A04 Interview Audio

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study, year, questions, feel, medical conditions, affected, people, home, chiropractic, deadline, understand, plays, support, stress, thought, spend, exams, survey, bit, motivation

**SPEAKERS**

Participant A04, Philip Dewhurst

**ANONYMISATION**

Pseudonyms used in place of real names. Locations redacted or names changed. Personal information redacted.

**Philip Dewhurst** 00:05

Okay. Ready to start? Okay, so first question is, why did you decide to be a chiropractor?

**Participant A04** 00:15

Oh, um, well, I, when I was little, I used to get *medical condition* a lot. And nobody really knew what they were and they still don't really know what they are. But seeing a chiropractor was the only thing that sort of helped relieve them. So sort of when I was seven, I was seven. I was like, Oh, well, I want to help people. This is really cool. I'll go do that. And since then, it's not particularly changed. I looked at maybe being a doctor or maybe doing midwifery or something like that. But I think chiropractic was a firm thing that sort of helped me and made me think, oh, I want to I want to do this. I want to help other people, too. So, yeah,

**Philip Dewhurst** 01:04

so it's been there for a long time, then that that wanting to do it?

**Participant A04** 01:09

Yeah, quite, quite well. Yeah.

**Philip Dewhurst** 01:12

Okay. Let's get us interesting. So why why did you choose AECC?

**Participant A04** 01:18

Um, well, I liked the campus. I like the atmosphere. I like the staff in the way that the open day was sort of given to us and we were shown around and it's a lovely place. I like Bournemouth. I wasn't, of the four choices I had, because I joined in 2018. So it's the first year London opened. London didn't have any facilities, they didn't have a head of course, they didn't have any of their sort of staff lined up when I went for interview. So I thought maybe not there. McTimoney is very close to home for me. And I kind of wanted to move away. Like at this point, I didn't know the differences between different chiropractic colleges, particularly. But I kind of wanted a chance to move away from home and go do my own thing. And then Wales was felt like too far to go. And it was quite secluded that you had main campus. And then chiropractic was down over here. So I just liked the fact that it felt very integral here.

**Philip Dewhurst** 02:32

Interesting. So tell me a little bit about school, college A levels, etc. Did you? What type of school was it? Was it state school grammar.

**Participant A04** 02:46

It was a good state school. A lot of people used to go there. And I did both my GCSEs and my A levels at the same school. I think I had 10 or 10 GCSEs. And then my A levels. I took biology, chemistry, maths. And at AS I took food science. Yeah, I've really enjoyed them. I did quite well. But they didn't. They didn't think I was going to at the end of year 12. Towards the end of year 12, year 13. Well, they call me and call my parents in and said, you probably need to consider retaking year 13. We're happy to have her here. I just hadn't been doing very well. I've been quite ill. With the *medical conditions* again, really? So. But I haven't I didn't want to stay there any longer. So I don't know what I'm getting out of here. Well, I can.

**Philip Dewhurst** 03:43

Okay. I didn't want to wait. So. So did you. Did you exceed their expectations? And did you how did you get, like, not have to repeat the year.

**Participant A04** 03:56

Um, I think my parents sent me on some revision courses which were very, they were really useful. They were I don't think I'd have done as well without them. But the teachers and those just had a different way of explaining things and they they had more time to spend with you and go through it. So at GCSE. I spent a lot of time with my teachers going through it but A level, they didn't just they didn't have as much time to go through all the content with me again. So I think I find it harder to it takes me a while to get my head around things. So they just have more time to spend with me and more time to go over things.

**Philip Dewhurst** 04:37

Okay, so that was sort of private tutoring sort of,

**Participant A04** 04:41

yeah. And I've had sort of tutoring since I was six or seven. I was quite dyslexic when I was younger, and then I worked with a dyslexic tutor. For years from when I was like 6/7 to when I was 16, so I worked with her for ages. And it was the same one, which was lovely. I had to continuality. But it gave me a lot of strategies on how to manage things, which was really

**Philip Dewhurst** 05:15

that leads me on really nicely actually into my next question, if that's okay, which. So from from the data that I've, that I've got from the first part of the study in the survey, I saw that you had an additional learning need or had additional learning support, but didn't know what it was. So you've said, dyslexia? So how do you do you see that as having an effect at all on your studies on your education,

**Participant A04** 05:42

I see it as having less of an effect than my *medical conditions* do. I was really, really behind on everything. But working with this tutor, I sort of built up and through GCSE, my teachers at school were really good. So I just, I built up and built up and worked really hard on it. And I still, reading things in particular fonts or trying to read things quickly, or trying to type things or write things quickly. Doesn't doesn't work particularly well. And trying to read a particularly articles where the wordings very particular, it's not the most simple, easy to follow thing, I get quite lost quite often. So I have to break it down and go through it now to say, so what are they trying to say, and this is what they're trying to say in this sentence and work through it like that. Which does take longer, but it is what it is. And I've got extra time in exams at that school. And here, which gives me time to actually understand what the question is trying to ask me. And gives me time to write more slowly. So I got more time to think about the words and how they're spelt and how to put them all together. But with *medical conditions*, I've just, I've had a lot of issues throughout school with them. Like I missed most of my summer term of year eight, so when I was 13 I missed the summer time of school, because of them. And yeah, they're they're more difficult, I think that's also plays a role in processing things. Because when something hurts, you don't really want to focus on on reading or writing or looking at screens.

**Philip Dewhurst** 07:50

Okay. So would you say that your your Dyslexia has in any way? Do you feel it's affected your ability to achieve the grades in any way? Do you think is held you back at all or not? You don't see it that way?

**Participant A04** 08:11

No, I think I have to work harder, and it takes longer, but I don't necessarily see it is having an impact on my work. Especially not sort of the coursework stuff where I've got time to think about it.

**Philip Dewhurst** 08:25

Okay, good. Okay. I'm just gonna flip over here to look at that. So sort of on a similar similar theme of the ALN, I was going to ask about mitigating circumstances. Because in year two, I think you you applied for circumstances. So don't need to go into the, into the detail. You don't have to say anything you don't want to I was just curious to understand a bit more. How having a mitigating circumstance can affect you when you're when you're studying when you're preparing for assessments. And, and if again, if you feel that that has an effect on your your performance overall.

**Participant A04** 09:18

Well, was it it was just, I was at home, at home home. And it was like the deadline was at 12. And I tried to submit it quarter to 12. And literally, I should have given myself more time to do it and everything. And I I know that and that's something I've learned. Submit it the night before that the internet just went our villages notorious for unreliable internet. So it was it was difficult, because I guess here it's done. I've just learned there's nothing I can do. There's no way that we don't have that I tried to use 4G or whatever, and it just it still wasn't working. And so it was a little bit stressful. And I knew it probably wouldn't go through. But I thought it was better to try then to just leave it. But I don't think particularly affected the standard on my other work.

**Philip Dewhurst** 10:20

That was very much a technology problem.

**Participant A04** 10:26

Yeah, definitely.

**Philip Dewhurst** 10:29

So overall, got some, some figures here from across the course. So your attendance as been high. In year three, you had 100% attendance. In year two, it was 87. And in year one, it was 86. And your your grades have been have gone in year one, you had an a and year average of 78. And in year two 74, and in year three 69. So, just again, just just sort of interested in your perspective, because your attendance seems to have gone up, and your grades have ever slightly gone down over that time and do you see a relationship there at all. Do you? Do you understand why that may have happened? Or what what might you think has affected or happened over that period of time.

**Participant A04** 11:29

I'm not too sure. To be honest, I thought my grades might have gone down in year two, because a family member died in January. And that was a big thing for the entirety of my family. He, he, you live half a mile down the road. And we saw him every other day. And, and it was a lot for my mum especially. She's never particularly moved far from home, she's always seen him sort of every day or every other day. And so she was really struggling. And we've got quite a big family. And I'm the oldest. And my youngest brother especially was struggling. But my mum. Although my mum was helping him, he, he could tell that she was upset and very upset. So he spent lots of time calling me and going I miss him. And so he had also chats about that. And obviously, I was sad about it too. So that that took a toll for quite a long time. And then obviously, we have COVID. And we all went home and everything was online. And being at home home is loud and noisy. And there's not particularly many places to concentrate. Just with the amount of people who are there. And we're also doing work or, like I took the same subjects at A Level my sister took and she took all of her. My younger sister took all of her sort of eight levels online. And she was getting very flustered and quite frustrated with a lot of the work. So it'd be how do I do this? How do I do this. And I just didn't really cross my mind that I had other things to do as well. In year three, I think I just struggled with the amount of things that were online. I struggled to look at a screen for long periods of time and to concentrate for long periods of time. And I think it was through no fault of the uni or no fault of anyone but just not having that face to face and not having that chance to go up and ask questions at the end of lectures or to feel, not feel as able to ask questions, but less inclined to ask questions because to a screen and there's everybody else is listening and all the rest of it. I think just that step back from support probably played a role.

**Philip Dewhurst** 14:09

Okay, right. Let's, let's move on. So, and I just mean, because that's really interesting to, to hear. It can sometimes be quite reflective for yourself to talk about that, and explore some of the things so thank you. So tell me from your experience now, at the end or towards the end of the course. What's been your biggest challenge during your your studies at the University

**Participant A04** 15:00

I think keeping on top of work there, I enjoy the learning. I enjoy everything I'm learning, I find it really interesting. But the amount I have to do I find very challenging. And I have to be very honest to myself, I know I tend to bury my head in the sand when I feel overwhelmed. So yeah, keeping on top. And I facing what I have to do, has been the most challenging part. Once I've started, I really enjoy it. I really liked writing the essays. And I really liked finding the research and I like exploring what we've learned. But just when I'm faced with okay, you have this to do and this to do and this to do and you got to revise for these exams over here. I, I get a bit flustered and shut down.

**Philip Dewhurst** 15:57

Okay. Fair enough. So is that more around the facing the reality? Is that in the preparation of the time management side of things,

**Participant A04** 16:08

the organisation Yeah, and the time management, preparation, the motivation to get it done.

**Philip Dewhurst** 16:15

Okay. All right, we'll come back to motivation later. So from and from your time, you said, your biggest challenge, what do you think has affected your learning the most over your over the duration of the course? Be it positive or negative?

**Participant A04** 16:33

Um probably, I still get *medical conditions* a lot. And they do wipe me for a bit say, probably that. Yeah, probably *medical conditions*. Right. I enjoy the course. I want to be there. I want to be there learning. Sometimes you just can’t.

**Philip Dewhurst** 17:08

Yeah. Okay. And with with the *medical conditions*? I mean, how, just curious as to in terms of this is a massive thing for you. How would you how would you feel the university has? Or how widely known I suppose what I'm trying to ask is it that you when you're you have these *medical conditions* and it can affect you in terms of how staff can support you or other students support you? Is it something that you've talked about? Or is it something you keep to yourself and you manage yourself

**Participant A04** 17:49

is? Well, I've had a constant *medical condition* since I was 13. I don't go a day without one. Sometimes it's better sometimes it's really not very good. And we've explored a lot of different things and a lot of different options on how to treat it and how, like, anyway, to find some relief, like we tried that it's a different pills. We've tried acupuncture, we tried sports massage, we've tried chiropractic, we've tried everything under the sun, we've tried pills, we've tried, like spinal nerve blocks in the top of my spine. None of it has particularly worked. So there's not a lot anyone can do. Okay. Um, so I don't like my friends, most of them know, but I don't mention it very often. And sort of, once every two, three months, sort of wipes me out for three days in bed, and I'll just sleep just because you go to a point and then you can't go any further. And your body sort of forces you to stop and relax and but you come out the other side not feeling much better. But at least you have the energy to keep going keep keep learning and doing everything you want to do. So I think, I don't think many staff know. But several of my friends are aware, but I don't think they know to what extent and then I think my housemates, another levelling say see me one well, they don't see me for three days. But I don't think I think it's very hard to share how much it affects your life. And I I did that when I was at school trying to explain it but I've kind of got to the point where it's, it's not worth it because I don't I don't want people to pity me. Right? That's, that's not what I want. I'm not there for I don't want to play that card basically. But like, you get to a point where it's frustrating to try and explain. So you just don't bother. Because it's hard to understand I guess

**Philip Dewhurst** 20:27

Yeah. Okay. Thank you. So, I was gonna move on then to very different subject. So this is moving more towards the survey type data. And there were some questions in there around finances and how you're supporting your studies. And after the survey, I kind of subgrouped these into essentially those who are dependent on a loan and those that are funding for themselves. So, so you fell into the sort of dependent category in terms of loans and things? So in terms of that, how has, you know, the fact that you are reliant on on loans, student loan, etc? How has that affected your studies? Is that something that you think about in any way? Does it cause you any stress or anxiety or any pressure or anything like that, from having those loans?

**Participant A04** 22:01

It's something I think about more this year, definitely, our rent went up last year, and it makes it a lot tighter. So that's something that I do worry and is concerning. Especially sort of this time of year where you're coming to the end of an instalment. It does tend to get quite tight. But I've worked from when I was 16. And over the summer holidays is when I go home as well, to try and just bolster what I've got. So this year, so that I did that all the way up until last year, but this year, I've not been able to because we don't have as long holidays, which is another factor that plays into it. So I had some leftover from sort of working throughout the summer. And throughout Christmas and Easter holidays in year two and year three. So those savings are sort of helping get through. But yeah, it is tight. And that you still want to go out and you still want to socialise, you still want to see everyone but sometimes you just pick and choose which ones you want to go to. It does cause stress when sort of rents during and I might have to find another way of getting around that. But yeah, coming sort of closer to the end now. So.

**Philip Dewhurst** 23:34

So it's something that's more on your mind now?

**Participant A04** 23:38

Yeah, definitely. Okay.

**Philip Dewhurst** 23:42

So and then, also from your survey, there was question around clubs and sort of social activities. And you tick the box that was for other clubs. And I think I've seen that. There was a list of different sort of examples. And I think from memory, you ticked the other club, whatever sports and other and then there was a question about how much time whether the time has increased decreased or is about the same and he said it's about the same. So just curious to explore the sorts of clubs and the time that you you spend on those clubs and again, does that have a positive or a negative impact on on your study and your performance?

**Participant A04** 24:34

So I go, I can't remember why I clicked other unless I was thinking maybe like student club related things, events. I go to sports normally once a week because I'm in clinic when they train in the gym. And I really enjoy it. I find it really stress relieving. It's a nice social atmosphere you get to run around do some exercise, feel good. And it's really a nice group of girls. And we really get along and have a laugh. So I found that really nice, it's just to take a step away from working in everything. So I probably I do that less often than it had in previous years. Because we, we train twice a week, but I can't go to one of the trainings this week, this year. And I, we, I used to play in a lot of games, but I don't do that as much now. And then with student related activities, it's obviously takes up quite a lot of time. But I've enjoyed that as well. And I think I've definitely grown as a person from doing it. So I've met a really amazing bunch of people who I wouldn't have really got to know otherwise. So that took takes a lot of time. I'm very still very happy. I've done it. I'm very proud of myself for the things that I've achieved while doing it. So does that answer the question?

**Philip Dewhurst** 26:01

I was just thinking, when you said there about sportes is it's a good way to kind of unwind. So do you feel that you need that release that escape? Is that something that, you know, overall is beneficial to you and how you approach your academic studies?

**Participant A04** 26:21

I think so I think it's just, it makes you take a step away from the studying, the learning. And it's something to do other than go to the bar and drink it. It makes you feel good for being there and feel good for doing it. And it creates that support network through through the years actually see, you meet people from all yours in all schools. So yeah, I thought I found it really beneficial. And I'd recommend it to anyone who was at uni.

**Philip Dewhurst** 27:00

Okay, brilliant. So moving on, then too hours spent in study. So outside of classes. So you said that you spend around 11 to 15 hours a week in private study time. So so how would you? How would you use that time? And if you had more time or less time, do you think that would have an impact on your on your performance overall?

**Participant A04** 27:31

Yeah, so I tend to do it a couple of hours a day, sometimes I do it in the morning, sometimes the evening, just sort of when I have time. And it sort of depends on what I've got coming up or what we've already covered. So if I've got deadlines or exams, or coursework coming up, I'll focus more on those during those study periods. And sometimes I break them up into smaller chunks and go Well, for the first 45 minutes, I'll focus on the essay I've got you in in two weeks. And then the other The rest are spend on the lecture we did earlier because I didn't really understand it. So it sometimes I break it down and go over multiple things. And sometimes I sort of get on a roll with one thing, and I'll just work through. Sometimes I go longer, sometimes I'll just sit if I'm in a roll on a roll, I'll just sit in our work. And I can work for anything up to sort of six hours depending on how often I'm looking at a screen how often and how good I'm feeling. How in the zone I guess I am. I think definitely around hand in periods, I do a lot more just because I want to get it right. And I think that stress sort of motivates me as well as stress of a deadline I've found beneficial, definitely for getting work done. So yeah, sometimes it breaks it up sometimes it's what we've done in class, sometimes it's suddenly someone's mentioned in clinic or a condition that I'm not particularly aware of, but I've got a patient coming in with it. So I'll look that up, or do some coursework or research or go over lectures, which I didn't like feel like I've fully got or prepare for the lectures that are coming up.

**Philip Dewhurst** 29:28

So if you if you had done over the course of the degree if you had done less time studying or done more time, do you think I would have changed your your grades at the end of the year?

**Participant A04** 29:41

Yeah I felt I always get to the point where I feel like I could have done more study. I could have done more and I would have gone better because there's always something I feel like I've not covered. And I do think less time would have an impact as well. I don't feel like I'd be as confident and I wouldn't. I don't feel like I'd have got as far with as good grades if I hadn't done as much. So I think definitely more will be beneficial. But it's a case of balancing sort of health and stress and everything with it at the same time.

**Philip Dewhurst** 30:21

All right. And the only one you were talking about motivation, and how motivated you were. So, I mean, from from the answers in your survey, you certainly seem to have a high level of motivation. And then at the beginning of the course, were highly motivated. And, you know, knowing that this is something you've wanted to do for many years, that probably played a part in that. Has that has that motivation level stayed the same across the across the course? Do you think?

**Participant A04** 30:52

Um, I think so. I'm still, I still want to do well, I'm still really, that is a big thing for me, I want I want to achieve good grades, and I want to be good at what I do. And I want to make my family proud. And oh, all the rest of it. I think sometimes circumstances change, and that makes it more difficult to achieve those things. And sort of motivation, peeks and troughs. Sometimes I feel really motivated to do something sometimes I just don't. So it's, I think it's just a balancing act for may different things. But overall, I think it's remained high.

**Philip Dewhurst** 31:42

Alright. So what's what's kind of what really motivates what, what gets you out of bed in the morning, kind of thing, what what is, really gets you wanting to engage with something?

**Participant A04** 31:57

um, sometimes wanting to understand it. Sometimes the stress of having to get it done. Sometimes it's you want to learn, you want to understand how this mechanism works, or how that affects something else. And I want to be a chiropractor is sort of what I've always wanted to do. So I don't I don't really have a backup plan to this. That's, that's good motivation, I guess, it'ss what I want to do. So you got to do the work to get better, I guess.

**Philip Dewhurst** 32:45

And do you feel that you're driven more by that "I want to be a chiropractor, I want to be the best I can be"? Or more by the deadlines? And kind of the Yeah, this has to be done by a certain time kind of what what drives you? What motivates you more? Is it your own intrinsic driver? Is it those external?

**Participant A04** 33:10

I think it's definately the external drive. I do feel I feel like I do have internal drive as well. I do want to do this. But the external deadlines and the stress with that, I think is what motivates me the most, because it has to be done by this point.

**Philip Dewhurst** 33:32

Or do you feel that because it has to be done that you enjoy it as much where you understand it, as well as if it's something that you want to do, because you want to do it?

**Participant A04** 33:49

In a way, I know how I felt like I still I don't feel like I take as much time to go over everything. But I still feel like I get a round sort of understanding and a knowledge of what I'm looking at before I sort of include it in any of my coursework or any of my deadlines. So I think although I don't take as much time to go over it, and I don't get as in depth of an understanding. When I'm doing it for a deadline, I look at a wider scope of things. So I learned less about more things. I feel like when I'm doing it

**Philip Dewhurst** 34:33

Okay. So overall, from your your time here at AECC is it what you were expecting? In terms of the university, the course? Everything that has happened in the last few years? Is it what you signed up for?

**Participant A04** 34:57

I think so, but with the caveat that I didn't really know what I was expecting. Um, I had my chiropractor at home was McTimoney. So it was a bit of a shock. Not really a shock, but I knew there were different techniques, but I didn't realise how different they were or the different philosophies or that if the internal debate with chiropractic, I didn't realise that was such a thing? I guess I think I've been I've enjoyed the course. And I don't really know. I don't really know what I was expecting when I joined. But I think it's met any expectations I did have. It was just a bit of a shock with the amount of sort of internal politics and the different things like that.

**Philip Dewhurst** 35:54

So at the profession level as opposed to,

**Participant A04** 35:58

I think so rather than the course. Yeah.

**Philip Dewhurst** 36:01

And when you say you weren't sure what to expect? So what were you expecting?

**Participant A04** 36:08

Um, I don't really know, I thought I'd come in, I thought, I'd learned about the anatomy of things that I'd really only ever seen a chiropractor for muscular skeletal things myself. And when I observed chiropractors, they only seem to treat muscular skeletal things. So the neurology side of things was new. And I don't think I was particularly expecting that I wasn't expecting to go into wet lab and see bodies or anything like that. But it was really interesting. It was really beneficial to do those things. But yeah, I guess I was just expecting I'd learn the anatomy. I'd learned the techniques. I've learned how to talk to patients, and then you chuck me in clinic in that beer.

**Philip Dewhurst** 36:55

Okay, so, yeah, so fair enough.

**Participant A04** 37:00

I didn't, yeah, I hadn't really thought about all the intricacies of everything that plays into it, I guess. Okay.

**Philip Dewhurst** 37:11

All right. So when it comes to studying, last few questions, now, when it comes to your study, what's your preferences for how you go about your learning? You said a little bit earlier on about how you break up your time. So is there is there a particular way that you approach your studying your when you're revising, or anything like that?

**Participant A04** 37:34

I think, I start with sort of the lectures or the content. And I'll go over that and make sure I understand what's being said in each part. And then I'll try and condense it. So that I've got some notes to look back on that I understand. And which are shorter than the main bulk of the text. And then I try to think about how to explain it to somebody who doesn't really understand or didn't have any training and what's going on. And then I just, I come back to those cards, and I spend a lot of time with them. Before University, I did a lot of past paper questions. That was my mind were studying. But we didn't have that when we came here. So I had to adapt and try different things. I feel like, past paper questions is my best way of revising. The one I found most beneficial. Just because I feel like answering the questions tends to be my biggest struggle. Understanding what people are asking for or, or how they, reading the question and getting it done in the time. It has been that stress, which limits me I think more. But yeah, I just work through them one by one, try and condense it and try and understand it, I think.

**Philip Dewhurst** 39:08

And over the time that you've been studying here. How important has it been to have friends, groups of friends? Do you study in a group? Or do you prefer studying on your own? And kind of how do they if you're working in a group, how does that? How does that work? What's the sort of dynamic in that group?

**Participant A04** 39:32

Um, I think you need a balance of both really, I like studying on my own, but then I also like studying with other people because they come at it with a different approach, or they found different ways of remembering things. So in my first couple of years, I was in a study group with a couple of other girls and like we each learn a section of the self taught stuff and then came and taught each other. And then people would ask you questions on the Are you've like sort of learnt? And you'd be like, Oh, actually, I hadn't thought about that part of it that how does that relate to the rest of it? So I think having those opportunities is really important as well. Because you can motivate each other to, it's that sort of it, you're giving yourself an external deadline to learn things by as well, which I found useful. Okay,

**Philip Dewhurst** 40:24

that's good. And if you if you take studied in a different way, do you think your performance would have been any different grades would have been higher or lower if you hadn't had a group of people to work with?

**Participant A04** 40:40

I think so. I learned anatomy with one other girl. And we spent a lot of time going over, like working your way through the chapters of the book that we had, that the lecturer had made. And we'd ask each other questions on it. And we'd do like recall exercises and those kinds of things. And I don't think I'd have done as well in anatomy if I hadn't had that. So I think it definitely plays an important role.

**Philip Dewhurst** 41:08

How important is it for you to have support from your family and to have their support when you're coming to your studies?

**Participant A04** 41:28

I think it was really important. This helped me a lot in my first year. Because it was sort of first time away from home and getting used to doing everything. And it was also I lived on my own for the first week, because my housemates were in older years. And I found that really difficult. So I've gone, I'd never been alone before. That there's always somebody in the house, there's always someone doing something, there's always someone making noise. So it was just it was just getting used to the change in the fact that is a very different dynamic from home. So that I still talk to them a lot. But I used to go home or we used to, I used to talk to them sort of every day. And that was sort of every couple of days. And it's just, but as there's, there's, I feel like there's more to do this year. So I've not gone home as much. And there's more things that need my attention. So I haven't called them as much. It's just sort of the support has started to taper slightly. But in that first year, they were sort of a lifeline, especially as you're finding your feet. And you are with people, although you had friends that were people you hadn't known very long, so nothing felt particularly familiar. So I think I love talking to them. I call them quite often, but I don't need their support as much as the years have progressed.

**Philip Dewhurst** 43:11

Okay. Okay, so into the last couple of things now. What's the university done to support your education? And do you think that it's been effective, or has the University not done anything?

**Participant A04** 43:31

Well, Student Services helped me with my first year especially sort of coming in and to a new environment. Same with the SU was that that initial, make sure you get to know other people and people in the same situation as you and put you in contact with people who will probably be friends for the rest of your life. They will put on workshops, which I went to in my first year sort of referencing and how to present when you're doing group work, and those were really helpful. And the tutors have been really useful to that if you have a question most of them are very happy to sit down and go through it with you if you're not able to find the answer yourself. So there has been support there, which has been really useful.

**Philip Dewhurst** 44:20

Because on your survey, there was the the question about if at any stage you thought you wouldn't finish the course. And I think you your answer was that you felt that there was a time when you thought you wouldn't finish. So what why was that?

**Participant A04** 44:36

I think it was just like I had a bad spell with health and *medical condition*s for a little while. So in year, three, I think I think it was just before Christmas last year, not last year, the year before in that I just felt awful. Nothing was going in, I would sit in lectures because they were on a screen. But like, I didn't feel like I was learning anything. I didn't feel like I'd pick anything up. And I also didn't know what questions to ask because I just didn't understand it well enough for that. It felt like it was going one ear and out the other even though even if I was trying to concentrate. So I think that was that was tough. Yeah, just because I was like, nothing's clicking. Nothing's making sense. No matter how many times I kind of looked at it. And I think it was just because I was feeling really rundown. And like, I was struggling with health anyway. So I think that just compounded it.

**Philip Dewhurst** 45:53

What did you do? When you were like that?

**Participant A04** 45:57

Um, I went home for Christmas. I slept a lot. And just, I think having that reset, and then trying, again, starting again, with a lot of it. I don't I think you asked me earlier about why I don't feel I did as well. And that could have played a role in it. Just because I didn't have as much time to go over everything. But just having that time to close off from the world and try and get some kind, I think I started new pills with a GP, and just some kind of management and getting trying to get back on track.

**Philip Dewhurst** 46:44

All right. My final question, which is kind of the now that we were pretty much at the end of the interview, and you've just told me a lot, had some opportunities to reflect yourself. What would you say if you had to, what would you say has been the one biggest factor that's affected your, your performance over the duration of the course.

**Participant A04** 47:17

It is probably the *medical condition*. That just constantly there, they'd be the only thing that's constant day to day at the moment. So in that throughout that other things have come and gone, and maybe affected part of a course or an element or a unit or like an exam, but I think that has been the major factor is just, I don't like. I can wake up tomorrow and be okay, it's there. But I can manage or wake up tomorrow and It'd be terrible and not be able to get out of bed. But there's there's no saying that there's no way of telling and I think that's the biggest thing.

**Philip Dewhurst** 48:16

Well, thank you very much. Is, is there anything else that you wanted to talk about? Anything that we haven't covered? Or do you have any questions that you wanted to ask me?

**Participant A04** 48:28

I don't think so. I think most of it. Well, I think we've covered quite a lot to him. Thank you. Yeah, I don't really have anything to add.

**Philip Dewhurst** 48:40

Okay, that's fine. It's everything you wanted to add? No, no, no, no, no, I've done plenty of asking. No, it's just making sure it's part of the process that you're happy with everything. There's nothing else you wanted to ask or cover. So this has been from my point of view. Brilliant. Thank you for opening it up. And being really honest with that. And I know at times it was tough. And I appreciate you being honest.

**Participant A04** 49:07

It's not gonna help if I'm not honest

**Philip Dewhurst** 49:11

I know, I know. But, but say there's clearly the point of the study is to find out all the things that happen that we don't know about. And and you you've really been open and told us the sorts of things that can happen. So thank you very much for that.