0:0:0.0 --> 0:0:18.500
Shahenda Shehata
So I think the recording now started. I could confirm that all personal information, name, university, position, role these data would not be collected and would not be part of the thesis or the publication and would not be shared with anyone to ensure anonymity and confidentiality of my participants.

0:0:19.790 --> 0:0:25.830
Shahenda Shehata
Yeah. So I'd like to know how the performance evaluation happened in within the university.

0:0:26.530 --> 0:0:28.370
8
So in terms of academic staff?

0:0:28.440 --> 0:0:29.260
Shahenda Shehata
Yes, please.

0:0:29.560 --> 0:0:47.870
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OK, so we have in terms of my team, so I'm head of subjective accounting and finance at University of Northampton. So just in terms of context, we've got quite a large team, I've got over 40 academic members of permanent staff in my team and **we have a system which is called a PDR which is performance development review.**

0:0:48.560 --> 0:0:48.880
Shahenda Shehata
Yeah.

0:0:49.650 --> 0:1:19.420
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And what happens is so when somebody new joins our team, they're on a 12 month probation period where we set some objectives initially probation objectives which they have to achieve once they get past that 12 month probation period, they go on to the PDR system which in line with their in collaboration with their line manager, we agree five or six objectives that they need to achieve within that academic year. So they could be research related, they could be in terms of their teaching, they could be CPD, you know? So just in terms of so, but they've got to align with our faculty strategy and in terms of the university strategy. So we ensure that the objectives that people are selecting will and contribute to the subject group to the faculty, to the university? Ultimately so we have we set them at the beginning of the year, which is in about July time.

0:1:46.840 --> 0:2:17.30
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And then we are sort of PDR meetings which with your line manager you go through the resources that you're gonna need. Any other support that you're gonna need and what your plan of action. So we make sure that those objectives are smart. So they're specific, measurable, achievable, relevant and timely. And then we have an interim meeting which is normally in January just to assess progress and then we have an end of year meeting as well. So in terms of performance we are using that PDR system as the main measure of assessing performance, we that's sort of an individual basis, but we also have module evaluation. So if we've got a module leader, students would assess how that module was, you know whether it met. You know, learning objectives, whether it where there's a students were satisfied, whether the students were challenged, whether they had proper assessment and feedback, you know, from a student's perspective, they are required to fill out modular evaluation forms for each module. And that's another mechanism in which we can assess performance as well for academic members of staff. So we've got those two sort of main methods.

0:3:2.0 --> 0:3:5.220
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Every member of staff in my team has a mentor and obviously a line manager and any issues you, you know usually filtered through. So we can keep, we've got quite a hands on system in terms of how we how we know that you know that people are progressing we have three monthly sort of informal meetings to assess but it's very much a relaxed sort of open door working environment that we've got so we know very quickly whether somebody's performing. You know, usually when there's a performance issue, it filters through via a complaint.

0:3:44.950 --> 0:3:55.220
8
And we provide we sort of put in a lot of interim measures at the beginning where we do a lot of **team teaching** with more experienced members of staff. So we ensure that our new starters have a lot of support as well so.

0:3:56.540 --> 0:3:58.890
Shahenda Shehata
yeah, what is team teaching?

0:3:59.410 --> 0:4:13.920
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Team teaching. So where you've got a module which requires more than one academic member of staff. You probably maybe do a little bit of it. And as a as a PhD student. So you support another and more experienced member of staff in delivery on that module and it's way of being coached into it. So you've got some sort of measure in terms of how you should, how you could be doing things. And whereas you're not left to your own devices that way, so you've got a little bit more.

0:4:24.940 --> 0:4:25.740
Shahenda Shehata
Yeah, I got it.

0:4:25.550 --> 0:4:26.900
8
And yeah.

0:4:27.300 --> 0:4:33.220
Shahenda Shehata
Yeah, but it's very good. The probation period is only 12 months. In other universities, you know, three years.

0:4:33.430 --> 0:4:51.160
8
I heard I didn't know that. I have heard because I've been, I've been recruiting last week and a few people that came for the interviews asked me that question. I said no, no, we're 12 months and mostly I would say within the first six months I can usually assess when's whether somebody's going to settle and be good fit for our team because it's very much the team itself is very supportive and but you have to be that supportive yourself. So it's very I think a lot of it is a personality fit. You have to be very accommodating. You have to be very willing.

0:5:11.550 --> 0:5:36.290
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And you have to be, you know, in terms of Northampton, one of our main strategies as being super supportive to students. Now, sometimes we have people that join us from other institutions where there's a little bit more of a hands off approach to supporting students. They so when they come to Northampton, they sometimes feel that we're spoon feeding our students and that doesn't align with their previous experience. And they question a lot of the support that we do. I think you have to be quite accommodating and flexible as an academic to the institution at your teaching at so you need to align with their strategy and you have to be very accommodating to the students that you've got in the classroom.

0:5:53.940 --> 0:6:27.90
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You know, if we're recruiting students from a weaker intake or, you know, something like a widening participation background, we have to support those students more so. So, you know, whether we're providing much more detailed assessment and feedback, whether we're providing more pastoral care for the students, I think you have to fit the organization in which you go and teach us and academic as one of my things, I think. So it's almost like matching. And when we when we interview, that's what we look out for. We're looking out for academics that have got those qualities. It's not just about their CVS. With their research profiles for us, it's very much about their approach to teaching. We're predominantly a teaching university.

0:6:38.710 --> 0:6:53.270
Shahenda Shehata
Yeah. But for the probation period, what is the criteria for assessing like this is a good early career he can fit or she can fit within the school or the department or whatever?

0:6:53.200 --> 0:6:55.560
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So is this when they've actually started with us, you mean?

0:6:56.40 --> 0:6:56.480
Shahenda Shehata
Yes.

0:6:58.160 --> 0:7:5.410
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So in terms of the probation, we would you would have like so normally when somebody joins with us if they are joining us as somebody who's maybe just finishing off their PhD, which we we've recruited people you know, they're like six months away from submitting and they've worked as a teaching assistant a little bit like yourself, you know, we know that there haven't been module leaders.

0:7:21.780 --> 0:7:52.180
8
We know that they haven't developed skills in maybe curriculum development, you know, So what we'd get them started in terms of and this is where I said the team teaching comes in. So I paired them up with a more experienced member of staff and we and that enables them to get used to looking at how we present our resources, how we design assessments. So it's but we design, but we sort of set the probation objectives in line with their level of skill. So if I know somebody has been recruited and they're relatively junior, one of the objectives wouldn't necessarily be to be a module leader straight away. You know, we probably might wait till the 2nd year of their of their studies, so it could be to have, you know, it could be to, you know, one of the objectives could be to strengthen relationships in the subject group. And that means embedding yourself in asking questions because it very much is about what makes a good academic.

0:8:20.950 --> 0:8:21.400
Shahenda Shehata
Yeah.

0:8:21.150 --> 0:8:24.140
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And I think what makes a good academic is somebody who's prepared to learn. You know we we've all got to go into new environment and learn in terms of our surroundings and I think so a lot of the objectives is are centred around. You know, fitting into the team and then you know, we provide plenty of opportunities in that 12 month period where individuals are given the opportunity to demonstrate to us of their capabilities.

0:8:49.920 --> 0:8:51.240
Shahenda Shehata
Yeah, I see.

0:8:50.570 --> 0:9:14.890
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You know, but we do treat everybody like an individual. So I have lots of people join my team, but there's no set, you know, by six months you should be doing, but it's by 12 months. You should be doing this. I've got people at different stages. I've got people who have been with us a year and possibly still haven't been a module leader, but then I've got people within two weeks of joining that. I throw them into become a module leader because they're capable, you know, so it's.

0:9:14.860 --> 0:9:15.350
Shahenda Shehata
Yeah.

0:9:15.730 --> 0:9:23.120
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And you know, I remember back to my early days of teaching, you know, it was it's a thing called swim. You get thrown in. And you know, and sometimes I look back and I think it's probably the best thing that happened, you know, but not at the time at the time you're like Oh my God. I don't know what I'm doing. So we you know we are very realistic and we're very patient.

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But equally, we want, you know, we know that we've got metrics, NSS, P test we've got those sort of you know ballpark things that we need to achieve as a subject group so there's there is a balance and having a large team gives us that flexibility because I've got experienced members of staff and not so experienced members of staff, so we so we were in a position where we can be quite flexible in terms of supporting people.

0:10:13.90 --> 0:10:13.460
Shahenda Shehata
Yeah.

0:10:13.850 --> 0:10:20.890
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But I think I very much think you know, I'll give you an example. Hesham was one of somebody who joined our team. Just during COVID. And he was absolutely fantastic, absolutely fantastic. You know, in terms of the level of support, he probably got cause we were over lockdown was very limited, But he demonstrated his capabilities and his skills. So by the time he left us, he was probably doing the job of a senior lecturer very, very quickly.

0:10:41.430 --> 0:10:41.690
Shahenda Shehata
Yeah.

0:10:41.830 --> 0:10:53.350
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And but his objectives that we set because at the time when he joined us, we didn't know he was gonna be able to take on those duties. But very quickly he demonstrated to us that he was capable of a lot more. And he did that via coming up with suggestions, fixing problems, identifying problems and solutions to those he would get involved in more than just his workload. So I think in terms of assessing performance there's a very informal way of assessing performance in a team as well. You know, it's not just the formal mechanisms that we use. There's the informal mechanisms where people are, you know, maybe in our staff meetings or training sessions.

0:11:27.400 --> 0:11:29.210
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He identified himself as somebody who could very quickly identify better ways of doing things or problems.

0:11:49.220 --> 0:11:49.480
Shahenda Shehata
Yeah.

0:11:40.930 --> 0:11:51.360
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And an office solution so you know there's a new member of staff. The thing is you you're limited in terms of your exposure in terms of the infrastructure that we've got to work with, but somebody who's a little bit further away from the situation can sometimes see things better, so he was very good. He was very good at observing and fixing and he very, very quickly became a strong member of the team. So he progressed very fast, so there's no there's no I know some institutions where you've got people who think it's a time like, you know, you have to be in the team for five years before you can progress and things like that. So we don't, we don't really operate like that. It's very much on an individual basis.

0:12:22.600 --> 0:12:27.300
Shahenda Shehata
Yeah, that's very good. Yeah. Do you apply like the REF or the TEF?

0:12:28.370 --> 0:12:32.50
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Yeah, to individuals or to the subject group.

0:12:32.480 --> 0:12:37.180
Shahenda Shehata
Uh, we could say to the subject group which might impact the individual.

0:12:40.350 --> 0:12:47.100
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So in terms of our REF contribution, I think individuals that are quite research active are continue to continually assessing themselves against, you know, their research outputs.

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Into other subject group. Whether I do that I think I have got people in the team that are quite research active that we don't unless it's one of their PDR objectives to have achieved something that contributes to the REF. No, we don't do that. But that is predominantly because we're a teaching institution.

0:13:14.490 --> 0:13:14.810
Shahenda Shehata
Yeah.

0:13:14.410 --> 0:13:29.290
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OK. But it does it that that is something that would feed into our PDR process because we've got, you know I've got academic members of staff that want to progress towards a teaching and research contract rather than teaching and scholarship.

0:13:30.710 --> 0:13:42.100
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And an in terms of how strong they are and research would obviously impact their how strong their application is before they get accepted. So that could be one of their objectives and the same with sort of, you know, number of publications that could contribute to REF unless they specify that and they generally do it as an individual target rather than the subject group. Imposing those targets on them.

0:13:56.120 --> 0:14:8.560
Shahenda Shehata
Yeah. So we could say that the main focus would be as a teaching focus universe. It could be on the NSS, the PDR, yes. And you mentioned P test. What is the P test?

0:14:8.570 --> 0:14:16.740
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**P tests is the postgraduate of taught evaluation survey, so it's the equivalent of NSS, but for postgraduate students.**

0:14:16.490 --> 0:14:17.740
Shahenda Shehata
Ah, I got it. Yeah.

0:14:17.520 --> 0:14:48.760
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Yeah. So those metrics are very important to us. So obviously it's more the program leader who has them, but each module leader feeds into that. So as a subject group, we are assessed on our performance of those metrics, whether it's retention, progression, assessment, reviewed about, you know, whether staff are good at teaching. So all of those feed into individual performances. So even though we don't, we don't say to individuals look. You know, in terms of the module you're teaching, I need 85% student satisfaction. **We don't set them at that detailed level per individual, but at program level the individual may be aware that you know this is a program where we need a high level of student satisfaction**, but in all honesty I I'm a firm believer of if we get the basics right in terms of supporting students and being generally passionate about being academics and imparting knowledge everything will filter through into your survey results.

0:15:26.730 --> 0:15:28.660
Shahenda Shehata
Yeah.

0:15:27.590 --> 0:15:30.320
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Yeah. I do believe that institutions are quite focused on things like TEF, NSS, P Test, because they feed into our rankings and rankings ultimately result in more student recruitment. But it is very much about what am I doing when I'm in front of my students have I? Am I providing a good service and that's that doesn't necessarily always you know, link in with students with, with academics realizing that it feeds into the NSS, but it does.

0:16:3.220 --> 0:16:5.990
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But I'm not. I'm not one of these. That's too hung up on.

You know your NSS is 2% lower. This is what we need to do because everything we do should be improving our student experience and student engagement. So if you get the basics right, everything will filter through into the results.

0:16:20.750 --> 0:16:22.180
Shahenda Shehata
Yes, yes, I see.

0:16:21.620 --> 0:16:25.360
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Yeah, but I do believe that different institutions do it a different way. So.

0:16:25.620 --> 0:16:32.910
Shahenda Shehata
Yeah, yeah. So what impact do you see have these kind of performance measurement on you or on your colleagues?

0:16:33.390 --> 0:16:35.720
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OK, so on me it's heavily impacted. And it contributes to my white hair quite a lot because in terms of my role and we get a lot of pressure as a, as a head of subject to ensure that our programs is in within the subject group are performing well. And when we're saying performing well, it is NSS and P tests. So those metrics, so my level, there's quite a lot of pressure to achieve those metrics, but my approach is when I drill it down to my team is to not focus so much on the actual metrics but focus on a good student experience which will ultimately impact our metrics.

0:17:21.930 --> 0:17:30.320
Shahenda Shehata
yeah, So and how this impact the way the work, the work itself, like the way the people teach, the way the people choosing their research?

0:17:33.250 --> 0:17:35.110
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Does it impact the way they teach?

Umm, I think in institutions like ours there is a big drive when it comes to NSS time and we often get a lot of pressure in terms of how are you going to get students to complete it.

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Have you dealt with, you know, the student voice issues you know? So there's a huge awareness faculty level in terms of, you know, how we how we are ensuring that our metrics will be positive but in my subject group. I don't drill down to too much. You know, we just try and have really good academic practice is I know I'm probably being very vague in terms of not provide providing you with specific ways you know in terms of good academic practice, what is a good feedback for students, timely feedback. You know we ensure that we've got a lot of peer observation going in for academic members of staff, you know, says the classes are engaging.

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We get results, you know, in terms of, I guess you know how many students we recruit, which is driven from our metrics really. So that's our performance and which we are, which we get a lot of pressure to perform because you know it's the HE sector is much more competitive than it previously used to be. So there's a lot of drive towards ensuring that our rankings are good. Our NSS scores are good.

0:19:7.50 --> 0:19:7.470
Shahenda Shehata
Yeah.

0:19:7.770 --> 0:19:13.250
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And we do and everything we do as a subject academic team in terms of our teaching practices are geared towards that, maybe not directly in terms of some of my staff. If you interviewed some my staff, maybe they might not be able to link the two, but from my perspective it's all driven towards that. So everything we do is about best practice. How can we make ourselves better? And which will ultimately impact our metrics, but I don't always specifically say you're doing this because I want this progression metric to improve by 2% or whatever.

0:19:43.870 --> 0:19:46.920
Shahenda Shehata
Yeah, I got it. Yeah. Yeah, but yeah.

0:19:47.280 --> 0:19:48.300
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carry on ask me.

0:19:49.200 --> 0:19:54.810
Shahenda Shehata
But how do academics do to me this requirements of the NSS for instance?

0:19:55.90 --> 0:19:55.910
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How do they?

0:19:57.60 --> 0:19:57.770
8
Be in what?

0:19:56.160 --> 0:19:58.20
Shahenda Shehata
Yes. How do they meet it?

0:19:58.660 --> 0:20:17.50
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In terms of everything they do in terms of how quickly they mark, how detailed feedback they give to their students, how much they support their students in terms of assessments and how supportive they are outside of the classroom, how engaging they are inside the classroom, how engaging and industry focused employability focused their assessments are you know, so it's in everything they do within their role will impact the NSS because it's the whole student experience that we're focused on and that's what the NSS is. So when students are asked to complete.

0:20:36.860 --> 0:20:40.600
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The NSS, there's a whole range of questions that they're asked.

0:20:41.70 --> 0:20:41.450
Shahenda Shehata
Yeah.

0:20:43.450 --> 0:20:56.370
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So, You know when, say, for example, when my academic staff are designing assessments and assignment for example, you know they need to ensure that that assignment is gonna challenge the students. It's gonna meet the learning outcomes. Can they make it as relatable to industry as possible? Can they ensure that when, as the students are completing this assignment, they're developing wider soft skills, you know, so there's a huge amount of consideration that goes into.

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The role that academics undertake that fulfil not only the learning objectives of that module or program, but equally produce graduates that are going to be ready for the world of work. So and all of that. But when students are completing that NSS. We need to make sure that we're meeting their needs as well, so their needs are you know, how are, how are they supported, do they feel supported, do they feel challenged? Do they feel like it was a useful assignment? Do they feel that that they got timely feedback that actually contributed towards what they do next? Has it enhanced their employability skills? So all of these things feed into it and I think it's the whole academic role which we emphasize.

0:22:6.610 --> 0:22:14.150
Shahenda Shehata
Yeah, yeah, I see. Got it. Yeah. But do you have, like, a very special personal experience with the NSS? Like a good or a bad one maybe?

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OK, so I'll give you an example that I personally had when I was teaching a couple of years ago during COVID. Obviously, COVID was a very unsettled time for many students.

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We had a I had a student in my group who failed the exam, so we arranged a extra exam support sessions. He didn't turn up. He used to just write me emails in the evenings. He needed help but he couldn't attend the exam support sessions.

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Eventually, when I finally got onto the of the phone too, he told me that he had a job as a carer during the day, so he was unable to attend any sorts of sessions. So I did agree because it was COVID and we're all locked down that I will do an evening session for him. He had decided he wasn't going to sit the exam because he didn't feel ready for it, so I sort of arranged.

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And an evening exam revision session convinced him, gave him the confidence that he could actually sit the exam a little bit more practice guided him to questions. Answers offered him to do a mock exam where I'll mark. So I I sort of pushed him because I felt like he.

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He had struggled along the way and if he'd passed this module he would be progressing to the next year and he did do that and he sat the exam. He wasn't gonna sit it. He passed the exam.

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He sent me an e-mail to say that had it not been from the extra support that I provided him, he would not have had that extra push. So sometimes as academics, we need to go a little bit out of our way to ensure that the students outcome is a positive one because they are students with a teacher. They're the students.

0:24:1.50 --> 0:24:3.240
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And sometimes you just need somebody to have some faith in you push you, encourage you, and I think and that's the role of the academic. It's not a nine to five role it's you have to genuinely care about your students and care about their outcomes.

0:24:18.20 --> 0:24:21.220
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Because as soon as the student works out that you genuinely care they start having belief in themselves so, that will ultimately impact our NSS, because that's student left our university with a really positive experience. He had a personal situation which was extremely challenging for him. He could have easily given up.

0:24:42.260 --> 0:25:10.620
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If we give up on them, that's it, then then we're just taking their money and leaving them. But if we are prepared to go a little bit extra, then they are as well and that's what we're here for. We're not here. You know, our primary motivation is not is not and it never should be for an academic just to recruit students. And that's it. You know, we are transforming lives, really. And, you know, enabling students to do well is what we do and you know, we get as academics, you know when you see students graduate, you personally get a lot of it's very rewarding and I think that's what we all need to remember. That's what we're there for. As academics you know.

0:25:23.710 --> 0:25:36.840
Shahenda Shehata
Yeah, that's very good. Yeah, but do you think spoon feeding the students, uh, could lead to make them spoiled or is it going to contribute to the quality of teaching?

0:25:37.550 --> 0:25:43.370
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I think that's a definition of what's spoon feeding is, you know, at some institutions.

0:25:45.520 --> 0:25:48.340
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Students are much more self-driven.

0:25:50.140 --> 0:25:51.550
Shahenda Shehata
What do you mean by self-driving?

0:25:51.900 --> 0:25:53.830
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That they, you know, they are guided more so in terms of, you know that that the the academics are facilitators and they provide you know do this do this go away do this and go away and the students independently do it. The students that we recruit are come from a weaker academic background our entry requirements are lower. So therefore our students need more support than maybe from a Russell Group University you would get.

0:26:19.210 --> 0:26:19.570
Shahenda Shehata
Yeah.

0:26:19.590 --> 0:26:22.920
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So you know, whereas we so we do provide us students with more support because they need more support.

0:26:28.610 --> 0:26:29.990
Shahenda Shehata
Yeah, I got it. Yeah.

0:26:29.370 --> 0:26:36.660
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Yeah. So it's maybe spoon feeding isn't necessarily the right term we're just supporting weaker students in terms of because if we're recruiting them from a weaker academic background. We need to work harder with them to ensure that they succeed, otherwise we're failing them. Why take them on if they're weaker? If we're not gonna help them, you know? So there's that and academic staff that join our team. A little bit prepared for, you know that actually the students here need more support.

0:27:6.940 --> 0:27:10.770
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That may be another institution, so it's about it's about. I think it's about being able to accommodate
And. You know, see what you've got in front of you and what do you need to do with these students? You know, you couldn't with our students, you couldn't necessarily. Just provide them with an assessment brief and say off you go. They would need some guidance, some support, some assignments, support sessions. We don't do it for them, they need to do it, but it's two way work. It's the academic needs to work and the student needs to work.

0:27:43.140 --> 0:27:48.210
Shahenda Shehata
Yes, but do you think if the like the criteria, Do you think if the these evaluation measures like the NSS or other criteria, if it dropped down if they reduce this criteria, would it would you work differently?

0:28:1.970 --> 0:28:3.210
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No, I wouldn't.

0:28:3.940 --> 0:28:7.760
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I don't work to the NSS criteria, to the P test criteria.

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I told you we in our subject team we work to providing students with support and the student experience that they deserve. So it's not and that ultimately feeds into those metrics that we've got. I wouldn't do anything differently.

0:28:27.230 --> 0:28:33.80
Shahenda Shehata
Yeah, I got it. Yeah. So do you think? Yeah, like these different measures affect the teaching positively. I see from your experience it's a very positive one like it improves the experience of the student. But overall the university experience, does it add to the scholarship?

0:28:52.760 --> 0:28:53.430
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How do you mean?

0:28:54.250 --> 0:28:58.940
Shahenda Shehata
Like the NSS or other evaluations. Uh does this.

0:28:58.220 --> 0:29:1.500
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OK. Does it add to the overall university experience?

0:29:1.460 --> 0:29:2.50
Shahenda Shehata
Yes.

0:29:2.320 --> 0:29:15.740
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I think we would need some sort of measure as it as universities, because there's only universities obviously. So obviously when applicants are applying, they need some sort of mechanism to assess what's good. So I think is absolutely needed. I do see. And I think it's good for the students to have a voice themselves in terms of evaluating their experience and institution. So yes, I think it.

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I think it helps an institution to, I think. If we didn't have these measures that could be a danger that standards could lapse.

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Whereas I think having these student evaluations it keeps it keeps the institutionalized toes as well in terms of having to provide a good service because we are giving the students a mechanism to express their voice. So yeah, I you know, I know I've said that I don't behave any differently because of them but I think they are needed.

0:30:18.580 --> 0:30:21.750
Shahenda Shehata
How standards could collapse? Could you explain more please?

0:30:21.700 --> 0:30:24.890
8
Because if you know if you're not constantly having to consider where you are in the rankings, or whether your students are providing you with good service. Maybe you'll just do the basics. Maybe we will just go and deliver, but we won't care about whether the feedback was useful to the students, whether the students classes were engaging. Maybe we will just do. Maybe some areas would just do the minimum because as long as we deliver what we say, we're going to deliver, you know, I think with everything you need.

0:31:0.940 --> 0:31:1.550
Shahenda Shehata
Yeah.

0:30:55.190 --> 0:31:5.760
8
You know, I think you need a mechanism even when you buy something from Amazon, there's a potential you could leave a review when you, when you're when child goes to school, there's Ofsted inspections.

0:31:7.430 --> 0:31:17.120
8
You know, in everything there's that level of competition and I think healthy competition helps institutions as universities to strive to be better.

0:31:17.530 --> 0:31:18.540
Shahenda Shehata
Yeah.

0:31:18.250 --> 0:31:19.30
8
You know, we've got 5 competitors in terms of the surrounding areas, Coventry, Derby, Bedford, de Montford, you know we've got these competitors and we compete to have students, you know.

0:31:30.850 --> 0:31:31.310
Shahenda Shehata
Yes.

0:31:32.50 --> 0:31:36.340
8
And we need a mechanism and it and it enables everybody to be better.

0:31:37.200 --> 0:31:39.310
Shahenda Shehata
Yes, yes, I see it. Yeah.

0:31:38.270 --> 0:31:47.300
8
Yeah. So a lot of these things like TEF gold or, you know all of these REFs, NSS, they help institutions to keep trying.

0:31:47.880 --> 0:31:51.280
Shahenda Shehata
Yes. To improve, to continuous improve, yes.

0:31:51.40 --> 0:32:2.920
8
Continuously improve and continuously evaluate your performance. Continue. It's a good mechanism to have even if you had these things and they never went external, even as an internal measure, it would be really good to have it.

0:32:7.400 --> 0:32:12.920
Shahenda Shehata
Yes, yeah, I see it. OK. Thank you so much. I really appreciate your time.

0:32:13.140 --> 0:32:13.880
8
It's alright.

0:32:13.400 --> 0:32:15.660
Shahenda Shehata

Yeah. May I stop the recording, please?

0:32:15.880 --> 0:32:16.220
8
Yes.