**Speaker1:** [00:00:03] So all personal information, Position, university will not be collected and will not be used to ensure anonymity and confidentiality

**Speaker2:** [00:00:12] Yeah, that's fine. And oh, I've got to get back to you. You sent me the form, didn't you?

**Speaker1:** [00:00:16] yeah, you mean, the information sheet and the consent form.

**Speaker2:** [00:00:21] Oh, sorry, I haven't. I will send that to you. I've signed.

**Speaker1:** [00:00:25] I already printed for you.

**Speaker2:** [00:00:26] Oh, sorry about that. Thank you very much. Thank you. Fantastic. Okay, brilliant. Thank you. Okay. Yeah.

**Speaker1:** [00:00:35] Bring my guides.

**Speaker2:** [00:00:54] I like the bag. That's very good.

**Speaker1:** [00:00:57] It's from Egypt. Yes, very much. Thank you so much. That's my notebook.

**Speaker2:** [00:01:13] Brilliant. Okay.

**Speaker1:** [00:01:14] So how do you see the situation? Like the REF,TEF, how it affects you?

**Speaker2:** [00:01:23] Um, I suppose in a variety of ways. How it affects me depends on how it affects the department and the university. So the university and the faculty and the business school will make a decision on how to implement the REF and the TEF. And so it is more how the organization interprets the REF and the TEF that impacts me rather than the REF and the TEF per se, because I think there is a variation in how universities choose to deal with the REF and TEF So it depends on and I guess ultimately the university wants to play the REF strategy. Um, and that will at the moment the TEF. It's not so much the TEF, it's the National Student Survey, the NSS, that drives teaching performance. But in terms of the REF, it will be so in September of next year. Then we'll have my appraisal and we'll sit down and he'll say, Do you have a three star journal article at least? Yeah. And if I don't, then he'll say, why not get a big stick out? No, if you have a discussion, why haven't I, etc.. So it's the appraisal, it's looking for one that one journal article per year or average. That's what they're looking for. So it feeds through in the appraisal. Yeah. And that's where the pressure tends to come from.

**Speaker1:** [00:03:17] So it comes from like the institutional level and it goes to.

**Speaker2:** [00:03:22] Yeah. Yeah. And then, you know, they determine what level of REF we want to go into. So for us. For me, the standard what Ven said to me last time, we have the approach in September next year and we'd need a three star publication or above. That's So you have to get that. Yeah. So that's, that's. Then I guess the pressure then comes if you don't get that. So there is a principle.

**Speaker1:**Is that stressful?

**Speaker2:**It can be. But yes, I think because it's so contingent, it depends on a lot of different fields. If you're mainly publishing in accounting, it's going to be different. If you're mainly publishing in finance or if you go to other areas like medicine or engineering, it's very different. If I did change my strategy from doing and actually it was good advice, I, I stopped doing single authored work and started to do joint authored work because then it, it means that you there's a division of labour with someone from another university. I mean, it's good to do joint things anyway, but it then means you've got a division of labour and you're writing, I don't know, 6000 words of 12,000 words, and you've got someone else looking at the work and, and it, it, it increases your chance of getting things published, I think. So that that was, that was good advice. The problem I think that there's a structural problem with the REF it's designed around engineering basically in that if you look at engineering papers I you know, you'll rarely see a sole authored paper.

**Speaker2:** [00:05:33] You'll have four, five, six, seven, eight, nine, ten, 15 authors on it. And certainly I have knowledge of this. Supervisors, if you've got PhD students, supervisors will put their names on papers written by their students. And the argument for doing that is that, well, the supervisors in engineering, in medicine, the supervisors guided the student. But I think that's wrong. You should if the PhD student is doing the work, then it's their paper. The fact that you're supervising them is irrelevant. So I've never done that, but I can see. So but if you've got a system that's predicated on, well, you know, you can produce all of these, these journal articles, then that's, that's how the REF set up. But in my field, if I think it's true in accounting, I think it's true in my field, which is business history and accounting history, you have to do a lot of research to get the papers out. The data is difficult to get. It's time consuming. It takes a long time. You're not running a data set, so there's a problem there if your research is non-standard and of course it's ten and I'm not saying this of mine, but it tends to be non-standard research that is the most useful.

**Speaker1:** [00:07:02] What do you mean by non-standard?

**Speaker2:** [00:07:04] It's very easy or relatively easy. You've got a nice big data set, you've got it from it might be from Tesco's or it might be from the Bank of England, or it might or whatever it is, your field of research and you run lots of mathematical models, existing mathematical models, you test against data and there's an audience of journalists out there that will take those quantitative and then you can churn out. I have a colleague not at Southampton's, I think eight papers out of one dataset in two years, and it was five people I think, working on. Now for my research. And that's good for him. Good for him. But at the top, that's really important because you might be using significant data, but also you can there's a limit to how. How useful that is if you're using the same technique applied to different data and then getting it published is a wide variety of journals that take that. There's maybe three slides.

**Speaker1:** [00:08:11] Slicing, you know, slicing the data.

**Speaker2:** [00:08:13] Yeah, Yeah. And it's you can do it quickly. For me if I'm the for the journals that I publishing and accounting history and in business history you can say the average from starting to getting it published is four years if you want to get a full. So mind you, I think if you want to get something in the Journal of Finance, for example, it'll be the same period. I mean, at the high end journals, it's the data analysis I think are very difficult to get into. So across the board, I think it's, you know, it's four years to get a four. So that means you've got to have multiple papers. Yeah. And that's actually quite difficult because you've got to get a three every year. And then if you're going for a four, you've got to keep research. So you're actually working on a three and then probably you can't put all your eggs in one basket and assume that that three is going to get published. So you've got to be working on a four and two, possibly three threes at the same time with increased teaching responsibilities and increased admin responsibilities, particularly the admin responsibilities. And that means basically if you're not careful, you're just doing research at the weekend and you're doing teaching and you're doing 60% of your contract on five days and 40% of the weekend. Yeah. That's the danger and that's the pressure

**Speaker1:** [00:09:34] So exhaustive, is not it?

**Speaker2:** [00:09:39] Yeah, it's. Yeah. And it's. But then, of course, it's I mean, I actually saw actually in fact, it was said in the coffee queue round there by someone who is very senior management at the time. It's about 12 years ago you could have the cure for cancer If it's in the wrong journal, it doesn't count. So that's that was that was his view which is not the view you'd hope the individual would take. So the journal that the type of journal that it is important and there can be problems of interpreting that because we use the ABS list, there are journals on the ABS list that won't take the research from the business community, but they're still on the list for some reason. So the problem is it's that execution. It's problematic how the it gets, it can be problematic. It's not it's a lot better here now than it was hell ever since then Ven and Collins took over. It's a lot better, but they're still constrained by what the university wants. So, you know, I guess you should be able to do one if you're a balanced contact with proper I mean, for a long period of time I was on I was 400 hours over between two and 400 hours over my workload. That's one 1600. And then it's very difficult to get publications out. And that was because of shortages of staff and that's gone away. It's a lot better now. It's a lot better now. So yeah, so the problem for me is workload then has been very good Ven and Collins before him were very good at managing that and it's. Is how the university interprets. Take the REF.

**Speaker1:** [00:11:44] Yeah. And for the teachings, like how it affects the teaching.

**Speaker2:** [00:11:49] It does. I mean, the TEF hasn't filtered through yet. It was beginning to make an impact pre-COVID and then Covid's come along. And that's not something that the constraints that we have at the moment. What I'm working to at the moment is in terms of appraisal is what comes through the NSS National Student Survey. That's, you know, if the know we don't do so well in the NSS and that means we drop down league tables, which is what happened this year with the Guardian League table. So I've been in meetings where we're discussing what to do with that. So that's where it. But it's not so pressured for me. Touch wood because my, my teaching scores are okay at the moment. I enjoy teaching I like teaching, so it's not too bad for me. And I seem to be good at it, which I do think. I think that, you know, some people struggle with it because they don't like speaking in public or maybe their English is not their first language. And they I wouldn't like to deliver a lecture in a language. It's not my first. I mean, you'd want really good. So I think that that impacts other people. But for me, it seems to be okay.

**Speaker1:** [00:13:12] But for other colleagues, from your experience, how do you see they respond to the requirements of the TEF or REF.

**Speaker2:** [00:13:19] It can be difficult for them? In some cases they end up leaving. But that's happened in the past. It is difficult for them. And again, I think that depends some to some extent on their field of research. In the past, people have been treated badly and left. So it's very much if people have been treated badly, then they just leave and go somewhere else.

**Speaker1:** [00:13:48] Leave the career?

**Speaker2:** [00:13:51] I know a couple who have we thought, actually, now this is not for me. I don't think if I'd known how academia was going to end up in 2022, back in 1991, I would have gone into academia. I would've made that decision. I don't think I would have done it. That said, I don't know what I would have done and I do enjoy it. But I think if I'd known how it would turn out, I'm not entirely sure because one of the problems for measurements for me is what it does. It creates creating a compliance row. It doesn't reflect the actual product, so it doesn't add value and it's actually a bad thing is detrimental to good research because it doesn't encourage. So you've got to you've got to you've got to publish in these journals. The highest impact research I've done has been published in ones and twos. Not three.

**Speaker1:**Oh, really?

**Speaker2:** Yep. And in one case they had a review of two papers. Yeah. The external reviewer come back and said, This one's a four and this one's a one. The journals they were published in were the exact opposite. ***The four was published in a one and the one was published in four.*** So it's what value does that add? It's not. It's creating. But I think why it's done, what it's done is it enables managers who don't teach and don't do research to manage staff who do because they've got a set of metrics that they can use. I think that that's the reason why it's there, but it's certainly detrimental to research, I think. Yeah. And it adds transaction costs for the university.

**Speaker1:** [00:15:36] What do you mean by transaction cost?

**Speaker2:** [00:15:40] Measuring and monitoring? Yeah, you've got about 25 years. No one was doing it. You know, you publish to this day. I mean, colleagues, Oxford University, the REF hardly affects them because they're told publish the best way you can. There's no target. You just publish the best that you can where you can. It's not. Yeah, but that's Oxford University. Yeah. But nevertheless, it is significant that, that, you know, and this is these are colleagues actually from history and, and a couple actually from, I think from economics. I got that from. But when I was at conferences and working with people from there. But it's yeah, it's very different to here. Yeah.

**Speaker1:** [00:16:27] Did you, like, face any situation where you have to deal with the system in any way? Like.

**Speaker2:** [00:16:35] Yes. I could tell you later.

**Speaker1:** [00:16:41] It's a good story. It's interesting.

**Speaker2:** [00:16:42] It's a good story. I'll tell you. Don't worry, I'll tell you. But it's perhaps not for recording.

**Speaker1:** [00:16:49] That's okay. So I know. I mean, is the performance measurement system have affects the other colleagues in their work? Did they try to game the system in any way?

**Speaker2:** [00:17:05] Well, I think in some sense we all do. I mean, I, I game it in the sense now that I look at their journals, I know I can get in and I look around for a joint authors. And we work together in a way that possibly we wouldn't I wouldn't do if the system wasn't there. I would try to do sole authored material with some joint material. But I like working on my own and I would certainly. And it does lead you into other fields of study as well. Business history is a problem because the archive or base for what you're public and accounting is the archival base it needs interpreting. It's difficult to do it's a lot of work you need to go through a lot of material to get you know you might have to read three 400 pages to get a page of text and literally that's I'm not joking because you you're, you're sorting for details and then you've got to read it. No, that's not you really read it. And then at the end of that 400 pages, you've got a page of text, a quality page of text. But that's the level of work. So it's quite difficult to do. But so you are.

**Speaker1:** [00:18:24] Now in session. Even when we take sessions for the PhD, they told us try to game the system. So I don't understand how they see that.

**Speaker2:** [00:18:33] I think it's choosing it's choosing the journals, it's choosing who you work with is looking for particular subject areas. I think it's that it might be interesting to say What? What do you mean? By gaming the system? I think that's the thing. I mean, I know a number of senior people. I mean, again, in medicine and engineering, I think that it's the supervisors. There are supervisors that have not done any work and research themselves for years. But they got really good ref schools because of their PhD students. Yeah, you know, that's gaming the system, you know, putting your name on your students’ work. I think it's wrong. I mentioned this in a in a science workshop. I was there as an observer doing some work and I mentioned it and it was I don't think they liked me, which I thought was interesting. I didn't realize it was this was several years ago. I didn't realize it was as general as it was. I thought it was just, you know, on occasion you might have done some joint work with your supervisor, etc., etc.. But no, it was everywhere. And from that sort of if you found find out that, well, yeah, they're all they're doing that and they're relying on their PhD students to do the work. I think it's wrong. Yeah. And I've never done it.

**Speaker1:** [00:19:53] Yeah. And for the teaching, how do you game the system, the TEF.

**Speaker2:** [00:19:59] I don't because for me, if I go in and do the best I can, it's fine. I, I guess it's how the, I can give you an example of one of the problems that illustrates what we deal with. ***There was an issue with feedback***. And so the school decided, okay, the issue is with feedback. The students were saying it's not clear, they're not getting enough feedback. And so that what was read into that was, well, it needs to be electronic. So we give electronic feedback.

**Speaker1:** [00:20:41] Yeah.

**Speaker2:** [00:20:43] That didn't improve the situation because what people then did was they cut and paste generic comments throughout the documents and the students could see that, Yeah, Now how it impacted me, I don't I didn't want to give electronic feedback, I do hand-written feedback. And so what I would do, I would underline, I'd say, no, this sentence should be here. This this is this is not clear. You could move it here or this is very good. Or you could say, and I would annotate the script throughout and I'll do it with a pen and, you know, and that was considered inferior feedback. That's not the right feedback you need, you know. It needs to be electronic. And I remember being in a staff student liaison committee, and one of the students said with the person who was saying, no, no, your feedback is not good. This is this is not good. And I could have kissed him because he said and I know he was one of my students. And when they were being asked, you said, Oh, but the person concerned say, well, what's your example of really good feedback? And said, well, Roy's.

**Speaker1:** [00:21:51] Sorry.

**Speaker2:** [00:21:52] Roy, That's me. He said. Roy stuff. Very good feedback because it's hand. I can see it's annotated and it's not just cut and paste of general comments. It's specific and it's underlined and said that that's the best feedback, is it? But there you have the organization, the university, the business school takes a view that this is this is what we must do and it actually makes things worse***. Because instead of gaming feedback, they're gaming the electronic submission and the electronic feedback when actually the problem is that they're not getting the specific feedback that they need, which you get from hand annotation of scripts.*** Yeah, the problem is electronic annotation is scripts, takes twice as long as hand annotation scripts, but that doesn't matter. The university ignores that. So what do you do? That's the problem. And none of the people making these decisions have any skin in the game. They're not marking 6516 page reports in three weeks. They don't have to do that. So they're making decisions this high level that impact what we do. They don't have experience of what we do. That's the biggest problem. It's not the TEF per se. It's the people making the decisions have no idea what they're talking.

**Speaker1:** [00:23:23] Or the academics?

**Speaker2:** [00:23:25] No, we. The problem is that. That. A lot of these decisions are made by people at a higher level who don't teach or if they do teach is small numbers. Yeah. You know, I teach I've taught in the past financial accounting, one with 300 odd students and. You know, and then you teach talk to people in other faculties, and they would say, Oh, I've got a large cohort of students. How many have you got? 50. Yeah, I do remember many years ago, going to a faculty meeting, we were talking about how we needed to improve dissertation supervision, saying, Well, you know, we need to produce a lot more written material for the students, give a lot more written feedback. It shouldn't be very much work. You know, it's only for a couple of students. At the time I was supervising 11 master's students. It's like but they were supervising one or two and they were making rules for people who had to mark 11. So, That's the biggest problem in the university for me. And how the pressure comes down is people who don't know really what they're talking about, making the decisions. And that puts on the pressure and sometimes they'll make it worse. The classic was that the electronic feedback made the experience of feedback for the students worse. So that that's very frustrating when you see that. I know what the students were asking. I knew and every time I mentioned it, it was, No, no, we can do.

**Speaker2:** [00:24:58] Yeah, we can, we can do. And it was just there, just talking across you all the time. Yeah. Partly because it's resources don't want to. ***The business school is a cash cow for the rest of the university, so you've got to minimize costs***. I can give you a current example. The third year dissertation, double weighted. They exist in humanities and engineering, in humanities and engineering on their workload model and notional workload models is 20 hours for us is six. On top of that, we offer process supervision. In other words, there's no specific expertise associated with the dissertation supervision process. That is explicitly not the case in humanities. And most of the time it's not the case in engineering and in physics and any other departments. So we are we are the outlier. And that creates its own problems. So if the TEF is designed so the test says something about the dissertation, how that policy is implemented is very different. It might be implemented at a university level. But how it how it impacts physics and engineering and humanities is very different to the business school because we how we deliver the dissertation is very different. And that's what creates the problems. Yeah. In general, I would say both for the for the REF and TEF test stroke teaching assessment. I think the university's biggest problem and it's the biggest source of pressure, needless pressure.

**Speaker1:** [00:26:33] So the electronic feedback is not imposed by the TEF is imposed by the university.

**Speaker2:** [00:26:38] But you see, it might be it might be that the TEF does say electronic feed. I mean, of course, you know, it does have a place. But it takes longer. That's the point. It takes longer for no additional value. Yeah. That's the problem. And so we don't get extra resources for that. And at no point are the resource when they make that decision, they don't discuss resources. You got a problem? Yeah.

**Speaker1:** [00:27:06] Yeah. But for the business as a cash cow. How do you explain that?

**Speaker2:** [00:27:13] We teach a lot of overseas master students in particular, but also undergraduate students. They pay high fees. And so our undergraduate, I think our undergraduate numbers, we break even on our costs. That means that the Post graduate. Numbers can. Add to the university surplus. And there are other parts of the university that don't make a surplus and that brings it it's that brings it its own cost. You know, I go over to engineering. There's lecturers in engineering with their own office, new lecturers and business school. There's people sharing 3 to 1 office. That's wrong. That's wrong. And that's why we can't get stuff. People are noticing. Oh.

**Speaker1:** [00:28:04] Yeah. I See high turnover in the university.

**Speaker2:** [00:28:09] Most of the people left. Yeah. Well, that's what you see. Yeah. That's a consequence. It's not, it's not, you know, you might say, Why do I work here? I work here because I live. I live on the Isle of Wight. Yeah, I like where I live. I like that I'm working here. It's, you know, and at this stage of my career, I'm not going to get a job anywhere else but that. But I, you know, I enjoy teaching. I love teaching. Yeah. I enjoy my research.

**Speaker1:** [00:28:38] So if I like the Isle of Wight, by the way, I have go twice and we do camping. Oh, really? Yeah.

**Speaker2:** [00:28:45] Where did you camp.

**Speaker1:** [00:28:47] Like near to the sea. Whereabouts in a camp? No, it's not for the student just to camp.

**Speaker2:** [00:28:53] No. Where abouts on the island.

**Speaker1:** [00:28:56] Did you camp. It's like near to the sea.

**Speaker2:** [00:29:00] Could be Gurnard. It could be Bembridge.

**Speaker1:** [00:29:02] Seaview I think the Seaview.

**Speaker2:** [00:29:05] Seaview, Yeah, I think our nodes. Nodes point around there.

**Speaker1:** [00:29:08] So nice.

**Speaker2:** [00:29:09] Yeah. It can be in the summer in particular. Yes. Yeah. So it's lifestyle you make that choice. But it's I do feel sorry for other colleagues. ***And getting promotion is next to impossible.*** It's really, really difficult. And it shouldn't be.

**Speaker1:** [00:29:27] And even if someone do the publication.

**Speaker2:** [00:29:32] It's the limit is. And the problem is not the problem. It's the problem that the university won't admit it. They can't afford to promote people or they don't want to afford to promote because it costs money. And so what they'll do. So I went for promotion once and they problem is if you if you if you use this story, they'll know who I am. I went for promotion once and. The funding was fine. The teaching was fine. My research was fine. But they said. We don't. You need to go to some more conferences. You need to go to some international conferences. Now, the problem with that was we've been told to cut back on our conference budget the previous year. So as I said to the then head of school, I said, Yeah, does that sound like constructive dismissal to you? And he said, Oh God, don't say that. But they just don't want to. They can't afford to promote people. They don't want to promote people. And that's the problem. There's a limited number of people. And when you're in the faculty, I think there's some issues with how other people in the faculty relate to the business school. A lot of people don't write what the business school does. I think it's inferior. I've had that in conversations with people in other faculties and. And so that's a that's a problem. There isn't an accounting research Council. There's an Economic and Social Research Council. There's an Engineering Research Council, the Science Research Council. And ***against that as well for getting grants for research, we can't even get enterprise because the accounting firms are doing that***. We're in competition with accounting firms that are much better resource that pay people £120,000 a year or more. Yeah, we're meant to compete with and we can't. So in terms of getting research funding, we're always going to be behind economists, sociologists because they have research councils they can apply to for we can't do that or it's very difficult to do that.

**Speaker1:** [00:31:33] So, you mean, accounting firms do research. Yeah. And it is competition now between the business school, and the accounting firms.

**Speaker2:** [00:31:40] They'd like to think there is. There isn't though, because the accounting firms are better because they're doing that research all the time. Yeah, they're doing they're working with companies all the time. We're teaching admin 60% of the time. 40% is research. Well. We haven't got we can't there a little bit. We produce research that might inform some debates, but that's not the same as getting big contracts like they can in engineering, for example. Yeah, it's a lot easier to do that because there's a product that you can sell that is unique to them. But we're in competition with people who are much better resourced.

**Speaker1:** [00:32:18] Yeah.

**Speaker2:** [00:32:19] But that's not recognised. And I've had that conversation with various people and they don't know it's.

**Speaker1:** [00:32:29] So how do you think the performance measurement system affect the scholarship?

**Speaker2:** [00:32:37] I guess, in how it sets to operationalize strategy. Um. Yeah. You know, they they've got to perform within the university metrics and strategy and I guess it's difficult for them, although maybe you're interviewing them, it's difficult for them. How do they manage staff to hit these performance targets? I think they've just got to fit in with what the university wants. So I guess it shapes strategy and strategy execution.

**Speaker1:** [00:33:11] Does it affect the quality?

**Speaker2:** [00:33:14] I think it does affect the quality throughout in how it's done. Yes. Yes, I do. And it's not clear to me that. When I look at some of the journals, some of the journal articles that I see that are regarded as quality. Some of them are not even interesting. You know, it's. Nice. Well done. Yeah, the research methods there. But it's not significant. It doesn't really add to knowledge, but that's what they want. You know.

**Speaker1:** [00:33:46] So what's the aim if it didn't, like, add very good quality?

**Speaker2:** [00:33:50] I think I think it's just oh well we've got the what's measured gets managed. That's what happens. As accountants, we know this. That doesn't mean to say that it's the right thing to do. Um. And it's not very flexible. It doesn't allow for innovation. But I do wonder to what extent that's a function of the university, as I said, Oxford, and not the same. I don't know what Cambridge. I have direct experience of Oxford. They don't have the same emphasis on the REF or indeed the TEF. There might be the TEF impact, but the ref, they're much more laissez faire. Yes, I might have a different sort of academics there. Yeah, but yeah, it's. It's. Their attitude towards REF is fundamentally different.

**Speaker1:** [00:34:43] How do you respond to that? Differently?

**Speaker2:** [00:34:47] In what sense do you think that for Oxford? Why do they. I just think they it's, it's they've, they've got certainly significant amounts of resources, but then there's not a lot of money that comes through the REF really compared to teaching, you know, everyone takes on a few more students and it's covered the money it's league tables. And, you know, we're competing for position in league tables. Oxford got it. Got its own brand even when it slips down those league tables. Yeah. And also, I mean, the problem is the league tables are meaningless. You know, you can you can. They fluctuate and it's. You know it doesn't. You can do the same thing and be six. It's. Oh, great. You've gone up from 10th to six and then you do exactly the same thing and then you drop to 15th. And there might be only the marginal difference between six and 15 that doesn't get recognized.

**Speaker1:** [00:35:51] But you know what I see? When the students came to any university, which is at a high rank, and they recognize actually that the quality is not good, it's like it reflects badly on the reputation.

**Speaker2:** [00:36:02] Yeah, and that's what you see in the East as well. Yeah. That's one. Yeah. But, but you see you can't I've tried to have that conversation down the years and several colleagues have as well and it doesn't get the attitude would be, well we can't change that. So we have to focus on what we can change. You know, we had one. You know, it's better now, but for several years we have we would take on students that we're doing a BTEC and the BTEC used to be a good technical qualification and I've been taking business studies. But these students who didn't do exams, it's all coursework. It had changed all coursework. And so they were really doing badly, really doing badly. And everyone was saying, Oh, this is terrible. You know what we do? And we're saying, well, we actually identify it's the BTEC we shouldn't be taking. And I spoke to teachers and they said, Well, we put students into BTEC if they're not going to do well at eye level because they don't like the pressure of the exam, well in that case they shouldn't be coming to university because that's all they're going to get over three or four years. Yeah. Eventually we managed to I think the BTEC was changed and we managed to drop them, but it was really, really difficult. Even with evidence, University didn't want to do it and they would not. I had a conversation almost turned into an argument with someone saying, you know, these students are not up to doing this qualification. We should not be. It's unethical to be taking them.

**Speaker1:** [00:37:32] Yes, all of party.

**Speaker2:** [00:37:34] It seems that it is, I'm afraid. And that's I do, you know, and I think for all of us, that's depressing. That's depressing. And what makes it even more depressing is you try and have this conversation with people in the centre. Senior managers, they don't. No, no, no. It's not true. It's not true. It's not true. I just it's gaslighting you all the time saying, No, it's not true. And we know it is. We know it. I know it is. Yeah. And that's a that's a book. So I guess overall, if you talk about the REF and the TEF, what puts you under pressure? It's the attitude of the university. It's not the REF or the TEF. Yeah, it's the university. It's the centre of the university. That's the problem. That's the problem. Yeah.

**Speaker1:** [00:38:22] Yeah, yeah. Thank you so much.

**Speaker2:** [00:38:24] Not at all.

**Speaker1:** [00:38:26] Thank you. Would you like to stop the record?

**Speaker2:** [00:38:28] Yes.

**Speaker1:** [00:38:29] That's fine.