

[MUSIC PLAYING]

**KAREN FOLEY:** Hello, and welcome back to "The Student Hub Live." I'm Karen Foley, and in the next two hours, we've got a jam-packed programme for you of live, interactive entertainment all about your OU journey. And we're also going to be doing a little preview about an event that we have next week for the faculty of Arts and Social Sciences, which is all about Brexit. So let me tell you about the programme for this afternoon.

First, we have David Healy. And we're going to be having a bit of a reflective time, thinking about problem-solving and your situation. And we'll be doing a few role plays with Sophie and HJ to sort their problems out so they can go on and get on with their TMAs.

We're then going to be looking a little bit at employability. And Helen and Peter are going to show us one of the tools that they've just developed that they're really excited about. So we're going to be looking at how that can work for you.

And John [INAUDIBLE], our employability expert from the faculty of Arts and Social Sciences is then going to tell us how you might be able to apply that before we then go into that Brexit discussion.

Now, some of you have been to "The Student Hub Live" before. Some of you were here hours ago. Some of you may have gone off and had some lunch. And some of you may not have.

So if you're new, welcome. I hope that you're watching in the Watch and Engage option, which is the best way to experience the interactive nature of this event. There, you'll be able to chat. You'll be able to vote using our interactive widgets and tell us where you are, what you're doing, how you're feeling about things, and talk to Sophie and HJ, who will feed your comments and contributions into the studio with our guests. So any questions you'd like to know, do put those to us.

Now, if you aren't in that option and you're in the Watch Only option, which has just got the live stream, you'll only see the video. But you can email us, [studenthub@open.ac.uk](mailto:studenthub@open.ac.uk), or you can use Twitter. The hashtag is #studenthublive16. So we can answer your questions in that way as well.

This really is about you and about sharing your experiences. So please, do chat about everything. There's a bunch of really friendly people in the chat who are there to welcome you. So if you are new, please do let them know what module you're studying, where you are, if you've had an EMA or exam that you're looking forward to doing, or maybe you're anxious about. You can talk about any of that stuff in the chat.

Now, this morning we had two very interesting sessions. We had a session all about examinable components. And Georgina and Matt talked to us about EMAs, how to approach them, how to tackle them, and how to deal with some of the nerves and anxiety. And they also gave us a very good insight about what markers are looking for and why they're different to the normal tutor-marked assignments that you'll be familiar with.

We then took a look at essay writing and used this burger analogy to think visually about some of the approaches that we have to combining our evidence with lots of other stuff to make interesting arguments. And again, that might be very relevant for you as you're planning your end of module assessments or exam. Or even if you're just writing essays more generally if you're on the B presentation that started in February. So I hope there's been something there for you. If you missed those, they're available on our catch-up service.

But we've removed all the burgers now and now it's the afternoon. So that's cake time for us. And we've had a lovely lunch. I wonder what you've had. So I'm going to go and see Sophie and HJ on the hot desk to see what people have been having for lunch, what questions they've got, and how everyone is feeling right now.

**SOPHIE:** It's a lot of food talk.

**HJ:** Yes.

**SOPHIE:** Talking about fish fingers and custard. I'm not convinced.

**HJ:** Well, you know, each their own, isn't it? But I think, yes. Some people-- I can't believe how quickly our lunch went by. So we're still hunting for food. We're not sure if that's a goal that we want to achieve. We're not sure that's quite what this session is about.

**SOPHIE:** That's always a goal I want to achieve.

**HJ:** But we might have to find some more food somewhere.

**SOPHIE:** That's all we've got left after lunch. And funny enough, it's all great. So I'd kind of like some cake, actually.

**HJ:** But Sophie is on cat fish fingers. So I'm not too sure about that.

**SOPHIE:** I'm hoping that's catfish and not cat fish.

**HJ:** Yeah. Well, she said it's from a United States cookbook, so we'll never know. No. Any questions and comments? We had a great first session. And yeah, we're really excited for the next one.

**SOPHIE:** Fingers crossed.

**HJ:** Should be good.

**KAREN FOLEY:** Lovely. Well, we're putting up some widgets, our interactive tools. And we're getting up the map so you can tell us where you are. We do get a lot of international students. And it's lovely to see people, especially dedicated people waking up at ridiculous times of day to come to the Student Hub Live. So thank you for coming.

But let us know why you are. Let us know what level you are studying at the moment. This morning, we had a lot of students who were doing level 1 and were with faculty of Arts and Social Sciences. So let's see where that's all now if you fill those in.

All you do is open the widget that you're going to vote on, and then press the button that applies to you. If it's a wordle, which is where you have three options, you need to put something in each box. Otherwise, it won't send. So if you can only think of one or two things-- and we'll be showing some of those to you for our next session-- just put a full stop in there and at least your answers can submit and we can gather your thoughts from that.

Well, my next guest is David Healy. David, thank you for coming along to the Student Hub Live.

**DAVID HEALY:** It's great to be here, Karen.

**KAREN FOLEY:** Yeah. No, it is. It's wonderful. And we really like reflective activities. And you've got one that you were very keen for us to share. Now, you do a lot with access students, who are students who may be doing something before they begin at level 1, which is a great foundation and really reflective time.

**DAVID HEALY:** Well, it's funny because I manage the access programme, but I actually teach on level 1 and level 3. So if you like, I've got the whole journey in front of me. I have even seen access students going to graduation. So it's great. And reflection is really important, of course.

**KAREN FOLEY:** It is, isn't it? I mean, in addition to having those as part of-- in particular level 1, we often ask for a self-reflection at the end of each assignment. But being reflective is something that we were talking about this morning. Georgina was saying earlier, when people are thinking about EMAs and things. And sometimes we don't give ourselves enough credit for how far we've gone. So we were talking about the importance of that.

But you've got a clever-- well, framework, shall we call it, to look at problem-solving. And to think about using this reflective aspect in your studies. Or anything, in fact.

**DAVID HEALY:** Well, it's a model that we've used in training some of our access tutors. And it's not rocket science. It's actually really straightforward and simple. And it's normally used between a tutor and a student. But I thought it'd be useful for students to have it themselves, have it on a couple of Post-its by their computer so they can always come back to it.

**KAREN FOLEY:** We're on the edge of our seats now. What is it?

**DAVID HEALY:** Yeah. So it's called the three W's. OK. And the first W is-- and it would be used, say, when a tutor and a student first meet. Either by telephone or by email. And the tutor would say, well, where are you now? Where are you now in your life? And someone might say, well, I don't know. I'm a single parent. I'm struggling to find a job that I want to do. I've got low income, whatever it might be. And that's written down. Yeah.

And the second W is, well, where do you want to be? And of course, because they're an OU student, they might say, well, I want to have a qualification. I want to have a degree. I want to train to be a social worker. I want to be a nurse. I want to be a scientist, whatever it might be.

And the third one, I guess, is the crucial one. So you've had where are you now, where do you want to be. The third one is, what do you need to do to get there? And you know, the student might say, well, that's why I've enrolled. So I need to work hard. And out of that discussion can come all kinds of things about study skills, about time management, about the obstacles that the person might have they might have to overcome in order to get where they want to be. So as I said, it's not rocket science. But when I first came across it, a light bulb went on. Because I

thought, actually, there's so much chaos all around.

I mean, I say this to all my students. Sometimes, it's best to keep it simple. And these three W's, you'll never forget them-- You where am I now, where do I want to be, what do I need to get there. Even if it's tough to get there. And you can use it as a macro. You know, kind of big picture thing, where it's about your real-life decisions. Or as we will see, it can be used for something quite small, but nevertheless very important, like an essay deadline's coming up.

**KAREN FOLEY:** Yeah. Excellent. I like things like this. So we've got some new widgets that we're going to introduce to you right now, but thank you for those of you who filled us in letting us know what the audience is like. It's great to know that majority of students are level 1 and studying with the faculty of Arts and Social Sciences, Science Technology, Engineering, and Maths. And lastly, with the faculty of Business and Law. So do let us know what you're doing. You might want to type in the chat which module you're on, et cetera. And there might be somebody else in your area who is also doing that module, too. So you can put that in the chat.

But we're going to fill-in a widget with where am I now. Now, there are three things that can come up. So it might be three things you want to put, or it might be three words that describe your situation. But we are limited by this threeness of these wordles. So if you can only think of one thing, like I said before, just put a full stop in, and then you can submit it.

And where do I want to be? Again, same sort of thing. Put one to three points in there as well.

We've got a couple of multi-choice questions. So this is where you pick the one that applies to you most. So we're looking at where I'm at. So how happy are you? Can you identify what you'd want to change? Can you identify but don't know how to change it? So again, select what's most appropriate there.

And also, do you agree or disagree, I know where I need to get to be where I want to be? Because I think that's the hardest thing, is that last W, isn't it?

**DAVID HEALY:** Yeah, absolutely.

**KAREN FOLEY:** Because often, we can identify problems. And sometimes, we can think, well, I want to be this. I want to be a psychologist. I want to do this. So how do you get there? And how does one break this down? I want to know how the model works.

**DAVID HEALY:** Yeah. We're going to role play in a minute, aren't we?

**KAREN FOLEY:** Yes.

**DAVID HEALY:** But I actually think it's really important to say, this is what-- I mean, I've got three kids. They're all kind of grown up now, but I always remember saying to them, you got to follow your dream. You got to follow your passion. It doesn't really matter. I know that's very uncool, maybe, now to say with kind of vocational [INAUDIBLE] stuff.

But I think unless you follow your passion and your heart, you're not going to get anywhere. I think it's really important for students to say, I want to do this. I want to do that. This is why I'm doing the OU.

Once that's established as the goal, I think any obstacle can be overcome if you keep saying this is what I want to do.

I've got a student at the moment who's saying they really kind of didn't understand how school and college worked. Yeah. And so now, in their mid-30s, they've come back to do it. And now they know what they want to do. And they're struggling. This student is struggling. But actually, they're learning so much from it because we use this model. We use other ways of talking about things. And he is determined to overcome. And he's got chaotic things happening in his life and so on.

And I just keep saying, yeah, but you want to be a psychiatrist, don't you? A psychologist. You have to keep at it, that kind of thing. So I think all obstacles become a lot more manageable when you keep remembering what your dream is and what your goal is.

**KAREN FOLEY:** Yeah. We've asked students to fill-in these wordles. And there's been some amazing stuff coming through. I'm not going to put them up on screen, but some of the things can be easy to look at. And we've asked people where they are now. And lots of things coming through. Fuzzy, unsure, teetering, struggling, lost, England, bringing up a family, post graduate, limbo. So a lot of things going on that may relate to students journeys.

We've also asked where people want to be. And some of these are easier, I think, to address than others. So new job, happy, level 2, artist, post-graduate. But things like healthy, and calm, and clear, and excited, or shame. Everyone is really struggling with these EMAs, aren't they? But some of those things you can see it would be easier to change than others.

**DAVID HEALY:** Of course.

**KAREN FOLEY:** So how does one break these things down when things seem a little bit out of our control?

**DAVID HEALY:** When it's the tutor-student relationship, what we emphasise to our tutors is you're not the student's counsellor or therapist. So the focus has to remain the student's study and their degree studies. That's really helpful. Because otherwise, someone says, well, I'm suffering from depression, or I've lost my job and I need you to help me get another. That is not in the remit.

But what is in the remit is to remind them how important their studying is. Therefore, out of that discussion, the tutor might be able to say, well, I can definitely give you an extension or another extension. The tutor can work with the student to tailor what the student needs to do in the next three weeks. Instead of reading all the chapters, doing all the online activity, they can do that. So the focus remains on the study.

I mean, it's really important for students to know that, that tutors can only really help them with that. But they can listen to the other issues. It might be important for the student to talk about them. And then with the emphasis on the study and what needs to happen in the next few weeks, in the next few months, you get amazing results. I mean, we've used this model. And we're finding that some of our tutors are saying that students, when they ring up to say they're going to withdraw, don't withdraw when they're reminded of what their goal is.

**KAREN FOLEY:** It can be so easy to forget that goal. And sometimes, those goals can seem so far away. Especially if you're studying with the OU and you're doing it part time. And it could take six, seven years. And also, you're battling with other things as well.

**DAVID HEALY:** Yeah. Well, I mean this in good faith. I was an early OU student in the early '70s. And I wanted to be an actor and a theatre director. And everyone laughed at me at school because I was useless at school. And I couldn't get into drama school. So I drifted for like 10 years.

Then, I came across the OU about five years. And it gave me the confidence to become a different person. I mean, I'm still the same person, but the study helped transform me. And I was useless for the first two or three years of my studies. But I remember very good tutors saying to me, so why is this degree important? What do you need to do in order to be successful at it? And it's worth it.

I changed my life because of these kind of reflective models and inspirational teaching. So actually, all the students watching today, all OU students, they have already started. They're

already on their dream. And they can continue. And they can fulfil it by using models such as this.

**KAREN FOLEY:** But we asked them in terms of where people are at. And I think one of the things that was coming through very strongly was that a lot of people can identify what they want to change, but don't know how to change it. So it's that hardest point of being the last one there, isn't it?

**DAVID HEALY:** I think so. I mean, it's really hard. But remember, we're not doing therapy. We're not doing counselling. The tutor's listening.

Or in the model that we want to adapt here for the students using it themselves, they need to remember, I think, what it is. But if they're talking to their tutor about it, I think the tutor will remind them again. OK, I can only help with what I can help. But in terms of your study skills, what needs-- or your study plans and your study ambitions over the next few weeks or next few months, how can I help you to get there?

**KAREN FOLEY:** Yeah.

**DAVID HEALY:** Because actually, it's not one size fits all. And most tutors, I think, will know that it's about differentiation in their students. Each student has a different study needs and a different kind of work and life background. And therefore, the course can be tailored for them.

They still have to do the submissions. They still have to do the EMA, and so on. But getting there can be an individual journey. And this kind of model I think can be really helpful.

**KAREN FOLEY:** Well, I'd like to do some role plays in a minute. But let's just see what students said with the where I'm at right now. Because what you were hoping was that students could use the space to watch you doing some of this role playing with HJ and Sophie. So I hope HJ and Sophie, you've had a think about a problem you can bring to the couch for David to fix for you.

I joke. But students at home have said that where I'm at is quite challenging. So let's see what everybody said.

**DAVID HEALY:** OK.

**KAREN FOLEY:** So we've got here 43% saying I can identify what to change but don't know how to. 29 say they're really happy with where they're at. 14%, I can't identify what I would change. And 14% say I can identify what to change and how to change it.



So if we look at the people who can identify and are happy, that's under half of the majority of people who can identify. But isn't it great that there are things that we can identify to improve on. Because this is what life is all about, isn't it?

**DAVID HEALY:** Life's tough out there, isn't it? I mean, especially at the moment. And I think it's really important to identify what the problem is. But in terms of their OU studies, what we can only then change is how they approach the course. You

I know I'm sounding pretty boring, I keep saying this. But actually, that's what can be changed. And so it could be that someone is suffering ill health in the family. It could be they've been made unemployed or they failed to get the job they want. It's the impact on their studies that's important. And how the tutor and the student can work together to come up with a more reasonable path through it.

**KAREN FOLEY:** So you can't change the situation, but you can change your behaviour and your approach to it. And that's the main thing.

**DAVID HEALY:** Although, of course, people might be struggling. Might be struggling at work, in relationships. And they've gone on this course in order to transform their lives. So the ultimate goal-- it transformed mine-- is to transform hundreds of thousands of people's lives. So I would say stick with it. Stick with it. You've already made the difficult decision to actually start studying. So whatever happens. I mean, obviously, if something-- there's all kinds of things the OU can do.

You can defer as you know. And you can take more time to do it. Keep the dream. Keep the passion. But identify what the problems are. And then with your tutor, you can help overcome them, I think, in terms of your study.

**KAREN FOLEY:** OK. Well, let's see. Sophie and HJ, what are people talking about in the chat right now?

**HJ:** I think we've had some goals, which is very good. So Stuart wants to go to volcanoes and study them after he's finished. So I think that sounds really cool. And we have had one of our guests-- I can't remember her name. That's terrible-- is a volcanologist. So maybe she'll pop by later to talk about that.

**SOPHIE:** Hazel.

**HJ:** Hazel. Yes, there you go. Sophie remembers names better than me.

**SOPHIE:** We've had Shantelle in as well. She wants to do potentially ecology and conservation. But she does find it tricky. She doesn't want to get too carried away with the future because then she can lose her focus on what she's doing at the moment. So that's also quite a good point. I think some people do get carried away with what they want so much, they actually lose focus on where they are.

**HJ:** I like Sylvia's goal as well. She wants to finish her master's and come to the UK for her degree ceremony, which I think is a very nice goal. And it'd be very cool. So yes.

**KAREN FOLEY:** Excellent. Thank you, both.

David, our session is running away with us with the time. I'd like to do some role plays and get Sophie so that we can sort of see how this might work in principle. So who should we ask to come first?

**DAVID HEALY:** We're going to just do one? I think HJ's going to come over first.

**KAREN FOLEY:** OK, HJ.

**HJ:** OK. Yes. This is really odd.

**KAREN FOLEY:** Moving across the studio.

**HJ:** You guys have really good snacks over here, but we've only got grapes.

**KAREN FOLEY:** You're not allowed to take the cake.

**DAVID HEALY:** I've had a big fry up, or else I would.

**KAREN FOLEY:** Is this your way of tempting him?

**DAVID HEALY:** So what we're going to do is imagine that HJ is brand new to the OU, brand new to this course, and we haven't spoken before. And I'm going to use the model.

**KAREN FOLEY:** OK.

**DAVID HEALY:** So HJ, tell me. Where are you now?

**HJ:** Well, I'm at start of the module. And I'm in the job not so good. So my module might help me with that.

**DAVID HEALY:** Why is it not so good?

**HJ:** I just think I could do a bit better, you know? The module might help me--

**DAVID HEALY:** What kind of job is it?

**HJ:** It's working in fast food.

**DAVID HEALY:** OK, right. Good. So where do you want to be, HJ?

**HJ:** I don't know. I'm very interested in politics. My module's in politics, so I could do a job related to that. That would be good, I think.

**DAVID HEALY:** So what do you need to do to get there?

**HJ:** I think knowledge from the module. So completing the module and going through. And perhaps some experience along the way would be helpful with that.

**DAVID HEALY:** Like some volunteer work?

**HJ:** That's a good idea, actually. Volunteer work, yeah.

**DAVID HEALY:** If you're doing politics, it's so good. I know a few people who are currently volunteering for the Green Party and they're getting lots of experience. So I know we're not political, but there we are.

**KAREN FOLEY:** [INAUDIBLE]

**DAVID HEALY:** Yeah. I mean, I think it could be really helpful to do something like that.

**HJ:** OK.

**DAVID HEALY:** That sounds brilliant.

**HJ:** Great.

**DAVID HEALY:** What I want you to do is in a few months time, if things are getting tough, I want you to give me a call, and then we can remind ourselves of what your goals are.

**HJ:** OK. We can do that.

**DAVID HEALY:** So we'll do that.

**HJ:** Yes. All right. Fantastic. Thank you.

**DAVID HEALY:** OK. So we're going to come back to HJ in a minute if there's time. So we're going to go to Sophie now.

**KAREN FOLEY:** Don't steal any of the cake, HJ. I saw that. He touched it. OK.

**SOPHIE:** You have to take it now. That's the rule, surely.

**HJ:** OK.

**KAREN FOLEY:** All right, HJ. You can have the cake you touched, but only because--

**HJ:** If I touch this one, can I have that one?

**KAREN FOLEY:** No. I've also been told to say that other parties are available for you to volunteer or join or attend. Sophie, what you like to come over?

**SOPHIE:** OK.

**KAREN FOLEY:** And probably grab a Jaffa cake.

**SOPHIE:** OK. Hello.

**DAVID HEALY:** Hi, Sophie.

**SOPHIE:** Hi, David.

**DAVID HEALY:** So in this situation, Sophie's one of my existing students. And she's struggling to get the deadline for a TMA for an essay.

**SOPHIE:** Yes.

**DAVID HEALY:** So hi, Sophie. Tell me, where are you now then?

**SOPHIE:** I'm at a bit of a loss. I have an assignment due very soon and I haven't started it.

**DAVID HEALY:** Oh my god. When's it due in? Remind me.

**SOPHIE:** Within a week.

**DAVID HEALY:** Within a week. That's right. OK. So much work have you done?

**SOPHIE:** Nothing. I've done all the prep work.

**DAVID HEALY:** Tell me. This may seem obvious, but where do you want to be in, say, 10 days time?

**SOPHIE:** I want to have finished my assignment well.

**DAVID HEALY:** You want to do well in it?

**SOPHIE:** Yeah.

**DAVID HEALY:** Why do you want to do well in it? It may seem an obvious question.

**SOPHIE:** To better my whole qualification.

**DAVID HEALY:** Yeah. Because I think last time, I remember you saying that you were a little bit disappointed with your previous grade.

**SOPHIE:** Yes.

**DAVID HEALY:** So this time, you wanted to work even more. But actually, you haven't got the time to do it. So what you need to do in order to get to that point of sending in the essay and getting a good score?

**SOPHIE:** I need to plan it well. Make them time, I suppose. And actually get it done.

**DAVID HEALY:** Is there anything practical you can do? So some of these problems you got over the weekend. I mean, can you change your shifts? I don't know if there was a childcare issue. Can you get someone to help you?

**SOPHIE:** Yeah. I could take some time off. And Yeah, I could get my mum to look after the kids.

**DAVID HEALY:** OK. The other thing we're going to do is I'm going to call you back later, if you've got time, and we're going to talk through the selected reading that you need to do.

**SOPHIE:** OK.

**DAVID HEALY:** So you don't feel you have to do it all. And then, after that discussion, if you want I can give you an extension.

**SOPHIE:** OK. That'd be great. Thank you.

**DAVID HEALY:** Is that all right?

**SOPHIE:** Yeah, works for me.

**DAVID HEALY:** Brilliant.

**SOPHIE:** Thanks, David.

**DAVID HEALY:** All right.

**KAREN FOLEY:** That seemed to go well.

**DAVID HEALY:** Yeah. So again, it's identifying how-- this is the micro-version. You go an essay due. I've got no one to look after the kids. I've got work all night because I do shifts. Is there anything you can manage there? But then, the tutor being flexible too. You know, an extension and tailoring the module. And the last one we're going to do is where HJ, the former student, is really, really struggling. OK. So we're going to do that, I think.

**HJ:** OK. I'm back.

**DAVID HEALY:** So a few months into the course, HJ, and I hear things are not going [INAUDIBLE].

**HJ:** Yeah. I'm just having-- things are tough in town. My workplace is shut, so I'm struggling with jobs. So it's not too good.

**DAVID HEALY:** So where you are now is you're really struggling with your job.

**HJ:** Yeah.

**DAVID HEALY:** And things are getting tough?

**HJ:** Just this module as well. I don't know whether it's too much looking for a job, and then struggling with not having a job and trying to balance everything.

**DAVID HEALY:** OK. So remember, three months ago, we asked the question, where are you now? And you said you're in a struggling, low-paid job, got no future, and you want to do something much more creative.

**HJ:** Yeah.

**DAVID HEALY:** Yeah. And you said by studying and getting your degree, that's going to do. But now you're

thinking of withdrawing, right?

**HJ:** Yeah.

**DAVID HEALY:** So I'm going to ask you again, where do you want to be?

**HJ:** I'd like to be in something related to politics.

**DAVID HEALY:** Exactly. So what do you need to do in order to get there?

**HJ:** Well, continuing with the module would be the best thing.

**DAVID HEALY:** I think so. I know that's not an easy decision. You've got lots of life things happening out there. But let's take a look at another time. Maybe if I'll call you tomorrow. Let's take a look and we'll plan a study pathway for the next three or four weeks. Because I want you to stay on this course. I think you want to stay on it.

**HJ:** Yes, I do.

**DAVID HEALY:** And we'll tailor it to fit you.

**HJ:** OK.

**DAVID HEALY:** So don't withdraw now. At least give me a chance tomorrow to talk to you about it.

**HJ:** Great. I would appreciate that. Thank you.

**DAVID HEALY:** I'll call you tomorrow. All right. There we are.

**KAREN FOLEY:** That's great.

**DAVID HEALY:** So as I said right at the beginning, it's simple. Almost too simple. But I think if students put these three W's up by their computer and remind themselves, it's best used with their tutor, or with a friend, or someone they trust. But they can use it themselves. Yeah.

**KAREN FOLEY:** The other thing I like that you were talking about then was expectations about what one could achieve in that time. And you asked Sophie about how well she wanted to do. And that might be another thing as well in terms of being flexible.

**DAVID HEALY:** Yeah, exactly. I mean, if she's going to go-- I think she got like 50 in her first essay. She wants to get a pass too. She wants to get 70's, something like that. That's a big journey. And

actually, she needs to know that actually steady progress might be better than big leaps. But nevertheless, that's a fantastic ambition. But her life and her work situation must be in accord with that. So we need to adjust and she needs to adjust in order to make that possible.

**KAREN FOLEY:** Yeah.

**DAVID HEALY:** Back in the seminar, I was failing essays all the time. Suddenly, third year, big light bulb came on at summer school. Don't do them now. And I thought, oh my god. I'm beginning to get it. And that's what will happen.

Failure is actually quite good in my view. And that's not a fashionable thing to say. And then, how you deal with that. And you learn far more through failure, I think.

**KAREN FOLEY:** Yeah. No, exactly. No, you certainly do. And Georgina and Matt were telling us this morning that students can feel like it's just insurmountable. But you can reset if you do fail.

And also, they were also saying that there can be some flexibility in terms of extension deadlines because this can be a time of year that can be quite hard for students who started in September.

**DAVID HEALY:** Yeah, absolutely.

**KAREN FOLEY:** Yeah.

**DAVID HEALY:** Yeah. I think, students, you've got to talk to the university. Talk to their tutor. The tutor is the front-line, I think. And amazing things can happen through talking and through people listening to each other. And keep the dream. Keep that journey alive. And the obstacles can be overcome, I would say.

**KAREN FOLEY:** Yeah. It sort of links back to that whole idea of mindfulness, isn't it? Where you're trying to simplify things and actually think, where am I? And really, just trying to break it down into very small chunks so--

**DAVID HEALY:** I've got this very simple-- is it called an acronym? I can never remember.

**KAREN FOLEY:** Oh, yes.

**DAVID HEALY:** About essay.



**KAREN FOLEY:** Yes.

**DAVID HEALY:** Have I got time for that?

**KAREN FOLEY:** Yes, quickly. Yes. Because we were doing essays before.

**DAVID HEALY:** I do this with my student. Well that's what I saw. And I thought, I have this thing and my students really like it. So it's essay. So E is for Enjoying it. I know that sounds crazy. How can I enjoy it? It's a job. But I think if you enjoy what you're doing, and you're enjoying studying. You enjoy writing this essay, it completely changes. It doesn't become a chore because it's something you want to do.

In order to facilitate the enjoyment, I think keep it simple. I tell my students that five or six points well-argued is far better than 15 points not well-argued. Keep it simple. And that's linked to the second S. So we've got E-S-S. Structure. Yeah.

Yes, introduction. A conclusion. But the paragraphs, five or six, is deepening the argument and putting the other points of view to the argument. So put the argument, deepen it. Put the other side of the argument, deepen that. Sum it all up. Keep it simple.

A, I know this is, obvious but answer the question that's there. It's so important. It's not about a knowledge dump. The tutor doesn't want to hear how much they know-- the student knows. What they want to do is an enjoyable, simple, structured approach to the question that's set.

And the final one, I just called it you, be you. Have your own voice. I know there are academic protocols to follow and academic rules, but it should be what you want to say and how you want to say it within that framework. ESSAY.

**KAREN FOLEY:** Brilliant. I like that. That's nice.

**DAVID HEALY:** You can have it if you want.

**KAREN FOLEY:** Thank you. I'll keep that. I'll remind everyone a bit later when I fail all my students. No. No, that is really, really helpful. And I think it's one of those things as well that if you answer the question, and you can show you've answered the question, you will pass. How well you answer the question is then the variable, isn't it? But you definitely will fail if you don't answer the question.

**DAVID HEALY:** Definitely.

**KAREN FOLEY:** So that's fairly categorical. So yeah. Well, I hope that's been useful to you at home. Thank you so much, David, for coming. And really good to see some of those role plays. And you know, whilst I appreciate, they are a very brief look at things. And things are a lot more complex than this. It's nice to sort of think about those frameworks and think about how one could jump.

**DAVID HEALY:** Absolutely.

**KAREN FOLEY:** And what one would need to do. And what practical steps in particular relating to study would be helpful.

**DAVID HEALY:** I think that's really well put. If you don't mind me saying that it is difficult, but I think it can help. So keep it in mind.

**KAREN FOLEY:** Yeah. So thank you very much for coming along today.

**DAVID HEALY:** You're very welcome. Thank you.

**KAREN FOLEY:** Well, I hope you've enjoyed that at home. I'm going to ask Sophie and HJ what everyone's been talking about and if that was helpful.

It's hard, especially when there's so much talk to be had about cake and essay writing, and [INAUDIBLE] anxiety, and worry to do about forthcoming EMAs and exams. But I hope that just sort of giving you an idea about this structure and thinking about problem-solving might be something that you can think about.

And also, just the exercise, sometimes, of putting things into those wordles about where you want to be can sometimes just be as useful, if nothing else, about thinking when you do have time to maybe talk these things through, you could identify some practical steps to help you get there.

Sophie and HJ, how are things on the hot desk?

**HJ:** Good and happy, I think. Sylvia's just said, I wish David was my tutor because he's such a nice man. And I think I agree after his talk with me. And we're going to have a plan and sort things out. But I think what it overall demonstrated is how important it is to keep your goals in mind. So when all these little things in life do pop up throughout study, that you can think of, well, actually, this is just a short hiccup. And in the end, I'm going to work through it.

**SOPHIE:** You can look at in terms of the bigger picture and it doesn't always seem so major then. But it is true, there are times when it is hard and there are things that are tricky. But the end goal is there. And we've all got it.

I mean, Bruce. We've had great news that he passed his LB160 course. So well done, Bruce. And hopefully there will be good news for everyone else very soon, too.

**KAREN FOLEY:** Well, that's all very good. And anybody talking about cake and lunch? Or has that all stopped now that we've got a little bit more sensible?

**HJ:** I think Bruce is happy that I got a flapjack, but I'm sure he thinks-- and everyone else thinks that you could be more generous with the cakes on your table.

**SOPHIE:** There are quite a lot of them on there. I didn't even get one. I completely forgot. I was so happy with my plan and focused on my goals, I forgot to get a cake.

[MUSIC PLAYING]