0:0:0.0 --> 0:0:2.40  
Interviewer  
OK, app is recording so.

0:0:4.140 --> 0:0:5.780  
Interviewer  
I'm just sort my screens out.

0:0:7.460 --> 0:0:12.260  
Interviewer  
Fab OK, so tell me a little bit about yourself. Where did you grow up and how did you end up at X?

0:0:15.900 --> 0:0:23.700  
Student3  
Y, which is like, that's why I can subscribe. It's sort of suburbs of London and then we moved out towards.

0:0:24.820 --> 0:0:26.140  
Student3  
Z, which is?

0:0:29.350 --> 0:0:36.630  
Student3  
It's by chatting like it's hard to explain and it's mainly for my brother who had autism because there's a school around there that support him.

0:0:37.700 --> 0:0:42.900  
Student3  
And I probably actually wouldn't be coming to X if it wasn't a case of X scholars.

0:0:44.260 --> 0:1:5.580  
Student3  
Because I wasn't entirely sure I wanted to go, but the school I wounded in wound up in for sixth form really pushed going to random scholars, and I applied 'cause. I was thinking, well, either I go, I get some free food 'cause I was a residential and I thought that would be nice or I don't go and I've just applied and I've lost 5 minutes of time, so why not and?

0:1:7.510 --> 0:1:12.710  
Student3  
The reason I wasn't sure about coming was mainly because I didn't particularly know how student loans worked.

0:1:14.310 --> 0:1:26.150  
Student3  
Which is something that X scholars actually made me go. Well, if it's just a slightly higher tax bracket in a way of thinking about it, what's the point in not going? Because I would probably wind up earning more money.

0:1:26.270 --> 0:1:26.910  
Student3  
But yeah.

0:1:35.410 --> 0:1:35.930  
Interviewer  
Right, yeah.

0:1:28.750 --> 0:1:43.70  
Student3  
And I if I because I'm on the working for the programme now and now I sort of can see behind the scenes, if I'm guessing why I was going, I sort of was allowed to go. It's probably because the.

0:1:43.270 --> 0:1:45.70  
Student3  
Area I moved to.

0:1:46.400 --> 0:1:51.520  
Student3  
Well, it was very sort of not the highest up in the going to uni.

0:1:52.600 --> 0:1:56.120  
Student3  
Because it was right by a secondary school that was.

0:1:57.560 --> 0:2:3.600  
Student3  
I didn't go to it, but it is notorious for not being the greatest to be kind and yeah.

0:2:5.260 --> 0:2:5.380  
Student3  
But.

0:2:7.400 --> 0:2:18.480  
Student3  
Like, I wasn't entirely sure about going to any like and after realising that, first of all I enjoyed the residential and it was a nice time and.

0:2:20.220 --> 0:2:25.340  
Student3  
It's probably not gonna be as bad or as expensive as I thought it was gonna be.

0:2:27.300 --> 0:2:28.820  
Student3  
Sort of turned my mind.

0:2:29.700 --> 0:2:35.420  
Interviewer  
OK, excellent. What other plans did you have if you were not going to go to university? Were you thinking about other options?

0:2:36.770 --> 0:2:42.810  
Student3  
I'm going to be entirely honest. I had no clue. I had barely decided on what topic I wanted to take.

0:2:46.910 --> 0:2:47.110  
Student3  
Mm hmm.

0:2:43.140 --> 0:2:49.300  
Interviewer  
Yeah, yeah, fair enough. So you're just still figuring out at that point. Yeah, cool. And what are you studying now?

0:2:50.90 --> 0:2:51.650  
Student3  
I'm studying psychology.

0:2:52.60 --> 0:2:56.660  
Interviewer  
OK, great. And do you know what you wanna do in the future or seeing how it goes?

0:2:56.300 --> 0:2:56.740  
Student3  
Ha ha.

0:3:1.50 --> 0:3:1.610  
Interviewer  
OK.

0:2:57.520 --> 0:3:5.520  
Student3  
I'm thinking something in the clinical counselling side, not 100% certain yet 'cause, there's sort of a lot in there, but like that sort of area.

0:3:5.890 --> 0:3:17.810  
Interviewer  
Yeah, cool. OK. So we'll just talk a little bit about when you were. Yeah, back in that stage sort of thinking about university. So did your parents or carers go to university at all?

0:3:20.290 --> 0:3:30.730  
Student3  
My mom got accepted to go to university, but then she had to have my brother and that sort of throw off her plans that she never wound up going. My dad never really got the opportunity.

0:3:31.290 --> 0:3:37.570  
Interviewer  
OK. And how did you experience support from your family when you were applying to university?

0:3:41.10 --> 0:4:3.850  
Student3  
I don't think I've already talked about it with my mum and with my dad. It was just a case where I'd mentioned I was planning on going after the programme because I enjoyed it and he was just supportive and he trusted me to figure it out and if I needed any help to talk to him. But he sort of openly told me I wouldn't really know what to do. I'll ask around if you need help, but that's the most I can do.

0:4:4.740 --> 0:4:10.860  
Interviewer  
OK. And what about at school or college? What support was available for your university application?

0:4:12.360 --> 0:4:16.920  
Student3  
I wound up going to a grammar school, so I was very much pushing going to.

0:4:27.180 --> 0:4:27.460  
Interviewer  
Yeah.

0:4:18.90 --> 0:4:33.250  
Student3  
Umm, you know, I say. And they offered a tonne of support, so that's why I didn't really have to ask my dad to ask around 'cause. I had like, a literal system of people helping me write my stuff and do things like that.

0:4:34.330 --> 0:4:36.490  
Student3  
Which really helped me in getting it done.

0:4:36.920 --> 0:4:40.840  
Interviewer  
So right there was that like writing the personal statement support and.

0:4:41.620 --> 0:4:44.940  
Student3  
Yeah, making sure what I'd wrote made sense and.

0:4:46.280 --> 0:4:49.720  
Student3  
Making sure I'd included everything that I should and I hadn't included anything that was like.

0:4:51.30 --> 0:4:52.150  
Student3  
Pointless, I guess.

0:4:57.650 --> 0:4:57.970  
Student3  
Oh yeah.

0:4:52.550 --> 0:5:6.230  
Interviewer  
Sure, yeah. And presumably they gave gave you information about the whole ukaf process and everything. Yeah, OK. Fantastic. And how do you feel about that level of support? Do you feel that it was enough support from your school?

0:5:7.70 --> 0:5:8.750  
Student3  
Oh yeah, definitely like.

0:5:9.990 --> 0:5:29.750  
Student3  
The only issues really came down to the fact that they were trying to do it for the entire sixth form and most of the kids were submitting it right at the end, which then led to a nightmare of we're trying to get around to everyone, but we're physically we're happened to do like 300 U CAS supports and then give feedback.

0:5:31.510 --> 0:5:35.590  
Student3  
All in one week. We're not going to get around to you the day of the next day or the day after that.

0:5:36.790 --> 0:5:40.590  
Interviewer  
Hmm. OK. Yeah. So they were, yeah. Doing their best. Yeah.

0:5:40.650 --> 0:5:40.770  
Student3  
Hmm.

0:5:41.530 --> 0:5:51.490  
Interviewer  
OK. And do you remember if any university ever sort of came into your school to talk about university or finance or anything like that?

0:6:17.130 --> 0:6:17.650  
Interviewer  
OK.

0:5:52.190 --> 0:6:17.990  
Student3  
Definitely it was. Well, they didn't talk about finance so much. It was the University of Z. I think they may have had a got a close relationship or some of their people may have had a close relationship with the leaders that are sixth form bit of my school because they came in four or five times. And to be honest it just sounded like they were two in their own horn going on about it and it was just really kind of put me off of them. So I didn't even bother applying to them.

0:6:18.500 --> 0:6:30.580  
Interviewer  
Interesting. So it was less informative about university in general and you felt like it was more kind of just advertising their uni. Is that you experience?

0:6:31.110 --> 0:6:54.30  
Student3  
Yeah, it's it felt like watching an advert on the TV is the best way I can describe it, because occasionally they'd mention something general, but since this is like after I'd went to X scholars, I was like OK, I already know this stuff. This is at the baseline, like the bare minimum you could mention about it. Like something that would be done in an introductory slide and then you're just only applying it to.

0:6:55.750 --> 0:7:1.310  
Student3  
The Z University and I don't particularly feel like going there, so it's kind of pointless to me.

0:7:2.280 --> 0:7:12.160  
Interviewer  
OK. Fair enough. That's interesting. Yeah. So it would be more useful if they'd kept it general so that it was information that you could apply to wherever you were thinking about going.

0:7:13.500 --> 0:7:21.20  
Interviewer  
Yeah. OK. And did most students in your sixth form end up going to university? I know you said there was a big emphasis on it. Did your friends end up going?

0:7:23.700 --> 0:7:25.940  
Student3  
Friends, there's five of them.

0:7:27.420 --> 0:7:29.500  
Student3  
Only one of them didn't wind up going.

0:7:30.280 --> 0:7:35.120  
Student3  
And they never really had any interest at all in university. So it's kind of expected.

0:7:35.850 --> 0:7:43.530  
Interviewer  
Yeah. So the majority of people were doing a sort of similar thing to you at a similar time. Yeah. And did you kind of?

0:7:45.10 --> 0:7:54.970  
Interviewer  
Support your peers and stuff with through that sort of support each other, and chat about applications and try and figure out finance together. Or were you doing it mainly on your own.

0:7:57.400 --> 0:8:7.320  
Student3  
We sort of were complaining about how complex the system is, but like it wasn't. We sort of helped each other through venting less so through actually helping 'cause we had like.

0:8:8.840 --> 0:8:11.960  
Student3  
Unofficial guides that we were given about how to get through it.

0:8:12.640 --> 0:8:16.760  
Interviewer  
OK, that you were given that by like your school or by other?

0:8:17.180 --> 0:8:24.740  
Student3  
Yeah, like in our prep time, we were pretty much given like short form guides on how to do it.

0:8:25.230 --> 0:8:28.550  
Interviewer  
OK, that did you find that useful? Having a guide?

0:8:29.40 --> 0:8:34.200  
Student3  
Yeah, 'cause, it's what gives you a step by step. So you'll never 'cause, especially UCAS there.

0:8:36.0 --> 0:8:37.480  
Student3  
UI is really confusing.

0:8:49.120 --> 0:8:49.360  
Interviewer  
Yeah.

0:8:39.60 --> 0:8:51.660  
Student3  
So having that sort of step by step, it means you don't. You don't get lost like looking through every single slide. It's just a case. OK, I've got to do that. OK, I'll look exclusively for that thing. Oh, there it is. I'll get that done on to the next thing.

0:9:4.510 --> 0:9:4.750  
Student3  
Yeah.

0:8:52.610 --> 0:9:12.130  
Interviewer  
OK. Yeah, that sounds like a really good idea. And then I suppose the school staff as well are not like having to answer the same questions loads of times, because it's everybody's kind of got it in a printed form where you can at least check first. Yeah. OK. Fantastic. Did you take part in any extra curricular activities at school or took form?

0:9:13.560 --> 0:9:22.240  
Student3  
I at 6 for my sort of got into debate club and I chaired it for the year 13 and I was just a member for year 12.

0:9:23.410 --> 0:9:32.330  
Interviewer  
Cool. And what did you think about your actually quick care about your debate? Did it in give you anything to sort of talk about for the university application or?

0:9:34.500 --> 0:9:46.780  
Student3  
I I think so. I'm. I'm gonna be honest. I don't have the greatest memories. I don't exactly remember what I wrote for at my personal statement. But I do remember mentioning it on there and saying it helped me with interpersonal skills and things like that.

0:9:47.80 --> 0:9:52.760  
Interviewer  
Yeah. OK. Do you feel like you've carried any of those skills through to university or?

0:9:53.360 --> 0:10:10.200  
Student3  
Oh, definitely. We've had two or three public speaking projects so far, and it's been a case where I'm hearing everyone else being somewhat nervous or somewhat sceptical and I'm just getting on with it and getting through it and enjoying it 'cause I like public speaking now.

0:10:10.900 --> 0:10:14.180  
Interviewer  
OK, fantastic. That's really good to hear. Nice.

0:10:20.140 --> 0:10:20.260  
Student3  
Hmm.

0:10:15.540 --> 0:10:27.620  
Interviewer  
You mentioned obviously that one of the main reasons why you might not have gone to university was your financial concerns. So can you tell me a little bit more about that and where you were able to get support and information around that?

0:10:29.460 --> 0:10:47.980  
Student3  
To at large, I already heard about. Oh, sorry. All I've really heard about university up to this point was it's 9 1/2 ish Grandy. Yeah, it's that much. And I was thinking, I don't have that much. And it's I heard it was going up to 27,000 at some point during the time I'd be going to university.

0:10:48.840 --> 0:10:58.0  
Student3  
Keep in mind this was like hearsay and things like overheard, not sorry. That doesn't sound like something I could afford if I couldn't afford 9 grand before that.

0:10:59.520 --> 0:11:20.520  
Student3  
And when I went to X scholars 'cause I hadn't really talked to him about finance. It was a case that I was made a it's like 5% of your money. When you own over 26 grand. And I realised that in the grand scheme of things, that is just a slightly higher tax bracket than the one you're in.

0:11:21.480 --> 0:11:28.920  
Student3  
And only if you're earning enough already that you can cover yourself for survival. So it's sort of just became a case I was thinking.

0:11:30.370 --> 0:11:37.290  
Student3  
Well, why not go? I I I do often hear people saying university is the time of their life.

0:11:38.570 --> 0:11:39.770  
Student3  
It seems like.

0:11:41.130 --> 0:11:48.490  
Student3  
It'll be worth it because our overall earn more money and it sounds like an enjoyable experience. I don't see any downsides.

0:11:50.30 --> 0:11:50.670  
Student3  
So.

0:11:57.210 --> 0:11:57.530  
Student3  
Yeah.

0:12:5.410 --> 0:12:5.890  
Student3  
Yeah.

0:11:51.60 --> 0:12:15.20  
Interviewer  
Great. Yeah, so. So X Scotland was the first time that you thought, oh, actually like, this is how the loan system works. And that's the repayments and therefore it becomes much more feasible than, yeah, trying to have to find 9 1/2 grand from nowhere, which would be challenging. OK. And did you have, like, stuff in school about finance or were they more focused on the process of applying?

0:12:16.710 --> 0:12:19.470  
Student3  
I think it is sort of based in when.

0:12:21.30 --> 0:12:28.310  
Student3  
X scholars happened because they did have at this point they hadn't really mentioned it because it was year 12.

0:12:28.430 --> 0:12:37.310  
Student3  
It's more so year 13, they started to get into the sort of first of all, they were going on for UCAS and applying to university and then they got into the finance.

0:12:38.950 --> 0:12:46.270  
Student3  
But they mainly let F do that, and F didn't describe it in all that of an impressive way.

0:12:46.630 --> 0:12:47.830  
Student3  
They sort of mentioned the statistics.

0:12:48.60 --> 0:13:0.620  
Student3  
Whereas at X scholars they mentioned the statistics and then gave examples and went like. For example, if you're in £42,000 a year, you only pay 300 and something a year or something. I can't remember the exact example.

0:13:0.685 --> 0:13:10.805  
Interviewer  
Yeah. Yeah, OK. That's good to know. So just talking about X scholars, how did you sort of hear about it and end up taking part in the first place?

0:13:12.790 --> 0:13:23.790  
Student3  
My school sent an e-mail around that is pretty much it. I they sent the e-mail around, talked to a few of my friends and they said they're replying 'cause. Why not? And I went OK, I guess I'll apply because why not?

0:13:24.605 --> 0:13:32.965  
Interviewer  
OK. Yeah. Did your school sort of give any reasons why you should do it or not? Or did they just kind of present it for you to look into further?

0:13:34.130 --> 0:13:42.570  
Student3  
They did say that if you plan on going to university you should apply because it will give you a university experience and things like that.

0:13:44.150 --> 0:13:53.670  
Student3  
But back then, I didn't really particularly care that much. It was just a case I was like, you're telling me I get to have time off school and get given free food? Sounds like a dream.

0:13:55.885 --> 0:14:7.205  
Interviewer  
So, like you didn't necessarily have much more that you wanted to get out of the experience, you were kind of just open to like turning up and seeing how it was. Is that fair to say, yeah.

0:14:6.10 --> 0:14:17.130  
Student3  
Yeah, not. Not to mention, if I didn't wind up going to university, at least I would know for certain afterwards that it wasn't for me. So I was thinking it's gonna just give me the clarity I need.

0:14:17.745 --> 0:14:25.745  
Interviewer  
Yeah, that's really important. Yeah, to kind of know whether it's right for you or not. Yeah. And how would you describe your actual experience of X scholars?

0:14:29.830 --> 0:14:43.830  
Student3  
Like I was, I think it was 2022 or no 2020 it it was the one after the COVID lockdown, for it had had ended. So I got to do the residential.

0:14:45.270 --> 0:14:52.510  
Student3  
And the only complaint I've really ever had about the residential was the food wasn't the greatest, but from what I've heard, they've been working on that so.

0:14:54.30 --> 0:14:58.790  
Student3  
I don't think that's probably so much of an issue anymore and food I tried while I've been working for them was pretty nice.

0:14:59.70 --> 0:15:1.870  
Student3  
So yeah, but.

0:15:2.640 --> 0:15:18.960  
Student3  
The IT was just the non residential stuff like attending the uni. I feel like I've got to understand how university works and how the sort of lectures are given and things like that and then later on at the residential.

0:15:20.280 --> 0:15:26.600  
Student3  
It was just, I realised that I'd be OK living in dorms. I wouldn't really care that much.

0:15:27.120 --> 0:15:40.720  
Student3  
That this is a campus that's quite easy to navigate because I have issue finding my way around places and by the end of the residential, which was only four days, I'd already sort of figured out the layout of the school in general.

0:15:41.325 --> 0:15:41.445  
Interviewer  
Hmm.

0:15:48.735 --> 0:15:49.55  
Interviewer  
Yeah.

0:15:41.120 --> 0:15:54.760  
Student3  
So I knew if I do attend within a week or two, I'll have got the sort of location down in my mind. And I was sort of working through that and I realised I've not seen any issues with coming here.

0:15:55.895 --> 0:16:1.375  
Interviewer  
Right, OK. Are there any parts of the scholars programme that you didn't enjoy as much?

0:16:10.485 --> 0:16:10.605  
Interviewer  
Hmm.

0:16:4.680 --> 0:16:14.80  
Student3  
The sort of online stuff 'cause I just feel like it wasn't as engaging like it I I don't think there's anything wrong with having it as an option, but.

0:16:15.490 --> 0:16:19.770  
Student3  
Uh, it might have just been cause COVID lockdown has just ended, but there was, like umm.

0:16:21.170 --> 0:16:22.50  
Student3  
2 online.

0:16:24.930 --> 0:16:28.810  
Student3  
Visit days and then there was the residential and.

0:16:30.150 --> 0:16:37.110  
Student3  
I feel like maybe having the opportunity for another on in person day might have benefited.

0:16:37.865 --> 0:16:38.345  
Interviewer  
OK.

0:16:39.405 --> 0:16:45.45  
Interviewer  
Yeah. So, so less impactful online. Yeah, that's fair enough.

0:16:43.280 --> 0:16:57.600  
Student3  
Hmm it it's also 'cause. It's easier to like sort of just zone out online and not pay attention. And when you're dealing with year twelves and Year 10s zoning out is something that's gonna happen when they're sitting in their room on their phone.

0:16:57.905 --> 0:17:5.305  
Interviewer  
Yeah. Yeah, of course. OK. And is there anything else that you would add to the scholars programme that you didn't have?

0:17:11.500 --> 0:17:19.540  
Student3  
I, the Scholars programme I I feel like it least on the residential it could benefit from.

0:17:23.650 --> 0:17:28.850  
Student3  
Greater opportunities for freedom, like it's hard to explain like we have.

0:17:46.695 --> 0:17:47.215  
Interviewer  
OK.

0:17:30.170 --> 0:17:53.890  
Student3  
Kaf, the cafe and the not S but the place next to S. It's like a small place. You can sit down. You have these like residential areas that you can sit down, relax and interact and that just didn't sort of happen. And I feel like maybe the residential may have benefited from OK, we're done with your lectures today. We're going to head over to this.

0:17:55.590 --> 0:18:12.630  
Student3  
So if communal area and we've got some board games set up and you can have some fun there and we're gonna put on a movie on a projector or something. So if you want to watch that, you can do that and just sort of the experience of the clubs that you can go to at university.

0:18:18.70 --> 0:18:18.430  
Student3  
Yeah.

0:18:13.455 --> 0:18:44.15  
Interviewer  
OK. Yeah. So more like the social or just sort of like downtime side of it as well. OK, that's that's good to know. Thank you. So you've mentioned that X scholars had quite a significant impact on giving you clarity that you wanted to apply for university. Would you say that, you know, maybe if you hadn't gone to scholars, you might not have ended up going to university or do you think that you still would have gone and it was about where you went sort of just talk to me a little bit more about the impact on?

0:18:44.215 --> 0:18:45.535  
Interviewer  
Your decision to go to uni.

0:18:47.20 --> 0:18:49.540  
Student3  
I flat out wouldn't have gone.

0:18:49.580 --> 0:18:50.460  
Student3  
I I don't think.

0:19:19.285 --> 0:19:19.445  
Interviewer  
Yeah.

0:18:52.420 --> 0:19:19.500  
Student3  
With like foresight and the way that I was described, the finance system in school, first of all, it was too late for me to really have thought it through. By the time I got my UCAS offers back, if I even applied to UCAS and second of all, it just wasn't done well enough, I think I would have been that bothered by it. So I think I'd have probably just went directly into work or an apprenticeship most likely.

0:19:20.285 --> 0:19:38.5  
Interviewer  
OK. Yeah, so, so quite impactful then what do you think that universities can do to support students other than programmes like X scholars, which are obviously continuing? What else do you think they can do for people in a similar position to you when you're in year 12 in terms of supporting?

0:19:42.530 --> 0:19:42.570  
Student3  
I.

0:19:46.0 --> 0:19:47.960  
Student3  
Maybe offering sort of?

0:19:51.100 --> 0:20:5.540  
Student3  
It's it's hard to explain because I'm trying to think it in like a way that the university can actually do it 'cause. I can't expect every university to go to every school and give a speech, and then they may do it on the level of Z where it just wasn't that good.

0:20:7.670 --> 0:20:12.870  
Student3  
Maybe making resources available like I do remember for the.

0:20:16.490 --> 0:20:20.770  
Student3  
Scholars programme there are slides up on the thing as I did the talk and maybe.

0:20:22.50 --> 0:20:26.890  
Student3  
Offering to send those slides and like a video recording to schools so they can play them in like their.

0:20:28.490 --> 0:20:30.170  
Student3  
Assembly times, I guess I.

0:20:31.875 --> 0:20:38.235  
Interviewer  
For students, you mean so that everybody can have them rather than just people on scholars. Yeah. OK, so.

0:20:37.470 --> 0:20:39.710  
Student3  
Just as a opportunity thing.

0:20:50.220 --> 0:20:50.580  
Student3  
Yeah.

0:20:40.385 --> 0:20:51.345  
Interviewer  
Yeah. So it sounds like what you're saying is kind of information and resource sharing, but in a genuinely informative way rather than any kind of.

0:20:53.615 --> 0:20:56.335  
Interviewer  
Pale Pitchy way, essentially, yeah.

0:20:55.260 --> 0:21:4.900  
Student3  
Yeah, I I don't. I don't think it's bad to like, say for example at X scholars for like, if you're losing yourself as an example about.

0:21:6.240 --> 0:21:16.920  
Student3  
The university no one like it. It doesn't seem too bad, but the way F was doing it, it was like, yeah, we want you to go to F. There are other options, but we want you to go to F and it just sort of.

0:21:18.925 --> 0:21:20.525  
Interviewer  
Lamb's a bit differently, yeah.

0:21:20.350 --> 0:21:24.270  
Student3  
Yeah, it's just grating and makes you not want to listen to them.

0:21:24.930 --> 0:21:33.890  
Interviewer  
Yeah, fair enough. OK, thank you. So if we move on to talk a little bit about your experience of university, how are you finding it so far?

0:21:34.750 --> 0:21:34.870  
Student3  
And.

0:21:36.850 --> 0:21:41.10  
Student3  
Different than I could have ever expected and a nice kind of different.

0:21:41.820 --> 0:21:46.20  
Interviewer  
OK, great. Tell me more about that. What? What are you enjoying so far?

0:21:47.470 --> 0:21:55.230  
Student3  
I'm I'm definitely enjoying not having to get up at 6:00 everyday. I the timetable had been inconsistent is a bit.

0:21:56.630 --> 0:22:3.390  
Student3  
Difficult sometimes, but I've used that by now and I like not having.

0:22:4.990 --> 0:22:8.350  
Student3  
Six hours a day, five days a week of.

0:22:9.860 --> 0:22:25.820  
Student3  
Just lessons. I'm not that interested in compared to lessons I'm very actively interested in for 15 hours a week. I guess if I had to estimate and then private study for the rest when I feel like it or when I feel capable.

0:22:26.420 --> 0:22:31.500  
Interviewer  
Hmm. No, it's OK. Did you feel like you were ready when you started university?

0:22:32.720 --> 0:22:33.360  
Student3  
Probably.

0:22:34.470 --> 0:22:47.390  
Student3  
But at the same time, I hadn't I my mindset before coming to university was very much lazier about it. So as much as I probably wasn't as ready as I should have or could have been.

0:22:48.810 --> 0:22:49.90  
Student3  
Umm.

0:22:51.30 --> 0:22:54.110  
Student3  
I came anyway and I adapted, so I'm here now.

0:22:53.780 --> 0:23:6.620  
Interviewer  
Yeah. Yeah. Great. Do you feel like I know that you mentioned in terms of practical things like navigation, but do you feel that X scholars made you prepared for uni in any other ways at all or not?

0:23:7.710 --> 0:23:12.270  
Student3  
Yeah, I was sceptical about the whole system and things like that that.

0:23:35.0 --> 0:23:35.160  
Interviewer  
OK.

0:23:14.650 --> 0:23:40.810  
Student3  
The residentially cleared that up for me and I'm sort of sceptical if I could learn in the context of lectures and considering most of the teaching at scholars is done in a sort of lecture format, especially the general side where it's every strand together and I still like have information from that today I'd realised that worked. So I was sort of it cleared up my any doubts I had about university.

0:23:41.810 --> 0:23:47.890  
Interviewer  
OK, fantastic. And are there any challenges or barriers that you face at university now?

0:23:49.800 --> 0:23:53.600  
Student3  
I mean, I wouldn't like technology. Not really, no.

0:23:54.420 --> 0:24:2.180  
Interviewer  
OK, so your financial concerns are, you know sort of alleviated you got have you got like a student loan and?

0:24:2.770 --> 0:24:3.50  
Student3  
Yeah.

0:24:3.150 --> 0:24:6.110  
Interviewer  
OK, fantastic. OK.

0:24:7.410 --> 0:24:22.850  
Interviewer  
This might not apply, so you do need to have an answer because you said you don't really have too many challenges, which is great. But is there anything that you think universities such as X can be doing to support students at university that is not already in place?

0:24:28.440 --> 0:24:31.80  
Student3  
I mean maybe help getting.

0:24:32.720 --> 0:24:35.520  
Student3  
Housing that's not like the halls if.

0:24:35.930 --> 0:24:36.130  
Interviewer  
Mm hmm.

0:24:37.280 --> 0:24:47.320  
Student3  
Because I know for first year is available for everyone and subsequently years it is available, but you sort of kind of have to get lucky and be one of the first applicants.

0:24:48.650 --> 0:24:54.170  
Student3  
But I don't plan on being in wholesome next year and there's not.

0:24:55.570 --> 0:24:58.330  
Student3  
First of all, there's not much support really. And second of all.

0:24:59.730 --> 0:25:2.610  
Student3  
The only thing I've seen about it really is the board in the.

0:25:4.380 --> 0:25:6.900  
Student3  
Student union. And that's more so.

0:25:8.420 --> 0:25:23.340  
Student3  
Things like I've left my student accommodation, who wants to live in that for the last like 3 months of its time, and I I've just. I just think I'm living there already in a different hall while I'll pay extra to have, like, a separate hall across the campus for me to sleep in.

0:25:24.800 --> 0:25:36.80  
Interviewer  
OK, so how would you like that support to kind of manifest? Would that be like a drop in that you could go to and ask about how private renting works or?

0:25:37.400 --> 0:25:38.80  
Interviewer  
That kind of thing.

0:25:39.130 --> 0:25:41.210  
Student3  
I'm probably.

0:25:44.70 --> 0:25:51.470  
Student3  
Maybe a drop in and then some like slides and a future that's posted on.

0:25:54.570 --> 0:25:55.10  
Interviewer  
OK.

0:25:52.850 --> 0:25:55.610  
Student3  
E-mail just outlining sort of.

0:25:58.330 --> 0:26:11.930  
Student3  
Good thing I outlining the system, maybe a few example like vague examples and maybe even if there are any recommendations for letting agencies that are very.

0:26:26.370 --> 0:26:26.610  
Interviewer  
Yeah.

0:26:14.90 --> 0:26:33.530  
Student3  
I guess student centric would be the best terminology, like very open to students cause a lot of it I've been seeing is like you need to 33 grand a year of annual income and I'm like I'm not working a full time job. If I could earn 33 grand a year, I don't think I'd be in X at university.

0:26:39.440 --> 0:26:39.560  
Student3  
Hmm.

0:26:33.940 --> 0:26:53.700  
Interviewer  
Yeah. OK. So yeah, just practical advice really. And pointers. Yeah. OK. Thank you. So if we're to do some final reflections on what we've discussed during this interview, what would you say would be the most important or influential things that helped you to be at university right now?

0:26:56.750 --> 0:26:57.430  
Student3  
Sort of.

0:26:58.680 --> 0:27:15.520  
Student3  
The unbiased approach X took to explaining it, but they were very transparent about the fact we would like to come to X. It'll be wonderful if you did, but they were also unbiased in the fact that we're not gonna hold it against you if you use this information and go to a different university.

0:27:15.920 --> 0:27:15.960  
Interviewer  
M.

0:27:17.20 --> 0:27:22.380  
Student3  
And that made me much more willing to, first of all, listen. And second of all, it made me.

0:27:24.0 --> 0:27:26.320  
Student3  
It seemed much more genuine and as such.

0:27:27.960 --> 0:27:32.960  
Student3  
I think I just processed it better and I was it seemed less biassed and as such.

0:27:34.680 --> 0:27:47.880  
Student3  
I thought on it longer, which led to me applying because I thought of walk through it in my head, both while I was on X and while I was at home and in school and everywhere. And I realised that overall.

0:27:49.360 --> 0:27:55.120  
Student3  
The university has no reason to lie. They're being rather unbiased. They're not trying to force me to come here and.

0:27:56.770 --> 0:28:3.610  
Student3  
It just seems like there's no reason not to go that isn't outweighed by the benefits of going.

0:28:4.590 --> 0:28:17.750  
Interviewer  
Yeah. OK, fantastic. And other than you know, your financial concerns, which we have discussed, were there any other significant barriers that we haven't already touched on that you would like to raise?

0:28:23.530 --> 0:28:24.130  
Student3  
I guess.

0:28:27.460 --> 0:28:33.780  
Student3  
Quite a lot of people, at least that I grew up around, were disinterested in university because.

0:28:35.770 --> 0:28:44.970  
Student3  
The job's I wanted to go into weren't, like, relevant to it, and they didn't think it would be enjoyable compared to just getting a job and then having free time to enjoy things.

0:28:46.170 --> 0:29:5.930  
Student3  
And I I don't think many people realise just how like enjoyable university life can be, especially things like the clubs, because I can every Monday watch a movie with people who I enjoy the presence of and have some snacks and play some board games and just enjoy life.

0:29:6.250 --> 0:29:13.450  
Student3  
And it cost me, I think it's like £5 a semester or a year to be a member of the society.

0:29:14.670 --> 0:29:16.470  
Student3  
With the student discount and it's just.

0:29:20.50 --> 0:29:23.850  
Student3  
I think a lot of people, at least where I grew up, saw university as.

0:29:24.880 --> 0:29:35.160  
Student3  
Almost like an internship before you went on and got a job, something that you did to get the degree, to get to the job. And that's kind of true. But there's it's not like.

0:29:36.520 --> 0:29:41.40  
Student3  
Work. It's something that I I'll sort of a mid point between work and play, I guess.

0:29:41.760 --> 0:29:50.920  
Interviewer  
Yeah. So you value kind of like the community, the social aspects as well as the academic stuff, which will in turn lead to work, yeah.

0:29:51.130 --> 0:29:51.410  
Student3  
Yeah.

0:29:52.180 --> 0:30:8.620  
Interviewer  
OK. That's that's nice to hear. And have you got any final advice? I know that you're already working on it, so you probably already said it directly to them, but any advice for the X scholars programme or any other activities that you think should support young people?

0:30:11.10 --> 0:30:16.490  
Student3  
I think the only advice I've really had that I haven't mentioned to them already is the.

0:30:18.770 --> 0:30:19.410  
Student3  
Thing of.

0:30:19.530 --> 0:30:23.130  
Student3  
Running like maybe working alongside societies, because I know they're active now.

0:30:24.690 --> 0:30:32.570  
Student3  
To sort of display what is available in the sort of recreational side of things for university.

0:30:34.290 --> 0:30:35.930  
Interviewer  
OK, fantastic.