

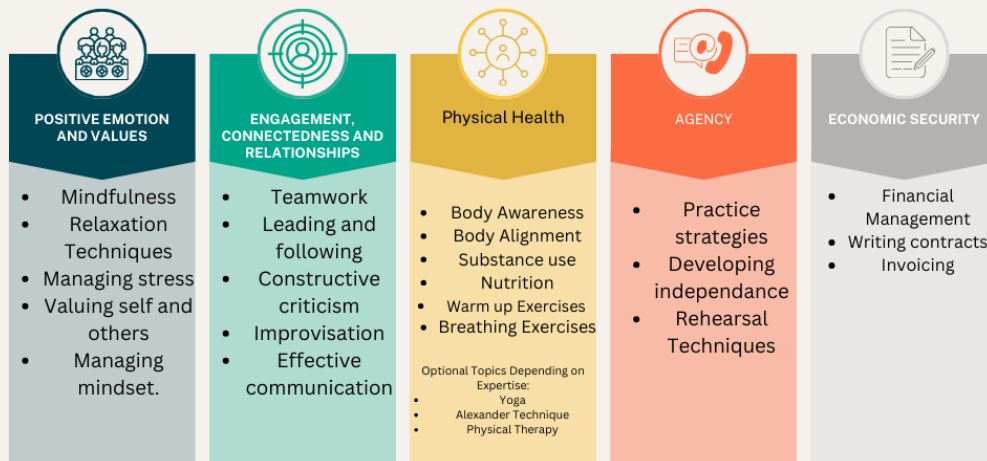
Rosie Fortune-BMPF7010-Assignment Appendices

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Appendix 1-Draft Wellbeing Program

Wellbeing Elements and Potential Topics



R O S I E F O R T U N E

WELLBEING PROGRAM OUTLINE

FOR 16 TO 19 YEAR OLD POPULAR MUSIC PERFORMANCE STUDENTS



Mid-Point Review-Following session 4.

R O S I E F O R T U N E

Appendix 2-Consent Forms

Interview Consent Forms

Participant 1



Prifysgol Cymru
Y Ddrud Dewi Sant
University of Wales
Trinity Saint David

Interview Consent Form

JotformSIGN

Working Research project title: Investigating wellbeing challenges among 16-to-19-year-old and undergraduate music students: Understanding the difficulties that music students transitioning into higher education face to further develop a wellbeing program for adolescent music students which may mitigate these difficulties.

Research investigator: Rosie Fortune

- I agree to participate in the interview carried out by Rosie Fortune of the Voice Study Centre and University of Wales Trinity Saint David, to aid with the research of Investigating Wellbeing challenges among 16-to-19-year-old and undergraduate music students.
- I understand that my participation in this study will contribute to the further development of a tailored wellbeing program designed to enhance the wellbeing of adolescent music students progressing to undergraduate study.
- I have read the information sheet related to this study and understand the aims of the project.
- I am aware of the topics to be discussed in the interview and have been given the opportunity to ask questions.
- I am fully aware that I will remain anonymous throughout data reported.
- I understand that I have the right to stop the interview at any point.
- I am fully aware that data collected will be stored securely, and safely on the laptop of Rosie Fortune and per the Data Collection Act (1998).
- I am fully aware that I am not obliged to answer any questions.
- I agree to have the interview audio recorded so it can be transcribed after the interview is held.
- I am aware that I have the right to edit the transcript of the interview once it has been completed.
- I am aware that I can make any reasonable changes to this consent form but doing so may impact my ability to take part in this project.
- I am aware that anonymized extracts of my interview may be quoted in the project report.
- I understand that I can withdraw permission to use data from my interview within two weeks after the interview, in which case the material will be deleted.
- I understand that the anonymized data collected will be accessible to Rosie Fortune, Voice Study Centre tutors and the University of Wales Trinity Saint David.
- I understand that the anonymized data collected may also be shared in further research projects, conferences, publications, and presentations in the future.

By signing below you acknowledge that:

You have fully understand and accept the terms mentioned above and can confirm you are 18 years of age or over.

Date of Birth

Name

Date

Signature

1

Participant 2



Prifysgol Cymru
Y Ddrud Dewi Sant
University of Wales
Trinity Saint David

Interview Consent Form

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Date of Birth

Name

Date

Signature

1

Participant 3



Prifysgol Cymru

Y Drindod Dewi Sant

University of Wales

Trinity Saint David

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Date

Signature

Participant 4



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University of Wales

Trinity Saint David

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Date of Birth

Name

Date

Signature

Participant 5



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Interview Consent Form





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- I understand that the anonymized data collected may also be shared in further research projects, conferences, publications, and presentations in the future.

By signing below you acknowledge that:

You have fully understand and accept the terms mentioned above and can confirm you are 18 years of age or over.

Date of Birth



Name



Date



Signature



1

Survey Consents

The below has been exported from Qualtrix XM and shows consent given to take part in the survey by all participants that were 18 or older.

Welcome to this research study concerning wellbeing for music students.

Informed Consent Required. Please read the below in full.

Working research project title: Investigating wellbeing challenges among 16-to-19-year-old and undergraduate music students: Understanding the difficulties that music students transitioning into higher education face to further develop a wellbeing program for adolescent music students which may mitigate these difficulties. Research investigator: Rosie Fortune

- I agree to participate in the survey created by Rosie Fortune of the Voice Study Centre and University of Wales Trinity Saint David, to aid with the research project Investigating Wellbeing challenges among 16-to-19-year-old and undergraduate music students.

- I understand that my participation in this study will contribute to the further development of a tailored wellbeing program designed to enhance the wellbeing of adolescent music students progressing to undergraduate study.

- I have read the information sheet related to this study and understand the aims of the project.

- I am aware of the topics to be covered in the survey and have been given the opportunity to ask questions.

- I understand that I will remain anonymous throughout the data reported.

- I understand that I have the right to withdraw at any time by exiting the survey.

- I am fully aware that data collected will be stored securely, and safely on the laptop of Rosie Fortune and per the Data Collection Act (1998).

- I am fully aware that I am not obliged to answer any questions.

- I agree to have the survey data collected so it can be analysed.

- I am aware that I can make any reasonable changes to this consent form but doing so may impact my ability to take part in this project.

- I understand that I can withdraw permission to use data from my survey within two weeks after completion of the survey, in which case the material will be deleted.

- I understand that the data collected will be accessible to Rosie Fortune, Voice Study Centre tutors and the University of Wales Trinity Saint David.

- I understand that the anonymized data collected may also be shared in further research

projects, conferences, publications and presentations in the future.

For this study you will be asked to answer some questions on wellbeing for musicians. All responses are collected anonymously. The survey should take you around 10 minutes to complete. Your participation in this research is voluntary. You have the right to withdraw at any point during the study.

The study should take you around 10 minutes to complete. Your participation in this research is voluntary. You have the right to withdraw at any point during the study. The Principal Investigator of this study can be contacted at rfortune@tmc.ac.uk

By clicking the button below, you acknowledge:

Your participation in the study is voluntary.

You are 18 years of age or older.

You are aware that you may choose to terminate your participation at any time for any reason.

I consent, begin the study

I consent, begin the study

I consent, begin the study

I consent, begin the study

I consent, begin the study

I consent, begin the study

I consent, begin the study

[illegible]

I consent, begin the study
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I consent, begin the study
I consent, begin the study
I consent, begin the study

The below has been exported from Qualtrix XM and shows consent given to take part in the survey by all participants who were under 18. There are two layers to consent. First parents/guardians and then the individual that is taking part.

Welcome to this research study concerning wellbeing for music students.

Parental Permission Required. Please read all the below.

Working research project title: Investigating wellbeing challenges among 16-to-19-year-old and undergraduate music students: Understanding the difficulties that music students transitioning into higher education face to further develop a wellbeing program for adolescent music students which may mitigate these difficulties.

Research investigator: Rosie Fortune

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- I understand that my young person's participation in this study will contribute to the further development of a tailored wellbeing program designed to enhance the wellbeing of adolescent music students progressing to undergraduate study.

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- I am aware of the topics to be covered in the survey and have been given the opportunity to ask questions.

- I understand that my young person will remain anonymous throughout the data reported.

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- I agree to have the survey data collected so it can be analysed.

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This research has been reviewed and approved by the Voice Study Centre and the University of Wales Trinity Saint David Research Ethics Board.

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Tel: 0161 674 2847 E-mail: rfortune@tmc.ac.uk

You can also contact Rosie Fortune's supervisor: Mel Toy E-mail:
mel@voicestudycentre.com

What if I have concerns about this research?

If you are worried about this research, or if you are concerned about how it is being conducted, you can contact the Director of Studies at: Voice Study Centre The Old Stables Hadleigh Road East Bergholt Suffolk CO7 6QT (or email at info@voicestudycentre.com).

By clicking the button below, you acknowledge:

You permit for your young person to take part in this survey.

Your young person's participation in this survey is voluntary.

You are aware that they may choose to terminate participation at any time for any reason.

I consent for my young person to take part in this study.

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- I agree to have the survey data collected so it can be analysed.

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mel@voicestudycentre.com

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Your consent to take part in this survey.

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You are aware that you can choose to terminate participation at any time for any reason.

I consent to take part in this study

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Appendix 3-Semi-Structured Interview Questions

Introduce yourself. Name, age, gender, where and what are you studying. Primary instrument. First generation uni student?

What did you think university would be like?
What is the reality?

When you think about the term wellbeing, what are the first things that come to mind?

What have you noticed to be different about the ways in which you are required to learn at university?

What wellbeing challenges have you experienced?
Have you had any support? if so where from and in what forms?
How have you managed the transition to university from college?
What do you feel are the main differences between your college experience and your university experience?
How has your wellbeing been enhanced at university?
What experiences have you had at university that have boosted your wellbeing?
Where these boosts to your wellbeing expected?
Where your expectations of wellbeing challenges made a reality at university?
How do you manage your wellbeing?
Before you went to university how would you describe your wellbeing?
What sources of support for your wellbeing do you have at Uni?
What sources of support for your wellbeing do you have outside of uni?

Appendix 4- Qualtrix Survey

This is a display of the Under 18 Survey. The over 18s survey had the exact same questions just without the parent/guardian consent.

Investigating Wellbeing for Musicians-Under 18

Start of Block: Informed Consent

Welcome to this research study concerning wellbeing for music students.

Parental Permission Required. Please read all the below.

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You can also contact Rosie Fortune's supervisor: Mel Toy E-mail: mel@voicestudycentre.com

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Hadleigh Road East Bergholt Suffolk CO7 6QT (or email at info@voicestudycentre.com).

By clicking the button below, you acknowledge:

You permit for your young person to take part in this survey.

Your young person's participation in this survey is voluntary.

You are aware that they may choose to terminate participation at any time for any reason.

- ☐ I consent for my young person to take part in this study. (1)
- ☐ I do not consent, I do not wish my young person to participate (2)

Skip To: End of Survey If Welcome to this research study concerning wellbeing for music students. Parental Permission Requ... = I do not consent, I do not wish my young person to participate

Skip To: If Welcome to this research study concerning wellbeing for music students. Parental Permission Requ... = I consent for my young person to take part in this study.

Informed Consent Required from all Participants

Please read the below in full.

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By clicking the button below, you acknowledge:

Your consent to take part in this survey.

Your participation in this survey is voluntary.

You are aware that you can choose to terminate participation at any time for any reason.

- ☐ I consent to take part in this study (1)
- ☐ I do not consent to take part in this study. (2)

*Skip To: Q1 If Informed Consent Required from all Participants Please read the below in full.
Working research p... = I consent to take part in this study*

Skip To: End of Survey If Informed Consent Required from all Participants Please read the below in full. Working research p... = I do not consent to take part in this study.

Q1 What is your age?

Q2 What is your gender?

- ☐ Woman (1)
 - ☐ Man (2)
 - ☐ Non-binary/Non-Conforming (3)
 - ☐ Transgender (4)
 - ☐ Prefer not to say (5)
-

Q3 What level of study and year are you on?

- ☐ College-Level 2 (1)
 - ☐ College-Level 3 year 1 (2)
 - ☐ College-Level 3 year 2 (3)
 - ☐ University-Undergraduate year 1 (4)
 - ☐ University-Undergraduate year 2 (5)
 - ☐ University-Undergraduate year 3 (6)
-

Q4 What is your first/main instrument?

☐ Drums (1)

☐ Bass (2)

☐ Guitar (3)

☐ Keyboards/Piano (4)

☐ Vocals (5)

☐ Other Please state (6)

Q5 Do you play any other instruments? Please list them below.

Q6 Wellbeing can incorporate a number of elements. Tick all that you think apply below.

☐

Physical Health (maintaining a healthy body) (1)

☐

Mental Health (maintaining a healthy mind) (2)

☐

Economic Wellbeing (managing money well) (3)

☐

Social Wellbeing (making and managing healthy relationships) (4)

☐

Quality of Life (being satisfied with your life) (5)

Q7 How important do you think each of the elements below are to your wellbeing?

Not at all Slightly Moderately Very Extremely
important important important important important

0 10 20 30 40 50

Physical Health (maintaining a healthy Body). ()	
Mental Health (maintaining a healthy mind) ()	
Economic Wellbeing (managing money well) ()	
Social Wellbeing (making and managing healthy relationships) ()	
Quality of Life (being satisfied with your life) ()	

Q8 Have you experienced challenges to any of the following in the last year? Tick all that apply.

- ☐ Physical Health (maintaining a healthy body) (1)
- ☐ Mental Health (maintaining a healthy mind) (2)
- ☐ Economic Wellbeing (managing money well) (3)
- ☐ Social wellbeing (making and managing healthy relationships) (4)
- ☐ Quality of life (being satisfied with your life) (5)

Q9 Rate your wellbeing over the last year using the categories below.



Q10 Do you think musicians experience more challenges to their wellbeing than those in other professions?

- ☐ Definitely not (1)
 - ☐ Probably not (2)
 - ☐ Might or might not (3)
 - ☐ Probably yes (4)
 - ☐ Definitely yes (5)
-

Q11 Do you think music students need support with maintaining a positive outlook on life?

- ☐ Definitely not (1)
 - ☐ Probably not (2)
 - ☐ Might or might not (3)
 - ☐ Probably yes (4)
 - ☐ Definitely yes (5)
-

Q12 Do you think music students need support with developing and maintaining healthy working and social relationships?

- ☐ Strongly disagree (1)
 - ☐ Somewhat disagree (2)
 - ☐ Neither agree nor disagree (3)
 - ☐ Somewhat agree (4)
 - ☐ Strongly agree (5)
-

Q13 Do you think music students need support with managing their finances?

- ☐ Definitely not (1)
 - ☐ Probably not (2)
 - ☐ Might or might not (3)
 - ☐ Probably yes (4)
 - ☐ Definitely yes (5)
-

Q14 Do you think music students need support with managing their physical health?

- ☐ Definitely not (1)
 - ☐ Probably not (2)
 - ☐ Might or might not (3)
 - ☐ Probably yes (4)
 - ☐ Definitely yes (5)
-

Q15 Do you think music students need support with developing a sense of control over their lives and living independently?

- ☐ Definitely not (1)
 - ☐ Probably not (2)
 - ☐ Might or might not (3)
 - ☐ Probably yes (4)
 - ☐ Definitely yes (5)
-

Q16 If a wellbeing program for musicians was offered would you be interested in attending it?

- ☐ Definitely not (1)
 - ☐ Probably not (2)
 - ☐ Might or might not (3)
 - ☐ Probably yes (4)
 - ☐ Definitely yes (5)
-

Q17 Do you think a wellbeing program should be delivered:

- ☐ in groups (1)
 - ☐ individually (2)
 - ☐ either (3)
-

Q18 Is there any other support for wellbeing that you think music students would benefit from?

End of Block: Informed Consent

Appendix 5-Ethics Form

APPLICATION FOR ETHICAL APPROVAL

In order for research to result in benefit and minimise risk of harm, it must be conducted ethically. A researcher may not be covered by the University's insurance if ethical approval has not been obtained prior to commencement.

The University follows the OECD Frascati manual definition of **research activity**: “creative work undertaken on a systematic basis in order to increase the stock of knowledge, including knowledge of man, culture and society, and the use of this stock of knowledge to devise new applications”. As such this covers activities undertaken by members of staff, postgraduate research students, and both taught postgraduate and undergraduate students working on dissertations/projects.

The individual undertaking the research activity is known as the “principal researcher”.

Ethical approval is not required for routine audits, performance reviews, quality assurance studies, testing within normal educational requirements, and literary or artistic criticism.

Please read the notes for guidance before completing ALL sections of the form.

This form must be completed and approved prior to undertaking any research activity.

Please see Checklist for details of process for different categories of application.

Delete the Guidance Notes at the end of the form BEFORE submitting your application

SECTION A: About You (Principal Researcher)

1	Full Name:	Rosie Fortune			
2	Tick all boxes which apply:	Member of staff:	☐	Honorary research fellow:	☐
3	Undergraduate Student	☐	Taught Postgraduate Student	☒	Postgraduate Research Student

4	Institute/Academic Discipline/Centre:	WAPPAR
5	Campus:	Carmarthen
6	E-mail address:	Rosiebethfortune@gmail.com
7	Contact Telephone Number:	07813979446
<i>For students:</i>		
8	Student Number:	2117797
9	Programme of Study:	MA in Professional Practice (Voice Pedagogy)
10	Director of Studies/Supervisor:	Debbie Winter/ Julie Crossman

SECTION B: Approval for Research Activity

1	Has the research activity received approval in principle? (please check the Guidance Notes as to the appropriate approval process for different levels of research by different categories of individual)	YES	☒	NO	☐
					Date
2	If Yes, please indicate source of approval (and date where known): <i>Approval in principle must be obtained from the relevant source prior to seeking ethical approval</i>	Research Degrees Committee	☐		
3		Institute Research Committee	☐		
4		Other (write in) WAPPAR Ethics Board Representative	☒		

SECTION C: Internal and External Ethical Guidance Materials

Please list the core ethical guidance documents that have been referred to during the completion of this form (including any discipline-specific codes of research ethics, and also any specific ethical guidance relating to the proposed methodology). Please tick to confirm that your research proposal adheres to these codes and guidelines.	
1	<u>UWTSD Research Ethics & Integrity Code of Practice</u> ☒
2	UWTSD Research Data Management Policy ☒
3	☐

SECTION D: External Collaborative Research Activity

1	Does the research activity involve collaborators outside of the University?	YES	☐	NO	☒
2	If Yes, please provide the name of the external organisation and name and contact details for the main contact person and confirmation this person has consented to their personal data being shared as part of this collaboration.				
3	Institution				

4	Contact person name					
5	Contact person e-mail address					
6	Has this individual consented to sharing their details on this form?	YES	☐	NO	☐	
7	Are you in receipt of a KESS scholarship?	YES	☐	NO	☐	
8	Is your research externally funded	YES	☐	NO	☐	
9	Are you specifically employed to undertake this research in either a paid or voluntary capacity?	Voluntary	YES	☐	NO	☐
10		Employed	YES	☐	NO	☐
11	Is the research being undertaken within an existing UWTSD Athrofa Professional Learning Partnership (APLP)	If YES then the permission question below does not need to be answered.	YES	☐	NO	☐
12	Permission to undertake the research has been provided by the partner organisation	(If YES attach copy) If NO the application cannot continue	YES	☐	NO	☐

Where research activity is carried out in collaboration with an external organisation

13	Does this organisation have its own ethics approval system?	YES	☐	NO	☒
14	If Yes, please attach a copy of any final approval (or interim approval) from the organisation				

SECTION E: Details of Research Activity

1	Indicative title:	Refining a wellbeing program designed for adolescent popular music students.			
2	Proposed start date:	16/01/2024	Proposed end date:	02/09/2024	

3	Introduction to the Research (maximum 300 words) Ensure that you write for a <u>Non-Specialist Audience</u> when outlining your response to the three points below: • <i>Purpose of Research Activity</i> • <i>Proposed Research Question</i> • <i>Aims of Research Activity</i> • <i>Objectives of Research Activity</i> Demonstrate, briefly, how <u>Existing Research</u> has informed the proposed activity and explain • <i>What the research activity will add to the body of knowledge</i> • <i>How it addresses an area of importance.</i>
4	Purpose of Research Activity The purpose of this research is to gather responses to my wellbeing program draft completed for module 5. I will investigate wellbeing challenges that popular musicians' experience in different stages in their careers and use the findings to refine the draft wellbeing program. The research will also give the opportunity to seek feedback on how well my organisation supports the wellbeing of our music students. (this box should expand as you type)
5	Research Question How do wellbeing challenges affect popular musicians at different stages in their careers and how should this impact a wellbeing program designed for adolescent popular music students? (this box should expand as you type)
6	Aims of Research Activity Refine my wellbeing program using feedback from current music students, recent ex-students studying music at university and ex-students now working as professional musicians.

	Explore and compare the wellbeing challenges that musicians face at different stages in their careers. (this box should expand as you type)
7	Objectives of Research Activity • To investigate popular musicians' experiences at different stages in their careers considering how their wellbeing is affected by their career choice and how it has changed during their careers. • To ask musicians how their wellbeing could be or have been better supported during their college education. • To carry out research into wellbeing at different stages in life considering how this may impact musicians' careers. • To further refine the draft wellbeing program that I created for module 5 in response to the research findings and literature review. (this box should expand as you type)
8	Proposed methods (maximum 600 words) Provide a brief summary of all the methods that may be used in the research activity, making it clear what specific techniques may be used. If methods other than those listed in this section are deemed appropriate later, additional ethical approval for those methods will be needed.
9	Methods This research will use mixed methods. 1) Survey-a short mixed methods survey to ascertain current wellbeing, needs and reflections on challenges experienced.

	2) A focus group-with current popular music students studying in Further Education (aged 16-to-19). 3) Semi-structured interviews- with musicians studying popular music at university and musicians' working professionally following their education. 4) Literature Review- I will explore wellbeing at different stages in life and its impact upon musicians. (this box should expand as you type)
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10	Location of research activity Identify all locations where research activity will take place.
11	City Campus-The Manchester College and online on Microsoft Teams. (this box should expand as you type)
12	Research activity outside of the UK If research activity will take place overseas, you are responsible for ensuring that local ethical considerations are complied with and that the relevant permissions are sought. Specify any local guidelines (e.g. from local professional associations/learned societies/universities) that exist and whether these involve any ethical stipulations beyond those usual in the UK (provide details of any licenses or permissions required). Also specify whether there are any specific ethical issues raised by the local context in which the research activity is taking place, for example, particular cultural and/or legal sensitivities or vulnerabilities of participants.
13	NA (this box should expand as you type)

14	Use of documentation not in the public domain: Are any documents <u>NOT</u> publicly available?	NO	☒
		YES	☐
15	If Yes, please provide details here of how you will gain access to specific documentation that is not in the public domain and that this is in accordance with prevailing data protection law of the country in question and England and Wales. (this box should expand as you type)		

SECTION F: Scope of Research Activity

1	Will the research activity include:	YES	NO
2	Use of a questionnaire or similar research instrument?	☒	☐
3	Use of interviews?	☒	☐
4	Use of diaries?	☐	☒
5	Participant observation with their knowledge?	☐	☒
6	Participant observation without their knowledge?	☐	☒
7	Use of video or audio recording?	☒	☐
8	Access to personal or confidential information without the participants' specific consent?	☐	☒
9	Administration of any questions, test stimuli, presentation that may be experienced as physically, mentally or emotionally harmful / offensive?	☐	☒
10	Performance of any acts which may cause embarrassment or affect self-esteem?	☐	☒
11	Investigation of participants involved in illegal activities?	☐	☒
12	Use of procedures that involve deception?	☐	☒
13	Administration of any substance, agent or placebo?	☐	☒
14	Working with live vertebrate animals?	☐	☒
15	Other primary data collection methods, please explain in this box For example, 'focus groups'. Please indicate the type of data collection method(s) in this box and tick the accompany box.	☒	☐
16	Details of any other primary data collection method:		

	A Focus group with 16-to-19-year old music performance students. Parental/guardian consent will be required for those under 18. (this box should expand as you type)		
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If NO to every question, then the research activity is (ethically) low risk and **may** be exempt from **some** of the following sections (please refer to Guidance Notes).

If YES to any question, then no research activity should be undertaken until full ethical approval has been obtained.

SECTION G: Intended Participants

1	Who are the intended participants:	YES	NO
2	Students or staff at the University?	☐	☒
3	Adults (over the age of 18 and competent to give consent)?	☒	☐
4	Vulnerable adults?	☐	☒
5	Children and Young People under the age of 18? (Consent from Parent, Carer or Guardian will be required)	☒	☐
6	Prisoners?	☐	☒
7	Young offenders?	☐	☒
8	Those who could be considered to have a particularly dependent relationship with the investigator or a gatekeeper?	☐	☒
9	People engaged in illegal activities?	☐	☒
10	Others (please identify specifically any group who may be unable to give consent) please indicate here and tick the appropriate box.	☐	☒
11	Other – please indicate here: (this box should expand as you type)		

12	Participant numbers and source Provide an estimate of the expected number of participants. How will you identify participants and how will they be recruited?
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13	How many participants are expected?	• 5 to 8 current students aged 16 to 18 studying music performance at The Manchester College • 2 to 4 recent graduates of The Manchester College aged 18+ currently studying music performance at university. • 2 to 4 ex-students working professionally as musicians. <i>(this box should expand as you type)</i>
14	Who will the participants be?	• Students studying music performance at The Manchester College. • University music students • Professional Musicians <i>(this box should expand as you type)</i>
15	How will you identify the participants?	• I will ask current students to put themselves forward to take part using institutional communication channels. • I will contact ex-students studying at university and working professionally via social media channels. <i>(this box should expand as you type)</i>

16	Information for participants:	YES	NO	N/A
17	Will you describe the main research procedures to participants in advance, so that they are informed about what to expect?	☒	☐	☐
18	Will you tell participants that their participation is voluntary?	☒	☐	☐
19	Will you obtain written consent for participation?	☒	☐	☐
20	Will you explain to participants that refusal to participate in the research will not affect their treatment or education (if relevant)?	☒	☐	☐
21	If the research is observational, will you ask participants for their consent to being observed?	☒	☐	☐
22	Will you tell participants that they may withdraw from the research at any time and for any reason?	☒	☐	☐
23	With questionnaires, will you give participants the option of omitting questions they do not want to answer?	☒	☐	☐
24	Will you tell participants that their data will be treated with full confidentiality and that, if published, it will not be identifiable as theirs?	☒	☐	☐
25	Will you debrief participants at the end of their participation, in a way appropriate to the type of research undertaken?	☒	☐	☐
26	If NO to any of above questions, please give an explanation			
27	<i>(this box should expand as you type)</i>			

28	Information for participants:	YES	NO	N/A
29	Will participants be paid?	☐	☒	☐
30	Is specialist electrical or other equipment to be used with participants?	☒	☐	☐
31	Are there any financial or other interests to the investigator or University arising from this study?	☐	☒	☐
32	Will the research activity involve deliberately misleading participants in any way, or the partial or full concealment of the specific study aims?	☐	☒	☐
33	If YES to any question, please provide full details			
34	Audio recordings of focus groups and interviews will be made.			

	<i>(this box should expand as you type)</i>
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SECTION H: Anticipated Risks

1	Outline any anticipated risks that may adversely affect any of the participants, the researchers and/or the University, and the steps that will be taken to address them. If you have completed a full risk assessment (for example as required by a laboratory, or external research collaborator) you may append that to this form.		
2	Full risk assessment completed and appended?	Yes	☐
		No	☒
3	Risks to participants For example: emotional distress, financial disclosure, physical harm, transfer of personal data, sensitive organisational information		
4	Risk to Participant: There may be a risk of emotional distress as participants discuss their personal experiences around wellbeing. <i>(this box should expand as you type)</i>	<i>How will you mitigate the Risk to Participants</i> Participants will be reminded that they can decide what they choose to share and can ask at any point to withdraw. Regular reminders will be given that they do not have to share sensitive information if they do not feel comfortable. Participants will be signposted to sources of confidential support within and externally to the college.	

5	If research activity may include sensitive, embarrassing or upsetting topics (e.g. sexual activity, drug use) or issues likely to disclose information requiring further action (e.g. criminal activity), give details of the procedures to deal with these issues, including any support/advice (e.g. helpline numbers) to be offered to participants. Note that where applicable, consent procedures should make it clear that if something potentially or actually illegal is discovered in the course of a project, it may need to be disclosed to the proper authorities	
	NA <i>(this box should expand as you type)</i>	
6	Risks to investigator For example: personal safety, physical harm, emotional distress, risk of accusation of harm/impropriety, conflict of interest	
	Risk to Investigator: There is a small risk of emotional distress to the investigator if participants share experiences that have sensitive or emotionally painful content. These may resonate with experiences the investigator has had in the past. <i>(this box should expand as you type)</i>	<i>How will you mitigate the Risk to Investigator:</i> Being constantly aware of this risk and seeking confidential support from a professional if required. I will also schedule regular meetings with my tutor. <i>(this box should expand as you type)</i>
7	University/institutional risks For example: adverse publicity, financial loss, data protection	
	Risk to University: Data protection is a risk to the university. <i>(this box should expand as you type)</i>	<i>How will you mitigate the Risk to University:</i> All data collected will be coded and stored securely on my laptop and the company's Office365 OneDrive system that are both password protected.

		<i>(this box should expand as you type)</i>
--	--	---

8	Disclosure and Barring Service			
9	If the research activity involves children or vulnerable adults, a Disclosure and Barring Service (DBS) certificate must be obtained before any contact with such participants.	YES	NO	N/A
10	Does your research require you to hold a current DBS Certificate?	☒	☐	☐

SECTION I: Feedback, Consent and Confidentiality

1	Feedback What de-briefing and feedback will be provided to participants, how will this be done and when?
	All participants will be provided with my email address so that they can seek feedback if they require it. <i>(this box should expand as you type)</i>
2	Informed consent Describe the arrangements to inform potential participants, before providing consent, of what is involved in participating. Describe the arrangements for participants to provide full consent before data collection begins. If gaining consent in this way is inappropriate, explain how consent will be obtained and recorded in accordance with prevailing data protection legislation.
	Consent forms will be emailed to all participants in advance so that they have time to read in full and they will be asked to sign them on the date and time of their interview. Participants under the age of 18 will need parent/guardian consent to be provided before they can take part in the study. <i>(this box should expand as you type)</i>
3	Confidentiality / Anonymity

	Set out how anonymity of participants and confidentiality will be ensured in any outputs. If anonymity is not being offered, explain why this is the case.
	Participants will be assigned a code to be used throughout the project to identify them and no names will be used. Details that reveal any personal characteristics of participants will not be used and organisations related to the participants will not be named. <i>(this box should expand as you type)</i>

SECTION J: Data Protection and Storage

In completing this section refer to the University's Research Data Management Policy and the extensive resources on the University's Research Data Management web pages (<http://uwtsd.ac.uk/library/research-data-management/>).

1	Does the research activity involve personal data (as defined by the General Data Protection Regulation 2016 "GDPR" and the Data Protection Act 2018 "DPA")?	YES	NO
	"Personal data" means any information relating to an identified or identifiable natural person ('data subject'). An identifiable natural person is one who can be identified, directly or indirectly, in particular by reference to an identifier such as a name, an identification number, location data, an online identifier or to one or more factors specific to the physical, physiological, genetic, mental, economic, cultural or social identity of that natural person.	☒	☐
2	If YES, provide a description of the data and explain why this data needs to be collected:		
	Data Collected: Audio recordings will be taken of focus groups and interviews and transcriptions made, signed consent forms, names and email addresses of participants, and survey responses. <i>(this box should expand as you type)</i>		
3	Does it involve special category data (as defined by the GDPR)?	YES	NO
	"Special category data" means sensitive personal data consisting of information as to the data subjects' –		

	(a) racial or ethnic origin, (b) political opinions, (c) religious beliefs or other beliefs of a similar nature, (d) membership of a trade union (within the meaning of the Trade Union and Labour Relations (Consolidation) Act 1992), (e) physical or mental health or condition, (f) sexual life, (g) genetics, (h) biometric data (as used for ID purposes),	☐	☒
4	If YES, provide a description of the special category data and explain why this data needs to be collected:		
	(this box should expand as you type)		

5	Will the research activity involve storing personal data and/or special category data on one of the following:	YES	NO
6	Manual files (i.e. in paper form)?	☐	☒
7	University computers?	☐	☒
8	Private company computers?	☐	☒
9	Home or other personal computers?	☐	☒
10	Laptop computers/ CDs/ Portable disk-drives/ memory sticks?	☒	☐
11	"Cloud" storage or websites?	☒	☐
12	Other – specify:	☐	☐
13	For all stored data, explain the measures in place to ensure the security of the data collected, data confidentiality, including details of password protection, encryption, anonymisation and pseudonymisation:		
	All data will be stored on my password protected laptop and backed up on my company's office 365 OneDrive system which is also password protected. Transcriptions of audio recordings will be shown to participants and their agreement of the accuracy of the transcription will be sought. All participants will be given a unique code to identify them and ensure confidentiality and this list will be kept securely in a password protected folder on my laptop. <i>(this box should expand as you type)</i>		
14	All Data Storage		
15	Will the research activity involve any of the following activities:	YES	NO
16	Electronic transfer of data in any form?	☒	☐
17	Sharing of data with others at the University?	☒	☐
18	Sharing of data with other organisations?	☐	☒
19	Export of data outside the European Union or importing of data from outside the UK?	☐	☒
20	Use of personal addresses, postcodes, faxes, emails or telephone numbers?	☐	☒
21	Publication of data that might allow identification of individuals?	☐	☒
22	Use of data management system?	☐	☒
23	Data archiving?	☐	☒

24	If YES to any question, please provide full details, explaining how this will be conducted in accordance with the GDPR and DPA (and/or any international equivalent):
	Data will be shared with my university tutor in the form of a draft and final submission of my project. This data will be transferred securely, encrypted and password protected. All data will be stored securely on my password protected laptop and, on the company's, Office365 OneDrive. This data will be encrypted. All data transfers will be encrypted, and password protected. Participants will be given a unique code identifier to ensure confidentiality and this list will be kept securely in a password protected folder on my laptop. All data will be deleted upon completion of the project. In accordance with the DPA2018, participants will have the right to ask to see what data is held relating to them, and this data will be deleted immediately if the participant requests this, in which case the data will not be used in the project. <i>(this box should expand as you type)</i>
25	List all who will have access to the data generated by the research activity:
	Rosie Fortune <i>(this box should expand as you type)</i>
26	List who will have control of, and act as custodian(s) for, data generated by the research activity:
	Rosie Fortune <i>(this box should expand as you type)</i>
27	Give details of data storage arrangements, including security measures in place to protect the data, where data will be stored, how long for, and in what form. Will data be archived – if so how and if not why not.
	All data will be stored securely on my laptop and my company's Office365 OneDrive system and will be encrypted, and password protected. Upon completion of the projected all data will be deleted. <i>(this box should expand as you type)</i>
28	Please indicate if your data will be stored in the UWTSD Research Data Repository (see https://researchdata.uwtsd.ac.uk/). If so please explain. <i>(Most relevant to academic staff)</i>

	NA <i>(this box should expand as you type)</i>		
29	Confirm that you have read the UWTSD guidance on data management (see https://www.uwtسد.ac.uk/library/research-data-management/)	YES	☒
		NO	☐
30	Confirm that you are aware that you need to keep all data until after your research has completed or the end of your funding	YES	☒
		NO	☐

SECTION K: Declaration

31	The information which I have provided is correct and complete to the best of my knowledge. I have attempted to identify any risks and issues related to the research activity and acknowledge my obligations and the rights of the participants. In submitting this application I hereby confirm that I undertake to ensure that the above named research activity will meet the University's Research Ethics and Integrity Code of Practice which is published on the website: https://www.uwtsd.ac.uk/research/research-ethics/		
	Signature of applicant:	Rosie Fortune	Date: 10/11/2023

For STUDENT Submissions:

32	Director of Studies/Supervisor:	Laura James	Date: 15.1.24
33	Signature:	Laura James	

For STAFF Submissions:

34	Academic Director/ Assistant Dean:		Date:
35	Signature:		

Checklist: Please complete the checklist below to ensure that you have completed the form according to the guidelines and attached any required documentation:

☒	I have read the guidance notes supplied before completing the form.
☒	I have completed ALL RELEVANT sections of the form in full.
☒	I confirm that the research activity has received approval in principle
☒	I have attached a copy of final/interim approval from external organisation (where appropriate)

☐	I have attached a full risk assessment (and have NOT completed Section H of this form) (where appropriate) ONLY TICK IF YOU HAVE ATTACHED A FULL RISK ASSESSMENT
☒	I understand that it is my responsibility to ensure that the above named research activity will meet the University's Research Ethics and Integrity Code of Practice.
☒	I understand that before commencing data collection all documents aimed at respondents (including information sheets, consent forms, questionnaires, interview schedules etc.) must be confirmed by the DoS/Supervisor, module tutor or Academic Director.
☒	I have deleted the guidance notes before submitting the PG2 for consideration

RESEARCH STUDENTS AND STAFF ONLY

All communications relating to this application during its processing must be in writing and emailed to pgresearch@uwtsd.ac.uk , with the title 'Ethical Approval' followed by your name.

You will be informed of the outcome of your claim by email; therefore **it is important that you check your University and personal email accounts regularly.**

STUDENTS ON UNDERGRADUATE OR TAUGHT MASTERS PROGRAMMES should submit this form (and receive the outcome) via systems explained to you by the supervisor/module leader.

Appendix 6-Teams Message Participant Recruitment (18 years and over)

Hello everyone,

As some of you already know I am currently studying for a master's. For my final project I am doing a research project into music students wellbeing. It would be of great help to me if you could complete the survey below. It is completely anonymous.

Here are the details:

Participant Information Sheet-Surveys

Working Research Study Title: Investigating wellbeing challenges among 16-to-19-year-old and undergraduate music students: Understanding the difficulties that music students transitioning into higher education face to further develop a wellbeing program for adolescent music students which may mitigate these difficulties.

Introduction: Managing our wellbeing can be a challenge. By taking part in this project, you can help to develop and shape a wellbeing program designed to support adolescent music students so they may go on to have healthy and happy careers.

Invitation

You are being invited to take part in a research study. As part of the study, you are being invited to take part in a survey which will take no longer than 15 minutes. Please read the information below before deciding to take part as it outlines the purpose and scope of the research. If you have any questions about the information below, please do not hesitate to contact me via email or in person.

What is the aim of the study?

The aim of this research is to investigate the wellbeing challenges that musicians face at college and undergraduate level. My research aims to gain an understanding of these wellbeing challenges and use this knowledge to refine an existing draft wellbeing program for adolescent music students. Phase one involves semi-structured interviews with undergraduate music students.

The second phase of the study is a survey of 16-to-19-year-old and undergraduate music students which will gather further data to refine the wellbeing program.

Why have you been chosen?

You have been asked to take part because you are a 16-to-19-year-old or undergraduate music student.

Do I have to take part?

It is up to you to decide if you are happy to take part in the research project. You can decide to withdraw from the project at any time without any negative consequences.

What will my participation involve?

It will involve taking part in an anonymous survey in which you will be asked a series of questions about the subject area of wellbeing.

What are the possible benefits of taking part?

There are no immediate benefits to you from taking part however you will be able to have a

copy of the finished project once it has been completed and there may be content that you will find supports your wellbeing.

Will my participation in the study be kept confidential?

Yes, your contributions will be anonymised, and your name will not be used in any part of the research paper. All data collected as part of this study will be processed in accordance with General Data Protection Regulation (GDPR).

Here is the link to take part in the survey. As you are all 18 or over you can provide your own consent to complete the survey.

https://qualtricsxm875l2c74.qualtrics.com/jfe/form/SV_9tqBGAQpEnZWZwi

Appendix 7-Email to Parents/Guardians.

Subject: Wellbeing for musicians-Survey Participation request

Dear parents/guardians,

I am currently studying for a master's qualification. In my final project, I am investigating wellbeing for music students. I am writing to you to ask if you would give permission for your young person to complete my anonymous survey. All the details regarding the survey are below including the link to participate.

Once you click the link it will ask you to read the permission information and then for you to give permission for your young person to complete the survey. At this point, your young person will need to take over, give their consent to take part, and complete the survey. The whole process should take no longer than 10 minutes of your time.

I will be very grateful if you can give your permission for your young person to take part in this research.

Here are the details:

Participant Information Sheet-Surveys

Working Research Study Title: Investigating wellbeing challenges among 16-to-19-year-old and undergraduate music students: Understanding the difficulties that music students transitioning into higher education face to further develop a wellbeing program for adolescent music students which may mitigate these difficulties.

Introduction: Managing our wellbeing can be a challenge. By taking part in this project, you can help to develop and shape a wellbeing program designed to support adolescent music students so they may go on to have healthy and happy careers.

Invitation

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What is the aim of the study?

The aim of this research is to investigate the wellbeing challenges that musicians face at college and undergraduate level. My research aims to gain an understanding of these wellbeing challenges and use this knowledge to refine an existing draft wellbeing program for adolescent music students. Phase one involves semi-structured interviews with undergraduate music students.

The second phase of the study is a survey of 16-to-19-year-old and undergraduate music students which will gather further data to refine the wellbeing program.

Why have you been chosen?

You have been asked to take part because you are a 16-to-19-year-old or undergraduate music student.

Do I have to take part?

It is up to you to decide if you are happy to take part in the research project. You can decide to withdraw from the project at any time without any negative consequences.

What will my participation involve?

It will involve taking part in an anonymous survey in which you will be asked a series of questions about the subject area of wellbeing.

What are the possible benefits of taking part?

There are no immediate benefits to you from taking part however you will be able to have a copy of the finished project once it has been completed and there may be content that you will find supports your wellbeing.

Will my participation in the study be kept confidential?

Yes, your contributions will be anonymised, and your name will not be used in any part of the research paper. All data collected as part of this study will be processed in accordance with General Data Protection Regulation (GDPR).

Here is the survey

link: https://qualtricsxmn875l2c74.qualtrics.com/jfe/form/SV_3gWzfspNbLzqcmY

Many Thanks,

Rosie

Rosie Fortune

Tutor in Music

rfortune@tmc.ac.uk

0161 674 2847

Appendix 8-Social Media Requests to Take Part in interviews and Survey

I placed the following on my Instagram and Facebook stories

Ex-students studying music performance at Uni can you help me? For my final master's project, I am researching wellbeing. If you are interested in being interviewed for this project please let me know and I will DM you the details.

People who replied to me were then sent the following direct message:

Thank you for agreeing to take part in this interview.

Here is the information sheet for the interviews with details about the research. Please read and then follow the link to sign the interview consent form at the bottom of the page.

Thank you

Rosie

Participant Information Sheet-Interviews

Research Study Title: Investigating Wellbeing challenges among 16-to-19-year-old and undergraduate music students to enhance a tailored wellbeing program for adolescent music students.

Introduction: Managing our wellbeing can be a challenge and for musicians, there may be more challenges to face than other professions. By taking part in this project, you can help to develop and shape a wellbeing program designed to support adolescent music students so they may go on to have healthy and happy careers.

Invitation

You are being invited to take part in a research study. As part of the study, you are being invited to take part in a semi-structured interview which will take no longer than 30 minutes. Please read the information below before deciding to take part as it outlines the purpose and scope of the research. If you have any questions about the information below, please do not hesitate to contact me via email or in person.

What is the aim of the study?

The aim of this research is to investigate the wellbeing challenges that musicians face at college and undergraduate level. My research aims to gain an understanding of these wellbeing challenges and use this knowledge to refine and existing draft wellbeing program for adolescent music students.

The second phase of the study is a survey of 16-to-19-year-old and undergraduate music students which will gather further data to refine the wellbeing program.

Why have you been chosen?

You have been asked to take part because you are an undergraduate music student.

Do I have to take part?

It is up to you to decide if you are happy to take part in the research project. You can decide to withdraw from the project at any time without any negative consequences.

What will my participation involve?

It will involve taking part in a semi-structured interview in which you will be asked a series of questions around the subject area of wellbeing.

What are the possible benefits of taking part?

There are no immediate benefits to you from taking part however you will be able to have a

copy of the finished project once it has been completed and there may be content that you will find supports your wellbeing.

Will my participation in the study be kept confidential?

Yes, your contributions will be anonymised, and your name will not be used in any part of the research paper. All data collected as part of this study will be processed in accordance with General Data Protection Regulation (GDPR).

Please could you also read and complete the consent form here:

<https://form.jotform.com/241302799217357>

I placed the following on my Instagram and Facebook stories to recruit survey participants

Undergraduate Music Performance students I need your help! For my final master's project, I am researching wellbeing. If you are interested in completing a survey for me please let me know and I will DM you the details.

Those that responded were then sent the following direct message.

Here is the information sheet about it:

Participant Information Sheet-Surveys

Working Research Study Title: Investigating wellbeing challenges among 16-to-19-year-old and undergraduate music students: Understanding the difficulties that music students transitioning into higher education face to further develop a wellbeing program for adolescent music students which may mitigate these difficulties.

Introduction: Managing our wellbeing can be a challenge. By taking part in this project, you can help to develop and shape a wellbeing program designed to support adolescent music students so they may go on to have healthy and happy careers.

Invitation

You are being invited to take part in a research study. As part of the study, you are being invited to take part in a survey which will take no longer than 15 minutes. Please read the information below before deciding to take part as it outlines the purpose and scope of the research. If you have any questions about the information below, please do not hesitate to contact me via email or in person.

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The aim of this research is to investigate the wellbeing challenges that musicians face at college and undergraduate level. My research aims to gain an understanding of these wellbeing challenges and use this knowledge to refine an existing draft wellbeing program for adolescent music students. Phase one involves semi-structured interviews with undergraduate music students.

The second phase of the study is a survey of 16-to-19-year-old and undergraduate music students which will gather further data to refine the wellbeing program.

Why have you been chosen?

You have been asked to take part because you are a 16-to-19-year-old or undergraduate music student.

Do I have to take part?

It is up to you to decide if you are happy to take part in the research project. You can decide to withdraw from the project at any time without any negative consequences.

What will my participation involve?

It will involve taking part in an anonymous survey in which you will be asked a series of questions about the subject area of wellbeing.

What are the possible benefits of taking part?

There are no immediate benefits to you from taking part however you will be able to have a copy of the finished project once it has been completed and there may be content that you will find supports your wellbeing.

Will my participation in the study be kept confidential?

Yes, your contributions will be anonymised, and your name will not be used in any part of the

research paper. All data collected as part of this study will be processed in accordance with General Data Protection Regulation (GDPR).

This is the link to the survey:

https://qualtricsxm875l2c74.qualtrics.com/jfe/form/SV_9tqBGAQpEnZWZwi

Appendix 9-Interview and Survey Information Sheets

Participant Information Sheet-Interviews

Research Study Title: Investigating Wellbeing challenges among 16-to-19-year-old and undergraduate music students to enhance a tailored wellbeing program for adolescent music students.

Introduction: Managing our wellbeing can be a challenge and for musicians, there may be more challenges to face than other professions. By taking part in this project, you can help to develop and shape a wellbeing program designed to support adolescent music students so they may go on to have healthy and happy careers.

Invitation

You are being invited to take part in a research study. As part of the study, you are being invited to take part in a semi-structured interview which will take no longer than 30 minutes. Please read the information below before deciding to take part as it outlines the purpose and scope of the research. If you have any questions about the information below, please do not hesitate to contact me via email or in person.

What is the aim of the study?

The aim of this research is to investigate the wellbeing challenges that musicians face at college and undergraduate level. My research aims to gain an understanding of these wellbeing challenges and use this knowledge to refine and existing draft wellbeing program for adolescent music students.

The second phase of the study is a survey of 16-to-19-year-old and undergraduate music students which will gather further data to refine the wellbeing program.

Why have you been chosen?

You have been asked to take part because you are an undergraduate music student.

Do I have to take part?

It is up to you to decide if you are happy to take part in the research project. You can decide to withdraw from the project at any time without any negative consequences.

What will my participation involve?

It will involve taking part in a semi-structured interview in which you will be asked a series of questions around the subject area of wellbeing.

What are the possible benefits of taking part?

There are no immediate benefits to you from taking part however you will be able to have a copy of the finished project once it has been completed and there may be content that you will find supports your wellbeing.

Will my participation in the study be kept confidential?

Yes, your contributions will be anonymised, and your name will not be used in any part of the research paper. All data collected as part of this study will be processed in accordance with General Data Protection Regulation (GDPR).

Participant Information Sheet-Surveys

Working Research Study Title: Investigating wellbeing challenges among 16-to-19-year-old and undergraduate music students: Understanding the difficulties that music students transitioning into higher education face to further develop a wellbeing program for adolescent music students which may mitigate these difficulties.

Introduction: Managing our wellbeing can be a challenge. By taking part in this project, you can help to develop and shape a wellbeing program designed to support adolescent music students so they may go on to have healthy and happy careers.

Invitation

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What is the aim of the study?

The aim of this research is to investigate the wellbeing challenges that musicians face at college and undergraduate level. My research aims to gain an understanding of these wellbeing challenges and use this knowledge to refine an existing draft wellbeing program for adolescent music students. Phase one involves semi-structured interviews with undergraduate music students.

The second phase of the study is a survey of 16-to-19-year-old and undergraduate music students which will gather further data to refine the wellbeing program.

Why have you been chosen?

You have been asked to take part because you are a 16-to-19-year-old or undergraduate music student.

Do I have to take part?

It is up to you to decide if you are happy to take part in the research project. You can decide to withdraw from the project at any time without any negative consequences.

What will my participation involve?

It will involve taking part in an anonymous survey in which you will be asked a series of questions about the subject area of wellbeing.

What are the possible benefits of taking part?

There are no immediate benefits to you from taking part however you will be able to have a copy of the finished project once it has been completed and there may be content that you will find supports your wellbeing.

Will my participation in the study be kept confidential?

Yes, your contributions will be anonymised, and your name will not be used in any part of the research paper. All data collected as part of this study will be processed in accordance with General Data Protection Regulation (GDPR).

Appendix 10-Qualitative Findings Theme Definitions

Theme	Definition
Experiencing shared and diverse wellbeing challenges	This theme encompasses all the wellbeing challenges described by the participants and considers those that were shared and the diversity of these challenges.
Managing wellbeing and protective factors	This theme explores the ways in which participants had managed their wellbeing and the things in their lives which seemed to provide protection for their wellbeing.
Managing change in support systems	This theme considers how the changes to participants support systems had affected their wellbeing and how they felt about these changes.
Exploring how wellbeing could be supported to ease transition to university	This theme encompasses the participants thoughts on the draft wellbeing presented to them and their considerations on how music students may be better supported at college in order to manage wellbeing in transition to university.

Appendix 11-Interview Transcripts

Transcript from Interview with P1

Rosie Fortune

So I'm going to open my questions and I'll give you a little blurb at the beginning and then.

Rosie Fortune

If there's anything that you don't feel comfortable answering, don't feel like you have to. It's just it's entirely up to you what you share with me and what you don't share with me.

Rosie Fortune

As it says in that consent form, it's completely anonymised, so I might use some of your words in my report in my project report, but it won't say _____ said this, it'll say like.

P1

OK.

Rosie Fortune

You'll have like a code like IN-1 or something like that. You know so no one will be able to tell where it's come from, and if there's anything that could potentially reveal who you are within my report, I won't put it in. You know, if there's anything sort of that would, people could read it and go. I know who that person is. I won't put it in there. Is that OK?

P1

Yeah, of course.

Rosie Fortune

Wait, so let me get my questions up and we'll start.

Rosie Fortune

The first thing I would like you to do is just introduce yourself to me. Just tell me your name, your age, your gender, where you're studying and what you're studying. Let's start with that.

P1

OK. I'm _____. I'm 18 years old.

P1

I'm studying music at _____ Conservatoire.

Rosie Fortune

Music performance your course is right?

P1

Yeah.

Rosie Fortune

And you're in your first year of study.

P1

Yeah.

Rosie Fortune

OK. And what would you describe as your primary instrument?

P1

Singing

Rosie Fortune

Have has anybody in your family been to university before you?

P1

Yeah, my dad did the same course that I'm doing, but at _____ Uni.

Rosie Fortune

Mm hmm.

P1

My mum went to uni as well, but I don't think I know what she did.

Rosie Fortune

Yeah. OK. Fair enough. And have you got other people in the family have been to university grandparents or?

P1

Yeah, I'd. I'd assume so that I know of, yeah.

Rosie Fortune

OK, great.

Rosie Fortune

The first question I want to ask you is before you went to university, what did you think it would be like?

P1

I thought it was gonna be. Lots of like I don't why, if I had the idea of like lots of like jams. Just jamming out to music. And obviously a lot of going out, a lot of socialising, a lot of drinking. Just being very, very sociable then, like having to meet like 100 people. And and then get along with everyone. And nobody argued ever. That's what I thought it'd be like, yeah.

Rosie Fortune

Yeah. And what, like and what's the reality? What's it really like?

P1

Well, it was actually really nice because it was like 2 weeks into being here I walked into my flat and my flatmates and a few other friends were jamming out and I knew the song and I

walked in there and I went Is this is this the song? Yeah. Come sing with this. Come jam with us. Like since then I've had like so many more jams like my dad came up for a night and then he met all my friends. And then we like, jammed out in in their flat. There is a massive social side to it. And you do find yourself repeating over and over again. What's your name? What do you do? You know where you from? But there's a very big reality that not everyone's as nice as when you first meet them. I've, we've learned a lot about that all 'cause, you've got quite a big friendship group. So. And obviously, those little friendships groups inside the massive friendship group. But mainly we're all like one big like group.

Rosie Fortune

Mm hmm.

P1

And we've had quite a few like falling outs. Drama, which I would think that now that everybody's adults, they could just get over themselves, but not really.

Rosie Fortune

Do you think that's more complicated because you're not because you're in a kind of more adult environment?

P1

Maybe I feel like everyone's got a bit of pride. I certainly know a few people got a lot of pride, but.

Rosie Fortune

Mm hmm.

P1

Everyone's like, oh, I'm so grown up. I'm so mature that I think they're just very confident in what they know is right and. Unless you get a few people, that's like they'll get advice off there, like close mates and like that, but there's like a few people who are like, I'm always right, you know. So yeah, there's a fair few people that like. I think that because of the environment that we're in, I'd say, yeah.

Rosie Fortune

Yeah. Yeah. When you. I'm gonna sort of sidestep a little bit. We'll come back to that. But when you think about the term well-being. What does it mean to you? What are the things that come to mind when we say well-being?

P1

Mental health for sure. Like physical health.

Rosie Fortune

What what comes to mind when you think about well-being?

P1

Yeah. Yeah. So mental health. Physical health. Those two of the main things really.

Rosie Fortune

Mm.

P1

Yeah.

Rosie Fortune

Have you experienced any challenges in your regards to your mental health? Since you've been at university?

P1

Yeah, yeah, I have. Yeah.

Rosie Fortune

And how would you describe them?

P1

Probably it's like a motivational thing.

Rosie Fortune

Mm hmm.

P1

'Cause obviously back home was with my family, my mum, who would like obviously make sure I was awake every morning, like make me food and stuff. So it's it's a lot to like go from like obviously having a lot of things done for you to having to do everything by yourself and like, that's the thing that every university student like, goes through like it's completely normal but. I think I struggled with it a bit more than most people because. I've gotten a job here in as well. So like, I've had to work with the stress of like making sure I'm doing good on my job, make sure I'm good at doing uni, making sure I'm eating well, making sure I'm sleeping enough. And like. Yeah, but. Yeah. I think for me it was definitely a motivational thing. It was just hard to be like, OK, you're the only person who has to get you up. Like it's all up to you.

Rosie Fortune

Mm hmm. Yeah.

P1

And it was, it was kind of like it was nice because it's like, oh, I'm really independent, like, oh, look at me go. But then when it's like when you're when you've not done something that you should have done, it's like, oh, like it's there's no one else to blame. So I think whenever whenever I felt like I didn't do something, it's like I felt down on myself because it was no one else's fault that, like, I didn't do it. But it's also. I also had the obviously like living by yourself. I've got 4 other flatmates. And it's like weird going from living in a really clean, tidy house to a uni student one. So I haven't, I haven't cooked in my kitchen for like 2 months because of it.

Rosie Fortune

Really.

P1

Yeah, it's bad. I even I. I'm gonna show you my microwave. I have in my room.

Rosie Fortune

Oh my gosh.

P1

Yeah, that's how bad it's gotten. So yeah.

Rosie Fortune

What you bought that to put in your room?

P1

My mum bought me to like at Christmas, I think for my room so I can have some soup.

Rosie Fortune

Oh, that's nice.

P1

Yeah.

Rosie Fortune

So when you think about those challenges that you've just described to me. Have you had support for them? Has anybody supported you with those challenges?

P1

At first. The uni reached out, because like obviously I had a thing with like not really going to uni because. Oh, it's fine, I'll go next week. I'll go next week. It's only one lesson. Because I'd been to them all in the first week. In the first two weeks, because we have like a two week, er schedule but...Yeah. So, I was thinking that, oh, it's only one lesson ago. Go, go next week. It's fine. It's fine. And then there was a point where I didn't go in for like three or four weeks straight.

Rosie Fortune

Mm hmm mm hmm.

P1

But. So obviously when my mum would call up, she'd be like how's uni? How's uni? And I'd be like It's good. Good lessons and everything. So I'd sort of like not tell her that I wasn't going in 'cause. I know she'd bollock me, so I just wanted to avoid that. And then like with all my friends, obviously all my friends are going into uni and we had like lots of same classes so I would ask and be like oh, what do you do in class? and they'd be like, oh, nothing. And they said, oh, nothing every single time. So I was like, oh, I'm not missing anything. And I came back in and. I had missed a lot and all my teachers were like, oh, nice to see you _____, but...I think support wise I really only got like one e-mail regarding my attendance like about halfway through the year and then just before exams were starting I got another e-mail about how they were going to set up a team's call and asking me if I was OK with that. I hadn't seen it until like lessons had finished.

Rosie Fortune

Mm hmm mm hmm.

P1

So they had done something. They haven't done nothing, but they've done something but. I feel like because obviously being in education up until I was 18 anyway. Which is because it's like mandatory. You have to be there. Teachers are a lot more like. They'll message you more. They'll like, they'll like reach out to you more and tell you to come in because obviously it's mandatory to stay in education and all that. But with University you're paying to be there. It's your choice to be there so. The tutors will never be like, oh, why weren't you here? They're not going to bollock you, which is something that I've had to tell _____ actually, she was like she because she hadn't been in for, like ages either. I remember just sat in her room and she's like, I really want to go back to uni, but I'm scared I'm going to get a bollocking from all the tutors and I was like, _____ you won't like, that's not what, they're really being paid to do like. It's, It's like your choice whether to go or not. And like they're not gonna be like, why weren't you here and all that? And she said alright, OK. OK. And then she didn't go in anyway. So.

Rosie Fortune

What? What do you think was like the turning point for you that made you get back into going in?

P1

Definitely the lead up to exams, I'd say. Because I've got, obviously all my friends on other courses, so I've got friends on like jazz and songwriting and stuff. It was more so them being like, oh, this exam is going to be so hard der der der and it's going to be like.. I've revised so much. I've done so much work and I'm just sat there like. Just sort of like, oh, maybe I should start going in. So, I had erm I'd made friends with this group of people who are like my like Friendship group now and I'd say like friendship group within the friendship group and I became really close with this boy, _____. And he was like _____ you need to start going to uni. And he was like right, 'cause we both had a 9:00 AM on the same day and he hated going to his 9:00 AM as well. So he was like _____. If you go to 9 am, I'll go to 9 am, 9:00 AM and we'll walk together. And I was like OK, sounds good. And ever since I've been to my 9:00 AM. So I think yeah. So I think I've got a lot more support for my friends than my than from the uni which is kind of it's surprising to have that sort of switch. Because in college it was always like the tutors would be like reaching out to get us to come in and like I'd message my friend like are you going in today and she'd be like no and I'd be like OK no me neither. But erm, yeah, yeah. I've forgot what the question was. What was question?

Rosie Fortune

I was asking like what kind of support you've had and where it's come from, I suppose, to help you with those challenges that you've just described to me, so you're saying friends.

P1

Friends over uni.

Rosie Fortune

Yeah. Have your family been involved? Have you talked to them about it?

P1

Erm, not really. Like I I will just say that, 'cause I am like I'm getting on with my assignments. I'm not struggling struggling. There have been a few nights where I've had to stay up and, like, finish my essay before the morning, but. Like because of that and because I'm getting them done. I've not really felt a need to tell my parents or anything. 'cause I'm getting on with it and I'm. Despite that, I'm having a really good time at uni. Like a really good time. So the most, the most. I'll tell my family is more likely about my friends and about my job.

Rosie Fortune

Mm hmm. Do you think? Kind of not telling them because you're worried about what they're going to say.

P1

Yeah, that and like or some just a bit embarrassed. 'cause like I can move out by myself. I can live by myself. But I can't walk to a building that's 5 minutes away. You know what I mean? And I know I because I've been like, well, you know, I've been, like, not there are times I've not been great at coming into lessons and stuff and like, she would all like my mum and my dad would just like _____, you need to go in and the all the normal stuff. So I guess that because now I had the chance to like they didn't even have to know and they wouldn't find out.

Rosie Fortune

Mm hmm.

P1

That I could just tell them that. That. Oh yeah, everything was fine. Everything's great. Everything's great uni. And they're like good. And then we move on. That'll be it. Yeah.

Rosie Fortune

Do you think there might come a point where you'd tell them? If things are difficult.

P1

I think if it gets to a point where it's like, It's noticeable when I call them. Like in my voice, if I just sound like really rundown, I'm really tired or like just, not happy? They'll ask me if I'm OK, obviously. And it's whether cause I've done it quite a few times. Obviously I broke down crying on the phone with my mum before I like where I've just like spilled everything out.

Rosie Fortune

Mm hmm.

P1

So I feel like if that was one of my main problems, yes, I probably would tell her.

Rosie Fortune

Yeah.

P1

And but I think it would really have to get to a certain point where, like you could tell like even even on the outside like looking in, oh, she's struggling a bit, you know what I mean? So yeah.

Rosie Fortune

Yeah. And do you think like? That hang on. Just gonna consult my questions again. 'cause. I looked at one and thought I should ask that question. Do you think then? So I've got here. How have you managed the transition to university from college? We're kind of talking about that, aren't we? Like, how it's gone? This change? Do you think there's things that you've done that have helped you to manage it?

P1

Yeah, definitely. I think getting a job was one of the first things that I really wanted to do because. If if you're in a really good environment with like good people, it's really good to have sort of stability. And like also like. Something that you're working towards obviously like. Whilst I'm working, I'm not even. It's it's it's weird 'cause the job I have now like it's it's really, really good. Probably probably the best job I've ever had. And just because the people there that the staff is really, really, really amazing as well. Everyone's, like, really supportive. So I think. Getting the job that I have now has helped me be more definitely more productive and feel more motivated because it's weird. If I'm like, if I'm like. If you've got uni, say it like 11:00 o'clock in the morning. Normally, if it's like a lesson, I'm not bothered about, I won't go. But then if I'm in at work, if I'm in work at nine in the morning. I'll. I'll be there. I'm. I'm on time. I'm there. So it's it's nice to like, have that sort of working towards something. So getting a job definitely was one of the first things that I wanted to do. And it's it's like weird because there's, like, me and one other person out of like, my massive like friendship group that has got a job. Yeah, I think a few more people have started like a few months ago, but I started my job in halfway through November.

Rosie Fortune

Mm hmm.

P1

So I like that was Like one of the first things I wanted to do, I think. Just a lot of stability and making sure I'm not spending every day holed up my room.

Rosie Fortune

Yeah.

P1

You know, I mean like I have, I have my TV in here, so it's really easy. Just sit in in bed and just watch it. Like I watched baby reindeer all in one night.

Rosie Fortune

Yes.

P1

Yeah, it's just that you can just sit there and just stare at it and just watch it.

Rosie Fortune

Mm.

P1

But no erm (yawns) Sorry.

Rosie Fortune

That's OK.

P1

And yeah, just a lot of routine, I'd definitely say.

Rosie Fortune

Mm hmm.

P1

Like so with the with obviously my friend saying to me I'll go to my 9 am if you go to yours. So now every week from then we walk together. It's a thing that like we always did so.

Rosie Fortune

Yeah.

P1

Definitely routine helped.

Rosie Fortune

That sounds really positive and have you like you're talking about always being on time for your job, but not necessarily always going to a later lecture. Do you think that having to balance work, socialising, uni, all those things collectively is something that has been easy for you to do? Or has that been a bit tricky?

P1

At first it was really exciting. It was like, oh my God, I'm doing all these new things and then a bit halfway through I was OK. I'm not Doing like as well as I could be as if I was just doing two of these things. So like. So after work. I would always go up to my friend's flat and we'd hang out until like 2 in the morning, and then obviously I'd have the uni the next day.

Rosie Fortune

Mm hmm.

P1

But. (yawns) Oh, sorry. But yeah so. At first it was really exciting. Then it got about a month and 1/2 in and I was like, Oh my God, I'm really tired all the time. I'm so rundown and there was actually a point. It was maybe like a month and 1/2 ago now. Where I was just

constantly ill. I could not get rid of a cold, like a simple cold. And I think I was ill for good 5-6 weeks straight. And I think I had tonsillitis twice. And then so obviously it'd start from like a cold and then I'd get obviously like a runny nose and all that all that and a really sore throat and then I'd be coughing and then 'cause I'm coughing my tonsils get inflamed so I get tonsillitis and then and then that would go away but then they came back like again. So I had to go and get antibiotics for that and then that went away and then I was ill again like someone else gave me a cold and then the whole thing happened over again.

Rosie Fortune

Oh gosh.

P1

Yeah, it wasn't. Wasn't great. And before that, actually. I'd say I think it was end of December. I had a cough like a really bad cough, for at least a month. But I think that was definitely the fact that like I wasn't really sleeping or eating properly, so I just wasn't able to get rid of it.

Rosie Fortune

Mm hmm.

P1

So my mum brought me up some soup and she told me to start taking vitamins.

Rosie Fortune

Yeah.

P1

And then and then it went away miraculously.

Rosie Fortune

Hmm.

P1

But yeah, no, now that I've really gone to the swing of things I'd say, I'm definitely more confident in my job, which makes the stress of that erm a lot less and also I'm off probation for my job as well, which means that they'll have to have like a, they can't just fire me out of nowhere, you know.

Rosie Fortune

Mm hmm.

P1

So that's definitely taken the weight off my shoulders quite a lot. And then with Uni, I don't have to come, see lessons are finished. It's just assignments and everybody's in the same boat and I feel like because of that that's definitely taking stress off a little bit so. It's definitely a lot less and I think because we're all really excited to move into our new house in the summer. Everyone's just like working so hard to to get to that point where it's just like we're all we're all just in the same boat. So it's nice to have people to relate to, which I think definitely makes me feel a lot better.

Rosie Fortune

Mm hmm.

P1

So yeah.

Rosie Fortune

Oh, that's good. That sounds really good when you think about the differences between your experiences at college and then the university experience, what do you think of the main things that kind of stick out about those things?

P1

Erm, First off, definitely the tutors massive difference. I think in college, everyone would like message on the teams group chat a lot more and would...erm Well, in my experience anyway, like check on the students more and I think I'd I'd talk and open up to my tutors a lot more about stuff that I wouldn't really tell erm my university tutors. I think obviously the whole situation with Mia definitely brought a lot of people closer together, so I think that's very different circumstance, but I think I just just a lot, just personally a lot closer with my college

tutors than with my university ones because because I was meeting so many people already, I think outside of uni it was like oh, I don't want to do it again, just something I don't want to do. So I'd never really strike up a conversation with my tutors. Obviously I would with with my one to one lesson I I really would because we'd we'd chat about because I'd walk in and he'd be like hi _____, how's your week been? And we'd chat for like the 1st 10 minutes of the lesson. So he's my one to one tutor who was like my singing lessons would be the only person I'm really. Like, who knows a lot about me, I'd say. But yeah, and the difference is. With college, tutors were a lot more I I don't want to say concerned, but definitely more aware of, you know, not even not even like, like who I was. You know what I mean? I think also there's a lot smaller classes in college as well so that made a big difference. But yeah, definitely. more verbal, I'd say with my college tutors than with my university ones, yeah.

Rosie Fortune

Yes, and...How has your well-being been enhanced at university? So what things have made you feel good? I suppose. What? How has your well-being been boosted?

P1

By having a job and making and make myself feel like, doing well at that, like when I first got the job, my mum was like, Oh my God, _____, I'm so proud of you. Duh, duh, duh. And everyone around me, when I told them I had a job was like, oh, wish I could get a job. I wish I could do that. I was just like, oh, I could do that. So definitely getting a job was a massive thing for me and it like might not be to like other people, but I think because it's a job that I really enjoy and I wanna keep throughout uni. It's a big thing for me to keep that important to me and like. So yeah, like about just before our student loan came in for April, people were like struggling quite a bit for money. And I was as well, but like everyone was like, oh, _____, you've got a job. You've got so easy. And I'd like the amount of times that people came up to me and like, oh, _____, how did you get a job? And I I just tell them that I just went in and like got it. I they're like oh, wish I could get a job, so it was very rewarding for for me to have that. I think that's definitely helped a lot that's made me feel really good.

Rosie Fortune

Yeah.

P1

I'd say that's that's the main thing really. I think little small stuff like when I tidy my room that makes you feel good, obviously.

Rosie Fortune

Mm hmm.

P1

When I do my shopping, it's like OK, I've done my little bit for the day. I've actually started going to the gym recently, which is really weird, but it's 'cause, the same friend who said he would go to the 9:00 AM with me every every week goes to the gym and he, like you, can like, invite someone to one of your sessions or something and give them a code and they can get in and stuff. And I just. I really enjoyed it and like afterwards I was walking back home with my friend and I was like, oh, that felt really good. And he was like, why don't you just join and become a member? Erm so I did and then just I've been going, like quite not, like twice three times a week. Ish. So yeah, that makes me feel good.

Rosie Fortune

Mm hmm.

P1

I think spending a lot of time with my friends as well makes me feel really good. So when I'm but when I'm working because where I work is the local like for our massive friendship group. So like at least every shift someone from my friendship group will come in every single shift.

Rosie Fortune

Wow.

P1

I know, yeah. Yeah, it is really lovely though, and it's great that.

Rosie Fortune

Yeah.

P1

I can like it makes me enjoy my job a lot more. Yeah, it's really good.

Rosie Fortune

Oh, that's really that is really good and What? So when when you were? When you were finishing college and you had the summer holiday and then you were going to go off to university like, what were your expectations about how your well-being might be challenged. What were the things that you were maybe expecting or concerned about?

P1

I knew I was gonna. I knew I was gonna have to become a lot more independent.

Rosie Fortune

M.

P1

It was that wasn't really something I really thought about. I was really more thinking about, oh, how am I gonna survive without my mom? You know what I mean? Like, how am I gonna survive without like having to cook myself every single day? But that, like said, I definitely knew I was going to be more independent. And that was more exciting than anything.

Rosie Fortune

Yeah.

P1

And it's like I felt very grown up, very mature. Because it's like. It's like, really surprising. Like most of the people I know have taken a gap year or they've done foundation a previous year. So like. Yes, you. You meet such a an interesting mix of people, I think. And so. I forgot what I was going to say. Yeah, definitely. Definitely more exciting than worried. I I I don't think it

was ever really worried about going to uni. 'Cause. Obviously I had _____ and _____ with me. And I knew obviously a few people already like _____, who already in _____. So we had a lot of friends already in _____ in the city. So I think that was very comforting to know that I knew people who were there already. Like, I wasn't just going somewhere all by myself. And so. Yeah, I I wasn't really ever worried.

Rosie Fortune

That's good.

P1

Yeah.

Rosie Fortune

That's really good.

P1

Yeah.

Rosie Fortune

So I think we're we're getting close to me of having asked all the questions and you actually give me loads of interesting things. So that's wonderful. Thank you. What I wanted to ask you, and I think the kind of aim of this research, is for me to help my students that I currently have to manage that transition to university and manage their well-being independently is the idea eventually. So, is there anything you can think of that would have helped you at college with that transition to uni this year?

P1

I think not. Not anything for me personally, because I think already at college I was a very sociable person. Had quite a few friends.

Rosie Fortune

Mm hmm.

P1

But I feel like for someone maybe a bit more introverted, who is a lot more quiet, I definitely. I don't know. I don't know. More like. Just. I can't really answer that question. It wasn't really a thing that like, I don't think anyone could have helped with. I think I just had to do it and like, experience it and then. You know.

Rosie Fortune

Yeah.

P1

I think definitely. If they're obviously gonna meet a lot of new people. Maybe just. Tell them like, obviously. So what I learnt obviously like with having quite a bit of friendship and having like people fall out and all that. My mum always said this to me actually. She was like, don't become Super, Super, Super, super, super close with the very first people you meet.

Rosie Fortune

Yeah.

P1

Because that will change and it did, and it did change, and it wasn't even like an argument or anything. It was more like a. A lot of the friendship groups within the friendship groups were dissolving and changing and changing around. Obviously everyone's still on really good terms, but they're little like sub groups changed a lot. And obviously there'll be a bit of gossip and stuff, but it would never really be like arguments. But yeah, so I think one thing you can definitely say is. Don't put all of your all of you like worries and like cares about the first people you meet you don't like be like, Oh my God, send my friend set set for you, set for the whole of uni, my best friend. Like if you've only known them like a week, do you know what I mean?

Rosie Fortune

Mm hmm.

P1

Yeah, that's what I would say, yeah.

P1

Yeah.

Rosie Fortune

Yeah, OK. Absolutely. Can I show you something? I'm going to share my screen with you.

Rosie Fortune

Can you see that?

P1

Yeah.

Rosie Fortune

Yeah, I'll just make it nice and big so you can see it. So these are the kind of things that I want to to to embed into lessons at college to help improve well-being at college, but also for that transition to university.

Rosie Fortune

And they're kind of separated into these different well-being elements and some of them you've been describing. So, we've got positive emotion and values, engagement, connectedness, and relationships, physical health agency and economic security. If you have a look at those topics on there, is there anything that's like particularly stands out for you or anything that you think, oh, hang on, you've missed something there that I think you should add or change.

P1

What that you've missed?

Rosie Fortune

Yeah.

P1

No, I don't think so.

Rosie Fortune

No. Is there anything on there that you stands out that makes you think if I'd had some input on that, it might have helped me or or it could be useful in the future?

P1

Maybe the economic security, because a bit of a struggle with my with my. Student finance. Because my mom? Obviously I'd applied for it, and then my mom applied on top of me applying without telling me. So my like my bank details came up as like a red flag on the system. I didn't actually get my student loan until like a month later. I know it was really bad. I was like really, really stressed out about it and it was really annoying cause like that was the first big thing. I obviously getting the massive amount of money and being like be able to spend it and everybody around me had the money and I just just just didn't. And also, yeah, I wish 'cause obviously we've signed contracts for the house next year and everything. I've also got to sign a contract applying for my student finance again for this next year. So I think economic security definitely is a thing that I wouldn't expect to have to know a lot about or have to use a lot really. But I just don't know that much about it.

P1

Yeah.

Rosie Fortune

Yeah. Is there anything else on there that we that you didn't? So if we ignore the economic security bit 'cause, we've looked at that, is there anything else on there that you think we didn't do you didn't experience at college, but would have been helpful to you?

P1

No, I work. Nothing really stands out really.

Rosie Fortune

OK.

P1

Yeah.

Rosie Fortune

Would these things be things that you would be in? You know, if if we if I'd done these things with you at college, would you have been interested in them? Would you have been like actually, I'd quite like to take part in some of these activities.

P1

I think yeah, with the fact of coming up to uni, I think definitely.

Rosie Fortune

Mm.

P1

Yeah. Yeah, I would.

Rosie Fortune

Is there any in particular they think I would have liked to have done that?

P1

Probably it like it'll sound really boring and I'll be I I think if I was offered it, I'd say no.

P1

And the one, I think would be really, really helpful would be the economic security.

Rosie Fortune

Yeah.

P1

So that one that one stands out to me a lot. And then I think. The agency as well, like rehearsal techniques and developing independence like. If that was something, I think was

talked about more and it would make me feel even though I didn't feel like bad about going to you anyway, it would have made me feel even more secure, I'd say.

P1

Yeah.

Rosie Fortune

Yeah. Yeah, OK. I'm gonna stop sharing that now. Cool. Thanks so much for looking at all that for me. I really appreciate it. I think we've done all my questions. I'm just going to have one quick look.

Rosie Fortune

Oh, there's one. I suppose there's one last thing that I want to talk about, and which is sources of support for your well-being. So do you like, do you have sources of support for your well-being at university? And do you know what they are?

P1

Yeah. So in in the building, we've got these like rooms. They are just like normal. I think there's like an office, but like it's a like what, what I imagine to look like a therapist's office to look like sofa plants and stuff like that. And it's like there's three rooms, there's 304,305 and 306. And like I think on the on the open day that I went to last year, they spoke a lot about them.

Rosie Fortune

Mm hmm.

P1

And obviously I told you when when that whole fiasco about my money not coming in, I couldn't buy any food. So, I went to the uni and was like because obviously I just let them go anyway because like the student loan went through them and everything and they sat me down. They they'd given me like ALDI vouchers. As well. So that was really, really helpful. And I think since then, I've always been aware that it was there. I know that like I'm not gonna get judged or anything for coming in, because obviously, like your mum right in your student finance on top of you doing that sounds like, wow, what has it even happened, you know? And obviously, nobody was like, oh, what? That's so weird. They were like, right. OK,

we're gonna help you to. And they're really nice and calm about it. So I think I definitely always knew that like in the back of my mind, I was. I could definitely go there and like not be judged for anything, which is really good.

Rosie Fortune

I'm outside of uni. What are you? What would you say? Are your main sources of support well-being support?

P1

My friends 100% like. Yeah, obviously my mum will. My mum and my dad and my sisters will like check up on me and everything. But I think because my friends know everything that's going on.

Rosie Fortune

Mm hmm.

P1

It's like and they're a massive part of my life here in uni as well. They're definitely my main bit of support. It's weird, but people at work as well.

Rosie Fortune

Mm hmm mm hmm.

P1

My my manager like cause 'cause everyone there was so like lovely. So my coworker Will my favourite person to work with ever. He is like amazing. He's so lovely and like, so when I was really, really ill and I had to go back home to sort of like, get better he sorted out all my shifts for me.

Rosie Fortune

Oh wow.

P1

Got them all covered. 'cause. He's the he was the bar manager and so he got them all covered for me and made sure that, you know, everything was fine. So yeah, we've definitely main support is from friends and because of such a good environment at work, that's really been a good support system as well and support network.

Rosie Fortune

Do you think that things might have gone differently when you stopped attending uni if you didn't have those support networks around you?

P1

What do you mean? Sorry, what do you mean?

Rosie Fortune

So you know how you you described like your mate saying to you, let's go up and go together at 9:00 AM and other people saying just getting into getting to uni, it's going to get better kind of thing. Do you think without that it might have gone differently, you might not have got back on track.

P1

Definitely.

Rosie Fortune

Yeah.

P1

Yeah, it made a massive, massive difference.

Rosie Fortune

Yeah. Oh, that's really good. That's really good. OK, I'm gonna stop the recording. 'cause, I think we've come to a natural end.

Transcript of Interview with P2

Rosie Fortune

Thank you so much for giving me time, _____. I really, really appreciate it. Honestly, it's so it's so kind of you. So thank you.

P2

Yeah, yeah.

It's alright.

Rosie Fortune

So.

Like it said, in the form, I just want to reiterate that anything you say to me will be anonymised, so there's no way that anyone will be able to identify the things that you've said as coming from you. You will be sort of... there'll be a code for any of your responses.

P2

Yeah.

Rosie Fortune

And then if I have to submit a transcription, but anything that could identify you will be redacted in the transcription, so no one will be able to read that. Basically, even even things like where you are geographically in the world. If you mention any of those things, I will.

But that will be crossed out so no one will be able to tell anything that could identify you.

On that basis, that means that you can talk freely, but anything that you want to say great anything you don't want to say. Don't feel obliged, yeah.

P2

Yeah.

Rosie Fortune

So we're sort of, we're here to talk about well-being and being a music student. And I've got like a little series of questions we can kind of take it where it goes.

It's they're not kind of set in stone these questions, so I might kind of meander off a little bit, depending on what you're saying to me.

Is that all right?

P2

Yeah.

Rosie Fortune

Yeah. Amazing. So to start with, could you just tell me?

Your name, age, gender where you where and what you are studying. So where what university?

P2

I'm _____ 19 studying music industry studies at _____ in _____.

Rosie Fortune

P2

Yeah, yeah, that's the one.

Rosie Fortune 2:02

Ah, cool. And so you're not studying performance anymore?

P2

No, it is. It is performance, but the degree. So they changed, they changed it. But the actual name of the course last year. So it's it's kinda like what we it's not. It's kinda what we did in college where kinda like covers all the little sub sectors.

Rosie Fortune

Music performance as well?

P2

Oh, oh, oh, yeah, yeah.

Rosie Fortune

OK. And what's your primary instrument _____?

P2

Bass

Rosie Fortune

And have other people in your family been to university before you?

P2

You know what? I just couldn't even tell you. I know I'm in my sister. My sister's been to university. I don't know about my parents.

Rosie Fortune

Fair enough.

So my first we're going to dive straight in. My first question is before you went to university, what did you think it was going to be like? What in your head, what did you imagine University was going to be like?

P2

I I think there was gonna. There was gonna be like a bit bigger of a like an academic barrier

'cause. Obviously you're going for like, an honorary degree, like a bachelors. So there's always. It's gonna be a step up from college, I think so, I think.

I don't know, it's more like. I don't. I don't recall. I don't. I don't really know what picture I had of uni because obviously everyone's like it. It works out for everyone. different. You know what I mean?

Rosie Fortune

Hmm.

P2

So I didn't want to go into uni like too deep into too much 'cause. I feel like that would just take away from the point of like throwing yourself in the deep end. You know what I mean?

Rosie Fortune

Hmm.

P2

So I think I'd, I'd, yeah, I'd probably say that.

Rosie Fortune

And what's what was the reality like, was that different from what you expected?

P2

I mean, there's definitely a lot more academic rigour 100%.

Rosie Fortune 3:55

Mm hmm.

P2

A lot more written work, but it is kind of necessary, especially if you would be like even if even if you weren't to go down like a performance route if you'd go like work with promoters or something A and R, all that stuff like you still need to know how to. But I don't know. Uni

kinda gives you like the proper networking and communication skills to be able to actually go out and do your own thing with it and not just like abide by like 1 certain set of rules.

Rosie Fortune

Yeah, OK, cool.

Let's talk about well-being now. So when you think about the term well-being, what does it mean to you?

P2

I think what this overall?

Kind of. I mean, it can be like quality of life sometimes and especially with your mental health. I think mental health's like at least half of well-being, you know, physical and mental well-being.

Rosie Fortune

Mm hmm.

P2

I will. I would generally say it's quality of life.

Rosie Fortune

Yeah.

P2

And definitely something that you want to look after.

Rosie Fortune

Mm hmm.

P2

Or your gonna have a shite time aren't ya.

Rosie Fortune

Mm hmm. Have you experienced like challenges to your well-being while you've been at university?

P2

Oh, hundred hundred percent, 100%. It's like, I mean, I think coming down like I I moved to _____ by myself. Like obviously I I didn't know anyone when I first moved out there. So I think that was probably the biggest change that I had from back in _____. But it also like just kind of instilled the confidence in you to go and talk and like that also kind of does come hand in hand with like networking and communication skills because to be able to go out to people and talk to them, you know form new relationships with them.

Rosie Fortune

Hmm.

Yeah. So you think that, when you describe sort of the like the challenge of moving from _____ and being in _____ on your own, what what did that feel like? What challenge, what kind of specific challenges do you think it had on your well-being?

P2

I think I think with university like And being a musician. I think when you want to, like, perform gigs, especially if you are just like a, you know, a musician, like a session player. Like you want. You want to find the time to time to have all your gigs and stuff, but it's a bit hard to do that sometimes, and then you have to kind of like like with me like, you know, like there's there's sometimes where you have to choose, like, whether you're going to go to this day or sack it off to go and like, do like, not not necessarily like a pointless thing, so obviously you're still getting experience from it. Is the whole reason why down there for it. But I think I think, I think I think it's time management and it's a it's a, it's a bit hard to get as many gigs and as many like even like dropping in or depping session for people because you've got such a busy schedule with the actual timetable because it's an accelerated degree. You're in a lot more and there's a lot more work that does need to be done. And then sometimes that like that starts like smothering you and you don't have the time to go and do what you actually want to do.

Rosie Fortune

Hmm.

P2

Like gigs and stuff? I mean, me personally, I will just sack off uni to go and do gigs. But I mean, that's like I'm not. I'm. I'm still. I'm still. I'm still good. I can still.

I can still keep up with work though, so I think things are all right for me. I don't know how it would be for anyone else but it seems to me that a lot of people already do it anyway. You know what I mean?

Rosie Fortune

So do you feel that you're being put in a position where you're having to make choices?

P2

Yeah, you're having to make the choice and like the opportunities that uni, like can offer they are good don't get me wrong, but like I'd rather I'd with the performance sector I'd rather not have uni, like, sort out all that stuff for me. 'cause, you need to learn, obviously, to sort out yourself and.

Rosie Fortune

Hmm.

P2

Again, by being confident with that and just organising everything yourself, like through your promoters and all stuff, without the help of Uni, which they they would help out with, I think it's much better. But yeah, like definitely put in a position of what to choose from and it is a bit sticky sometimes because you know if you got certain deadlines to meet.

Rosie Fortune

Hmm.

P2

You know, you you don't. You don't fail like a year of uni. Just just for sacking off like a lesson for a gig. You know what I mean?

Rosie Fortune

And.

No. Do you think? Does that 'cause you stress that happens to make those?

P2

Oh. Always, yeah. It's it's like the it's just, it's just it's just like the word deadline. You know what I mean? It's it's, it's horrible. But, I don't know. I feel I I feel like over the past two years, my time management's defo got better. My first year at uni like I did not I didn't take it seriously. At all. But I think second year was defo for knuckling down.

Rosie Fortune

Hmm.

P2

And I don't no, kinda getting the most that it can offer to you, 'cause. You're paying money to be there. You're taking loans out like you'll be like 60K in debt by the time you get out, so you might as well use all the opportunities that they'll give you.

Rosie Fortune

Mm hmm.

P2

Make the most of it. So, like there's loads of pros and cons to uni you know.

Rosie Fortune

Mm hmm.

P2

But it's it's how it works for the person I think.

Rosie Fortune

Yeah. And how do you think it's worked for you? So you're talking about your first year, maybe not taking it seriously, but was did you find it difficult the change like moving away and then the change from the college experience to the university experience?

P2

I think I think. I don't know when, like when when you, when you move to uni for your first year like obviously like it's just like you live away from home, It's your own space and like obviously you're there's a study but being like an 18 year old who's like moved to a city for the first time all you want to do is you get out and stuff. And I think I think first year's definitely definitely used to mess up. You know what I mean? I think that's what it's for. To get all the stuff that like, you know all you messing about out of the way and then you're out. You know what I mean, actually.

Feels like it, like, I've only been here for like 2 years now and I've got a year left but it's gone by so quick. And I don't know. I feel like if I'd knuckled down first, there would have been, I could have got more out of it than I already have.

But you can't go back so.

Rosie Fortune

No, you can't go back. No, that is true. You can't go back when you think about.

College and university. What do you think are the main differences between like the way that you learn at college and the way that you learn at university or the demands upon you in terms of learning?

P2

I think there's there's, there's a lot of independent study in University as opposed to college. And I think I think with college like, there's more, there's more help offered to you and it's definitely a lot more lenient and I think, like all the faculty, like especially at like _____ like those so many people there to help you out. But when you go to uni, there's only a there's only like a set dedicated amount of people that can tailor Like your like, you know your your own course, because obviously loads of different courses. There's only. There's only a tiny, tiny group of people that will actually like. What's the word? Did I like fit your? Fit your area that you need help. I think college there's loads of people. You know what I mean? But Uni is like, I don't know. I think I think the help the help is a big difference. Don't really get

much help in uni but I do prefer it that way because like it it does kind of instil independence in yourself. So and that's another viable life skill. So I think that's probably the one of the biggest difference besides.

Rosie Fortune

Mm hmm.

P2

Like the the the step up in academics. But like you, you do get a lot more freedom with what you want to do. So like your projects and stuff, obviously like we just have projects in college and stuff, but that was like a brief that was given to us. But like you can choose your own project, you know you you you can have a bit of freedom with it. And I think that is like it is a bit refreshing. To like you know, go into a course and be able to do what you want to do and that, like, do it in doing so, that'll get you your degree. Rather than just having like a set curriculum, just been given to you at the start of the year. But that's only changed this year, like last year was just a set curriculum. This year, there's all this freedom. And then like next year, I mean next year will be like dissertation and stuff, but that's just that's for next year. I don't want to think about that at the moment.

Rosie Fortune

Then you shouldn't one thing at a time, one year at a time. Yeah. So you like. You like the being able to sort of be in charge of yourself then. Do you like that part of it?

P2

And it's a it's a lot easier to manage. You know, 'cause, you're responsible for your own failure.

Rosie Fortune

Hmm.

P2

So if you mess up, that's on you. That's not really on anyone else, unless it's like a collaborative project. Like you can only mess yourself up you know what I mean? Yeah, you're not responsible for anyone else but you, so if you mess up, then that's on you.

But then you will realise it. I think if you identify it then you you can change and you could probably get a lot more out of whatever course should be studying, but. Yeah.

Rosie Fortune

OK.

OK. I'm just gonna return to my questions. 'cause, I have gone a little bit off ***** as well.

So we talked about what well-being challenges you experienced at university. Did you have you had any support from from anywhere with that with kind of managing your workload or anything like that? Has anyone helped you over to do it all by yourself?

P2

No, I don't really like with with with _____ there's literally like there is barely any staff. So it is. It is a bit, it's a bit different to like a standard uni where you could there's there's loads of like there are like drop in sessions and stuff, but there's not as much as I think there should be, or there's not as much support as there should be, but you can you can say that you can say that for as long as you want. You know what I mean? Like you'd always want more support. Too much so. Yeah, I think I think I don't know like with, with, with with all the like, they they they constantly change every year, like how they deliver the support, but it kinda just it's a bit autonomous at this point like it is just the same thing, just in a different form you know.

Rosie Fortune

Hmm.

P2

So I think bulk load of the work you will be managing it yourself. There's no one else that can really help you as much.

Rosie Fortune

Hmm.

P2

Besides yourself.

Rosie Fortune

Yeah.

P2

But I'm not I. I'm not fussed about that 'cause obviously it's like that's how it's, that's how it's been for the past two years and that I'm used to it. But like, I feel like feel like going in, going into uni. Like having no idea what you know what, how your course is gonna be delivered and stuff. Like it's like to go into uni and like realise you don't actually have that much support. It's a bit of a but like, I don't think it's a bad thing. I don't think. I don't think it's a good thing. I don't think it's a bad thing. You know, I think there's there's been there's pros and cons to it, but, It like kinda falls in the grey area.

Rosie Fortune

Hmm.

OK. And what about the good sides of like your well-being, how is your well-being been enhanced at university?

P2

I think I think there's definitely more networking opportunities, loads of networking opportunities and there's loads of loads of like studios that they can offer. So, like, we went down to Metropolis in London and that's like one of the big but the big studios down there and I think it's it's nice to have that offered to you.

Rosie Fortune

Hmm.

P2

It's obviously like studio time, like you're looking at like like maybe like 80 an hour or something that's still it stacks up quite a lot. But I think there's there's some tutors in in uni that will take their spare time to help you. So we had we had this, this guy called _____ he like he he took time out of like his schedule to like like we went to his house to mix our new tracks and stuff. He's got his own studio that's LinkedIn with the unit as well. He's a tutor. He'd he'd, you know, he'd. It took time out of his schedule to take

us, like, invite us to his home, to his home studio and you know, work on our stuff there 'cause like he liked it so much and like, that is nice to to have like a supportive, like supportive character, you know what I mean? Like everyone is, like dead and I know I said how there's there was no support in terms of managing the workload but like in in terms of like like having the passion for what you do like, everyone is dead supportive about it. But like that's how it should be.

Rosie Fortune

Mm hmm.

P2

With a music uni.

Rosie Fortune

Hmm.

P2

I think with there's also like a lot more promotion opportunities with the UNI cause they've got so many industry links and there's there's so many work experience opportunities that you can you can use obviously like it's not gonna, It's not gonna be like a high paid thing, but it's having contacts in the industry. So when you finish uni you'll, you have it there. I think I I think I think I'll probably like the best thing that _____ has to offer is defo the networking.

Rosie Fortune

Hmm.

P2

I didn't really look too much into that at college 'cause like I mean with, with me in college like I messed about a lot. And obviously I don't know. I would. I would. I would act different if I was to go back, but I feel like it also kind of shaped me to how my work ethic is now.

Rosie Fortune

Mm hmm.

P2

But you've been through all that like. Just like mucking about stage.

I don't know, it's like a bit bit of maturity with it, you know.

Rosie Fortune

Yeah. Do you feel like?

So you don't regret that. You just think that actually that shaped where you're at now.

P2

I mean, I'll regret it, but I wouldn't like.

I'd I I'd, I'd, I'd say I'd say it was like a a necessary path 'cause I. If I I feel like I don't know it's it's realising the opportunities that you've missed out on because of a certain way that you've acted and like you're not gonna go back, you can't go back and change that. But so the future opportunities that you can you can, you can get and you can easily obtain, but it's whether you you miss out or not by acting like a muppet so.

Rosie Fortune

Hmm.

P2

It's just a. Yeah, I I I think it's just growth really.

So yeah.

Rosie Fortune

Yeah, absolutely. What have I got next?

Alright, this is a really, really kind of broad question. How do you manage your well-being?

P2

How do I manage my well-being?

Rosie Fortune

Yeah.

P2

I don't know. I don't. I really don't think. I don't. I don't. I don't. I don't really think so much into it, to be honest. I think I think keeping myself busy and always having work separate to uni like session work a lot of session work. I think that definitely keeps keeps my well-being intact because it's so many different because it's so many different styles and stuff like so many different influences that are coming here and like you kinda you find your own sound through.

Rosie Fortune

Hmm.

P2

I think getting work with music is deffo the biggest way that I can stay happy from music 'cause. I feel like if, if, if. If one day like work just stops like it would kind of just fall apart at that point.

Rosie Fortune

Hmm.

P2

I think doing gigs, I mean obviously like doing gigs thats always like the best thing because it's the atmosphere, you know and I think that's definitely, I mean, if you're a performer, I think it should definitely be one of the biggest like positives.

Rosie Fortune

Hmm.

P2

And that can have such a positive impact on your well-being. Yeah, I don't, I don't. I haven't really, I haven't really thought how I manage my own well-being. To be fair, I know, I know. I know how you can, but.

Rosie Fortune

Yeah.

P2

I don't, really. I'm I'm a hypocrite. I don't take my own advice. But, I'm aware of that. That's OK.

Rosie Fortune

That's funny. And when if. Where I'm up to. Ah, before you went to university, how would you describe your well-being?

P2

I don't know. I think I think I think before I went to uni like I didn't really have a clue what. Well, like which which direction I was heading. So I think there's like the uncertainty therefore had like a a bad impact on it. I didn't even obviously I didn't even decide to go to the Uni until like the month of the UCAS deadline, but it was probably the best impulse decision that I did make. 'Cause it's it's worked out well for me. But before you know I don't honestly like if I didn't go uni, I don't really know what I would be doing. I do think about that a lot, but. What? What was the question again, sorry.

Rosie Fortune

I asked you before you went to university. How would you describe your well-being like where? Where were you at, I suppose?

P2

Oh yeah, I was. I was nowhere. I was getting nowhere, like in college. Like, obviously I'd like gigging around _____ and that was that's great n that. But besides that there was nothing I want to do like I've always wanted to just be a session musician and just get just, you know, play for loads of different people. Get your name out there. And I didn't. I didn't do any of that in college, didn't do any of that in in like _____ when I lived there I think I think moving, obviously moving to a different city you have to, you have to find something to do to keep yourself occupied. You know what I mean? So, yeah, I think I think my well-being was definitely, definitely a lot worse than that. That's. That's was literally based on the fact that I didn't really have any direction.

Rosie Fortune

Yeah.

P2

I also was very ignorant about not having the direction that I it didn't ever like show itself as like a problem to me, because I was I was very ignorant of it at the time.

But it's good that I overcame it 'cause I don't, I really don't know what I'd do if I wasn't in uni.

Rosie Fortune

Hmm.

Do you feel like you've got a path now ahead of you that you do? You feel confident that what when uni ends you know where you're going?

P2

Yeah, I think I think uni defo helps you identify the steps that you need to take in order to get where you want to, because obviously there's so many industry professionals that are working within the UNI or they'll work with the uni.

And they're the ones that kind of like tell you what to look out for and all this stuff.

And I think it's like, I think with my path like leaving my comfort zone was defo like the first step to getting on that path, like playing, playing loads of different styles that you know, I wouldn't normally play like, never like jazz, but.

My primary styles now would be jazz but I'd I'd never would have thought of that in college.

Rosie Fortune

No.

P2

I had such like a just like like a concrete view of what I wanted to do. But.

When there's only different opportunities that just present themselves like it does, it just changes perspective on things like massively. Yeah, yeah.

Rosie Fortune

Hmm, that's that interesting that you play in jazz.

P2

Oh, no. Oh, jazz's beauty. Yeah, but it's the foundation for everything, though, and you know, like, really, like, it's it's beautiful.

Rosie Fortune

I mean, I love that you're saying that.

Because I agree.

So I think you've probably answered this one. I'm just going to do the last question, which is what sources of support for your well-being. Do you have outside of the university, you've kind of talked a bit about people who will support your well-being at UNI, but what about outside of university?

P2

I think defo my band. I think that's the biggest one 'cause like we've all got a certain expectation of each other that we have to meet. And that kind of like, I don't know, there's a there's a good dynamic there and I think deffo like getting together and like, you know, writing tunes, making tunes with, like, people like you want to be with. I think that's it's always like the best thing about it, especially when, like, you know, you can have like a sell out show or something and to come off that stage, knowing like, you know, you did it with your mates, like your best mates, I think that's that's defo or like the biggest take away I've got from moving down here like it's just a, it's a nice feeling. It's a really nice feeling. And I think if I didn't have that then my wellbeing being would be down the drain. But it's yeah, it's just, I don't know, it's some there's sometimes where like I have a creative flow and it'll just be blocked out. But as soon as it comes back like I don't stop. You know what I mean? And I think and I think. Yeah, I'd, I'd, I'd I'd. I definitely think playing in live settings I think that's probably the best for the well-being 'cause that's. I mean that's what. That's what. That's what that's always what I wanted to do. You know what I mean? It's Just nice, you know, not wasting my time dreaming about it.

Rosie Fortune

Hmm.

You're not dreaming about you doing it.

P2

Exactly. Exactly.

Rosie Fortune

Yeah, yeah, absolutely.

OK, the last thing I want to do is I want to show you something that I've designed and I'm interested in your opinion on it. So I'm going to share my screen.

What I've designed is a well-being programme. This is a draft that will be delivered in and amongst lessons at the college.

P2

Yeah.

Rosie Fortune

And the idea behind it is to support students well-being while they're at college. But but with a focus on improving that transition to university and kind of easing the the process I suppose is the idea. So it'll do two things at once. I'll share my screen with you and I'm interested to see. I think it's this one. Should be on the screen now.

You got it. Let's look at this one first. So these are the well-being elements that I have found from, I did a massive literature review for my last module and I had to look at all the different well-being elements in the research that was out there. And it came up with these, these 12345 across the top. So we've got positive emotion and values, engagement, connectedness and relationships, physical health, agency, which you've talked about a lot and Economic security. And then there's some topics under there potential topics. Just have a quick scan of that for me. And then there's another image I want you to look at. Can you see it OK?

P2

Yeah, yeah, yeah. It's letting me zoom in and everything so I can read everything.

Rosie Fortune

OK, cool.

P2

Yeah, I mean, you've pretty much got that the answer to a T. Yeah.

Rosie Fortune

And then this is the second slide, which is, oh, this way that way, which is the the kind of separated into very particular sessions. So we would look at music performance anxiety, life skills and behaviour change, mental and physical health, relationships, communication and teamwork, and something I've called the professional musicians toolkit.

And there's like it's. I've designed it for like 8 sessions, but just have a quick scan of what's in there and see if there's anything that stands out for you that you think that would be really useful. I'm going to shut up while you read it.

P2

Oh, oh, so it's broken up into like different sessions then? Oh, I get it I get it. I get it. I get it. So you'll have, like, week one, week two.

Rosie Fortune

Mm.

P2

Yeah, sound.

I think the the the third one, the time-bound activities one probably.

Rosie Fortune

Mm hmm.

P2

One of the biggest ones, 'cause I think deadline is deadlines are probably the the thing that everyone struggles with the most, especially young people 'cause like we're just lazy.

Rosie Fortune

Mm hmm.

P2

Umm.

And obviously that, that, that the yellow one, that's everyone. I did my paper on.

Like well mental health and music therapy and stuff.

Rosie Fortune

Hmm.

P2

And I think. So what would you talk about in the 4th one. When would you talk about like the organisations and stuff. Like all the like the the organisation that they have.

Rosie Fortune

Oh, in the signposting for further support, I suppose that's like, what do you do if things go wrong? Where can you get help? So there's lots and lots of different organisations. If you've done some writing on this, then you probably know that there's lots of different organisations that offer help. But for example, in supporting good physical health, we would talk about hearing health and how to, as a professional musician, how to get?

P2

Yeah.

Rosie Fortune

A sort of reduced cost ear defenders that are professionally moulded. You know how to get hearing assessment, what to do if you have a a playing related injury because the support networks that you can go through as a professional musician and you can get funded, you know, say you really, really hurt your, you've got a problem with your shoulder or problem with your wrist as a player you could go and see a specialist physio and it would be a funded through Bapam, who are the British Association for Musicians and performing artists, or something like that they support. They will help. They will help pay for things like that. So sharing that information.

So in your future life as a musician, you might have the chance you might go. Hang on, I remember and just do a quick Google and get yourself some support that way.

P2

Yeah, I think it's defo Just making your students aware that there's so many different organisations out there that do cater to all those different things. So any problem that they're having, it's not just going to be limited to just them. There's going to be at least someone out there with the same or someone that's identified that as a problem amongst people and then obviously made a a trust or an organisation out of it.

Rosie Fortune

Are there any other things on there that stick out to you? Is things that would have been helpful for you to know before you went to university or have an idea of?

P2

I think. The the final one making connections and stuff that's. A crucial that's like, probably that is probably the most important thing that you have on there. 'cause. You're not gonna. You actually aren't gonna get anywhere in the industry if you don't have connections because you you, you could literally be you know, you could be, you could be the worst band, but you have good connections, you know, good sound as I make it sound good. You know what I mean? Like.

Rosie Fortune

Mm hmm.

P2

You could blow up from such a bad song, but it don't matter because you've got that exposure. No one else has. You know what I mean?

Rosie Fortune

Hmm.

P2

I think I think like networking connections that's that. I'll always think that's like the biggest part of being a performing musician. How you get all your work like you make the connections, you don't want to have any negative connections because that's when you just get like blacklisted and stuff and you know, it's word of mouth like word gets around so fast,

especially around like like just like like a normal metropolitan area. So if you work within the city like someone's gonna if so, if you've worked with different people in the past, someone there's gonna be a link between every one of those people that will come.

Rosie Fortune

Mm hmm.

P2

So I think that is attitude is a huge part of it. Management, you know, I'm, I'm still terrible at managing finances now, but.

Rosie Fortune

Yeah.

P2

I'm a lot better, a lot better, I think. I think when you when you go to uni first time. It's kinda on. It's kinda it's pretty unavoidable.

Rosie Fortune

Yeah, but someone gives you a big pile of cash, don't they?

P2

And like, but once once you make those mistakes, you you know what to look out for in the future. And like you have to develop a bit more and mature a bit more. But that's after the first year you'll like.

Rosie Fortune 35:38

Is there anything you can think of that would have that would come under well-being that you think might that I might have missed that you would like to see there maybe?

P2

Honestly, I actually don't think there is. To be fair like it's like when we're in college we never had anything about the music performance anxiety. I feel I'm like, just you get thrown into it. But that's again, it's not a bad thing really.

Rosie Fortune

Hmm.

P2

'Cause it just is. It doesn't instill confidence. I think. I think you are you are you have got this down to a T pretty much Rosie. I'm not gonna lie.

Rosie Fortune

I'm going to stop sharing that screen, then that's really helpful. Thank you. I'm going to start the recording because I think we've come to a natural kind of end.

Transcript of interview with P3

Rosie Fortune

Right, so I've got a little list of questions I'm going to sort of whiz between the two. So the first thing I'd like you to do is introduce yourself. Tell me your name, your age, your gender, where you're studying. Let's start with that.

P3

Cool.

Erm I'm _____, I've recently turned 20. I go to _____ University. I study popular music and recording. And what else? I am male.

Rosie Fortune

So what year are you in at university?

P3

Er second year going into well, I've finished second year and I'm going into third year, yeah.

Rosie Fortune

What would you describe as your primary instrument?

P3

Oooh It I was I I've started to think it's very like a Oh well it's a nobhead thing to say, but I've kind of started seeing myself as a songwriter 'cause. I'm not amazing at any instrument. I'm not particularly amazing.

Rosie Fortune

I don't know.

Yeah.

P3

But I consider myself just like kind of be a songwriter, but I'd probably say.

Bass is my main instrument now because I'm just playing that in the bands that I'm in.

Rosie Fortune

Mm hmm.

P3

But I want to strive to be a vocalist. Really. That's kind of what I want to be, so yeah.

Rosie Fortune

That's what you want to do. Oh, OK. And the final very straight forward question is.

P3

Mm hmm.

Rosie Fortune

Have other people in your family been to university before you so did your parents go to university? Grandparents, people like that.

P3

And yeah, my three sisters went to university obviously like, not music, but so actually, I mean well see what this in the background? Actually all my sisters.

Rosie Fortune

Oh, yeah, yeah, yeah.

P3

Things, yeah. My dad when he was a little bit older he went to university as well, yeah. But again, like not for music for different degrees like in science and media studies and stuff.

Rosie Fortune

Alright, OK, cool. So, you are not the first person in your family to go to university. That's the kind of thing I'm trying to find out.

P3

No, I was. I was. I was warned by them all about the of the dark things that happen at university.

Rosie Fortune

So my first question I want to ask you is what did you think before you went to university? What did you imagine it was going to be like?

P3

Is this without me going to the open day? Is it like kind of my experience?

Rosie Fortune

Just any imagine what you thought university as an entity going to university What did you think it was going to be like?

P3

I just hoped it would kind of give me a realisation of what my life is gonna turn into as a musician and kind of, I hoping going into I thought it was gonna like make me realise this is what I wanna do. This is what I'm gonna learn to do. And this is how I'm gonna get there and Yeah, go into it. I think that's just what I just wanted, like a clear path.

Rosie Fortune

Yeah. And what's the reality been like for you?

Was it like, has it been like that?

P3

Yes, I mean well, there's gonna be there's gonna be arguments back and forth. I think mostly yes, because I've created, as well as it's a good course. _____ university do a great music course. I'm loosing my train of thought here. Oh, my gosh. Oh, my God. What was I saying?

Rosie Fortune So you said that you hoped you hoped before you went to university that it was going to help you realise your path.

P3

I'm rubbish. Yeah. So. Yeah, it's a good course, but I I've been creating opportunities for myself definitely like by joining bands and like saying yes to things that like you don't have to say yes to like it's outside of uni work. And I think most of the kind of realisation of what my life's going to become has become has come from me doing stuff outside of university and like understanding the music scene in _____ and kind of working in bands and working with live music and live sound. But then that's the whole kind of live performance side of what I my future. What I kind of want my future to be. But my kind of other backup thing is I do recording in like the studios as my modules. So if the whole performance thing doesn't really work, I want to do something along those lines.

Rosie Fortune

Hmm.

P3

And work on production and studios and stuff like that. So it's definitely it's given me a path that I know I want to follow. So it's that's it's going, it's going good. I think it's going good.

Rosie Fortune

That's good. That's really good. Oh, I'm really glad to hear that.

P3

Good.

Rosie Fortune

We're going to sort of segway a little bit into the kind of what we what we're here to talk about. So so I want to talk to you about the term well-being. So when you think about that word well-being that term, what are the things that come to mind for you?

P3

Just how I'm physically and mentally doing at a given moment in time. My well-being just how I am.

Rosie Fortune

Hmm.

P3

Just what state of mind I'm in, when I'm happy or sad, I kind of see well-being mainly is as like like a mental thing at least.

Rosie Fortune

Hmm.

P3

And that's how I perceive it. I don't. I don't want to waffle too much, but yeah.

Rosie Fortune

That's that's absolutely fine. That's absolutely fine and.

What? When you. Oh, I'm bouncing here. Let's do this one. What well-being challenges have you experienced at university? Have you experienced any well-being challenges?

P3

Yeah, definitely. I've I've had some meltdown moments. It gets very stressful because, like I was saying, it's like juggling, like a job. Because although I do get like a loan, it's it that covers my rent and that's kind of it. So I've got to work and I've got to do well in uni and I want to do well in uni. I don't want to just pass. I want to do well.

But also I am very much a believer where it's not enough on a music course to just do the course. You gotta kind of be doing other stuff, whether it's doing work experience in the studio, if you don't perform or be in the band and doing gigs. And I decided to do 2 bands because I don't know, I'm just a bit of a numskull, but I'm I'm enjoying it and it's good, but I've had some meltdown moments where I thought it's just not working and you know, juggling everything it, it gets a bit intense. But I'm not sure if there's really anywhere around that other than just like time management and better figuring out my priorities, but I'm I'm glad that I'm staying busy as opposed to doing nothing, which I was doing for a while, especially in first year, I had no bands going on. I was doing nothing. So the second year I've really amped up and I'm thankful definitely.

Rosie Fortune

Was when you think about first year then was was it so you said all this kind of stuff has mainly happened in your second year, the positive things, the bands and stuff?

P3

Yeah.

Rosie Fortune

Do you think your well-being was challenged in a different way on your first year or?

P3

In first year definitely not as much if it if I was to say my well-being was challenged. It would be maybe the shock of the kind of content we were learning 'cause there were words like we were just throwing it like. Terms and definitions like diataxis, which is like structure of a song and stuff like that, and I'd never heard things like that. And it's people who are on like on a level music who knew this stuff. And I was like, oh, I've, I've got no idea what this is. And just tutors were talking as if, like, we'd kind of heard it before and maybe I'm just like I don't know. I'm. I just didn't like click on it as fast. I should've. Or maybe I like, just dozed off in a lecture and they explained it, but I feel like I was thrown into this kind of place where things were meant to kind of be assumed. And I'm not even just talking about music theory because they did music theory quite well in first year and kind of taking us through it. It was more like the the essays we were writing. It was like it's assumed that we kind of knew what was going on. But other than that, I mean, I'm quite a confident guy, so I didn't struggle to kind of talk to people on 1st year and make friends, but. I'm saying second year definitely is where it got a lot more stressful to say the least, yeah.

Rosie Fortune

Because you made yourself busier because you created all these opportunities for yourself.

P3

Yeah, yeah, yeah, it was.

Just after I'd made friends, it was like, well, do you want to join this band? And I was like, oh, not doing anything. So may as well. And then.

Rosie Fortune

Yeah.

P3

Making more friends and it was like oh do you wanna join this band, it's different, I also like this kind of music and I wanna front a band so I'll join. I'm also doing solo stuff but I've had to leave that because I'm too busy but I'm always writing for myself, even just for for fun, but it's just like with my solo things it's like no one relies on me, but in these bands there's

people that rely on me to kind of be there and rehearse and practise. So I'll put my stuff on the back burner. But you know, a different thing.

Rosie Fortune

Yeah. Is that part of the kind of stress that you've just talked about that the the other people relying on you? Is that a source of stress for you or is it just the juggling responsibilities?

P3

I think, yeah, definitely. I'm, I'm. It's it's part of it. Yeah, of course, 'cause.

If if my if a band's like oh, we need to rehearse on this day, I'm like, well, I can't have, you know, I'm in like a different band and I can't do it. I'm busy that day. It literally happened the other day I was in the work on the EP and _____ were like, we need to get a rehearsal done for the festival we're doing on Saturday. I was like, well, I can give you like maybe an hour before like when we're setting up before we record. But that's really it. So I was kind of getting shouted out from both ends, but I'm thankful that we're all like good mates. They're not just like band friends, it's like I always say, they're my friends first, then band mates second.

Rosie Fortune

Mm hmm.

P3

So I think if they weren't my friends, they'd probably have kicked me out by now, you know. No, I'm not that bad. But yeah, I think the stress does come from that.

Rosie Fortune

Yeah. And when you think. Yeah, here we go. But I'm. I'm trying to pick up on the things that you were talking about learning at university. So what have you noticed to be different about the ways in which you were required to to learn at university in comparison to, say, your college experience?

P3

It's hard to compare, especially with college and COVID.

Rosie Fortune

Hmm.

P3

Massive factor, which I'm sure you'll probably talk about in your thing but.

It's just. It's it's hard again because college it was very intimate. I could very I could go to you and you're very easy to approach. Whereas in these big lecture halls putting, I mean I I do because I'm just, you know, I don't really have a problem with it, but it's it's still very intimidating to be like, you know what? What, what do you mean? What does that mean? What are you talking about? Can you say that again? It's so hard for everyone and I can everyone talks about it after the lectures. Like I want to put my hand up but you know in front of like a massive, massive room of people you can't do it. So, the intimacy of college definitely made it much easier. However, there's also the factor of university. It's meant to get harder. I know it's meant to be harder than college, so for me to say like, oh, well, college is way easier. It. Well, it's meant to get more difficult, but I guess that's like kind of how it compares.

Rosie Fortune

Hmm.

Do you think?

Do you think there's more pressure on you to be in charge of your learning at university?

P3

Yes, I think partly because of the modules that I've chosen, where I, I do like studio recording where I'll record like there's a module called ambitious overdubs where you have to just like kind of any song, whether you've written it or not, you have to record a band. Parts of it have to be like live takes and then like a band playing so like drums and guitar and bass will play at the same time and they you'll overdub the piano. So that's very like practical learning. And I'll do ensemble stuff, which is like you're write, like a set of like a 20 minute set of music and then perform at the end of the term the term. So. What was your question? Just so I don't go.

Rosie Fortune

I was asking if it was there was more pressure on you to be in charge of your learning at university.

P3

Yes, I think because it's very practical and very much I've taken the creative route as a as opposed to like kind of the essay writing about popular music and like identity, which I did do. The first term of the second year, which I did enjoy, but I think for what I want to do later on, I decided against it, but yeah, because I'm doing creative stuff and like practical stuff, it's very much up to me to kind of lead my learning and go off on my own, I guess.

Rosie Fortune

Hmm. Hmm. And make those recording sessions happen and.

P3

Yeah, we have to. We have to book the time. And if you don't book the time and you leave it last minute and when you leave it last minute, everyone else has left at last minute. So then all the studios are booked and you can't do it and that's your fault. So you need to really be on it with all that.

Rosie Fortune

Mm hmm. Mm hmm. That's a level of responsibility. I'm assuming you hadn't experienced before.

P3

No. Yeah. You know, as far as just like, I mean, this whole thing of, like, booking rehearsal rooms, booking studio time to even in my bands, you know, we don't have a manager just booking gigs, like talking to promoters being like, hello, is this, can I ask you if I'm allowed to gig like my first e-mail was tragic! I was like hi. So is can I sorry please may I have a gig? Sorry please. They were like, yeah sure. When when? I was like Oh no way. But. Yeah. Complete different level of responsibility. I've never had before, definitely.

Rosie Fortune

When you think about the transition from college to university, do you think you managed that well or you know, like how did you go about managing that transition that kind of change that the changes that you experienced?

P3

I think looking looking back, I think I'll turn that, OK. I'm, I'm here and I'm. I'm. But I think yeah, the the workload was a shock, especially for someone I don't. I'm not like massive on writing essays. I'm not particularly good in that area, hence why I chose music really. But the kind of level of kind of like writing and and learning and the the amount that we were doing, it was a shock. But I think after a while getting used to it it it takes like a term kind of understand and then the next term, I'm kind of like, OK, I know where I am.

Rosie Fortune

Mm hmm.

P3

But I'm scared that in 3rd year I'm gonna do the exact same thing that I have for the past two years, where crumble in the first term and then make it in the second term. So hopefully I learn.

Rosie Fortune

Yeah, and watch it when you describe crumbling. What does that mean? That.

P3

Erm me going into the start of uni, the start of the the academic year. Just kinda like back with your friends, you know, drinking. And then you're like you're in weak one. You're just like, oh, yeah, you know, just like, go to these lectures, not really listen and week to and week three. And it will all just creep up and it's a fault of my own just because I'm being a silly student. And it's like the week's pile up. I'm like, oh, I need to start knuckling down now. And that's when I'm, like, rushing to get things done. And I do. And I have. And I I think I've done to a good standard. I've been getting firsts. So I'm I'm happy with that. But it's then the second term I'm like, well, I can't let that happen again. So then I'll, I'll stay quiet quite straight after that. That's kind of what I mean by crumbling.

Rosie Fortune

Right. OK. So sort of being late to get going with your work.

P3

Yeah, I think, yeah, I think just taking me off off guard and.

Rosie Fortune

What do you think of the things that distract you from?

Being focused.

P3

First year, it was making friends and just making connections and getting to know people, and then by doing that you kinda you know, you have to go out, you have to talk, you have to do things. So yes. And now it's in second year. It's definitely gigs It definitely bands. And I'm always thinking like what's the next thing for _____ or like for _____ of my solo things like what am I going to do next. What's like the. Is that a music video? Is it artwork? Is it merch? Things like that. And it's like there's always, like a gig, like round the corner for me now, especially with the two bands. There's always like something that's about what's gonna happen next week. I've gotten very acquainted with my calendar, which has started this this year. But yeah, I think, yeah, that's.

Rosie Fortune

OK, great.

P3

I'm awful, I loose train of thoughts so easily.

Rosie Fortune

Don't worry, you're absolutely fine you're doing great. You're fine.

P3

Hmm.

Rosie Fortune

Here's an interesting one. How do you think your well-being has been enhanced at university if it has?

P3

Enhanced?

Rosie Fortune

Yeah.

Has it in any way?

Boosted enhanced.

P3

Probably, yeah, I mean. I'm surrounded by a lot of I've I've I've surrounded myself with a lot of brilliant musicians, my friends are all very talented in a lot of different ways and because of that, and the bands that I'm in people are like, you know, people, when they generally come up to me after a gig and they're like, that was really good. I'm just like, oh, you know, I'm I'm convinced. I am convinced that we have done a good job. I'm. I don't think they're just like, lying to me 'cause. They have to. And I think they genuinely mean what they say. So I think.

Rosie Fortune

Mm hmm.

P3

By joining these bands and and doing the live shows as a musician, I feel much more confident just like in myself, not just in the fact that I'm a good musician, but that I'm I'm doing something right with the choices that I've made in life. Not to get too deep, but people are enjoying what I'm doing. So it's a it's a good boost. It lets me know that I've. I've kind of done something good so.

Rosie Fortune

That's cool. That's really cool. OK.

P3

Yeah.

Rosie Fortune

How this is a very general question. How do you manage your well-being currently?

Yeah.

P3

Hmm, I dunno. I think. The one thing I I could definitely say is I'm quite fortunate with my mental health and I don't struggle too bad with things like anxiety or stuff like that. I know a lot of my friends do cause music it's um musicians a lot of people struggle with anxiety and I'm very fortunate. I don't really. I don't really get stuff like that, but it's when I feel drained after a while and do you say how do I handle it.

Rosie Fortune

Yeah. How do you manage it or how do you how do you manage it? How do you take care of your well-being? How do you take care of yourself?

P3

I'm good at understanding when I am drained I I can feel it. I know I'm tired, so I take days where just you know nothing. No music, no nothing. Unless I just wanna have a strong guitar or playing piano just for fun.

Rosie Fortune

Mm hmm mm hmm.

P3

I talked to, I talked to friends and you know, keep, give myself breaks. It's very it's very easy to get burnt out as a musician, so I make sure I just chill the hell out sometimes it gets too much.

Rosie Fortune

Yeah.

P3

Oh, you mean. Well, that's pretty much I again, I I don't. I don't think I've been struggling too bad. But when I have been like over bared, I've just been like, right. chill, stop. Mm hmm.

Rosie Fortune

Yeah, a duvet day. They call them.

P3

Exactly, yeah.

Rosie Fortune

Yeah, that's a really good thing to do. Actually. It's a really good thing to do.

Before you went to a university, how would you describe your well-being? Would you feel like you were in a good state before you went to University Health physically, mentally?

P3

Yeah. I just wasn't doing anything and I was just like, oh, yeah, I'll 'cause I'm. I'm a I'm a lazy, sod I love, I love doing nothing. I love sitting and just just doing absolutely nothing so and before Uni I was just doing like my business, you know, just chilling with friends, you know, obviously doing my college work and enjoying that. But it was a breeze because without the bands, it's just like my my life just kind of stops, really. So before you know, it's just good. But I guess bored, probably without knowing very bored.

Rosie Fortune

Yeah. That's interesting that you're bored. Wow. OK. I've got two more questions then. I've got something to show you. What sources of support for your well-being. Do you have at university?

P3

I know there's like counselling that I have...that's a story, when I when I was like quite stressed and quite, you know drained. I did look into counselling and I went to like the desk and I was like, how do I can I apply 'cause I've never done anything like this and I I didn't want to tell talk to my parents really about it 'cause you know, I didn't think it was that deep. I just thought maybe to talk to someone professional about by what's going on, it might just be useful, and it is useful. But I go and they're like, OK, you gotta, like, kind of sign up online.

You get an e-mail kind of hear a few days. So I was like, OK, so I go on the link that they tell me to go on and it's like a bunch of like, you know, fill out this, like, that put your phone number, put your address, put your guardians thing. And it's like I don't, you know, I don't want to. I don't really want to be that difficult, I mean, but it's, you know, I don't wanna be weird about it, because it's not difficult, but I just wanted like a quick and easy thing, which probably Isn't very possible, and the and I understand that they need more from me than just like my name and that's it, but kind of not want to stress my mum and dad out and I just wanted to like just kind of, you know, speak my mind to someone who would kind of listen and kiind of respond accordingly.

Rosie Fortune

Mm hmm.

P3

You know, I thought it'd be.

Rosie Fortune

So did you not? Did you not do it? Then you didn't do the form?

P3

No, I didn't do it in the end because I saw and it freaked me out when it was asking for my mum and dad's contact details and where I lived and things like that. I just, I thought, it made me overthink and I was like, do I really need it and I should have just done it, but I'm better now because I took the time anyway, but I think it would have benefited me so much if I went.

Rosie Fortune

Hmm.

Hmm.

P3

I know a lot of my friends would definitely benefit because they feel the pressure as well.

Rosie Fortune

Mm hmm.

Mm hmm. And what the sources. So that's a source of support. University. What sources of support do you have for your well-being outside of uni?

P3

Mm hmm.

I mean, well, nothing really. I don't know. How do you mean what? Just like me, but.

Rosie Fortune

Well, who would you go to? What would you you know? Is there anybody you'd go to for help with your well-being?

P3

I don't know. I mean me personally I I kinda hate. I'm rubbish with talking about myself and and I'm like, but I'm like well, that's that's just me. But if I ever do get proper worked up and I'm you know, depending on what it's about, I'll I can. I'll go to my mum and talk to her or I'll go to like a close friend. If it's about more like, you know, like an assignment or something that's really bugging me. And I know somebody who's going through a, likewise situation. I'll go through a friend about it, but yeah, like, my mum, dad like a family member, mainly my mum, you know.

Rosie Fortune

Yeah.

P3

My one true love!

Rosie Fortune

Mum's are the best.

P3

True

Rosie Fortune 26:41

All right, I'm gonna share something with you. I'm just gonna put it on the screen.

P3

Mm hmm.

OK.

I miss this. You know, I'm. I'm expecting everyone else. I everyone else. Like where's Dan?
And and Kai and.

Rosie Fortune

What teams?

I know where's those? Where's those?

P3

All my favourites.

Rosie Fortune

Yeah. Right. Can you see this?

P3

I can, yeah.

Rosie Fortune 27:10

Amazing. OK, so this is a draft well-being programme that I've created.

P3

Cool.

Rosie Fortune

Based on research, lots and lots of research, and I'm proposing putting this into my like
embedding it into the curriculum for the 16 to 19 year old music performance. Students with

a view to helping them to improve their well-being at college, but also that they can take these things onto university with them.

P3

Mm hmm.

Rosie Fortune

So this. You can see the sort of different titles. We've got a music performance anxiety, life skills and behaviour change, mental and physical health, relationships, communication and teamwork, and the professional musicians toolkit. And there's a few different ideas for sessions. There. Will you just have a quick read through and then I'm interested to hear your thoughts, I suppose. What sticks out to you if anything, particularly interests you, if you think I'd wish I'd had some advice on that, that kind of thing.

P3

Yeah. Just. Yeah. This well-being programme is this. So this thing here is this like a a lesson that you would teach. Is this like one lesson or is this something that would

Rosie Fortune

No, it's not one lesson. It'd be a series of sessions. So this is over 8 sessions. So in the first box we've got section one and session two. Can you see where it says the session number?

P3

Right, right.

Oh, the sessions, of course. Yeah, I should just read it. I should probably just read it.

Rosie Fortune

Yeah. Session four, session five, session six, session seven, session eight. I'm not beholden to these, by the way. Like this is. Yeah. This is the first. A first draft..

P3

Yeah. Mm hmm. Would this be like group would this be in the with everyone?

Rosie Fortune

Yeah. I mean, I mean. Yeah, that that was kind of the idea. But if you have some thoughts about this, I'll, I'll. I'm really interested to hear what you think.

P3

It's easy, I mean. No, I don't. I don't want to sound awful, but it's easy for, like, people at that age to kind of shrug things like this off. But it is so important, especially for me now, where I'm like, I am really stressed. There is a lot going on. How do I breathe?

Rosie Fortune

Hmm.

P3

I think there is this is scare that they might take it for granted, and I, and I think how they might. How might be better to kind of go around? And I think 1 to ones is kind of time consuming in a way, but It's kinda, you know, no shows and things like that but. I wonder if making it more personal might kind of sink it in a bit more, but I don't know 'cause it depends.

Rosie Fortune

Is there any particular topics or things here which you think that would you know you would have benefited from that as a one to one or or even a you know a small group rather than 20 students maybe four or five? In a band, for example because I could take your point, some of them, I can see how it might be better to do them in one to one or small groups.

P3

Actually, if yeah, you did do certain sessions One to one and others group. That would definitely be beneficial. I think things like it's the more personal things like.

But say that positive self-talk and like talking about anxiety. No one really wants to confess about anxiety. I don't think. I mean, I've literally just said I don't get it. But you know, it's like the personal things I'd assume you'd want to probably do that one to one. So they can kind of open up, but it depends what position you want to put yourself in or a teacher put themselves in, whether they want to get personal with the students and want to hear how

they are with anxiety. And like, the kind of mental health aspects, which I'm sure you probably do so one to one stuff for that would be good, but things like say, if you're talking about like managing time. And the kind of activities that can be done as group 'cause, they can help each other the students.

Rosie Fortune

Mm hmm. Mm hmm mm hmm mm.

P3

But I actually didn't read the last one. Yeah, definitely. Music industry stuff. I I love talking to musicians about kind of the industry and how how they how they like talk to promoters even like even if they have no idea what they're talking about, I have no idea what I'm talking about. But I love talking to people about how to be in the industry and what to what to do and what to say and how to like kind of how to get the gigs. So I think group sessions like that would go down a treat. I think especially the ones who in college know they want to take it dead serious. I think they'll eat it up and then really appreciate that.

Rosie Fortune

So if you look here on this other slide, you'll see these are the well-being elements that I'm trying to address.

P3

Mm hmm.

Rosie Fortune

Economic security is that last one.

P3

Nice

Rosie Fortune

That's what is related to all that financial management and making connections and how to

write invoices and that that kind of stuff. And then agency which is about being able to be in charge of yourself being autonomous because at university that is the expectation.

P3

Mm hmm.

Definitely. You know, you might, you might have to actually become a person.

Rosie Fortune

Yeah. And then the physical health, engagement, connectedness and relationships, and then positive emotion and values have gone backwards through the list. But can it be easy for you to see how those kind of well-being elements relate to those activities that I've suggested?

P3

Yeah, definitely. I mean what's a positive emotions and values mindfulness...

Yeah, it's. Yeah, they're following the previous slide and kind of talking about.

Kind of handling stress and kind of breathing techniques and I can see how they definitely relate. Yeah, of course.

Rosie Fortune

Do you think something like this would have been of benefit to you while you were at college?

P3

It's hard to say. I mean, I'm not gonna. I'm not saying it like wouldn't.

I think I'm struggling to kind of visualise how you go about. But how would you go about them? The kind of first session can we talking about kind of like the performance anxiety.

Rosie Fortune

Oh, OK. So that would be more like woo. I've gone to the wrong slide. So that would be more like what is music performance anxiety? What kind of forms can it be?

In different people, how do we how do people experience it? What kind of ways could you combat? What are the different ways of combating performance anxiety, such as different breathing techniques? And then in the session the second session there on the slide? It's like positive self talk, mindfulness. Those kind of activities have all been found to have a

positive effect on people with music performance anxiety, so I'd be leading with research and then showing these sort of us trialling these different things, like let's all try this particular breathing exercise. Let's all try this.

particular positive self talk thing. No one has to hear that because it's all in your head.

P3

Mm hmm.

Rosie Fortune

You know, let's try this mindful, like teaching a few of these different methods of dealing with performance anxiety.

P3

Yeah. No, it's, it's good, I mean. I think for those that it would benefit for sure and especially if you're, if you're kind of doing it broadly in a room where no one really has to speak out. So if you do Sessions where it's just like you're kind of relaying information and people can take it in and use it or they can take it in and not use it.

Rosie Fortune

Mm hmm. Mm hmm.

P3

But umm, it's like I was saying like 1 to one sessions where you can get a bit more personal and you can ask the question then you'll be like you know, how are you with this, what support need?

Rosie Fortune

Mm hmm.

Yeah.

P3

So I think stuff like that would be very useful. I think I would. I definitely appreciated that in our college for sure. Just to kind of, I feel like you're kind of teaching us these kind of like the well-being programme, it kind of seems like you're making us aware of how musicians tend

to feel and yeah, it's not like us as individuals, this is how we're feeling and this is a personal experience for us. It's just like this is a shared thing that a lot of musicians probably have, and I think that's quite an unknown thing.

Rosie Fortune

Mm hmm mm hmm.

P3

Of people at our age, learning and studying music, we're like, Oh well, I'm. I'm really bad and I'm I'm really anxious and it's probably just me 'cause, everyone else here seems really good, but if you're telling us that, and if you're using like statistics and things and studies and saying like, musicians tend to feel like this, what you're feeling right now, there's a name, anxiety, things like that. It kind of sheds light and it's like, oh, it's not just me. I'm, I'm. I'm not like the problem, you know.

Rosie Fortune

Yeah.

Yeah, yeah, yeah, absolutely.

P3

Yeah, that's I think be very.

Rosie Fortune 36:57

I haven't thought about it like that actually. That's that's that's really cool.

P3

Oh well, I'm just spit balling. I don't know what I'm saying.

Rosie Fortune

OK, I'm gonna stop sharing now. Oh, tell me you've been brilliant. Thank you so much. I think I haven't seen all my questions. No, you've really not. I'm going to just stop the recording now because we've we've done what we need to do.

Transcript from Interview with P4

Rosie Fortune

So first thing for me then just. What's the name of the course that you're studying,
_____?

P4

It's a bachelor with honours, just music performance, same as.

Rosie Fortune

Music performance and you're in year one, right. You've just finished year one.
And your primary instrument on that course?

P4

Vocals.

Rosie Fortune

Have other people in your family been to university?

P4

Yes.

My brother.

Rosie Fortune

Did your parents did either of them go to uni? no grandparents?

P4

I don't think so. I don't know.

Rosie Fortune

No, OK, I'm just interested whether you are first generation university student, so you would be on that basis, wouldn't you?

P4

I am, yeah. And also my brother did Uni but it was all online and I'm the first person that's actually gone.

Rosie Fortune

Gone to university. Wow. Wow, that's a big deal then, isn't it?

P4

Very. yeah.

Rosie Fortune

And the first question I want to ask you is before you went to university, what what did you think it was going to be like?

When you're imagining it in your head.

P4

I imagined it to be a lot busier than it actually is. Lifestyle wise, like yeah, I went out during freshers but I imagined that it was like parties all the time and and just always doing something and it's, not.

Rosie Fortune

So what's the reality then?

P4

The reality is. That, I mean people do that. It's just not what I choose to and not really what

my friends choose to do. We just, we'll go for a walk one day and and that's about it. So it's a lot more grown up, I suppose, like we'll we'll go for a coffee and then we'll go to uni and then I'll probably come home for a nap and that's it's not very interesting. I like it.

Rosie Fortune

You like it? Well, that's the important thing, isn't it? That you like it? That's good.

P4

Yeah.

Rosie Fortune

We're going to switch a little bit to well-being and then we're going to come back to your experiences at uni with regards to that. So, when you think about the term well-being, what the kind of first things that come to mind, what do you think it means or what it's about?

P4

Like being aware of your mental health, the the steps you can take to make whatever mental health illness you have easier and more liveable.

Rosie Fortune

Do you think there's anything else in that term? well-being other than mental health, or do you think for you?

P4

Physical well-being. Yeah, totally. Like doing things to look after your body. Just looking after yourself, I suppose.

Rosie Fortune

Looking after yourself? Yeah.

P4

Yeah.

Rosie Fortune

Good and when you? Where am I up to? Let's return back to university then. And your experience there. So I want to ask you about what? well-being challenges you've experienced at uni, if you've had any.

P4

I found it really lonely to begin with. Really, really lonely 'cause. I was in a completely new city. I didn't know anybody. And even like, I'm such a social butterfly. Like I can make friends very easily. But I still found myself just on my own. And it was it was difficult. And I think as well, like I didn't really know who I was. And that took some getting used to learning things about myself. Learning what like my boundaries and stuff like that in social interactions. Yeah, it was. It was difficult and I found myself quite low at the, especially at the start of the year. And I thought this isn't for me. I'm I'm going to flunk. I'm going to go home and I stuck it out and I'm glad I did.

Rosie Fortune Yeah.

P4

Yeah, it's just difficult in the beginning and.

Rosie Fortune

Yeah. Yeah. And you mentioned just before we started that you mentioned being poorly.

P4

Yes, I got what I imagine was probably like 2 steps off away from pneumonia and I was bedridden for nearly a month.

Rosie Fortune

Oh.

P4

Yeah.

Rosie Fortune

How did you handle that 'cause when you're living alone?

Alisha

Not well. I just slept all the time. I didn't have to do anything.

Rosie Fortune

Hmm.

P4

And to be to be fair it was probably just really bad, fresher's flu or pneu... I'm not sure what it was, but I was very, very unwell. And then I felt kind of like I'd failed myself because I couldn't. The first month, say two months of the year were probably the most important and I just wasn't there.

Rosie Fortune

Hmm.

P4

And and I thought, oh, I'm letting all the people down and letting my course leaders down. I'm letting myself down. I've not really had a fair shot at at this. I just. I was in bed, yeah.

Rosie Fortune

Mm hmm. Was it hard then to go back after you went when you got better?

P4

That really difficult, had a lot of anxiety surrounding that. But look like luckily, my course leaders are all so, so lovely and made me feel very, very welcome. And it was like, OK, you've missed a bit, but we're glad you're here now, so.

Rosie Fortune

Did you find that people were already sort of in friendship groups and stuff? Did you feel a little bit behind with that stuff or was it OK?

P4

It was OK. Somewhat. Yeah, there were little clicks forming, but I've always been the kind of person that will just mingle, so that's not really an issue.

Rosie Fortune

Hmm. Yeah. Oh, absolutely.

P4

Yeah.

Rosie Fortune

So when you when you were poorly or when you were struggling with the loneliness, the things you've described did you, did you access any support or did you have any support?

P4

No, I didn't at the time, but I have since accessed the support at UNI. Which the first time was a swing and a miss. I got put with a guy that kind of mansplained my own feelings back to me.

Rosie Fortune

OK.

P4

Yeah, he was like, it's normal to feel low. And I was like, I know. I know. But currently I see his one called Hannah, once a week, same time every week, it's literally 1/2 an hour conversation, but it's just that stability that has been put in place for me, which is really good.

Rosie Fortune

Is that a counselling service? Then at the college, at the uni?

P4

It's just Student support. So, I think you can kind of go there for any sort of needs and she said that she's going to have a look for local CBT for local places that offer offer CBT and get me started with something there so.

Rosie Fortune Oh well, that's really good. That's really good. That's really positive and really positive that you've accessed that help. Do you think that's made the difference with you sort of being able to re-engage with uni after your time off and and feel better about things because at the beginning you've said?

P4

Yeah. 100% because I think if... And props to my course leaders again because they were the 1st to go, right we're going to refer you to student support. That because they noticed, like immediately it wasn't just like I was slacking off. I wanted to be there. But I think if if the support wasn't as good, I probably wouldn't be at UNI now.

Rosie Fortune

Yeah, that's that's telling, isn't it?

That's really telling. Did you get any support outside of the university? Friends, family, anything like that?

P4

And yeah, like once I found my friendship group, we've we've all been quite close knit and my mum's come here a few times. That's that was nice. Yeah. Oh, she loves it. Yeah, I've I've got quite a good close knit friendship group, so I've always I've not really been on my own.

Rosie Fortune

Yeah.

P4

It's just, it's just felt a little bit loudly.

Rosie Fortune

Yeah, yeah. Yeah, fair enough. So let's think about your experience at college and your experience of university. So, I'm interested in what you think of the main differences between your college experience and how University's been for you this year.

P4

I think overall they're quite similar. In university, if you don't turn up, doesn't bother me. Doesn't bother me, doesn't matter. Still getting paid. Whereas college, like I did, fee sort of indebted. And I'd I'd like as much as my attendance was really bad in college. I would feel really bad about it. That all you know, these people are providing the service to mme, but the the attitude is very different and and I thought also in terms of the actual music, the performance side of university is that you, you do about 2 graded gigs and the rest is like we'll support you to do local things and get your name out there rather than we're going to do stuff within the establishment, if that makes sense.

Rosie Fortune

Mm hmm yeah.

Yeah. So, there's not as many sort of performance opportunities from the university, yeah.

P4

Yeah.

Rosie Fortune

In terms of the kind of workload is what's what's the comparison like there?

P4

I'd say that second year of college and first year of UNI are probably about on par. Within written work, definitely.

Rosie Fortune

Hmm.

P4

The assignments are slightly more frequent, but they they built it up so they've built it up in a way where you do formatives and they aren't graded. They don't go towards you, final. Well, they're graded, but they don't go towards your final grade, but they relate to the main summative, which does get to your final grade.

Rosie Fortune

Mm hmm.

Yeah.

P4

It's kind of on you if you don't do those because then it doesn't help you in the future.

Rosie Fortune

Mm hmm.

P4

I think it's set up quite well. It's set up so you succeed rather than fishing out the people who can't, if that makes sense.

Rosie Fortune

Yeah, yeah.

That sounds really good actually.

And how do you feel you manage the transition from college to university then?

P4

I think despite like the personal stuff that went on. But academically, I think I've been fine.

Like I'd I'd got a mid 2/2 on my first assignment. I thought right middle of the road, I can only go up from there.

Rosie Fortune

Hmm.

P4

I don't think there's been too much of, like, a drastic difference, but I've always been quite dedicated, I suppose. If that's a fair thing to say like to like. I care. I care., it's always in, you know, it's always been a thing for me to, like, do your assignment, blah, blah, blah, blah, blah. But I think transitionally, there's not been too many differences major that I can go. This was insane, you know.

Rosie Fortune

Yeah. Yeah, that's that. So really, when you think about that transition process, it's really just been how you've coped with things external to your course rather than the course itself, yeah.

P4

Yeah.

Rosie Fortune

And. How has your well-being been enhanced at university?

P4

I there's more outside stuff to do like. There's always a gig going on. There's always that you can perform it here. Do this, do that, do that and it's I suppose I don't know. I don't know how to phrase it. There's always something to do. There's always opportunities for there for you there. I didn't feel overlooked and I thought I would, which has made me feel great. I thought it was going to be very much dog eat dog. You've got to fight for the top and it's really not. It's it's it's very fair. Everyone. Like, if you put the work in, you get to do something. You get to do something fun. And I think that especially with the support available like my, my well-being has improved.

Side note, two years free from self-harm, yay!

Rosie Fortune

Oh well done. Congratulations.

P4

That's Big. Erm, and yeah, there's just always been people around that aren't invested enough that I feel like I'm going to upset them, but care enough for me to for them to go. What's going on, which is nice.

Rosie Fortune

That sounds really good. That sounds really good. Before you went to university, how would you describe your well-being where you were at?

P4

Not great. Yeah, I was quite low and I was very, very anxious about about the move about completely uplifting my life and moving to a different city and I I would, I'd have quite frequent panic attacks and and stuff. It wasn't a great time, yeah.

Rosie Fortune

So it sounds like actually, despite a little tricky time at the beginning.

You've had a really good you have a good experience and it's been good for you. This move, would you agree with that?

P4

Yeah, definitely. Yeah.

Rosie Fortune

That's really good. How do you like so one of the things you've talked about is going to see a student support person, but are there other ways in which you manage your well-being?

P4

I've bought a weighted hula hoop.

Rosie Fortune

Have you?

P4

Yes, purely because it looks really fun and I do 15 minutes everyday and it's not because I want to lose weight and it's not because of this, it just it makes me feel really good.

Rosie Fortune

Mm hmm.

P4

And and like I said before, like my friends will will just will. They'll ring me up and do you fancy a walk round the park? and the parks Only two minutes down the road. But it's just a little bit of consistency. A little bit of fresh air, really, releasing endorphins. I learned how to cook for myself, and that's really good. I can make meals that aren't just instant noodles. Yeah. Yeah, I've just. I've put things in place that are good for my body, which therefore is making my mind feel better.

Rosie Fortune

Yeah, well, that sounds really positive. Sounds really positive. We're coming to the end of my questions, but I've got something to show you at the end of that. So you've got this student support university, what do you know, what are the sources of support do you have for your well-being outside of the university?

P4

There's always ChildLine, there's always shout. Like if if you're having a bad night message 824, whatever the number is, can't remember what the number is, but you can message shout on that number and it's all anonymous and you can just rant and rant. And I do use those services quite frequently because a lot of the time I want to rant about people in my life, but I can't rant to them about it. There are, because I'm in confetti, which is part of _____. But _____'s is a separate whole building, there's also they offer counselling there, but there's a long waiting list. There's also just local, so I've not really. I've not. I've not been to them personally, but I know that my friend, there's local support groups for a lot of kind of things. My friend goes to anger management. There's one for autism, there's, there's loads and loads of stuff out there.

Rosie Fortune

Oh, that's good. Seems like you're quite in the know, _____.

P4

It's not what you know, it's who you know.

Rosie Fortune

Right. I'm gonna share my screen with you because I want to show you this document can you see that? I'll make it nice and big. So, I was doing my when I did my research for my last module I came down to these five well-being elements. So you see across the top we've got positive emotion and values, engagement, connectedness and relationships, physical health agency and economic security. And then there's some little potential topics underneath will you just have a look at that for me have a little read. I'll give you a sec.

P4

Should have done this on my laptop.

Rosie Fortune

It's all right, I can read it out to you if that's helpful.

P4

It's OK, I can see. I just need to zoom in.

Rosie Fortune

OK.

P4

Yeah.

Rosie Fortune

You've had it. OK. And then there's. So this is a kind of overview of the well-being elements that I came to having looked at lots of different research around young people and what the important well-being elements to them and then I looked at different practises or different things that I could look at or do to support well-being underneath each of these elements.

P4

Mm hmm.

Rosie Fortune

Are there any just looking at that? Are there any that stick out to you that you think?

Yes, I think that's really important. Do they all look important? Are there any that you think?

I'm not sure why that's there or anything like that.

P4

I think out of pocket one, financial management, very much important.

Rosie Fortune

Hmm.

P4

That, especially for young people who do blow their money.

Rosie Fortune

Yeah.

P4

That's extremely important. Yeah, mindfulness, relaxation techniques.

And nutrition. Yeah, breathing exercises. I think you've covered all grounds there.

Rosie Fortune

Yeah.

P4

Yeah.

Rosie Fortune

Right, so this is actually the vague programme outline that I have in place, so, we start

looking at music performance anxiety with sessions on what it is and then and then introductions to sort of breathing techniques for relaxation and another session looking at positive self talk mindfulness and signposting for further support. Now that's in there, partly because of the research that I did that you were involved with for my module 3 because you all said we need more help with this, so that is there for that. But also because I think it relates to well-being in the in general and then we've got, I just have a have a scooch of that have a little read.

P4

Oh yeah, managing time so that's a big one, I think. I've got that.

Rosie Fortune

So is there anything on there where you think it would have really helped me if I'd had some support or some input on those things before I went to university?

P4

Time management, definitely. That's the one I learned the hard way.

Rosie Fortune

Mm hmm.

P4

The Session 6, the relationships, communication and teamwork. That's a really, really important one, because if you're kind not kind of the person who naturally does well with other people that, like you, you're going to work with other people in this field that that is a definite and if naturally not acclimated to that. Yeah, it's really difficult. So I think that's important.

Rosie Fortune

Hmm.

P4

I think as well especially Session 8, the making connections and stuff. I don't really know how to do that.

Rosie Fortune

Yeah.

P4

I don't know how to go. Hey, I'm a musician. Let's let's do that. So yeah, I don't know how to do that.

Rosie Fortune

Yeah. Yeah. And you're interested. You were also interested in the financial advice that kind of thing, managing finances.

Do you feel? Did you when you went to university? Was it quite shocked having to manage your own finances?

P4

Yes and no. I worked and paid board for my brother before, so I kind of understood like the transactional side of it, but especially because you get your student finance in three chunks. I look at the the number and I'm like sick and and then it's gone I've not effectively, effectively budgeted. So yeah, I think definitely that was a big shock.

Rosie Fortune

Hmm. Hmm. Do you think thinking back to college, do you think you would have engaged with all this stuff if it was in your lessons? Or is there anything there that you just think? I just don't think I would have paid any attention. Or or felt comfortable maybe.

P4

If you ask me now I'd be up for all of it. You're asking me A year ago I'd probably. Financial stuff. Yeah. 'cause. I've always been bobbins with money.

Rosie Fortune

Yeah.

P4

But I think maybe Hmm, as a 17 year old, I don't know how well I would have got along with....I'm not sure maybe. Do know..I don't know if I'd gotten along with like.

It's going, oh, managing time and stuff like that. Oh, it's fine. I'll do it. You won't do it at 3:00 AM, _____. You won't do it at three AM.

Rosie Fortune

OK.

P4

It's yeah, because.

Rosie Fortune

Yeah.

P4

I don't know. It's it's difficult to think back and especially with the the friendship group I was in at the time, I wanted to go to UNI. They didn't college, they did not.

Rosie Fortune

Hmm.

P4

So I suppose it depends on your environment. I think if it was me personally one-on-one, I would have gone along with pretty much everything I think in.

Rosie Fortune

Hmm.

P4

If it's not particularly engaging to the average 17 year old, you struggle.

Rosie Fortune

Yeah, absolutely. I'm gonna. I'm gonna stop sharing now that. Thank you. That's we should go back to the big screen. Lovely. And that's really super helpful. Thanks for all your input, _____. Is there anything you else you want to sort of tell me about? Well-being or anything that I've not asked you that you think would could be relevant.

P4

Hmm. I think a question that I would probably struggle to answer, but is an important one is. Is self-worth as a bottom of the barrel musician, which is a quite harsh way of putting it, but it's what I am, and I've really I did struggle going Oh well, all these people are better than me. What am I doing here? But it's just again, just a a matter of perseverance, like I've now come to the end of the year and gone. I did pretty good, I did pretty good.

Rosie Fortune

Yeah. So you're feeling happy with yourself?

P4

Yeah, I don't think.

Rosie Fortune

Say that again.

P4

I don't think I could have given more than I have And and you know all anyone can ever ask of you is to do your best. So.

Rosie Fortune

Absolutely. Absolutely. I'm gonna just stop the recording now because we've done that.

Transcript for Interview with P5

Rosie Fortune

So it's gonna record, and it's gonna transcribe for me. I have to go back and check it all because it gets things wrong. But it kind of takes some of the pain out of this bit and then you've done the consent form. Did you have a read of what it was talking about?

P5

Yeah, yeah, I had a bit of a read.

Rosie Fortune

So you've got an idea about what we're here to talk about.

So to give you a very brief overview, I'm interested in how I can help to improve the well-being of my students.

P5

OK.

Rosie Fortune

And give them the tools to succeed at university. Essentially, that's basically it. So I've got some questions for you about your experiences, and then I'm going to show you something that I've created and I'm interested in your opinion on it.

P5

OK.

Rosie Fortune

Is that all right? Fab, right. So we're gonna start with. First thing, I'd like you to do is just. Tell me. Remind me where you where you've been studying?

P5

So I've been studying university _____. Three years just finished my third year now.

Rosie Fortune

And your primary instrument is your voice. That's correct, isn't it? Yep. And have other people in your family been to university before you?

P5

As maybe one one or two of my cousins, I think. On like right, very close. Not like immediate family have been to uni. I think I'm the first out of my immediate.

Rosie Fortune

OK. So you're the first out of your immediate family that went to uni?

P5

Yeah.

Rosie Fortune

When before you went to university, think back 'cause. It's a while now. It's it. Before you went to university. What did you think it was going to be like? What did you imagine?

P5

I guess I I knew it was gonna be like it was gonna be a lot of work. It was gonna be like it was kinda gonna be college. But like a lot more. What's the word like? A lot more, I'd say relaxed in like, sort of like lessons and things like that. I feel like it is a lot more relaxed, but then at the same time, it's very like in deep like, as soon as you get into a semester, it's like right, this is this is your assignment. This is what you've got to do. It's this many words. And like, the way that they say it, sometimes it's like, oh, my God, it needs to be in next week. Do you know what I mean? And it's like it. It's not very like relaxed. Like, you don't have a week just to, like, settle in and relax to this, it's just like straight in but college, was I feel a lot more relaxed in that aspect.

Rosie Fortune

And when you got so you thought that university was gonna be more in depth, did you? Is that what you were saying? It's gonna be more detailed.

P5

Yeah. Much more in depth, yeah.

Rosie Fortune

And then when you got there was it as it was it like you, expected it to be?

P5

I did it honestly. I thought it would be like for one a lot more people. Like I was imagining the

lectures to be like in, like massive halls with like, a lot of people. But in reality it was just in like, a little room with, like lectures in first year was maybe like 50 people. And that was it. And that was at the most when people would actually show up. Sometimes it could be like, 20, sometimes it could be 3. But the more you you go on like my third year we didn't really have the third year semester, second semester. We didn't really have like a like a proper seminar. It was more at lectures. It was more seminars and it would just be a little classroom of people. So I guess I thought it would be like bigger the more it went on to the last year's, but instead it was kind of the opposite.

Rosie Fortune

Hmm. Yeah, yeah.

P5

It went up relaxed as it went through the years. Stressful with work but lessons relaxed, I would say.

Rosie Fortune

Yeah. I'm gonna hit like segway into talking about well-being now.

I'm interested in what you think the term well, like what the term well-being means to you or what are the first things that come to mind when we say the word well-being.

P5

I would say it's just looking after your health. Just like checking in on people to see how they are and how they're feeling. Just just things like that. Just how you are mentally, I would say.

Rosie Fortune

Mm hmm. Mental, just mentally or anything else.

P5

I think I think if it if it came down to like the terms of like university, I would say like more mentally, I feel like if it was something else, maybe obviously physically. But I feel like with like what we do and like like with like music and stuff, it's probably like most mentally because I think like musical like artists, artistic people do struggle a lot mentally anyway. So like being is like.

Rosie Fortune

Hmm.

P5

Very, very needed in people like musicians because we we do struggle a lot more.

Rosie Fortune

And when you say we, we struggle. Do you? When when you think about your experience at university, what challenges to your well-being of you experienced?

P5

I feel like. I feel like I gained more anxiety than ever. I feel like my anxiety is just like plummeted like it really did. Like in second year I really felt anxiety like I've never felt before, like I thought my anxiety in high school when I was a teenager was bad. But it was just it was insane. It was actually insane, like I did not want to go to any lessons. I think I might have gone to like one or two lessons in second year. I'm not even joking like it was it. I was pretty bad I had to go through counselling and things a lot of stuff was happening behind the scenes as well. So it the anxiety definitely took a toll in second year.

Rosie Fortune

Yeah.

P5

I had to do a lot of counselling sessions within my university because of like well-being like student support told me like they wanted me to do counselling sessions with the counsellor. So definitely anxiety. Just a lot of anxiety.

Rosie Fortune 7

Did the university contact you 'cause? You weren't going, or were you in contact with the student support or?

P5

Something happened. I won't go too much into detail, but something had happened and me and some other girls got reported for something that was completely took out of proportion and we ended up get having a meeting over it and we were like what? And then it was just it was just like a whirlwind of stuff. It was like that on top of that on top of this. And then I ended up booking a tutorial with someone. And I was like, I was like, listen, I was like, I'm not having a good time. Like this, this, this university like, I'm not having a good time right now. Like second year was really, really bad and I just felt like the university was against me. Like something felt. It was against me and then they were, like, asking me questions of like, you know, have you ever suffered with poor mental health?

Rosie Fortune

Hmm.

P5

Before in the past and I was like, yeah, asking me different questions and basically then just going on being like we're going to put you through to counselling because it doesn't really sound like you're OK. It sounds like you're having, you know, some like some episode again, like, you know, you've had in the past with your anxiety. So then that's when that's how I ended up going through the counselling. But it was a pretty long story. But my experience with with my university has been very up and down, very up and down.

Rosie Fortune

And do you think that's particular to you or do you think that that's common for university students?

P5

I think it's definitely common. I do see like that. You know, a lot of things on social media and that of people being like, like university depression or whatever. Do you know like talking about it? But in like, a humorous way of, like no one tells you, you know, you get your mental health goes this bad sometimes in university, sometimes people have the best time in university. Like I've heard mixed things like some people have been like, I've had the best time. Some people have been like it's been absolutely horrible.

P5

I'm like more in the middle. Like it's been OK, but for me, like personally mentally, you know, sometimes it's not been OK.

Rosie Fortune

Hmm. And the support that they gave you did that, did that help you to sort of stay in uni and keep going?

P5

The counselling definitely helped, but the counsellor was kind of.

He wasn't. He wasn't a tutor or anyone like that. I think he was kind of someone from outside coming in and it wasn't obviously just me. It was like, obviously a lot of people were going to see him and he really, really, really helped. I seen him once a week for an hour, for about 6 weeks. But like some, some of the tutors in the university were not nice. Not nice.

Rosie Fortune

Hmm.

P5

No, they were some like young tutors. A lot of people from my year, because of COVID, a lot of people from my year are just turning 21 and I was 21 when I started, and I'm turning 24 now so some of the tutors were only 3, 4 years older than me so they were quite young. Some of them, you know, they're they're quite bitchy. And they wasn't really nice. They were like, quite condescending, quite sarcastic in ways. And it's like, I don't know you like that to be sarcastic with me. Do you know what I mean? Some, like, very jealous. Very envious that that was the feeling that I got. It was it was strange. Like some tutors were like that. Some tutors are really nice. A lot of the older ones like I came close with this one too as she was an older an older lady and she was like the head of the vocalists. And I've zoomed her like probably once a week, all the time, because she was just so nice. She just got it. Do you know what I mean? Some of them was not like that.

Rosie Fortune

Mm hmm.

P5

They but like them. They were the people that wasn't in, like, sort of like student support or things like that. They were just like the lecturers and things.

Rosie Fortune

So. Lecturers, yeah, yeah. It does sound like you've had a topsy turvy experience.

P5

Yeah, yeah, 100%.

Rosie Fortune

Yeah, when you and and you've you've sort of described to me the support that you've had from the university sounds like you had really great support from the councillor and then maybe support from one that one specific tutor.

P5

Yeah.

Rosie Fortune

Was there anywhere else that you went to for support? Did you have any other sources of support when you were struggling?

P5

Not really, no. I wouldn't say at all. Obviously, like my family and you know my partner. And my friends. But other than that, no one else in uni really it was that counsellor that I was with for a couple of weeks. He was really, really good, you know, he just listen and listen and listen and listen and then. The the head of I would say the head of vocalists, you know, she would she just got it because like my, my nan died at the beginning of the year. So that was really, really rough and I ended up telling university about it because I was missing a lot of lessons in second year because I was coming back home to the to do the funeral and things like that. And, you know, to be with my mum as well and my family and my sister and they completely got it. They were, they were, they were understanding. They were very, very understanding about it. I told them, you know, I'm not going to be in very many lessons. But

you know, it it's not my fault. And then if I didn't go in, then my band wouldn't go in. So then I didn't want them to get bad attendance and like emails about it either, so I would be emailing my tutors all the time to let them know like I'm not going to be in like my nanas past and my nan wasn't well for two weeks before she passed and I was back down at back down at my, my, my hometown and they were really understanding about it. And they said like. Like student support ended up getting on to me saying like if you want any tutorials or any you know just to just to talk about it. You know, we're here. Just let us know. So I did get a lot of support over that at the beginning of the year.

Rosie Fortune

That's really good. And you, you've mentioned your friends and your family, so they were around you helping you. Were you talking to them about sort of the different the challenges that you were having with uni?

P5

Yeah. Yes, I I feel two friends that I made. Well, I made a lot of. I made a lot of friends. But you know they they just come and go really in uni. It's not like college where you kind of just stick together through the whole of it. Like you would obviously know like me, _____ and _____ is still best friends now like they're still literally my best friends. But my my friends, now that I I ended up getting a very close with by year 3 we've also had the same experiences where it's it's not very, it's not been very good like it's not, I wouldn't really. Like if anyone was to ask me about it, I wouldn't really give him a good Rep for it. I would say I would. I would. I would be like maybe pass. But everyone's preference at the end of the day, so. Some people had a good time, some people didn't.

Rosie Fortune

And let me just return to my questions. When you think about the transition from college to university, what are the main differences that you experienced between sort of your college experience and university experience?

P5

I think it was. It was really different for me because I know that a lot of people went from college straight to university, but we finished really bluntly, college because of COVID. So then being in COVID and then going to university, it was different because I was like, oh my god people, I was like, we can be near people now. We don't have to be like 2 metres away

from people. So that was a big thing to start with. But it was, there's so many, so many people in university, it's like It's not in college where you just have a, you just have one, one group and classroom of people every single day that you know every single day. Like you're in that same class with those same people every single day, every single week, in uni it's completely different. You could be with different people. Next week, people will go and then people will come. Do you know what I mean? It's like you could have a class of 20 people and 10 people could be there one week and then the rest of the 10 could be there the next week. So you just see different faces every single week. You don't necessarily like make close friends and then stay with them for the whole even the whole semester. You know, you could stop speaking to them and then year two, you're not even speaking to them anymore. I felt like for me, it was like that. It wasn't like, you know, just having, like, I say, a click or like a friendship group, you know, some people did. But for me, it wasn't like that. I didn't really have, like, a click. I didn't really have a friendship group. I already had my friends from home. I had my friends from college, my 2 colleges that I went to. I've always already got those friends. So in uni, it was just more go in and getting it done. I obviously met my partner in uni. So I would say like, he was probably my friendship group because we've been together since year one.

Rosie Fortune

Mm hmm.

Mm hmm.

P5

And that was about, but I never even expected that, like I didn't go in expecting, you know, to even get a boyfriend. I expected making a few friends, but it was kind of the opposite for me. It was more actually, I found a partner, which is my best friend. You would say that.

Rosie Fortune

Oh, that's lovely.

P5

Yeah.

Rosie Fortune

And when you like thinking about.

The sort of experience of lessons and studying and the environment that you're in, what would you say the differences are from college to university for you?

P5

Erm.

Rosie Fortune

Apart from the people, I suppose.

P5

I would say. I say not. When you get put in the bands in college, it's like you get you got put in the band sort of straight away. And then you were kind of with them then and then you would do your own tunes. But in UNI for a for a good couple of weeks, you're just with randomers every week and I did not like that. I would rather just have like the tutors just got us in bands and then started because I felt it was a lot harder then to get a band because some people were already saying like or do you want to be in a band you don't want to be in a band, do you want to be in band and then by the end of it when the tutors are like, so you can make your bands now. It was like people was already in bands. Do you know what I mean? So that was very hard because then it was like if you were bandless, you're bandless. And it wasn't, I would say, in college, there was like the right amount of balance of guitarists and singers, bassists and drummers in uni it's not like that. He was like 50 vocalists, 100 guitarists, 1 drummer and two bassists and it's just, yeah. And it was just not it, wasn't it just. You just couldn't do anything. But you just could not do anything like in year 2.

In Year 2 semester 2, I haven't had a bassist since then. I haven't had a bassist in my band since the the first semester of year 2. That was the last time I had a bassist. After that, you couldn't find one anywhere. It's like they're extinct and it was like they were they were constantly trying to change the lessons around so that we try and have a right balance of people. But because say one bassist oh I don't go in at 9:00 o'clock, I'll go to the 4:00 o'clock lesson instead, all the bassists thought that at the same time, so there'd be no bassist in the 9:00 AM lesson. And like four of them in a in a four o'clock lesson. Do you know what I mean? it was like, but in college, it wasn't like that at all. It was usually very balanced. You had one bassist for one Band, 1 drummer for one band, and that's just what it was like in college. So I'd say that was like the hardest thing ever in UNI to actually get a drummer and

a bassist because it was a lot of guitarists and a lot of vocalists, but bassists and drummers were absolutely nowhere to be seen half the time.

Rosie Fortune

That sounds stressful, to be honest.

P5

Yeah, It was definitely 'cause. Then you have to do it yourself, 'cause obviously you're in university you're like you're adults, you can, you can go and pick your bands yourself. It's really hard. It's really hard, really, really hard.

Rosie Fortune

Hmm. And you, I'm assuming you then competing with those friendship groups that have occurred.

P5

Yeah, 'cause, no one would approach me. I was very unapproachable, apparently. Apparently I was very unapproachable, so no one approached me.

Rosie Fortune

They didn't know you, did they?

P5

I had. I had a what you call a a resting bitch face. So no one would even approach me. Everyone was like, oh god, I'm not going near her, she'll bite my face off. I was actually nice, just no one would give me the chance. But we got there in the end.

Rosie Fortune

You did. You got there in the end.

P5

Yeah, yeah.

Rosie Fortune

I mean that's that's the important thing, isn't it? That you made it through?

P5

But. But like when we didn't have a bassist and, a drummer, we'd just have to make logic tracks with a bassist and, a drummer that was just what it was. And to be fair, that's actually better because you have control of the bassists and the drummers then because it's on your laptop and you don't have to be like, where are you, what are you doing? Are you free this day? Do you know what I mean? So sometimes like pros and cons to it, to be there.

Rosie Fortune

Mm hmm.

Yeah, yeah, I suppose that makes sense. Smaller band, less people to coordinate.

P5

Yeah, exactly. Defo when their having jobs as well, like trying to find the days to do it.

Rosie Fortune

Hmm. Yeah, yeah, absolutely. And when you think about your sort of the transition from college to university, obviously it was a bit strange for you, wasn't it? Because you didn't get to finish your college course in the same way as most people because we went into lockdown, didn't we?

P5

Yeah.

Rosie Fortune

And then so did you, did you go to university the next September? Is that right or did you go a year after that? I'm trying to remember.

P5

We we like bluntly finish for lockdown in March of 2020 and I started university in September 2021, so it was the year after.

Rosie Fortune

Yeah. The year after. So you sort of sort of had the.

P5

Yeah. University, like in employability and like some students were doing their UCAS things and I was sat there like, I'm not going, I'm not doing it. I'm just. I'm not going to uni. I don't want to do it. It's not for me. I don't want to go back into education again like I already did three years in college, which I just didn't want to do it and I just did not think going to be good for my mental health whatsoever. If I go straight into the university now in September, that is just going to be no good for my mental health. I'm going to be, I'll be. I'll be losing it. I'll go nuts. And so I just didn't want to do it. I was like, this ain't going to be good. I know what I wanted to do. I wanted to go on the cruise ships. I wanted to start doing gigs. But because of the lockdown, I was just working at a takeaway somewhere because that was the only places that were open. So I was just wait, like, doing like, a local take away somewhere like like family friends. They were like, do you want a job? And I was like, yes, I need one. And I was like, I'm not doing this forever like this. Like I felt in my head that I was like, I'm just going to end up doing this forever and it I'm going to wake up in 10 years and be like, oh, my God, I've been doing this for 10 years, and I'm not even actually thought about my career. Do you know what I mean? Like, that's what I was thinking in my head. I was like, I need to do something. So that's why I was like, I may as well just go uni because no one knew when lockdown was going to end. No one knew when COVID was going to go. So it was. I may as well wait it out and go to university and study music because I was just. I was. I was sad. I was just sad. I was depressed. I was like, I'm not doing anything. I'm not doing any gigs. I'm because you couldn't, could you? Because everything was was locked down or nothing was open. You couldn't do anything. So that's the only reason I really went to university was because of the lockdown.

Rosie Fortune

Are you glad that you went now?

P5

I am because I've met, you know, my partner now that's my guitarist and he wants to do the

same as me. He wants to come on the cruises with me and we're going to be like a duo act. So if I wouldn't have gone to uni, I wouldn't have met him.

And I feel like I've I've gained a lot more, a lot more knowledge, going to uni. I feel like my vocals have matured even more than ever now by being in uni so I.

I do. There is some aspects where I'm like sometimes I'm like, I wish I never went because sometimes my mental health is just definitely year two I was like, why did I even do this like year two I just wanted to. I just wanted to go. I didn't want to do it anymore. I was like, not in a good place whatsoever. And I just felt like university was not helping whatsoever. But I feel like the communication wasn't there at the same time. Like, how are they supposed to know what I'm feeling when I can't even get out of bed and get out of the house? Do you know what I mean? At same time, I'm glad I went because I wouldn't have met the people that I know now and I wouldn't have. I wouldn't. I probably wouldn't be as confident as I am now anyway, because I wanted to go to university to work on my stage presence, to work on my confidence and I feel like I have done that and I have got a lot more confident in myself. But I feel like it's just from everything that I've gone through has literally made me stronger and made me a lot more confident because it's made me know what I want to do with my life. So it's like you either get up on that stage and speak and say hi to everyone in the audience or go work back at Hermes warehouse. Do you know what I mean? That was that was like for me. That was in my head. It's like you either do that or, you know, go fine, quit.

Rosie Fortune

Yeah. Yeah, that sounds like ultimate motivation that.

P5

Yeah. Have a go or go back to it.

Rosie Fortune

Yeah, yeah, yeah, absolutely. What? Let me see what I haven't. I asked you.

I'm interested whether any, so you've kind of touched upon them I think. But what experiences have you had at university that have enhanced or improved your well-being?

P5

Probably the counselling he like really helped me, you know, deal with my anxiety and stuff.

He gave me things to look to for when I was, when I had anxious days and things like that.

Just with the counsellor, the counsellor really, really, really helped me. Yeah, he really helped

me. I would say more than anything in uni because there's there's so many students to get around, you know, I mean, and I was struggling to go in it in second year at that point I was really struggling to go in. So you know, they didn't really see much of me. So they're not going to know what's actually going on. So when I saw the counsellor, I didn't miss a week. I went every single week and he really, really, really helped me. Just he just got it, you know what I mean? But that's his job.

Rosie Fortune

Mm hmm.

P5

Just just with the anxiety and stuff.

Rosie Fortune

Hmm. Hmm. Hmm. That's really good. I think we have probably covered everything that I need to ask you. Let me just check. Do you know what I've not asked you. And that's one thing I think is important. How? Now? How do you manage your well-being?

P5

Umm. I would say if I'm having a a horrible day, you know, just stay in, but I actively remind myself not to let it get to the next day and the day after that, and the day after that, like I give myself one day to just relax and not do anything. Because like in my brain, I'm like, if I'm not doing something my brain's like, Oh my God, you're not doing something you're a failure. Get a grip. Do you know what I mean? Like, that is that is my brain to a T. So it's like, I'll let. I'll let myself have one day to relax. But then the next day, you know, you go into the gym because I know that the gym helps me a lot. Like the gym gives me like serotonin. So I know to give myself a day to just relax and do absolutely nothing do whatever I want, whatever I like. But then the next day, up, early straight to the gym. Do you know what I mean? It's sort of like that. Good, good cop, bad cop in my head.

Rosie Fortune

M.

P5

Like when I do that, if I just let it go to the next day and the next day, then next thing I know, I've been in bed for a week that just I just can't do that like that. It's just no good for me whatsoever because it's just like, no routine and no stability. Then it's like I've been in bed all day. Like what have I been doing? So if I get myself in, then the next day I feel heaps better feel so much better after I've done, like, woke up early in the morning. I make sure I wake up early. If I don't wake up early and I wake up at like 12 one o'clock in the afternoon because I've gone to sleep late. Then I just feel I just feel horrible. Like it's not good for my mental health. I've got to wake up early.

Which is a routine, just making sure that I have a routine. I'm OK if I've not got a routine, then I'm usually not not at my best, stressed.

Rosie Fortune

That's all sounds really healthy to me, Emily. Not that I'm a doctor.

But that all sounds like really good ways. Definitely no doctor. OK, I'm going to show you these two things, if that's all right. So I have created. I'm just going to share my screen.

P5

Yeah.

Rosie Fortune

I think it's this one. Can you see that?

P5

Yeah, I just have to go close for reading.

Rosie Fortune

Right. You have to get close up. Yeah. So I've created for my music students.

A draft. This is a draft. It's a first idea. A well-being programme. So for my last module I did this massive amount of research on what sort of what elements of well-being there are and connecting them to to young people to sort of 16 to 19 year olds. And I found these different elements. So we've got positive emotions and values. If Just look across the top. Then you've got engagement, connectedness and relationships, physical health, agency and

economic security. If you just have a look at those bullet points, for me, the things underneath have a little read.

P5

Yep.

Rosie Fortune

OK. Is there anything there that sort of sticks out to you that you think that would have been really great if I'd have known that before? No. Like had some tools before I went to university or had those tools at college?

P5

The teamwork, the leader and the following, I feel like that would have definitely helped in university. Definitely with the band system, I feel people. It's just there's just no communication at times like.

Rosie Fortune

Mm hmm.

P5

Like there has to be one sort of person to be like, making sure that everyone's on the same wavelength and things. And I feel like that is something that they could have definitely touched more on in uni because also we came straight out of a lockdown. Do you know what I mean? It wasn't just going from college straight to university. So I feel like having that there from the lockdown too would have been so much easier just to like touch upon like leadership and teamwork within a band, I think that would have helped for sure. Warm up exercises, breathing exercises, with vocalists, yeah, for sure every lesson. Rehearsal techniques. Managing mindset feel like we only touched up on these things this semester just gone. I feel like with our professional portfolio, we only just touched up on these things, which I feel like that is definitely something to be done in first year too. I feel like it would have helped if we did this in first year as well, but I feel like we only did things like this in the semester the last semester just gone for professional portfolio.

Rosie Fortune

That's really interesting that you're actually starting to look at these things, but in year three, right? So I'm just going to show you. So this is the idea of my sessions. What I will do with my students.

P5

Yeah.

Rosie Fortune

And they're linked to those different elements that we just looked at. So these are my suggestions. Have a read anyway.

P5

Yeah, yeah.

Rosie Fortune 33:52

So this would be delivered across the two years of the music performance course that you did or well, it'll be a new version next year, but that my idea is that this sits within the lessons, so we cover these things some in first year, some in second year. Is there anything in there which you think you definitely like, you would have benefited from? Do you think you would have benefited from all of it or?

P5

Oh yeah. Yeah, all of it like that is that is perfect. Like that is genuinely perfect. The the performance anxiety, the mental health impact upon musicians, the physical impacts, the warm-ups the body alignment, support, the better practise, better results, managing mindsets, connections, getting gigs, keeping working, voicing managing finances, that is all perfect. It really is.

Rosie Fortune

Anything in that? Is there anything you think's missing that I should be doing that should that you would. You would like to see that would have helped you.

P5

I feel like if it was me, I feel like, It it was, it would be the music performance anxiety. The positive self talk and mindfulness that is a big one definitely for performers like for like vocalist front people like us, I feel like we need that because we're such our own worst enemies. We need that self love. We need that self talk and when you you know you're talking to other performers as well. You're like Oh my God, I'm like that and you're like and then you're like, oh, I'm like that too. And like, you start talking to them. You don't feel so stupid. Then you're like, Oh my God. Wait, I'm actually normal.

Rosie Fortune

Yeah.

P5

I did, but I think you've got it all down to a tea. I couldn't even think of anything that I could even put in there.

Rosie Fortune

OK. That's very helpful. Thank you.

P5

I got everything it that is really good. It's literally perfect.

Rosie Fortune

Oh, thank you. Well, I haven't written the course yet. That's just the outline. That's my job for September. When I finish my masters.

P5

It's looking good. It is.

Appendix 12-Reflective Maps

