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## START AUDIO

P6: ...the Mindfulness, not as much as P7

P1: I'm P1, I work for Bright Times and we do cycling for people with learning disabilities, cycling for people with learning disabilities, dance class starting for people with learning disabilities very shortly, we have trips out and just leisure based mainly

P2: I'm P2 and I'm from YPF, part of my role is running peer mentoring for young people but probably what I've been using ThoughtCloud for is I've got a participation group for young people with disabilities who are given feedback on different services

P20: I'm P20 I work here as an independent mental capacity advocate and I do some health quality checks with folks, apparently I'm the new health and safety [laughter]

P1: Fantastic, I'll happily hand that over to you

P20: I need to learn to say no more often

P9: I'm P9 I'm involved in a thing called Horizons that looks at, initially, looks at ways that we can work with people with dementia and engage them [?] for wellbeing etcetera, that's been, I've been advised to spread that out a little bit into different settings, so learning disabilities might be an idea to

look at and talk about [?] today if anyone wants to have a chat about it, looking at, yeah, so.

P4: My name's P4 and I work on numerous projects [?] I work here at Smart Skills and using ThoughtCloud on a few of those

P5: And I'm P5, also at Smart Skills, so a lot of work with students and some of that involves running the organisation and supporting colleagues in different parts of our work streams

Facilitator: I'm Facilitator, I'm the annoying PhD student that annoys you all the time, but the end of that is to produce a robust system that people can use to collect feedback and use it in different and interesting ways so thank you again for taking part. Would anyone like to go first to tell us about how they responded to some of the feedback that they've got there? P1, do you want to go first? What have you got there?

P1: I've done the first one

Facilitator: What was the first one again?

P1: Sally went to a Dementia friendly cinema screening with her mother, afterwards she shared her thoughts and she shared her the thought that it was too cold and I said I'd respond to the feedback as thanking Sally for her feedback as other people might have found it a bit chilly as well, so, you can adapt and turn the heating up

Facilitator: And eh...

P7: I think if we were supporting her to go to the cinema that it was part of our, obviously we'd give that feedback to the cinema

Facilitator: We actually used ThoughtCloud at the cinema so that's a very thinly veiled example of something that it was used for. I think the problem for me at the moment is that we do want to respond to it, but how do you respond to a video that has been

left digitally and your sort of stuck in the ThoughtCloud website, how do we take that and turn that into some kind of action for Sally?

P6: Can people that use the ThoughtCloud sign up to something and get a response back in some way?

Facilitator: Which people?

P6: I don't know people that are using it and leaving feedback, one of my questions was how do you respond to the people, or do you put a response on your website, have a section on the website, I don't know

Facilitator: I don't know either, this is what we're

P1: If you're working with these people you must know them so you just go up and have a chat with them

P6: [?] ...but if you're at the cinema

[cross talk 04:38]

P1: I was thinking from my point of view

P9: ...would this information sit on the database for a week, two weeks or would it be looked at quite quickly?

Facilitator: It could sit on there indefinitely, I don't respond really, I look at the data to make sure that there is nothing sitting on there that I need to flag to you guys, but the way I look at the system it's, you're the administrator of your part of ThoughtCloud, really the question is, how would you respond? I mean do you have time to go through?

P9: Well, yeah, but, somehow having access to that to might be quite important, if it was dementia, someone with dementia, ti could indicate that their health has deteriorated, in fact they could be in a very warm environment, but it might be that it's

that [breezing? 5:34] thing that comes across, and, yeah, I don't know

Facilitator: So there could be a health concern underlying that, and that's something that I worry about a little bit sometimes, if we're not looking at what the feedback is that is being collected if there is anything on there that does need [?] right away. I don't know what the answer to that would be, should the system be annoying you basically, automatically? Would that help?

P2: I think so, I think that would make me think I need to check it once a week or whatever, whereas sometimes you might forget it

P1: It would just get put down your list of priorities wouldn't it?

P2: Yeah

Facilitator: But what should it do, should it

P2: Just like a reminder or something

P5: Like LinkedIn or Facebook or something, you know you've got a message, do you proceed to feedback, send an email to an agreed address

Facilitator: But what do you do, with LinkedIn what do you do?

P5: For LinkedIn, if I've got time, I'll see who it is or just ignore it or look at...

P6: Always ignore it

P5: ...or

P1: LinkedIn is a pain in the arse

Facilitator: I mean Gmail puts that in a promotions folder

P5: But then as you say, we in our busy lives, we just been reminded, remember to do that, and then you can say not this

week and you just delete the email, but then if you have got time you can

P6: But I suppose if we're using this as part of our work then we need to look at it as part of our...

P1: And an email, if that came through that said I had to do something I would just flag it, and I might not do it that day but I would keep it there so I would know every time I put my computer on I'd think: 'Bloody hell I need to do that', so I'd eventually get it done

Facilitator: So then, but then when should it do that, should it just be set up to just always be anything you or should it be responding to something

P5: Yeah, couldn't it be responding to new information going on to the website or a certain amount of new information going onto the website?

Facilitator: Yeah, so there is a certain amount of information you get and then it pings you and says, yeah, we could definitely do that

P9: I would be happy with it coming straight to me so that I can transcribe things, but also knowing that it stays with you so I can't mis-transcribe, so that it's authentic so the investigation [crosstalk 08:14]

Facilitator: Yeah, I mean it could send the feedback to you even, it doesn't need to be there is more feedback, it could just be in the email, no? It doesn't have to be collected in one big list, because I think as time goes on you're ending up with really long lists of stuff to go so, so then I worry for something that was meant to make things easier in the first place, now you've got a whole job of actually...

P9: At least we have the choice of deciding to make it difficult for ourselves

Facilitator: Yeah, you can choose whether you want to ignore it or not

P5: It kind of levels out though, because you might want to be told that there is feedback from Mindfulness or Keeping Well or something and I might want to know that there is some from Friendship group, but P3 might want to know that they're all there cause she's writing a bid so she might want to pluck some out for any one of them so you start getting into hierarchies of information, I don't think you could be sending, say to P3, transcripts of everything that's been fed back, I would have thought that would be too onerous, she would be better off going onto the website I would have thought.

Facilitator: That's interesting, so really depending on your role in relation to the website depends on the kind of reminders that you want from it.

P7: So, for some of us that are actually facilitating and planning, it's really important because we would, a detail like that we would need to give consideration, it's something that we need to consider, but it might actually be a pointer that we actually need to make a change in what we're planning or, maybe meet with that person to get a bit more feedback, for example the one where the person didn't feel included within the group, we'd want to maybe meet with her, she's happy and the supporter to find out to about you know what we could do to ensure she was included so we could then plan that within the group structure or whatever, so there is that bit of how you use that information to kind of change and improve things or to use it to promote our use that, you know, to back up our, in a report, or to commissioners or to put in funding bids or whatever, as P5's saying, we will all use that information in different ways.

Facilitator: Yeah, yeah. Why don't we turn to that one then, that's a good one, that's the one in the middle that was a good one, yes I'm

complimenting myself. Yeah, so that's really interesting that you said that as that is another thing that is interesting to me, in how you can take information gathered like this and then actually use it to have an impact on the way services are delivered or things are done. The immediate issue that springs to mind there is, what if you don't know who the person is that you're responding to? Does everyone know from the feedback they collect, the people they get the feedback from? Well, has anyone been in the circumstance where they've thought about speaking to someone about feedback that they've collected

P7: Well yes, on other occasions we have had like supporters contact us on behalf of the person and say that there is something about the group that they are unhappy about or whatever, can we meet and talk or give that opportunity to talk and, about what we could do to make things better or what we might need to consider and we start that process off a bit anyway with people that come to our group because, I suppose the starting point is to find out more about the person, I suppose it's called risk assessment but really it's can that discussion about what do we need to put in place to make sure that you're comfortable to get as much out of this group or being with us, you know, or safely, so it's just part of that discussion about making sure we get feedback from people and we're developing our groups in a way that ensures that people get the most out of it.

Facilitator: But you're doing that already right

P7: Yeah but this would be...

Facilitator: Like, is there a benefit of having that on a video or an audio recording, is it just better to speak to people really?

P7: Well it might be the trigger for it, it might well be that we've has a group and that the supporters felt that rather than pick up a

phone and speak and hand back, they might use ThoughtCloud cause they feel maybe quite passionate about it, but they don't want to approach the facilitator in it cause they were caught up in cleaning up the room or something, so it could be a way to ensure that people get a say when they might not feel they could or comfortable, confident or...

Facilitator: I mean that all, what I hope for the system, that would be the ideal, letting people have their voices heard when they wouldn't normally, does everyone sort of broadly agree with that, or thoughts on that?

P6: Yeah

Facilitator: The main thing that springs to mind for me is that a lot of what we collect is stuff that is not very critical, it tends to be people saying, 'I love Skills, you're the best'. Is that a problem in the way that we're using it at the moment?

P1: I'd like them to be a little bit more, it's nice when everybody says that everything is wonderful, but it would be good if they could be a little bit more critical so that you could adapt things a little bit more, I think working with people with learning disabilities I think that's the nature of it you know what I mean, they're just happy to do anything, sadly. So, whenever something's on they don't want to criticize it, that's what I've come across anyway

P9: It's exactly that in the dementia field, there's this power problem as well, so we're trying to get away from that by giving the machine to other people and Facilitator's very nice about that, I have to compliment you, saying it doesn't matter if it gets dropped or smashed or whatever, so far so good [laughter]. And yeah, really important...

P1: Yeah, that would be hFacilitator, to get someone else, cause I'm actually holding the device...



P9: Yes, that's right, sometime standing over them

P1: ...press the button, and inevitably they even don't talk about what we've just done...

P9: They talk about pressing the button

P1: They talk about how wonderful I am, and I'm like it's not about me, tell us about the course

P9: Absolutely correct, yes

P5: So, at the end of the Friendship group I think Gemma and Megan asked P8, I think, to do one to one interviews with folks about what it was like for them, to try and get round that, there was a bit more scope to bring somebody into that one, so

Facilitator: So, how did they get round it?

P5: Oh they asked P8, who wasn't involved in the group to do face to face interviews with folks and that then raised another problem, a different issue about, if they don't know the person they're talking to, do they then feel comfortable to talk to them? So, you know, layers of complication but you know

P9: When it's good though, when somebody does actually give you critical feedback, it's absolutely tremendous, cause it really makes you, it keeps you on your toes

P1: Yeah, no, no, cause, yeah

P9: Cause it's very easy to get complacent when you're doing something the same for month after month and then you think I'll just run that exercise again and do it exactly the same way, I've had some fantastic, from 95 year olds, asking for more energising exercises, unbelievably, honestly, yeah we need more energy, we need more energy, but you get tired, but let's do [laughter]

P5: So those kind of organisations that celebrate the fact that they've had no complaints, they're hiding something [laughter]. They're hiding probably a culture that doesn't allow people to make complaints so the more we can encourage sort of critical feedback. And I think there's a real opportunity to share and I;m not exactly how this might be done, but, you know, but when we did the cinema screening, some people thought it was too cold, so we've addressed this issue by whatever or if people come to a group and they don't feel welcome we will address this issue by... so find some kind of public way of saying, we welcome kind of critical feedback and we will absolutely do our best to do something about it. It might be that people say x and unfortunately there's nothing we can do about that it's entirely out of our control, but at least being honest about it, a q and a on the website or some way of being public with that stuff

Facilitator: Well that's what I've been trying to think about, that's kind of in the website at the moment, there is the option that I keep asking about, about making the feedback public, but that, I mean you would have total control over that... hello!

P3: Hi everyone

P5: You'd have to have time to, have time gather and say you had someone that went to the cinema and said it was too cold, you'd need to have time to see whether other people thought that, see whether it's an individual issue, have a conversation with the cinema about what was possible and only then would you really probably want to go public and say, people, or a person, or some people have said this, this is what's going to happen next time

P20: If only one person said it was cold though are we gonna? Sorry. Spend all that time

P6: It could be that you then, yeah, cause it could be, were they appropriately dressed that day, you know?

Facilitator: So, in a way you want to ask them...

P6: So, it maybe highlights a conversation to be had

P3: [Coming in the door] Yes, sorry I didn't realise you were coming too

Facilitator: I'm afraid I've ran out of booklets

P20: You can have my booklet

[laughter and crosstalk 19:10]

Facilitator: So welcome new people, do you guys want to introduce yourself, you probably know everyone except P9 and P2

P3: I'm P3 Wright I'm the Chief Exec of Smart Skills

P8: I'm P8 Penny-Evans I work on the Independent Support project and the User Forum and the Help and Connect

P2: I'm P2, I think I've met you actually

P8: Yes you have

P2: From Young People First, I do peer mentoring and young people's participation, nice to meet you

P9: P9, Horizons, dementia [unclear 19:56]. Possibly expanding that to learning disabilities

Facilitator: So what we just did, I made these notebooks, we've not done that one yet, that's next, the one in front of us now, just examples of feedback, like we've already collected with ThoughtCloud, so I got these guys to respond to it and we were talking about it and we were actually, we got into another space that I'm interested in and that is basically how you get that sort of critical feedback and P5 it was interesting what you

were saying just there. Someone told me, I was speaking to another researcher and obviously a lot of what we talk about is using this for evidence for funding or using the feedback collected, someone that came to our lab was talking about research with the Big Lottery and for them you have criteria that you have to meet when you acquire funding and according to their statistics no one has ever failed to meet the criteria, so like, so that either suggests that everyone is brilliant or that people just, well, people are gaming the system or something.

P3: That's their requirement in terms of monitoring

Facilitator: Yeah what they need to demonstrate to

P5: Have achieved what the funding was aiming to do

P8: In the bid they do like to have evidence of consultation

P3: You mean when you have the grant in?

Facilitator: There's obviously a lot more to it

P3: Big Lottery are really tough on and becoming increasingly tougher, but when you apply to funding, you need to prove that there is need and you need to specifically ask people, quite a significant number of people and if you've done some of the things before, so if we wanted to fund something we're already doing, you also have to really prove that it's worked and a really detailed consultation that it's worked so, you know, 'How much better do you feel after doing this?' and 70% said this, once you get it I suppose you have to do the same sort of things, you've asked and 70% said this, it just seems remarkable that, unless they just mean to report back, everybody's always reported, rather than failed to meet the aims of their, because how do you measure? For instance we had funding eight years ago for young people and we did not

achieve the things we said we would achieve, we achieved some different things, slightly different

Facilitator: So, what did you say to them?

P3: Well we would word it that [laughter]. We'd either say, we wouldn't lie, cause you might get found out, apart from morally, we wouldn't lie

Facilitator: This is being recorded by the way [laughter]

P3: So we wouldn't lie, everybody, we wouldn't lie [laughter]

Facilitator: No one will listen to it

P3: We would say, and that person's typing all the.. I've lost my thread now

Facilitator: You wouldn't lie, that was the main point [laughter]. So you set out at the beginning of the project that you agree with the fund but then afterwards when you write up the report...

P3: If you don't meet the achievements, what you would do is you would either say, we didn't meet the achievements but we did meet these or you would say, you would just make the case that you had met the achievements to an extent and you would be making it sound as positive as possible

P8: I worked on a project that had Big Lottery funding and what tended to happen is we didn't reach as many people as we said we were, but what we were finding is we were meeting one person with multiple issues and therefore dealing with many issues rather than many people with different separate issue, and it was a case of talking to the lottery and explaining that and once they knew they just accepted and changed, so it was negotiating the terms of your contract with them because of the evidence you'd found so as long as there was need and evidence and you could say this is the reason why things had

changed, they were quite happy, so if people haven't been hitting various things it might be that they have explained why and given them evidence and said we've got all this information and it's showing that the need's different but we're still hitting a need

P3: You would need very specific evidence these days I think, you couldn't say, 'We seem to think that people,' you'd say, 'look 20 people came, we were supposed to reach 100 but 20 came to us and our, you know, they came with a range of complex problems and these are the sorts of things.' And then there's

Facilitator: And what does the evidence look like, is it dry stats?

P3: Yeah

Facilitator: And graphs and things

P3: We don't ever get as far as graphs [laughter]. But I'm sure some people do.

Facilitator: Cause that's then... [laughter 25:25]

P8: I do graphs

P3: P8's a whizz, P8's a whizz

Facilitator: I might speak to you about that then. Yeah, so that's then, there's lots we could talk about there, I guess what I was getting that there is, is there just a tendency to take the ones, although everyone says they want criticism, is it that there's a tendency to just to focus on the positive stories, the happy ones?

P3: I think when you're reporting to [public? unclear 25:53] there probably is, so in our annual report they're not going to put a quote that says it was terrible, but you will put a quote that's sort of positive. The reality is that there's very rarely a negative comment, so certainly one of the things I've seen is just lots

and lots of positive comments, quite reparative, but I really think that at Skills we do take and party because there's not that many of them, and take it to heart and discuss it and unpick it and quite often act on changing it, sometime maybe we're not as quick as we could be but I can think of examples where that happened and we change things as a result of what people say

P7: And that's because we build it in, probably, into the weekly group or whatever, so that there is a time for people to give some feedback, so all the time we'd be developing the project or the group in line with those weekly comments, so that, you know, we're ensuring that, it's as much as possible, planning a session around what people want, and need and what fits within the purpose of that group

P3: Especially, a couple of people so on our ThoughtCloud films, there's one I think, maybe there's two, I think there's only one where somebody said they were unhappy about something that had happened in the group and we did immediately take action about it, they thought they hadn't been treated very well by somebody in the group so we, we dealt with it like we would if someone came to. And I suppose probably all of our organisaotions being relatively small, there are a relatively small number of concerns that are raised to deal with. If you're a local authority it's a huge industry of dealing with people's concerns.

P9: Interesting in terms of the original question, I want negative stuff, but it's difficult to come by. I'm involved in doing training and when I do that I want that put at the forefront. Part of the reason I'm so tired this morning because I was up until two this morning typing up some stuff that happened to be on that, and it was the 95 year old as bright as a button it was very valid criticism of me and it was a criticism of me cause I was very

lethargic, a bit like I feel now, I was really lethargic and I went to the easy option in the group and I thought I'm doing the right thing cause I'm following what the group wanted because they asked for some person centred poetry or something like that, but I just kept on churning out more and I shouldn't and that's where he said quite rightly, you need the energy and part of the stuff that I do in the training is ensuring that in a two hour group it fluctuates and it goes from high energy to low energy and on that occasion back in July I was just hopeless.

P3: That's fantastic, it is true I think that there is a tendency for people with learning disabilities, not all, but quite often, because of what's happened in their lives and maybe human beings but to try and please the person that is in a position of some power and so it is quite difficult to get negative feedback

P9: In a care home, the power differential between everybody, the staff who might come and help you, their changing role, me coming and doing little bits of psychological stuff which is going to lift them very high and at the end I put this machine in front of them and say press some buttons and talk. Well, obviously, yeah, it's very, very, very difficult. Facilitator, it's not good enough I'm afraid.

Facilitator: The machine is not good enough

P9: The machine is not good enough [laughs]

Facilitator: One of the good things, at least if you have it there all the time, it's something that can be used all the time, so maybe you can get more feedback than you would normally get by having that net out there that, but then you've got so much to go through all the time and then it's another admin task to stay on top of. And I think we talked about, how does it become part of someone's job role, or part of the whole process so that people go, 'We



need to check this stuff all the time, we need to make sure we're getting it all the time and then also go through it.'

P9: Something that keeps me on my toes is the fact that I know it goes to you, but at the moment none of the academics are looking at it but that's hopefully going to happen in the future, I can't trust anything and hopefully therefore I'm not excluding anything that is negative, let's just put it out there and see what happens, because they can always with you, you've got it, it goes to you first and you keep an eye on it.

Facilitator: What were you going to say P5?

P5: Just coming back to P1's point really, we have to be collecting information at a whole range of different levels, in a whole range of different ways don't we? We acknowledge that people with learning disabilities in particular have experienced a power imbalance throughout their lives which means that they are not a [conditional? 31:25] factor in respect to them not routinely saying, 'This is what I think.' And on top of just the general human being thing that you don't kind of, 'Facilitator you've got a rotten t-shirt on this morning haven't you?' Or, 'I hate that.' We don't do that, we kind of like, you know, and in the Friendship group, folks only ever press the button and wouldn't give any video or audio and that makes me think that maybe part of what we should be doing for folks that are going to be using it a few time, cause they're coming back, is just a bit of kind of training with them and set aside a bit of our group time perhaps so that people get used to it being a different room and get used to, 'this is how you use it' and even if we had someone, oh god, if we had the time from reception or somebody just to help the process, or whatever. So, that by the time people have done the third, fourth, fifth, sixth, seventh time actually maybe they start to become [comfortable? 32:26] [unclear], not same I guess as somebody at the cinema where

they're maybe one off users, but folks we're seeing routinely it might be possible to do that it might be

P3: Can you play back what you, so if I was going to teach you how to use my phone to make a film of yourself I'd say, 'Right do this,' and then I'd say, 'look what you've done, you've only got the top of your head,' or whatever, you can't do that can you?

Facilitator: Well you can't do it right now, that's the other problem with the stuff that we've talked about it's meant to be nice and quick is that people can just do it, it's supposed to be simple, there's some balance there. It probably needs to be more versatile than it is but we don't want to throw everything into it as that might lose stuff as well. That's really what I'm trying to find out, how should it be configured in the app end as well as what happens with it afterwards.

P3: Cause I think being able to replay what you've just recorded would be one way of helping people learn what it is you're doing, but also I just think it would make it, you wouldn't have to use it would you, so it wouldn't waste time?

Facilitator: So you wouldn't have to replay it, it could just go, 'Do you want to watch it back?'

P3: Yeah, or replay

Facilitator: Cause that could be another thing, people might want to have control over, they want to check it

P3: If they don't like it?

Facilitator: Yeah, exactly, so maybe you want to see it and say

P3: Do you want to see what you said

Facilitator: Or I messed that up, it doesn't have that option, so maybe that would make more people use it, I don't know

P1: It's time but isn't it, I wouldn't have the time to do that

Facilitator: You're actually using outside as well?

P3: You're just letting people go to it. But when we did some training we could have easily, we were sitting in with people and saying what do you think, we could have actually had it almost like a camera and said, 'You tell me what you think, I'm going to put it on here, is that okay, I'm going to show everybody this is that okay?' it would have helped people to understand what we're doing.

Facilitator: Yeah, and then, but then you get to the point where you say, 'Why don't we just use a camera?' Cause I mean, you could easily have used a Dictaphone.

P9: I do. And a camera and this

Facilitator: Yeah, so you're actually doing

P9: Trying all the options to see find out which is most effective but I couldn't see questions in with...

P3: If you're collating it together and having the scoring with it is useful

Facilitator: I mean it does put it in one place for you

P3: Yeah

P6: Yes

Facilitator: What maybe you want is a Dictaphone that's connected to the Internet that just puts it in one place for you

P5: I think you want a range of...

Facilitator: You want a suite of tools?

P5: I would say that the most genuine way is a long term facilitated group, if you really want to know people's views about life,

trying to get a job, relationships, you know, transport whatever you need a long term facilitated group where people become comfortable with each other, they get trained in the process of it, so get to share my voice, someone will listen to me, etcetera, that's one end of the spectrum, and pressing a couple of buttons on ThoughtCloud is the other end of the spectrum and we need to Hoover up stuff through a whole range of different things and we shouldn't be trying necessarily be trying to make ThoughtCloud cover the whole spectrum, that would be my view

P7: And what we sometimes find with some of our activities, particularly the groups, is that sometimes at the end there's a lot of taxis and can sometimes be a bit chaotic and you want to be able to just quickly get some feedback, back from people before they're heading off, so in some ways the ThoughtCloud seems very practical rather than, where's m camera, when we can find it, when we know where it is, there it is and we have on occasion have had the opportunity for someone from our reception just as people are going out of the building just to capture then and the person's helped people just make a few recordings.

P3: I thought that having, over time this, it won't become easier for people with learning difficulties and it probably won't become easier for most people with dementia, but over time, for the general population for our staff and for lots of people with learning disabilities, I don't know about people with dementia it will become easier because they will become more and more used to using tablets. So, one of the things I thought was, we are using more and more tablets, one of the struggles with a lot of this I think, for instance why I didn't look at the films for ages, was not just about being busy but being busy and thinking, 'Oh it's IT, probably I'll log on and I won't be able to get it, it'll probably go wrong,' but some would never think that,

they would just think, 'I'll just look on the tablet,' you would just presume it would be alright and just do it and I think that, that over time. So, I was suggesting that some of the other forms of evaluating our own service, I don't know about Out There and transport and things, but monitoring what we do is that, for our stuff, the other stuff could be on the same laptop so that what you would do is that you would go to everything and everything would be on there, because you'd be able to access the server and get all your documents, but also everything you need for evaluation would just be on there so it's be like, 'right, we're going to do questionnaires here, survey monkey could be on there'

Facilitator: On the lap top?

P3: I think survey monkey could be

Facilitator: Yeah, but ThoughtCloud couldn't be on a lap top

P3: No tablet, I mean tablet

Facilitator: Oh you mean tablet?

P3: Did I say lap top? Sorry I meant tablet, see what I mean, this is what happens [laughter]. People have tablets, tablets are cheap, aren't they?

Facilitator: Not the one's you guy's use, by the way [laughter]

P3: These are really top of the range

Facilitator: You guys get the best

P1: I have to go

Facilitator: That's great, thank you so much P1

P1: Bye

Facilitator: See you later

P7: Can I pop out and make phone call?

Facilitator: Yes definitely do, do people want a break

P5: Yes

Facilitator: Have a break, can I get teas and coffee for people?

P6: There was some upstairs

P5: Is it gone?