Transcript

00:00:09 Speaker 1

Hello and welcome to education matters. With your hosts Sajda and Elliot in our shore, we aim to open education to everyone. We do this through conversations with inspiring.

00:00:21 Speaker 1

And guests and experts who share their educational journeys we aspire to raise awareness of a variety of educational opportunities that will enhance your skill set and support you to pursue lifelong emissions and career goals.

00:00:35 Speaker 1

If you want.

00:00:36 Speaker 2

To be in a position where you can influence society, think about empowering yourself through education.

00:00:42 Speaker 2

Education is important to every stage of life as it supports communities and leads to positive changes in the words of the great legend, Nelson Mandela, education is the most powerful weapon you can use to change.

00:00:53 Speaker 1

World stay tuned as we demystify education jargon so that learners from all backgrounds can continue to thrive and achieve personal success.

00:01:03 Speaker 1

Education is a lifelong journey where all students, each episode we are both sharing our knowledge and learning from our guests, so TuneIn to education matters because education.

00:01:14 Speaker 1

Really does matter.

00:01:16 Speaker 2

Also, if you want to be involved or share your thoughts on the topics discussed.

00:01:20 Speaker 2

Leave a comment we'd love.

00:01:21 Speaker 2

To hear from you.

00:01:26 Speaker 1

So now we are joined by and Samantha Razbadauskaite. I hope I pronounced that properly and so Sam is a student at the University of Manchester. So welcome, Sam. Welcome to education matters.

00:01:41 Speaker 3

Fine. Thank you for having me.

00:01:43 Speaker 1

So Suzanne and tell me what course.

00:01:46 Speaker 1

You are studying.

00:01:49 Speaker 3

And yes, so I'm currently studying computer science at the University of Manchester and I'm in my first year.

00:01:58 Speaker 1

Wonderful. And so, what did you do before you went to University of Manchester?

00:02:05 Speaker 3

Yeah, I I studied at Cardinal Newman College in Preston, where I did my A levels, I did maths, chemistry and economics.

00:02:20 Speaker 1

Maths, chemistry and economics.

00:02:22 Speaker 1

Are three-year levels.

00:02:24 Speaker 1

Yeah. Fantastic. So, were you born in Preston? Have you always lived in the northwest of England?

00:02:33 Speaker 3

And no, I'm of Lithuanian heritage. I came to the UK with my parents when I was around 9 years old, and so I ended up doing my GCSE's here in the UK as well.

00:02:48 Speaker 1

Well, so when you were nine years old, so that would.

00:02:50 Speaker 1

Have been what?

00:02:51 Speaker 1

Year, Year four year five in primary school.

00:02:56 Speaker 3

Yeah. Yes.

00:02:58 Speaker 1

Wow. And so when you came at that age coming from Lithuania, did you did you know, English? Did could you speak any English?

00:03:08 Speaker 3

No, I didn't know a single word of English apart from like hello. I was pretty much immersed into a classroom and I kind of had to pick up the language from there. And it was OK. It didn't take too long, I suppose.

00:03:28 Speaker 1

That's and you did fantastic. It's a very difficult thing to do, you know, to, I mean, to move schools in itself is a very difficult time to settle and to make new friends, to get used to the new teachers and the new environment.

00:03:43 Speaker 1

But to to change countries you know to move from one country to another and then have a completely different language.

00:03:50 Speaker 1

That's uh, that's not easy to do, so you.

00:03:55 Speaker 1

Know what advice would.

00:03:56 Speaker 1

You give Sam to somebody who is in that situation.

00:04:05 Speaker 3

And there's a lot of support offered for people, especially from Eastern European countries. The teachers try to pull you up.

00:04:14 Speaker 3

There's more often than not, someone from someone in class who might also be from your country. They will pay you up and they might help you.

00:04:25 Speaker 3

Translate things in class that you might not understand at the start.

00:04:30 Speaker 3

UM. Or they might put you on an English course where.

00:04:34 Speaker 3

You might be you might be you.

00:04:37 Speaker 3

Might be offered some actual support with English lessons to help you integrate better, so yeah.

00:04:44 Speaker 1

Wonderful. And when you were in Preston, did you meet any other Lithuanians?

00:04:51 Speaker 1

In your school or in your community.

00:04:53 Speaker 3

I didn't meet a single Lithuanian. There were a lot of Polish people, but no, I've actually still yet to meet a Lithuanian person.

00:05:05 Speaker 1

Wow. And even and even at university as well.

00:05:09 Speaker 3

Yeah, I've I can see sometimes like Lithuanian names on, like a list of people in my course, but I've never actually bumped into one yet.

00:05:20 Speaker 1

How interesting. And do you, I mean at university we have lots of societies and and there's a case for any university in the UK. So is there a Lithuanian society or would that be part of maybe a different society?

00:05:38 Speaker 3

I did see like a Lithuanian slash Baltic society, but it appears to be super, super small and and also I was thinking about joining it but I just wasn't sure if I would have a lot in common with people because those things were being.

00:05:58 Speaker 3

They would have grown up and.

00:06:02 Speaker 3

Have been international students from Lithuania, so having grown up here for most of around like 11 years or so, I just didn't know if I would have like too much in common with them.

00:06:19 Speaker 1

How interesting and.

00:06:20

But you, you.

00:06:21 Speaker 1

Speak the language of Lithuania. What would that be?

00:06:26 Speaker 3

Uhm, it's Lithuanian, yeah.

00:06:29 Speaker 1

OK. And is it similar to any other Baltic language?

00:06:35 Speaker 3

It's it's pretty similar to Latvian, I'd say. I don't know too much about Latvia, but when I would, when I went to the airport there the like the language on the menus, it seemed like Lithuanian, but not to the point where I could understand it.

00:06:55 Speaker 1

OK, so there are some similarities, some things you could decode and think oh, actually this is similar to the Lithuanian.

00:07:02 Speaker 1

And wonderful. So you, you, uh in sort of year four or five when you arrived in the UK with your parents and you studied in Preston?

00:07:12 Speaker 1

So you clearly did really well in your GCSE's because then you went on to do your A levels and did well in your A levels and then now you're in your first year of computer science.

00:07:22 Speaker 1

Degree at the University of Manchester.

00:07:24 Speaker 1

So, Sam, what's the best thing about being?

00:07:28 Speaker 1

A student at the University of Manchester.

00:07:32 Speaker 3

Honestly, I love.

00:07:33 Speaker 3

The campus and the various facilities that are offered I have, for example, I have a lot of lectures in the new engineering building that just opened up over a year ago.

00:07:47 Speaker 3

Umm, I also love my course. It's very versatile.

00:07:52 Speaker 3

After learning the building blocks of coding in my first year and my second year, I know that I will get to choose more advanced modules if I would want to like quantum computing or artificial intelligence for example. And there's also option opportunities in my course, for example to take.

00:08:12 Speaker 3

Uh modules. Uh. Outside of my degree in the second and third year so I can actually pick modules in like finance, accounting, economics, marketing or even a language which I think is a really good way to make computer science students more rounded and knowledgeable. There is also.

00:08:33 Speaker 3

A lot of clubs and societies I personally joined the robotics society just because I was really interested what that was about and like just trying to build robots seemed pretty cool to me. So yeah.

00:08:48 Speaker 1

Wonderful. So, so those are robotic society. So anybody could join that society who is a student at the University of Manchester.

00:08:55 Speaker 3

Yeah, yeah. And at first, I wasn't sure if, like, I would be even capable of joining it because it sounded more like of something maybe for electrical.

00:09:07 Speaker 3

Engineering students. But actually there's some something for everyone to do at that club and even for, like computer science students. So yeah.

00:09:17 Speaker 1

Fantastic. So there. But there's nothing stopping, say, an art student wanting to go and pursue a hobby in robotics to to join that to join that club.

00:09:27 Speaker 3

No, I don't think that I you would you would all receive support from like people who who are actually coming to the club because it's related to that degree.

00:09:40 Speaker 3

But actually I haven't seen a lot of people from from like arts like backgrounds in that club. I think a lot of people have joined that.

00:09:48 Speaker 3

Job to like, you know, to have something to put on their CV, I'd say, but yeah.

00:09:56 Speaker 1

Right. So there's so clearly people who are wanting to further their knowledge in their particular subject area see this as a way of doing that and meeting like minded people who have similar interest to to them. So that's brilliant. And so you you going to Manchester you've.

00:10:17 Speaker 1

Completed the UCAS form where you have to put down what your preferences are for the universities that you want to apply to, and so that process itself was that quite straightforward for you. Did you were you quite?

00:10:32 Speaker 1

And pay you in your mind that you.

00:10:34 Speaker 1

Wanted to go to Manchester.

00:10:37 Speaker 3

Uhm, no, I actually ended up taking two gap years out because not only I didn't know where I wanted.

00:10:45 Speaker 3

To apply I.

00:10:46 Speaker 3

Actually didn't know what I wanted to study. So when I was actually doing my A levels in my last year, I ended up originally.

00:10:57 Speaker 3

Applying for economics.

00:10:59 Speaker 3

Umm, it was at Manchester. It was also at Lancaster and it was at some universities in London. But deep down I just knew, like an economics degree wasn't for me.

00:11:10 Speaker 3

So, and especially under the pressure of studying for exams, I personally found it hard to do the research that like.

00:11:19 Speaker 3

That was deserved for me to be comfortable in knowing that, oh, this is definitely what I wanted to do.

00:11:26 Speaker 3

So I took two gap years out and I attended lots of open days at different universities. I tried to get in contact with people who are actually doing the degrees and how did they find it and try to get some feedback on and I just met some people who are doing computer science.

00:11:47 Speaker 3

And I originally thought like ohh I wanted to study in London, but I just like, I just after talking to people who are doing the degree at Manchester, it really made me like the course and the versatility. And I eventually like put University of Manchester as my first.

00:12:06 Speaker 3

Based on your class.

00:12:09 Speaker 1

Wonderful. And it's.

00:12:10 Speaker 1

Great that you.

00:12:12 Speaker 1

Not just did the research online, but you also went to.

00:12:16 Speaker 1

The open days.

00:12:17 Speaker 1

You. You said you spoke to people who are doing that degree or are also interested in that degree, you know, cause. So it wasn't just one bit of information, bit of research it was.

00:12:30 Speaker 1

Quite a lot of research which then helped you to decide this is exactly what I want to do. And with economics you felt you didn't have that same motivation as you did do with computer science.

00:12:43 Speaker 3

Yeah, for sure.

00:12:44 Speaker 1

And it and it's very important, Sam. Sam, isn't it to have that?

00:12:48 Speaker 1

Interest and that motivation in order to then do well in those studies.

00:12:55 Speaker 3

Yeah, I definitely believe that. When I was when I was applying for economics and I wasn't sure that it was for me, it was really hard to actually find the motivation in general to study for my A levels. I just think it's really important to have a goal and to kind of.

00:13:16 Speaker 3

Have an idea or search for an idea of what you might want to do?

00:13:20 Speaker 3

Because kind of just feeling like you're in the dark. It's it just really doesn't provide good motivation for studying.

00:13:29 Speaker 1

And you and you want to have that confidence, don't you?

00:13:31 Speaker 1

That you know what you're doing is something that can lead to a career that you're interested in, and open doors that you, yeah, and will allow you to do things that you will enjoy.

00:13:42 Speaker 1

And so you had two years out. And So what did you do in your two two years and when you were not at at university?

00:13:52 Speaker 3

And honestly, I just did a little bit of travelling. I also worked a little bit.

00:14:02 Speaker 3

What else did I I apart from going to open days? I probably saved also a lot of money from working.

00:14:12 Speaker 3

There wasn't really any kind of work experience that I could get in my opinion. So yeah, I pretty much just saved up a lot of money. I just wanted to have like.

00:14:24 Speaker 3

An easier like.

00:14:25 Speaker 3

Like life at university, just to make sure that, like my finances, aren't strained as well. So yeah.

00:14:34 Speaker 1

That's that's very sensible of you to do that and you know to have spend those two years working, making sure that you've got the finances and then when you do go to universities, you're not reliant too heavily on borrow.

00:14:48 Speaker 1

Money. And that's a very sensible thing to do, but also you you say you don't have work experience but it you may not have got work experience within the computer science field, but you certainly did pick up lots of other skills by by by working and you know having that discipline of having to arrive at work at a certain time.

00:15:09 Speaker 1

You know, getting tasks done working with other people, so definitely work experience skills. I would say that you've got you've got from that which and professional skills which I'm sure will be helping you now that you're on your degree.

00:15:23 Speaker 3

Yeah, I do agree with that. I do think I gained a lot of improved social skills in terms of how to communicate with people and and working in a team, especially that I used to be really shy before I started like my first job. So I do think that.

00:15:44 Speaker 3

It helped me improve in that sense.

00:15:48 Speaker 1

Fantastic. So University of Manchester. You talked about the flexibility that the university offers in that although you're in a degree in computer science, you also have the opportunity to take modules

from other disciplines as well. You, you know, it's not necessarily within computer science, which does lead students to have a broader.

00:16:10 Speaker 1

Get a set of skills and that's great because and that's what employers want. And so in your first year, what are the type of modules you are doing in your first year and are these compulsory modules or is there an element of optional modules too?

00:16:25 Speaker 3

And so in the first year, it's actually all uh, compulsory modules. So we are just basically studying a few math modules, some basic math modules, a little bit of artificial intelligence. But mainly we're doing principles of coding.

00:16:46 Speaker 3

And the basic building blocks of uh coding and it will be in the second year where we will also be doing a lot of.

00:16:55 Speaker 3

Compulsory modules. But every semester there will be options to not only pick optional modules in different computer science areas, but also of course outside of the computer science scope. So I have seen marketing, I've seen finance, accounting and Spanish.

00:17:15 Speaker 3

From German.

00:17:17 Speaker 3

And stuff like that. And yeah, I honestly can't wait to to try out those modules as well.

00:17:25 Speaker 1

Wonderful. And so in your in your first year now at a university and you're doing computer science, yeah, is it?

00:17:34 Speaker 1

Is it still a very male dominated a discipline or do you find that there are? There seems to be a a better mix of of of gender in your.

00:17:47 Speaker 3

UMUM.

00:17:49 Speaker 3

I think the gender gap in classes is getting a lot better. I think that a few even just a few years ago, it was like very heavily male populated computer science.

00:18:06 Speaker 3

Now it's more like a 60 to 40 ratio which just didn't exist even five years ago. I think that like the.

00:18:15 Speaker 3

The field itself, the professional field, it's super super male dominated and it will, even though it's becoming less dominated in in the in the universities, it will take a long time for that gap to close in the industry.

00:18:34 Speaker 3

Uhm, it's I know some people who graduated university and you know they can't. They might not be still seeing like a woman inside on their team or their company.

00:18:45 Speaker 3

You know, like they would be in a team of 10 people and they would be the only woman there.

00:18:51 Speaker 3

So yeah, I think like the still the stereotypical employee as a software engineer is like a white male in the 30s or something like that. But it definitely is changing in my opinion.

00:19:08 Speaker 1

And and Sam, you're helping to change all of that as well because you're a great role model.

00:19:13 Speaker 1

You know to be female and and to come from, you know, Lithuania all the way to the UK and and to study computer science at a, you know, a fantastic university, University of Manchester.

00:19:24 Speaker 1

So you mentioned doing maths and coding. Were there any prerequisites for the course that you are doing in terms of the air?

00:19:33 Speaker 1

Levels were there specific?

00:19:34 Speaker 1

A levels that you needed to do to get on to that course.

00:19:39 Speaker 3

OK, so I think 1 misconception is that people assume that you have to take computer science a level to be able to do and computer science at university.

00:19:51 Speaker 3

That's not the case because they do teach it from scratch. However, I do think most universities require maths.

00:20:00 Speaker 3

And it was the case for my university. However, if if that's something you didn't do, there is a way around it in terms of foundation year courses.

00:20:12 Speaker 3

So for example, I saw that my university offers a a foundation year to students who might not have picked.

00:20:21 Speaker 3

This, this and the STEM subjects and have decided that actually they want to go into stem field and and it's like a it's like a one year preparatory course that that will prepare you with the mathematical skills that you might need to enter a stem field, including computer science.

00:20:41 Speaker 3

But it's also for people wanting to go into any kind of science, chemical engineering, physics.

00:20:50 Speaker 3

Electrical engineering. Aerospace engineering. Yeah, sorry.

00:20:55 Speaker 1

Right. And can you kind of?

00:20:57 Speaker 2

Can you describe?

00:20:58 Speaker 1

Sam, what a normal day would be for you during the week while you're at university.

00:21:06 Speaker 3

Yeah, it's quite different to high school, I'd say where we would have like.

00:21:11 Speaker 3

Six hours of lessons with a one hour lunch and a 10 minute break.

00:21:16 Speaker 3

And I usually.

00:21:17 Speaker 3

Have two to four hours of lessons a day and that are dotted throughout the day, which are a combination of lectures and labs lectures are there in a huge hole with hundreds of seats.

00:21:32 Speaker 3

Where we listen to a professor talk about the course.

00:21:36 Speaker 3

And there's also labs which, for us computer science students, and this is where we are coding in the computer cluster.

00:21:45 Speaker 3

So those classes are like 20 to 30 individuals and in the classroom this and this kind of structure does give me a lot of free time.

00:21:56 Speaker 3

For example, go to the library or any others study space and and allows me to get most of my work done during the day so I can actually be free in the evening.

00:22:10 Speaker 3

And sometimes if I have some important studying to do, I can book a private room in one of the libraries in advance.

00:22:18 Speaker 3

I use that frequently. I think that's one of the best, best things that that they could do. So yeah.

00:22:28 Speaker 1

Are you staying?

00:22:29 Speaker 1

In University of Manchester, or do you commute?

00:22:34 Speaker 3

I personally don't live in a student accommodation. I live in a flat right next to the city centre, like pretty much in it and I just work for 25 minutes to university.

00:22:53 Speaker 1

OK, so so you're not far. Then I'm from the university and I guess using the library is.

00:22:53 Speaker 3

So yeah.

00:22:59 Speaker 1

Very convenient as well.

00:23:00 Speaker 1

Well, you know, you're getting a.

00:23:02 Speaker 1

Nice comfortable warm space. In order to do your work and to focus on your work.

00:23:09 Speaker 1

And I'm sure there's also places that you can book if you want to do group work as well. If there's a few of you wanting to study together.

00:23:17 Speaker 3

Yeah, there's lots of spaces. Umm, you can book private individual study rooms, private group rooms where you would have access to A to a projector screen. And there's also a.

00:23:36 Speaker 3

Sorry, I forgot what I was going to say.

00:23:39 Speaker 1

Yeah. So group group rooms are big enough for groups as well and and those with projectors and and places to plug in your laptops etcetera as well.

00:23:47

Yeah, definitely.

00:23:47 Speaker 1

So I know that at university they there's always lots of group work that you.

00:23:51 Speaker 1

Have to do.

00:23:53 Speaker 1

So Sam can.

00:23:53 Speaker 1

I ask you if you were.

00:23:55 Speaker 1

Say you attended the lecture and as you said, the lecture is.

00:23:59 Speaker 1

Is somebody at the front who is talking and because it's a big group, there's not really the opportunity to ask questions about the content so.

00:24:08 Speaker 1

What? What are the opportunities that are that are in University of Manchester to contact the staff to get the support?

00:24:18 Speaker 3

And there's actually so many well, the most basic one would be e-mail. Another one is that for every course there's a specific discussion.

00:24:29 Speaker 3

Word and it's an online one, and the professors prioritise answering questions within like one or two days. There's also for every course and the professor assigns a drop in session where students can go and ask questions during a particular.

00:24:51 Speaker 3

Time and professors also have office hours. If you have any general questions to come into their office and ask.

00:24:58 Speaker 3

No. So I I think there's a tonne of support if you have any questions. The lectures are also recorded and and able you can access them online if you are ill or something like that and you couldn't attend the lecture and yeah.

00:25:15 Speaker 1

Great. And in terms of applying to University of Manchester?

00:25:24 Speaker 1

What advice would you give to somebody who is probably at that stage now where they are thinking about universities and courses?

00:25:33 Speaker 1

What advice would you give to them? I guess in terms of that next step from college to university, what are the things that they should consider?

00:25:43 Speaker 3

Uhm, I would really advise someone to research thoroughly the courses that interest them and think about what kind of subjects you were liked in high school, liked in university and think about what kind of fields can those subjects that you like progress into.

00:26:02 Speaker 3

To and try to relate them to maybe a relevant course, and I know that from high school I really liked maths.

00:26:09 Speaker 3

For example, there wasn't an opportunity to do computer science at my high school because architect, teacher retired and there was just no option. But I just knew that I wanted to go into.

00:26:23 Speaker 3

From a stem field.

00:26:26 Speaker 3

So that's kind of what happened for me and you would be surprised how much of like the syllabus of courses can vary from university to university.

00:26:36 Speaker 3

Not so much.

00:26:37 Speaker 3

For like medicine courses, but for example for my course I know that like the metropolitan.

00:26:45 Speaker 3

UM University next door. Their computer science science course was very rigid and there was no choice of any kind of units. You would just learn, set syllabus, no choice.

00:26:59 Speaker 3

Is from any module. I think choosing a university to study at is a huge commitment. You should definitely take advantage of all the opportunities available, especially open days.

00:27:12 Speaker 3

I think some international students just don't have the opportunity to visit a campus that they're applying to so.

00:27:19 Speaker 3

If you are, if you want to start, if you are applying for UK universities, you should definitely ask your parents to take you for those open days. I think it really opens up your mind about how the university actually is and.

00:27:34 Speaker 3

And and and if it's the.

00:27:36 Speaker 3

Right. One for you, yeah.

00:27:39 Speaker 1

That's that's great. And it, you know, the importance of actually looking into more closer detail about the course itself because as you said Sam, that you know one course in one university might be very different to the same titled.

00:27:55 Speaker 1

Course in a different university and you gave the example of computer science at the University of Manchester and.

00:28:00 Speaker 1

Met Manchester met and it could be.

00:28:03 Speaker 1

That there are.

00:28:04 Speaker 1

Students who, you know, would rather be told these are your modules.

00:28:08 Speaker 1

You do not have to choose. We will tell you what it is that you need to study and for that for them. If that is something that they prefer, they would go to the university where it is more rigid.

00:28:21 Speaker 1

In structure. But if you want more flexibility, if you want more options, if you're not quite sure about what field you wanna go into, then leaving you know a bit of room from the Louvre is is probably somewhere is something that's gonna be high in your priority when you're looking for courses.

00:28:39 Speaker 1

And so Sam, I feel I've got to know you so much better through this interview. And were you, did you have any role models? Uh, who? People who've been to university, who you look up to.

00:28:57 Speaker 1

So in your family, do you have people who have?

00:28:59 Speaker 1

Gone to university.

00:29:02 Speaker 3

No, actually I was the first person uh in my family to attend university and growing up. However, I did think that that was an obvious route for me because I just I just first time Korea and Eastern field.

00:29:22 Speaker 3

UM, uh, a degree is still kind of the very popular and traditional route. There are also more and more apprenticeships into into different engineering or different STEM fields. However, I just knew that for me personally, going into university for computer science.

00:29:43 Speaker 3

That was the best option for my career route.

00:29:48 Speaker 1

And then so your parents. So did they, did they go to university?

00:29:55 Speaker 3

No, they did not.

00:29:57 Speaker 1

OK, I'm so they must be very proud of you, Sam. That because it it's not easy to be the first one to go and and you've done it and hopefully you will have inspired other people in your family and and beyond to follow a, you know, a similar route because seeing somebody who has done it always makes a little bit easier.

00:30:16 Speaker 1

Isn't it?

00:30:18 Speaker 3

Yeah, it definitely does. I have a younger brother and hopefully he will also be going to university in the UK so yeah.

00:30:29 Speaker 1

Fantastic. And and just finally, Sam, have you got an idea of what it is, what it is that you want to do after your degree?

00:30:37 Speaker 1

I know you're only in your first year, but I'm just thinking whether or not you you have an idea of what you might do. It may change over the next 2 1/2 years, but what? What are the?

00:30:45 Speaker 1

Kind of jobs that you're thinking about currently.

00:30:50 Speaker 3

Definitely a software engineer. I'm not exactly sure.

00:30:57 Speaker 3

Where I would want to relocate to I. I don't imagine that I would umm, stay in Manchester forever. I would like to work in the development of algorithms.

00:31:11 Speaker 3

But honestly, I'm not sure. I definitely want to work in tech and just to do a lot of problem solving jobs. So yeah.

00:31:23 Speaker 1

Wonderful. And at the University of Manchester to give our listeners an idea of what kind of career support is on offer to help you because like you said, you have some idea.

00:31:33 Speaker 1

But over the next 2 1/2 years, you know you will make the most of the support and the opportunities that you have at the University of Manchester to get to give you a better idea of.

00:31:43 Speaker 1

Where it is that you want to your next you know your next steps to be.

00:31:46 Speaker 1

So what? What career support is there?

00:31:50 Speaker 3

And they have a whole career department dedicated to advising people.

00:31:57 Speaker 3

And there's also opportunities in.

00:32:00 Speaker 3

Most courses I think to take years in industry and even when you're on these placement years, you are connected to a tutor at university who is who constantly like gives you feedback and gives you any advice. And even when you're on your placement here and.

00:32:20 Speaker 3

If you graduated.

00:32:22 Speaker 3

And you're thinking about looking for a job, then you will always have a connexion to the EQUIS department, and they will give you advice regarding that's tailored to the to the kind of job you're looking for in terms in relation to your degree.

00:32:41 Speaker 1

Wonderful. And as as we approach the festive period in terms going to end soon, I'm sure that you're probably very busy with your.

00:32:50 Speaker 1

Assignments and your tasks, and hopefully then come to an end your of your first term at university and hope it all goes well for you.

00:32:58 Speaker 1

Sam, thank you so much for taking the time out of your busy schedule and to come and speak to us today.

00:33:05 Speaker 1

And it's been wonderful to hear about your journey, and I'm sure it's been very inspiring for our listeners.

00:33:10 Speaker 1

As well, so thank you.

00:33:12 Speaker 3

Thank you for having me.