##### Researcher

Great. Okay. So just to start off then, obviously I've had a read of your profile, so I know a little bit about you from that. But I guess, in your own words, could you just tell me about your background please? In terms of your kind of career to date and your current job role.

##### Participant 37

So, yeah, I guess, how far back do you want to go? Probably from PhD onwards?

##### Researcher

Yeah, that sounds good.

##### Participant 37

So yeah, did my PhD in a [alternative discipline] department. And after that, I got a job as a postdoc fellow, which is kind of like, I guess quite teaching focused, but did have some time for research. I did that for three years, then got a permanent lectureship, and did that for, I can't remember exactly how many years, maybe three or four years? And not long after passing probation I applied for promotion and got promoted to [role]. Then I think I was in that role for about two years, three years, I think. Then I got my current role as a [role] at [current institution] - I changed to a new institution. And how have I been doing that for? About two years, haha. And that's it in a nutshell.

##### Researcher

That's interesting. And so obviously you did a PhD, I guess, did you have a vision of going into academia? What was it kind of, I guess, that sort of inspired you to have an academic career as opposed to sort of working outside of academia?

##### Participant 37

Well, I think, during my PhD, I definitely wasn't settled on academia. I think pretty much straightway after starting my PhD, I had anxiety about "is this really what I want to do?" Because I think the main reason I did a PhD is just because I had funding for it. So I had an [research council] master's and PhD scholarship, and so, I definitely wanted to do the master's bit, so I applied for it. But the PhD bit I was never entirely sure about. So when I actually started my PhD, I actually did apply for jobs outside of academia. I wasn't sure, I guess when you are a younger age, three years sounded like a lot of time to commit to yet more studying. So I wasn't 100% sure. And so I tried my hand applying for jobs outside of academia, and I guess that gave me insight into the alternative world of what it could be. And I think that kind of convinced me, actually, academia is probably a better alternative. And I guess never really looked back after that. Just cracked on with my PhD and got a job and everything. But yeah, I wouldn't say I was 100% decided. It's not like I knew from a young age. That was the turning point, I think, the very start of PhD. And then you get your topic, you get into it.

##### Researcher

Yeah, that's really interesting. Obviously, coming from a [alternative discipline] background and more social science, you could have really branched into a fair few, I guess, different kind of disciplines. Did you ever kind of envision yourself ending up in a business school?

##### Participant 37

Probably not at that point when I was doing my PhD, no. I don't think I had any concrete plans at all about exactly what I was going to do. Because I guess a lot is labour market dependent. I just kind of was enjoying my time being young, finally having a stipend, income and stuff. Living in [PhD institution city]. It was a really great time. So I guess I wasn't really thinking too much about forward future at that time. But yeah, I guess my main worry was that maybe academia is obviously not that well paid, but there are ways of making it well paid. I mean, obviously, it's very well paid in the wider scheme of things, but not necessarily compared to kind of alternative professions. Sorry, what was the question again? I kind of went off on one a bit.

##### Researcher

That's alright. It was more about, yeah, I asked about if you maybe foresaw yourself ever ending up in a business school, obviously from a social science background.

##### Participant 37

No, not really. It was accidental that I ended up in a business school almost. Because, well, it's not accidental anymore. That's just the way things went. But people who do kind of [alternative discipline] in the UK tend to all work in business schools these days. But that wasn't always the case. They somehow managed to, like a lot of business schools, people from other disciplines have managed to make a niche in them just because they're expanding and obviously in better health than kind of, you know, especially things like [alternative discipline] departments for various reasons. Not just that business schools attract lots of students, but [alternative discipline] is itself has obviously not been very good at being relevant, et cetera. So yeah it was accidental. Because I got quite friendly with some of the people in the management department at [previous research-focused institution], because that's where I did my undergraduate degree and I was a research assistant and et cetera, and so just kept in touch with them throughout my PhD, and then they had a job coming up. So I went to work there. And that was it. So after that first job in a management department, I became a business school academic, which was a tough transition to be fair, actually, I think I underestimated switching to, because different fields have different hierarchies and different traditions and things. So, yeah, that definitely took some getting used to. Had to slightly retrain myself.

##### Researcher

So that's quite interesting. So the traditions in your former, well, not former, of course you're still working in your field of interest, but I guess coming from, like, a [alternative discipline] department, what are the different kind of traditions now in a business school that you wouldn't have experienced in that other kind of department you would have been in?

##### Participant 37

Things like what kind of specific journals are considered the best journals. And I suppose that's probably a main one. Like the kind of academic hierarchies, definitely. Probably business schools, I guess, interact with the real world a lot more in terms of the teaching, but also the research. Maybe that's probably the wrong way to phrase it. They don't necessarily interact with the real world, but there's a perception that that's supposed to happen in terms of the intake of students, more professional types, and research is supposed to be a bit more relevant, but I wouldn't necessarily say that was definitely true. My experience being in business school it seems like a minority of academics are kind of more that way inclined.

##### Researcher

Okay. That's really interesting. Thank you. So in terms of your role at the moment, obviously, you're a [role]. So in practice, what does your work life look like at the moment? How much time do you dedicate to different areas of the job, such as research, teaching, admin and anything else you might do as well? What's does it kind of look like at the moment for you?

##### Participant 37

Okay. So at [current institution], your kind of contractual time is the kind of standard Russell group where it's like, I think, 40% teaching, 40% research, 20% admin. But I think that's never really in practise what people do. You probably spend more like, kind of 60% of your time doing research, maybe 10% teaching, and then the rest admin.

##### Researcher

And has that been fairly similar to your previous appointments before where you are now? Was it similar there as well?

##### Participant 37

Well, for a permanent faculty person, it would probably be similar. At [previous research-focused institution] I was just a postdoc at so it wasn't for me. I had a quite heavy teaching load. But I was also at [previous non Russell group institution] before and it was fairly similar. But then I also suppose my experience has been a bit slightly nonstandard because I tend to get research grants and things like that. So that kind of gives you more time to spend on research, essentially to fund your time, to do more of it, rather than the other stuff that you normally would if you didn't get research income.

##### Researcher

And in terms of the sort of admin side of things, what are your kind of responsibilities in that area?

##### Participant 37

Currently, I'm the deputy chair of [education-related activity] of the business school, and I'll be the chair soon. So I've been doing that for about a year as deputy. But I'll take up the role of chair for three years. But yeah, I've always done stuff like that, had leadership roles as they're called, wherever I've worked I think. Because, I don't know, I think you need to contribute to the school in some way.

##### Researcher

Yeah. Okay. That's really interesting. Thank you. So in terms of obviously, research takes up the the bulk of your time by the sounds of it. Like you said, you get those grants, which helps you kind of keep that time to research as opposed to the other things. So as a researcher, what are the kind of expectations placed upon you in terms of what you're sort of expected to achieve in a given time period? It might be an academic year, it might be a few academic years, in terms of outputs and dissemination and that kind of thing?

##### Participant 37

Yeah. I guess it's kind of vague, really. There's no, certainly here, there's no kind of clear concretely written guidelines, so it's more based upon... if you want to apply for promotion, you have to meet certain thresholds, I think. And so it's quite a long term time horizon in terms of how you're evaluated - we're evaluated on a yearly basis. I think ultimately you're evaluated on a bit of a longer period than that if you want to apply for promotion, but you can probably figure out or work out roughly what that would be on a year to year basis. This is separate from, because obviously you have your own personal targets about what you want to achieve in a given year. But in terms of what the institution expects, I guess they just expect a steady stream of publications in good journals, expect some kind of research income, get good teaching scores and things like that. There are sort of informal rules about specific numbers of publications and specific journals and kind of specific kind of student satisfaction grades and things like that, but nothing formally laid out. Because when I worked at [previous non Russell group institution], it was much more specific. You had to have a minimum score of like 3.8 if you're teaching and you had to publish, I think, like two things a year or something. But here, they are a bit more open.

##### Researcher

So would you say based on that you have a decent level of autonomy and flexibility on what you kind of choose to do with your time?

##### Participant 37

Within reason. You still need to, I guess probably publish roughly one or two things a year on average, and even though they say they don't use it, but kind of broadly in those high ABS kind of journals. Like the four, four star and stuff like that. Because they signed up to the DORA principles, I'm not sure if you're familiar with that. So you're not really allowed to kind of mention specific journals and things in any kind of evaluation, which is kind of good in a way, because sometimes you can do rubbish research, but end up in a good journal, and it means that has to be evaluated and so someone has to read it. But on the other hand, those kind of rankings and stuff do give you some sort of clarity in targets and things like that.

##### Researcher

That's interesting. And in terms of the sort of REF, obviously you mentioned ABS journal rankings, are you sort of expected to have a certain number of publications in a specific REF cycle?

##### Participant 37

Yeah. You're certainly expected to have the minimum number to be in the REF. If you have any kind of research in your contract, then yeah, of course you have to be contributing to the REF. Otherwise it's open to question whether you are actually a researcher or not. Maybe you're a teacher and need to have a teaching contract instead. But yeah, I guess in terms of the REF, yeah, I suppose probably there's no hard and fast rules that I've come across about this REF cycle. There's no minimum number of outputs, but certainly before they announced this REF, it was kind of like, you need a minimum of four outputs that have to be I think, I can't remember exactly what it was, like equivalent to something like two ABS fours or two ABS threes or something like that. Personally I don't pay attention to those sorts of targets - I'm sorry if that's not very helpful to you in your research. Obviously I just do my research and I think that it should be exceeding any target set by the university anyways. You don't do things because of the targets, the targets are just there. And if you don't follow them, then fair enough.

##### Researcher

And in terms of, obviously another aspect of the REF is the impact case study. Is that something you've ever had to be involved with?

##### Participant 37

Yes. When I was at my previous institution, they kind of did a scouting out for potential impact case studies. And so I kind of attended some meetings about some of the research I'd done which had been quite impactful. So potentially had a REF impact case study. But then I moved institutions, so it was never pursued further. And then because I moved to a new institution, as I'm sure you know, the REF stays at your old institution kind of thing. So it's too late to pursue it at my current institution in terms of the REF cycle. But yeah, I'm quite familiar with it all though. I have colleagues who are doing impact case studies with research I did and things like that, at their institutions, but I've not done one myself personally. I've kind of jumped through the net, slipped through.

##### Researcher

Okay. Obviously, impact, you have the impact case studies, but I think there's quite a few ways you can kind of look at impact. I'm just wondering at [current institution] what the kind of general attitude is towards impact as an element of your job role? I'm kind of wondering, is that something that is sort of at the forefront of what you are doing all the time? Are you thinking about impact and thinking about sort of external stakeholders and businesses and whatever? Or is it more focused on other aspects?

##### Participant 37

So, for me personally, yeah, of course. I think academic impact is central to the role to be honest. I think if you're just focused on a very academic pursuit, then it just becomes more like a hobby, some kind of niche specialist interest. It's like, why do you need public money to fund you to do your own little game or whatever it is? And there are a lot of people who treat academia like that. I guess for them, it's like Pokémon, collecting publications, got to catch them all. And they're fine with that. And they will just do whatever the targets say, and the targets tend to be less, sector wide, tend to be less kind of... impact is considered a good thing, but perhaps because in many ways it's less measurable, those sorts of people, there's no easy win kind of thing with impact, so may not focus on it so much. But personally, I think impact is essential to what academics do. At [current institution], though, they're very big on impact, so much so that in the kind of performance management kind of system... traditionally, academics are appraised on different categories, like teaching, research - which traditionally, research just means publications and research income, and then, like a sort of third category, which is kind of everything else, which is like collegiality, leadership, admin, then possibly impact thrown into that third one as well. Whereas here, they properly separate impact as its own kind of category. So you can apply for promotion, or in your appraisal, impact is its own category separate from research, separate from teaching. Of course, your impact comes from your research and your teaching, but it's recognised in its own right as a thing. And it's obviously strongly encouraged, probably because of the university, it's like more focused on [another discipline], the [another faculty] is the biggest faculty. And so it's always been impactful in that sense, that [academics in that faculty] also will be doing like [practical activity]. And just the research is very impactful. So it's quite in the DNA, I guess. In fact, that's how the business school started. It started from offering some kind of internal leadership type courses to [academics in that faculty], and then it just started to do its own programmes and kind of grew from there. That's, it's origins could be traced back to that, I think, so they definitely value it a lot I would say, to my surprise. A pleasant surprise because that's something I agree with.

##### Researcher

And why do you say to your surprise? Is that not something you would necessarily kind of expect?

##### Participant 37

Well, I think sometimes there's a danger, certainly at my previous institution, like a lot of academics were only interested in impact insofar as it related to kind of, like REF income rather than impact for its own sake. But that you've actually got something useful to say that could help whoever, you know, communities or whatever. It was more kind of like, impact - can it make a good impact case study? And so you focus on those kind of elements of impact, which are scored highly in some previous REF exercise, like policy citations and things like that, rather than actually various other sorts of forms of impact that could make a difference. Which are measurable as well, but just maybe not as kind of tried and tested before. Whereas here it seems to be very, they even include things like if you do stuff kind of like equality and diversity, even within the university, as kind of like impact.

##### Researcher

That's really interesting. So you mentioned your teaching load is about 10%?

##### Participant 37

It's not, haha. I spend about 10% of my time on it because I work way beyond my contracted hours. If you look at our contracted hours, it's something pathetic like 35 hours. That's like a part time job. I don't know anybody who works so few hours.

##### Researcher

Okay.

##### Participant 37

So I still spend my number of hours on teaching, but just as a proportion of the hours I actually work, it's quite low.

##### Researcher

So is that something that has kind of lowered as you've sort of progressed in your career? Have you found that you've had less teaching responsibility as you sort of moved up?

##### Participant 37

Yeah, I guess so, because you take on more leadership roles. So in terms of your workload allocation, it's all kind of based on points and stuff like that. So your time gets allocated elsewhere. Like I said, I get research grants, which typically fund about 20% of my time to be taken away from stuff like that. And also you just become more experienced so you can just turn up to like a room of 300 undergraduates. And you're like, I've done this lecture like 20 times before or something, so you don't need to prepare as much. The research income helps as well, because you can pay people to do all your marking and stuff like that.

##### Researcher

Yeah. Okay. That's interesting. And I guess what I'd be interested to ask is since the pandemic has your sort of teaching load or responsibility, the kind of hours you would imagine you would spend on teaching, has that changed at all since the sort of move to online?

##### Participant 37

Yeah, I think so, because it was the whole adjustment to the new way of doing it. It just took up a heck of a lot of time because you had to completely revamp your modules to keep people engaged. So it was essentially likes designing new modules from scratch, really. Obviously, it's kind of similar to what you've been doing before, but you have to change assessments and things like that because you can't have exams anymore. Well you can, but people will probably just cheat on them. And you try and make group assessments as well to get people together and to try to keep the social side for the students. And for other kind of reasons, because there was some kind of cutbacks, they tried to reduce the number of modules, that just meant that a lot of people, myself included, ended up with, like, massive modules, when previously they had their nice little quiet life. So again it changed everything. So yeah, definitely a lot more time spent on teaching. Probably double the amount of time I'd say, certainly that first semester for all the different adjustments.

##### Researcher

And has that had any sort of knock on effect on other areas of your job?

##### Participant 37

Yeah. Definitely. I spend less time on research than I normally would, for sure. Definitely. And also there was no kind of summer period because you had to design a whole new module essentially over the summer. And because of my role as deputy chair of [education-related activity], there were so many late assessments and things being pushed and sent to me, it was like an extra semester where teaching was done in the summer term, which it hadn't done previously. So, yeah, that's obviously peak research time in the summer. Probably the biggest impact is probably just because everybody's at home and so you just have endless meetings now. I used to prefer the world where I was the only person working at home every day, now it's the world where everyone's working at home every day. And it's horrible because everyone's at home and free and ready to have meetings. It's not the place I could hide away and just get on with work that it used to be.

##### Researcher

So you've traditionally always worked from home most of the time?

##### Participant 37

Yeah, definitely. It's just about getting much more done, being a recluse rather than being the centre of the life of the department.

##### Researcher

Okay. That makes sense. And another thing that I sort of noticed on your profile, you've done a fair bit of sort of practitioner focused work. I'm referring to the [project] for the [professional association], you did a [review] for [government department], that kind of thing, which is, I think, really quite impressive. What was the kind of motivation behind those kind of activities? Because I would, in my mind, look at that and think that's quite impactful and that is kind of external engagement. Is that something that you wanted to do for your own personal kind of interest reasons, or is that something you felt would be useful for your career development? What was the kind of motivation behind that?

##### Participant 37

Well, you spend all your time doing research and obviously become an expert in an area in terms of methods and techniques and just. So I guess that, you know, you have something to contribute to these real world issues and I definitely really enjoy that aspect of it. I think it kind of makes all your research worthwhile really, that you're beavering away and that you can contribute something useful to the world. There's more serious issues out there, but as they go, things like [topic] is obviously very important and certainly revealing, doing that subject, doing that project, and same with the work with [professional association], I really enjoyed that real world aspect of it. Like occasionally going out and getting your hands dirty in the real world and definitely it's very rewarding.

##### Researcher

And do you think that was particularly beneficial for you to help with getting to where you are now having those experiences?

##### Participant 37

I guess so. I would like it to be more beneficial than it was probably. But I guess that's not necessarily the main motivation for doing it. It's more like you generally feel that you have something to add to make a difference, you know, just because of your scientific kind of skills and stuff that you have the freedom to develop and experiment with, to then go and apply them in practice is good and just going out and finding out a bit more about the real world. Obviously, ultimately, you're an academic. So you love just kind of like finding out new stuff and learning new things. And there's always tonnes of challenges with it, that come with it. And so that makes it really fun to do really in a way that, if you just focused on publishing all the time, it gets a bit boring just doing endless publications. So it's nice to get that kind of, the variety and learning of new things as well. I guess it's the self development aspect, I suppose.

##### Researcher

That's really interesting. And so we talked about research, teaching, impact, admin. You do your deputy chair role, you are very research active, you said you've taken on some quite big modules this year - you wear a lot of different hats, a lot of different kind of responsibilities in quite varied areas. How do you generally find your workload? Do you find it quite manageable, or do you sometimes feel quite overwhelmed by it?

##### Participant 37

Yeah, definitely, there's occasions where it gets overwhelming, definitely. But you can just take a holiday, or, I've definitely had occasions where it definitely has been too much. And so you have to kind of go around and actively dump some responsibilities that you somehow, you know, you can't, you just have to accept sometimes that you can't do everything that you would like to do. There's only so many hours in the day and you have to curb your enthusiasm essentially and kind of dump some stuff, prioritise a bit. Get better at delegating and things, which I've been trying to work on that, especially delegating a bit more to other colleagues. So yeah, you can't be expected to do everything all of the time, really. And so yeah, I have a very rigid kind of routine, where I don't work after a certain point. I never work weekends, for example, or rarely, for example, which is very common in academia. So you learn how to manage these things. But exercising, I found - reluctantly - helps a lot, haha.

##### Researcher

That's really interesting. You mentioned that the importance of delegating things and being able to perhaps dump some responsibilities. Generally, if you had a massive workload in a particular month or term or whatever, and it became slightly overwhelming, what would be the things that you would prioritise and what would be the things that you would try and sort of get rid of?

##### Participant 37

Well, normally what I do is, I'll do everything that I've been assigned eventually, but you have to prioritise stuff. It might just take you weeks to get something, even if it's just like a half an hour task or something and just keep everybody in the loop about it. But if I had to just suddenly drop stuff, yeah, I guess the things I tend to prioritise normally is research I would say more than teaching and admin or whatever, especially given the nature of those, teaching and admin, your role is much more substitutable. There are other people out there who could do your role in that bit. When it comes to research, it feels like you're much less substitutable because it's a proper expert niche. So you can't, as much I'd love to, to get other people to do things, it's often proven very difficult. You know, colleagues just don't have the same kind of expertise as being able to do something as good as perhaps you might be able to, like write a bid or something like that. So you kind of have to just do it yourself. And that's probably the main reason why I prioritise it, because there's no one to stand in for you sort of thing.

##### Researcher

That's really interesting. And another thing I want to ask about, obviously, at the moment, you're a [role]. I would be interested to know, I guess, sort of in the mid to long range future, what your kind of ambitions are in terms of moving forward in terms of where you would like to be, perhaps in the next however many years you would naturally kind of look forward. And second to that, I would also be interested to know, do you have any kind of specific strategies in mind of how you would progress in it? It might be drawing on things that you've already been doing to get to where you are now and just sort of continue that trajectory. But I would be interested to know if you have an actual kind of strategy in mind of how you plan to get to where you want to go or if you're more of a "take things day by day" type of person.

##### Participant 37

So, I definitely want to get promoted again. So it's kind of like moving up levels to go until you get to the boss level sort of thing, haha. So I'm going to apply for promotion really soon to be honest, to [role]. And so I think in order to do that, because I haven't been here very long, I guess a weakness is that I haven't made a sustained contribution to kind of like the admin and teaching side of the university. But I have a great opportunity in that I have, like, a school level role to be able to do that, to make some difference and kind of like, show your seriousness and contribution and also genuinely make an actual contribution to the school in some kind of sustained way. So that's probably the main thing to do. I guess it'd be nice to get another humungous research grant as well. So obviously I've applied to a lot, some have been successful, some are still being considered. So I guess it depends a lot on those kinds of things, but yeah, I guess my philosophy is to always keep busy and good things will happen, really.

##### Researcher

Okay, that's interesting. And I guess from the point of view of the kind of senior leadership team in the school or the university, I'd be interested to know what your perception is of what they would see as being the most important thing. Obviously, you said, you mentioned you haven't been there that long and you feel like it would be nice to make more of a contribution to the sort of leadership, admin, teaching side of things. Do you think that would also be their kind of perception, or if they would perhaps value anything else more than that?

##### Participant 37

Well, I think that is just such an obvious one, really, I think because you don't want to be classed as one of those people in academia that just focused on the research side and the publications or whatever and doesn't really have much loyalty anywhere or doesn't really have much contribution. I do enjoy that side of it, though, contributing to the university. In terms of what they would think, well, I know so, because I've spoken to them about it, a "what would you like me to do" kind of thing. And so they said, yeah, that would be highlighted as a weakness because you've not been there that long, that they might say he's good at research and income or whatever, but what has he done that will have a lasting impact on the university kind of personally sort of thing? So if you're just absolutely stellar in other areas, that will always - maybe with the exception of teaching, which is always sadly undervalued, I think just, you can't just be a good teacher, on its own it's never enough - but you probably can just be a very good researcher on its own and still get reasonably far.

##### Researcher

And I would be interested to know from your perspective, as someone who works in this environment and has done for a certain amount of time across different institutions, I would be interested to know from your experience and the way you perceive it, why that is the case? Like you just said, you can sort of get away with being a really good researcher to really sort of rise up the ranks, but not so much if you're a really good teacher, why do you think that is the case in, I guess, more research intensive business schools?

##### Participant 37

I guess there's a certain extent of it has always been like that. Compared to other universities that were perhaps, like, post 1992 universities where they didn't probably perhaps have much of a tradition of doing research, they were kind of FE type colleges and things, and so that's just mainly been their main business always and only later people had to get into research at ex-polytechnics, et cetera. So I guess it's always there, it's always been a bit like that. You have to be like a scholar or an expert or something. But I guess in some ways there's money attached to research and that can be attributed to a specific individual. Whereas it's not like, and teaching was probably traditionally a lot less lucrative because it was all kind of grants and stuff, I think, maybe, and not as many international one year master's students. But obviously that has changed now a bit because teaching is a lot more lucrative and for probably a lot of universities it's the majority of their income. So I guess, to separate that out to give a concrete answer, I guess it has always been like that, by the identity of Russell groups, it's research being like the main thing that academics do. You know, you do a PhD to become an academic, you do research, you don't do any anything about teacher training. And then secondly, I think research, kind of the income attached to research is probably much more easy to tie to specific individuals, because it's more like a solo pursuit. You have publications which get money for them for the REF, whereas teaching is much more a joint effort. People don't come and study on a programme because of your module. And anyone can do it. It's quite interchangeable, I suppose, as well. You can be on sabbatical one year when and someone else can just come in and do just as good a job as you did, whereas for research it's a lot less replaceable. And if you left, it's going to be very hard to find someone to fill exactly the shoes of what you did.

##### Researcher

Yeah, that's really interesting. Thank you. I'm conscious we're coming up to the end of the meeting now, so I don't want to keep you any longer and I've covered everything that I would want to talk about anyway. So unless there's anything else you can think of, that you might want to add that you think is relevant or interesting for this general kind of topic that you haven't had a chance to say... you don't have to, but just if you can think of anything else, before we wrap up.

##### Participant 37

No, not really. I think that was, you know, good luck with your PhD. Hope that's been useful, talking to me. Are you going to follow up with people at all or anything? What's your plan now?

##### Researcher

I don't have any plans for any follow up interviews. I'm still making my way through my participants. So this is interview number 37.

##### Participant 37

Oh, wow.

##### Researcher

But yeah, it's been really interesting to talk to different people and hear about their experiences.

##### Participant 37

Okay, well, good luck with it all.

##### Researcher

Thank you. And many thanks for agreeing to talk to me and for giving me some of your time and yeah, have a nice rest of the day and a nice weekend. Best of luck with everything.

##### Participant 37

You too.

##### Researcher

Thanks. Bye.

##### Participant 37

Bye bye.