**Discussion with Early Shift 1 25/1/21**

ANDREW:: […] I sent you that wee leaflet and I know you may have seen that before, but there's some stuff in there about consent and confidentiality. So with this stuff we’ll, anonymize all the data so your names will no appear in anything and we'll take any identifying features out. Same thing for [organisation] and that. I suppose the one thing about confidentiality is you'll probably know each other really well. You'll know the kids really well, so even if I take names oot, if we’re talking about a particular story or some practice, you may be able to recognize each other in it. So it's it's important that you know that. For your own sake in terms of confidentiality. And the other side of that is really just consent. Although [Organisation] have agreed to this and I'm hoping you’ll agree as well, but you individually, you've got the right to say, you know I don't. I don't want to be have an interview with ANDREW: or you know, I don't want to be involved in this. And if you say you're all right to be involved, it doesn't mean you're locked in forever. You can change your mind. You can. You can come back and say, look I’ve had enough of this, I don’t want to be involved any more Or, I’m ok to do an interview, but I don't want to be involved in that, or whatever else. So just to make sure you know that as individuals you know, I know you work for [Organisation], but see as individuals, you don't even have to take part in this and so it’s important, important that you know that and that you can give consent and you can withdraw consent at any point. It's no problem and you don't have to explain to me why, you don't have to be a reason or anything like that. You know, just the same basic consent principles for you as it is for any of the kids you know. This is up to you, so you're alright to go ahead on that basis?

THELMA: I am Yep.

MILLERTON: Yeah

Alright, good. OK. So, I mean, normally what I would be doing if I was up doing the participant observation and I know I've been up, did a few informal visits, but I’d basically be hanging about with you. While you’re on the shift, hanging about With the kids, hanging about with you, seeing what's going on. And I would be chatting to you I’d be getting to know your Names, getting to know your faces. You'd be getting to know me. I'd be getting to know how things kinda work there, and that's kinda generally what we're interested in. This project is the everyday stuff that goes on and what makes that therapeutic for kids. And there will be all sorts of things that will feed into that, including all the stuff you do on the early shift for example. So, I was coming in today thinking the three of you would be working one house on the early shift, but Lynette was just telling me no. Actually, we're on individual Different houses, so maybe we could just start with that. I wondered if you could tell me what is the early shift? How does it run? What's the times? How do you know when you’re on it, you know, what kind of things do you do during the early shift?

THELMA: So an every shift is 7:30 to 2:30. And the the staff have

normally got one of these linked on with a back shift as well so

they would do what's called a long day. So they’re half seven

straight through to 10:00 o'clock.

And, they get… is it 2 a month you have MILLERTON on your rota?

MILLERTON: Sorry?

THELMA: Is it a 2 month you have of them?

MILLERTON: Em, I didnae ken.

THELMA: I think they get about 2 a month Andrew. And, so, what the whole purpose of these early shifts are: one is support the children getting to school in the mornings; and then part of their day is going to be utilized by tidying up the house and rooms, the bedding and the kitchen. And then the other part of the day is assigned to paperwork. So, each member of staff has a key child and they would have paperwork associated with that key child to do um MILLERTON - He can maybe talk to you about what he does. He does not have a key child but he still does have paperwork that he completes on. In these early shifts as well, yeah.

ANDREW: Do you want to say a bit about that Millerton, about the kinda paperwork that you cover when you are on the early shift?

MILLERTON: Well, this morning when I was on the early shift, so I was working in [bungalow]. I’m working in three bungalows… I’m no, I’m no, kina, I don’t have a same… I’m mainly in [bungalow] but I work in three bungalows. This morning I was in [bungalow] and I just helped, THELMA came in and there was a sleepover, it was M, so we just, got the weans ready for school, breakfast ready, driving up to school, and then I came back doon. And I’ve got a thing called the bunker in [inaudible]. So, this morning, I was going round all the bungalows getting waterproof troosers and boots that are left lying that have no been put away. So I make sure they’re all put away. So this morning I cleaned the bunker, even the boots… a thing you’ll find oot ANDREW: is that, the worst time taking the kids oot is getting them prepared and getting them oot the door, that’s the worst bit. So, for me, it’s just to be precise and keep everything, the waterproofs in the right place, the boots are all tied up and in the same sizes. Everything is all clean and immaculate, aw ready to use again. Torches working. So, this morning I done all of that this morning and then I came back over. I’ve no did any paperwork this morning. I dae a monthly report. I take kids oot, so ah dae a monthly report. I’m no daein any ay that they day. I’m on top ay that the noo, os that isnae an issue. This morning, I took a car up tae the school, cleaned the hoose, got beds made, staff bed made for the night, made the dinner, got the haggis on for the night. So the hoose is aw immaculate, so staff come in at 2 o’clock, I’ll have the shift planner. And we’ll start talking aboot that shift. We’ll talk aboot last night. How the weekend went. Any incidents. Any activities the kids have done any good stuff they’ve done. So we’ll share that with the backshift that come on. So we’ll have two backshifts on the night. So we’ll tell them, I’m aware, we’ve got a shift planner, so I’ll go back and read what happened at the weekend and, when they come it, I’ll be able to tell them how the weekend went. So I’ll dae that and then, at 2 o’clock, we’ll just talk about the rest of the shift and what that’s gonny look like.

ANDREW: So, that’s right, you’ve got a particular role in terms of outdoor activities wae the kids then, is that right?

MILLERTON: Aye, so ah dae aw the outdoor stuff and that.

ANDREW: Right, ok. And then, in terms of the shift planner then, is that, are we talking like a kinda handover type thing then?

MILLERTON: That’s what it is aye, it’s a kinda handover. Like, so in [bungalow] we’ve started a new thing where, at night, the staff sit doon wae the shift planner and another handover sheet. Cause sometimes, you know, you come in at 2 o’clock and you’re hitting it running. You dinnae really get a good understanding, a good proper handover. You’re finding hings goin through the shift, You find oot, aw this happened at school the day or this happened at the weekend. Whoever, in [bungalow] we say the early start, must have everything aw prepared to come in tae tell the staff how that weekend went.

ANDREW: Ok, and so, is the handover on a Monday then, that’s interesting then, is the handover on a Monday different then because it’s incorporating the weekend? Is the other days, is it just the handover fae the day before?

MILLERTON: Aye, that’s right aye

ANDREW: But on a Monday you’ve got to cover the weekend?

MILLERTON: Aye, so, I’ve no been in the weekend, I wisnae in oer the weekend, so I’ll hae a wee read ay aw them and just tell them if there are any significant hings. Ah’ll no tell them every single hing, but if there’s anything that staff need to know. We’ll look at the diaries and appointments and that as well, so that’ll aw be in the shift planner for them coming in.

ANDREW: How de ye know, see if you’re daein that, how dae ye… is it the way that the paperwork’s laid oot, how de ye know it’s a significant report? How can you tell? Is it in the paperwork or…?

MILLERTON: Well, it’s quite, the new, we’ve got the shift planner in [bungalow] an anither new sheet that talks aboot each individual kid – what they got up tae. Each individual kid and what staff worked wae them that day and also, and then we talk aboot any good, any learning points. So, what did we learn that day? What was the good outcome, what worked that day for us that we could share wae oor colleagues that day? Well, and that might change on a weekly basis. What worked yesterday wae a kid, might no work ever again! Or, it might for a few days, or it might work aw the time. So we just, kinda, share good practice: what worked and what didnae work. You know, whit staff took oot new, different kids and how that worked. So aiways looking for constant development and different approaches or different, like, there’s two kids you probably widnae take oot but we took them oot last week because there was two competent staff wae four kids. That’s quite rare actually tae dae that, but we’re quite competent and confident tae dae that. And that worked fantastic but it might never work again, or it might wok the next two times we try it.

ANDREW: Yeah, trying to build that… So, that’s interesting then, this stuff that goes on on the early shift when the kids are away – this handover, this checking ay information, this reviewing, it’s actually really, it sounds like it’s really important for the everyday care ay the kids cause yer, you’ve kinda got an idea ah where the kids are, what’s going on wae them…

MILLERTON: It’s, well in [bungalow] anyway, but I was in [bungalow] this morning. I came in, I didnae know much aboot the weekend, you know. Thelma just came in this morning as well and it was jist M who works in the other bungalow. She was on sleep over, so really, we didnae know much aboot the weekend at aw. Eh, maybe Thelma will know a bit more noo, noo that she’s been in a bit longer. But I didnae know anything but we jist got the kids in and, we’d heard it had been a good night that night. So, that’s a good night, so, and there were nae issues, so we just, em, so jist got ready for school. It was actually quite a nice morning this morning there was nae issues at aw compared tae some mornings. They aw went tae school quite happy and there was nae issues, so it as good, it was a good Monday.

ANDREW: Yeah, good.. it’s always good when you can get a good Monday init?

MILLERTON: Aw, definitely!

ANDREW: Peter, so you came in a wee bit late. Jist so you know, I’m recording this but it’s just so, it’s just for my notes, so I’ll get rid of the recording once I’ve written everything up. Just so that you’re aware of that.

Peter: Right, ok, I’m fine with that.

ANDREW: Is that alright? Have you been working on paperwork and other tasks today? We’re just talking about the early shift and the kind a things that happen during the early shift.

Peter: Well, I’m a sessional worker so I don’t have as much paperwork as maybe a full time worker with the paperwork aspect and that. But, like what Millerton was saying, I read on, I catch up, find out how the weekend went, how things went, [audio distorted] so I don’t have a key child [inaudible]. My main role today is getting kids [inaudible] getting ready for the backshift coming in and obviously getting kids off tae school and stuff.

ANDREW: Right, ok. And is it quite unusual for you to be on the early shift then Peter, or are you on the early shift.. I wisnae sure, I’m no sure how it works wae, how the staff…

Peter: Yeah, it is a bit different for me personally to be honest doing an early shift. Sessional workers can do early shifts but, for me, I’ve not done many.

ANDREW: Ok, ok. So, how are you finding it?

Peter: fine, aye, it’s good. Yeah, definitely, it’s an enjoyable one. It’s something, it’s different, cause I’m used to the backshift and, when you’re on a backshift, you’re basically with the kids non-stop. So, this not having the kids there can feel a bit strange but it’s a good way of catching up and finding out about things that, cause once the kids are there you maybe don’t have that free time to yourself to find any information out or that.

ANDREW: Yeah, I’ve noticed that. I’ve did a couple of informal visits and it tends to be, I would guess during the backshift, kinda tea time, kinda before and after tea, and I did notice that it’s pretty, it’s pretty full on work!

Peter: It’s is yeah.

ANDREW: I wonder then, Thelma, Millerton, how you see the differences between the different shifts if you’re more regularly on the early shift compared to the late shift? In terms ay the differences?

Thelma: I mean, the early shift, I think everybody would agree, it gives you time to breathe cause you’ve only got the kids for, like, sorta, the hour and a half in the morning. So, no matter what’s kinda flung at ye, you can work with it. It’s only an hour and a half. Whereas, when you’re on a backshift you can have 7 hours in front of ye, a fully 8 hours in front of ye and it’s a longer period. So, mornings tend to go… they can still have their ups and downs or whatever, but, em, the end goal is always in sight which is getting the kids tae school.

ANDREW: Yip, yeah, it’s much more short term. And, do you find, Thelma, that’s important for yu as a worker, as a person, you know you have that within your shift rota, that you have these early shifts where you have, you said you’ve got ‘time to breathe’ , you know, get your paperwork, get your head around things, do you think that…

Thelma: Yeah, absolutely! I think, I think that as a key worker or a core member of the team, there is an expectation on you to do paperwork for that child and, actually, you’ve seen how busy the bungalows are so, you don’t ever get a chance during a backshift. And, if there is a bungalow that is a bit quieter by about 8 o’clock at night and you’ve already done a six hour shift, it’s been pretty full on, the last thing you want to do is kinda, start writing a report or giving it your full attention. So, em, I think it’s really important for staff that they get this time throughout the month that is protected. That, you know, that they don’t have to be on the floor with the kinds. And, obviously, you know, Peter today, he had a young person off sick so, luckily he didn’t have any paperwork because, actually, a lot of his time was spent with that young person. Like, [bungalow] have just been told that one of our boys that goes to a secondary education facility 5-days-a-week, because of the covid restrictions he’s only going to be there 3-days-a-week. So, we now have to incorporate him with our day shifts on a Thursday and a Friday for the foreseeable. So that then makes it difficult for those staff that maybe fall into their day shift on the Thursday and the Friday because it’s when do we give them that time for report writing.

ANDREW: right, ok, that’s interesting. So you guys are having to home-school as well then?

Thelma: Yeah, we’ll be home-schooling from Thursday this week.

Millerton: sometime wae me, wae the school, sometimes the school is a bit short-staffed. So they might say, dae you want to come and take some kids oot. If they get short-staffed or if some kids are maybe struggling. I’ll sometimes on my day shift, go up and take some kids oot and just take them away either till lunchtime, or after lunch. Usually after lunch ah maybe widnae take them back if it’s just before school finishes. So, I’ll sometimes get asked tae dae that as well.

ANDREW: Ah! When I was up visiting the school I think I seen ye preparing the big, the minibus wae the thing for aw the bikes at the back ay it and stuff like that. So you wid maybe go and take some oot tae go an…

Millerton: Aye, I don’t dae it aw the time. Sometimes Clayton will say tae me come doon if they’re short-staffed. I don’t mind goin up and daein it, but it can be a long day for me daeing aw day wae weans and then back and oot again in the afternoon a bit. I dinnae mind daein it, I’m, cause I don’t have as much paperwork. Maybe, well, my risk assessments are up to date or that, or my report. Ah always dae ma report in ma ain time anyway. I’m better aff daein it in ma ain time.

ANDREW: so you’ve got very set paperwork then Millerton? Risk assessments for the outdoor activities, reports on the back of those activities, stuff like that?

Millerton: I widnae even call it a report, at the end of the month, aw the kids I’ve done wae, I’ll get photographs ay them and I’ll write up what happened that day, that activity. So that day, maybe sledging, like, the other night we built a gang hut, we had a hot chocolate, we lit a fire using a flint. So, we just, individual we went oer the woods wae earth guns, so we were playing commandos. So, it’s just, some of those, the key staff, the key workers can use that information, they can put that in their report, in their ain personal report. So, they can take anything they want, and put it in the kid’s individual report, that they’ve done something, any activities they’ve done, anything regarding their wellbeing, or anything they’re wanting tae dae wae that.

ANDREW: Right, interesting. And what about, Thelma then, if I could ask you about the key worker paperwork, if you’ve got, have you got one child that you’re the key worker for?

Thelma: not anymore. I used to be keyworker but now I’m an assistant manager now, so I don’t huv a key child. So, I oversee the key workers an their paperwork so I can talk ye through what they huv tae do if that’s helpful?

ANDREW: that would be great, yeah.

Thelma: So, there’s a key working checklist that they would work through every month and, that’s ticking off that. So, the paperwork side, that’s: a monthly report, which details everything that child’s done in a month and that goes to their social workers to let them see what’s happening at [organisation]. So, in that monthly report we cover: health and wellbeing; our education side of it; activities; relationships; family visits; achievements. Em, so it’s quite a lengthy report and there’s an opportunity to put in some photos. So, as Millerton says, his report is normally quite good for us to cut a bit oot ay that and paste it in to the individual reports for that. Each child has a red file, which I think you’ve seen when you were here. So, that’s up to the keyworker to keep that up to date. So, within the red file, you’ve got the children’s profile, the children’s statement, what makes me feel better plan, risk assessment, and care plan. So that’s up tae them to oversee that every month and make sure that’s up to date. They’re also expected to take the lead on the medication. So, if you’ve got a child on medication, do we have enough stocks and supplies, is it audited, you know, like, we’re coming to Brexit, should we be ordering more so that we’re not going to run short or anything. So, they check that. As a keyworker they’re expected to take the lead on the child’s bedroom. So, does it need decorated, is it in poor condition? Is it kept tidy, do they need support with their drawers and things like that. Also, their clothing. So, the managers have got the clothing budget, which we can give out to the staff and they split within the year. So, are they needing any clothes bought at certain times? And that’s really that in a nutshell, so it’s quite a lot, given that we’ve only got two shifts a month to do it. What you’ll probably find, through the more staff you speak to is, a lot of them are doing stuff in their own time. So, if they’re maybe on sleepovers, they’ll maybe stay up for an hour if they’ve got access to a computer and do some reports. On top ay that, if a child’s got a LAAC review coming up, then they would have a LAAC report, which is a bigger version of your monthly report. So that takes up quite a bit of time as well.

ANDREW: Right, and em, sorry, I’m gonna ask this while it’s in my head, so, would staff go to the LAAC meeting in normal times, I mean if it’s no COVID and stuff?

Thelma: em, it just depends. So, every bungalow is kinda different and we do where possible encourage staff to take on that role and that responsibility. But, at the moment in [bungalow] at the moment, it’s just Ronnie and myself that’s doing the LAACs em, because none of the cases are really that straightforward. So, we’ve got a couple of [area] children where finance is always discussed so, it’s just probably more appropriate if a manager is there. Staff can attend in conjunction with us and then they’re encouraged to do so.

ANDREW: ah, ok. So the managers do the LAAC meetings, ok. And that does sound like a lot, a lot that goes into that checklist a lot that goes into that report. Is that information tracked through to the key worker through a variety of sources then? So, like, there’s Millerton’s reports, is there other things that are fed in to the key workers so that the know what’s going on wae the kids?

Thelma: So, the daily observations are done for every child on a daily basis. So, as a key worker, if you’re say a key worker that only works your core hours and doesn’t pick up much overtime, you should have two days off together every week. So it would be your responsibility to either, and every key worker works differently, so I would go through the obs at the end of the month and just go through everything and get a an oversight of what happened wae that child. Some of them will just come in and update themselves with those two days they’ve had off. And, they’ll be able to track, so if someone’s put in photos from the weekend or any incidents reports as well. That’ll get fed into because we always record all the incidents separately. So, if a child’s had a, been in crisis or had to be safe-held, if it’s an emotional or behavioural concern it’ll be written up separately, independently from the daily observations, and that’ll also be recorded in your monthly report and your LAAC reviews.

ANDREW::ah, right, ok. So, the staff that are on shift then, when I’ve been up a few times in [bungalow], would everybody contribute to the daily observations for aw the kids, are aw the kids observations separate or is there like a shift observation, how the kids interacted…

Thelma: No, it’s, every kid’s got their own daily observation and it’s normally who works with them. So, say Millerton took a kid oot fae ma bungalow I n[bungalow] and he’s based in [bungalow] he would normally always say ‘I’ll do the observation for that child’ and then the children in that bungalow, it’s whoever works with them the most. If you’ve had a night, quite often in [bungalow] where we’re all kind in the house and we’re all just working together, we’ll just split them at the end of the night and say, well I’ll so such and such and whatever. So, you’ve got 5 daily observations to write at the end of the night. And, I don’t know if you’ve seen the daily observations but they should be written in a style of a letter to the child. So that, if, when the child comes back to look at their file, they’re looking at, they’re creating memories, and they can remember the good and the positive things that we done. And we try and, there is any negative things that you huv tae record, it should be under “did I have any big feelings today” and was I able to identify how these were. Rather than have it, ack, ye know, quite bleak, em ‘you had a really bad day’ or whatever. So, we always write it to the child and always try to concentrate more on the positive but, also identifying where the big feelings have came from that day.

ANDREW:: that’s really really interesting that that’s the style you would use, a letter to the child. That’s… have you did any of those Peter, do you do any of those observations?

Peter: Yeah, it’s part of a sessional worker’s, or a full-time worker, if you’re on shift you take your turn at doing them, so, I’m treated like a normal member of staff as such. I can take children out and if we’ve been out for a cycle and I’ve spent a lot of time, I’ll do the observations, yep.

ANDREW:: and how do you find that style then? That writing like, was that new for you when you first started at [org] to do it like that?

Peter: Definitely, because this job is new for me. So everything was new for me, but, once you do a few, it become dead interesting and you get used to the style of it.

ANDREW::ok, good. Millerton do you do the obs? Thelma, how do you find that? How do you feel that style of writing like that?

Thelma: I really enjoy reading Millerton’s obs, so Millerton’s obs are normally ones that we would use in training. Em, because, when you read his obs you know it’s Millerton cause he’ll write, like if he’s got a wee nickname for someone like wee pal, or big pal, or whatever… that’s how he speaks to them in the letter. So, for instance, the key child that I had last was a wee boy and Millerton used to take him out quite a lot. Em, he was a rather difficult child and, I just think that if he ever goes back and reads the obs, he will definitely remember all the times with Millerton. Millerton will refer to his two dogs as ‘the boys’ and that’s what everybody refers to them on campus. I think it’s fair to say that some people find it easier than others to do it. I enjoy doing that, I get lost in the moment; I could quite happily write a letter to the child telling them about their day and what we done and things like that. But I know that, equally, some people find that really difficult and want to be more factual Thelma: you got up this morning; you had your breakfast; you brushed your teeth; and, you know, they get caught up with the routine rather than actually everything sort of surrounding it.

ANDREW:: Hmm, that’s good feedback you’re getting there Millerton on your observations!

Millerton: Aye! It’s quite nice to hear.

ANDREW::Yeah, so you find it quite a useful way of recording then?

Millerton: Aye, I jist say it as it is… I want, I want to either go back one day and remember what we did, but also, staff can actually read it and can feel the… I’ll no, even if we have the bad days, and a tough day, unless it really needs to be recorded, I’ll no record it. You know, I’ll just record aw the good stuff unless it’s in the ‘big feelings’ part. But I willnae put it, you know, some people might put in some stuff that ah jist widnae dae that. I jist don’t see the point. In my obs, there’s no a place for it. There’s nae point telling, imagine reading your story that day and ‘fantastic time’ but at the very bottom ‘but you never managed this’ or ‘you done that and you done this’. That never goes in my obs unless it really needs tae for ither staff purposes. Or it’ll go in the shift planner.

ANDREW:: so, only if there’s stuff the other staff huv tae know aboot or something like that?

Millerton: If it’s something serious. If it’s petty and it’s jist a bit ah behaviour or, I jist willnae record that.

ANDREW:: That’s, really really interesting all of that information. I’m just, I’m conscious of the time and that we’re nearly at the end of our half hour and I don’t want tae go over it cause I know you’re really busy and I don’t want to take up your time and become a person who annoys ye by creating problems wae yer work.

Millerton: I’ve got two beds tae make – hurry up! [laughs]. I’m only kidding. I have got two beds to make but it’s cool.

ANDREW:: Because I’ve been up on the informal visits, because the staff were so busy, there was a couple of times I got to chat to a few people where they were able to really ask me questions. Like, they’re thinking ‘what are you daeing here’, ‘how do you record things’, you know, whatever it was that they wanted tae know. So, it was jist tae check, and I’m hoping I’ll meet you, I’m thinking I’m meet you again next week Millerton, in one of the groups, but in case there are any questions that you’ve got for me or anything that you want tae ask at all?

Millerton: No, I’m alright. It’s quite nice tae share yer practice and share, I think I mentioned the first time I met you, it’s quite exciting tae, at the end, reading what you’ve took oot it and, it’s aw good stuff ye know. It’s aw going tae be positive, we’re aw gonny learn fae it.

ANDREW:: Yeah, and this has been, this has been great for me as well. And I’m dead excited aboot it as well. There’s loads a stuff there that ah know just fae a 30-minute meeting wae ye’s, which is brilliant – about how you dae observations and stuff like that, how the teams are set up, how important an early shift is in terms ah getting things done. Any other questions, or anything else, just checking? If you think ah anything, you can drop me an email, anything at all. Cause you can be a bit worried, you know, I was aware it can be a bit weird. When I was there doing my informal visits it can be a bit like ‘who is this guy and what is he daein here’? You know, it can be quite an unusual kinda experience. So, if ye dae want tae ask me anything or any questions about the project or that, ye can always contact me direct if you want. I’m hoping that I’ll have a few more wee meetings like this but I’m also hoping tae recruit some ay the staff who might be up for a one-to-one interview where I might, you know, talk about your entire experience at [org]. You know, when you started, how long you’ve been there, what your induction was like, your training, what things you think to kids. You know, I’m interested to find aw ay that stuff oot but I’m doing these wee meetings jist noo partly so that you get tae know me a wee bit so that you feel comfortable wae that. You know, because it can be a bit weird talking about this kinda stuff if you don’t know the person very well. So, hopefully I’ll get the chance to see you again soo. I’m seeing you next week certainly Millerton, I seen your name on the list.

Millerton: whit meeting is that?

ANDREW:: I think it’s another wan ay these… you must be on an early shift again next week. Are ye?

Millerton: Ah dinnae ken! [laughs]

ANDREW:: I think it might be next Tuesday or something - I seen the name and I think I see Bob twice over the two weeks. So I’ve got meetings in for these next two weeks. Jist wee 30-minute blocks on the early shifts tae try and meet as many ay the staff and jist chat to ye about this kinda stuff, get tae know the project, get tae know what it is that ye dae and how it is that ye dae it kinda thing.

Millerton: cool, cool.

ANDREW:: Listen, thank you very, very much for your time today and I’ll look forward tae seeing you again soon, ok.