemic. We are pleased that the University takes student wellbeing seriously and that this is reflected in the University Strategy under the theme 'Equity and improvements in health and wellbeing'**.** Through consultation and co-creation with students, the University has committed to a whole organisational approach to support and wellbeing. It responds to students' needs in all aspects of the university experience. Outcomes include:

- In partnership with students and the NHS, the University created **a self-service online navigation tool to help students identify and access internal and external support.** The aim is to help them with a wide range of issues that may impact on wellbeing and their capacity to engage with learning, teaching, personal development and social activities at university.
- Quick access mental and emotional wellbeing consultations are available for students to book. Importantly, consultations can be online, giving support options to students who commute long distances and have other responsibilities, such as work and dependents.

By involving students in developing wellbeing services, the University has gone on to offer a wider range of more flexible services, which are informed by awareness of different cultural attitudes to wellbeing and mental health. **Students have increased awareness of wellbeing services on offer**, as well as clarity around issues such as confidentiality. These has helped achieve the following results:

- An increase in student engagement with counselling and mental health services – 1,282 students were seen in 2021-22 (increased from 442 in 2016-17).
- A huge reduction in the time between students being initially assessed and receiving treatment – down from over 130 days in 2018-19 to 2.5 days in 2020-21.

Collaborative communications: keeping students connected

Since 2018, the University and Students' Union have partnered on a joint communication, presented by the Vice Chancellor and Student's Union President, to support students over the winter break. Originally a hard copy leaflet, it was given to students on campus and offered details of learning support services available over the holidays. Aware that not all students celebrated Christmas or went 'home' for the winter break, the communication's remit was widened to include things to do to combat feelings of isolation and loneliness. Following Covid-19, the communication became an online guide. Students have welcomed this approach and visits to the webpage increased from 395 in December 2021 to 3,040 in December 2022.

3. Outcomes

Middlesex University has a proud tradition of widening participation, giving opportunities to students who otherwise would not have the chance to study for a degree or learn skills to help in their future careers. This ethos is embedded in the Students' Union Strategy, which states: '*Middlesex University is built on a foundation of excellence in practice orientated education where knowledge is combined with action. **We want every student at our University to take the knowledge they are gaining through study and combine it with their values and lived experiences to shape the world around them**.'*

We recognise that many of the aspects discussed in the Student Experience section of this submission also support our students getting positive outcomes – such as excellent wellbeing support and providing a smooth transition to university. We have included some additional examples below.

Middlesex University

Emerging coaching culture and the impact of apprentice students on their organisations

Coaching is intrinsic to the University's aim of developing a collaborative community – with coaching relationships between both staff and students and between staff at all levels. It plays a key part in the University's Strategy and how it will be put into action. Under People and Culture, it states: *'Being a learning organisation, passionate about self-development and the development of others, enacted through a coaching approach'.*

The University has developed a series of **Coaching apprenticeships**, which they provide on behalf of many organisations including the NHS. Great Ormond Street Children's Hospital and Milton Keynes Hospital are perfect examples of where an organisation has been highly committed to supporting their staff with a coaching approach and Middlesex apprentice students are making this impact possible.

The University has reached out to academic and professional staff from minority backgrounds to help increase the diversity of the pool of coaches available to help create this coaching culture. Students on Coaching apprenticeships come from wide and varied backgrounds and range from lawyers to frontline trauma nursing staff for children's hospitals.

Part of the Coaching apprenticeship requires students to practice between 50 to 100 coaching hours as part of their professional accreditation. This practice is happening within their own teams and improving the workplaces they're working and learning in. It counts as Continued Professional Development and they gain professional accreditation with the European Mentoring and Coaching Council. It also enhances their future employability.

Social mobility has always been part of Middlesex University's DNA. A recent report, *Move on Up*, showed 66% of more than 1,000 Middlesex apprentice students surveyed came from a non-professional background where both parents did not have degree level qualifications. **Through our apprenticeships, and particularly the coaching and leadership aspects, a wide and diverse group of students are making an impact where they work.**

Staff are also taking the opportunity to study for apprenticeships while working at the University. This helps them develop their skills but it also gives them greater understanding of what it is like to be students.

Employment opportunities: work while you learn
The Students' Union works with the University to ensure there are **plenty of opportunities for students to earn money while they are studying**. As well as helping students support themselves, they gain additional skills which will be essential to their future careers, such as communication and leadership.

Over 500 students are employed across the university in roles ranging from sports assistants to marketing interns. One of the most impressive opportunities is the Student Learning Assistant (SLA) role. **SLAs provide embedded academic support and guidance to their peers, working in partnership with academic staff**. Around 300 students are employed as SLAs each year. By working closely with academic staff, SLAs gain an appreciation of the challenges involved in designing and delivering a university course. They also have the opportunity to have a voice in the co-development of learning support. The scheme receives praise from everyone involved.

As one Music SLA explained: *"The recording sessions have given me…the chance to learn and develop my skills as an audio technician, which I will carry on into my own business."* Students agree that SLAs enrich their student experience and helped them better understand subject concepts. One student said: *"The help I've received from the SLAs throughout my first and second years have been really helpful and I couldn't imagine doing it without them."*

Senior SLAs have produced over 20 student-led information publications, planned 12 events, created social media content, participated in student research on experience sampling, and delivered wellbeing and study support sessions.

The impact of SLAs is understood at the highest levels of the University. In 2020, the Academic Board noted: *"This is a sector-leading scheme that had grown from an initial pool of 40 at its inception in 2009 to more than 300 SLAs today. **There is a demonstrable impact on student achievement because of the work of the SLAs.** The SLAs are critical in connecting students to the wider University, and in helping them navigate their academic and other journeys."*

We were delighted when the SLA scheme was awarded a national CATE award (Collaborative Award for Teaching Excellence) from AdvanceHE in 2022.

<u>Employability: supporting students to develop skills and experience</u>
The University offers a wide range of programmes to help students gain skills and professional experience**.** To follow are some examples.

Emerging Professional Programme: For students and recent alumni, this programme offers flexible interactive online and face-to-face **activities that help develop professional skills and attributes sought by employers** – supporting graduates to stand out from other applicants. In 2021-22 around 420 students registered, across multiple disciplines.

Postgraduate International Student Programme: The University and Students' Union collaborate on a series of monthly workshops dedicated to preparing the postgraduate international community to navigate their futures. Content includes: the process of finding work in the UK, and networking. Participants also benefit from dedicated 1:1 drop-in support from Faculty Employability Advisers.

MDXcelerator: This University-wide programme of progressive support for student start-up businesses includes masterclasses delivered by start-up founders, interactive workshops, one-to-one mentoring, and pitching challenges. The Students' Union and entrepreneurship societies work closely with the Employability service on MDXcelerator. Launched in 2018, it has supported more than 160 students so far.

MDXadvantage: This intensive six-month programme for final year undergraduates provides **exclusive activities and opportunities to enhance their graduate job prospects**. These include: a dedicated one-to-one professional mentor; exclusive employer and alumni networking events; access to a mock assessment centre led by graduate recruiters; real world project challenges; and job application support and interview training. In 2022, around 40 students completed the MDXadvantage programme.

Unitemps: Our on-campus recruitment service, Unitemps, finds flexible paid work within the University and in the local community. They support around 700 students every year into employment. Working closely with the Students' Union, Middlesex Unitemps facilitates the Barnet Community Placement Scheme, where students apply for paid positions within local community organisations or charities. The roles help students develop their personal and professional skills while giving back to the University's local community. Designed to fit around students' studies and other commitments, placements are usually around six hours per week, for six weeks. This is a strong example of a successful partnerships working – students get paid work and experience, organisations get support, and the local area benefits too.

4. **Conclusion**

We would like the thank the members of the TEF panel for taking the time to read our student submission. We are grateful for the opportunity to be involved in Middlesex University's TEF submission and hope we have given a comprehensive insight into Middlesex University from the perspective of its students.