

**Action 3:30 project: Teaching assistants. School 2; TA 2**

[Start of recording]

INT: Has [staff name] probably told you much about what we're or what we're doing today?

RES: Just that we're being interviewed.

INT: Yeah, it's basically it's just to get your opinions about the course and what you think worked well and what you think didn't work particularly well.

RES: Mm-hmm.

INT: Be honest as possible when you ...

RES: Okay.

INT: If you didn't think something was good then just say because it's all to try and improve it basically. First of all how did you feel about taking part in the project?

RES: We didn't find out until quite late that we were taking part.

INT: Okay, right.

RES: It was more a case of we need someone to go and do this tomorrow, can you do it?

INT: Right.

RES: I was quite happy to do it, but it wasn't something that we were able to prepare for ...

INT: Okay, so it was a bit ...

RES: Bit much.

INT: Probably. [Laughs] Okay.

RES: Yeah, I mean the children had already got all their things and had been picked and everything before we actually knew.

INT: Right, oh really? Wow, so it was really late then.

RES: Yeah.

INT: Okay, and then why didn't you want to sign up for it or ...?

RES: No, I was quite happy to do it.

INT: You were quite happy to.

RES: Yeah. I like sports and I know it's important that the children do sports. It was something that I was keen to do, so yeah.

INT: Okay, brilliant. I mean the first bit that weren't you advised about the training course which would be this manual before me.

RES: Yeah.

INT: How was the training course for you?

RES: It was good.

INT: It was good?

RES: Yeah.

INT: Was it too fast, too slow, anything that ...?

RES: I think some of the sessions could have been shorter.

INT: Okay.

RES: I think we were putting out a bit to make up the day a little.

INT: Right okay.

RES: I don't know if it could've been a day shorter and put more in it.

INT: Yeah, that's slightly.

RES: Yeah.

INT: Okay, that's interesting. I mean how about the content and what you learned. Was it good? Was it useful?

RES: It was good.

INT: Yeah.

RES: Yeah, that was very good and it was delivered well.

INT: Yeah. Was the pace, I mean you mentioned it was like slightly slow at times?

RES: Yeah, I think we spent a lot of time, I don't know, I wouldn't say talking, but there was a lot of talking and I think sometimes it could have been, we could have been doing more practical.

INT: Okay, yeah, because it was quite practical. At times ...

RES: It was very practical, but there were a couple of sessions where I felt we could've finished this a bit earlier.

INT: Yeah.

RES: Yes.

INT: What did you think about the time period that it was? Did you think it was too long? I mean I think it was 9:00 until 2:00, is that right?

RES: Yeah, 9:00 until 2:30 I think it was, yeah.

INT: Okay.

RES: It was a long.

INT: Was it a long day?

RES: It was a long day.

INT: I can imagine.

RES: You do and the traveling that was the other thing I would say the venue from our point of view.

INT: Right.

RES: It took us, most mornings, it took us nearly an hour and a half to get back through traffic.

INT: Wow. That's a long ...

RES: It's only 17 miles away.

INT: I know.

RES: But it was taking us an hour and a half in the mornings.

INT: That's ridiculous isn't it?

RES: We were leaving here at eight o'clock.

INT: That's a long time.

RES: Yeah.

INT: It's a bit too much.

RES: Sometimes we weren't getting back until half past three, close to four.

INT: Yeah, so that makes it worse I suppose in a sense ...

RES: Yeah, so if it'd been maybe ten until ...

INT: One or something [inaudible 00:02:55].

RES: Yeah, ten until one.

INT: Okay, I mean was there anything that you found technically challenging in the training?

RES: No, not really.

INT: No, nothing that was too, I don't know, difficult or ...?

RES: No.

INT: Okay. I mean how was managing the time away from the school? When you obviously you had meant to pay.

RES: I terms of ... no that was fine because the support was paid for.

INT: So, it was okay.

RES: It wasn't an issue.

INT: Okay.

RES: I think it would've been harder had the funding not been there to cover us.

INT: Okay.

RES: Especially we work in reception, so ...

INT: You need that ... yeah.

RES: Obviously they need that support in reception when we're not there, but no it was fine. There was no issue at all.

INT: Okay, that's good.

RES: The head teacher was quite keen for us to go as well so ...

INT: Brilliant. It's always nice if you've got some support [Laughs]. Is there anything you think that could be done to improve the training apart from we mentioned that shortening it down slightly and condensing it?

RES: No, I don't think so.

INT: Nothing that stands ...

RES: I think it covered everything, no I think it's all fine.

INT: I mean did you find the manual, this manual, useful?

RES: Yeah.

INT: Yeah.

RES: I did, yeah.

INT: I mean ...

RES: Yeah, while we were training. I mean I've not really referred to it much since because it's all in there and we covered it quite a lot in the training, so yeah.

INT: Okay. It was useful during the training period?

RES: Yeah.

INT: Okay, brilliant. How about the session manual? How was that for you?

RES: I thought it was brilliant.

INT: Yeah.

RES: The only thing that I would say about it and we did state to [trainer name] about it but there seemed to be a lot for one session.

INT: Right, okay. Too much.

RES: Too much in there, but as he said, and which we did after a couple of sessions, you just pick areas out and do what you think ...

INT: Works.

RES: Works, yeah which we did. When you look at it like that you think something we can do in an hour.

INT: Yeah, something that'll squeeze in.

RES: Yeah, but no, they were absolutely brilliant.

INT: Did you use the manual weekly or ...

RES: Not necessarily weekly.

INT: Okay.

RES: Sometimes we'd ask the children what they wanted to do. We picked bits from different parts of it and fitted it into the weeks we were doing so yeah.

INT: You'd say it was useful?

RES: Definitely.

INT: Okay.

RES: I mean I don't know if it's relevant, but I'm covering PPA in September.

INT: Okay.

RES: I'm looking at using this and scaling it down for reception children.

INT: Yeah, it'd be brilliant.

RES: Because it's 40 weeks which is a whole school year.

INT: Yeah, perfect. That's brilliant, yeah. Good to you and it's like you said.

RES: It saves me having to write tons of [crosstalk 00:05:29].

INT: Yeah, why not? Exactly.

RES: It's there if anybody asks what you're doing. Here it is.

[Laughing]

INT: You've got it all ready.

RES: Yes, so that's my time.

INT: Good to know this. Definitely, yeah. I mean I'm sure there's stuff in this applicable to the age group as well.

RES: Yeah and we have used some of the games from here with reception children.

INT: Have they gone down well?

RES: Yes, they've loved them.

INT: Have they? Excellent.

RES: Yeah.

INT: That's great.

RES: Yeah.

INT: That's really good. The aim of the project was to motivate the children and use the Action 330 philosophy. What did you think about that philosophy?

RES: Yeah, in terms of motivating the children?

INT: Mm-hmm.

RES: I think it did. I do feel that some of the children that were picked for the study had very active lives outside of school anyway so they didn't come.

INT: Okay, all right.

RES: I think it might be worth looking doing a pre-Club survey to find out what they're doing first.

INT: Okay.

RES: So, keep the numbers high.

INT: Do you think that they would've, was it because of other commitments or just ...?

RES: It was. I mean we've got a couple of boys that do a lot of football outside of school.

INT: Right, okay.

RES: One of them plays football five nights a week, so to come to us for two of those nights on top of that was just too much.

INT: Too much.

RES: Yeah.

INT: That's a lot isn't it?

RES: I had I think two or three like that, so had that been picked up first there could've been some other children within the shear groups that could've filled the gaps.

INT: Fill in those gaps. Yeah, makes sense.

RES: We didn't ask other children to come. We kept it to the children that were on the study.

INT: Yeah.

RES: I mean some schools.

INT: I'm not sure it's [inaudible 00:06:57], yeah.

RES: I don't know I think some schools pulled in other children or make numbers, but we didn't we kept it exactly as it was.

INT: Yeah.

RES: Yeah.

INT: I think because it's a recess budget it's got difficult in terms of that obviously because we need to find out whether the project, that the intervention works. We can't select kids that we have to take at random.

RES: Yeah.

INT: Which is unfortunate, but yeah, you're right in future, yeah, if you run the course again you pick the kids that you thought would be able to do it.

RES: Yeah.

INT: That's good. I mean I know that in the training there was some stuff about motivation techniques. Is that right?

RES: Mm-hmm.

INT: Did you use those techniques or ..?

RES: We did, but to be honest, we didn't need them a lot.

INT: Okay.

RES: I don't feel we did. I felt that they were all keen to come and my children came all the time.

INT: That's really good, yeah, in that sense.

RES: Yeah.

INT: I mean what, we'll move on to that later issue, but. In terms of the equipment, was there enough for your sessions?

RES: Yes, definitely.

INT: Yeah.

RES: That was brilliant being able to order stuff.

INT: Yeah.

RES: We've kept it completely separate.

[Laughing]

INT: Excellent.

RES: It's ours. You're not touching it.

[Laughing]

When we have, you know, people said have you got this? Yes, but we want it back.

INT: You kept looking after it.

RES: Yeah.

INT: That's really good.

RES: Yeah, exactly.

INT: Excellent. There was enough to cover the things that you went through in the manual and ...?

RES: Yeah, we did go through, I think we went through the course book and thought for what we need and ordered and what we've already got in school that we can use.

INT: Okay.

RES: There was adequate money there to cover everything we needed.

INT: That's good to hear. Excellent, I'm glad. Now that you've finished the project, what do you think worked well? Was there anything that stands out that worked really well?

RES: It terms of the session plans or any ...?

INT: Just the whole Action 330 Club.

RES: I think the fact that those children, it didn't feel special, but the fact that they were part of the study and it gave them a bit of a team, group ...

INT: Okay, some sort of an identity.

RES: Yes and having the pledge.

INT: What was the pledge?

RES: The pledge. It's not there, but there is ... we had to make up rules and ...

INT: Okay.

RES: They had to sign it.

INT: Really.

RES: They agreed what things would they feel that made the club work.

INT: Really, that sounds ... did they enjoy that then?

RES: Yeah, they did. Yeah, and having the Child Life sessions, so they could choose their own sessions every so often.

INT: Do you think that helped?

RES: Yeah, because they were taking ownership of the Club.

INT: Okay. This is great.

RES: [Crosstalk 00:09:33] of the session what do you want to do? They felt that we weren't ... that this was what you were doing all the time. You've got to do this all the time.

INT: Yeah, they had some control.

RES: Yeah.

INT: Excellent, that's brilliant. I know that you guys didn't have a pretty big drop in your attendance. It wasn't too bad here was it?

RES: No, it was quite insignificant.

INT: What do you think would've affected the attendance?

RES: I don't know because I felt we were quite, we were lucky. I don't know. I mean there were a lot of other Clubs going. Our teachers are quite accommodating because it was part of the study.

Our Deputy Head runs the football club and he said he was stuff in there and he said if you want to take them in the club take them and not bust .... He didn't want them in the football club, but he said it's a study. One of our teachers changed his skipping club to lunch time so the children could come.

INT: They seemed ...

RES: They were all quite accommodating in saying but had those teachers no we won't ...

INT: It would've been all different.

RES: They children knew that. We gave them the choice. We said you can come to us or you can go there, but the teachers said you could come to us and it's not a problem if you want to come to our club.

INT: Excellent.

RES: Yeah, it did.

INT: That sounds as if that would've helped quite a bit in that sense.

RES: Yeah.

INT: Did you think the duration, the timing would have had some effect on the kids being able to come or wanting to come?

RES: I don't know. I think the timing, well, it's an hour isn't it after school and they came straight after school.

INT: Okay. It wasn't too bad in that sense.

RES: No.

INT: Is there anything you think would stand out that we could do to improve the retention in other schools?

RES: If they've had the same problem with ... if they've had numbers maybe because of other Clubs.

INT: Okay, so that aspect of it.

RES: Yeah. Maybe it'd be worth finding out what clubs are going on before because most teachers know what [inaudible 00:11:36] all that type of thing.

INT: Yeah.

RES: Yeah, I mean some of the schools I know have behaviour problems, but that's difficult with the school you know.

INT: Yeah, it's tough. I mean in terms of the actual running of the Club itself, do you think there's anything there that motivated them to come each time?

RES: I just think it's the way it's set up. I think the fact they can do these things. They can take their ownership.

INT: Okay.

RES: We did not [inaudible 00:12:07] them. We didn't stick rigidly to this and I think that maybe's that something other schools could ... I know some were.

INT: Yeah, so you think that that might have helped in ...

RES: Yeah, I think if they weren't enjoying something we didn't say well we've got to do it because, we stopped it.

INT: That flexibility and what you did.

RES: And looked for something else we could do instead.

INT: Okay.

RES: Maybe just being flexible with it.

INT: Okay, good. That makes sense. I think that probably does play a part in it. If they're not enjoying what they're doing then.

RES: I mean they have rigidity all day don't they?

INT: Yeah.

RES: You have to do this, this and this. They don't then want to come to Club after school and be told you have to do this.

INT: Yeah.

RES: We were quite flexible.

INT: That's good. All right, that's great, I mean it sounds like you had good numbers.

RES: Yeah.

INT: That's really good. Do you think the SATS had any influence?

RES: No.

INT: No?

RES: No, we still had the children come in.

INT: That's good.

RES: Parent's Evening had a big influence. That was on a Wednesday night I think we had about seven children that night. They have to go with Parent's Evening with their parents.

INT: Yeah, of course.

RES: There was one night there was a school trip and they didn't come after the school trip. They were shattered.

INT: Yes, I can imagine. There's always going to be things I think like that.

RES: I think out of 40 sessions or 39, we ended up doing, so combine that last one, I think for two nights to be a problem.

INT: Yeah, that's a good go.

RES: Yeah.

INT: Very good. Do you think that the project had an impact on the kids who signed up?

RES: Yeah.

INT: Yeah, positive or negative?

RES: Positive, I mean some of the teachers said there were a couple of girls they said actually look a little slimmer.

INT: Yeah.

[Laughing]

RES: Right thing to say but.

INT: That's fine.

RES: They look a bit slimmer and yeah they came. There was children who probably wouldn't get on in the normal school environment, but ...

INT: Okay. They were all right.

RES: They were fine, yeah.

INT: That's good. Do you think it affected their physical activity levels? Do you think ...?

RES: Definitely some of them, yeah.

INT: Okay. Just in the Club or do you think maybe outside or ...?

RES: One girl who's come to the Club she's now doing athletics. She does [crosstalk 00:14:02] on Monday night which meant she couldn't do our club, but athletics. I don't think she would've done normally. I don't think she would have the competence to do it.

INT: Really, so you think it was because of the Club that she is. That's very good.

RES: Yeah, to know that she ... because one of our things is we all do our best. That was one of our rules. We do our best.

INT: Okay.

RES: Everyone is good at something.

INT: Yeah. Very good. It's nice to hear that someone's doing something from it. It's really good.

Do you think it improved on social aspects? Was there anything there?

RES: I couldn't answer that one honestly because I wouldn't know if it had or not.

INT: Okay. No, please do be honest. That's good. Was there any negative effects do you think?

RES: No, I can't.

INT: Nothing stands out.

RES: Not to me personally, no.

INT: Okay. I mean has it affected your relationships though with the children?

RES: Yeah, I think I got to know them better.

INT: Yeah.

RES: Much, much better, some of these children.

INT: Okay.

RES: Yeah. I mean I know a lot of them from reception obviously I stayed over in Key Stage One.

INT: Okay.

RES: And they've moved on, but having them in the Club I've got to know them better.

INT: To know them again, yeah.

RES: I think they've got to know us a lot better.

INT: Do you think it's enjoyable in that sense?

RES: Yeah.

INT: Yeah.

RES: Yeah, I think they probably see us as more than just teachers in school.

INT: Yeah.

RES: We've had a slightly different attitude with them in the Club. I mean we still have the rules, the boundaries.

INT: Yeah.

RES: But, because we've been more flexible with them I think ...

INT: It's made a difference, yeah.

RES: Yeah.

INT: That's nice. That's good. Is there anything that you think didn't work very well with the project?

RES: I can't think of anything.

INT: Nothing that stands out?

RES: No, not really.

INT: Was there any negative effects on the school? I know that you mentioned the Clubs moving around to fit in with you guys, but anything that was a problem or ...?

RES: No, we've never had any. We've been lucky.

INT: Yeah.

RES: We have been really lucky in that we've had hall space when we've needed it. We've ...

INT: Managed it.

RES: Yeah.

INT: That's really good. That's excellent. Were there any sessions that you found particularly difficult or anything maybe that you thought that was in there that didn't necessarily need to be in the manual?

RES: The Karate.

INT: The Karate?

RES: The Karate and the boxing, is that session 21?

INT: Okay.

RES: I can't remember now. Karate and boxing I don't know that that was ... we didn't do that one.

INT: Fair enough.

RES: We let them chose on that. I know the next sessions were Child Life but we just felt that ...

INT: Was that because you guys don't do Karate and boxing? Right.

[Laughing]

RES: I know we were shown that on the course, but I think you would have to be able to do it properly to show them.

INT: Okay, yeah. That makes sense.

RES: I really do and [trainer name] did say he'd get somebody in, but in the end it was a case of we just didn't do it.

INT: Yeah, that makes sense. I think it's ...

RES: I wasn't confident in and I want to be confident in what I was doing before I could tell them what to do.

INT: That makes sense, I think.

RES: Yeah.

INT: That's a good point there. [Crosstalk 00:17:12].

RES: Yeah and I think if children want to do that they'll go ...

INT: To a specific Club that's designed, okay.

RES: Yeah.

INT: I can see. I know you guys didn't have a massive problem with behaviour, but would you say that there's anything that we could have done to help you manage any behavioural issues?

RES: No, because we didn't.

INT: No, didn't have them.

RES: I know[TA name]did on one session. She had a child who ...

INT: She mentioned, yeah.

RES: Yeah, the one that bit.

INT: Yeah.

[Laughing]

RES: I think that was the day I was out sick, yeah. She did have a problem that day, but there's always staff on site to help us forward so she was able to get someone to help her.

INT: Okay. That's good.

RES: I think in fact there were two people doing it was a bonus.

INT: Yeah.

RES: Because ordinarily I would've been around and she could have taken him off and ...

INT: Yeah. Do you think that being two of you would affect the behaviour of the kids? So you think maybe ...?

RES: I think with that number of children, sometimes we'd have 22, two is better.

INT: Okay.

RES: I think one person trying to lead on a regular basis I think you could have more problems.

INT: Okay.

RES: Just because you need those pairs of eyes and you're talking year five, six they do try and push the boundaries don't they?

INT: Yeah.

[Laughing]

Okay, brilliant. Do you think we could offer more, I know this is a difficult question because you guys didn't have these behavioural problems so much, but do you think we could have offered more information regarding behavioural management do you think along these lines?

RES: Yeah.

INT: Yeah?

RES: Yeah.

INT: You think that would've been helpful?

RES: We touched on it briefly, but not ...

INT: Okay, not enough.

RES: Not in a massive. That probably would have been more beneficial than ... I know we needed lots of practical stuff, but ...

INT: Okay.

RES: It would've been ... we could've shared ideas more and I think we did in one, the booster session, but not on any great detail.

INT: Okay. That makes sense. I think that it would've helped in other schools a lot more than possibly in your school. How did you find that booster session? Was it useful?

RES: It was useful.

INT: Yeah?

RES: Yeah, because I think that was when you were saying about all of things in the plans and that and I can't get through them. It was interesting to see how other people worked their Clubs.

INT: Yeah.

RES: I mean we always had ours change and to be kids and some schools didn't.

INT: Yeah.

RES: They just went straight into it, but then we had that ten minute between the end of school and the start of the Club and they had time to change, whereas I know some schools didn't. They had to go straight into the Club.

INT: Straight into the Club.

RES: Yeah.

INT: That makes sense I guess. It would nice for the kids to be out of their uniforms as well. That makes sense, yeah.

RES: Again, especially at that age.

INT: Yeah and it's at the end of the day.

RES: Yeah.

INT: Has the Club had an impact on you whether it be your knowledge or skills or confidence?

RES: Skill wise, yeah.

INT: Yeah.

RES: Yeah, I'm much more competent in delivering sport.

INT: That's good.

RES: Yeah, much more competent.

INT: Excellent.

RES: Yeah, so and just knowing I suppose because I didn't work with the older children doing the Club and knowing that there listening.

INT: Yeah.

RES: They have that respect for you.

INT: Yeah.

RES: Which you seem happy. You don't know until you actually ...

INT: Get there and actually get in front of them. That makes sense. Do you think it will affect your teaching schools in other areas? I know you mentioned running PE class or anything like that? Do you think?

RES: Yeah. I am planning to the PPA and I have said to [head teacher] if he's keen I wouldn't object to doing a Club after school.

INT: Okay, great.

RES: Along these lines, but he's on about having it as a paid.

INT: Okay, yeah a session after.

RES: To help cover my ...

INT: Yeah, I know, of course. It's difficult. The school's only got so much they can, it makes sense.

RES: Yeah, not a huge amount, but ...

INT: No, yeah, something to, yeah. It makes sense. I think if you're school budget can afford it then it's better to have it than not.

RES: Yeah.

INT: That's good.

RES: If I was to do that, I would start it October time.

INT: Yeah.

RES: Because that's the other thing that the training didn't come until October, so we didn't start running the clubs until January.

INT: Right.

RES: Ideally, we'd start it October so that we could finish May time.

INT: Yeah, it makes more sense.

RES: So, midterm was actually free.

INT: Yeah, especially I guess the ... you're coming to the end of this school. It's a bit busy time for them anyway.

RES: Yeah, so that would be the other [inaudible 00:21:52] is that you train everybody up so they can start running them in October.

INT: Yeah, I think that's probably been taken aboard. I think there's been another [inaudible 00:22:01] of comments doing it around that way I think.

RES: Yeah.

INT: How was the working with another TA was that okay for you?

RES: Yeah, it was good. We both worked in reception and we get on really well.

INT: Okay, so you worked together before.

RES: Yeah, so that was no problem at all.

INT: I don't know whether you, did you have any sessions that you had to run on your own?

RES: Yeah.

INT: Yeah. How was that? Was it okay?

RES: Yeah, it was good.

INT: Yeah.

RES: Yeah, apart from the one session where I had to go home one day sick we pretty much knew if we were going to be on our own.

INT: Okay.

RES: It was in advance. It wasn't suddenly leave you in the lurch kind of thing.

INT: Yeah. [Laughs]

RES: No, I would like to think that we've got good relationships, so we worked really well together.

INT: Yeah, excellent. That's brilliant. How were the visits by [staff name] and [staff name] etc coming out? Were they okay? Did they disrupt it? Was it ...

RES: No, not at all.

INT: No.

RES: No, they were brilliant.

INT: Excellent.

RES: They were brilliant. They came in just sat down.

INT: How did the kids find filling out the all stuff? Did they mind doing it?

RES: They didn't mind doing it. The thing they found tricky was the bike going out.

INT: Okay.

RES: They weren't ...

INT: Sure.

RES: How tired are you? I don't know if they didn't understand the wording of tired.

INT: Right, okay.

RES: I think they see tired as going to sleep tired.

INT: Okay, right, than ...

RES: Yeah.

INT: Physically tired.

RES: Then physically tired, yeah.

INT: Okay.

RES: I think some of them were getting confused.

INT: Okay, that's a good point, yeah.

RES: By the language of the ...

INT: Yeah, so maybe more of a verbal description of what we're looking for. No problem.

RES: Yeah.

INT: Okay, that's good to know. Do you think the Clubs were affected by them coming out and visiting?

RES: No.

INT: No.

RES: No.

INT: Nothing?

RES: No.

INT: Okay, great.

RES: No.

INT: I mean the foremost question that we come to is what could we do to improve it? You've said a few things along those lines, but was there anything else you think that we could do?

RES: No, I think just generally start it earlier. I suppose more of the target children being those children who are not normally very active.

INT: Okay, yeah.

RES: Was there anything else? I can't think of anything else.

INT: Okay. Do you think there was anything we could do and you mentioned targeting the kids, but do you think that we could improve the recruitment in any other ways rather than just targeting? To get them to start the Club?

RES: Possibly giving a taster session.

INT: Okay.

RES: If you're targeting the fives and sixes let them have a taster session.

INT: Okay, that makes sense.

RES: Either someone come in or if we're delivering then ...

INT: Yeah.

RES: We deliver a session to them.

INT: Do you think if you were to run the Club again that you would be able to encourage people to take part?

RES: I'd like to think so.

[Laughing]

Yeah, I'd like to think so.

INT: Excellent. Do you think you'd have a big influence in terms of getting people aboard?

RES: I think if it was to start, if we're to do something next year with the current year fives going to year six we could get them on board to encourage new year fives maybe to do it. Yeah.

INT: Okay, so using the kids.

RES: Yeah, because a few of those year fives are really enthusiastic.

INT: Okay, so that would've help with.

RES: Yeah.

INT: Excellent.

RES: Yeah, unfortunately one of them isn't in today.

INT: Really, that's a shame. She's on holidays that one?

RES: Yeah.

INT: Is there anything you think we could've improved apart from that bit with the bicycle and the data collection stuff? Or even the data collection sessions we're doing now, is there anything that could be done to improve them?

RES: I think the questionnaire that[TA name]and I, the ones we were doing, are kind ...

INT: I haven't seen them.

RES: No, but we filled them in thinking now did we do it the same? Is it different? I don't know because it might be varied, you know?

INT: Yeah.

RES: A couple we did together.

INT: Okay.

RES: Then we did them on our own so they might be quite varied.

INT: Yeah, well that's fine. I mean ...

RES: You'll probably look at them and they ....

[Laughing]

INT: No. I think that what's important. I think there why there is such a big gap in them because it gives you time to forget what you put before and then we get on the second time. You know what I'm saying?

RES: Yeah.

INT: Has it been a hassle when we come in and do height and weights and stuff like that? Is that ...?

RES: No, I didn't get involved the first time because I didn't know it was going on.

INT: Okay.

RES: But, this time, no, it's been fine after I think book top and ...

INT: Okay, no problems.

RES: Fortunately, Friday afternoons are good because we usually are quite free on a Friday afternoon.

INT: Okay, so it made working towards your time schedules a bit better if we can.

RES: Yeah.

INT: Okay, that makes sense.

RES: That's sort of fitting in well.

INT: Okay. Very well. I think that's pretty much everything covered. Is there anything you think that we haven't covered or anything you'd like to ask me or anything important that I might have missed?

RES: I don't think so.

INT: Nothing that springs to mind?

RES: Not at the moment.

INT: Okay.

RES: I'll think of something later.

INT: Later on today.

[Laughing]

All right. I shall stop that recording.

[End of Recording]