Title Research data for PhD Thesis on Advancing Environmental Literacy

Training for Instructors of Outdoor Adventure Activities

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Subject Interview transcript from Expert Appraisal with Alex

Language English

Date of interview 26th October 2022

Location The house of the interviewee

Methodology Semi-structured interview

Data Processing Data was transcribed manually (by Ella Rose Sutton) from an audio

recording of the interview.

Square backets indicate my comments as the researcher and interviewer.

Sensitive information that could identify the participant have been removed from the transcript. The participant’s name has been pseudonymized.

**Interview with Alex**

[Do you want to go through the comments you have first and then any more questions we can address at the end]

My first impression was great, there is definitely something needed that is specific to those that offer adventure activities in some way shape or form, so you are really enthused by what you're trying to do with regards to the course. And all I did was work my way through as I was reading I was thinking about content and how it was framed to and how it could- how some of the terms may be worth looking at and considering just given the whole nature of the outdoor sector/industry whatever we call it and it's a bit of a challenge to define that. WATO for example has a specific definition what they believe is outdoor adventure activities but others will have different opinions because their focus may be on education on other aspects of the outdoors. My background besides being a practitioner in the outdoors my background is also about involving people and safety messaging and getting the right tone, the right language and the consistency of that terminology and language to whoever is going to do so as I was going through the handbook with that in mind as well so I hope you don't mind having that. It struck me that sometimes that might need to clarify to have a glossary could be useful of terminology just to be clear really but that's what we mean by an instructor because the use of the term instructor actually narrows your field a little bit, but actually it's quite a broad field that you could be attract here with this course.

[Yeah that's certainly been one of the ideas that I have kind of just stuck with but whether it be changed I don't know because the whole conversation of whether you are an instructor or a guide or a coach -]

Indeed and different businesses, you know, \*\*\*, will always use guide, there's nothing wrong with that if we define what guide is that’s great and instructor has always been a term it's been used in the outdoors but actually outdoor professional outdoor practitioner outdoor facilitator all of those are the same thing in one sense depending on who you're talking to so a glossary might just help some of those terms to say no I'm going to use this term but it refers to this collective of whoever and I think that could be useful.

I felt the pre-face could've been a little more punchy whether it's I don't know a mission statement or just something or a code for somewhere from the environmental perspective that really flagged up what it is and I think that just had really draw somebody enter what is this all about and I want a bit more to give them a little hook to dangle really.

[on that note do you mind me interrupting one of the quotes that I've used in the presentation is one from IOL or one from IOL and one from another author and it's saying how the fact I get up because it's quite a nice quote -]

[So one of the quotes from IOL says that where ideally placed to influence and educate young children about the environment. And then this one from someone called Alison Lugg I don't know if you've heard of her he said it's not really a matter of exposing people to the outdoor experiences and hoping they become infused with environmental awareness or sensitivity and then it goes on to say about it we need the knowledge to be able to do it and I don't know whether it's a find a balance between the academic side to the left academic side of finding it quite hard but do you think something like that could be appropriate?]

Yeah I think it could be potentially you know the pre-face says what to do with the rest of it but you know maybe it is about selling the product at the end of the day I know what you're trying to do from academic perspective but what it is ultimately as well somebody paid to come and do this particular course and I'm sure they'll be other things supporting this that will hopefully help with the sale of what you're trying to do so that I've come across as a thing as prior to the handbook come being presented to them.

[What kind of respect you mean?]

Yeah well I guess it's how you market in that sort of thing looking at what that marketing material is what the comms says in relation to how do you get to get out to the audience you want to get it out to there in lies a bit of a challenge but if you've got the buy in from some of these governing bodies, some have already been doing a little bit of environmental stuff and are looking for other ways in which they can addresses issues that I'll quite happily put you in touch with those governing bodies I deal with if that would help things

[thank you]

I guess also the buy in from across the home nations is useful, as you know Wales is a country in its own right it's it's got its own government in the same way Scotland has as well and as I was reading through I came across your sense of form and your place in nature I suppose from a Welsh perspective we term that can cynefyn, I don't know if you're a welsh speaker or not-

[not hugely but I speak enough to get by!-]

So using the term like cynefyn is quite widely known even in the English environment in Wales so you can translate it by saying sense of place because essentially that's what it is but also the actor award which is an old award that was worked on with an NRW in the outdoor partnership in north Wales in years gone by, is in the process of being revamped at the minute they use cynefyn as one aspect for their young children and when they've done work on this award so if the term is working through the generations it's hit them at primary school level which is where that is for example it's hitting them again when I get into the workplace so it so it could be useful. I don't know what else they might use in Scotland but there's somebody in Scotland that I could point you in the direction of if you want to have a conversation with that somebody else to speak to-

[potentially that would be really good-]

Just to try to get it so it's got a little something from all the home nations and Ireland as well because the mountaineering UK and mountain training UK and Ireland is all of Ireland, so if you need to be in touch with those guys we can do that too. I didn't see a course aimed directly we went straight into the objectives I just wonder whether a course a might frame it and I only came across what that might be when I got to the end of the document when I looked at PCK I wonder whether something along the lines of (don’t use it you can use whatever you like) but provide opportunities for outdoor professionals whether that's facilitate or whatever to consider the relationship between what you say and what you do in the context of the environment. So something that your objectives are really great they are really clear for objectives and they are very clear and very understandable but what are they based on what ultimately are you looking in regards to it and when I read it I knew what you were trying to achieve and it was there throughout but I just wondered whether objective and then your criteria which you've got written through a document from your perspective are linked back up to your course objectives as I understood it am I right in saying?

[absolutely]

So I think maybe just a adding a name that says something along that sort of lines. It said something about certificated I ask myself the question who is going to certificate that?

[yeah, good question!]

Not that I'm looking for an answer but IOL run an accreditation scheme it might well fit with what they-

[I’ve looked at that actually as I was hopefully going to do the accreditation scheme alongside doing the PhD so that hopefully by the end I've got an accredited course and at the moment I don't think I can because they need to know who is running it and what company is being run from and that sort of thing which I don't know yet]

So who is that body.. I’ve worked through a number of organisations, I work as a consultant so some of my work is about IV’ing and QA’ing and the like, so I've done a lot of that on organisations courses to get them accredited through IOL so I understand the processes that are used to work for IOL; it could well be that it's the right body it doesn't have to be that there's others out there I'm sure

[and would IOL own the course?]

No just accredit it, it could be yours or whoever else’s

[that's what I need to work out if you know who to own it essentially for it to be then accredited by IOL but yes hopefully it will become accredited is the aim]

I know there could be bodies out there that might be quite happy to owner and manager essentially they could do that I don't know it might not be best place there it's for you to work out as you go through the next two years I suppose and you have all these other conversations with other people and it's great to have these conversations.

You’ve written outdoor professionals versus practitioners versus facilitators I think that something to consider and I picked up on the behaviour change content that it's within the handbook that is essentially what you're trying to do. I spent the last year also on a project with a couple of colleagues which essentially was around looking at behaviour change and between us we have that background of understanding what behaviour change is and what is the science sitting behind all of that so not just change but it's there to influence or to adopt new behaviours and it's all of those three things really and it's about how you messaging in the right way and frame in the right way so that your tone is right and the language is right I'm talking about some of those things really and I'm guessing that was your intention in terms of what you're trying to do here, ultimately change and influence the behaviours of people in the outdoors.

[absolutely, yes very challenging thing to do I think and also challenging to measure but hopefully like I was saying earlier hopefully if the instructors can't believe they're doing a better job and say yeah we are actually trying to do it within the job then hopefully that's having an impact on the clients]

And it is about keeping on message because if the message is right then it will have people go for that training that they have will get the same messaging so that's what's behind \*\*\* messaging UK wide, so wherever they go to and whatever they want to do- walk up a mountain or paddle down the river or go to a shop to buy gear there is the same messages about the activity. This would have the same impact, and what I would say would be good to talk to \*\*\* in Scotland about, is, the whole approach from an environmental perspective, so he would be a really good person to have a conversation with I think.

[yeah, ok, thank you-]

And that whole messaging you now keeping that consistency keep it clear and concise and to the point so it's understandable so it's understandable by the end user, you know, they don't need to know the Latin word for whatever and that goes for the instructors as well they're not interested in that they've got to put it into context of what they're doing without losing the experience of going kayaking or coasteering, does that make sense?

[yeah, absolutely , definitely]

Ok.

I'm just working through my notes that are sort of reflective of the pages as we go through the handbook. I made a note here on competent effective and informed decision making, you just use competent decision-making and I just wondered whether it also needs to be about being affective in what you say and in what you do.

[yeah]

It also needs to be in an informed way that allows people to make their own decisions as a result of what their presented with really. So I've had for me something along the lines of effective and informal, informed sorry, decision making can be included then that just adds to the whole competent thing.

[do you know what page that was for? I think it was properly this page]

Probably around page 5 - yeah in the blue (or green) box, sorry I’m colour blind, to enable competent decision making and to empower individuals, so that’s where it was.

[perfect]

Please don't take any of this is criticism I'm just looking at it and going well how does that work for me and how does it work with some of the experiences that I've had so take it in the vein it's intended from for a positive . So moving on I made another note here about positive action to benefit and I wondered whether because its about, to some extent behaviour change, that you’re actually wanting the positive behaviour change, or influencing behaviour in a positive way, so I guess using that terminology more often, because to some extent that’s what you’re trying to do.

[yeah, so using it more often throughout, to sort of reiterate it?]

Yeah, I mean not over-use, but you know, influencing behaviour one point, adopting new behaviours, changing behaviours, so that, and then nothing wrong with positive action to benefit because then their all relevant and their all meaning full, but it’s just remembering this is for the instructor, whoever it’s being delivered to, just to get a grasp of what you’re really trying to do here, and then go ok what is behaviour change, and that’s a whole other thing - we spent last year looking at all of that and we’ve looked at half a dozen models of behaviour change which was really interesting, but as a result ended up with a very interesting report came out. The report was done for \*\*\*. I possibly could share that report, I’d need to double check, I can’t share the guidance we created as a result of that because that’s their property, but I think the report is our intellectual property, but I’ll have to check that. So there’s some interesting stuff about behaviour change in there which could be useful for perhaps the academic study which is sitting behind this, because I’m sure you’re not just writing this handbook(!) and that behaviour change is probably to be a big part of that.

[yeah, if you are able to share it that would be great]

So that could be useful, we got international research for it, so it’s as up-to-date as last year in terms of 2021. And as a result, we know that there are other behaviour change projects going on in the likes of Australia, New Zealand, we start talking to those guys now. It’s quite interesting actually because the same issues exist in the likes of Australia, New Zealand, Canada, as in the UK from that whole behaviour change perspective, whether that’s environmental or other things, it's about messaging, comms, anyway, just some thoughts as we go through really.

I noticed the term outdoor centre being used and again I feel perhaps that narrows the field because the outdoor professional workshop all sorts of sites these days as you've probably seen the man in the white van these days- he turns up with his van and goes for a surf so I would maybe stay away from the use centre and think of something in a venue or because it suggests it's not for certain groups of people and then your market audience is less and you want as wide audience as possible and I think that's what it's about and it says on the tin right at the start so you don't want to narrow the field later on if that makes sense and even the use of the word outdoor industry. Industry is used when we're talking to I guess government we might use industry we might use sector in terms of what you're doing we might just use the outdoors sometimes be we might use outdoor learning or there is outdoor education, you know it's a whole host of terms that people can get hung up on, so just as long as you’re aware of that and say in the glossary we’re going to use this term and it refers to all these things , maybe that just helps a little.

Ultimately, we are custodians of our environment aren’t we, and we’re here for a short period of time and we just have to look after it, so the use of the work custodian is a good one, its used by national trust I think, I think it’s something that could be thrown in the mix. I noticed once or maybe twice the term best practice being used. I have a little issue with the term best practice, because best practice suggests there's nothing else above it. Nothing else that can come after it. Good practice suggests that it's good at the time and it could move on. We always use the term good practice because we knew that things would evolve over time and that good practice would continue to be good practice and even when it got better it could still be good practice because it could continue to get better. Does that make sense?

[yeah, absolutely]

It's a little pet thing of mine but I think it's more than that, there are some if you look at some of the behavioural change studies that are around they use the term best practice principles (BPP) to define it so you have to use that but in reality I think it's really about good practice because it's the best at the time I think. And then I've just seen the instructor practitioner facilitator again. IOL use facilitator a lot they have their facilitator program that they run they also use the term professional outdoor professional when they're talking about their professional side of the stream of things that they do in IOL.

Just moving down, I made a note here that as an instructor you're required to- yeah I know I meant here, so there is something on one of the pages that says "as an instructor you are required to…" I just think the question is there is who says that? I should've put the pages numbers in I must admit-

[have you made the comment on the document?]

No I haven't I just scribbled it down as I read it but I can find that, it will be linked to… I think all I'm trying to say is that he is saying they're required to do that is it the expectation of going through the course but then they will do that because technically as an instructor they're not required to do anything necessarily it's just a term really isn’t it, more than anything else.

[yeah I found it it's on page 8]

Sorry to not have the page numbers.

[no, it ok]

And then I came across the term ‘teach’ being used, and it's not that- here we go ‘storytelling has been used to teach*’* and I'm not sure whether that's the right term- I'm not saying that it's not, but I read it and thought hmm, would I teach? Or would I use a story to inform? I just thought maybe a little less formal. ‘Teach’ maybe makes it a little more formal and for some it might feel like oh well I'm not a teacher.

[that kind of segregation between environmental education and yeah-]

Is that ok?

[yeah]

Ok. I liked the um, you’re ACE pneumonic, I thought that was really good, really clear about what you were trying to do in regards to that, and so yes, that was fine. Moving on.

Environmental attitudes and again this now relates to the whole science stuff because I thought it was all about motivations what motivates individuals to what do what they do and believe in what they believe in so it's their drivers in their motivations whether that gets framed in this somehow is up to you but it was why people behave in a way they do and how can we influence that behaviour for them to adopt new behaviours and we know that influencing and changing behaviours takes a long time generational so if you can get it early on in their childs career in terms of their school careers for example and they're very good at their youngsters at filtering up to their parents so that's one way of doing it; getting the instructors and professionals - outdoor professionals - to understand that they will feed that to their peers and go downwardly as well as upwardly to their bosses as well if they need to justify doing what they're doing. All of a sudden that spread and that cascade it's happening downwards and upwards so yeah good way to look at it really. And often when you're trying to affect attitudes and motivations, to drive individuals they don't know what they don't know so how do you expect them to behave in a particular way. To use an example from \*\*\*, you see a lot off a lot of messengers that say you need to be safe, but what does safe mean? I know what safe means to me in that environment but does that person there possibly not, they may see it differently. So, it's knowing what that is so that you can alter your behaviours and patterns. A command is not good enough as you said in your pneumonic, there needs to be action.

[I think that's why I liked the environmental literacy term because you've got the knowledge skills and the attitude and if you lose any one of them then you're not going to be as good at doing as having those behaviour changes]

Yes, you do need all of those things in a collective and I think what you've done there it's good framed really nicely.

OK, moving on, I just got a little bit confused in the formatting, the syllabus came after areas of concern sometimes and sometimes before areas of concern, so it was more about reminding myself where, and- syllabus, I assumed that was criteria? Where is says just says syllabus? It might need to say criteria to be a bit more helpful, cause it links back to the objective, but it’s not the objective, it’s the criteria that you’re working against to achieve what you wanted to achieve, in relation to your objectives so yeah, I questioned myself, ‘syllabus’, is that outcome, is that objective, or is that criteria, and I think its possibly its criteria.

[I also had a discussion about this with my supervisor actually because he sort of said you know something like a syllabus you have to be able to do exactly that whereas because all of these things are more objective it might look slightly different than it does for another person-, so is syllabus the right word, of would it be a better thing to say criteria or objective because maybe its not-]

Output or outcome-

[yeah]

It’s just a little less formal, whereas syllabus you have to do certain things-

[you have to pass or fail it sort of thing]

Yeah, and this isn’t that is it-

[no]

I mean you want people to achieve an outcome, but the outcome is a certificate to say they've completed the course, and they've demonstrated some things. Not necessarily that they've passed something that's slightly different is my feeling. Yeah, I think that’s useful.

And then I went on to Participant Thinking, I think is the next section-

So just going back to the formatting, I was just a bit confused as to sometimes syllabus came after areas of concern, and sometimes came before so maybe worth looking at where it needs to sit to relate it to one objective. For example the one is related to attitudes I've got the syllabus at the bottom and areas for concern above. If they are at the front end as opposed to the backend of that section- I don't know but this is what you're working towards this is what you're going to do these areas of concern. I don't know maybe I'm just working a bit differently to other people, but the information is there so I can find it, but I had to go back on for a few times to help myself really.

Moving on to participant thinking-I think it is about knowing your audience knowing your audience enables you to message accordingly isn't it and you talked about it really nicely there in terms of getting an understanding of each individual. Because they can't be treated as a group, because they've all got opinions, and those opinions need to be recognised. And what works on some will be really strong in favour, others will be strong against it, you know what do I care and only here once anything yeah but I'm here most days so we have to respect that. How do you get that across in a way that they understand that.

[and how do you get that across within the three hours that you've got them!]

It's not a lot of time has it! It can make a difference but yeah I've mentioned a few other things here; I've got participant journey, so in a tourism sense we talk about visitor journey and in terms of the visitor journey those touch points along the visitor journey. And you do touch upon it- this is all coming back to- if you look at marketing strategy for businesses, they use behavioural science for marketing strategies, and that’s what they do, they look at the touch points that they can influence people to buy their products at the end of the day. So, we're looking here at touch points that will influence people to buy into the environmental literacy stuff. From the messages you're putting out on your website, to them leaving the course at the end, all of that is part of the journey. And the next step which is the next thing they book onto, so you know I want to make sure the provider they go to next is doing this literacy stuff because it's relevant. You know for that logo that goes with the certificate of achievement for example.

[yeah I have actually I covered that a little bit in the course and just say, yeah, it all starts with what are your clients expecting when they log onto your website and buy the activity because they're just if they're just looking onto a purely adrenaline fuelled activity then they're going to get there and think why am I being talked about the environment whereas if it's being sold more with and environmental slant then they're already expecting it and booking onto it ready to hear about it so yeah-]

Okay, so one of the lessons we've learnt as part of \*\*\* is there is no point in putting a tab on the website saying go to here for all the safety information about this activity. Because they won't do it. So always our advice would be to embed the content within the context of the writing. So the same thing applies here, you wouldn't have a separate bit about the environment, but it could be written in to the context and the content, so that when somebody is reading it, it is subliminally sinking in, and when they eventually get to face-to-face with the instructor and they start talking terms that are used in their marketing material, it's a twig and they think I remember reading that, right okay that's why we've booked-

[more of a subconscious thing]

And what they do metaphorically is the trip over that message time and time again, and so it's useful because wherever they go their tripping over the similar sort of messaging, it's going to sink in more and more and as a result changes and influences what happens. I've just made a point about participant journey, touch points, talking about language and also the image that is used, the images that are used, they need to reflect good practice. In all manner of speaking, so if it's the activity, if it's the activity in the environment, you're showing a good practice of the environment effectively from an environmental perspective as well as a safe perspective. Yes so making sure I guess that's put across.

I've just noted centre versus location again, I think that comes across in here as well. I think that was all on that section, moving onto goal setting and reflection.

Yeah challenging isn't it too, I've met lots of instructors, most of them or I would hope most of them spend a little bit of time to reflect on what they've covered. It's an important thing. But the whole goal setting it's all front-end isn't it, it's sort of this is what we're hoping to achieve by the end of the day. So, to set these goals that are hopefully achievable and be able to reflect on them as to whether they did achieve them and how they achieved them and all of that, and well, surely, you’ve been involved in the delivery of activities, so you sort of know, and understand some of that. And if just written the term because you talk about outdoor education, you’ve used the term outdoor education there, and whether that again is the right term- I’m not saying it’s the wrong one, but I’m just questioning and whether that's learning outdoors, but you're right, today for example, there is an outdoor education bill for Wales being motioned in the in the Senedd at 3:20 this afternoon. If that goes ahead, that's the outdoor education in Wales Bill, if that goes ahead as a motion that is agreed by members of the Senedd, what that means is it will go to the next step, and there's four stages in total for this. But it's about every child in education in Wales will have at least one weeks residential throughout their school life, which is a massive step change. We’re trying to make that statutory, so law- big challenge! It would cost 13 million pounds to the government, extra money that will need to be passed on to local authorities to be ring-fenced specifically for very child to get access to a weeks’ adventure- outdoor activity. It’s framed as an outdoor education thing because, outdoor education is linked directly to the schools and the likes, so that’s why its education in that sense. But equally, there are other terms that are frequently used, whether that be outdoor learning, which is quite specific I think, which is not necessarily outdoor education, it feels the same but maybe it is slightly different-

[yeah, they all have a slightly different meaning don’t they-]

So IOL about 18 months or two years ago put a quote together about what they believe, well it was an all-encompassing quote related to what outdoor learning, outdoor activities, whatever it may well be/ is. It might well be worth looking at that.

I’ve just made a comment here about contextualising the narrative, so justifying to frame it in a way, and this is for the instructors I suppose, to contextualise what they are trying to say to their clients, or it’ll enable hopefully a better reflective practice sort of thing to happen at the end of it all

[In terms of how to contextualise goal setting and things?]

Yeah I think yeah absolutely yeah

[I wondered almost if I needed an extra section on framing, and whether that would come into that, so to contextualising]

Possibly, I guess you're going into the rounds of is it still going to fit within that 16-hour framework that you’re trying to create really, but yeah ok, and again, just some thoughts really

I mean that took me to the end of the document, and again, just my thoughts that I hopefully helpful and my knowledge from experience, I don't know, I'm the first one to say I've got less of an environmental knowledge and more of a practitioner knowledge in terms of the outdoors really. And it made me think, it's not just about outdoor professionals or outdoor instructors, it's about all of those people who operate in the outdoors and that does include teachers who run their outdoor learning programs from their school sites. As one of the forest school guys who run the bush craft stuff, as well as, so your whole audiance is quite wide

[I mean in the long run potentially, it would be great if it could be run for a whole variety of people, at the moment I think it's quite useful if I can narrow it down a bit]

Yes I think it is, I think to contextualise to go well this is what it's for, and what I like about it, it doesn't go into the detail of the you know geography or geology, it just talks about how you can frame your conversations with the group and you have on that particular day in that environment they are in. You do need to have that little bit of knowledge, we've all got a little bit of knowledge and that will help us get by and it's about asking the right questions to generate that conversation I think, does that make sense?

[yeah definitely, that's really what I was aiming to do-]

Yeah, it feels like that’s what you’re doing with it, you know, there’s no intricacies there, there’s no detail, about you know what these plants are, or what these trees are, or what these rocks are, it's not about that.

In terms of the questions that came right at the very end, yeah absolutely relevant in the sector, I think it's achievable, in the timeframe are talking about, definitely valuable to outdoor professionals, it just gives us added value really, and I guess just makes us think a little bit more about what we're doing, why we’re doing what we doing, how we doing it, and how perhaps we can be better informed and better prepared for what we're trying to do really, so absolutely. And I think it's beneficial to the adventure client as well you know, I think what that does is unable a cascade affect to happen, because you've only got to start selling those seeds with individuals and lots of youngsters you know it doesn't matter who they are really it's just client based, to get people to think a little. If they're thinking a little bit more, because they're informed a bit more you'll hope they're going to make more effective decisions in terms of where they go and what they do, and the conversations they have for the next people they come across. It doesn't have to be practitioners then to do that, your clients can do your work for you to some extent if it's framed nicely for your clients really.

In terms of the structure, as I said clear objectives, clear duration, and the split I think works in terms of 50-50 practical – theory, two days away from the workplace, may be challenging for the employer yeah, that being my only thought, and I wondered whether you'd considered looking from a slightly different perspective at all whether you thought about looking at modular things, or whether you thought about the teaching environment for example, so they'll stay on after 3:30 and have two hours so could potentially do a twilight session. I'm just thinking whether it could be done in any other way, I didn't see there's any reason why it couldn't be a two day thing, but it is a commitment to an employer, because it means losing a member of staff for those two days, or whether they've got time in a staff training period you know everyone's on staff training, so the facilitator goes in and delivers the course to the whole centre for instance. But you've got lots of individual operators as well.

[yeah it's definitely an aspect that well yeah- it's good to have feedback on, because in some ways it's a lot of time out of the workplace, and in other cases I think well all the other courses require a lot of time, so actually why are we saying the environment is any less important-]

Ah yeah, agreed, agreed as well-

[and it's not something that will be compulsory, I mean it would be great if a centre says it is compulsory for our instructors, but it's not going to be just yet, so if instructors feel they can book to do it that's great but yeah, running it as modules I was less inclined to do, partly because, well I suppose, depending on where is it could be anywhere in the country and that is quite a tie I suppose, but I suppose it needs more thought really]

Yeah, but equally you know, it's if it's sold in the way like the very front end of what it is and what its value is, you've got more chance to get that buy in from those organisations you know. We would happily I'm sure, share through our networks across Wales.

So there is \*\*\* which is a community interest group, I'm not too sure how they, they’re actually framed in terms of a business, but they are a business, but alongside that they've initiated the charter group as well for North Wales, so they can get access to all of those providers very quickly. I know when I was going through those questions I was thinking, I remember the WISE scheme and they did in Wales was to actually run a Welsh course and drove it through all of Wales and then he ran it online because of Covid. Obviously we needed to do things differently, so it opened our eyes to other ways of doing things, and it worked really well you know, they were set tasks went away and did those tasks and then came back, so his feedback was that seem to work really well and they managed to get access to the guys out in Guernsey and Jersey as well in the Channel Islands.

[that's interesting to hear that it runs well and runs well online]

Yeah, yeah it does. I think they've had to adapt the way in which they do it, but it seems to work. But I do think the practical is absolutely necessary-

[ok, that’s good to hear]

Yeah, I think there's nothing better well, there's nothing better than getting in a room and having a conversation with you today, it's far better than having a conversation over a screen-

[definitely]

I had a meeting this morning, and the lady in the meeting said shall we catch up on zoom, well she was \*\*\*-based, so I said well that's silly, let's just meet halfway and have a meeting in person, which is great, we both got out of the office for an hour or so in the same way that we're having this now. And I think we do need to get back to that more face-to-face stuff that we used to do prior to Covid really. You get more interaction with whoever you're talking to then, in a group sense like this, you know you can pick up the keys you know, from the visual size of people’s responses, to what you're saying, you don't get that on the screen-

[absolutely, yeah, I was very keen, wherever I could, to do everything in person]

I run a course in \*\*\*, and I found that online earlier this year, it was hard work. I knew half the people in the group, and it was still hard work, and I couldn't quite get the right sort of….-

[interaction?]

I'm going out next year to follow up on that, I know I'll get a better response but it was water safety online, water safety you know, without going anywhere near the water (laughs), it was just a bit challenging.

[In terms of the practical I don't know how clear, because in my head I know what I mean, and I wasn't sure how clear it came across in the section that says about the structure, did you-]

Go on explain to me what you mean, and I'll tell you whether I got that

[so I kind of anticipated that if it's being done to specific centres, then say for example I took it to \*\*\* and ran it with their instructors, then they could say ok we want to practice it with coasteering and kayaking, so we do the morning of theory and then and then go out coasteering and essentially they would have me in their ratio of their guides and so there would yeah, be the guides to ratios and I would be an extra looking at where and how we can facilitate the different conversations and how it could work what we've talked about the theory in practice, and then come back and have a little review about it and do that the same the next day with either the same activity or a different activity but sort of, whatever there centre or whatever chooses. It makes it a little bit more tricky if you're then having people from lots of different areas, because they might not do that activity, or the ratios might become more difficult because it's always going to have to be done under a certain body for insurance and the likes, but I did feel that that actually trying in an activity people run is really important.]

Yeah, and I got that, I think that would be really, absolutely, useful and beneficial to those on the course. I wonder whether you thought about you there as the facilitator in terms of the environmental literacy stuff then obviously that's what they do is guides so you're feeding your theory in let's say day one, maybe there is a little bit of role reversal and on day two so there is an tasks for them to achieve, insurmountable ones, not ones that they're not going to achieve, I think something a bit more tangible, so set them a task overnight so they can come prepared to do something the following day. You learn an awful lot by being in front of a group and importing knowledge, whereas if you're sat there listening you're not actually learning as much. So, put them on the spot, not in a nasty way, in a nice informal relaxed way, to see what- and you know it might be that you said to me you've got eight people and you split them into four groups of two, into pairs, and they've got a little task each then to do along the journey that they're going to do, and you've agreed what the activity is going to be, you're all doing the same activity, you know where you're going you know the environment because maybe you've been there the day before, and you’ve led in terms of how you're going to do what you're going to do in certain locations because you’ve like- identified certain things that would fit well for certain- you might do the same route again, but its changed, the role reversal is there.

[So kind of some role-play?]

Yeah, a little bit, it could work. They are used to, as I'm sure you will have gone through when you've done some of your competencies, they’d put you on the spot to deliver sessions, they don't have to be long, could be 5-10 minutes, could be longer, whatever really, just, well let's just think about this particular, if we've identified strategies that people might think about using for instance, they're going to ask them to maybe, you know expand on that strategy and let's see where it takes us, you know, you talk about experiential learning and that really is what experiential learning is, you know we all learn by being out there and doing it

[yeah, and I think that actually there's a lot that I will learn from them as well-]

Yeah, and the more you do, those pilots in the first instance the more I think the course will grow in terms of its content because you're bringing more to the table to do with everything else you've picked up along the way. And then of course you want to know who is able to deliver this course, because it can't just be down to you at the end of the day, you want to team of people perhaps who can deliver it across the country. So, there is a friend of mine who runs a water safety business, nearby actually, and he has a faculty of ten of us, that run water safety for his business. So, we can run it independently, it's like the umbrella of his business, the certificating comes from him, and from the business. It's so I guess that's the sort of thing that you need to think about in terms of how are you frame it and whether you set yourself up as the body that's going to deliver and bring in your faculty to deliver it you know,. There are various business models out there that can you know, there might even be some funding in Wales, you never know but, you can search high and low for that but yeah so… Coming back to the practical, absolutely necessary that contextualise is what you're trying to say in the theoretical side of things really, yeah. And in terms of the course content I thought it was vital, that whole generational change, yes absolutely and I've just made notes for everything else which is what we've just talked about for the last however long that is but as I said right at the start, the PCK stuff was pretty relevant really for an overall aim and as I suggested right at the start you know, what that aim might be, and actually, the aim- what I have written down here, and what you’ve written in your PKC- PCK stuff is, it's just taking that I'm just – it's about what you say and how you say it, and you frame that around the content but yeah is that helpful?

[yeah, absolutely, um, I had two questions, that I think all of these actually you’ve covered really nicely, thank you, without me kind of having to ask them- what about the course content in terms of the citizen science? I think it may be quite a controversial aspect of it I just wondered about your feelings towards that]

So, explain perhaps a little more what you mean by citizen science. It's not a term, I know what it means but maybe not in the context in what you're trying to do

[yeah, ok, so to develop the environmental knowledge, the goal is to look at different ways that we can incorporate projects within outdoor activities. So for example, Pembrokeshire Coastal Forum have this new Welsh coast explorer app where you can record species and things, and so one of the things that I thought would be nice if it could become more widespread in the outdoor industry is if you can say to groups before you go ‘these are some species that we might see, do you want to pick one and we will record it’, and then it triggers that conversation about why you're recording it, because we're there way more than anybody else, and we are detecting those changes of our environment. And then you can go down and you know even if you don't see any - say barrel jellyfish or whatever - you can have a discussion about what it means and it's up to everybody in the group to remember how many you've seen and come back and you log it on that website, and that can contribute to the bigger sort of availability of data, but also that opportunity for conversation about why you're doing it and how it's going to help, and maybe it would mean that the next time someone went to a beach they say oh I saw one of them, I'll log it or whatever]

I think yes that's, I'm just thinking about how that works but I do think there is value in that, definitely because you become more conscious of the environment in which you're in and you become more conscious and aware of what is around you and you know it only has to go that one next step in terms to record it as long as the app is there. I spent a lot of time in Antarctica and they have happy whale, so you take a photograph because your flukes on your whales are all different for example so if you take a picture of a fluke, and send that in to happy whale they can record who that whale it is and they can track their movements as well in terms of where they've come from because they might of had the same photograph of that whale with that fluke up the coast somewhere as in mainland as opposed to Antarctica. So same thing really I suppose, and when that was first presented to me a number of years ago I did think well what's the value in that, but there is value in it, it traps the numbers to some extent, and whether there on the decline or the increase and what the movements are of that particular whale that move significant mileage to go to the waters they need to feed etcetera. So, in terms of what you're saying about citizen science it's just about framing what that actually is and making it clear and I think it could be useful to just get people being a bit more aware.

[For my undergrad I did a study on barnacles, on the impact of coasteering on barnacles and was just amazed at how significant it was really, I mean not to say the study wasn't without fault, but yeah that's what really made me thought we need to do this because after that I made sure that whenever I took a group coasteering there will be different things that I would say yes to try and stop you know knocking off juvenile barnacles or whatever just to make people think about it and actually, I would never of said that before because it would've never crossed my mind-]

And it probably doesn't cross a lot of people’s minds’, you know so by raising it a little bit in people’s mindset I think just helps. The environment can be as sustainable as it possibly can be, while still having activity taking place in and around it, yeah yeah okay, I like that

[and, your opinion on the nature connectedness?]

Yeah… I mean, yeah, for sure, I mean people need to connect, you need to have a reason to connect and I think just being able to frame in a way that you get what that means so they can, you know, connecting with nature come in so many different things can't it, sitting doing nothing, you know you're still connecting with nature just absorbing what's out and around you, it's certainly something that needs to be included, that whole reflective piece, if it can be done within the environment which you've been in I would say has more impact than if it's done back in the classroom at the end of the day, because your reflecting whilst still being in their natural environment, so, and therefore you're sat on the floor the rocks, your connecting with nature right the way from being sat on it and being in it and a coasteering sense for example to being in the air that's around you that's being blown in off the sea for example, you're still feeling the wind lift the spray, and so, you're still in connection with the whole thing I think. I think it's quite powerful really to be honest with you, as long as it can be framed in a way that enables somebody to go I really get that, you know and lots of people I know I guess over the last two years have connected with nature whereas they weren't connected before which is great but, you know they've done it in their own way perhaps without having any direction, what this will give us a little bit more direction to how they can connect more and be more involved in nature.

[I think my last question, is do you think the term of environmental literacy is appropriate?]

Yeah I thought about that actually and I kept going back to the car top page which is obviously where it sets environmental literacy and thought well is that the right term and yeah well I think it is, literacy is this probably a term used more in education than it is anywhere else, and then I tried to think well what else would I use if it wasn't literacy and I don't know what I would use instead of, so with that in mind I would say that it was, because it covers knowledge, understanding, you know it's both those things really, but it can't say that you needed to be sure and succinct and to the point. I don't dislike literacy because I couldn't think of anything else that would go in its place if I'm honest, does that help?

[absolutely, it was a question that I sort of keep coming back to me and my supervisors have kind of kept coming back to it how are you know in the sector that we are working in how many people – what would people think of literacy, but my reaction was sort of, I think it's becoming more and more well-known because you have sort of carbon literacy, or ocean literacy so I sort of felt that yeah, it would be known, but it's useful to hear other people’s feedback]

Well my wife and my son have just done a carbon literacy course actually, it was good actually, they had a project to do at the end of it all, so it wasn't just a one day course job done, for my son it was a two day course actually, and then it was a project at the end that had to be submitted on a due date-

[wow, that’s good]

Yeah, yeah absolutely, so there was a commitment to fulfilling something even after they had left the course, as a follow-up to that

[yeah, I like the idea of a commitment actually, I was on a nature course a few weeks ago and at the end I mean this was sort of I think 16 hours or eight hour course, and at the end they encourage you to make a commitment but they'll check back up on you in a couple of months say are you doing it or have you done it and I do think that that could well be something I could do for this, I think it would be, yeah even just an interesting aspect to see if people are, there's always areas that we can improve on]

Yeah for sure, but I know, both of them ended up doing it, they spent quite a bit of time on the questions that are being asked of them in terms of how it would fit within their personal lives but also how it fits within the workplace, and again, those sorts of questions could be framed in a way that's how is this going to affect your workplace. So they make commitment to doing something, six months down the line you then revisit it and go and how has it, but of course that's a commitment on your part or whoever is part, and who is paying for that at the end of the day, if it's being run by a business you know so, but equally in a pilot sense that sort of thing would be really useful to gauge; what they perceive as the benefits as a result of doing what they’re doing and how it's changed them as instructors, because if it's changed the instructors it's likely to have change the end user you would think, so you want to see changes in the instructors as well. Quite interestingly this project that we run started off looking at \*\*\* in relation to the visitor, what we realised as a result of one-to-one conversations with businesses with the organisations that we were talking to. It was much about changing the behaviours of the organisations and the individuals within the organisations as it was about changing the behaviours of the visitors to those sites, because they were in trenched in their ways of doing things in their side of approach, big organisations that operated in silos weren't prepared to step over the line into someone else's silo and so there is a big piece of work to be done and that was a big eye-opener to us even bigger eye-opener to all those bigger organisations across the whole of the UK who thought they were doing things right, and actually we had to tell them that they probably are some issues in some of these places that need to be changed. So, the same thing would apply, that you might well be coming across or coming into contact with some of those barriers that exist in businesses that are preventing some of this step happening, so it's as much about changing their behaviours as it is about changing the behaviour of the client

[yeah, absolutely, so that balance between successful business and giving people what they want and doing things maybe people don’t know that they need!]

Yeah, yeah, absolutely, do you know stag and hen groups that go along to these centres, they are buying into a stag and hen weekend but equally it should be an opportunity and so it's about the opportunities, can you make the most of those opportunities to sew a little seed somewhere.

[yeah absolutely. I remember saying to somebody - even if they don't care surely we are at a point in time when they have to care, so it's actually maybe a job to make some care, whether they like it or not-]

If you don’t do it does- yeah, where else are they going to get that information? Because they're never going to go to another centre for example, or they're never going to be exposed to environmental things like this so where are they going to get it from, they're not going to get it from anywhere else, they're not going to watch the news and get it from the news because that's not very stimulating I don't think. You've got to get it from somewhere. If they're making the conscious decision to engage in an activity that is in the outdoor environment then you can give them a certain amount of information about the environment they're going into and hopefully you know that sticks in some way all of a sudden resonates with them when they get back home and it's the hope isn't it, it's up to the instructors and how they contextualise it in the environment which they're in but how they contextualise it in a way that that individual can take it back to their house, their home and use it

[yeah, that’s the challenging part but-]

Yeah, it can be done-

[-the important part]

Yeah, it’s shifting it from right ok we've done this in this context how does that relate to what you do back home in your composting or you do whatever

[absolutely]

Yeah

[cool, thank you very much]

Is that alright?

[I don't know if it's useful to look at the course or not because it's quite long, but maybe we can just have a quick look through it]

Well if you think it's useful I'm happy ok.

[ok, thank you]

So this is what you've created to date is it?

[yeah so this would be the sort of course run over 2 days so this is just overviewing it, I've tried to keep the slides fairly minimal and just sort of introducing environment to literacy and getting other people’s opinions of what that means a lot we know about the environment already kind of the state of environmental literacy]

Yeah bring them right in at the start, get them in gauged and what it is you're trying to promote here and get their views from the outside you get buying from them at the start and if you then frame around what they're talking about which is what you're going to do anyway you want them to talk about it to go I've already bought into it now

[yeah hopefully it will be quite interactive, so this is just sort of the framing of environmental literacy and then it's some things, I don't know if you've come across these wonky wood diagrams before?]

No I haven’t actually-

[so yeah just there's a series of questions that people will be asked and then upgrade their own knowledge and attitudes and skills and behaviours, so I've just sort of done this to say where, of the questions I've got, what their knowledge skills attitudes and behaviours, and then how confident they feel in teaching those things or engaging other people in those things-]

Okay, quick thought in my head then, is there any scope in getting them to do something in advance of the course so they're more prepped, or not, I guess, just a thought?

[my initial reaction is probably not because I want to gauge where they are at the time of the course and where they are after the course and I think, if I can get them to do a questionnaire there then I know everybody's doing it, where is if I send one off in advance probably their response rate isn't going to be as good so, yeah I sort of got prepared a questionnaire that I'll do as soon as I get revised and then these things will be sorted as you go throughout the course-]

Ok that's fine, it's only a thought but I guess you've thought about it and that's the main thing as you thought about it and thought well actually I'm not sure that is the right thing at this stage so yeah ok

[so yeah hopefully this will just highlight that although we might think we are knowledgeable ourselves and I'm very positive but actually when it comes to engaging others we're not quite as able – and then some questions here and some to think about and some quotes –… Just trying to think of what will be inspiring, and this what I was saying about the barnacle study that I did trying to engage people with sort of a story of how I've done it and then maybe that will encourage other people-]

Again you know you're relating it back to what you're trying to do with storytelling aren't you, and the storytelling stuff is great I think, those anecdotes are definitely, they resonate with a lot of people I think, you know giving real life stories of things that have happened yeah I like that yeah and especially if it's the context of what they do

[so yeah then just some examples of things that you might see in different areas-]

I guess just making sure that that reflects the different areas that you're in so it's not just about, you know a centre that's all marine and that's fine, but if they mix from place to place then outdoor centres will be sea and inland, so getting a bit of inland stuff-

[yeah, so I’ve just got different examples from different places of things you might see- and then a bit on storytelling, and how that sort of might be framed are yet so I've sort of done the first day about environmental literacy and knowledge and storytelling, and then the second day is more focused on participant thinking attitudes, and then some stats from the office for National statistics things that sort of talk about climate anxiety and recognising in a typical group of eight, you know not take me consideration that you know my family affair whatever said in my similar thoughts but within a random group of 8 you might have three people that are not worried at all and some of the really anxious and so hard to adjust, how to think about what you're saying so do not worry people even more or how to get people engaged, and then look at the nature in self which, have you come across this before, fairly well used as a fairly well use scale they can say which one represents them, how they see themselves in nature, and that's just to kind of highlight how we see ourselves in nature might be totally different to somebody that you never seen the sea before or never been there before. From working with some kids who hadn't really spent much time in nature and they were so overwhelmed about where they were in Pembrokeshire and then they went back home and treated it almost with even less respect because they just thought we've just been in this really beautiful place and we thought we've done a great job because they went from not caring about the environment at all just saying they could understand now why I wanted to protect this place, and then I had a follow-up with them six months later and we said you know we just live in a horrible place so there's nothing to do here so we don't do any of that anymore and that was probably one of the most influential reasons as to why I wanted to do this course because I thought we doing something so wrong, thinking that we are doing a great job and then catching up with these people and thinking we’re patronising them because we live in this great place which others may not have access to. So this slide on what is nature provokes instructors to think about what an artificial pond or urban fox or things like that and actually it's all really important not just because we’re used to the big outdoors]

That’s really interesting isn’t it, and again, that’s a great story to tell because it really, yeah really works

[it sort of highlights it I think]

For sure

[so yeah, that's sort of a bit on attitudes and hopefully that will touch on participant thinking and how to set goals about and that kind of thing and then bringing it all together scroll down there is a bit on nature connectedness, and then bring it down to sort of suggest things always that we can make a difference from the kind of most common answers that people say they can't do it for reasons and just some suggestions about, some suggestions that we could give as instructors about actually just because it's too expensive why don't you do this it should be not as expensive or different ways to it-]

Trying to find those solutions to the barriers that they put in

[yeah, exactly, and then just finishing with this knowing doing and believing, which I think is both relevant to the instructors in terms of their, if they can know do and believe they can do it then hopefully they can pass that kind of motivation to their clients, that their clients can gain knowledge and belief and actually do it which is, a very pitstop tour of the course!]

Okay I mean it's great, I got that and so in terms of and you know I assumed there would be some source behind that was going to be shared with the participant. What do they take away at the end apart from the handbook apart from the knowledge that they gained as a result of their 16 hours but they've spent that group of people, which will never replicate again because those people never come together again in the same way in the same environment doing that sort of thing, so it's a one off opportunity to get all of those people in the same room together to talk with them about this, what else, do they have any other resources to go away with or have you thought about that, again just to get you thinking

[hopefully, yeah, I haven't thought about making a resource together although I have sort of thought about little booklet suggesting that the company could have that people could flick through and obviously access to the presentation so they can refresh their memory on things]

It's crib cards or a set of playing cards to use out in the field, they could be used to help storytelling, I don't know I'm just thinking out loud, these ID guides, designed to be waterproof go in the buoyancy aid of instructor, and they could be pulled out and used, so it's something that you can use in the field, not something that you know they have to adapt to take into the field yes, so even if it is a set of playing cards or something, I don't know, but again I'm not sure what would be on the cards or what will be in there but-

[I think almost on cards you need, I wondered about whether, yes something about something that you could have with you that would be more on the environmental content you know species identification or if someone says oh what is that you can take it out and say actually this is what it is and this is its story whereas, I'm not sure how useful it would be having something with them on goalsetting or whatever-]

No, no, I see what you mean, that's prompt I suppose, just reminders where, we probably forget things along the way because we are so engrossed in what we're doing so every now and again if we've got a prompt that helps us, frame whatever we going to do next, but over time not use the prompts less you know they'll become more norm, normal, and I recall in fact, it's a couple of youngsters from Paris actually but on Guernsey interestingly, it was a walk on the coastline but the walk along the coastline had some resources that had been created in terms of what they were likely to see along the way so we took those resources and split them out amongst the group and they went out searching for various bits and pieces, so that's the, the specifics of it, that's not your what you're trying to accomplish but it's like, it's helpful top tips and handy hints that could be utilised in the field that you can then frame the conversation around, or it could be prompts for conversations yeah

[yeah, no, I think it would be worth having something-]

Don’t overcomplicate it either of course, but just something you know I think people would like to go away with something, even if it's just a small laminated couple of cards that could well be useful to them

[absolutely ]

I think one thing to bear in mind, and I'm sure you're aware of this, but a lot of outdoor instructors are good outdoor instructors because that challenged in some way from a literacy perspective, I don't know if you've come across that but there's a lot of dyslexia amongst instructors for example, I'm not you know, it's just the way it is, and so we learn in very different ways, and we retain information and knowledge in different ways think, and we take information on in different ways, so bearing that in mind because of the audience you're presenting to I think would be useful you know, as someone who is dyslexic I know they love things that are within boxes and I contextualised within boxes, so they are not open ended and that sort of thing. Colour-

[yeah, I think that's why I tried to do this colour and boxes-]

And again coming back to the stuff that we did last year, it's with this project about how you put a message out there, how it looks, use of colour was important you know, lots of males are red blue green colourblind me included, so you will see this wide spectrum of red, I'll see that much of red Right so I don't see these bits, so if it's in that colour that's got other writing on top of it that's in a dark colour, I won't see the writing, it will just blend into one for example. And lots of males are red, green colourblind so just, bear that in mind, I saw everything, and I actually thought it was a really good font, I liked the font whatever the font was-

[I can’t remember actually!]

It doesn't matter anyway, it was a good font it was a clear font and in fact the conversation that I had this morning with somebody else was about Times new Roman being dated, we need to move on from Times new Roman absolutely, and I use it, I can't remember what now I use, but a different one now, and I’m comfortable with that. It's about all of those things about communication-

[and so do you think the in terms of, I know it was a very whistlestop tour of the presentation but in terms of the handbook as well, do you think in terms of like display, the colour the amount of text-]

Yeah yeah I felt fine with that but I just felt just raising the point if you're making anything else keep it in the same vein same colour tones and the likes

[well, yeah it's useful actually that you've raised a point, for the research as well because I've been really searching for some kind of literature on the demographic of outdoor instructors and can't find it anywhere and yet like you say from I think about, I don't know probably 90% of us in my outdoor course we are dyslexic and, in the same and working in the outdoors you know you know it-]

And you’re still achieving, you know, going towards your PhD or whatever it is, you're still going academically and addressing it in a completely different way

[yeah, exactly, but trying to find, you know, everything needs to be justified for the thesis, and I think I need – we probably all except that's what it is in the outdoor sector, but it doesn't say that anyway (laughs)-]

I don't think there's any research that does say that

[no]

It's anecdotal stuff but I talked for five years, I lectured in an FA College and the majority of my students were dyslexic there, but you know that from the outset, so you accommodate it and how are you teach and in fact most of our students were practically based so-

[yeah, that's the other reason why I thought I can't do a whole day on a presentation because people just switch off like half a day maximum. And the criteria for PCK I've got here I originally thought about having it you know as part of it, but I think just looking at it from a distance, it just being a table was just absolutely no I can't have that anywhere near it, and yet that's what's informing it the criteria-]

And I think what you can do, at the very end of it all this is your justification for the way in which you presented your course, they can have that if they wish to but if you frontload that with that stuff you've lost them, getting them in gauged as you suggested from the start, getting their thoughts and viewpoints of where they currently are and what they're currently doing and then getting their thoughts at the end is far better than actually going it's all frames around this, not go into detail, you know I'll send you a PDF to look at a later stage or here's a copy that you can take away with you, or whatever it may well be but, is the handbook going out in advance? or is the handbook-

[yeah I think the handbook would be available-]

Once they’ve booked on the course or-

[yeah, or sort of like, you know you can go onto the BCU website and get a syllabus for a canoe thing whatever-]

Yes, you can-

[so I think it will be the same for this, if you wanted to go onto the course anyone who wanted access to the handbook could see if it's something they are interested in doing]

I guess additional reading of which doesn't go into the detail of things and then they can get the detail, you reference it at some point and leave them to ask the question as to where do I find it, because it will be driven by them won't it, someone just not be interested at all, it's quite interesting, it's good, yeah, okay

[well, thank you very much, is there anything else you’d like to add?]

No no, I'm just interested in how it evolves really and keep us informed if you can and if it's useful to be part of that focus group at the end of it all then that's great. If you need any input in terms of you know getting some clients to be pilots I'm sure we can

[Thank you]