



**Middlesex
University
London**



**Principles for
Responsible
Management
2018**

Foreword

Renewing our commitment

It is with great pride that I renew our commitment to the mission of the UN Global Compact and UNPRME. As one of the first UK universities to sign up to the UN Global Compact, I am delighted to see the synergies between our University Strategy Transforming potential into success covering the period 2017 to 2022 and the iterated goals of UNPRME.

Our University is proud of its international profile of over 140 student nationalities on our London campus and three overseas campuses. We work hard to strike a balance between our global outreach and commitment to our local community.

We offer a broad range of innovative and challenging programmes led by academic staff who see higher education as directly impacting real world challenges, and of creating sustainable and ethical businesses and global justice for all.

Our aim is for our students and staff to learn and work in a socially responsible environment. This commitment is reflected in our curriculum, programmes, research and knowledge exchange. We are committed to the Principles for Responsible Management (PRME) to equip our students to take leadership positions in their own countries and on the world stage.

As Pro Vice-Chancellor and Executive Dean, I am determined that we build on our respected reputation for innovation and champion the right to learning and opportunity irrespective of circumstance or prior learning. We continue to build close links with industry and practice and engage with a diverse range of stakeholders globally and locally.

At Middlesex University we equip our students with the skills and knowledge to lead successful professional careers and establish successful businesses in tomorrow's world. We put our students first in everything we do and we work with our students as partners. Our ambition is to amaze our students by showing them that they can do what they never thought themselves capable of doing, confident in being creative, enterprising and global professionals. Middlesex students are equipped to be 'makers', individuals who can improve things, whether products, services, techniques or policies.

Our courses and research are designed to connect our students with opportunities around the world in the professions and industry and we encourage our students to explore solutions to the intractable social, political and economic challenges in the world we live in.

We reflect the needs and requirements of the global employee to equip our students to thrive and achieve in this global workplace. We help our students to develop skills and competencies that can be transferred not only between jobs, but also between sectors and industries and between cultures and countries.

This brief report highlights some of the measures that Middlesex University has taken to make a positive impact in the world, through our curricula and research. These range from an evaluation of a young offenders mentoring scheme to reduce crime in the UK to investigating innovative art-based mental health interventions in Ghana, Indonesia and India.

Of particular pride is our student activism gaining the accolade of the UK Students' Union of the Year 2017 award. This included advocating for the funding of the studies of refugees who re-settled in the area and working alongside local faith leaders to tackle religious prejudice and hate crime.

I hope you enjoy reading this report. I look forward with great interest to the continued success of UNPRME and to our pro-active involvement with its worldwide community.



Anna Kyprianou
Pro Vice-Chancellor and Executive Dean

About Middlesex University

We have always been a progressive and innovative place to study. From our early days as St Katherine's College, a women's teacher training college in Tottenham, which first opened its doors to students in 1878 to the global University of today.

For more than 140 years Middlesex University has been home to great minds, with a determined and unwavering ambition to improve the world through teaching, learning and research. We have grown from a successful polytechnic to a leading modern university and global institution. Now the University has 20,000 culturally diverse students at its main campus in Hendon, and almost 20,000 students studying for Middlesex awards with academic partners in the UK and overseas and at three overseas campuses in Malta, Dubai and Mauritius.

We count amongst our early history the Ediswan Institute, founded by Joseph Swan, inventor of the electric light bulb, which explains our continuing commitment to innovation. It was in 1967 when Enfield and Hendon Technical Colleges along with Hornsey College of Arts joined forces to form Middlesex Polytechnic, to award vocational degrees. In 1992, we gained our university status and in 2005 we expanded our profile overseas opening a campus in Dubai, later followed by campuses in Malta in 2009 and Mauritius in 2013. 140 years on from St Katherine's College, we continue to take a distinctive approach to teaching.

We have always been a progressive institution and we inspire our students to be progressive too. A Middlesex student is not just a learner, but an agent of change, transformed by new experiences that can open doors to life-changing possibilities, and empowered with the knowledge and skills to be a change-maker. Our legacy of pioneering new developments includes the UK's first business degree and professional doctorate, and leading the field in work-based learning and transnational education. This continues today where we educate over 400 teachers and 1,800 nurses and midwives every year — contributing to the nation's workforce. We are also driving technological innovation and launched the UK's first cyber factory, where students acquire the skills they need to step into the factory of the future.

The University is consistently ranked as one of the best modern universities in London according to league tables such as the Sunday Times Good University Guide and Times Higher Education World University Rankings, with noted excellent performance in graduate employment.

With around 2,000 members of staff, including many leaders in their academic field as well as practising professionals, Middlesex University is a destination for students and staff who want to achieve their potential and get the most from their professional and academic careers.

We have been awarded a Silver for our high-quality teaching in the country's first Teaching Excellence Framework (TEF), a new government scheme looking at how well students are taught at universities across the UK. We were particularly praised for valued and supported teaching and our commitment to pro-actively engage students in their own learning, leading to high levels of student satisfaction. We are supporting students to prepare for their future careers and have introduced three new strands as part of our employability service — MDXcel, MDXcelerator and MyMentor — to enhance the support we give to our students. These initiatives range from opportunities to work on real-life client projects to start-up support, mentoring and coaching. Our staff are passionate and committed to the success of every student but they also bring valued experience from their various professions and enable students to tap into their professional networks. This means our students have the best learning tools in one place, preparing them each day to get closer to their chosen careers.

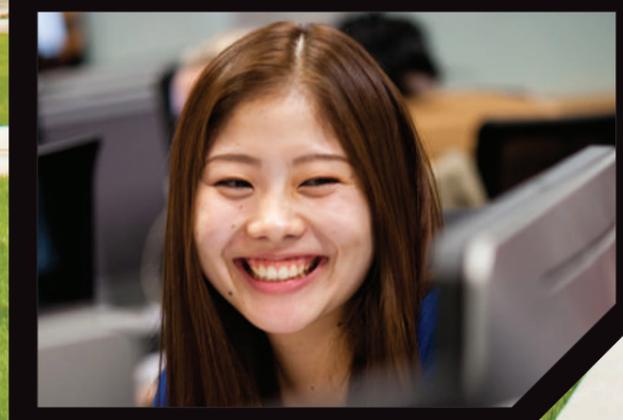
With 140 nationalities on campus, our diversity is a source of inspiration and strength and is one of the reasons why we are considered one of the top 150 young universities in the world. Our commitment to diversity has been recognised with Middlesex University being the first UK university to be awarded a Corporate Gold/Embedded Charter Mark by equality, diversity and inclusion specialists UK Investor in Equality and Diversity (UKIED).

Our international reputation and global connections have not taken away from our sense of community. We take our commitment to our local London Borough of Barnet seriously, where we contribute over £280m annually and our students and staff regularly give their time, knowledge and skills to support community projects and to help tackle societal issues.



“ Employers are increasingly realising that our students' diversity is a resource to invest in, not just to diversify their workforces but also to realise the potential of diverse teams to raise performance.

Professor Tim Blackman
Vice-Chancellor, Middlesex University



Global Outlook

Middlesex University takes its obligations as a leading University incredibly seriously. It aims to make a positive difference through its relationships with its global communities, students, staff and partners. It's committed to ensuring its staff and students learn and work in a socially responsible environment.

We have a broad range of innovative and challenging courses led by academic staff who see Higher Education as directly connected to the real world of enterprise and endeavour. With a diverse community based in cosmopolitan London, our Hendon campus is an inspiring multidisciplinary community, which provides an enriching, enjoyable and professional experience.

We take an international view on study and the career aspirations of our students, with campuses in Dubai, Malta and Mauritius. We believe that taking education to the next level is about more than expanding academic horizons but also about gaining skills and exposure to discussion and debate about wider global challenges. This makes our students stand out within their chosen field and in the fast moving international job market.



140 student nationalities on London campus



4 campuses: London



Over **37,400** students worldwide



Dubai



Over **190,000** alumni across **184** countries



Mauritius



16 regional offices across **11** countries



Malta

Middlesex students are taught by expert academic staff and practitioners who provide a wealth of real world experience. Our students have utilised the growing network of international contacts to make an impact worldwide.

Middlesex's specialist courses are constantly evolving to meet the needs and demands of employers and its graduates have gone on to work in industries including oil and gas in Asia, computer technology in the Middle East, and health services throughout Europe.

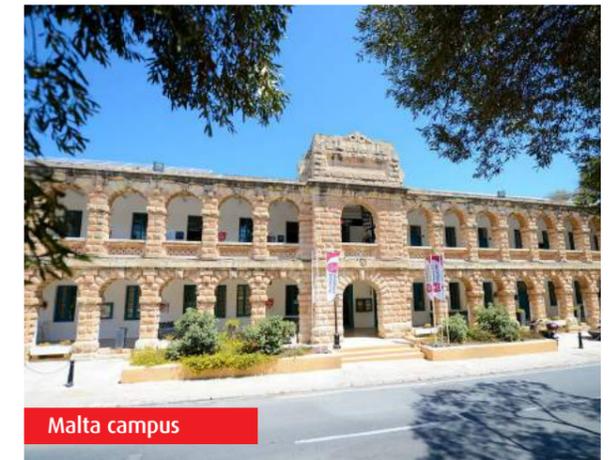
The University's internationally recognised research is far-reaching and is helping to drive positive changes in societies as far afield as Africa, America and the Middle East.

Whether reporting to the United Nations on the state of the death penalty, helping Kenyans turn waste into biomass fuel, or working to recognise, target, and eradicate cancer stem cells, the work of its staff and students continues to positively affect communities all over the globe.

Middlesex graduates are recognised worldwide for their strong knowledge and practical abilities, as well as their professionalism and determination.



London campus



Malta campus



Dubai campus



Mauritius campus

University strategy 2017 to 2022

Transforming potential into success

Middlesex is about transformational journeys, empowering our students with the tools, attributes and opportunities to turn their potential into success.

To do this, we know how important it is to get our students on the right learning pathway and provide a high-quality education for the modern world. Our inspiring courses with clearly defined routes into career opportunities are a cornerstone of our offer and commitment to our students' futures. With personalised support and flexible learning, we enable every student to study on the right course and in the right way for them.

Our distinctive student experience is defined by innovative teaching and learning, engaging and vibrant campuses and the richness of our diversity.

All our students engage in active, practice-based learning, supported by personal tutors, and using our academics' ground-breaking research and practice to ensure they are at the cutting-edge of their subjects and professions. They will stand out as Middlesex graduates, equipped with the skills and attributes they need to succeed.

At Middlesex, we not only value diversity but harness its potential to enrich learning and personal development. By using our diversity of identities and abilities, we empower our students with the skills and mindsets to work with different ideas and perspectives, whether to create new designs and artworks, solve technical and business problems, or improve professional practice.

Our students' journeys do not end when they graduate. They go on to shape the world and keep learning. As an institution, we look outwards and use our expertise and capabilities to be part of the big conversations that matter to our students and their future lives, from tackling barriers to social mobility to sustainable and inclusive economic growth.

The Strategy sets out our University's direction for the next five years.

- **Inspiring success**
Provide an inspiring choice of courses and learning pathways that empower students with the ambition, skills and knowledge to succeed in graduate employment.
- **Practice-based learning**
Engage our students in active, practice-based learning, with teaching enriched by research and innovative practice that creates highly employable graduates.
- **A vibrant student experience**
Create a vibrant student experience that promotes wellbeing and builds a sense of belonging and commitment.
- **A values-driven culture**
Foster a values-driven high-performance culture that enables us to realise our vision.
- **Research that benefits our students**
Undertake high-quality research, practice and knowledge exchange that benefit our students.
- **Building support for our mission**
Further our mission through corporate, policy and community engagement, building support for the University and setting agendas in tertiary education and skills.



Our Faculties

Faculty of Professional and Social Sciences

At the heart of human rights and social mobility

Our Faculty of Professional and Social Sciences, made up of the Business School, School of Law and School of Health and Education, continues to focus on social justice and making the world a safer and better place for everyone.

We are a market leader in organisational development, partnering with some of the largest organisations in the UK. We co-design flexible work-integrated learning and sector-specific programmes, empowering employees with the tools they need to be change agents within their organisations. These organisations include Worldplay, Mitsubishi, Toshiba and Asda.

The European Human Rights Advocacy Centre (EHRAC) which sits within the School of Law, launched a project to promote and restore international legal standards in Crimea working with its regional Centre. Our Head of the Department of Law and Politics, was awarded a Horizon 2020 fund earlier this year to lead research on the significance and challenges to the rule of law in the EU, which will form part of an overall project entitled Reconciling Europe with its Citizens through Democracy and the Rule

of Law, working alongside 18 international partners. A three-year Erasmus+ funded research working with Gypsy/Roma children based in our Education department has had a positive impact on school achievement and attendance across England, France, Finland and Romania. They also partnered with the British Academy to fund an education project to develop classroom deliberation on controversial challenges and deepen the understanding of the human rights principles underpinning them. This project was funded by the Department for Education to produce educational resources and promotion materials.

We are deeply committed to boosting social mobility. We have worked in partnership with Accenture and Youth Business to undertake an international study to explore the impact of voluntary business mentoring on young entrepreneurs. Our aim is to equip three million young entrepreneurs by 2020 with the skills to get a job or build a business.

Faculty of Arts and Creative Industries

Sector-leading courses

Our Faculty of Arts and Creative Industries offers an exciting portfolio of courses, many with an outstanding reputation.

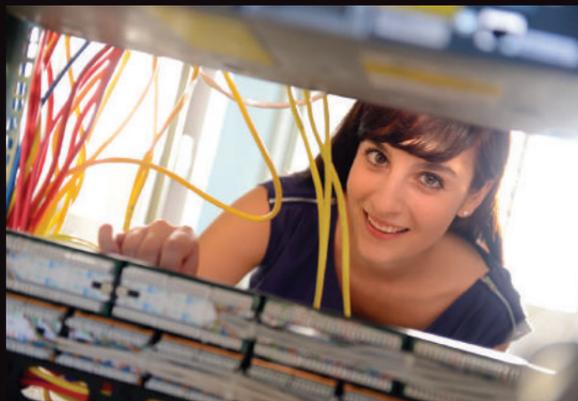
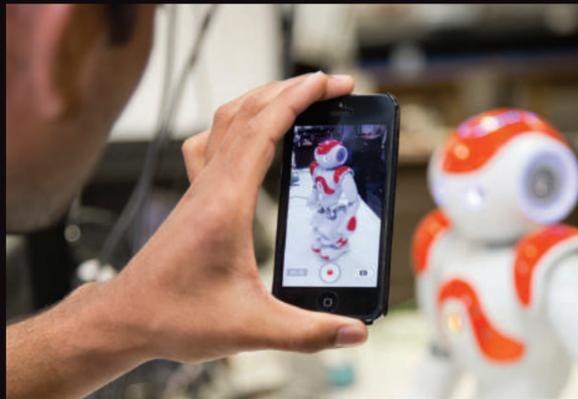
In the past year alone, 12 of the courses scored above average in the National Student Survey with BA Fashion Textiles scoring 100% and BA Photography closely following with 96%. The Film Production and Photography Programme was ranked first in London and third in the UK.

The students on the MA Film Programme worked closely with the Metropolitan Police to produce 'Louder than Hate', a film highlighting the importance of women of different faiths coming together to tackle knife and hate crime.

At the Dubai International Film festival, students came home with seven awards. Research excellence was recognised by a grant from AHRC-ESRC for research into The Value of Culture in Conflict with researchers working with a local NGO, SABAH to support women's entrepreneurship. The work has already empowered many women to develop their craft so they can generate sustainable incomes for their families. This inclusive and locally-led approach to alleviate poverty was made possible through training, peer-to-peer learning and knowledge exchange with other practitioners.



Faculty of Science and Technology



Strong links are being developed with a number of partners to enable Middlesex to reach potential students who might not otherwise consider a university education.



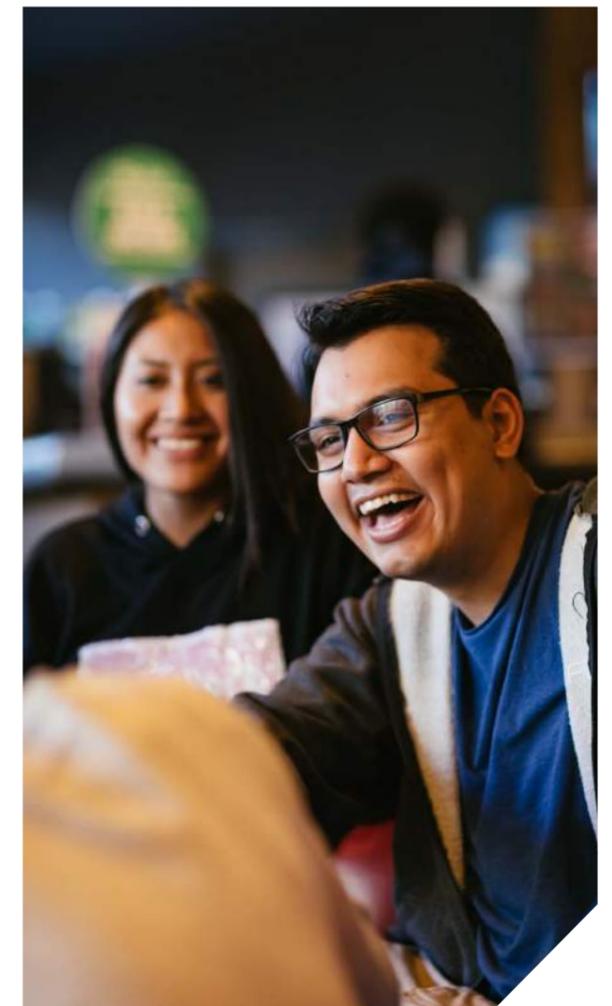
Broad portfolio of STEM

The Faculty brings together students, staff and programmes from subjects including psychology, sport science, biomedical science, computer science, design engineering, telecommunications, computer engineering, mathematics and statistics, information systems and environmental science. Bringing together leading academics the Faculty encourages students to challenge thinking and formulate approaches that are fit for purpose in our modern world.

We have robust processes in place to ensure the continuous development of innovative learning, so our diverse student body are well-equipped for the employability market.

The annual STEM festival, is now a well-established date in the local calendar, engaging more than 200 pupils across six schools and 100 members of the local community. Young students have the opportunity to explore STEM subjects through a variety of interactive activities and demonstrations, with the aim of stimulating their aspirations to become the scientists, engineers and mathematicians of tomorrow.

The Faculty took a prominent role in the UK's largest interactive skills, apprenticeships and careers event World UK Live at Birmingham NEC, with students competing in contests in robotics, automation, mechatronics and industrial skills. The gold medal-winning students will join Squad UK and hope to represent the country at the next WorldSkills International event in Russia in 2019.



Case studies

Climate Change — coastal waters resilience

Our Flood Hazard Research Centre, in collaboration with a consortium of European partners, has developed innovative tools for increasing the resilience of coasts as part of the EU (2013 to 2017) Resilience — Increasing Strategies for Coasts — Toolkit RISC-KIT.

The consortium has developed a suite of ready-to-use methods, tools and management interventions to reduce risk and increase resilience to low-frequency, high impact hydro-meteorological events. The Flood Hazard Centre led the development of the Coastal Risk Assessment Framework (CRAF) supporting coastal managers in assessing their regional coastal risk and in identifying hotspot areas. This framework was applied on ten European case studies in collaboration with local end users.

More than 40% of the EU population live in the 439 coastal regions across the member states. Seven of the member states have coasts and have more than one coastline bordering a marine area. The projected risks to coastal zones are increasing. This is due to hazards (sea level rise) and impacts through ongoing development. In a re-evaluation of coastal disaster risk reduction (DRR) strategies, prevention and mitigation were analysed.

A range of tools and frameworks were developed to analyse flood and erosion risks using higher-precision modelling and knowledge from an assessment of the effectiveness of DRR solutions to reduce risk to a Storm Impact Database. This is the first of its kind in Europe, providing a repository of socio-economic and physical data of the impact of historical storms in project countries.

One of the significant recommendations of the project was to establish protocols and systems to compile standardised EU datasets that allow for better understanding and prediction of impacts.



Tourism and Sustainable Development Goals — to grow or not to grow?

The tourism industry worldwide has experienced exponential growth annually. By 2015, global international tourism revenue reached approx. 1.26 trillion US dollars, having almost doubled since 2005. In 2005, China had the largest tourism expenditure, followed by the United States and Germany. The leading city in international visitor spending was Dubai, where tourists spent more than 31 billion US dollars in 2016.

In the book entitled *Degrowth in Tourism* written and produced by a Middlesex academic and specialist in tourism, the argument is constructed that the dream that endless growth will lead to a materialistic utopia, will be left unfulfilled by a lack of ecological and economic capacity.

The book argues that the only choice is to find alternatives to increased growth, change lifestyles and articulate new development models and approaches. More equity and engagement in the development of solutions for host communities is explored as it enunciates a vision of a low carbon future by looking at alternatives to the classic models of development, applying the concept of degrowth in a tourism context.

As this industry critically orbits around all of the targeted Sustainable Development Goals (SDGs) and in particular Climate Change Action, Sustainable Communities and Cities, Fisheries, Water and Sanitation, Decent Work and Responsible Consumption and Production — ideas around moving towards Degrowth- inspired travelling, are arresting and timely.

Slavery, human trafficking and child labour in modern business

We are co-ordinating a range of major research projects funded by the British Academy and the Department for International Development (DFID) joint programme on Tackling Slavery, Human Trafficking and Child Labour in Modern Business. Collaborating partners are working across the globe, with researchers based in Bangladesh, Brazil, China, the Dominican Republic, Ghana, India, Indonesia, Jamaica, Malaysia, Mexico, Myanmar, Nepal, Peru, Vietnam, UK and USA.

Topics and issues covered are extensive, from child labour in coca production in Ghana and the Dominican Republic to seafood sourcing methods in Indonesia. Sectors included are food production, garment industry supply chains, construction sector, domestic labour, the sex industry and technology.

A particular focus of the programme is the engagement of significant stakeholders and intermediaries as part of the research cycle, in order to deliver impact and optimise opportunities for awareness building. These include the Global Forum on Responsible Sourcing in Indonesia;

the Consumer Foods Forum and Forces Labour (CGF); End Child Prostitution and Trafficking (ECPAT); International Organisation for Migration in the UK; European Bank for Reconstruction and Development; Ethical Trading Initiative and International Labour Organisation.

As well as the engagement of international governmental bodies and advisory groups, the involvement of the wider business community from MNEs and SMEs to local suppliers is key. Coca-Cola; IKEA; H&M Group; Nike, Unilever, Sainsbury's, Marks and Spencer and a range of global business entities across all sectors are at the forefront of the analysis.

The objective is by working on cross-cutting research programmes under this significant broad theme, and by bringing together practitioners and experts from a wide range of fields, this inter-disciplinary and innovative approach will break down theory and practice silos and inform design thinking around implementation of effective interventions and future programmes.

Testimonial



“ Middlesex University is a catalyst for advancing sustainable development and making a true impact to place sustainable development in the heart of the academic dialogue in our region. The role that the University is playing is one that can lead the way for a better future for all. The University gives its students in-depth knowledge of what sustainable development is all about but beyond that and what is commendable is the practical hands-on experience that students gain through their programs by interacting with professionals in the field, undertaking projects and bringing the concepts that they learn to life and this is what truly makes a difference. They also have a passionate faculty that embodies all the principles for a liberal arts education and a world class recognised curriculum combined with hands-on practical experience which is what makes this university stand out among the rest in the field of sustainable development.

Noha Hefny
Partnership Development Consultant at UN Women

Principles

Statement of intent

In 2008, our business school became the first non-corporate organisation to join the UK branch of the UN Global Compact. The School has maintained its pro-activity as a member, engaging with a range of initiatives and working closely with the UK Global Compact Secretariat.

Continuing in this vein of leadership, we are proud to be the first university member of the UK UNGC Working Group on Diversity & Inclusion, compatible with our objective of utilising the richness and diversity of our student population as a resource and as a distinctive feature of our learning and development culture.

Our strategic aim is to offer an inspiring choice of courses and learning pathways that empower students with the motivation, vision, skills and knowledge to succeed and to make an impact on society.

As a progressive university it has been an important part of our pioneering journey to join PRME and engage with the six Principles of PRME.

Principles one, two and three: Purpose, values and methods

We are committed to embedding the values of global responsibility for business and society into our programmes, research and knowledge exchange activities.

Our suite of programmes and curricula are constantly being updated to embed the values of global social responsibility (principle two and three) and in our 2017 to 2022 strategy document *Transforming potential into success* we explicitly put student achievement as our prime focus (principle one).

This begins with a personalised applicant journey, and continues beyond graduation as students become members of a worldwide alumni network.

Collaboration and building partnerships with industry, non-governmental bodies and international agencies, plus the professions, schools and colleges to create active, practice-based learning are distinctive features of the Middlesex experience. A focus on addressing contemporary, intractable real world challenges is part of the DNA that permeates all activities. Students are exposed to a range of opportunities (principles one to three) to put these values into practice through a range of student activism and pro-active student engagement with local community issues and volunteering. Examples include establishing Community Placement internships and championing the London Living Wage.

Spotlight

- The emergent right of Human Rights Education in the GCC (Gulf Cooperation Council)
- Sustainable Global Sourcing (SGS)
- Role of MNE Innovation in achieving SDGs in emerging economies
- Evaluation of young offenders mentoring scheme to reduce youth crime in UK
- Exploration of research interventions to increase charitable giving towards humanitarian causes
- Innovative art-based mental health interventions Ghana, Indonesia and India
- Gender balance and employability in Gulf Cooperation Council
- Evaluation of Massive Open Online Courses (MOOCs) in Social Enterprise Education — The Future Learn (FL) Social Enterprise Programme
- Nature of CSR reporting in a developing country context — Case Study of the Indian petrol and gas industry.

Principles four, five and six: Research, partnership and dialogue

Our research is ranked in the top 150 worldwide in the 2018 Times Higher Education Young Universities measure and we maintained our place in the top 500 in the 2019 World University rankings.

Our research aim is to undertake high quality research, practice and knowledge exchange that benefits students. This research is shaped to be sustainable, user-driven and to have real world impact, enhancing our reputation as a modern institution engaged with tackling complex global issues to improve lives across social divides.

Through published work and broad engagement with stakeholders at global level, we contribute valuable insights that help shape the world. Our prime focus is on the creation of sustainable, social, environmental and economic value that seeks a positive impact (principle four).

The inspiring portfolio of courses, programmes and learning pathways are designed and continually updated to meet the future skill needs of the students. This portfolio is informed by cutting-edge research in consultation with a wide range of stakeholders including the private sector, non-government organisations, international development agencies, civil society and government (principle five).

Through our research activities, we facilitate dialogue and debate at national and international levels. A key focus of this messaging is acting as the advocacy voice for greater diversity in the workplace and wider ladders of opportunity to increase social mobility. Also key to our focus is the importance of promoting higher level skills in science, business and the arts to improve productivity, public services and quality of life (principle five and six).

In addition to highlighted case studies, the 17 Sustainable Development Goals and global inequality challenges underpin and inform the research agenda.

- Work/family research into practice — maternal support for low paid mothers in South Africa
- Citizen healthcare in Turkey
- Green supply chain management: Construction sector in United Arab Emirates
- Social sustainability of jobs in European offshore turbine industry
- Role of private sector healthcare provision for HIV positive people in mining industry
- Mapping sub-national poverty in Zambia
- Affordable renewable energy — comparative case study in South Africa and United Kingdom
- Developing a quantified triple bottom line for tourism
- Corporate social responsibility in Vietnam.

European Human Rights Advocacy Centre

The European Human Rights Advocacy Centre (EHRAC) founded in 2003 is celebrating in its 15th year, multiple successes as a formidable force in the world of international human rights. The Centre works closely with a range of high profile and significant agencies and organisations working at the cutting-edge of human rights internationally. These include the United Nations Committee on the Elimination of Discrimination against Women (CEDAW); the European Court of Human Rights (ECtHR) and the UN Working Group on Enforced and Involuntary Disappearances (WGEID).

In 2018 alone, they reported five successful high profile judgements involving torture and acute violations of human rights against activists and government critics; displaced persons denial of right to vote plus abhorrent violence against women including femicide and suicides following domestic violence.

A critical component of their work is the empowerment and training of lawyers and human rights defenders in politically oppressed regions, totalling up to 60 human rights defenders in the past year and supporting 11 partner NGO organisations.



Student numbers — 2018

	London campus — home and EU students	16,517
	London campus — international students	2,707
	Dubai campus	3,273
	Mauritius campus	974
	Malta campus	175
	Collaborative	13,499
Total		37,415

Student success stories



Students from the Centre for Entrepreneurship & Innovation (CEI) awarded the prestigious Expo Live 2020 University Innovation Programme grant

A group of four CEI students led by Dr. Eliseo Ferrante have been awarded the prestigious Expo Live 2020 University Innovation Programme grant.

Expo Live is an innovation program launched by the Expo 2020, the next appointment with the oldest and most important innovation exhibition in the world. It was a tough process that has involved more than 280 applications from the UAE, and has seen only 17 applications being successful (therefore an acceptance rate of only 6%). Middlesex University Dubai has participated by submitting six applications, under the supervision of Dr. Eliseo Ferrante and Dr. Belisa Marochi.



Nine students from Middlesex Dubai competed in the 11th Model United Nations event organised by the American University of Sharjah

Nine students from Middlesex University Dubai competed in the 11th Model United Nations event organised by the American University of Sharjah from 8 to 10 February 2018. Over 840 delegates from all over the UAE including top universities attended what was AUS biggest Model UN to date. Team Middlesex won four of the top delegate awards: Asiya Ajmal — Outstanding Delegate ECOSOC Bolivia Mohamed Nor — Distinguished Delegate OHCHR Bolivia Ahmed Waheed — Honorable Mention WIPO Thailand Richardt Schoonraad — Best Research WIPO Bolivia.

Our students spent weeks researching their chosen committees and topics and demonstrated great enthusiasm, passion and highly informed public speaking and advocacy skills during the three days which is evident from their stellar performances. The team was mentored by Ms Mahine Ahmad, Lecturer in Law and Politics, who mentored the team with dedication — a great example of Middlesex University Dubai's commitment to support students in transforming their potential into success.

Case studies

Improving educational outcomes in Nigeria



In partnership with the Nigerian government and the World Bank Development Impact Evaluation team (DIME), Middlesex University is leading a project involving innovative interventions in northern Nigeria to address constraints and social norms limiting school enrolment and achievement for young women.

Despite significant progress in the last decade, about half of school age children (six to 16 years old) in the five north-western states served by the Nigeria Partnership for Education Project (NPEP) remain out of school. Young females represent a disproportionately large number of the out-of-school children population with two thirds not ever having attended school. Practices contributing to this acute problem include child marriage, caring for younger siblings, contribution to household upkeep and traditional social norms and practices.

In addition, learning outcomes for children who do attend are poor, as cited by the 2014 Reading & Access Research Activity report (RARA). Thus the rationale for the innovative intervention of testing the application of the EDUTainment concept to this intractable challenge.

Edutainment encompasses technologies and software products that combine education with entertainment. This can include a streaming video platform, an app for a mobile phone and use of tools and characters that are culturally adapted, either digital or real-life films.

Culturally adapted edutainment interventions will be the first step with community screenings, provision of information about the benefits of education and post-screening discussions contextualised around the screening messaging. Mobile-based edutainment products consisting of educational games and digital books designed for early grade reading will follow. Both interventions will engage teachers and community leaders to strengthen links between school, family life and community.

The primary intervention will seek to change parents' attitudes towards primary education and increase enrolment and retention rates, while the mobile products will serve to reinforce the effects. The final impact evaluation of this study which is a component of the World Bank's Nigeria Partnership for Education Project will be completed by 2020.

Sexual and reproductive health rights for female migrant workers in Malaysia



Women migrant workers constitute a significant part of the workforce in Malaysia in its manufacturing, service and domestic sectors. Working under severe and punitive conditions in Malaysia, with few rights and entitlements at work and in their communities, their sexual and reproductive health (SRH) rights are largely ignored.

A research project funded by the United Nations Gender Theme Group, Malaysia was undertaken by Middlesex University and Universiti Sains Malaysia to investigate the barriers and challenges to meeting these women's SRH needs and how they might be protected. Women factory workers were the most sizeable and visible focus for the study. A benchmarking exercise to ascertain best practice interventions in other Asian countries in relation to meeting the SRH needs of women migrant workers was undertaken. Also the appropriate advocacy and empowering channels to support this population were identified. These included NGOs, Trade Unions,

healthcare professionals, employers and government. Challenges within the local context were iterated and evidence-based good practice captured resulting in a SRH toolkit for use by supporting agencies and stakeholders.

A series of interventions was recommended in the toolkit, from mobile clinics, counselling hotlines, training of male supervisors and managers, awareness creation forums to promote educational materials and optimisation of awareness building via mobile technology and social media.

Healthcare providers across the spectrum were engaged, from local doctors, community nurses and pharmacists, to support workplace interventions and maximise workplace health literacy for these vulnerable migrant women working often in punitive conditions within the workplace.

Case studies

Colloquium on inclusivity in higher education in the UAE



“ Middlesex fully supports the Dubai Government and KHDA’s Inclusive Education policy framework. The Centre for Academic Success at Middlesex leads our initiatives and provides the support and raises awareness to ensure that our students from different backgrounds and different abilities learn together in an inclusive environment.

Dr Cedwyn Fernandes, Director of Middlesex University Dubai

Middlesex University Dubai’s Centre for Academic Success (CAS) hosted the ‘Colloquium on Inclusivity in Higher Education in the UAE’ which took place at the Campus on 13 March 2018. The event brought together student support and counselling professionals from 15 different UAE universities to share their experiences and good practice for promoting inclusivity within Higher Education.

Dr Sean Pavitt, Senior Inspector for Inclusive Education at KHDA, shared the government’s vision, including the new Dubai Inclusive Education Policy Framework. He encouraged educationists to see the value in supporting the student rather than focusing on the disability, and the importance of ensuring an inclusive culture within all educational institutions. This was followed by Dr Christina Gitsaki from Zayed University who reflected on how learning in a foreign language can affect study and shared multi-sensory strategies to promote inclusivity in the classroom.

Ms Toleen Badawi, Executive Master Coach and Neuro-Linguistic Programming Practitioner, outlined her work in supporting people with mental health issues and how they can be helped to manage the stresses of university study through inclusive approaches. Finally, Ms Siobhan McNiff, Learning Support Counselor at Middlesex University Dubai shared her expertise in specific learning disabilities and provided an overview on steps that Higher Education institutions can take to promote inclusivity.

Participants reflected on how universities can work to become fully inclusive by encouraging disclosure and avoiding discrimination. The networking event provided invaluable insight into the challenges faced by students of determination as well as steps that Higher Education institutions should take to remove the barriers to inclusivity.

Financing early stage green innovation

Small entrepreneurial businesses wanting to contribute to the transition to a low carbon and sustainable economy who wish to scale up, without the trading track record or the assets to provide collateral, often have difficulty gaining support from investors or banks.

This ‘finance gap’ for early stage green innovation is the focus of a research paper from our researchers in a special issue of the peer review journal ‘Current Opinion in Environmental Sustainability’ prepared for the Intergovernmental Panel on Climate Change (IPCC) Sixth Assessment Cycle and Special Report on global warming.

The paper identifies examples of where government funding schemes can fill the gap and act as an ‘accelerator’ to provide access to longer term equity funding.

The Canadian Nova Scotia Clean Technology fund, established in 2011, is cited as an excellent example of equity investment in bioscience and smart grid firms. In the UK the Innovation Investment Fund augments other funding schemes to provide longer term finance in a range of sectors, including energy.

In addition, the study iterated that there can be a lack of investable propositions from early stage innovative green businesses. Thus, the need for a conducive policy context, access to specialist mentors and supportive infrastructure. International experience demonstrates that the green finance ecosystem needs an integrated approach of support to improve the ‘investment readiness’ of green innovation.



Circular economy — disruptive innovation

The European Institute of Technology Climate Knowledge and Innovation Community (EIT Climate-KIC) is Europe's largest public-private partnership dedicated to climate related innovation by business. The Institute produces a series of case studies that draw lessons from diverse sources to aid the understanding of EIT Climate-KIC and its partners work.

One of our academics is currently the series editor for the issue Innovation Insights related to the circular economy. The circular economy describes a world in which reuse through repair, reconditioning and refurbishment is the prevailing social and economic model. Leveraging this model requires designing and developing product and service offerings and rethinking the business model from early design processes, through marketing and communication to pricing and supply.

As part of the ongoing outputs, one of the series entitled 'Accelerating the transition to sustainable production systems' was launched at the International Productronica 2017 Trade Fair in Germany. The issue covering 'Scaling Up Cross-sector Collaboration for a Circular Economy' recommended that more work is required by the European Union to disseminate and accelerate the scale of circular innovations. It acknowledged that reconfiguring the economy is complex and demands cross-sector collaboration at every stage, from business model design to supply chains, infrastructure, policy and finance.

Also highlighted are opportunities for comparative advantage for organisations wishing to establish cross-sector collaborations at multiple levels in the economy. The concept is further analysed as a source of disruptive innovation, social change, new consumer attitudes, new business opportunities and explored across a range of sectors ranging from construction to retail, clothing, technology and manufacturing.



Honorary Degree



Joy Warmington, CEO of BRAP was awarded an Honorary Degree from Middlesex University. BRAP is a charity transforming how we think about equality. Joy has shown outstanding leadership by establishing BRAP at the cutting-edge of equalities practice, supporting organisations including NHS England, Macmillan Cancer Support and the Department for Education in establishing innovative practices. In the last two years alone, BRAP has worked with over 60 NHS trusts, working to reduce inequality and deliver more inclusive patient care.

Joy's career spans the community sector, local government, and further education. All her roles have focused on equality, working with marginalised communities, empowering and coaching and promoting educational opportunities.

Joy is also Vice Chair of Birmingham and Solihull Mental Health Foundation Trust. She has also been Chair of Children in Need (Central Region) and a member of NHS England's Workforce Race Equality Standard Advisory Group. Joy has authored over 30 reports and articles on equalities practice and organisational culture. As a result of all this work, the Birmingham Post named her as one of the 250 most influential people in the West Midlands.

“ It's a great honour to be awarded the a doctorate by Middlesex University. Over the years, we have found research produced by the University's Business School invaluable in our work supporting organisations to become inclusive. I see this award as another sign of the University's commitment to equality, and a vote on confidence in BRAP and our work.

Joy Warmington
CEO of BRAP

Spotlight

We contribute to the SDGs ensuring our graduates have been well trained for the jobs of the future. As a University, we are keen to ensure that we are agile, change-ready and future-focused so that we remain relevant not just for the jobs that exist today, but for those that will exist in the future. Social, economic and environmental sustainability have been incorporated across the curriculum.

Specific examples are as follows:

MA Environmental Law & Justice

The devastation of the environment and ecosystems is of increasing concern across the world. In addition to the impact of climate change and reduced biodiversity, both legal and illegal economic activity is a challenge to legal frameworks and agencies at national and international levels of governance. This master's degree has been designed to tackle these issues and equip students with high-level knowledge and skills to enable them to develop professional careers in the environmental sector. Successful completion of the course will ensure students have the required practical and knowledge applicable to careers in environmental policy and enforcement, with an emphasis on employability and engagement with contemporary environmental debates. In the course of their work with NGOs such as the United Kingdom Environmental Law Association, the League Against Cruel Sports, Humane Society International and WWF, a comprehensive understanding of the key skills and knowledge needed for graduates wishing to develop careers in environmental justice and law enforcement is on offer.

MA Global Governance and Sustainable Development

With the rise of sustainable development as a major issue on the international policy agenda, it is essential that global intergovernmental and governmental agencies, international organisations, international businesses, and other groups/organisations have access to professionals that hold the necessary analytical skills and knowledge to address these challenging governance issues in varying contexts.

This master's degree aims to provide students with skills to become such a professional — enhancing their knowledge and skills with respect to global governance approaches and instruments focused on environmental sustainability and social justice.

Students explore various approaches to how intergovernmental and national strategies, policies and projects pertaining to these global governance issues are formulated, implemented and evaluated. The critical case study approach used in teaching enables students to develop the skills required for working in the private sector or with global and national public or third sector agencies leading and managing change in a global environment.

MSc International Tourism Management

During this course, students develop their management knowledge and skills while strengthening their critical awareness of the current socio-economic, marketing and political challenges currently affecting the profession. Students gain industry insights and networking opportunities that will enhance their career — expanding their knowledge around management issues facing tourism in specialised international contexts.

Core to the MSc is the active programme of field visits — including an overseas trip where students have the opportunity to conduct their own field research on Sustainability and Tourism. Students are also offered modules that focus on sustainability issues in the 21st century.

Find out more:

mdx.ac.uk/ma-environmental-law-justice

mdx.ac.uk/ma-global-governance

mdx.ac.uk/ma-international-tourism-management

Fairtrade



In 2017 Middlesex University gained the Fairtrade Award status and was selected to work as a partner with the Fairtrade Foundation to develop the UK standards for the annual awards. A host of exciting awareness raising and celebratory events are held on campus with the active involvement of students and the Students' Union.

A highlight of these events was the visit to campus of Marcial Quintero from the Coobana Banana Co-Operative in Panama. The Fairtrade Foundation fund a small number of producers to travel to the UK for Fairtrade Fortnight and due to the pro-activity of the Middlesex Fairtrade lead, Middlesex was chosen to welcome Marcial and share the story and journey of the formation of the Coobana Banana Co-Operative.

Pre 1991 the largely indigenous community in this region faced discrimination and largely lived in poverty. All changed when 74 workers came together and took their future into their own hands, negotiating a bank loan to buy the plantation and eventually in 2010, their future transformed when they started selling on Fairtrade terms to the Co-Op in UK. Significant investment has continued to be realised from the Co-Op and the business continues to flourish, with resulting benefits to the local community and region.

The Co-Operative supports and is a joint funder of a local NGO committed to saving endangered Baula turtles. Turtles are hunted for their meat and eggs. The NGO and local community worked to support the construction of incubators on the nesting beach, to enable the precious eggs to hatch, before releasing the baby turtles into the sea. Coobana members are committed to preserving this local ecosystem and volunteer to undertake shifts to patrol the beach during nesting season to collect eggs for the incubator. Thus, their work extends to protecting endangered species too and as a result Fairtrade supporters indirectly contribute to the preservation of this delicate ecosystem.

“ For hundreds of years we were taught to serve, to be workers. Now with Fairtrade we are entrepreneurs.

Marcial Quintero
Coobana Banana Co-Operative

Case studies

Local communities conservation

The search for innovative ways of tackling sustainability and conservation challenges while supporting local communities and livelihoods has brought together a group of researchers from Colombia, Mexico, Peru and the United Kingdom, including Middlesex University.

This work comes under the Centre for the Understanding of Sustainable Prosperity (CUSP) programme of research. The aim is recognising the need to live well on a finite planet, within ecological limits of the world, requires the development of an interdisciplinary and transdisciplinary framework to facilitate debate and discussion. Nowhere is this challenge greater than in the divide between 'deep green' conservationists and policy makers and business leaders who advocate market solutions.

The increasing evidence of climate change and biodiversity loss demonstrates the need for alternative approaches for having conversations about conservation across boundaries. Thus, the concept of 'natural capital' is increasingly used in policy making and business circles to denote and account for the planetary stock of renewable and non-renewable natural resources, including geology, soils, air, water and all living organisms.

Also, the related concept of ecosystems services, captures how natural capital assets provide people with goods and services, such as clean water, fertile soil and diverse landscapes.

The studies highlighted the danger of the proponents of different perspectives not talking to each other, resulting in deadlock and the continuation of 'business as usual' policy that fails to grapple with the fundamental challenges. An important contribution to this dialogue is the iteration of a long-standing critique of prevailing economic theory, accounting practice and policy — that the under-valuing of nature has given rise to the 'externalities' of pollution and over-exploitation. The work thus aims to 'illuminate hidden value' in these ecosystem services with value defined as economic, environmental, social and cultural beliefs.

It argued that quantitative and monetary values are also needed to ensure that the environment is included in economic policy and decision making.





Student success and activism

The Middlesex University Students' Union were the proud recipients of the UK Student Union of the Year 2017 award.

Their outstanding activism and social justice campaigns included advocating for the resettlement of refugees locally, campaigning for funding for their studies at Middlesex, improving mental health provisions on campus and working alongside local faith leaders to tackle Islamophobia and anti-semitic hate crime.

The elected student officers have worked successfully with the University to extend counselling services whilst promoting wellness and wellbeing by negotiating improved student feedback mechanisms.

Beyond campus, the Students' Union established London living wage Community Placement internships for students at local businesses and worked with HOPE not HATE to encourage students to register and vote in their local elections.

Reflecting the international profile of the student population, their societies reflect a wide range of interests and activities from the African and Caribbean society to a proactive debating society inviting activists and leaders from the community.



Mauritius campus

Middlesex University reinforced its position as a global university with the official opening in 2017 of a new, state-of-the-art campus on the island of Mauritius. Developed in partnership with the Medine Group and situated in the seaside town of Flic en Flac, the campus is now home to around 1,000 students from 30 countries and features a range of cutting-edge facilities.

It features three lecture theatres, flexible learning spaces, a laboratory block containing computer, biodiversity and psychology labs and specialist IT facilities including CISCO, networking robotics.

Additionally, students and staff have access to a brand new sports complex with a 50m Olympic-sized swimming pool, football and rugby pitches, a gym and fitness centre.



Case studies

UAE Ministry of Climate Change and Environment inaugurates Middlesex Dubai's Sustainable Development Goals (SDG) Festival

On 19 April 2017, students at the Middlesex University Dubai celebrated social causes in a special festival inspired by the United Nations Sustainable Development Goals and the UAE's Year of Giving. The festival took place on Middlesex's Dubai Knowledge Park campus and was inaugurated by Hussain Hassan Mohamed Khansaheb Director, International Cooperation Department, UAE Ministry of Climate Change and Environment, in the presence of Sheikha Shamma bint Sultan bin Khalifa Al Nahyan, founder of Beacon of Hope UAE.

During the spectacle, 11 teams of students used a range of campaigning strategies and communications platforms, including Instagram, Facebook and Snapchat, to raise awareness of issues such as sustainable tourism, volunteering, health and welfare and more. Through their efforts, these students aim to start a larger conversation on what can be done to ensure prosperity for all.

The SDG Festival kicked off with the UAE national anthem and the unveiling of a special sustainability 'fresco', designed by the students to promote sustainable consumption. It concluded with a sustainable spelling bee and a Beacon of Hope UAE speed-building competition, supporting the social enterprise founded by Sheikha Shamma bint Sultan bin Khalifa Al Nahyan. Sheikha Shamma thanked the students for their dedicated volunteerism to Beacon of Hope UAE and said "knowing that the inspiration of this event originated from Beacon of Hope UAE humbles me to realise the impact that this initiative has had on these young minds.

I am very impressed by the innovative communication campaigns that the students created to promote the Sustainable Development Goals. When education is linked to projects like today's festival, it makes learning all that more engaging."

Hussain Hassan Mohamed Khansaheb, Director, International Cooperation Department, UAE Ministry of Climate Change and Environment, said: "The UAE has been a strong supporter of the Sustainable Development Goals (SDGs) from the inception of the idea. Our domestic work is underway to achieve SDGs by aligning global goals and targets with the UAE's policies, strategies and key performance indicators."

"Innovation and creativity are the fundamental pillars of sustainable and non-traditional solutions adopted by the UAE in its journey towards sustainability and decreasing the effects of climate change and adapting to it. UAE youth could play an important role in terms of putting forward ideas and innovative solutions for these issues in order to contribute to achieving the goals of the UAE Vision 2021," Khansaheb added.

The SDG Festival marked the final day of term and was the final assessment in the University's "Issues in Society and Media" module studied by journalism, public relations and advertising students.

"The Sustainable Development Goals Festival united the University's faculty and students in an effort to make a better world for everyone," explained Middlesex University Dubai Director, Dr. Cedwyn Fernandes.

Our sustainable campus

We feel a duty to students, staff, business partners and members of our local community to change lives for the better, while respecting the environment by reducing the campus carbon footprint and implementing sustainable business practices wherever possible.

We were finalists in the annual Green Gown Awards for the MDX Freewheelers cycle scheme and MDX Goes Green biodiversity work. MDX Freewheelers was developed in partnership with the Students' Union and Equal Bikes and offers free bike hire for short campus journeys.

Students are actively involved in partnership with London Wildlife Trust with the MDX Goes Green biodiversity work and partner on a range of biodiversity projects on campus.

As part of the energy management system upgrade, the campus is continuing to focus on energy efficiency, with a target to reduce energy consumption by 5% by the end of the academic year. Additional electric vehicle charging points are being installed and strenuous efforts are being made in partnership with the Students' Union and SusTrans to promote cycling to campus.

Bottle refilling stations have been installed around campus to incentivise the reduction of purchase of bottled water.

Development of reporting and management information systems in order to drive focus on environmental initiatives is planned to make informed decisions around sustainability. Shooting for ISO 14001 in the EcoCampus rating is the goal.

- Member of the Environmental Association of Universities and Colleges (EAUC)
- Reduced our electricity usage by installing voltage optimisers, using LED lights and building solar thermal panels on its buildings
- Reduced our carbon footprint for business travel Gold accreditation within the Environmental Management System (EMS)
- Generate low carbon electricity through Combined Heat and Power Units
- Zero carbon electricity through solar voltaic panels.



