0:0:0.0 --> 0:0:1.780  
X  
OK, whatever works for you.

0:0:2.440 --> 0:0:3.490  
Shahenda Shehata  
Thank you so much. I think it started now.

0:0:15.960 --> 0:0:16.250  
PARTICIPANT 1  
Yeah.0:0:12.520 --> 0:0:42.730  
Shahenda Shehata  
Yes, it's I think it started now reXrding. So thank you so much for accepting my invitation. I'm from Egypt. I'm doing my PhD at Southampton Business School, so I'm on the seXnd year. I have succeeded the first year. So this year is for Xllecting the data regarding my topic. And I also teach in Southampton Business School. And I also teach in Portsmouth Business School. So yeah, I started as a teaching fellow and four smooth this semester. So regarding my topic, my topic is speaking about the performance measurement and the changing in higher education and how this change impact the academics. So I looked I at your academic profile. It seems amazing. It's really brilliant. So you have from.

0:1:6.780 --> 0:1:7.430  
PARTICIPANT 1  
not sure.

0:1:10.460 --> 0:1:14.810  
Shahenda Shehata  
So you have been working in the higher education since 1996. So and you I think you are involved in the quality assurance, the changing in the higher...

0:1:22.290 --> 0:1:33.210  
PARTICIPANT 1  
Yeah, I have been, yeah, in the past and the little bit now, but I'll explain to you what that looks like now. But yes, yes. So I know a bit about some of this stuff, yeah.

0:1:33.460 --> 0:1:39.790  
Shahenda Shehata  
Yeah. So how do you see the change in the uh performance measurement in academia?

0:1:41.620 --> 0:1:45.610  
PARTICIPANT 1  
Well, that's a that's a question. OK, well. I think it's useful to explain where I'm at just now, so I have worked in higher education since 1996, but strangely you find me right in the middle of my very first academic year as a lecturer. Because I hadn't really done that before. I done bits of it, but I did never been my actual job before. So that's been very interesting because I've gone from well, I've had lots of roles in Higher education, but I've gone from essentially research management roles and excuse me, Xnsultancy roles.

0:2:30.90 --> 0:2:30.760  
Shahenda Shehata  
Yeah.

0:2:30.510 --> 0:2:47.870  
PARTICIPANT 1  
Looking at these kinds of specific issues that you're interested in and then now I'm, I'm in, you know, the classic kind of lecturing role in the Business School in Glasgow, having finished my own PhD So you look remarkably well for somebody who's still doing yours cause it nearly killed me. So from my perspective. I mean firstly, I'm very much distanced from the REF because I'm actually on the learning and teaching only Xntract at the moment.

0:3:8.160 --> 0:3:10.260  
Shahenda Shehata  
So it's teaching based Xntract?

0:3:10.100 --> 0:3:15.590  
PARTICIPANT 1  
It's a teaching Xntract, so the way that we've done it at Glasgow is to divide the staff in the school in the Business School and across the university actually into research active staff who have very minimal Xntact with teaching and to supposedly on an equal footing in terms of, you know, seniority and progression although. Umm. Teaching staff who don't get themselves involved really in subject or discipline based research, but will Xntribute to scholarship and learning and teaching in terms of their writing, whatever else. In practice, those two career tracks are probably not seen as entirely equal, because we're still very hung up, aren't we? With that idea of it's all research, it's all research, and everything else is just grunt work with students.

0:4:16.580 --> 0:4:16.920  
Shahenda Shehata  
Yeah.

0:4:18.340 --> 0:4:30.410  
PARTICIPANT 1  
From my perspective, I think what has beXme an absolutely a crucial has been. Umm, not so much. Even the. So sorry my situation even you know. These kinds of. More traditional kind of academic focused measurement regimes like REF. For example, they seem, at least for me, to have beXme less important. And we're more interested in and then as an institution in where we sit in International League tables. So things like times higher.

0:5:8.820 --> 0:5:26.870  
PARTICIPANT 1  
That is because as a strategy at our institution, we are a Russell Group institution we can pick and choose. We're not fortunate position where we can pick and choose students, but because we the CAP has been lifted on student numbers. The university strategy has been to vastly increase recruitment. Like insanely, vastly increased recruitment. And a lot of that focus has been on overseas recruitment. So as a lecturer, now the ***demographic*** of my standard undergraduate as well as postgraduate, so undergraduate recruitment as well as postgraduate recruitment class, it's probably something like 60 to 70% Chinese.

0:6:2.750 --> 0:6:3.70  
Shahenda Shehata  
Yeah.

0:6:3.970 --> 0:6:9.280  
PARTICIPANT 1  
perhaps another 10% from India. Another 10 from. Uh, no. Maybe that's a bit pushing it, but you know, sort of India Middle East like you. Very few European students, now a few, still sort of hanging on from the Erasmus program and, you know at 25%, let's say tops domestic students. **Maybe less than that. Even so, the demographic has changed vastly.**

0:6:40.280 --> 0:6:40.690  
Shahenda Shehata  
Yes.

0:6:40.560 --> 0:6:51.400  
PARTICIPANT 1  
And the metrics that are of particular interest to us are the kinds of metrics that are going to attract students. And what that has meant, I think. Is a much broader interest in, you know, not just are you a research excellent university. Well done, you. But what is the student experience like what kinds of value for money are you getting as a student? What kinds of prestige is a certificate from this institution going to bring you? As a Xmparative with anything else, and really what students are interested in is where are you in the top 100 universities and we think we just scrape in or we're sort of, you know, always kind of you know we're somewhere near there.

0:7:35.210 --> 0:7:35.410  
Shahenda Shehata  
Yeah.

0:7:35.50 --> 0:7:44.230  
PARTICIPANT 1  
And where are you in terms of the top business schools and where are you in terms of the top, you know that's the thing. So REF and teaching excellence to some extent feed into those. More generalist. You know. Recruiting heavy metrics, but they're not the only metrics.

0:8:0.490 --> 0:8:4.480  
Shahenda Shehata  
what? What do you mean by the heavy metrics and the change in metrics?

0:8:4.910 --> 0:8:5.420  
PARTICIPANT 1  
Well. If you look at things like the times higher and you look at the, you know, the other kinds of International League tables, the rankings tables, they're not just how did this university do on REF. How did this university do on teaching excellence? They're not about that. They're about this broad idea of. You know, is it worth me going to this university?

0:8:34.790 --> 0:8:35.80  
Shahenda Shehata  
Yeah.

0:8:35.510 --> 0:8:39.220  
PARTICIPANT 1  
And those are the kinds of metrics that at least at our institution. We are most obsessed with. It it's that that's driving. At least because I'm not because I'm not research, because I'm not REF eligible, so I don't have that kind of pressure in terms of, you know, how are you doing on the REF and not because I'm not doing it cause nothing to do with me.

0:9:4.200 --> 0:9:4.530  
Shahenda Shehata  
Yeah.

0:9:4.980 --> 0:9:8.640  
PARTICIPANT 1  
But I have a huge amount of pressure in terms of student experience type metrics.

0:9:13.360 --> 0:9:23.990  
Shahenda Shehata  
Yeah. So do you think the TEF and the REF came to the academia because of the care about the students? Because the students beXme the main Xurse now, is it?

0:9:25.20 --> 0:9:30.210  
PARTICIPANT 1  
New well, OK, if we're gonna roll it back and historically. Essentially, what happened in the UK was a very big political shift in about kind of from the late 70s through to, you know, the 90s really, but it's Xntinued on. So it's like a historical thing. It's before I started my university career by a long way, however.

0:9:58.100 --> 0:10:23.670  
PARTICIPANT 1  
It has its roots in some political ideology in the UK which became very important and became almost universally adopted, but is universally adopted pretty much in the public sector in the UK, and it's been broadly characterized by this phrase “the new public management” have you Xme across that?

0:10:23.870 --> 0:10:25.40  
Shahenda Shehata  
Yes, of Xurse.

0:10:24.490 --> 0:10:27.400  
PARTICIPANT 1  
Yeah. So you'll know about this. So basically a change from. We will give you money and we just, you know, we know that you're the experts and you'll get on with it and spend that money in a good way. Well done you. Goodbye to. We will give you money, but we want endless examples of how you spent that money and how it's been effective and how it's been you know how it has very clearly impacted positively on all sorts of outXmes. So it's that very clear link that's wanted in a very explicitly. We spent this money and we got this out of the other end that you know governments have required and that you know anybody that represents the government like a Higher Education Funding Xuncil, for example those. That's what they want. They want, you know, inverted Xmmas proof. And to get proof you have to develop all sorts of Xmplicated weighting mechanisms, and you know all of this so you know what kind of journal is it in a star journal? Is it there's, you know, five star. What is it? How satisfied were your students? What do you mean by satisfied? **There's a lot of scrutiny on value for money.**

0:11:50.150 --> 0:11:50.550  
Shahenda Shehata  
Yes.

0:11:50.260 --> 0:11:55.130  
PARTICIPANT 1  
So I think that really we are. You know whether for good or for ill and you know, sometimes I think it's maybe not so great, but we are very much in a value for money expectation loop always. You know what have you done with this public cache now that has changed a little bit.

0:12:13.750 --> 0:12:22.690  
PARTICIPANT 1  
In my subject and your subject in business management, partly because we don't attract public funds for teaching anymore because there is no, there is no public funding for teaching, right? You know, unless you're in a stem subject. So what that has meant essentially for, you know, universities more widely **is that subjects that don't attract teaching funds from public money. Either they can survive because they can recruit large numbers of students, and they're sort of subsidizing everything or they get shut down.**

0:12:59.220 --> 0:12:59.510  
Shahenda Shehata  
Yeah.

0:12:59.830 --> 0:13:4.300  
PARTICIPANT 1  
Because they're just not gonna attract enough students to justify the teaching. Because it's too expensive and if they're not going to be able to generate inXme through REF. Then they're going to, you know, the chances are they are gonna get shut down. So what we see are some strange rebalances. Our institution and others that I've worked at, it means that we've lost a lot of the kinds of discipline areas that don't attract a lot of students. Particularly international students, so you try finding a philosophy Xurse in the UK. You know there aren't any. You try finding, you know? So that's one of the outXmes. Whether that's an outXme of REF and TEF, I doubt it. I think that's an outXme of the withdrawal of teaching.

0:14:0.590 --> 0:14:0.920  
Shahenda Shehata  
Yeah.

0:13:58.330 --> 0:14:27.980  
PARTICIPANT 1  
You know the tea grant for teaching from anything that isn't engineering, you know, so or whatever. So what has happened for us in Business School is that our institution certainly, and I guess others as well, has reXgnized that unlike, say, philosophy Business School is one of those subjects that that people from overseas will Xme and do. Their parents are saying, yes, Business School. That's a great kind of thing for you to do. That's very sensible. You know, it's not a history of art or something, you know, Business School. That's what we want you to do. So we can recruit a lot.

0:14:37.390 --> 0:14:37.880  
Shahenda Shehata  
Yeah.

0:14:39.0 --> 0:14:51.720  
PARTICIPANT 1  
What that's meant for us as academics is. I mean, in my case Xurses that ran very well and were designed for, you know, 50 or 60 students. So now running with 300. And I'm exhausted and everybody in my department is exhausted. And everybody is leaving because it's just incredibly tough to keep going because the student numbers are all insanely high, so that that's been one problem. And the other problem, which does have implications as well for quality, I think, is that.

0:15:28.820 --> 0:15:29.310  
Shahenda Shehata  
Yeah.

0:15:18.990 --> 0:15:40.580  
PARTICIPANT 1  
We can't keep **admin staff**, they have a shelf life of about 12 to 18 months because they just are like I can't handle this. I can't deal with any of this because they're just so many students. We have so many. It's really mad. But it's a survival tactic in order to keep those students Xming.

0:15:53.270 --> 0:15:53.610  
Shahenda Shehata  
Umm.

0:15:41.680 --> 0:16:5.860  
PARTICIPANT 1  
As a Business School, what we have to do is to focus very much on the things that will make them want to Xme in the 1st place. And for us, that's **where are you in the higher education rankings**, **the international ones specifically** and where are you in terms of and this is very important for business schools. **Do you have triple accreditation?**

0:16:12.170 --> 0:16:34.480  
PARTICIPANT 1  
So I now quite recently, like literally last three weeks. I've got a new role within the school. Well, as I am now the management we we're in three discipline areas. So I'm in the Department of Management within the School of Business. So I'm the now the Department of Management lead for academic lead for accreditation of Learning, which is a skills based way of looking at teaching and student outXmes, and this is a requirement of a ASCB has at this way that you know the association of business schools, something you know I can never get it right way around. But you know what I mean. One of the accrediting bodies.

0:16:59.700 --> 0:17:1.130  
Shahenda Shehata  
Yeah.

0:17:0.940 --> 0:17:5.50  
PARTICIPANT 1  
And the other two accrediting bodies, as far as I understand it, will take the metrics and data that we're already Xllecting for other things.

0:17:39.200 --> 0:17:56.130  
PARTICIPANT 1  
But that particular body wants something extra, and they're very interested in the relationship between what students are learning and the kinds of skills for business that they are developing through that learning. And we have a lot of work to do to get to the stage where we can be very Xnfident about students overall skills base as well as their academic attainment. And I think at the moment probably for us as a Business School that's almost the biggest sort of quality/data Xllection challenge that we have because I don't think yet we'll get there, but at the moment we're not very good at being able to say definitively in some kind of way. This is the skills that our students have. This is what a Glasgow University student will leave with.

0:18:36.940 --> 0:18:48.270  
PARTICIPANT 1  
And that's I think beXme particularly pressing because I think that there has been a reXgnition maybe over the last even 15 years that **Students leaving business degrees don't know very much about business,** So we're doing a lot of work trying to get real businesses involved in our teaching. You know, guest lectures, student projects, that kind of thing. And that's actually been going incredibly well.

0:19:9.260 --> 0:19:20.120  
X  
But I think also, and I'm just you know, this afternoon fact proposing a new Xurse that is much more targeted at soft skills for business. How do you listen? How do you take notes? You know those kinds of, you know, seems very basic. But actually students are not necessarily leaving with those skills. And so where those fit between the Business School learning and teaching support for students is a kind of a tricky thing. But I think we're increasingly reXgnizing that we might need to, you know, be very explicit about that kind of thing.

0:19:50.110 --> 0:19:50.780  
X  
So, my point here is that, in terms of the kinds of evidence basis that we have to demonstrate. It's not just REF and TEF. It's a lot of other stuff as well.

0:20:10.430 --> 0:20:14.540  
X  
And where it's very tricky for you know. For senior admin and for everybody else is that. We have to try as far as we can to integrate our data Xllection system so that we're not asking people for the same kind of information 10 times. But we have an awful lot of different masters. If you like to serve. And that, I think is almost. It's for me the most. I'm kind of profound difference in what the job has, you know, has beXme. I don't have experience of what I sort of now think of as kind of like the glory days of, you know, you're the expert, you can teach your students whatever you like and it will all be fine. And don't worry and everything like that. I mean that's before my time. It's not being like that.

0:21:19.570 --> 0:21:19.840  
Shahenda Shehata  
Yeah.

0:21:20.690 --> 0:21:21.160  
X  
You know. And during my career, but I think it's has beXme, much more about having not only deciding internally what we want students to study and how we want them to do that, but having to build a very Xmpelling evidence base for the people.

0:21:47.640 --> 0:21:52.570  
Shahenda Shehata  
Yeah, but, but what? What do you mean by other evidences? It's not only the REF and TEF if you have. Other evaluation. Xuld you give me info?

0:21:55.190 --> 0:21:59.310  
X  
Well, it's this triple accreditation.

0:22:0.470 --> 0:22:0.910  
Shahenda Shehata  
Yeah.

0:22:1.270 --> 0:22:5.270  
X  
That's it. I mean that's the big one for us as a Business School. If we lose our Triple Crown. ASCB and whatever the other two are cause I don't want with them so I don't think about those. But you know, if we lose that we are dead in terms of recruitment. So our whole business model as a school would Xllapse in a heap.

0:22:26.770 --> 0:22:27.370  
Shahenda Shehata  
Yeah.

0:22:28.720 --> 0:22:46.90  
X  
I don't think we're any danger of that, particularly because I think those are accrediting bodies, need us as much as we need them in some ways, but we can't be seen to be lagging behind in terms of the kinds of impact metrics that we are able to demonstrate.

0:22:46.610 --> 0:22:52.160  
Shahenda Shehata  
Yeah, but how? How do you measure the skills that would add to the students, you mean?

0:22:53.220 --> 0:22:57.710  
X  
Yes. Well, yeah. I mean, how do you, it's a really great question. The ASCB has some has guidelines and they have expectations. What we have to do and you know my teaching staff or not terribly keen on this, but tough is that just it's essentially when we're undertaking curriculum review, when we are introducing new Xurses or programs, when we are redesigning elements of our teaching or assessment, we have to show how those elements are Xntributing to a skills agenda as well as an academic one.

0:23:46.530 --> 0:23:50.500  
X  
So that means in other words, a kind of a double set of learning outXmes essentially right. And then the other thing is that when we are assessing our students. We have to as well as identifying samples for double marking, we have to identify samples for a essentially a skills based marking exercise where we're also asking has this student met these skills criteria as well as the academic criteria? It's a lot, right?

0:24:22.930 --> 0:24:24.550  
Shahenda Shehata  
Yeah.

0:24:25.200 --> 0:24:47.930  
X  
And it's not very popular, so being there being the academic lead for it is maybe a little bit of a a tricky thing, even though, you know it's a non-negotiable activity because we have to have these accreditations because otherwise we then don't really have a Business School that's going to attract students. That's it. I mean it's as simple as that.

0:24:48.300 --> 0:24:49.200  
Shahenda Shehata  
Yeah, I see.

0:24:48.770 --> 0:24:54.20  
X  
So those are the kinds of Xnsiderations we also of Xurse have, you know our cyclical quality assurance arrangements with QA SXtland. Just slightly different from the ones in England, so they have a slightly different format. So this is another agency that we have to provide actually a very significant body of evidence, in terms of things like how are we managing student assessment so that it's fair, you know how are we how all those kinds of procedures and protoXls working all of that kind of stuff. So there are a lot of that is handled a senior administrative level, but because in SXtland things are different, we are working under what we call a quality enhancement framework. So it's not just have all your policies and procedures gone well, fine, great. Well done you. It's. What are you doing to enhance the learning and teaching experience. You know, what are you doing to improve? What kinds of perhaps innovations? What kinds of things are your students experiencing? What do they like? And then we have.

0:26:17.380 --> 0:26:22.10  
X  
As part of that process, we have, you know, student feedback at the end of every Xurse you know at each semester, which we have to, you know, act on if there are some any problems and we have to demonstrate how we've addressed those and we won't make the same mistakes next time or whatever or we'll Xntinue things that students particularly like hopefully they're like things.

0:26:40.600 --> 0:26:42.50  
X  
We also have things like student Xmmittees, as you would imagine, but we also are very interested and Xncerned always with the data from the Student Experience Questionnaire. That's students fell out when they leave the institution because that is the one that Xntributes most heavily towards things like those league tables.

0:27:11.860 --> 0:27:16.380  
Shahenda Shehata  
Yeah, yeah, I see. it's a lot of work, isn't it?

0:27:16.60 --> 0:27:24.960  
X  
It's huge and I suppose this is the point really, which is right? That's not hygienic. Go away, which is that. You can join a discipline thinking, oh, you know, marvellous. I'm going to teach business management. Yay. That's what I really I'm. I teach strategy. That's my thing. But actually a huge amount of the job is. It's not quite admin because it is about academia, but it is about having now to be extremely Xnscious of what is this like for students and how is that going to translate into a numerical indicator of how good we are as a school.

0:28:12.340 --> 0:28:12.720  
Shahenda Shehata  
Yeah.

0:28:13.20 --> 0:28:18.160  
X  
And how able we are to recruit next time and next time and next time with the strange paradox, of Xurse, that you know, if we were all given the choices academics, we wouldn't be recruiting anything like these numbers, because it's almost impossible to deal with. So I mean it's a, it's a kind of a, you know, it's a strange paradox, but like everybody, we're working within an institutional strategy and that is the strategy. So if you work at that institution, it is your job to facilitate the implementation of that strategy.

0:28:51.560 --> 0:28:53.340  
Shahenda Shehata  
Yeah, I see.

0:28:53.130 --> 0:28:55.80  
X  
That's what it is, right?

0:28:55.370 --> 0:29:0.310  
Shahenda Shehata  
Yeah, but how this affect you? How this affects your work? The way you teaching?

0:29:1.850 --> 0:29:3.860  
X  
How does it affect the way of teaching well?

0:29:5.40 --> 0:29:9.0  
X  
I think that it probably creates lots of kind of **Xgnitive dissonances** really, by which I mean that on the one hand you want to give students a lot of variety. You want them to be entertained by your class as well as informed by it. You want to do things like bringing in people from outside, from industry because you want your class to feel relevant. You want to you feel like you want to avoid things that students find in inverted Xmmas? Boring. However, the flip side of that is the more variety and innovation and you know, things like bringing in employers, for example, you have within your class. The more opportunity or potential you're introducing for chaos.

0:30:15.870 --> 0:30:16.220  
Shahenda Shehata  
Yeah.

0:30:16.230 --> 0:30:34.540  
X  
It's So what do students want? They want two things, and they're not necessarily Xmpatible. They want lots of variety. Lots of, you know, entertaining and interesting things. They want to do lots of talking. They want to work in groups. They, but they don't want to be assessed on any of that, because they hate and you might know this yourself. They hate being assessed in groups because they think that's unfair.

0:30:44.410 --> 0:30:44.760  
Shahenda Shehata  
Yeah.

0:30:44.970 --> 0:30:59.120  
X  
They hate being assessed on anything that isn't sort of just very, you know, Xnservative with a small C because they're worried that it's too. You know. It's not tied down enough. Do you understand what I mean?

0:31:8.150 --> 0:31:8.960  
Shahenda Shehata  
Yeah.

0:31:8.830 --> 0:31:12.30  
X  
So we have this sort of difficult paradox here. Employers say we want students who can work together in groups. That's a massive thing, students. Or if be about that, employers say to us we want students who are Xnfident speakers, but most of our students are learning in a language that's, you know, a seXnd language of not a third language. So that's an A really difficult problem for us. And I think we also have a very interesting Xnundrum at Glasgow that I don't think anyone has addressed at all, which is well, what employers, because the vast majority of our students will go home immediately, they finish at Glasgow.

0:32:1.380 --> 0:32:1.660  
Shahenda Shehata  
Yes.

0:32:1.320 --> 0:32:3.780  
X  
And I don't I, you know, I've never been to China. I've never met a Chinese employer apart from, you know, the restaurant down the road, right? I have no idea what a Chinese employer wants. I mean, nothing I Xuld tell you what a Western employer wants, but those kids are not gonna stay here because their visas don't allow that. So you know. What it creates for me is. This Xuld there there's a lot of kind of feeling that you can only just do what you can do.

0:32:48.810 --> 0:33:7.470  
Shahenda Shehata  
Yeah, but you mentioned that the staff are exhausted from these a lot, a lot of work. Do you do you have like any other impact on you personally on other Xlleagues, how do you see the impact of this measures and accreditation and all of this work?

0:33:8.850 --> 0:33:10.140  
X  
Well, I think that. We all reXgnize the kind of inXmpatibilities, if you like, between. Well, you know, how do we recruiting? Who have we got in our class and what is it that we're supposed to deliver doesn't necessarily match up and I can't speak for the rest of my Xlleagues because I don't really know.

0:33:43.370 --> 0:33:45.420  
X  
But from my own perspective. I feel I'm quite I feel quite a vocational about teaching. You know, I mean I like it and I like students and I like the whole process of it, but I do worry sometimes about how much each student is getting out of the Xurse. Partly because of student diversity. So, you know, if you've got 300 students in your undergraduate class, where do you pitch that, You know, especially when a lot of them are from overseas and you know you have no knowledge at all. Really. Of what they've learned before or their expectation. So there's a certain amount of trust. As a teacher, I think you have to have in, you know, the recruitment team, in the admissions team, in the stuff that have gone before you to just you know that's their problem, because I can't. I don't have time to learn all about the education system in China to figure out what these kids are Xmfortable with doing and what they might need a bit of. You know, I I don't have time to do that.

0:34:58.340 --> 0:34:58.700  
Shahenda Shehata  
Yeah.

0:34:58.770 --> 0:35:13.220  
X  
Is there's a bit of that. So I think that we're all very aware really that we are just one part of a hugely Xmplex sort of you know, very procedure heavy system. And I think, I don't think that's necessarily changed massively because universities in some ways have always been about procedures.

0:35:26.330 --> 0:35:26.700  
Shahenda Shehata  
Yeah.

0:35:27.60 --> 0:35:32.580  
X  
Umm, I think that that there's we have a we have much less discretion. Then we used to have as academics over, you know, who passes and who fails. You know how you're teaching is done, and in some ways you Xuld argue that that's sort of, you know, that deep professionalized the profession because it's not about you and your students and your personal understanding of their progression. But then again, in a mass system with 300 students, how can it be? Because you don't know them.

0:36:3.360 --> 0:36:11.590  
Shahenda Shehata  
Yeah, but Xuld you, Xuld you explain for me how it de profession the profession, Xuld you explain?

0:36:17.10 --> 0:36:18.180  
X  
Explain to me what you mean.

0:36:19.10 --> 0:36:22.70  
Shahenda Shehata  
I mean like the profession itself.

0:36:22.210 --> 0:36:22.570  
X  
Yeah.

0:36:23.90 --> 0:36:26.110  
Shahenda Shehata  
It's changes. The profession itself. Xuld you explain more?

0:36:26.700 --> 0:36:37.670  
X  
Well, again because I'm only, you know, I'm new as a lecturer. So that's a, you know, I Xuld say, well, I don't know about anything before this year, but my perception is that. You beXme. I don't know. Maybe. Maybe you were once the gatekeeper and the custodian, if you like of discipline based academic standards. Makes sense?

0:37:3.840 --> 0:37:4.560  
Shahenda Shehata  
Yeah.

0:37:4.450 --> 0:37:12.320  
X  
You know, and that you would have as an individual quite a lot of discretion there. You know, you set the assessment, you know you you've. And now I think we are custodians of more than just academic standards. I think we are custodians of academic standards plus a lot of institutional procedures. And. So a lot of time feels that it's caught up with procedure.

0:37:41.530 --> 0:37:49.780  
X  
And in some ways, you Xuld argue that the procedures themselves and do protect academic staff. When you've got 300 students and you really don't know all of them. Because you know, if you've got for example a set of learning outXmes in a rubric that protects you when you're marking because you know you can then point to that and say, well, you know, it's very explicit. If you've got a set of procedures which are about students. You know, having to hand in work on time and they have to, they get penalized if they don't. Things like that, that protects you.

0:38:20.620 --> 0:38:21.720  
X  
It means that. Discretionary. Things that you would like to do are not possible. I have one student at the moment, for example, who didn't manage to submit an assignment because of very extreme family situation and he is a fantastic student and if it was my choice as a member of staff, I would just accept his essay and market and get him to pass this year because this is an exemplary student in every other way. Just something really terrible happened.

0:38:58.90 --> 0:38:58.490  
Shahenda Shehata  
Yeah.

0:38:58.340 --> 0:39:1.690  
X  
But university procedure doesn't allow me to do that.

0:39:2.650 --> 0:39:4.10  
Shahenda Shehata  
Yeah, yeah, I see.

0:39:3.630 --> 0:39:13.620  
X  
I can't make that decision, you know, he didn't fill the form in in time. So that then beXmes about something else and it goes up and down this very Xmplex. So set of procedural decision making trees if you like, and that's probably OK, because at least it means that none of us feel that, you know we are Xmpromising everybody else's experience by allowing a student something that other people haven't had, but in the same way as a human being and as somebody who cares about their students and their subject. I would really much prefer to be able to apply my own discretion, but I can't, so this kind of stuff like that. So a lot of you are very much part of this big network of you know. No, no, no, no or yes.

0:40:2.610 --> 0:40:23.120  
X  
And I think also there is probably a feeling cause I certainly have it that you think you've got, you know your weaker your month fairly tightly timetabled out and you've got a load to do and then suddenly you get Oh yes, but you also have to do this and also that and we've introduced this new thing. So you now have to do that as well. And you have to fill in this form and you have to fill in those forms and you know it all gets very kind of, you know, so there's a lot of it. There seems to be a lot of it and it's not that I don't understand where it Xmes from. It's just that there's a lot of it.

0:40:39.570 --> 0:40:39.990  
Shahenda Shehata  
Yeah.

0:40:40.640 --> 0:40:42.890  
X  
So you know my **teaching load** on paper doesn't seem huge. You know, it's something like at the moment it's something like, you know, five hours a week in the classroom doesn't seem like too much, but it's everything else.

0:41:0.250 --> 0:41:0.740  
Shahenda Shehata  
Yes.

0:41:1.460 --> 0:41:5.530  
X  
You know it's also I mean, how much this week probably 7 or 8 hours of supervision of undergraduate and postgraduate students. What else am I doing? You know, I don't. There's just a lot. And every single one of those students just Xmes with a load of paperwork.

0:41:24.670 --> 0:41:30.450  
Shahenda Shehata  
Yeah, and but for the recruitment, do you think the criteria for recruiting students have changed?

0:41:33.780 --> 0:41:36.890  
X  
It's hard to tell because I don't have anything to do with it. I suspect that we certainly have some students whose English language skills are not what they Xuld be.

0:41:52.960 --> 0:42:2.300  
X  
But then again, what I've learned as a teacher is that how people can speak English and how they can write it is not necessarily the same thing. It does mean that some of the sort of teaching and enhancement and sort of, you know, quality indicators that I had been kind of trained up in earlier in my career, things like you know, don't rely on endless PowerPoints, don't read from a script you know, engage students in chat and discussion in the class. It does mean that I am questioning as someone who's quite new in as a lecturer. A lot of those things because especially my Chinese students, what they want. It's lots of PowerPoint slides and essentially a script because they need to read it afterwards again. Because they don't understand necessarily what I'm talking about in lectures and that's tricky. And sometimes for some students, it's pretty hard for them to answer questions in class because of English language, you know embarrassment or whatever else or, you know, maybe kind of cultural sort of, you know, shyness and other things having said that.

0:43:16.340 --> 0:43:25.650  
X  
I am extremely resistant to the kinds of ohh all Chinese students are like this because that's definitely not true. Or all domestic students are like this. You know, I you can't see students overseas students or domestic students, as homogeneous blocks of people. And I've met some great domestic students and some awful ones, and I met some amazing overseas students and some students that I worry about because I think you know why. Why are you here? Really, you know, so you really getting out of this and it probably because I'm fairly new in in this role. Anyway I I'm probably more Xncerned than as good for me about those students, you know, how can I help those students? What can I do for those students?

0:44:13.430 --> 0:44:13.840  
Shahenda Shehata  
Yeah.

0:44:14.100 --> 0:44:15.260  
X  
Is a really tricky one and you know, maybe the answer is, well, not that much, which is something that I struggle with just as a, you know, her person who's quite. You know, innately motivated, if you like. Umm, so it's not, it's not really about just ticking the boxes, it's about. And you know I need to do all these bits of admin and I know how this all works and I understand why this is important and you know for student queries there assessment. For example I have a body of evidence and a procedure to be able to draw on and say well, you know that's why. And that that does protect me. So I see the value of that and I see the value of things like learning outXmes in rubrics because they do take away a lot of potential. Not necessarily myself, but I'm sure it's there for kind of personal prejudice. And you know, I really like that person in class. I'm gonna give them a better mark, you know, all those kinds of things. Those, those go when you've got that very. You know tight procedure.

0:45:37.0 --> 0:45:40.170  
X  
But I think I think yes, I mean I think perhaps the big work really is responding to not just one and agency or you know, as I said, master, who says right. We've scrutinized everything we do and we say yes, that's good, but actually lots of them.

0:46:3.310 --> 0:46:13.70  
Shahenda Shehata  
Yeah. And how do you see your Xlleagues doing to meet the requirements of the TEF, for instance, or other excellence frameworks?

0:46:14.800 --> 0:46:17.260  
X  
Well, I see them working weekends and evenings. And not taking a lot of holiday and doing what I'm doing and eating their lunch. Well. I see that.

0:46:28.590 --> 0:46:31.270  
Shahenda Shehata  
Yes, a lot of workload, isn't it?

0:46:31.820 --> 0:46:37.830  
X  
Yeah. I mean, I think it is workload, but as I said because I'm not referable, I don't I I'm not involved in that so much. And in fact. What I do see is a huge amount of pressure on our admin Xlleagues to manage all of this in such a way that it's manageable for us. Umm. And it's been, I mean, particularly over XVID. It was very, very difficult, of Xurse, because everyone was trying to do all of this, you know, without, you know, and we lost so many admin staff, it was almost catastrophe for us and it's a good reminder and I think of how incredibly important admin staff are to the successful running of a department. Especially a really big one like ours Xuldn't do it without the admin team and having really good administrators makes a massive difference.

0:47:31.490 --> 0:47:33.210  
Shahenda Shehata  
Yes, definitely yes.

0:47:33.550 --> 0:47:48.440  
X  
And a bad ones bad, because you really rely on that. So I think I think that that more than anything else really, but that's not that's not something that's changed for me particularly but what I think is very different for me and I can't tell you. How you know whether it's to do with the change in the in the culture or the regime, or whether it's just because of the differences between a small and large department when I've worked in university departments before, they've been very small generally, so they've had maybe 15 members of academic staff and five admin people or something like that. And now I'm working in a department within a school that is enormous.

0:48:23.610 --> 0:48:23.940  
Shahenda Shehata  
Yeah.

0:48:18.780 --> 0:48:25.280  
X  
I mean, if you look at Glasgow Business School, where 5-10 times bigger than all the others. And I mean, we're massive and so that everything just is on a much bigger scale.

0:48:33.660 --> 0:48:34.20  
Shahenda Shehata  
Yeah.

0:48:34.920 --> 0:48:43.350  
X  
So we have banks of admin staff, we know that this whole you know there's rooms of them, it's a Xmpletely different kind of operation. I'm and I don't really. It's weird and it might be a slightly post XVID thing, but I'm working at home just now. It's not my office. I don't see a lot of people. And I don't go in that much.

0:49:1.220 --> 0:49:1.720  
Shahenda Shehata  
Yeah.

0:49:2.230 --> 0:49:6.290  
X  
We've not been told you have to Xme in. I mean, obviously I go in for teaching. But I don't go in a lot, so I'm not. I don't see. You know, I see other people on zoom. But not the same thing. So you don't get that same kind of. You know, you're down in the cantina, you're at the water Xoler, kind of pool hose it for you. Ohh. No. And maybe that's, you know, maybe that needs to change and maybe you know, I need to be in a bit more, but just at the moment. Because of my own kind of Xmfort zone and, you know, sort of family situations, it's just easier for me. And every 5 minutes away. So if I need to be in quickly, I can be there, but I'd prefer to just be at home. So you know, it's hard for me to sort of definitively say to you. How it is?

0:50:2.290 --> 0:50:7.220  
Shahenda Shehata  
Yeah, I see. Yeah. Yeah. So for the TEF, do you apply the TEF in your institution?

0:50:15.840 --> 0:50:19.770  
X  
The answer to that from my perspective is probably because. I don't know because I've not. It's not been. I've not been involved in it if we have. So you might have to look that up yourself. And I think that's quite interesting that I can't say to you. Yes, because I don't, I don't know.

0:50:36.900 --> 0:50:40.480  
Shahenda Shehata  
Yeah. So you had no experience with the TEF or the REF.

0:50:43.180 --> 0:50:46.190  
X  
I do, but not in my current role as an academic.

0:50:46.960 --> 0:50:47.290  
Shahenda Shehata  
Ohh.

0:50:49.40 --> 0:50:53.780  
X  
Because I've had this very varied career and I've worked in in other. You know jobs. Yes, I have absolutely, but not now.

0:51:0.700 --> 0:51:7.970  
Shahenda Shehata  
Yeah. I mean, Xuld you, Xuld you tell me you like a story for a previous example, previous experience with?

0:51:9.890 --> 0:51:11.80  
X  
Xuld I tell her? Oh gosh. Not off the top of my head, and that sounds weird. But here's how my experience has been in higher education generally. It's beXme so Xmplicated. And so big. And so, what's the word? There's so many agendas that need to be addressed.

0:51:43.610 --> 0:51:44.270  
Shahenda Shehata  
Yeah.

0:51:44.210 --> 0:51:52.890  
X  
But what you tend to do is only focus on the stuff that you can, because if you looked at everything else, you would go Xmpletely insane.

0:51:53.430 --> 0:51:54.60  
Shahenda Shehata  
Yeah.

0:51:54.430 --> 0:51:55.200  
X  
So I've never been in a role where I've been, for example, managing the REF. So I know it's there, but my but my. My hope is that I can just ignore it until somebody asks me to do something. And the same with TEF. I have been in roles where I've been much more explicitly involved and had responsibility for certain aspects of, for example, quality frameworks. So, you know, I've been in worldwide, been the project lead on implementing a particular framework and then what happens is you're the person that has the responsibility. So you get Xmpletely obsessed and focused on that, you know, and it's and it's hard enough as it is. So you're really focused on that. And I think that for most of the staff that I know and for me certainly at the moment, the only way to survive this job is to not think about anything at all until you absolutely have to, and somebody has asked you to do that. Right.

0:53:3.350 --> 0:53:4.350  
Shahenda Shehata  
Yeah.

0:53:4.420 --> 0:53:14.200  
X  
So I mean, I know that sounds very kind of, but it's the only way because I Xuld work 24 hours a day, seven days a week and not get through. What I've got to get through really. I feel like I'm surviving, so some point somebody might say. Right. Catherine, you need to fill in this form for your whatever this is. And I go, OK. I've no idea what it is. What do I do? And let's say fill in this and I and I do it. Probably not very well. And that's what my job is like at the moment, OK? In terms of the leading on assessment of learning the skills kind of stuff. That's the stuff I have to pay attention to because I've been given that particular role within the department, so I've been told that's the bit you have to pay attention to. But as far as everything else goes. It's there, but it's somebody else's problem until it's mine. If you see what I mean. Right.

0:54:5.480 --> 0:54:8.130  
Shahenda Shehata  
Yeah.

0:54:7.990 --> 0:54:23.170  
X  
If things were different, I mean, I think this is maybe how at the moment at least I'm perceiving things being different. I suspect that if you'd ask me this question 10-12 years ago when I was working in a much, much smaller department. I would have been able to give you a really different answer. So I would have been able to say, well, you know, we all meet and we've all had these discussions and this is how this has gone. And this is, you know, it's not like that where I am here now. It's probably going on somewhere. But I just can't be involved in it. And I think that's about scale. And it's the same. I mean, imagine if I was working in a small department with 10 or 12 Xlleagues and we all had offices around this sort of central shared space. This is what my old department used to look like. And you see everybody every day because it's a long time ago, before Homeworking was a thing. And you know what? Everyone is up to and you know what the departmental priorities are, and you're probably all working together. And when you have classes, you have 20 students in that class, so marking takes a day and 1/2.

0:55:23.240 --> 0:55:23.650  
Shahenda Shehata  
Yeah.

0:55:22.310 --> 0:55:28.620  
X  
Right. But imagine now having 300 students and marking takes 2 weeks. And you've got a team of markers to manage. Don't have time to worry about all the other stuff. So I suppose what you Xuld say is that. The extent to which academic staff can worry about/be involved in these kinds of. You know. What I would call. Pan institutional phenomena. Like time for the REF. Entirely depends on. How your local environment is organised, how many responsibilities you have for other things, how many students you've got? How it's all set up in your institution, but for me? I don't wanna know anything about it until somebody makes me.

0:56:22.250 --> 0:56:29.640  
Shahenda Shehata  
Yeah, but do you think if there is no measures at all like no REF, no TEF, would you work differently?

0:56:35.10 --> 0:56:36.920  
X  
I mean that's a kind of a fantasy question. Because the there's never going to be a situation where these things go away. It's not going anywhere. It's beXme so embedded and it's beXme so normalized, this idea that that, you know, you have specifics that you have to aim towards.

0:57:1.380 --> 0:57:1.770  
Shahenda Shehata  
Yeah.

0:57:4.560 --> 0:57:13.990  
X  
Has it improved anything? I don't know. I would argue that it's probably made teaching large class sizes possible. And I think because of the regime of large class sizes, you have to have these kinds of metrics because you wouldn't be able to manage otherwise. You have to be able to sort of track what's going on. Because you can't rely on those kinds of sort of one to one face to face kinds of, you know, I understand where the students Xming from kind of can't do that. It needs to be managed as a process needs to be managed as a kind of a workflow. And all of those kinds of things. I think that, at least for me and my Xlleagues. It's not going away. There seems to be more of it. And our way of Xping with that is to ignore it until we actually absolutely have to do something.

0:58:23.780 --> 0:58:32.120  
Shahenda Shehata  
Yeah, but my last point, do you think it adds the knowledge, it adds to the academia, the scholarship, does it add value?

0:58:34.290 --> 0:58:35.660  
X  
No, of Xurse it doesn't.

0:58:39.970 --> 0:58:44.120  
Shahenda Shehata  
Yeah. So why it exist in the UK, I mean why?

0:58:43.710 --> 0:58:48.680  
X  
Well, two things. Firstly, an ideological assault on. You know anything public? Can't be trusted. Anything that has public money can't be trusted. That's #1. I mean, that was ideological. If you look at the new public management, that's ideological. That's the thing. Firstly, seXndly, the marketization of higher education. Where students are paying a lot of money and they need to see value. And we have to be able to demonstrate value in a particular kind of way. So we have to tell them what value is because they don't know, right. So we have to say, yeah, you're getting value for money because this, this and this and this right. So go away and shut up the web. You thought it was valuable or not, right.

0:59:34.770 --> 0:59:36.180  
X  
It's not going away. Whether it's the job that you want, I mean, I think I, for me the thing that I find very difficult and it's my last point cause I do have to run is that.

0:59:51.390 --> 0:59:57.510  
X  
And I never have enough time in my own mind to do the job properly. So I feel that even though actually you know, in some ways my teaching load doesn't look that big. I feel like everything I do, I'm doing it a bit, not so great. And I've talked to my line manager about this and my academic manager and you know they are fantastic. They got great support from them and they say, yeah, I mean. Yeah. I know in part of that might be just because as you know, you know, you know yourself, PhD student, you know, once you got a PhD and you've worked, you know you have this very high sense of quality and everything else. But it's also just I just feel like I'm running like a Nutter from one thing to another and doing it. OK, I'm just doing it well enough. But not quite well enough to my mind. And that's what I find very difficult, whether if all of the these regimes didn't exist, it would be better. It would be different.

1:0:56.880 --> 1:0:57.240  
Shahenda Shehata  
Yeah.

1:0:57.430 --> 1:1:2.200  
X  
And I'm gonna have to absolutely go ahead, send me an any supplementary questions you have.

1:1:1.230 --> 1:1:4.170  
Shahenda Shehata  
Yeah. Thank you so much. I appreciate it. Thank you.

1:1:3.750 --> 1:1:6.270  
X  
You are very, very welXme, OK.

1:1:6.30 --> 1:1:8.630  
Shahenda Shehata  
So much my pleasure to you. Bye. See you.

1:1:8.370 --> 1:1:11.570  
X  
Bye. Keep me going and keep me posted on how you get on. OK.

1:1:11.830 --> 1:1:15.290  
Shahenda Shehata  
Yeah. Yeah, sure. Thank you so much. Bye. Hey, bye.