
9 Student Engagement in Quality Assurance and Enhancement

9.1 Overview

9.1.1 Middlesex University is committed to enhancing the experience of current and prospective students across our global community. To continually improve the student experience at Middlesex, it is important that opportunities are provided for our students to be involved in quality assurance and enhancement processes to give feedback and agree actions. The main methods by which we do this are the following:

- Student Voice Leaders (Student Representatives)
- Programme Voice Groups/Postgraduate Research Voice Groups
- Tripartite Progress Reviews (for apprenticeships)
- Student Surveys (internal and external)
- Campus forum (overseas campuses only)
- Student membership on committees and Validation & Review panels (see LQEH section 3)

9.1.2 Middlesex strives to develop a partnership between students, the Students' Union (MDXSU), and staff to allow for continual improvement and enhancement of the student experience. Feedback from students should therefore be encouraged as an ongoing, constructive dialogue, using both formal and informal mechanisms, between staff and students (both in groups and as individuals).

9.1.3 Feedback from students is one of several academic quality 'triangulation points' and should be considered in the context of other indications of quality, including student intake, progression and achievement data, academic quality reviews, PSRB reviews and external examiners' reports.

9.1.4 This document has been divided into 3 sections and details the different elements of student engagement. Sections 9a and 9b relate to students based at Hendon campus and the Overseas Campuses in Mauritius and Dubai. Section 9c details the requirements and expectations for Middlesex collaborative partners.

9.2 Student Engagement in University Processes

9.2.1 Middlesex actively engages students in University processes. There are opportunities through the committee system to enable students to input into the decision making of University processes, policies and procedures. Students are represented on the deliberative committee structures through elected Students' Union representatives. Student representatives are represented on all levels of committees from the Board of Governors to the Programme Voice Groups.

9.2.2 Students are members of panels for programme review, which is detailed in LQEH section 3.

9.2.3 The University and Students' Union also engage students through focus groups, appointment of research interns, student ambassadors, student representatives, social media, and through engagement in campaigns to ensure that students can take part and feed into the university community at all levels.

9.3 Inclusive Approach

- 9.3.1 For Middlesex, inclusion has always been a priority. We are proud of having such a globally diverse community of staff and students and of our collective endeavour to ensure our culture is inclusive for all our students. Our Inclusive Curriculum approach provides a common reference point for us all to support those reflections and actions as individuals, whilst ensuring we are consistent in our approach collectively. Championing collaboration at all levels and stages of the student journey, promoting mechanisms for co-design, co-leadership and co-learning. A series of prompt questions have been designed to be used by colleagues. The 'Student Engagement and Voice' prompt questions are provided below, further information is available <https://www.intra.mdx.ac.uk/about-us/services/centre-for-academic-practice-enhancement/quick-guides-to-support-learning-and-teaching/2031-LF-P5-Students-as-Co-leaders.pdf>

To what extent do you:

- Get to know your students to understand them as individuals (including their background, prior educational experiences, current context, needs, interests and/or preferences)?
- Consider the accessibility and inclusivity of your language and terminology in partnership with students?
- Build relationships and trust with your students?
- Create opportunities, giving space for respectful and productive discussions and disagreements with your students and between your students?
- Adapt the pace, place or mode of your teaching/support to the diversity of the student cohort as a means of facilitating engagement?
- Engage students in deciding the actions taken following their feedback?
- Ensure that your Student Voice Leaders are representative of the diversity of the student cohort, using the current nomination process?
- Encourage and/or support your students to engage with leadership roles available across the University (pertaining to the curricula, co-curricular, extra-curricular and quality assurance/enhancement)?
- Utilise mechanisms to close the feedback loop to students to overview what has or has not changed following their feedback?
- Seek to continually enhance your knowledge of student partnership and engagement?

9.4 Ethical Considerations of Student Feedback

- 9.4.1 Student feedback in any form is important to improving the student experience, it is therefore important that feedback (both formal and informal) received is treated confidentially, transparently and with integrity. It is important that both staff and students are aware of the way in which student feedback is considered and reported by the University.
- 9.4.2 All the student engagement processes at the University aim to include opportunities for participation for the Middlesex student population as a whole, use feedback

provided in an open and non-discriminatory way, and provide details on how the feedback has been used as outlined in this section.

- 9.4.3 Feedback should also be considered with Data Protection Laws and guidelines from the University (See Ethics Guidelines and University Data Protection Policies for further details).

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Appendix 9a	Student Voice Leader Role Descriptor
Appendix 9b	Programme Voice Groups Operational Procedure and Guidance
Appendix 9c	Student Voice Cycle
Appendix 9d	Programme Voice Groups Terms of Reference and Membership
Appendix 9e	Programme Voice Groups – Chair Role Descriptor
Appendix 9f	Programme Voice Groups – Officer Role Descriptor
Appendix 9g	Programme Voice Groups Code of Conduct
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Appendix 9i	Guide to Online or Virtual Meetings
Appendix 9j	Operational Details of Student Surveys
Template 9i	Programme Voice Groups Agenda Template
Template 9ii	Programme Voice Groups Minutes Template