

KAREN FOLEY: Welcome back to the Student Hub Live. Well, if there's one thing we love in the Student Hub Live, it is food. And here we are to talk to Ben about food and the sorts of food that are going to be good building up to the exam and during the exam. So, Ben, thanks for coming out.

We've got a T-shirt that you can still win, "Ready to succeed with Student Hub Live." And Joan and Peter on the hot desk are going to be taking your questions and awarding someone with brilliant tips and brilliant contributions our final T-shirt to give away today. Joan and Peter, all good with you?

JOAN: That's great.

PETER: Yes. We're ready to go, Karen.

KAREN FOLEY: Lovely. Right. We've got lots of things for you to fill in. "Do you use exercise-- when it's hailing and you need to potentially run inside, or several times a week? What are your attitudes to diet? Do you think that sweets on textbooks are a good idea?" I've heard that that motivates a lot of students.

"Do you see food as fuel? Or do you think food is absolutely delicious?" I'm really hungry, now, actually, and I think all of this is making me starving.

"Average amount of sleep. How much sleep do you get in a day? And the best things you think to eat in an exam." So hopefully you'll have some good suggestions. If you can't think of three things, then you can just put a full stop in, and your results will still submit.

Also, the worst things to eat in an exam. And, at the end of the session, we'd like to know how you feel. Do you feel better about your exam, or worse than your exam? We're hoping that we can answer all the questions that you've got. So do let us know if there's anything that isn't covered.

Actually, we did have one earlier, which was about overall continuous assessment. And I must point out, the assessment calculator that many of you can access on your student home page will give you a really good idea about the weighting that you've got for your marks. Or, of course, you can speak to your student support team.

OK, Ben, we've got a lot to get through. So, what is the best practise for revision and exam time, in terms of food, then? How does it all work, and how do we make decisions about what is good and what's not so good?

BEN LANGDOWN: Yeah, good question. There is obviously so much choice. And we're drawn to certain things, especially when we're stressed.

KAREN FOLEY: Yes.

BEN LANGDOWN: So, when we're stressed, we tend to start leaning towards the foods that have got higher fat content, higher sugar content.

KAREN FOLEY: Chocolate. [LAUGHS]

BEN LANGDOWN: Yeah!

KAREN FOLEY: Pass?

BEN LANGDOWN: And those aren't necessarily the ones that are going to help us, through your revision periods or within exams as well. So, if we're talking about how we assess which food is going to be the best, the good thing to look at is the glycemic index. And that is a scale of how quickly does a food affect our blood-sugar levels, and what sort of impact does it have on those blood-sugar levels. And that can affect how we can focus, how much attention we can give to a task.

So, if we have a look at the--

KAREN FOLEY: Right, we've got a chart here.

BEN LANGDOWN: Yeah. So the chart over here, we've got the scale going from 0 to 100. So 100 is pure glucose. And then it breaks it down into three different areas.

If we look at the high-GI foods-- so, the really sugary ones, the ones that are supposedly going to give us a lot of energy-- what happens in the body is that they give us this real spike in blood-sugar levels. And we might feel great at the top of that spike. We might be really focused. We might be engaged in the task. But, as soon as that spike goes, it then crashes down.

KAREN FOLEY: And you've got time in hours. What are the units, here? How long is the spike going to last?

BEN LANGDOWN: So that spike, depending on what food you've eaten, depending on your own body and how

quickly it processes that food, it can vary, but around 40 minutes for the food to be digested, that spike to take place, and then the crash to start happening. And, whilst you might feel great at the top of the spike, actually down at the bottom you're going to feel really lethargic. You might get moody, irrational, and make poor decisions. And your concentration and your focus is going to go out the window.

So this is where we need to start thinking, OK, so, those foods are not great for us. So let's have a look at the low-GI foods and the medium-GI foods.

KAREN FOLEY: So the low-GI foods are in red, and the medium are in orange.

BEN LANGDOWN: Yeah. So the low and the medium ones give us a bit more of a gentle increase in blood-sugar levels, over a longer period of time. And the low-GI foods, the energy is released really slowly. So actually we don't get this big spike and crash. We get it as a gentle increase in our blood-sugar levels, which allows us to focus, allows us to concentrate over a prolonged period of time.

And, OK, then probably not the foods that you would reach for in times of stress, but ultimately they're the ones that are going to give you the better performance.

KAREN FOLEY: OK. So we've learned today, Ben, that, well, one, Pointless Pete told us that he was going to take lots of sweets into an exam, firstly. He was not our example of a good student. And then we've also been hearing from Duncan about stress and about how you could have these elevated-- well, cortisol, basically, that makes you breathe faster and do things faster. And I'm just wondering what that concoction would look like, with the mints and lots of sugar. Is a stressful sort of background going to further impact on the extent to which you might spike?

BEN LANGDOWN: Yeah. So, during periods of stress, you're likely to maybe not make rational decisions. Maybe your focus and your attention is going to be off. You add into the mix of lots of sugar, or high-glycemic-index foods, and you're going to get that spike. And that's going to make things even worse.

So, if you can help your stress by reaching for the foods that are actually going to give you a nice, steady release of energy, allow you to focus, boost your mood-- that's where the sleep and the exercise come in I know we're going to discuss in a bit.

[INTERPOSING VOICES]

KAREN FOLEY: Oh, yeah. Absolutely. OK, let's see what people at home said about the best things to eat in an exam. Nuts! Good. I've got them on the table. Fruit, banana, peppermints. Sports drink, flapjack, sandwiches, carrot-- carrots! Jelly-- jelly? Satsuma, breakfast bar, dried food. Dextro energy tablets, sandwich.

Jelly babies, shortbread. What do we think of that?

BEN LANGDOWN: There's a mixture in there. There's some good ones. But there's also some ones I would say avoid. So--

KAREN FOLEY: Let's order some.

BEN LANGDOWN: Yeah, so, let's have a look. There was some fruit on the words, over there. Bananas, oranges, apples, pears, all low GI.

KAREN FOLEY: Good.

BEN LANGDOWN: So these are all going to give you a steady increase in energy. However, the only real fruit that is going to give you a big spike is watermelon.

KAREN FOLEY: Really!

BEN LANGDOWN: Stay away from the watermelon, during exams, and obviously when you're revising, as well. Because that's going to give you that big spike and then the crash again.

Nuts. They were on the list. And also dried fruits, as well. So, both of those, really good. So, really low GI. They're going to give you that plateau of energy. And obviously healthy, as well.

We've got things like the-- somebody mentioned cornflakes on there, or cereal bars. The problem here is that, although cornflakes are advertised as a healthy cereal, which they are, they are high GI. So they are going to give you that big spike. And, after sort of an hour, you're going to feel really hungry again and start craving more food.

So, if you've got a two, three-hour exam, and you've had a bowl of cornflakes just beforehand, then you're focus and your attention and your mood might drop down. And also you're going to feel hungry.

Going back to the sweets thing, again the sugar. If I dish out six teaspoons of sugar onto here, this is how much the health guidelines-- how many have I done? Five? And six. So that's how

many--

KAREN FOLEY: Let's show everyone at home. Because that actually is fairly substantial.

BEN LANGDOWN: So that is how much the government recommend we should add, as a maximum, to our diet every day.

KAREN FOLEY: "Add?"

BEN LANGDOWN: Yeah. So, in terms of added sugar-- so, we're not talking about the fruit, which has got natural sugars in, we're talking about things like the brownies and the flapjacks, the chocolate bars, the sugary drinks. Now, if we then take a drink like this, cola, so, a 500-millilitre bottle of cola-- so that's seven--

KAREN FOLEY: Which is not that. That's a bit smaller, but, yeah.

BEN LANGDOWN: --eight, nine, 10, 11-- two more-- 12, 13. A 500-millilitre bottle of cola contains 13 spoonfuls of sugar. So, A, you've got to think in terms of your revision and your ability to focus. Yes, you're going to get that spike, and you might feel great for 15, 20 minutes. But then you get to have that crash. And your brain is going to start craving more and more sugar.

KAREN FOLEY: That's in a 500-ml bottle of co-- oh, my goodness. Luckily, I don't drink that, but I've just had a smoothie and I imagine what you're going to say about that, as well. [LAUGHS]

BEN LANGDOWN: So, with all of these things, you've got to think, yes, how's it going to impact my performance, but in terms of long-term health, as well. You're talking teeth, and you're talking diabetes, with things like this.

KAREN FOLEY: Let's see what people at home said about bad foods, of how many they've got on there. So, sweets, crisps, chocolate, noisy packages. Yes, they're very, very bad.

Roast dinner-- absolutely dreadful idea, to eat, in an exam. And probably snap-crackle-and-pop cereal wouldn't be so good, either. Donuts, cakes, spicy food, fishy food. Yeah, we've always mentioned not having those sandwiches with fish in them, in the exam, because they smell.

And sugary drinks and spicy food. So, I think people have got a fairly good idea. But how do you tell-- I mean, how do you tell what a high-GI-- I mean, I know, some of the things you can sort of know, but is there a way of looking at something and saying, OK, if it's got sugar or fat

or--

How can packaging help? How can people make some of these choices?

BEN LANGDOWN: Do you know what? It's actually really hard to tell what is high- and low-GI. So something like this--

KAREN FOLEY: With no label! [LAUGHS]

BEN LANGDOWN: --a potato, with no label, how are you going to know? And actually you'd say healthy, in terms of a food product. But this is high GI, if you use it as a baked potato. So, again, that's going to give you that high spike.

Whereas, if you were to boil some potatoes, they become low-GI. So, even the way that we cook foods, as well, is going to have an impact. So the best way of actually identifying which of these foods are on the high end of the scale or the low end of the scale, just simply go online. Go onto a search engine, type in the food, and put "GI of"--

KAREN FOLEY: Yeah. OK, but say we're all really focused on our exams. Can you just tell us the answers, then, about things that we should eat, from this selection on the table? So what's good, and what's not good?

BEN LANGDOWN: OK, so, to eat whilst you're revising, I would recommend taking some sandwiches, brown bread with some-- so, bread is actually high-GI, or medium to high.

KAREN FOLEY: But the brown's better than the white, yeah?

BEN LANGDOWN: Only just, in terms of the GI. But, if you add in the multigrain breads, that brings it right down, because seeds and nuts are really low. But, if you add in some protein, like some tuna, or if you have baked beans, which are really low-- so, baked beans on toast, sprinkling of cheese, if you want, because that's low-GI-- great snack to fuel you for an exam. Because it's a low-GI meal, basically, that you can fuel yourself up.

KAREN FOLEY: And eat at any time of day.

BEN LANGDOWN: Eat at any time of day--

KAREN FOLEY: [LAUGHS]

BEN LANGDOWN: --exactly. In the exam-- somebody mentioned rusty packets. So, if you're going to go with the

dried fruit, put it into a pot and just snack on those, all the way through. I would recommend things like the nuts, the dried fruit, or fresh fruit. And just take them in but keep grazing on them.

KAREN FOLEY: Yeah. Now, people have mentioned energy drinks.

BEN LANGDOWN: Yes. We've got a fizzy orange one, here. This, if we're talking about the scale of 0 to 100, this one is fizzy, so fizzy drinks do have the habit of dehydrating you. And also this is 95, on the scale, out of 100. So this, in terms of a sugar spike, is going to take you right up and then crash again.

Unless-- people often say to me, well, can't I just keep drinking this, and keep me up here? Well, you could do. But, if you've got a series of exams, over three years, and every time you go in and you drink a bottle that size of a fizzy orange drink, you're going to be heading towards diabetes. And rotting teeth, as well.

KAREN FOLEY: But you could do that. Just in moderation.

BEN LANGDOWN: You could do. You might be a bit jittery with your handwriting and--

KAREN FOLEY: Yeah, this is true. So what's a better sort of drink to have, then, in an exam? (EMPHASIS) in the exam, now.

BEN LANGDOWN: Personally, I would take in water. And, if you start to feel hungry, or if you want to fuel yourself, match the water with some snacks like the dried fruit or the nuts, the seeds. But just make sure you're fueled up before you go in. So, having a having a meal beforehand that's not too heavy.

So you don't want heavy, fatty foods. So you don't want to go and eat fish and chips before you wander on in there. But something like the tuna sandwich, the ham sandwich, cheese sandwich, or soup. Anything that's--

KAREN FOLEY: I wanted to ask about the rice. Because my friend is convinced that having rice helped her sleep really well the night before anything. And so, whenever we've got to get up really early, we have rice together. Some sort of risotto or that sort of meal.

Is there any truth in anything like that? And what's the deal between the brown and white rice? Are they the same sort of thing as the brown and white bread?

BEN LANGDOWN: Yeah. So, brown and white rice, again, very little difference in terms of the GI. They're both high. Which means you're going to get that sugar spike.

KAREN FOLEY: Oh, really!

BEN LANGDOWN: Yeah.

KAREN FOLEY: So she's wrong.

BEN LANGDOWN: So, after about an hour--

KAREN FOLEY: I'm going to tell her that. [LAUGHS]

BEN LANGDOWN: --you're going to feel heavier.

KAREN FOLEY: Yeah.

BEN LANGDOWN: The thing is, you've got to bear in mind what's going with the rice. So, if you're having some fish or you're having some chicken, that's going to bring the GI of the whole meal down. But, generally, GI of rice is high.

KAREN FOLEY: OK. I want to talk about sleep next. But, before we do that, Joan and Peter, how's everyone there?

PETER: Yeah, really good, Karen, thanks. We've had some good discussions and some very creative solutions to keeping hydrated--

KAREN FOLEY: [LAUGHS]

PETER: --during revision. One comment-- "there's sugar in everything," Julie says. There is sugar in everything. There's sugar in my bread, you know. And I think some sugar is OK, and some sugar is not, I suppose.

Which brings me on to something that we also discussed. And, Ben, perhaps you can reflect on this. I've heard that drinking smoothies is a no-no, because it's something about when you turn natural fruit, when you blend it, it changes the composition of the sugar in some way. Is there any truth to that?

BEN LANGDOWN: So what actually happens is, when you blend the fruit, the sugars become a lot more accessible for the digestive system. So, instead of having to digest the banana firm from raw,

you've broken it down already. You've done part of the digestion. And actually those sugars can be pulled out a lot quicker.

PETER: Right.

BEN LANGDOWN: But there's no harm in them. You're not adding sugar in. It's natural sugars.

PETER: It's still natural sugars, which is better than other forms of sugars, I suppose.

JOAN: Yeah, there's a good discussion on here about caffeine and how much to have. Because some people are used to having quite a lot. But one of the points made is that actually you've got to start early establishing habits. And, if you're going to have caffeine, don't change what those habits are with the caffeine but stick with what your normal behaviour is in drinking it. And that there might be other alternatives to calm you down, like herbal teas of different kinds can be really calming if you get the right one for you.

BEN LANGDOWN: Yeah. I wouldn't suggest changing any sort of caffeine habits in the days leading up to an exam, because that could throw you a little bit. But there's some important things about caffeine, which links into what we're talking about next-- sleep. And thinking about the fact that, after five hours, you've still got half the amount of caffeine from your cup of coffee or your cup of tea still in your bloodstream.

So, from 2:00 PM onwards, you want to be thinking, how much caffeine am I going to take in, from this point on during the day, and how's it going to affect my sleep?

JOAN: The other point is how it affects your hydration. And then we started talking about how important it is to drink a lot of water, because it helps you to think more clearly when you're studying.

BEN LANGDOWN: Yeah. There's some conflicting research out there about caffeine and hydration. There's research that says it is a diuretic but also other research that sort of disproves that. So, the jury's out on that one. But, yes, definitely important to maintain hydration.

PETER: And what about, we've got to come back to this walnut thing, as well, Ben.

KAREN FOLEY: Oh, yeah, brilliant. Well remembered, Peter! [LAUGHS]

[INTERPOSING VOICES]

PETER: Is there any truth in the fact that walnuts help revision, as they sort of reflect the human brain?

[LAUGHTER]

Very important, obviously, to consider.

BEN LANGDOWN: Yeah. So, in terms of the shape, yeah, they do. I like that. And, again, fantastic snack for whilst you're revising and also in the exam, because of the fact that they're low GI. So they're going to give you that slow release of energy. So, yeah. And they look like the brain. I like it.

PETER: They do.

KAREN FOLEY: Great. OK, positive all around. Sleep-- a really important thing. Let's see what people said in terms of their average amount of sleep is. So, leading is seven hours, with 47%, followed by six hours at 33%, eight hours, 13%, and nine hours at 7%.

What is the appropriate amount of sleep? And does any of that change when you're revising for an exam? Should any of it change?

BEN LANGDOWN: Yeah. So, OK, our options were probably forcing people down this route, but the circadian cycle-- so, our sleep patterns-- they actually run in 90-minute cycles. So, ideally, you want multiples of that 90 minutes-- so six and a half hours' sleep. Sorry, seven and a half hours' sleep, nine hours' sleep, or six hours' sleep.

So, the problem with that is, if you wake up halfway through a cycle-- so you go through light sleep, into deep sleep, and then you start coming back into this light phase of sleep-- if you wake up halfway through one of those cycles, when you're in full deep sleep, that's when you're going to wake up with a foggy mind. It's going to take you a long time to get started for the day. And actually, you know, you might not be focused as you'd want to be, going into an exam.

So trying to develop a pattern and behaviours that are going to help you get to sleep quickly, when you go to bed, but also help you wake up at the right time. So I know this is hard to do, when you've got an alarm set, and maybe you're a little bit stressed and worried about your exam, and you're going to bed, and there's lots of racing around your mind. But it's about developing good sleep hygiene.

And this is a bit of a buzz phrase at the moment, "sleep hygiene." So it's about creating

behaviours and a pattern, as you go to bed, to help you drop off really quickly.

KAREN FOLEY: Yeah, because I was going to ask. I mean, I could never say, right, I'm going to sleep now, and then go to sleep. It just wouldn't happen. Either I conk out, absolutely exhausted, or I lie there worrying about something and going to have to write a list. So, is that time sort of including that settling-down time? Or is that [SNAP] from going to sleep?

BEN LANGDOWN: That's from when you fall asleep to when you wake up. So, yes, it's really hard to govern. You can't just flick a switch and say, right, I'm now asleep. I've got-- I've got my--

KAREN FOLEY: Well, tell us about the sleep hygiene. Because, actually, not being funny, but I wrote it down in this book last time, which I promptly forgot about. Which is, it's about sleep hygiene and not having your mobile phone by your bed. And I thought, oh gosh, I meant to do that, and I didn't. So, remind us, then, Ben, what is important about sleep hygiene?

BEN LANGDOWN: So sleep hygiene is just creating good habits to help you sleep all the way through the night but also help you drop off quickly. So it's things like making sure you go to bed at a reasonable time. So, experts in this area say that every hour before midnight is worth two after. So getting to bed before midnight is a good plan.

KAREN FOLEY: You've still got the six or eight hours.

BEN LANGDOWN: Yeah. Yeah, so you've still got to get that multiples of 90 minutes. And then there's things like technology. So, more and more, it's being brought into our lives. And perhaps we're going to bed, checking emails or messages or, you know, just watching something in bed. Where, there was research that initially suggested that the blue light from mobile devices was activating our brains and keeping us awake. But there's some more recent research that is actually suggesting it's the content that we're reading and that we're viewing that is stimulating our thoughts and keeping us awake.

KAREN FOLEY: And the availability, of you being connected to the external world. But, that said, my phone's got this bedtime thing on it, right? And it tells you when to go-- I don't actually really know how to work it. But it's supposed to tell you how to get bed, and then turn of all your stuff and everything. Would that work, then, if I could figure out how to use it?

BEN LANGDOWN: Yeah, if you're not going to be tempted to go onto your other apps and just check your message.

KAREN FOLEY: Yeah, I know. Probably why it doesn't work. [LAUGHS]

BEN LANGDOWN: So it might be that keeping your phone downstairs, when you go to bed, having a sort of technology-free room where you know that your bedroom is where you sleep. It's not where you do your emails and your work. It's where you go and sleep. And actually making sure, things like making sure your mattress and your pillows are comfortable, making sure your room's not too hot--

And this is quite surprising, that your room should be between 15 and 19 degrees. Which, actually, when you think about it, is fairly chilly. But you'll get a better night's sleep if it's between those temperatures.

KAREN FOLEY: And what if you're worried? What if you're going to bed with that whole, oh, I'm really not where I thought I'd be with my revision, or you're freaking out because you think he might get the wrong exam questions that you haven't prepared for? What if all of that is going on in your mind? What sort of advice could you give people about focusing?

BEN LANGDOWN: So, again, it's about organisation, planning, making sure you're writing things down or have strategies that you can use to either relieve stress or to make sure that you're going to sleep properly, the night before. And it's building those habits up, as you go through. And using exercise, as well.

KAREN FOLEY: Yeah. Because, I mean, athletes must have that all the time, in terms of having to really try and banish the worries and things. What technique did they use that students might be able to use, to sort of try and get those things out of their mind?

BEN LANGDOWN: So they will use all sorts of things, like sports psychology. They'll have different tools that they will use, in terms of, like, imagery and relaxation techniques.

KAREN FOLEY: Because we talked about visualisation and imagining people in the exam. But would an athlete, I guess, they're going to visualise themselves succeeding and doing really well and running effortlessly, like a gazelle. But might our students, then, usefully imagine themselves in an exam, performing well? Would that sort of visualisation be useful?

BEN LANGDOWN: Yeah. So, just, if you've not been to that environment before, and it's maybe putting you on edge, stressing you out, thinking, I've never been in this exam room before, I don't know what it's going to be like-- trying to picture yourself in there, trying to almost feel what it's like to sit at that desk. What are the smells. What are the sounds? Immersing yourself in my experience,

and just trying to feel calm in that situation and trust in the fact that you have done your revision, you have made your notes, and you've prepared.

And building in these habits of having a nice, relaxing time leading up to bedtime, not getting involved in anything emotional or that's going to upset you. Just trying to relax your body into that sleep. And then that will help to relieve some stress. But using exercise, as well.

KAREN FOLEY: OK, so that's the last thing we wanted to cover, then. How might people use exercise? And should they all of a sudden start exercising, if they haven't done it before?

BEN LANGDOWN: Ooh, good question.

KAREN FOLEY: Ah, you'd say yes, though, I know you would. [LAUGHS]

BEN LANGDOWN: So, any form of exercise we're talking, here. So, if people haven't exercised before, and you're stuck in revision mode, still going to get benefits from just going out for a brisk walk. So, just getting your body moving starts to increase the levels of serotonin and dopamine, which are neurotransmitters in the brain which basically help to increase the brain activity. And there's loads of research out there that shows it's great for mood, it's great for reducing stress and anxiety, and it's great for memory-- so, recall and retention of information. So, if you're breaking up your revision with sort of 15-, 20-minute walk, or job, or swim, or cycle, or whatever you want to do, just getting out and moving actually can aid your revision process but also help you to recall that information in the exam.

KAREN FOLEY: Someone, before, suggested putting Post-it notes on their dog, to help them remember. But you could take the Post-it notes off the dog and then take the dog out for a walk and practise some of your recall, couldn't you?

BEN LANGDOWN: Yeah. Yeah, definitely. And there's research to show that doing revision or trying to remember information whilst you're exercising also works.

KAREN FOLEY: A double whammy, isn't it, because you're getting all of those chemicals, you're feeling good about stuff, and you're away from your books.

BEN LANGDOWN: And your dog might pass the exam.

KAREN FOLEY: [LAUGHS] You go and put the Post-it notes back on the dog and see what you can recall. So-- [LAUGHS] excellent. No, that's brilliant. So, in terms of that sort of thing, you're saying really

exercise is just any sort of movement and things. But you could go to a class, or do something quite different. And I guess that can sort of sometimes help you switch off.

I often find doing something quite complex, where I'm really having to think, means that I can't think about anything else. And it just helps free some of that space up.

BEN LANGDOWN: Yeah, definitely. So, obviously, the more vigorous the exercise-- so, moderate to vigorous activity raises your heart rate, switches you off from what you've currently been doing, and stimulates the mind even more. But, if you haven't been exercising and you're new to it, just going out for a brisk walk is going to have similar benefits.

KAREN FOLEY: Yeah. Brilliant. Let's see, we don't have much time left. So want to say, Joan and Peter, if you've got any questions that we haven't been able to answer yet.

PETER: Not too many questions coming through on this one, Karen. But we do have a T-shirt we need to give away.

KAREN FOLEY: Oh, yes. I was going ask about that. I couldn't remember, actually. [LAUGHS]

PETER: We do have one more. And I don't think she's had one yet, but I think we do we need to give a T-shirt to Julie, I think, will be our last nomination for a T-shirt, this session, because not only this session but all the sessions before, as well, she's been brilliant coming through with some questions and comments and things. So, thanks for your participation today, Julie.

KAREN FOLEY: Oh, well done, Julie-- and Dermot, Alison, and Jeanette, who are all proud winners of our Student Hub Live T-shirts. So, at least that's something positive you can take into the exam, if nothing else. We hope we've given you a lot of good information and advice. And, most importantly, we hope that you're feeling better about your exams.

And I know we did ask how you felt. Do you feel better about your exam, or worse than your exam? If you haven't voted on that, do click on the button that applies to you, as well.

But I hope that, in sharing some of your tips with other students, and just getting together and thinking about it, has given you the chance to really say, OK, this is something that we know we can do. It's about focusing. It's about addressing the question and knowing that it's not as bad as a driving test, and the likelihood of dying is much, much lower than that, especially in my case. [LAUGHS]

So, let's see how you're feeling about your exams, in our last section. So most of you are feeling better. Good. I'm so delighted. 77% say you feel better about your exam. 23% say that you feel worse about your exam.

OK, so it's a bank holiday coming up. There's plenty of time to hopefully start getting a revision plan. It's never too late to make a start.

Talk to your tutor. Talk to your student support team. Get a plan that works. And, if you want to visit Student Hub Live website, we've had some sessions on some of the practicalities of making a plan, doing a time management. And you can watch those sessions on Catch Up.

There's also a really good one on critical evaluation, which is in our second EMA session. So you can watch all of those. And there's essay-writing stuff, plus much more.

Don't procrastinate too much, though. Make a plan. Stick to it. Talk to your tutor about what's going to feel right for you, and make sure that you know where to focus. Set those goals very clearly, and then you can know that you can do it.

Joan and Peter, you've been absolutely brilliant, as was Michelle when she was here. Thank you so much for coming along today. I hope you've had a good time.

PETER: Yeah.

JOAN: Great time!

PETER: Yeah, thank you, Karen.

KAREN FOLEY: Brilliant. And we've also got a Student Hub Live YouTube channel, so you can subscribe to that and see many of the other videos that we've had, including other talks with Ben where we've spent a lot of time talking more about chocolate than anything else. But it's been a brilliant session.

Good luck for your exams. You're going to be absolutely brilliant. Join us for our Student Hub Live writing retreat, which is going to happen in Adobe Connect over the summer. So, when you've done your exams, and things are all settling down, and you start to get a bit bored and miss your studying-- because you know that will happen-- you can come and do some fun workshops with us, where we're going to take a look at different styles of writing, to prepare you for your September start, or to keep you motivated if you started in February.

But that's all from us here at the Student Hub Live today. I hope you've had a good time. We'll see you soon. And good luck in your exams.