

Appendix Six – Example Full Transcript – Participant 15

VOICE FILE NAME: <redacted>

Key:

I = Interviewer

R = Respondent

s.l. = sounds like

Short pause (...) – up to 3 seconds

Medium pause (.....) up to 5 seconds

Long pause (.....) up to 10 seconds

(high tone) high pitch speech

(softly spoken) softly spoken

(confused) confused

(angry)

(happy)

(surprised)

I **Okay so what I'm just looking for is urm (...) urr just your, your views on things, it's not any particular line on here (softly spoken) just...**

R Yeah. Okay (softly spoken)

I **...what you think (...) would be most help to me. (...) Urm on any of this stuff. (...) Just to kick it off really and so I've got the context (...) can- could you just give me some of the (...) urm (...) details of your current role, what y- what your...**

R Yeah. (high tone)

I **...role in the organisation is at the moment?**

R Yes. I'm programme leader of the (...) undergraduate degree in broadcast journalism which is a three year (high tone) BA honours degree. (...) And it's accredited by the BJTC.

I **Right. (softly spoken)**

R I've been programme leader (angry) since urm August 2011 and before that I was on a career break for- on maternity leave for urr two or three years (...) and I was head of an MA course in communication studies. So urm my role (high tone) (...) here, here...

I Yeah, yeah.

R ...yes here urm (...) my role (...) now (angry) (...) urm involves managing the, the team of people who provide the modules on the course, I oversee the curriculum (...) urm I liaise with the students, make sure that they're happy and we have staff-student committees urm (...) just make sure that the, the (...) the whole degree programme is being delivered efficiently and effectively,

I Fine (softly spoken) (...) okay how, how big is it? Just for the [slight laugh] if there's a scale, or a scale of things? (happy)

R How big is it okay. We have- Okay (high tone) we have currently about 140 students so urm the last two years we have an intake of 50 students...

I Okay (softly spoken)

R ...per year, before that it was a bit lower. (...) Urm so yes there's about 140 students (...) and they have to achieve quite highly (high tone) we have an entry requirement of ABB...

I Yeah. (softly spoken)

R ...So we get (...) urm some very able and capable students.

I Indeed yes. Yes. (high tone) (softly spoken) Urm (...) so (...) the characteristic of that recruitment is (...) 'cause you would expect with that kind of UCAS profile from...

R How do you mean the characteristic? (confused)

I Urm so what, what they've done- (...) sorry, sorry not making any sense 'cause I'm making it up as I go along (happy)...

R [slight laugh]

I ...urm (...) so th-the-, their UCAS scores are typically in A levels, they been- they've come from school rather than 6th- urr urr s- college of FE (high tone) you know th-?

R Yes, yes, yes (high tone) so th- so the typical- typ-

I Th-there is a stereotype (...) k-kind of students and I wonder how much they fit that stereotype? (confused)

R ...the typical candidate urm (...) yeah (.....) okay the typ- the typical candidate has, has- is achieving ABB or, or higher...

I Mm (softly spoken)

R ...in A levels, we have (...) certain A levels that we sort of urr would prefer them to have a (...) combination of (...) urm tending to be English, History urm rather than you know if (...) w-we do take people with arts, theatre studies all that kind of stuff but we prefer (...) a sort of balanced combination of those things...

I Yeah. (softly spoken)

R ...Urm in recent years we have s-stopped (...) urm (...) we, we've had more of an emphasis on taking students that have got a very strong academic (angry) background and a very strong academic interest in (...) journalism as well as a practical one.

I Right. (softly spoken)

R So urr in previous years we might have urm been more interested in candidates who said they were, were interested in sports journalism...

I Okay (softly spoken)

R ...urm and have had some science d- science A levels but more recently (...) the degree programme itself h-has got more of an academic (high tone) emphasis, it's 50% urm theoretical / critical and 50% practical...

I Right. (softly spoken)

R ...because we are trying to equip students- well, I) we're urr a Russell Group University...

I Yeah (softly spoken)

R ...(...) urm and we, we have research-led teaching (high tone)...

I Yeah. (softly spoken)

R ...and 2) we are trying to equip- make sure that we equip students not just with vocational (high tone) skills when they come out but that they have the skills to urm (...) be able to critically reflect and be what we call 'thinking' journalists. (softly spoken)

I Right okay (softly spoken)

R So that's reflected in our re- our entry requirements...

I Mm (softly spoken)

R ...and the type of students that we take. So they do (high tone) tend to have A levels, we do (high tone) urm ha- make a conscious (...) effort to try and have a balance of (...) urm (...) urr gender and people from diverse backgrounds. (surprised) We encourage people, very strongly to apply through the Access to <university> Scheme (high tone) (surprised)...

I Oh okay (high tone) (surprised)

R ...which is a scheme which is open to people who (...) urm there's a number of cas- urm a number of (...) elements that you have to satisfy (angry) to be able to apply through it for instance that you're the first person in your family to (...) go to university or that you're from a school (surprised) that (...) doesn't achieve a certain...

I Yeah (softly spoken)

R ...level of grade so your (...) s-sort of at a disadvantage.

I Under represented (high tone) postcodes, that sort of thing. (softly spoken)

R That kind of thing. (angry) Urm and if you (...) apply through that you have to complete a project and you get a lower offer. It's not actually (high tone) that much of a lower offer but it does give people a break and give them the ability (...) to get in...

I Mm (softly spoken) yeah (high tone)

R ...with slightly lower grades. (angry)

I Okay.

R And urm (.....) we do take people with B-Techs, (surprised) th- it's the equivalent of the A level...

I Yes (softly spoken)

R ...urr for [0:05:04.3] UCAS points.

I Yeah sure (softly spoken) (...) okay (...) great that's (...) sets the scene a bit. Just out of interest (...) really urm interested in how your career progressed. (...) How did-how did-

R [slight laugh]

I ...how did you get [slight laugh] what did you start doing an-

R Okay.

I ...how did it go to, to doing your thing here?

R I'm probably- I'm probably (high tone) quite an odd case although probably everybody says that to you but urm (...) I haven't ever been a journalist. (...) I actually came straight out of urm a degree in media (...) urr media and communications and I started working as a researcher...

I Right (softly spoken)

R ...for- looking at urm (...) audience research mostly to inform the regulatory bodies and the Broadcasting Standards Commission and the Independent Television at the time...

I Mm (...) mm.

R ...I also worked a lot on urm (...) urr a three year study that was looking at use of the internet when it first started and we're talking in sort of '99 here. Urm t-to look at people's use of technology and how that was going to, to work out. Urm (...) I then urr so I was full time (angry) researcher, I then urr became involved with a professor who urm started a new research centre which was into European political communications and as part (high tone) of that I did a (...) part time PhD whist working full time (angry)...

I Right.

R ...urm (...) in the area of the European public's fear (angry) and my research topic was urm investigating how newspapers cover the EU.

I Oh okay (high tone) (surprised)

R And so as part of that I interviewed a lot of journalists...

I Yeah (high tone)

R ...I was, I was (...) I was matching up what (high tone) the coverage is...

I Mm

R ...by content analysis with interviews with journalists.

I Right.

R And so that sparked my research (...) interest in (...) journalism (confused)...

I Mm.

R ...although my research interests are quite broad and (...) urr at the beginning they were- it was audience research and I, I, I wrote quite a lot about violence on television...

I Mm (high tone) mm.

R ...but now (...) it, it's now more (...) political communications and journalism and so (...) urm (...) once my full time (angry) research career changed (angry) in 2007 to become a lecturer (surprised) which was a kind of natural thing because the grants that I had and w-was working on had, had changed and the centre that I'd been running for...

I Mm (softly spoken)

R ...(...) five or six years (high tone) urm (...) the urm key person in that moved to a different university. (surprised) Urm (.....) I got into lecturing (...) and (...) as you know all I- all lecturers have to have an administrative role and so I was running an MA course and then the next administrative role I took on (...) probably (high tone) well in la- in large part (high tone) due to my research (...) background...

I Yeah (softly spoken)

R ...in researching journalism (...) was (...) managing the (...) the broadcast journalism.

I Oh I see yes. Okay (high tone)

R And I, and I teach on it as well.

I Yeah (high tone) of course, yeah. So actually quite, quite an academic route (...) to it?

R Very academic (high tone) route (surprised) urm (...) I'm one of (...) I'm probably (high tone) the only (angry) person on the programme who hasn't got any (...) journalism experience (...) we have urm (.....) two (...) other (...) well th-there's three other academic (angry) (.....) people who are in urr academic posts who are lecturers who teach (confused) (...) who have journalism experience (...) in a quite m-minor way that they did it for urr a few years. (angry)

I Yeah [0:08:03.9] [over speaking] (softly spoken)

R Then we also have teaching (high tone) fellows who have been at a very high (high tone) level in journalism for instance <colleague>.

I Mm (softly spoken)

R ...who was the, the editor of <BBC News programme>, <colleague> who was...

I Mm (softly spoken)

R ...urr is a very distinguished and urr had a long run- t- long (...) career (angry) in journalism...

I Yes (softly spoken)

R ...had set (high tone) up the, the broadcast journalism degree (...) urm and urr <colleague> who w-worked in radio (...) for a long time. And we also bring in (...) experts from radio t-to teach as well...

I Yes (softly spoken)

R ...So we've got a sort of balance and that reflects th-the balance of modules on the programme (...) and the balance between academic and, and practical...

I Right (softly spoken)

R ...skills.

I Would it be an over simplification to say (...) those people that come in with the journalism background tend to do the practical (.....) modules?

R Urm... (surprised)

I (...) Or is it- does it- was it mixed up? (confused)

R No it's mixed (angry) (...) i- it's- it depends whether they're pursuing an academic career.

I Right.

R Urm so (...) urm (.....) three of them (...) have an academic career b- urr I forgot to mention <colleague> (confused) who is the documentary lecturer and he, he spent years in documentary and...

I Right.

R ...but, h- has a PhD (confused)...

I Okay. Yeah, yeah, so it's all [0:09:09.3] [over speaking] [s.l. mixed up now it's personal,] yeah fine.

R ...and s- research career, so yeah i- it's mixed up really. Yeah.

I Okay. (...) Right. Right urm (...) okay s- so to get you to the meat of it then we are kind of- what I want to do is start off actually quite a high (confused) level of abstraction and then get down to the detail.

R Yeah.

I Urm so it's interesting to actually just ask everybody straight out (happy) [slight laugh] what's the point of me doing journalism courses in universities? (softly spoken) Why do we have them at all (...) from your point of view?

R [sigh] (...) gosh that's a- quite a tricky question. (happy) (.....) Well there's a demand (high tone) ...

I Right.

R ...clearly. (.....) Urm (...) and (...) from the point of view from a Russell Group research-led university (...) we (...) have some of the leading academics in the field (...) who (...) are researching public communications and political communications and how the media (high tone) has an impact on society. (angry) (...) So urm (...) we have quite a lot to say (high tone) (...) and a lot of knowledge about urm the effects of journalism in society (high tone) and as part of being an academic I would say we have a responsibility to pass some of that knowledge on to future journalists.

I Right. (softly spoken) (.....) Well that's alright (high tone) isn't it (happy) [slight laugh]

R Yeah (high tone)

I Off th- the spur of the moment. (happy) [slight laugh]

R Yeah (high tone) (...) sounds quite good.

I It does yeah. (high tone) And, and (softly spoken) (...) could certainly use that. Urm (...) what urr and urr of course p-part of the reason I wanted to talk to you urm

(...) because I'm talking to various people in various settings (...) is that of course this, this is journalism in, in a Russell Group University (angry) ...

R Yes.

I ...and you've kind of touched on it a bit but let's (...) just expand on it, maybe urm (...) on how a Russell Group university approaches this subject area?

R Yeah.

I Y-y-y-i-

R Urm yeah (high tone) I mean-

I How does it [0:11:04.3] [over speaking]

R ...ur I mentioned earlier that our, our degree programme is a- is 50% a- (high tone) what would (...) broadly term academic but we like to think of it as urr critically reflective (surprised)...

I Yeah (softly spoken)

R ...so we're thinking (angry) about (...) for instance the role of journalism in society. The effect (high tone) of what- of what urr (...) how (...) journalism (...) i- works in practice on urm (...) how the world gets reported? (high tone)

I Hmm (confused)

R Urm (...) and there's a balance of that (...) with (...) the practical side. Urm there's also you know quite a lot of reflection about ethics, about law (...) urm (...) and so I suppose we differ (angry) in that we're not (...) just, (...) we don't consider ourselves to be a training course (...) we are not (...) solely concerned with having somebody who can go out (...) and press all the right buttons and put the right report together we want them to be able to think about why (angry) they're doing that, how they're doing that and the implications of that.

I Yeah. (...) Okay. (....) I'm sorry to drag it out but (....) why, why is that important (...) for them in the future?

R Why is that important for the student? (high tone)

I Yeah. (....) Because urr a- I mean, th- th- because you might get them coming in saying "I want to learn how to push the buttons and....?"

R Well (...) students who come here are very well- very aware (angry) of the competitive (high tone) nature of the, the entrance process to get into this course that you have to be urm (.....) you know you have to be a-achieving high A levels and those students really (...) could do anything with their (...) their urm (...) their choices of what degrees (high tone) to go on urm and so (...) urr I suppose (...) i-it's very clear to them that the type of (...) degree that they're going to be taking isn't just a training course and if they want that they should go somewhere else (...) because (...) we make it explicit to them in open days and in all our literature (...) that we are (...) attempting to produce thinking journalists and that they will (...) have to deal (angry) with the multitasking of going between writing essays, being critically reflective analysing urr news output to (...) producing news output and that they're expected to switch b- between that and that it's a very demanding course. So, if a student doesn't think that that's what they want (...) then urm (...) they wouldn't apply to our,,

I **Right.**

R ...(...) our course. I think they'd go somewhere else? (confused)

I **Yes okay. (high tone) (...) Right (softly spoken) urm w- (high tone) (...) urm (...) looking across a range of different kind of courses in the- the subject is obviously (softly spoken) quite broad and...**

R Yeah. (high tone)

I **...the courses are quite- (...) vary quite a lot. (...) Urm (...) and there certainly, I talk to quite a lot of people who are involved with journalism courses and other people who are involved with media courses more generally...**

R Yeah.

I **...media production, (...) TV production, all sorts of things really (softly spoken) a-and (...) I'm, (...) I'm wondering (...) wondering how (angry) interchangeable (...) this process is across these things or whether th- whether there is a distinctive (angry) something distinctive about journalism courses or something distinctive about media courses or is it just a (...) continuum or...? (softly spoken) Do you think there's something different about journalism courses? (high tone)**

R Different about journalism courses in comparison to what? I-it-

I Well in a f- urr urm (....) because (...) there are lots of courses out there, things like media studies...

R Yeah.

I ...media production, and there are film (high tone) studies courses of course [0:14:35.3] [unclear] ...

R Yeah.

I ...urr (...) urr (...) I'm not saying there is (angry) 'cause maybe th- maybe there isn't I'm just trying to find out whether or not (...) people involved with it see (...) themselves heavily compartmentalised (angry) within that? (...) Or whether it's actually just [0:14:49.8] [over speaking]

R No (angry) I mean the approach (...) the approach we have (...) at the <department name> as opposed (confused) to urr just my degree is that the students who are studying journalism (...) get in their first year a very (...) broad (...) based grounding in communications, the history of communications...

I Right.

R ...and the context of communications. So they (...) come out of their first year, yes (high tone) with some practical skills because they do do some journalism and they do urm a lot of camera and editing and they, they learn that side of things, they begin (high tone) to do that. But (...) they take two core modules which help them to understand why it's important to reflect on (...) the role of journalism in society...

I Right.

R ...in a broader context of looking...

I Okay.

R ...at communications, how journalism has developed over, over the last hundred years to be where it is at now (confused) ...

I Mm (softly spoken)

R ...and (...) in comparison to other media (confused) and they do that alongside the other students because we have three degree courses, we have communicat- sorry we have four, we have broadcast journalism...

I Mm (softly spoken)

R ...journalism and media which has no practical element to it, it- at all and is urr a bit traditional I suppose – media studies (softly spoken) degree (high tone) we have cinema and photography and we have new media which is internet...

I Oh okay. (high tone)

R ...So if you're a student applying to the <department name>, you have a (...) a quite clear choice...

I Yes.

R ...urm and so in second and third year as a journalism student (...) you are (...) specialising.

I Yes. (softly spoken) So sorry, I (...) you maybe said but, but just to be clear (...) so when they're doing those modules in (...) the first year...

R Yeah.

I ...they're shared across (confused) multiple programmes?

R Yeah (high tone) so all students (...) urr m- most (high tone) of the students from those four courses will be on those modules some of them urr th-there's, there's a couple, there's three core modules and (...) urr students take two out of those three, but those three core modules are all principally concerned (angry) with communications in general...

I Right.

R ...whether it's...

I Okay. (high tone)

R ...the political side of communications or-? (confused)

I So the philosophy (...) here then would be that there is a- there is a common core around media and communication?

R Yes there's s- certainly (high tone) the philosophy is there is, there's a common academic s-

I [0:16:54.2] [over speaking]

R ...core and strand...

- I Yeah. (high tone)**
- R ... (...) and traditional (angry) history of communication studies...
- I Yes. Urm that all students (...) should, should be aware of?**
- R Yeah (high tone)
- I Before they go on to specialise (...) in a particular area? (softly spoken)**
- R Yeah. (high tone) Yeah or as part of specialised. (confused)
- I Urr part of specialising yeah, yeah. (...) Okay (softly spoken) (...) good (...) urm (...) so some of the (...) words that as I say I was trying to unpack some of these words that people use...**
- R Hmm mm (high tone)
- I ...urr around some of these courses and the first one I'll try is vocational (confused) (...) what's (high tone) that then?**
- R Vocational (high tone) is not (...) i- v- vocational to me means something that equips you to go out and (...) urr (...) have a skill (high tone) that enables you to do a job. Urr usually (...) practical I think (high tone) (...) urm (...) and it's not a term (confused) which we would use or associate our degree with. Urm (...) we do incorporate some teaching of vo- what could be considered vocational skills as part of the degree (...) urm but it's not something we would (...) promote in literature or- (confused)
- I Right (softly spoken) because?**
- R Urm (high tone) (...) because that not really the core of the degree.
- I Right.**
- R Urm (...) even when we are teaching the practical skills, for journalism (...) we are very aware that in the (...) world that the students are going to go into (...) they need to be able to (...) show how (surprised) those skills can be applied to other vocations than journalism because they A) might not want to go into journalism when they come out (...) B) might not get a job (high tone) in journalism (...) or might end up doing something which is related (high tone) to journalism (...) but isn't exactly journalism. So they need to h-have transferable skills.
- I Right. (softly spoken)**

R So you know when we are teaching them urr how to a-arrange interviews (confused) you know that's, that's how to contact people and communicate (high tone) effectively when we're teaching them to urm balance their workload, that's multiskilling and, and time management...

I Yes. (high tone)

R ...urm so (.....) yeah (high tone)

I Okay. So is that (...) that idea of transferable skills and maybe (...) going, having a wider range of possibilities when you graduate than (...) than just the title of the course implies...

R Yeah (high tone)

I ...th- is that a conversation you would have with people thinking about becoming- (confused) about coming on your course? (softly spoken)

R Yes (high tone)

I Yeah.

R Yeah p-people do ask...

I Yeah (softly spoken)

R ..you know well, you know w- (...) urr it's a big (high tone) concern (angry) of students at the moment obviously...

I Of course if it. (softly spoken) (high tone)

R ...with £9,000 fees (angry) urm, coming on a course which is urm (.....) you know it's quite specialised (...) and also is going to prepare them for going into an industry which (...) at the moment all you hear in the media is there's no jobs in journalism (high tone) so you know...

I [slight laugh] (softly spoken)

R ...the people coming up "well w- what about jobs in journalism" (high tone) and you know? (...) To start with we have a very good success rate and a quite g-g- high employability rate (high tone)...

I Yes. (softly spoken)

R ...but (...) you know we assure (high tone) people that yes people go on and do other things so we have people who go into teaching (high tone) we have people who go into PR...

I Mm (softly spoken)

R ...urm people who go in a-and d-do all sorts of other things and the, the (...) urr- (confused)

I And people's concept- (high tone) preconceptions of what (...) constitutes journalism is probably narrower than (...) the reality?

R Yes (high tone) yes, I don't think they quite understand you know obviously t- lots of them th-think at the beginning 'I want to be a presenter or I want to urr be on air.' (high tone)

I Yes, yes (softly spoken)

R But (...) very quickly-

I Urr urr-

R ...they, they realise that actually that's not for them or that (...) urr the other bits are perhaps more exciting (high tone) or challenging, or whatever.

I Yes (...) yeah, yeah (softly spoken) (...) okay urm that's-okay that's good, great for the sort of (...) general (...) [0:20:32.3] [background noise] [s.l. side] as I say was getting from the general to the specific and (...) urr from, from certainly from where you were talking to start it sounded like (...) you've actually probably had quite a lot of involvement in the (...) design and approval of (...) getting courses approved and (...) that kind of process? (confused)

R Urr (...) just modules within the course, yeah, yeah.

I Modules yeah. (softly spoken) Yeah urm so urr just interested to talk about how that, how that process was for you, w- (...) urr (...) if you, if you (...) involved in course design, how do you go about (....) that process? Just tell me about that how that process (confused) has worked?

R Do you mean for modules of do you mean for the (...) the programme? (confused)

I Well (high tone) (...) modules up to programme urr if that makes sense? (confused)

R Right urm (.....) well (confused) (.....) I mean we ha- urr we urr th-the programme here has been running for over 15 years...

I Right. (confused)

R ...Urm so (...) has (...) got a good (...) basis urr in, in-

I It's bedded-in.

R It's bedded-in (high tone) urm although it has undergone changes in recent years and we are very well aware (high tone) that we need to reflect changes in journalism...

I Right, right (softly spoken)

R ...industry itself which is one of the major challenges because it's changing (surprised) so quickly...

I It is yes (surprised)

R ...and it's always changing (surprised) (...) and particularly in recent years it- it's changing. (...) So a lot of the changes (high tone) that we've made in recent years which has happened urm (...) kind of just the year before I took over as head of the programme (high tone) (...) urm we reviewed all of our undergraduate programmes within the ICS...

I Mm (softly spoken)

R ,,and urr (...) underwent a curriculum review...

I Yeah (softly spoken)

R ...the curriculum review (high tone) was done on a basis of committee (angry) for e- urr a committee was formed for each degree...

I Yeah (surprised)

R ...urm (...) which (...) identified (...) areas that needed developing or needed changing. Urm and it was (high tone) down to not just content but also things like choice, so in the past we had a set curriculum and students had (...) no element of choice, they were all core modules, that's what they did for three years (...) but in line with other degrees in the university, we then introduced the element of choice from second year students who were able to take options. At the moment for the broadcast journalism it's just within our department...

I Mm (confused)

R ...because (...) we are urm (...) concerned that (...) that students don't urm branch out too (high tone) much so that they...

I Yes.

R ...come out with a bit of a dog's dinner of a degree...

I Sure. Yes. (high tone)

R ...rather than (...) something which does (high tone) equip them to become a journalist.

I Oh! (high tone) (....) Sorry I was (softly spoken) not going to make use of external knowledge but (...) but does urr s-so do these students have access to the <university name> Elective, big elective? (confused)

R They don't have- they don't have access to the Electives...

I No.

R ...they have access to options within the department, but we do have (...) urr it's part of (...) the broadcast journalism degree (...) there are certain (....) certain topics (high tone) and themes which have to be- we consider as a, as a programme and as a programme team and that's based on the expert knowledge coming from people who have been in journalism, we have an industry advisor who is like an external examiner basically who advises us. (...) Urr we also have constant contact with industry urr through TAs that come in urr teaching assistants...

I Right yeah (high tone)

R ...who are practicing journalists...

I Yeah (high tone)

R ...who we get i- to come in (...) and, and talk to us, visiting speakers you know (softly spoken) all sorts of people who we consult (angry) as well as the BJTCs...

I Yes.

R ...who have certain guidelines of things that we have (angry) to include in the curriculum, so for instance urm (...) British politics is taught at first year and that's taught by the politics department here (high tone)...

I Right.

R ...law (angry) media law is taught in the third year and that's taught in the law department here because they're the experts (high tone)...

I Yes, yes, yes. (high tone)

R ...in those, in those areas.

I Okay.

R Media (high tone) law does crop into our other...

I Of course yeah.

R ...(...) modules delivered within the <department name>, but th- we, we make sure there is urr a core module that runs across all of third year so that when people come out (...) with a degree (angry) they are well aware of [slight laugh] of all the things that aren't going to get them into too much trouble. (happy)

I Hmm (softly spoken)

R So (high tone) urm (...) th-there are certain things that we include (angry) urm we've changed the element of, of, of choice (.....) urm (.....) and I think I described how we do it really (high tone) everything has to go through a, a teaching and learning committee (...) and takes (...) approximately (...) urm between 6 months and a year to implement so we have to think about these things (...) well in advance.

I Yes. (...) Yeah. (...) Urm so (...) so teaching and learning committee is that urr (...) you said departmental or faculty (softly spoken) (confused)

R It's- Depart- Departmental level that then reports to a faculty level.

I Okay (softly spoken)

R But things get urm (...) rubber stamped at the, at the departmental level, (angry) they go through the director of learning and teaching who holds a committee, all (high tone) heads of programmes are on the committee and various other positions.

I Right (surprised)

R And urm if you want to change anything about a module (...) urm such as the type of assessment of the amount of lectures you're going to give or (...) the curriculum of that module...

I Right.

R ...it has to (...) go beyon- before that committee who considers that that is the right...

I Yes. (...) Okay.

R ...thing to do.

I (...) Urm that sounds a very (...) peer based (...) process?

R That, that element of it is yes.

I Yeah so is, is there a sort of professional (...) direct quality directorate (high tone) type function within the university that (...) sort of oversees these processes, or?

R Well there's the faculty level (...) teaching and learning committee. (confused)

I Yeah but who- who- is that, but that, that that's academics? (confused)

R Yes. (high tone)

I Yes.

R So you're talking about-

I I mean they are sort of professional support staff in their (...) quality (confused) area? (high tone)

R Such as? (confused)

I Urr- that probably means 'no' (high tone) which is-

R Ah yeah, yes (high tone)

I 'Cause some universities (high tone) have urr an, an entire army (high tone) of people...

R Yeah.

I ...who are (...) urm not academic (high tone) staff...

R Yeah (high tone)

I ...(...) but are professional staff...

R Yeah (high tone)

I ...urm and do nothing other than (...) oversee those processes? (confused)

R We have administrative (high tone) staff who are on that committee and who are part of it so urm (...) yes (high tone) there's somebody who i- [sigh] I can't remember her name (angry) but she's the- she, she's (...) what you're talking about the, the urr administrative e-equivalent of the faculty level direct- director of learning and teaching and she will be at all meetings. So if we say "well urm (...) you know we want to take chairs action to change the exam on this because it's going to do something"...

I Mm (softly spoken)

R ...you know she'll advise us of the guidelines and policies as to whether we're allowed...

I Right okay yes...

R ...to do that.

I ...okay that's the kind of thing meant, yeah.

R Yeah (high tone) yeah, yeah. So yes we have those people, yeah, we have them at urr urr (...) urr departmental (high tone) level (...) yes there is somebody as well. (...) Urm (...) but the faculty level person tends to be there at the committee...

I Yeah (softly spoken)

R ,,I-level meetings. So sort of political (high tone) decisions and strategic decisions are taken by academic members of staff...

I Yes.

R ...and then we say "this is what we want to do..."

I Yes. (softly spoken)

R "...can we do it?"

I Right.

- R And they tell us whether we can by the rules.
- I Yes (softly spoken) yes. If you want to run units with 23½ credits on it (happy)...**
- R Yeah, yeah (high tone) yeah that kind of thing yeah (happy)
- I ...and they say “oh no you can't do that.” (happy) [slight laugh]**
- R Yeah, yeah, yeah (high tone). We want to make this module open to students outside the <department name>.
- I Right.**
- R “No you can't do that because x, y, z.”
- I Yeah (high tone) (softly spoken)**
- R Or you can do that but you'd have to have a cap and (...) you know, things like that. (high tone)
- I Yes okay. (...) Urm alright (high tone) (softly spoken) (...) and (.....) I mean do you think that urr do you think that's, that's now that's reflected on- is that a good process, (high tone) does it, does that process work well for you? As a good way of doing it?**
- R Urm (.....) yes (high tone) it does and it works (...) it works well urm for the <department name>.as a whole because it means that I'm aware of what (.....) modules (...) and subjects are being taught on other degrees (high tone) within the institute, so I'm aware of how my (...) programme (...) differs...
- I Mm (confused) (softly spoken)**
- R ...that helps me in, in, in making sure that you know in this environment we all need to make sure that our programmes are distinctive enough to be recruiting different students...
- I Yes (high tone) (softly spoken)**
- R ...urm it (...) it also helps us to make sure that we are not duplicating (...) any teaching (high tone) so it makes, it makes (...) us aware (high tone) (...) that urm for instance these core modules, you know...
- I Mm (softly spoken)**

R ...urr I urr I need to know what's going on in those core modules so that my team are not repeating that in second and third year (high tone) so yeah it's a very inclusive (...) urm (...) process.

I **Yes.**

R (...) And I think urr a very worthwhile one. Although can be quite frustrating 'cause it takes (high tone) so much (confused) time. But the (...) urr it makes you urm (...) you know (...) what we, what we do at the end of each module (...) is we get the students to assess that module with feedback forms (...) but we also do what's called a module review.

I **Yes.**

R And I have to do a programme review every year...

I **Yes.**

R ...as well.

I **Yes (softly spoken)**

R And so as part (high tone) of that you're reflecting (angry) on what worked well, what could be done better, what needs to be del-developed, what needs to be (...) added, based on what's going on in the industry, based on what I've been researching...

I **Yeah (softly spoken)**

R ...and you then make additions and changes (surprised) which ultimately improve the programme and the fact that you have to think about that in advance is actually a really good thing.

I **Mm mm mm (softly spoken) a-and what happens to that report, does that go to this teaching and learning thing? (softly spoken)**

R Yes (high tone)

I **Yeah.**

R That goes to the teaching and learning committee and is, is approved or action points (angry) you know if there were any problems th- you would, you would have to be saying what the action points are (...) to solve those problems.

I **Mm (softly spoken)**

R They take into consideration those reports, the programme report takes into consideration the external adv- examiner's advice.

I Yeah (softly spoken)

R And the industry (...) advisor's advice as well.

I Yes (softly spoken) (.....) right (high tone)

R So it's really like a health (high tone) check.

I Yes.

R Once a year.

I Yes. (...) And that forms the basis of the response to external examiner? (softly spoken)

R Yes. (high tone)

I Yes. (...) okay (softly spoken) 'Cause obviously well it's interesting 'cause (...) because nationally there are the (...) QAA (.....) sort of guidelines on all of this stuff but then every, every university sort of kind of interprets them in their own way.

R Yeah.

I Interesting. Urm (...) some people (...) some places (softly spoken) it varies quite a lot I find. S-some places embrace the full richness of- (happy)

R [slight laugh]

I [slight laugh] administration more than others. (happy) [slight laugh]

R Yeah, (high tone) yeah.

I Yeah. (...) Urm some people love it. (softly spoken) Urm right okay (...) urr (.....) urr now is it, just run this past you, it's- 'cause this is something, something somebody (high tone) else said to me (...) when I was having this conversation, (...) was that they (...) they were lamenting (...) how y- (.....) course design had become a process of (...) lots of (...) frameworks and initiatives and (...) things

we ought to try (...) and there was very little or, or decreasing amount of conversation about (...) the stuff (angry) is what they called it (happy) [slight laugh]

R Right (happy) [slight laugh]

I And by which urr I, I d- I took to mean the (...) the content (...) so it was becoming a urm a more bureaucratic process.

R (...) Urm I c- urr- (confused)

I Do you recognise anything in that? (high tone)

R Not really that might (surprised) (high tone) be because (...) as I say I've only been involved in teaching since 2007 so I haven't seen a massive change. (confused)

I That's (softly spoken) interesting yes (surprised) 'cause this was someone had b- someone who had been teaching a lot longer than that, yeah.

R Yeah (...) urm (...) I mean (high tone) like I just said there is a level of bureaucracy (angry) urm (...) and (...) in some of that there is some (...) ticking of boxes such as when you're doing your module review, (...) I have to, at the end of it say how that module contributes to a set of key urm characteristics which are taken from QAA benchmarks are taken from the university strategy (high tone)...

I Yes. (high tone)

R ...Urm and so urm (...) in that sense (.....) that's some- a way of thinking about a module which you may not have thought about before. (...) However (.....) actually it's quite easy to tick those (...) urm (...) those key characteristics [telephone ringing] and do you mind if I just get that, answer that?

I Of course not.

R [Hello (...) okay can I get back to you on it cause I'm just in an interview (...) okay sorry bye (high tone)]

I Sorry.

R [slight laugh] Urr yeah so th-the those, those key- (...) they don't hinder (angry) how you have to- how you design (...) a module or how you design a programme, they're a-a-actually (...) helpful and reinforce the elements of the programme. Urm (...) our achieving (...) c- these key c- key characteristics which you might (high tone) not think about some of

them are quite abstract. (...) Urm (...) but it's almost like an added bonus and we're not under any (...) pressure (surprised) urm you know to design anything in a certain way to, to meet (...) these (softly spoken) it, it doesn't come into the design aspect of things it comes more into the reviewing.

I Okay (...) yes. Good yeah that makes sense. Urm (....) so d- w- in the design process then do you think there are any constraints (...) that stop you designing the best ever journalism course (...) there could possibly be?

R (....) Urm (.....) the main (high tone) constraint, I guess is resources (high tone) I mean if you talk to- y-you, you talk to people in, in a, in a range of different university settings and probably there are m-more urm (...) there are probably courses that are much more contact hours intensive. (...) Urm-

I Just want to put a number on the contact hours there?

R (...) It's really difficult to put a number on contact hours. (confused)

I Okay, that doesn't matter (high tone) I just-

R Urm it depends what could be-

I It's, sorry, w- y- it's-

R ...because c-contact comes in all sorts of different forms...

I Yeah sure okay, no I, it doesn't matter it's just when people say 'large and small' number of contact hours, of course they don't always mean the same numbers, so- (confused)

R Yeah (surprised) (...) but-

I But you th- urr-

R ...you know I c- urr I know for instance in other, in other further education, in, in higher education colleges that are teaching journalism (...) students might be used to being in all day, every day...

I Ooh yes, (high tone) yes, (surprised) yes, yeah, yes. (softly spoken)

R ...yeah, (confused) with, with, with their tutors...

I Mm.

R ...that's not the case here.

I In, in one room. (surprised)

R Yes i- (high tone) yeah, that's not the case here. (angry)

I No, no, no. (softly spoken)

R Urm that's the case here sometimes when they're doing news days...

I Yes.

R ...or when they're particularly intensive things going on. Urm but (...) you know it's much, it, it's much more of a balance between the traditional model of, of lectures, seminars, practicals. Urm (...) so if you talk to perhaps (...) some (...) some of the students they might say they want more contact time and they would, they-they think it would be best to have more contact time. (...) Whether that's the case or not with the kind of degree that they're coming out with (...) urm and, and, and the type of education they're getting which has a strong emphasis on independent learning...

I Yes.

R ...I would (...) question?

I Yes.

R So i- (...) you know urr obviously [sigh] (...) you want, you want in- or from the practical side you want to produce the best journalist possible but you know even if you did teach them all day every day there's probably more you could still do.

I Mm.

R And we are constrained in how, how much confrt- contact hours...

I Yes (high tone)

R ...we can (...) give and we already, out of the whole of (...) out of the ICS and out of the whole of the faculty (angry) (...) my programme already has some of the highest contact hours...

I Oh right okay (high tone) (.....) okay (softly spoken)

R And urr (...) you know that's, that's urr seen as problematic from some angles. (angry)

- I Oh right, yes. (....) Yes it's probably got more contact hours than philosophy? [slight laugh]**
- R Yes (happy) (high tone) [Laughter] I would bet my bottom dollar it has. (happy) (high tone)
- I Yes (happy) [slight laugh] urm yeah. (...) Well that's interesting, isn't it. (...) Urr (...) y-you did, (...) I think (confused) once or twice you've mentioned the BJTC (confused)...**
- R Yeah (high tone)
- I ...urm (...) just touch on how that (...) that interaction works and what, what that kind of does for the course but also what (...) obligations (angry) that puts on you? (softly spoken)**
- R Urm well yeah there's the obvious obligations of the guidelines that they urm (...) they have urm in terms of the- urr th- you know what minimum that we need to teach, the skills we need to teach urm (.....) the knowledge that, that the students have to have about media law (high tone) about politics, about urm urm they're now talking a lot about multiplatform journalism which we'd already responded to in our last accreditat- re-accreditation visit. (...) And (...) urr (...) the course was already being redesigned to incorporate a lot of multiplatform journalism. (...) Urm (...) and in fact we've just appointed urr somebody as a- a teaching fellow to teach that. Urm (high tone) so in that sense there's the guidelines, urm (.....) what was the question again? (high tone) (happy) [slight laugh]
- I [slight laugh] Well that, yes that was a- obviously you thought it was- because it doesn't have to have accreditation, but you thought it was...**
- R Yeah. (high tone)
- I ...worth it for your course, for here? [0:37:29.9] [over speaking]**
- R Yeah I can't remember when (high tone) we were first accredited but we were probably one of the longest standing y-...
- I Hmm.**
- R ...degree courses that's been accredited...

I Yes (high tone)

R ...we've been accredited for years and years (surprised). And we are one of the only broadcast journalism under graduate courses that is accredited because a lot of the broadcast journalism courses are urr at an MA level.

I Yes.

R Urm (...) so yes we do (high tone) think it's valuable. Urm (...) it's valuable (...) urm (...) because (...) it helps us keep up with what the industry needs, so the guidelines and their advice helps us with that. Although not as much, I should say, may say as it should. (confused)

I Right.

R Although things are changing in the BJTC in, in urr at the moment which I'm sure you-

I They are.

R ...other people have talked to you about.

I Yes, yes (softly spoken)

R Urm and they are trying to urm you know become more professional and provide more guidance and I think urm try to keep up with the changes, I think (...) they've actually lagged behind, almost more than some of the university [slight laugh] degree courses that they've been accrediting. (happy)

I Yes well, 'cause that's, I mean that, kind of where I'm going with this is...

R Yeah (high tone)

I ...to whether or not there's a (...) urm (...) a tension between a research-led Russell Group institution (...) and an industry accrediting body? (confused)

R Yeah (high tone)

I And I mean...

R There is, there's cert- there's certainly a tension (angry) urm (...) we (...) we value their accreditation urm (...) because it- one of the major things it does is it helps us market our degree and it, it, it gives us a unique-...

I To the mums and dads? (confused)

R To the mums and dads and (high tone) to the students it gives us a unique selling point that we are the only broadcast journalism degree where you come out and you don't have to do a fourth year, by going and doing an MA. So that's another year you don't have to pay for, you can go straight into industry. The BJTC (high tone) help us, the, the probably the most important thing they do is help us get placements for our students for work experience because we have a- as part of their guidelines and obvious- and also because it's just obvious that it's beneficial (angry) the students go on a three week placement in summer...

I Mm (surprised) (softly spoken)

R ...between second and third year and the BJTC are integral to a, to urm ensuring (angry) those places with the...

I Yeah (softly spoken)

R ...the B- BBC. Urm (...) there is a (high tone) tension (...) between (...) being in a Russell Group university and, and the BJTC guidelines because of the breadth (high tone) of different institutions which they accredit. And they're trying to apply the same set of guidelines to those as they are to us, so (...) urm they try to apply the same guidelines to urm urr post graduate (...) c- one year course where you might e-expect to be urm (...) trained (angry) (...) basically as a journalist rather than educated (confused)...

I Mm. (softly spoken)

R ...and it would be urr like I said in every day, intensive training...

I Mm (softly spoken)

R ...urm and they kind of expect us to, to match (high tone) that which we can't.

I Yeah (high tone) (softly spoken)

R Urm-

I Y-you don't want to (high tone)

R ...and we can't (high tone) and we don't want to either, no and urm (...) I'm not sure h- quite (high tone) how that's going to turn out because urr (...) it's a mutually beneficial (high tone) relationship...

- I Well (confused) yes I mean that's, that (...) [0:40:37.1]
[over speaking]**
- R So the-
- I ...in my mind was, was (...) was where the power lies here
(angry) because presumably it's not just the case of (...)
with BJTC saying things, they ought to be urr but you
presumably (...) would have some influence over (...) urr
what the accreditation process is (high tone) too th- I
mean they- (...) they will listen?**
- R They y-y- well- (high tone)
- I They ought too. (angry)**
- R Y-you would h- you would hope so yes (...) yes.
- I I mean it's not just they're telling you what to do.**
- R No (...) urm (...) but (...) my, my particular interactions with them so far
have only been over the last 18 months...
- I Sure (softly spoken)**
- R ...when they urr you know and, and they've been quite minimal 'cause
we've just been reaccredited...
- I Yes.**
- R Urm but I think things are changing and I think they're going- you know
things are changing for us (...) and things are changing for them...
- I Yes (softly spoken)**
- R ...and they need to recognise that just as much as, as we do.
- I Yeah (high tone) (softly spoken)**
- R Urm and urr we'll just have to see what happens (high tone) really.
- I Yeah (softly spoken)**
- R But they're facing (...) competition.
- I Well they are I mean NJTC of course has been around (...)
longer (confused) even I think (softly spoken)**

R Yeah (high tone) (...) and, and NJTC are remarketing themselves very (angry) much as a as multiplatform journalism.

I Yes. M-

R And they're slightly ahead of the game, I'd say-

I I was thinking along somewhere BJTC territory?

R Yeah.

I Yeah. (...) well it would be interesting to see how it works out? (high tone)

R Y-yeah I mean fr- urr [sigh] whether it ends up being one organisation (...) I, I don't know whether that's a possibility but (...) urm (confused) ...

I Hmm (high tone) (softly spoken)

R ...you know it, it's valuable but I think they need to, they need to up their game and they need to urm (...) make sure that they're recognising changes, not just in industry but in academia as well.

I Yes. (...) yeah (...) yeah interesting, okay urm (...) (softly spoken) sorry jumping around a bit but urr (...) have we said enough about the practical work element in the course urm (...) w- (...) when I ask people (...) the straight forward question "why do you have practical work in your course?"

R Yeah.

I ...They actually give me different answers.

R Okay (happy) (high tone) [slight laugh]

I [slight laugh] So it seems like a simple question, (...) why do you have (happy) [slight laugh] practical work in your course? What's it there for?

R [sigh] Well to develop journalistic skills (...) urm without actually doing practicing journalism and actually putting reports together or making a short (...) TV piece or i- editing your own radio...

I Right (softly spoken)

R ...item together there's no way that the students are going to have any experience of (...) urr...

I Right (softly spoken)

R ...enough structured experience of doing it, I mean a lot of them do urm work in the student media that we have which is all brilliant and award-winning...

I Of course yes.

R ...we've got <university> student newspaper, <university> student radio (high tone) (angry) <university> student TV urr lots of them go off and get placements in local (...) media organisations but (...) yeah (high tone) the practical element is very, very important.

I Right. (softly spoken) And (...) is (...) how compartmentalised is it, or, or is there a relationship between (...) the academic theory part of it and the practical work? How do they (...) stick together? (high tone)

R Yeah (high tone) there's a strong relationship between the two and this is something that when we've redesigned the curriculum we've urm (...) designed (angry) the modules (...) w- we designed urm lots of the modules to teach them in tandem (...) in a way that integrates them. So for instance in the first year, they do two (...) modules one in semester one and one in semester two, one is called introduction to journalism and the other one is journalism new skills. And in both of those modules the teaching structure is lectures (surprised) seminars and practicals. (...) And in those lectures they're taught urr to (...) about you know what is journalism, let's critically reflect on it, what about urr a little bit of introduction to ethics, a little bit of introduction to law, a little bit of urm well you know news values, how- what are they, how are they changing, (confused) how do they actually influence what journalists select? In the seminars (high tone) they're reflecting on academic readings along the lines of those topics urm and in the practicals (high tone) they're having their first introduction to actually how to do journalism. So they- they're going out and, and, and doing voxpops, they're learning how to use the, the technical equipment. But they're (...) reflecting on, they're trying to integrate what they're being taught into that practice. And that, that's happening more and more across our modules we are all integrating (...) that (...) urm (...) to s- urr another new model which is starting next week which is multimedia journalism and that's (...) again, it's going to be a (...) a combination (angry) so in that they're expected to write an essay (high tone) about multimedia...

I Mm (softly spoken)

R ...journalism. But at the same time they're going to be urm collecting and, and, and, and (...) producing a multi (...) media piece.

I Right (softly spoken) (...) yeah okay. (...) That's good, that's helpful. (high tone) (...) Nearly there now (happy) [slight laugh]

R [slight laugh] Okay (happy)

I Urm (...) I think once you highlight [0:45:17.7] [unclear] b- because we, we're all (...) thinking about what does £9,000 (...) mean and-?

R Yeah. (high tone)

I ...we're with the impact of that and (...) it be interesting to get your (...) take on (...) the way that's working out? (high tone)

R What does it mean for the students...

I Y-y-y- (...) well...(high tone)?

R ...point of view or from- I have urr- w-

I Well (high tone) from both really, it's- j-

R [cough]

I ...does it change students' perceptions of- (...) well the courses about? (high tone)

R I certainly change students' perceptions, students feel they want value for money (angry) (...) they have certain expectations of what they should (angry) be getting of the, if you want the service they should be getting. (confused) Urm (...) I think students (high tone) themselves (...) also feel under a lot of pressure to achieve (...) higher grades and come out with the minimum of a 2/1...

I Yes.

R ...urm (...) because they feel they are paying (angry) for it and that somehow they, th-this (...) means they must (angry) achieve (...) more...

I Mm .

R ...(...) urm (.....) that has some unfortunate consequences on our relationship with them and the way that they view lecturers and, and, and urm tutors and the way that they view learning because (...) they sometimes have the attitude of not actually (high tone) seeming to be that interested in developing their understanding and (high tone) knowledge (...) and more interested in how do I get a 2:1, how do I get a first and I- they come and sit down and ask me (...) "I've got this essay plan, (...) will it get me a first?"

I [slight laugh]

R ...(...) Urm [slight laugh] (...) and urm it also has implications urm (...) in terms of (...) student satisfaction, (...) urm an recruitment being (...) key priorities for us. In (high tone) the past urm we were (...) able to be very, very selective about urm students and they had to market themselves to us. But the environment is changing (high tone) because of the effect (angry) of the £9,000 fees, less (angry) students are applying...

I Mm.

R ...everybody is in- the, the other (...) you know th- thing is the government are manipulating things by m-making these quota systems for students who have 2 As and a B and you're getting more or less money for [0:47:21.5] [over speaking] ...

I That's my next quesiton. (happy)

R ...all, all that kind of thing so (...) urm (...) it means that (...) urm you know we're, we're (.....) we're marketing ourselves to, to, to recruit the, the best students. (...) Urm (.....) so (.....) yeah but from, from our point of view it's, it's, it's quite difficult because (...) the students almost feel that we werent getting any money before (...) and now we are getting £9,000 (angry)...

I [0:47:51.8] [over speaking]

R ...so we should be giving them more? (confused) (...) They don't understand that actually in some cases we are getting less (angry) than we were before, it's just the money comes in through the letterbox...

I Mm (softly spoken) (...) yes. (high tone)

R ...in a different way.

I Yes indeed. Urm (...) but does NSS (...) become (...) more significant then?

R Yeah (high tone) so it's part of the recruitment (...) process we need to make sure that our course has a good reputation amongst ex-students and amongst students who are currently here (high tone) and (...) urm (...) I guess also (high tone) I mean we shouldn't forget that (...) we are human beings and we understand that they're paying £9,000 and that we want to give them the best, we (high tone) always want to give them the best...

I Mm.

R ...but (...) you know we, we even more (angry) so probably want to make sure that they feel (surprised) they are getting the best education and (high tone) urr that (...) we are doing the right thing (confused) so urm (...) student feedback has become far more important.

I Okay (surprised) (...) because that's a thing that's (...) almost every university struggles with in their assess core? (high tone)

R Urm (...) th- I mean, I mean feedback from students (angry) rather than yeah I mean urr we-

I Oh I see (high tone) yes. (surprised)

R ...we have to c- we, we- it's important...

I [0:48:58.8] [over speaking]

R ...for us to make sure that we get our feedback to them right...

I Yes, yes that's...

R ...(confused) and that we- yeah that we are making sure that, that-

I ...sorry that's what I thought you meant.

R ... Yeah, no f-feedback from students so we have student-staff committee...

I Yeah.

R ...and (...) I'm regularly talking to students to, you know to make sure that you know (softly spoken) (...) essentially they don't perceive that anything is going wrong (surprised) or not, on our course. And we will react quite quickly (...) in urm (...) making (high tone) sure that either they understand (...) urr the circumstances of what's happening and why it's not possible for instance for them to have a, a drinks machine downstairs when they think they should (happy)...

I Yeah. (happy)

R ...or you know if it's more serious...

I Yeah.

R ...that, that we are doing something about it.

I Mm. Hmm (surprised) okay (...) yes that's... (softly spoken)

R And that's, that's quite a big part of my role actually. (high tone)

I Yes (high tone) (surprised) (...) urm (.....) you know the- that (...) for programme leaders in general that probably has to be big...

R Yeah, (high tone) yeah.

I Urm (...) yeah all seem to be big part of it. (softly spoken) (...) Yes, (high tone) sorry and you- and as you hinted at you got (...) urm this AAB business is-

R Yeah (high tone)

I ...causing (...) urm (softly spoken)

R It's, it's n- it's not-

I C- d- y- it's not being able to predict how it will work out (...) or (softly spoken) ? (confused)

R It's- yeah I mean it's (high tone) an uncertain time urm (...) we're really fortunate in that as the broadcast journalism degree (...) as (...) in the past, has been the highest recruiting degree within the ICS (...) with the highest achieving students...

I Mm (softly spoken)

R ...so actually (high tone) (...) last year when we got less students than were expected achieving the grades they'd been offered on other degree (...) courses, we were able to take a few more students than we'd anticipated (confused) to make up the numbers in the ICS. And we out of all (high tone) the degree courses in the ICS are most likely to get (...) applicants that are going to achieve AAB or above...

I Yes (softly spoken)

R And so urm (.....) we're able (...) t-to take them but gain the advantages of that, it's not (...) it's not so frightening for us as it might be for s-people at other universities...

I Yes. (softly spoken)

R ...I'd have thought. (confused)

I Yes (softly spoken) (...) yes. Urm (...) yeah (.....) urr i-it, it does seem to be (.....) urr because if you've had a, if you've urr historically had a (...) higher number of AABs (confused) urr you then have a bigger stake in the new system.

R Yeah (angry)

I Universities which (...) frankly have never had any AABs (high tone)...

R Yeah (high tone)

I ...don't, don't have- they have different problems but they don't have that problem. (confused)

R Yeah (.....) yeah.

I Yeah.

R Yeah.

I Yeah, yeah urm but it- it raises your (softly spoken) stake in the game, I guess?

R Yeah. (high tone) Yeah.

I Yes. Interesting. (...) Urr okay (...) urr it's- we're on an hour, how- but I just didn't want to leave it-

R That's okay.

I ...didn't want to leave it urm (...) so I've kind of (...) used some prompts to talk about s-some of the m-main areas that occur to me, but I didn't want to walk away, if there was a- a nugget of gold about...

R [slight laugh]

**I ...all of this stuff that you could have told me (happy)
[slight laugh]**

R Yeah that I haven't. (happy)

I That I haven't, so it doesn't have to be but I- (happy)

R Urm... (happy)

I Urm (...) just interesting to get you-

R I d- I don't-

I ...your wider reflection on this area? (high tone)

R I think you've (high tone) picked up on quite a lot of the, you know the, the differences between us and urr other (...) degree programmes, really. Urm (...) no I think overall, journalism degrees (surprised) are facing big challenges and that's because journalism (high tone) is facing big challenges.

I Mm (softly spoken)

R Urm (softly spoken) (...) as a whole the university sectors are having to cope with urr unprecedented (high tone) changes (angry) (...) urm (...) some of those (...) are making things very difficult, it is very difficult to predict what's going to happen in the future with our admissions numbers...

I Mm (confused) (softly spoken)

R ...urm (.....) and at the same time (...) we are having to run (angry) a bit faster to keep up with changes in journalism to make sure that not only our practice based teaching is making sure the students have up-to-date skills and knowledge (...) but also our research (high tone) is up to date as well...

I Yeah (softly spoken) yes. (high tone)

R ...because (...) that's changing too. (confused) So th-there's- it's a ch- it is a challenging, I would say it's, it's a much more challenging degree to be (...) programme leader of than (...) a standard media and communications degree. Definitely. (angry)

I Mm (softly spoken)

R And th-the balance between practical and theoretical (...) is something that is (...) urm (...) I don't want to use the word 'challenging' (angry) again because I've just said it lots of times (happy) (high tone)...

I **[slight laugh]**

R ...[slight laugh] but it's tricky (happy) (...) you know it, it is tricky it means there are lots of things we have to consider, I mean even (high tone) down to a (...) nitty gritty level (...) of making sure that we've got enough radio recorders (...) and (...) you know that the computers are working...

I **Yeah (softly spoken)**

R ...if you're- that, that takes up...

I **Yes, yes (high tone)**

R ... we have a technical resources committee (high tone)...

I **Yes.**

R ...(...) that takes up time. (angry)

I **Yeah. (...) And urm (...) well urr urr (...) I'll guess (angry) that actually those kind of things can be quite important in terms of student satisfaction? (confused)**

R Yes (surprised).

I **Urr-**

R Th-they're hugely important.

I **Urm (...) it'll take urr longer to notice (...) that you haven't got (...) someone hasn't got their four papers into the reference (happy) [slight laugh]**

R Yeah (high tone)

I **Urr but they'll very quickly notice [slight laugh] if (happy) (...) urm-**

R We haven't got enough kit (high tone)...

I **And urr-**

- R ...or even you know that, that, that it's taking too long to queue up to get the kit out. (high tone)
- I Yeah.**
- R Because of the s- procedures that they have to do (angry) that. Urm so (...) yeah (high tone) th-that's there's lot of things like that that have constantly changing and making sure that we've got l-like most up date, up to date cameras you have to plan quite a lot in advance. (angry) To make sure we've got the budget for those (...) and the uncertainty of recruitment numbers makes that difficult as well. (confused)
- I You're just talking about my life now (happy) [slight laugh]**
- R Yeah [slight laugh]
- I It's what I do! (happy) [slight laugh]**
- R This is- what- what- l- l- y-you are you head of school at-
- I Yes.**
- R That's right okay so [slight laugh] you- (happy) you know all this (happy) [slight laugh]
- I [slight laugh] Urm-**
- R You just want people's- other quotes to prove it? (happy) [slight laugh]
- I Well (high tone) there's an element of that to it urr b-but urm (.....) but it's, it's not very sound research to just take your own ideas and urr write them down. (happy) [slight laugh]**
- R No, no, no I'm only joking. I'm only joking (happy)
- I Urm because you, you (...) you see things, some things differently.**
- R Yeah (high tone) th-
- I Of course.**
- R ...definitely, definitely. And I mean s-
- I Urm and other people do...**
- R Yeah, yeah.

I ...I've been to all sorts of different places and, and the whole beauty of it is that when I ask these questions they all give me different answers, so...

R Yeah. (high tone)

I ...that's great. (...) Urr it gives me something to write about.

R Yeah, yeah.

I Yes. On which note (...) I'll urr-

R So did you know <former colleague>? (confused)

I Oh yes. (surprised) Yes.

Short pause (...) – up to 3 seconds
Medium pause (.....) up to 5 seconds
Long pause (.....) up to 10 seconds
(high tone) high pitch speech
(softly spoken) softly spoken
(confused) confused
(angry)
(happy)
(surprised)