

1 **Gordon Davies**
2 **The Open University, retired**
3 **26 June 2007**
4 **Dundee, Scotland, UK**
5 **Interviewed by Barbara Boucher Owens**

6
7 **B: This is an interview with Gordon Davies retired from the Open University**
8 **conducted by Barbara Boucher Owens. This interview is being recorded on the 26th**
9 **of June, 2007 at Dundee, Scotland. It is part of the Computer Educators Oral**
10 **History Project. Did we give and pronounce your name correctly?**

11
12 G: Well in England it's just Davies (day' - vuss).

13
14 **B: Ok, thank you. All right. We're going to start way back when, talk about**
15 **your parents. Did they have college degrees?**

16
17 G: No, I think it is probably fair to say my parents had absolutely no influence on my
18 academic career at all.

19
20 **B: That combined two questions in one. [laughter]**

21
22 G: As much as you have a great deal of respect for your parents, they were not
23 influential in any way, explicitly. Obviously implicitly they were, but explicitly in
24 deciding what I did academically from the age nine or ten, I suspect, I just plowed my
25 own furrow because I don't think they really knew what to do with me. I was the first
26 person in the family that went to grammar school if you know what that means. Past the
27 11+. In England if you pass the 11 plus [exam], that separated you into grammar and
28 secondary modern. It's been abolished mainly now. But I took it a year early so I
29 actually went to grammar school at the age of ten so I was considered to be a bit
30 different. I don't think my parents really knew quite what this meant. So I went to
31 grammar school; I went to university at 17, a year early as well.

32
33 **B: Did you have siblings?**

34
35 G: Yes, I had a brother who was seven years older. He is still alive, and I still see
36 him regularly. He left school at 15 and that was the end of his education. He went to
37 work in a factory in the railway works in Crewe where I came from. He mainly was a
38 factory worker all his life until he retired. We were really (???1:58)

39
40 **B: So nobody was in mathematics, computer science, science, nothing like that?**

41
42 G: Nothing like that. I was something of a freak.

43
44 **B: Were there shaping influences like teachers that said, Gordon, you are really**
45 **smart.**

46

47 G: Well, eventually, yes.

48

49 **B: But, that transition to grammar school. How did that happen?**

50

51 G: Well, you take these three tests: arithmetic, English and intelligence. If you pass
52 them you go to one set of schools; if you fail them you go to another set of schools. So,
53 then at the age of ten that you go off with like-minded children, supposedly in the top
54 20% intelligence wise I suppose, and the first two or three years nothing really
55 spectacular.. Then I suppose you start to show a few bits of ability. My maths ability
56 was pretty good. Actually my maths ability even in primary school when I was 7 or 8
57 was different. The teachers knew there was something different about me; that my
58 mathematical, actually it was more arithmetic then, certainly more arithmetic, you
59 wouldn't do algebra.. I was happy with numbers at the age of 7 or 8. I stood out. That is
60 why they put me into these exams a year early. I was hopeless at everything except
61 maths and physics, I felt. So eventually I concentrated on that. And yes a couple of
62 teachers did inspire me in maths and physics, certainly.

63

64 **B: How did they do that?**

65

66

67 G: Well I think it was because they, apart from being good teachers, they made you
68 feel that you were capable or a bit special and that you could do more. In maths and
69 physics that was the case. My maths teacher I still see periodically and he always tells
70 me (I was a bit of a rebel at school and the head master wanted to throw me out basically)
71 and he fought to keep me in the school and wanted me. Because I was a year younger
72 than everybody else in my year, he wanted me to stay on an extra year and try to get in to
73 Oxford or Cambridge. Because I was stupid youth, I said, no I am not going to stay on
74 another year at school. He always complained about me because he reckoned I could
75 have gone to Oxford and done maths at Oxford but I was too arrogant to take note of him.
76 So I just went to Liverpool and did physics. And every time I see him he reminds me of
77 this big mistake I made. Or he reminds me of how he defended me against this
78 headmaster. I was a bit of a rogue.

79

80 **B: Were you playing football while you were at university?**

81

82 G: No, it wasn't that? I was just pretty rude. I was quite a loud mouth actually. You
83 might say things haven't changed very much. What else? At least then you could get in
84 trouble for it. [laughter] I was school football captain. I was in tenth school, but I wasn't
85 bad. I was school football captain. In fact, I played football for another 20-odd years.
86 So I went to Liverpool, did physics, did miserably, did badly. Got a degree and not a
87 very good degree and started school teaching, teaching maths and physics.

88

89 **B: In what kind of school?**

90

91 G: In a secondary school, in Manchester. In fact it was an independent school,
92 private school in a sense, fee paying. It's hard to believe it now, but one of the reasons is

93 that I couldn't really get a job teaching maths or physics. There were no vacancies. It's
94 incredible. 1963 and I struggled to get a job. That's why I went to the independent
95 sector and I stayed there three years and I went to a technical college and taught higher
96 level maths.

97

98 **B: What technical college was that?**

99

100 G: In Crewe, my hometown. I come from Crewe. Crewe is a relatively small town
101 in Cheshire, about 30 miles south of Manchester. It's very much because of railways. Six
102 railway lines converge and it is probably the biggest railway junction, probably in
103 Victorian times, in the world. It's a big railway town. So I went back to Crewe and
104 worked in a technical college, teaching maths at an even higher level. Then in '65 they
105 decided computing was quite important so they said, "Would you like to do a master's
106 degree in computing?" Sorry, I got the dates wrong. '63 to '66 I was in Manchester. '66
107 I went back to Crewe; it was the year England won the World Cup, 1966. So '68 I left
108 Crewe and went to London to do a MSc in computer science. I'd been on odd courses at
109 English Electric in Kidsgrove (which is nearby) KDF9 is the first real computer I
110 programmed, KDF-9 in about '65, and actually something else I just remembered. I went
111 to North Staffordshire College of Technology in summer holidays to do a course in
112 computing. That would have been in 1966-67. And the oldest machine I ever saw, which
113 was the English Electric Deuce, where it had a cathode ray tube rigged to the memory.
114 You could see the dots on the cathode ray screen which was in main memory. It was all
115 paper tape. And you could walk inside the machine. It was a huge, big monster. ACE
116 was the NPL machine; this came after that, Deuce. Deuce came after ACE. Deuce was
117 produced by a commercial company, English Electric.

118

119 **B: So while you were taking these courses were you still teaching at the**
120 **technical school?**

121

122 G: Yes, except when I did the master's degree. The master's degree was a year off.
123 They paid my salary while I lived in London for a year and did my master's degree. And
124 then at the end of that, the university (it was the University of London). It is interesting.
125 The guy who supervised my master's dissertation, who left, a guy called Dick Housden
126 he was probably quite a supporting figure for me at the time, he was a lecturer at this
127 place. It was called the Institute of Computer Science and at that time it was the only
128 place you could really do computer science in London. Things hadn't moved on yet and
129 all they offered was a master's degree. So I did a master's degree. Dick Housden
130 supervised my dissertation. He then left to go to the University of East Anglia. And so a
131 job came up and another person (Keith Wolfenden) suggested I apply, so I applied and
132 got the job. So I immediately went for almost nothing to a university lecturer in about 12
133 months.

134

135 You could do that in those days. I have a master's degree now, that's all I have. So I
136 started teaching at the University of London at this postgraduate institute. All it did was
137 teach this one degree, the master's degree and it had about 50 students a year, maybe.
138 That was it. Not surprising, really; the colleges in the University of London then started

139 taking an interest in computer science and University College, Imperial College, Queen
140 Mary College, University College, which were all more or less autonomous, although the
141 degrees they awarded were University of London degrees, they teach independently.
142 They then started teaching computer science. More or less said, what's the point of
143 having this one institution doing computer science? We could all do computer science.
144 Why waste money doing that. So the University closed it down; they closed it down and
145 the staff, there must have been about 30, 25 academic staff were all offered posts. They
146 could decide where they wanted to go. It was great opportunity. I could have become a
147 lecturer at Imperial College, or University College, wherever. They said we can't fire
148 you as you have permanent appointments, almost immediately in those days. I chose
149 University College and the reason was because it was near a train station. It was about
150 public transport. Imperial College is down in Kensington near the V&A, the museum
151 area and it's been wonderful. About three or four people went there. The biggest group
152 went to UCL, and started the computer science department there. the staff did. I got into
153 teaching, Got the first undergraduate students at UCL in '70,1,2,3. The connection with
154 ACM: Shortly after Tony Ralston, Tony Ralston used to go on sabbatical to this place
155 that I was a student and then a member of the staff. I used to play a lot of squash with
156 Tony Ralston. In that year, about '72 he became president of ACM, so I didn't see him
157 much that year, he was flying across the Atlantic every other .. and I sort of kept in touch
158 with him over the years (this was 30 odd years I go) and I met him, interestingly after a
159 long gap, at ITiCSE when it was in Kent in 2001, I think, I hadn't seen him in about 15
160 years, so it was quite nice renewing an old friendship. He was quite a big star at that
161 time, Tony Ralston. It was quite a privilege I always thought to have met him. I think
162 then, UCL, I stayed there for a long time and developed the undergraduate program. My
163 main job there eventually was to run the master's degree in computer science.

164

165 **B: When you began teaching in the classroom, did you enjoy classroom**
166 **teaching?**

167

168 G: Oh, yes, I enjoyed teaching but that was right from when I left university in '63. I
169 enjoyed being in the classroom. I had taught from the age of 11 upwards. I remember,
170 my memory is a bit vague about when it was. I remember going back to my primary
171 school which was 7 years to 11 years old and there was a particular teacher there that
172 inspired me, looked after me from 1950 when I was under her care, and I used to go back
173 there quite regularly and she used to let me do a little teaching, teaching 7 year olds. I
174 wouldn't know what to do with them now, but at that time it I supposed it was easier, she
175 was pleased to see me and it was very nice. I don't know; I eventually lost touch. And
176 the headmaster at my primary school was one that was always very helpful. He's the one
177 that brought me in for the exam a year early. I used to go back and visit him quite
178 regularly. I think I have this strength or weakness but I do keep in touch with people
179 over the years.

180

181 **B: How about the students that you have had over the years? Have you kept in**
182 **touch with them?**

183

184 G; Well, the .. I can't remember many of the bachelor's students from UCL. I
185 remember more of the master's students because I interviewed all master's students and
186 selected them. This one that I kept in touch with because I eventually interviewed her at
187 the Open University and employed her there – that was Helen Sharpe. I think she is still
188 there; she is probably full professor at the OU by now. If she isn't, she certainly will be.
189 And she was a master's student at the UCL and I had some influence. I interviewed her
190 about three times off and on, as a student and for jobs. She has had a very successful
191 career.

192

193 **B: How did you move from UCL to the Open University?**

194

195 G: Prior to this, it is another interesting story. When I was at the Institute of
196 Computer Science that I taught at from 1969 onwards, there wasn't much competition for
197 master's degrees in computer science and jumping ahead. I do a lot of accreditation now
198 and about 6 months ago I went to Cardiff and chaired an accreditation panel at Cardiff
199 and this is quite interesting because on the accreditation panel was an industrial assessor
200 who I taught at this first place whom I taught in 1970-71, the head of department at
201 Cardiff who we were assessing I taught in 1970 and the external examiner who is at
202 Glasgow University I taught in about 1971-72. I supervised his master's dissertation. In
203 this one visit there were three ex-students that were involved in some way with this
204 department and I was chair of the panel of assessors. And I think that was quite unique.
205 The chances of that happening were a bit small. But they all knew each other and that
206 was quite nice. The head of department I had not seen each other for about 20 years but
207 we both knew each other and the guy who was the industrial assessor, I don't remember
208 teaching and he said "I was in your lectures in 1970." So yes, there are students that are
209 around.

210

211 **B: Were you doing research while?**

212

213 G: No, not a lot. I started out when I was at UCL doing research with this particular
214 guy. One of my professors in mathematics of sorting, searching and we plowed away
215 and plowed away eventually not getting anywhere. The supervisor was not the best, I
216 don't think. But he was a good friend and we remained in touch and he became a
217 professor at University College and he came over to University College with us. He
218 retired many years ago and he died about 3 years ago, I think. And I still exchange
219 Christmas cards with his wife. He was the first probably to die of the people that you
220 were....

221

222 **B: Did you go on for a PhD?**

223

224 G; No, As I said, this guy who died was a supervisor and it didn't work out. I just
225 didn't have time. I didn't have the motivation to do a doctorate and I think it probably
226 was a bad mistake, one of the mistakes I made, academic mistakes I made. I should have
227 done. I might never have completed it. I was too interested in other things. It just didn't
228 work out. And at that time, in the 60's and 70's it wasn't so crucial. It just didn't matter.
229 I think that was the problem. There was no real incentive. But it was a bad mistake

230

231 **B: So tell me about the transition between UCL and Open University.**

232

233 G: Well, because of the lack of PhD, I think, but also maybe a lack of research
234 direction, UCL was a strong research oriented university; it is probably the fourth best in
235 the UK after Oxford, Cambridge and Imperial and UCL. Imperial and UCL compete
236 each other for number three. UCL is better in medicine, bio medical. Imperial's
237 computing department is much stronger. So it was and still is at this third or fourth
238 ranking university in the country, research was a prime measure of success. So I wasn't
239 quite meeting the criteria. I remember there was some bid to get me promoted. This was
240 about '82-'83, twenty-five years ago, and it failed and I think this is one of the reasons, so
241 I thought. The job at Open University came up. And why it was interesting is because
242 Dick Housden, the guy I mentioned earlier who supervised my master's degree was now
243 at the Open University as head of department. And I knew he had a lot of time for
244 teaching and was interested in teaching and so I thought this would be great to go back to
245 work with him, because I liked him. So that's what I did. I applied for the job in July
246 1984 and Dick Housden head of department said that was very nice. So I started there
247 and had a great time and was there 22 years or so.

248

249 **B: One of the hallmarks of your career has been your enormous activity in**
250 **professional societies. You had said the seed was planted early with you**
251 **relationship with Tony Ralston. Do you want to talk?**

252

253 G: It is interesting. In '68-'69 the BCS existed, but I don't remember people took it
254 too seriously. ACM was the really important society, even in England, even in '68, '69 I
255 was reading Communications of the ACM and using it quite regularly. And then I joined
256 in '74, I think. Once I, and I can't remember why, but I think by '74 I joined ACM as a
257 member; it may be a bit later I joined the BCS. But ACM was always the prime, way up
258 ahead. The BCS had very small publications. And ACM, I think we all valued its
259 publications because at that time textbooks were few and far between. I remember Don
260 Knuth's Art of Computer Programming coming out -- what a goldmine that was. Those
261 books Volume 1 and the fundamental data structures, information structures, and sorting
262 and searching books, they were like manna from heaven because they had everything you
263 needed to know for lecturing because there wasn't much around at that time. You spoke
264 about the guy from New York and his books had only just come out, FORTRAN, Dan
265 McCracken's book; they were exciting books in that time. Well, Don Knuth's books
266 were just off the planet; Sorting and Searching is still a wonderful book, one of the
267 greatest computing books ever written. That's when I started getting to know about
268 ACM.

269

270 Even at that time, ACM and the United States were like a different planet. You grew up
271 in England with America being in a completely different world. In your early years and
272 teens the idea of that you might want to travel to America was just not possible, you just
273 couldn't possibly do that sort of thing. Show's how much things have changed. It was
274 like going to the moon as far as I was concerned. So ACM in the US was this golden
275 thing far away. So I joined them. '79 was my first real involvement. I think it was '79; I

276 went to a SIGCSE conference and gave a paper about one of the computer management
277 courses I had taught. That is when I first sort of met people and thought there is nothing
278 like this in the UK at all. Few people are interested in teaching. That is when my real
279 interest started from I must have been interested in it before, because I knew about it. But
280 '79 in Kansas City I think it was, was my first SIGCSE after that it just developed. . I
281 think the probably more significant ones, I went to one or two and then there was a gap
282 and then I started again early '80's I think. It must have been '82, '83, '84 when I met
283 Boots [Cassel] and I used to harass her about the fact it [SIGCSE] was too US oriented.
284 And it is time they did something in Europe. So we ended up with ITiCSE and that is
285 how ITiCSE was created. I mean she had the idea independently. I like to think it was
286 my going after her. I think she would say this as well, but she and I probably started it
287 off. It was how the first ITiCSE in Barcelona came about. I was involved with the first
288 three: Barcelona, Uppsala and Dublin. I think she and I were quite actively involved in
289 organizing those. It took off. It was nice to get those started. What was the question?
290

291 **B: How did your involvement?**

292

293 G: I was much more involved in ACM than BCS for a long time. It started with
294 ACM, then SIGCSE because it was teaching, and then it was a personal involvement by
295 attending a conference and then eventually going back to the conferences and meeting
296 people and BCS-- I had been a member of BCS for a while, probably about the same
297 amount of time, but I didn't actually do very much until about ten or twelve years ago I
298 when I started getting involved with accreditation. And it is largely accreditation, BCS.
299 They are two very different organizations. There is nothing like SIGCSE in BCS.
300 Nothing at all. So my involvement in BCS has been accreditation because it was
301 originally one a year; I was one of the panel of assessors. Then I joined, I was nominated
302 to join the committee and then you are expected to chair visiting panels, so I do quite a
303 few of those.
304

305 **B: So you are actively involved?**

306

307 G: I've done 3 in the last six months.

308

309 **B: So when you say you are retired, you are retired from the Open University
310 but you are certainly not retired.**

311

312 G: No, not at all.

313

314 **B: Is this a paid position or is it a volunteer?**

315

316 G: It is all volunteer. It's like ACM in that it is volunteer.

317

318 **B: Were there, you talked about some of the challenges you had, partially
319 because the PhD would have made different choices possible, but were there
320 challenges handling family and the career that you found important.**

321

322 G: I'm wouldn't say they were challenges, but I would say there were mistakes made
323 because of that. I remember when I went to the Open University in '84 that was okay to
324 start with, but in '86 I started on a course and I led the course team. Leading a course
325 team is a very serious job and for two years that was my life and I neglected loads of
326 things at that time. In the Open University, deadlines really do matter, because you are
327 going into print, making TV and all sorts of things like that and therefore, you are not like
328 you are in a conventional university, you are almost on your own in front of the class. At
329 the OU you are not, you are part of a much bigger team, part of a much bigger
330 organization. You screw up it, has a knock on effect. If you are late, others are late other
331 things happen. It is the first time I really came across the idea that really works well with
332 a team, you have responsibilities. Academic life at that time certainly was very much an
333 isolated activity in the sense that you could of sort of do what you liked, within reason
334 obviously. You didn't have to depend on other people and other people didn't depend on
335 you. Curriculum development as an area that largely unknown, it wasn't that it didn't
336 exist. Twenty years ago. So, going to the OU meant you were part of a group. . You
337 worked with people who were not academics. These were editors, BBC television
338 people, quite a different environment. And that is what made it so exciting. I must have
339 made twenty different television programs all over the world, quite often in the studios.
340 That was really exciting. I have recently in fact put all of my TV tapes on DVD. They
341 are getting a bit old now. Some of them are quite entertaining. Television programs that I
342 made 20 years ago about NASA about the space shuttle made in 1986-87, some
343 historically quite interesting to a certain small group of people, I'd have to say. They are
344 quite interesting look, snapshot of what people were teaching at the time, as well as being
345 a case of what was current in computing outside the academic world at that time. So I
346 would say that not brilliant entertaining ten programs but they are interesting at that time.

347

348 **B: Do you have any outside interests that would help us understand you a little**
349 **better that have affected your career? One of them would have to be playing**
350 **squash.**

351

352 G: Well, I used to play squash; I used to play a lot of squash. That's the point I was
353 saying about the compromises. When I went to the OU, I more or less gave up squash. I
354 didn't have time; I was working too hard on this course. And that course, you see, made
355 my career at OU because it replaced a course which had a thousand students. This course
356 had 3 and a half thousand students every year. It was the largest course in the Open
357 University for three or four years, and I produced it. So I had the glory. It was the first
358 course that required students to have a personal computer. We had never done anything
359 like this before. You were expecting students who didn't know what a computer was,
360 and we were expecting them to buy one and use it to run Pascal programs. ???29:19
361 didn't exist. So It's difficult to think what the problems were, so now everything we take
362 for granted then we used go to great lengths to tell students how to switch on a computer,
363 tell them about a floppy disk, they had never done, didn't know how to do this. There
364 was no network, we had to post everything. We had to post floppy disks. Different
365 world.

366

367 And it is rather ironic because up to that point the Open University had one large central
368 computer and it had a network, it was a DEC 20 I think and it used to have terminals in
369 what we called study centers all over the country. So students if they were doing a
370 computer course had to go to a study center to do their computing and book time on this
371 one, maybe two terminals in the study center. They might have to travel miles to do this
372 and then the PC came along and okay they could work in their own home, but they lost
373 the communication with them and so we couldn't communicate with students
374 electronically anymore because they were at home. Then of course things started
375 changing, networks came around, but at that time, this was '88, not that long, twenty
376 years ago, students would have a PC and often they wouldn't know what on earth this
377 thing was and they were buying it. They were buying it because the OU said you have to
378 have this to do the course. And they were buying it. Not a very good reason. We used to
379 go to great lengths. In fact, one of the big achievements at that time by a colleague at a
380 high level was that we got, received a huge grant, at least it was a huge grant at that time,
381 to buy I think it was about 3000 Amstrad machines. And we bought these Amstrad
382 machines

383

384 **B: I don't know the word.**

385

386 G: Amstrad Machines. Amstrad is the company. 3000 PCs and we used to rent them
387 to students because students couldn't afford to buy the machines, so we ran a rental pool
388 just because. The OU was always very good about disadvantaged students to make sure
389 students had access, so we bought these machines and then rented them out and this
390 machine would arrive in the post. And at the end they would have to box it up and send
391 it back. That was how it worked in 1988; it just seems incredible now. So I had to
392 produce a course which not only academically had to be okay, it was basically CS1 and
393 CS2 combined in one course. So it was a very big course. It was essentially equivalent
394 to half a year's work in one course. We had to that and at the same time we had to
395 accommodate this new technology-- the fact that students had PCs. So everything had to
396 change to fit on the PC. We used the UCSD -P system at that time which was a bad
397 mistake -- which was for good reasons -- we were familiar with it. It is better the devil
398 you know. Turbo Pascal came in around about a year after that at just the wrong time
399 slot. If we produced the course just 18 months later, we would have gone to Turbo. And
400 of course that died. Of course, things just move on. But I found it exciting.

401

402 **B: But you got off track here. We were talking about outside interests because**
403 **you couldn't play squash.**

404

405 G: My outside interests now are all fairly standard. Theater, music, traveling, I don't
406 think I have any {talk over} -- railways.

407

408 **B: You are going back to your roots.**

409

410 G: Exactly. My father was an engine driver in Crewe and so I've always had this
411 interest in railways. It's diminished over the last 20 years but it is coming to the surface
412 again. The great excitement I had in the last ten years is I went on a one day course to

413 learn how to drive a steam engine. So I actually drove a great, full sized-steam engine
414 and drove it. That was exciting.

415

416 **B: If you had advice to somebody starting out. Well, I'll ask you another**
417 **question first because part of the emphasis of this series is on women in computing.**
418 **Have you seen, are there, anything you have seen about your students, difference**
419 **among your colleagues that you would like to comment on before we close here?**
420 **More women now, fewer women.**

421

422 G: My impression, I guess it is probably wrong, I think the OU is a bit different.
423 Overall in academic life, there are more women across all disciplines than at other
424 universities. I think it is just a feature of the OU. It is a very liberated institution in some
425 ways. In computing there, we certainly had a number but I suspect it is still one of the
426 lowest and it may be even lower, but it wasn't that good. And they were all very good.
427 Do you know Jenny Preece?

428

429 **B: I don't know her.**

430

431 G: She is now at Maryland, College Park. She used to be at the University of
432 Maryland Baltimore County. She was head of Information Systems there. I think now
433 she's got the same job at College Park. She was my live-in partner for several years. She
434 was quite an accomplished woman. She has done incredibly well for herself. She and
435 Helen Sharpe are buddies and think still are. So I think the OU is quite good at
436 producing, helping, women along the way. I think that it is more open minded than most
437 places.

438

439 **B: As a closing question then, what advice would you give to young people**
440 **starting out?**

441

442 G: Get a doctorate.

443

444 **B: Get a doctorate.**

445

446 G: Unfortunately, I think it is essential.

447

448 **B: One of my other questions, is that if you have one piece of advice it would be**

449 ...

450

451 G: Get a doctorate.

452

453 **B: If there is one think you regret?**

454

455 G; [laughs] If you want me just to remind you about that nice story of the lady I did
456 teach who was very grateful to me. This was a girl I interviewed at the UCL on to the
457 master's course. She got a bachelor's degree at Oxford. I didn't realize at the time that I
458 had this influence but I obviously made computing seem more attractive than it perhaps it

459 was, anyway she came on a course at UCL and was successful and I saw her name crop
460 up at various universities and eventually I went on this accreditation visit at a university
461 west of London and she was now the departmental head, had a professor's title and really
462 got on and of course, fortunately remembered me. We had a long chat at lunchtime and
463 she told me she was, it was this year at UCL that really shaped her future and she was
464 very grateful I persuaded her to take the MSc course and she was very grateful. And at
465 the end of the accreditation when you normally shake hands and everybody says farewell,
466 she just leaned over and said thank you and kissed me on the cheek. And that doesn't
467 often happen at an accreditation visit fortunately, and so she was obviously very grateful
468 and that me feel very good. I think she and Helen Sharpe are two of the successes I
469 think. And so that's it.

470

471 **B: Wonderful.**

472

473 **G: OK?**

474

475 **B: All right. Thank you very much. Thank you.**

476