

**KAREN FOLEY:** Good evening, and welcome back to the Student Hub Live. This is our final session in our (re)freshers orientation event, where we've learned loads of things about The Open University, we've had some fantastic guests on telling you all sorts of things that hopefully you didn't know, and we've been talking about sport science and the importance of biscuits and power naps, all sorts of things. And we've just had a really good session with Ruth MacFarlane about managing study intensity and workload, and I was talking to some planetary scientists before on Skype. That was really fun.

But we thought we'd done the show today talking about what is normal and benchmarking and setting expectations. Our next event's on Monday, and we're going to take a look at assessment. But we thought this would be a really nice opportunity to sort of spend some time thinking about what you want to achieve.

So we've got some widgets, these interactive tools for you to tell us what you think. On this module I want to achieve-- there's a scale, 0 to 100. For my first assignment, I want to achieve 0 to 44 of various grades. I think my expectations are realistic-- yes or no. I'd rather do well by my own standards or be above average in the group. And then we've got some other things like, how are you feeling right now?

So those word clouds, if you are new to the Student Hub, you need to put three things in them. Otherwise, your results won't submit. And the multi-choice questions, all you do is open the widget, select on the one that applies to you, close the widget. And then when you've done that, you'll see everyone else's results as well. So there's lots of things to get busy with on the widgets, and also in the chat where HJ is going to feed your thoughts and comments into our session.

Well, David, welcome back. We had a brilliant session earlier. The students really love you because you're so down to earth and you really inspire us and make us think we can do it, which is a brilliant thing. So what is normal, and why is important to even think about what we want to achieve?

**DAVID:** Well, I think it's really important because one of the problems, being a student, is that there's always pressure on you. A lot of it's self-inflicted, but there's pressure from family, from friends, as I say, from yourself. And you're going to a university, and you kind of think, this is

how I should be, and this is-- I have to do well. I can't fail.

**KAREN FOLEY:** [INAUDIBLE] lentils and everything.

**DAVID:** Yeah, absolutely. And you know what? Forget about that. I really think we could throw all this out really and start again by saying you're in charge. We talked about it a bit this morning. Be in control. Find your own way through the jungle. Construct your own pathway. And do it your way. Now if that means that you want to get 100% in every essay and you want to go first at distinction and a PhD by the time you're 25, I would say, you know what? Take your foot off the gas a little bit.

Because you'll prob-- we were talking. Lisa and I were talking outside about you're in the fast lane on the motorway here, and you're going to miss everything. All you've got is this speed, and it's all blurry. You want to get on-- get off the motorway. Just stop and have a cup of tea because you might see something of interest. Or-- sorry, this metaphor is going to run out of steam in a minute-- you get on a bike and really begin to enjoy.

I think-- and it took me four years as a student to realise I was missing so much. Missing so much. I was ruthlessly tied to the module, the notes, the tutorials, my tutor was God, all my other students were better than me. And I started to relax and took my foot off the gas. And my grades started to improve, and I started to really enjoy it. And I started to be me, and I think that's what students should do. That would be my big message.

**KAREN FOLEY:** Well, how are you all feeling at home right now? We've asked you to fill in our wordle and list three things that you're feeling right now. There's probably some food in there, but let's take a look and say what you had to say at home. So, yes, there is food, tired, hungry, apprehensive, motivated, headache, yay, relaxed, confident, food, nervous, chilled, annoyed, ready, included, optimistic. OK, excellent. Well everybody, thank you for filling that-- and space, woop. Ha, ha, brilliant.

If you're feeling anxious, if you're feeling nervous, if you're feeling anything negative that we can try and do anything about, this is your last chance of this live session to ask us anything that may be making you feel anxious. So let us know if you've got any questions that we can help with. It may be something else entirely. Because often OU study is combined with a lot of things, and as you say, you can miss out on those other things through this determination to do well.

**DAVID:** You know, if you go to an OU graduation-- which some of our students who are watching tonight will be going to in five or six years-- you hear stories from thousands of students who say it was a journey that was important. And like me, when they took their foot off the gas, when they started to really enjoy it and embrace it their way, as dependent on their personality, their individual circumstances, they started to enjoy it.

So, for instance, if you've got-- you know, we're all busy people. So we've got weddings to go to, we've got school gate to do--

**KAREN FOLEY:** Biscuits to eat.

**DAVID:** We've got biscuits to eat. We've got so many responsibilities. And it was so good last time, that last session, where you find 15 minutes on a bus. HJ was saying he's doing that. These are crucial. When I realised I could take Wuthering Heights out of my bag when I was studying in the OU literature degree and just read 15 minutes, it changed everything. I didn't have to be sitting at my desk, flogging away, writing all these notes. I could just enjoy it for what it is.

**KAREN FOLEY:** Because Ruth said, rather guiltily, before that you don't have to study everything. And often I'll say to students who may be saying, I'm a bit behind. I've this, that on, and the kids have been sick, whatever. We prioritise stuff and then we sort out a plan. And I say, to your degree, you can identify what you need today to succeed, but ultimately, all that content is still there for you.

**DAVID:** I really think you have to be very selective. All the time management stuff that was said there is really really, really good. I mean, about three or four years ago, I was teaching a literature class at the OU, and there was-- and if he's watching tonight, he won't mind me saying this-- he was sitting-- I don't like to have rows so we were sitting spread out-- but he was kind of at the back like this.

And I'm quite provocative as a tutor. And I kind of say things like, what are we going to do about consumerism? And someone might say, what's that got to do with literature? I'd say, well, if you read Tolstoy, if you read Harold Pinter's plays or something, there's this kind of social agenda as well.

But this guy was at the back, and he wasn't having any of it. And he saw me afterwards, and he said, I'm sorry. I probably won't become it again because this is just rubbish. We're all sitting around talking. You should be talking about how am I going to pass my TMA. I

convinced him to keep coming, and there's one exercise I'd do about halfway through the course called The Hot Seat.

And what we do-- everybody else sits around and we hot seat a character from the book. And you could do this at home actually. Get your family around, and just someone be Heathcliff from Wuthering Heights, and everybody asks him questions about it. You can learn so much. Or you sit on the seat because you're studying the book.

Anyway, we would during a First World War poet-- poem. And in the poem-- I think it's a Wilfred Owen poem, the hero of the poem has died because of the slaughter of the First World War. And so in the hot seat, everyone sits around. First of all, we put a general there. Then we put the leaders of Germany and England in the hot seat, and we asked them questions.

And then this is how far this guy had gone in-- a few weeks, a couple of months-- he put his hand up, went into the chair. I said, who do you want to be? He said, I want to be the dead soldier. I said, great. Everybody started asking him questions.

So the first question was, what do you feel now about the war? Was it worth sacrificing your life? Do you miss your family? And he was silent. And I said-- I went up to him, said, all right, stop. Said, you've got to speak in this exercise. You've got to say. And he went, no, I'm dead.

And it was the most profound moment. All around the circle all these light bulbs went on in the students' head. And they kept asking questions. What do you think about nationalism and patriotism? Silence. What do you think about-- is war worth dying for? What do you feel about killing other people? Silence.

And there, if you like, was a two minute silence, and it was so powerful. And he invited me to his graduation. Three years later, he got a first.

So what I'm saying is this guy came out of his ways of thinking how he should be. He felt he should be just stubborn and all I want to do is pass my-- I want to do the best I can. I'm not going to listen to anything else. And by the end of his studies, he had completely changed. And that's because we encouraged him to be open to this stuff. It was amazing.

**KAREN FOLEY:** Because a degree gives you all the content, but often, it's the skills, and it's the way of thinking, that means that you can never read a newspaper in the same way. It fundamentally shifts your whole way of being.

**DAVID:**

See how critical he'd become. He realised that a dead soldier doesn't speak. So he broke the rules of the exercise and made the exercise even more profound. So this is what I would say to people. Do it your way. Tailor it to your individual circumstances. It will be so much more pleasurable and don't be afraid to go with what's really interesting for you.

And you will begin to see the world differently, and then you can apply that to it as well. It's an amazing thing. It's like peeling back an onion or putting in layers and layers on and seeing the world and you and your life and your friends and your social situation completely differently.

**KAREN FOLEY:**

No, absolutely. It's funny because I know there are so many conscientious students here who want to do really, really well and who want to follow the guidance. And a lot of them diligently they do, and it's incredible. I was never one of those students because I went-- I did drama as well at a brick University. And then when I came to the Open University, I got access to the library, which I thought was amazing so I was always in there researching things.

And I did think this is my degree, and I did want to do it my way, and I wanted to learn stuff that I was more interested in. And sometimes that meant that I was reprioritising, not doing certain things and doing other things instead. But I look back on some of that stuff and think, actually, this was my degree. Whilst there's a module of content and sort of stuff that we'll have in common with other students, ultimately, you can shape it, and you can make the most of it because we're all doing different stuff with our degree at the end.

Absolutely Absolutely. I think-- this what I'm about say might be a little bit controversial, but I'll say it again. If you set yourself up to be successful all the way through-- 100% in every essay-- you're actually setting yourself up as a bit of a victim, yeah? Because you won't do that. Because there'll kinds of reasons. And also there's no need to do it.

But you set yourself up, you fail because you only go 85% or whatever, and you can become very despondent. If, however, you say to yourself all the time, what is I need to do now to be good enough in order to pass this assignment? Or as your widget suggested, can I actually get away with just getting 70% here or even 55% here? Can I get away with, my first two years, enjoying it so much that actually all I do is pass? And then I can build on that.

Lay the foundations. And by the time you get more confident and skilled, by year four, five, and six, then you can go if you like all out for your distinction. But lay the foundation first and enjoy it.

**KAREN FOLEY:** Because the benefit of a year one and two and studying is they're all these skills. And they're fantastic because a lot of them are so well constructed. If you spend time on them, you can end up writing really, really well. But some students might be forgiven for thinking, oh, I don't want to read how to write a paragraph. The referencing stuff I don't like. I'll just do a good enough job.

And some of those skills give you such a solid foundation and again help structure your thinking that you're really in an amazing space to be able to say, OK, I'm going to learn some stuff here about lots and lots of different things. But actually, it's the skills that are really worth putting the time and energy into.

**DAVID:** We were also talking out back about doing a degree can be a roller coaster. So you get you're up, you get all the adrenaline going on because you've got to get this essay in, you spend three days tense to it. And then you send it in, and you're down again. And then the mark comes back, and it's not what you expected.

What you're after-- it's almost impossible to get. It's the same in life, isn't it? What you're after is a line really. I think a line that maybe is going up slightly but without these incredible ups and downs. It's just not worth it. It really isn't worth it because you'll miss everything.

**KAREN FOLEY:** Amanda says you're making a lot of sense, and she's really guilty about setting her expectations too high and being disappointed. And I know when I always ask my students, what are you hoping to achieve? Almost, as if it's a static question, I should ask, what range are you hoping to achieve? Because you can't be 75% or a 50% student. Not all the time. Not when your mum's sick or your children are off school with chicken pox or something happens.

So there are all sorts of things that can happen, and it's all about a state of flux, isn't it?

**DAVID:** I think so. And also, your last guest said something about don't watch the box set. Wait until you finish your essay. I always say, you know what? Go and see Blade Runner tonight and enjoy it all or whatever. Go and open up yourself to-- and I'm talking to all students, whatever subject it is. I'm not a mathematician. I'm fascinated by planetary science, even though I'm not a scientist. I'm not just talking about the arts. I'm not just talking about the arts.

Open yourself up to things. And you might see a really good drama on TV, and it sparks something, and it gets the juices flowing. It's all about truth at the end of have the day.

A few years ago, Karen, if I can say this, I put together a production of Educating Rita for the

40 year anniversary of the OU. I'm an OU tutor so I played Frank. And one of my students on a foundation course in the arts turned out to be an actor. So I asked her to play Rita. And we toured all around. We went to theatres, community centres, and so on. And it was supported by the OU.

But we also went to some prisons, and we went to HMP Ford, which is an open prison. And a lot of the audience were people studying OU degrees. Normally, in our production, people laughed and really enjoyed it, even though it's quite a serious play as well. It's quite funny. All the way through this evening of the show, no one said a word.

At the interval, we all pan-- the production team and me and Lisa-- we panicked and said, they're not enjoying it. What're we going to do? Said, no, let's just carry on. And we were going to do a Q&A at the end. At the end of the show, we normally got really good applause. I have to say sometimes people stood up and applauded us, particularly Lisa, as Rita. She was brilliant.

And nothing. They all just sat there like this. So we came back and did the Q&A, and there was one guy all the way through it in the front row who kept looking at me. And I thought, he might be quite dangerous. And I was a bit worried about going out to him, but I went up to him and said, you didn't look as if you enjoyed it? Did we do anything wrong?

He said, it was the greatest thing I've ever seen in my life. He said, I did that. And I said, oh, are you an OU student? You've been on like Rita's path? You know what he said? He said, no, I burnt my wife's books a few years ago, and this has reminded me about how I used to be and how much being an OU student, about being here, is making me change.

And all the other prisoners all came around again a great big hug. It was the one of the most moving things I've ever seen. And this guy didn't even want to come see the show. He put himself out there. He'd stopped driving in the fast lane, stopped being who he'd normally in a kind of rigid way was. And he put himself out there. And the whole thing, for 50 people in the audience, for me and Lisa, for everybody involved, it changed our lives. It was amazing.

**KAREN FOLEY:** Gosh. That's incredible. I mean, we want people to be open to ideas, and I think you're right. Sometimes when you're so determined to do a certain thing you can miss out. But equally, it is good to be able to set expectations. And we did ask people what they wanted to achieve for their first assignment. So let's talk about how they might balance this and see what they had to

say. What do you want to achieve for your first assignment?

OK. So we've got a lot of high achievers, and we know, David, that people who come to Student Hub Live are very conscientious. We also know there are a lot of level 1 students here. So we've got 39% saying 74 to 84, 39% at 85 plus, and 18% in the matter, middle. Nobody wanting to fail, which is good. A fail is 40%. Although, of course, you don't fail the module. So we've asked people that. Are you surprised by that?

**DAVID:**

No, no, it's great. I mean, aim high, push yourself. I'm not saying don't do that. But I'm saying also enjoy it while you're doing it. It's a real balance. One tip that-- I as a student. All right. It's back in the '70s. Life was very different then, but it still stands-- was if you've got 20 things to say in your essay as part of your argument, say 8 of them.

And instead of making it about quantity, make it about quality. Deepen your argument. Make connections. This is standard "how to write an essay" stuff. But it's a really good tip. I tell my second and third level students this. They I think I'm mad. They think I want-- they think their essay is for me to show them-- is for me to see how clever they are. It's not about that. It's about for you to test yourself, push yourself, but to deepen arguments and make connections in arguments.

I encourage my students-- it's blasphemous-- not to end their conclusion in their essay which states this-- in an essay, you're supposed to say what are you going to say, say it, tell the tutor what you've said. I change that third one. I say, no, hit me with something. Hit me with something really surprising. Say you've been to say Ian McKellen in King Lear, and he said, this, and it made you think of this. And you're able to connect it to the argument. That's fantastic. Yeah?

Surprise your tutor. Surprise yourself. If it doesn't work and your tutor says, that going on Student Hub Live is talking nonsense, forget it--

**KAREN FOLEY:**

No new information in your conclusion. Ha, ha, ha. I would say that.

**DAVID:**

But I think it actually shows that people are beginning to make connection. It doesn't mean you don't answer the question. It doesn't mean you come to a satisfactory ending to the essay. But somehow you kind of leave the tutor thinking even more about what your essay is. Get off to a good start, cut down the 20 points to 8, end on a high. Yeah.

**KAREN FOLEY:**

Well, we also asked people about whether they thought their expectations were realistic for



this very high over 70%, and let's see what they said. 85% said, yes, they think their expectations are realistic. HJ, what you're talking about?

**HJ:** We're talking about a lot, but I know Kazia says, "Can this guy be my tutor? He's brilliant." And I think we all agree. And Joe says, "Very enlightening advice. It's poignant for me that I've chosen to study my MA where my daughter's gone to university." So it's great advice for your daughter, too.

And we had a lovely comment on Twitter as well. So we asked people, what do you want to achieve? And Kvet says, "Just to get the best out of my MSc course and apply it positively in my community," which I think is fantastic.

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

**DAVID:** That is absolutely brilliant.

**HJ:** But we also had Peter, who has been a bit worried about achieving pass mark of 40. But we've had-- there's so much support and great advice from your tutor and in the TMA guidance that it's only the basic things that you need to pass, like looking at you module materials and trying to answer the questions. So you'll definitely get that pass mark.

**KAREN FOLEY:** And we've got a boot camp special that's all about assessments and understanding how to decipher what the weighting is in your module and even to what extent that module makes up the grade for the overall qualifications. That So be going through all of that on Monday. So do join us for that event.

David, you mentioned before like this 20 things thing, and you saying put 8 in your assignment. But I wonder about looking at quantities in terms of how much you've got on. And sometimes you might be an incredibly bright student, but like I was saying before, some things might happen, and you don't have as much time.

What advice do you give people about this ratio between effort and energy and how that can fluctuate? And I guess why setting expectations needs to be something that we're often thinking about? We can't just sort of have this constant figure, even though it's nice to have a ballpark.

**DAVID:** Yeah. I don't know. I just think if students ring me up and say that, I've got a really busy weekend. My daughter's getting married. I won't be able to do the essay. Is there any chance

of an extension? Uh, yes. Of course there is. I want them to go through whatever it is.

**KAREN FOLEY:** No wonder everyone wants you for your tutor, ha, ha ha.

**DAVID:** Manchester United are playing away at Birmy. I'll have to go. It's a really important on. Of course, you have to go. Because actually something might happen there. I think embrace it. It is a balance, though. Of course. I'm not telling students not to work hard. Really work hard. I work really hard.

What I'm saying is it wasn't until my third or fourth year when I started to embrace everything else connected to it. I mean, someone just said about they want to do well because they want to give something back to their community. I mean, god, that is so moving. You don't have to get 100%.

**KAREN FOLEY:** And you go and give something to your community and go, I got a 74--

[LIGHT LAUGHTER]

**DAVID:** Exactly.

**KAREN FOLEY:** But for a grade sometimes they can seem so important. And I know when people get their feedback, they look at the grade. And the grade seems to matter so much. But it's what you're saying. It matters less over time. So while something can seem like the be all and end all in that given moment, actually, it's about the experience. It's about thinking about what you're doing this degree for that's more important in a long time.

**DAVID:** I also think that it's a responsibility if the tutor-- and they will do it, and if they don't do it, have a word with them-- to back up kind of some of the stuff we're saying here. Because what you want in your TMA feedback is, this is what you should-- you want, thank you for submitting the essay. Well done. I really enjoyed reading it. All the nice things.

But you also want, this is what you need to do for TMA 02 for your second essay. But if you get 100%, it's quite hard to find that. Here's a cliché for you. Actually, the more you fail, the more you will learn, the more you will adapt to the truth of what's happened. So I failed terribly for the first couple of years as a student. I now work as an Open University tutor. Some people might say, big deal. But that's a huge journey from where I was.

**KAREN FOLEY:** [INAUDIBLE] Peter have just been saying that.

**DAVID:** And it's because I failed sometimes. And it's OK to fail, and you will learn from your mistakes. In the theatre, he says-- love it-- if a rehearsal works, I'm worried. I don't want to rehearsal to work. I want us to fail, fail, and fail again. And we go home, we sleep on it, and we all come back and think now, let's try something different. If we succeed day one at a rehearsal, the play's not worth-- excuse me-- the play's not worth doing.

And it's true about essays. Actually, get 43% because you'll get such great feedback from your tutor. You'll get it as well as 100%. Don't get me wrong. They should still say what you've done right here and still be encouraging. But can you see? It's obvious, isn't it? That actually a couple of failures thrown in there will actually build much more secure foundation.

**KAREN FOLEY:** No, absolutely. Absolutely. They're loving this in the chat. I wish we could go on all night. Rachel says, can David come to every Student Hub Live? I think you are coming anyway.

[LAUGHTER]

I think we should do an all night one.

**KAREN FOLEY:** We should. We should. And then have a little rave in the library when its closed. Sneak past security. And Terry's never seen *Educating Rita* so she's going to, ah--

**DAVID:** Do look at the film. But if you can see the play as well, it's same thing, but they're very different as well. But the film is actually very, very good, too.

**KAREN FOLEY:** Excellent. OK. So fill in the rest of the widgets if you haven't already. I just want to take a quick trip to HJ to find out what other things are going on.

**HJ:** I'd just like to read Fran's comment. She said, "Great wisdom coming out of this evening," which is fantastic. She's really busy serving dinner so she is about to go off. But Joanna says, "Sometimes it feels getting a low grade means I haven't worked well up to the TMA, and I start to panic."

But as David said that it's all about the feedback you get and building yourself up. I remember I failed a module. I've failed TMAs and got scores that I didn't expect. But just talking to you teacher and saying, oh, could you help me out with this? What pointers would you suggest overall? And that's the best thing that you can do. And of course, go to our assignment workshop next week.

**KAREN FOLEY:** Yes. Good plug. What do you do, David, when you've got students who may have achieved really well and then all of a sudden their grades drop? What do you do? Do you think they haven't worked so hard?

**DAVID:** No, no, no. You mean during the same module during same year?

**KAREN FOLEY:** Yeah.

**DAVID:** Well, yeah. I mean, hopefully they would talk to me about it. I certainly would expect a tutor to maybe contact the student. But take the bull by the horns. Contact-- contact your tutor. Say I'm not quite sure. Is there something I'm doing wrong? It often happens when there's EMA, you know, the--

**KAREN FOLEY:** End of module assessment.

**DAVID:** End of module assessment. Of course. Or in an exam, as it used to be, where there's a drop off. And that's-- that's not that surprising. But I would see it as a rolling journey. And if there are some problems along the way, I think it is probably useful to talk to your tutor about that. Because suddenly you might have just taken a wrong turn on something, and it'd be useful to get back on that path or for the tutor to help you to get back on the path. Sorry, I'm full of metaphors and stories.

**KAREN FOLEY:** No, we're loving. Fran's had to go now. Everyone in the chat is being all friendly. So bye Fran. She's got to go and do dinner and things. We'll have to catch up later. And come to the boot camp. We'll feel like a reunion then on Monday.

So no, that's been an amazing session, David. And if nothing else, I think aside from this whole idea about it's OK to fail, and it's really important to enjoy the journey and take hold of your degree and take some agency over the whole thing-- because you are in control of it, and actually you can choose what you're going to achieve, and it doesn't have to be over 85%. So it's really important to create that space for students to think about.

**DAVID:** I think when you all get to your graduation and the vice-chancellor shakes your hand and says, well done, he's not saying well done because got pass 1. He's saying well done because you've achieved the journey you've set out to achieve, and you've done it. Well done for you. Absolutely.

**KAREN FOLEY:** Aw, wonderful. Thanks so much for coming out. Will you back again?

**DAVID:** Absolutely. Love it. Thank you. Better than working.

[LAUGHTER]

**KAREN FOLEY:** Wonderful. Well, that's all we've got time for tonight. HJ, what are your final thoughts?

**HJ:** Well, I think as always we've had a fantastic time in the chat. Thank you to everyone who shared their tips and their ideas with me. I've put some of my favourite on the board. And there's study mugs and pictures. It's been fantastic. I really hope we can catch up next week and see how you're getting on when you've started on your assignments.

But I'd just like to finish up with some comments as well. So we did ask on a widget if everyone's learned something new today. And they have, and definitely Ronald, who's 72-- an older student-- and learning how to use emojis.

**KAREN FOLEY:** [INAUDIBLE] young Ronald.

**DAVID:** Young at heart, isn't it? But Ronald says "You can teach an old dog new tricks." and we're really pleased that he's learned how to use these emojis, and we've had lots of smiley faces in the chats. And Amanda said, "She was feeling a bit anxious, but now with all this Student Hub Live stuff all the anxieties have been alleviated." And Deborah is just glad that she's found out about there's so much going on at the OU that we didn't know about before, and we've learnt today.

So yes, thank you for everyone for joining us. Remember to keep in touch. We've got an email-- StudentHub@open.ac.uk-- an our Twitter-- @StudentHubLive. And I'm looking forward to see you in the chat again.

**KAREN FOLEY:** Aw, thanks HJ. You've done a brilliant job as have other people on the hot desk, and in particular, you at home. You've been so kind sharing your ideas and support for each other. It really has been wonderful. So thank you for coming along.

If you're watching us on Catch Up, come to our next live event, which is on Monday the 9th of October. That's going to be our assessment boot camp. It's going to be the last of our live events for a little while because then we're going to go do some assessment workshops. We're going to take a look at essay writing. So we're going to have some open, online rooms workshops with Isabella and I. Any essay-- you bring it along-- and we'll talk about process

and content words, et cetera. And on Monday, we're going to take a look at some of those skills that are very important in unpacking your assessments and doing well.

Everyone has been incredible on this programme so thank you as well to all of my guests who've come here. And thank you to our crew who've done a fabulous job also. That's all from us tonight at the Student Hub Live. Do check out the Catch Up, come to our event next Monday, and we'll see you very soon. Bye for now.