**Speaker1:** [00:00:03] So for the data collection process, all personal information, identity, position, university would not be collected and would not be reported in the thesis or any publication. So we're talking about the performance measurement system and the extensive use of it on the academics. How do you see that?

**Speaker2:** [00:00:22] I see like positive indicators for our performance as academics. It sets us benchmark for our academic performance. So within this benchmark, we have some targets that we need to achieve. So I think these performance indicators give us what is needed, and then we have some interaction with the management team who tell us how can we reach these targets.

**Speaker1:** [00:00:48] Yeah. So whether the REF or the TEF, how does this affect your work?

**Speaker2:** [00:00:53] I can see it affect my work positively. If we talk about REF, REF is interested in quality rather than quantity of the research. So to target to submit a REF, we need to look at the quality of publication. So our focus is on ABS four star and three star. So we focus more on quality rather than quantity. We also now focus on the impact case study because of REF. So I think it's a positive impact which also improve the research environment in our department.

**Speaker1:** [00:01:28] Yeah. And how do you see your colleagues responding to the REF or the TEF requirements.

**Speaker2:** [00:01:35] For the TEF and REF requirement? First of all, we have like a policy research policy or teaching policy. These kind of policies communicated well with our colleagues. So once our colleagues understand these policies, they interact with the manager like the associate head or the associate dean of the research and teaching as well. So with this kind of interaction, I think they respond positively to this kind of REF and TEF rules.

**Speaker1:** [00:02:05] Yeah. And for the quality of the teaching or the research, could you explain more about the quality, how it improves the quality?

**Speaker2:** [00:02:13] Yes, it improves the quality because we always run workshops and sessions for our colleagues about what is required by REF and also what is required by TEF for example, we always mentioned to our colleague that you need to ***target high quality journals measured by ABS three and four star***. So we give them some workshops to explain clearly how can they do research of high quality for REF submission. So we mentioned them as a target, what is required. And also we give them like practical steps, how can they achieve these targets? So how can they have at least one research paper in ABS three or four in a year?

**Speaker1:** [00:02:56] Yeah, and for the teaching, does it affect the teaching quality, the way of teaching of the academics?

**Speaker2:** [00:03:01] Yes, I think for the teaching quality, again, for associate head of teaching, always communicate with us the meaning of high quality teaching. What is required in terms of teaching material. The course should be updated, the assessment itself. So we have all information from the associate heads of teaching. Give us some instructions. How can we follow these, let's say, rules in order to have like high quality teaching as well as research, of course.

**Speaker1:** [00:03:32] Yeah. And for your own experience. Do you have like any bad experience with the REF or TEF the staff? Because some academics say they have like a bad experience or a good experience maybe.

**Speaker2:** [00:03:43] Yes, I can say good experience that the REF guide me to look at what is meant by quality. So research quality matters for REF and for me as well in my CV. If we say bad experience, I don't have any specific bad experience, but I can say that I have a big challenge when we talk about impact study because I know that impact case study is very important. But to understand the meaning, what impact is It was a challenge and also to identify a stakeholder to work with to produce this impact again was another challenge.

**Speaker1:** [00:04:22] You mean the stakeholders of the research itself?

**Speaker2:** [00:04:24] Yeah. For stakeholders means that another organisation, professional body to make an impact upon these stakeholders.

**Speaker1:** [00:04:32] Yeah, yeah, yeah. So it's mostly a good experience.

**Speaker2:** [00:04:34] It was a good experience, yes.

**Speaker1:** [00:04:36] Yeah. And if there is no REF or TEF, do you expect your performance or your work would be differently?

**Speaker2:** [00:04:45] Of course, because TEF or REF gives us a benchmark. So based on these benchmarks, we work hard to achieve these benchmarks without TEF or REF rules. I think every single. Person will work differently without the umbrella of the, let's say, the rules posted by the head of the school or the dean of the school. But if we talk about REF and REF, it's something national for all UK universities that they have to achieve. So I think yes, without REF we might be misled by the definition of quality of the research and the quality of the teaching. But with the REF, we have that agreed definition of quality of teaching and research.

**Speaker1:** [00:05:29] Yeah. So for the REF or the TEF, the performance measurement itself, does it affect the scholarship?

**Speaker2:** [00:05:37] So what do you mean by scholarship?

**Speaker1:** [00:05:38] Like the knowledge accumulation?

**Speaker2:** [00:05:41] I think yes, because the target is to achieve the quality of teaching and research. So we all, as a team in our department, work to achieve this kind of quality. And this, of course, positively affect the scholarship and the teaching quality and research quality.

**Speaker1:** [00:05:58] So it mostly increase the quality of.

**Speaker2:** [00:06:00] I think so, yes. My opinion.

**Speaker1:** [00:06:03] Do you have any other experience with the REF or the TEF or your colleagues?

**Speaker2:** [00:06:08] Yes, I'm working as a research lead, so I'm responsible for research in the department. So what exactly do I try to identify? Colleagues at risk? Colleagues at risk means that colleagues who might lose their research allowance so these colleagues have no publication at all and they will not be included in REF. So I consider them as colleagues at risk in terms of research. So I sit with them. I try to understand their need in terms of research, facility, research, collaboration with external or internal colleagues. For this group of people, I try to find out the best way to encourage them to get some research published for REF purpose. Also, early-career researchers is another experience. I arrange many workshops with them to help them to be able to get at least published paper from their PhD as well. As I explained to them, like the hot areas of research which interests the academic journals, especially if we talk about ABS three and four. So I explain to them what are the hot areas in their research interest. I try to give them like workshops. I try to increase the awareness by these researchers to be up to date and then to think about how can they make the research of the quality to be submitted to the REF.

**Speaker1:** [00:07:34] Yeah, but for other academics, do they how they cope with the requirements? Do they game the system?

**Speaker2:** [00:07:41] Yes, they cope with the requirement because we have here in our university, our school, a very clear system. The system is very transparent. So we have like a policy for every single bit. So we have research policy and under the research policy we have different research sub policies related to research. We have the same for the teaching. So all the policies we have is very transparent. So all staff have access to the research policies so they can look at what is required, what they need. For example, just an example, the research allowance policy. We give research excellent colleagues 40% of their time just to focus on research.

**Speaker1:** [00:08:26] Yeah.

**Speaker2:** [00:08:27] Other colleagues got 30%, others got 20, other got ten, other got five and then zero. So colleagues understand what is what's the requirement for 40, 30, 20 and so on. So we sit with them. So I arrange like monthly meeting with my colleagues, like for our colleagues in one meeting. And also I offer like face to face meeting with each individual colleague to discuss with them how can they get the 40% of research, how can they work hard to get some publication? In this case, they will have the opportunity to be reefable so they can include in the REF and at the same time they can improve their CV and they can increase their chance to get promotion as well.

**Speaker1:** [00:09:13] Yeah. Okay. Thank you so.

**Speaker2:** [00:09:15] Thank you very much.