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I: Right, there we go. So then, [REDACTED], can you first of all explain what is it that you do and what sorts of services you're providing, or that you would normally provide?

R: Yeah, so I work for Grŵp Llandrillo Menai, we cover four local authorities in North Wales and I sit within the learner services department, which is really the area that looks to provide additional support for learners to support them in their learning journey essentially.

I: Yeah.

R: So, as part of that we do a number of initiatives in terms of welfare and wellbeing support and learning support, access to a range of services, including pad-link, wellbeing, mentals, free contraception, free period products, a whole range of services just to ensure that are learners are able to continue in their learning journey that have all the access to support that they may require to, you know, to take them further.

**Commented [g1]:** Not sure what pad-link is ? Online free resources, welfare check ins, counselling, Active Ambassadors, referrals to external agencies.

And so, I've been quite heavily involved in a Period Dignity campaign and sort of launching that. And we've worked alongside our active ambassadors with that programme. So, our active ambassadors are our students, essentially, who work in their community to do volunteering. They are very pro-active in ensuring the wellbeing of themselves and others. And they are not just like our sports students; they could be business, they could be catering, health and social care. They come from a range of vocational areas and they are very active and pro-active in getting involved in...and do a lot of volunteering to support community programmes.

And we've been working with WRG, which is the Welsh Rugby Union in relation to that and, although it's had a slight rugby thing, it's gone off in all different directions, where we've had our ambassadors in schools and supporting all different types of community events across the region. As well as, sort of, feeding into decision-making policy and being on the National Youth Ambassador Steering Group as well. So, informing it and that in terms of the active wellbeing strategy that takes place in Welsh colleges.

**Commented [g2]:** WRU

I: So, this, is this like all schools and colleges then, or does it include adult and like universities? No, it wouldn't include universities, would it?

R: No. Well, we're an FE college, so a further education college. We cover 16-plus; we do have HE within us, within our delivery area and we also have work-based learning as well; including apprenticeship programmes.

I: Okay, yeah.

R: So, we also have that. And then, we'll have sort of like school programmes where we might do tailored specific, you know, type of

delivery on courses and offer niche courses. But, ultimately, we're an FE college that tends to focus on 16 to 24, I think, you'd say were the main age group if I'm honest. But, we'd have also, other community learning, we also have that as our brief as well. So, we are involved, you know, we deliver in libraries and other community settings as well. So, quite a broad...

I: Yeah, very broad.

R: Yeah, quite a broad reach. And I think because we're the main college in four counties in North Wales we deliver, you know, to quite a lot of young people; or people in general really. Because we've got our business function as well. So, that's all our management type courses, accounting type courses. There is a whole range of different people will come and access learning with us at different stages of their lives, different ages as well. So, it's been a real mixed bag, which is quite nice really. Quite a nice environment.

I: And you provide products in all of those sorts of places?

R: Yeah, so we have offered period products available from Learner Services departments, where learners can just go in and access them. We, sort of, adopted the Red Box campaign before, where we would have, like, you know, period products and also pants, tights, wipes and things like that. But we've sort of taken it on a different spin, well, increased demand I think a little bit more now because we've had the Welsh Government funding for Period Dignity. So, that enabled us to, obviously, take that a bit further. But all learners can access the products on campus.

I: So, how do...when you say that you've been able to take things a bit further, how...what do you mean by that?

R: I think initially, when we had the campaign prior to the funding, we were tending to just give out single items. Now, we're giving like packs. We've also looked into more of the eco-friendly products as well; and menstrual cups and purchased them, so learners can have those.

I think, particularly for this generation, they are very environmentally conscious, more so than, you know, which is really exciting so, I think, because some of these products, the initial outlay can be quite expensive...

I: Yeah, yeah.

R: ...it might, this, you know, it acts as a barrier, doesn't it, in terms of them accessing that?

I: Yeah.

R: So...and trying them really; because menstrual cups and things like that, sometimes you think, oh I'm not sure if that's a bit of me, or, if that's going to kind of work.

I: Yeah, and it's a lot of money as well isn't it to try?

R: Yes. I mean, what do you do with it? And simple things like that and I think it's like, just, like well, let's...if you've got the opportunity to access it for free and try it, then it doesn't, you know, you are more likely to, I think it's easier, isn't it than just, you know, having to buy anything and then think, no, it wasn't worth it. I don't...I don't quite like the feel of how to use that.

I: Yeah.

R: So, but I think that's enabled us to sort of look at those different alternatives and look at what the...you know, what our learners want in terms of what we deliver and things.

I: And have you got any idea of what the take-up is normally like of products?

R: It's usually quite small. And when we were...sort of lucky enough, because we've been doing, we've been giving out products before we had funding from the Welsh Government. So, when we obviously had the funding, it was like, brilliant, what do we do with it? And then we were speaking, we thought, we'll do...have a sort of focus group with our learners and say, you know, what do you think about it? What would you like to see available] and what's stopping you from accessing the access to the products?

And the main thing that came back, which we were quite surprised about really, was that they said they felt they were too embarrassed and it is such a taboo subject talking about periods in general. And, we were quite surprised because some of them access our C-card scheme, which is like free contraceptives. So, they will come and see us to get condoms, but they will feel more embarrassed about asking for a tampon.

So, we were like, why is this? It was just like because of the taboo of the subject and not normalised in conversation. So, we thought, it's all very well having these products, but if the girls aren't, or the learners aren't going to access them then, you know, what...it doesn't make sense. So, we need to look at that as our barrier and what we need to do.

So, with the active ambassadors, we took on this approach of let's have a look at the active wellbeing and the importance of engaging in sport; and how some, you know, female athletes based in North Wales have continued to train and take on their careers and work and learn and things like that and...and manage their periods and, sort of, we took that sort of approach with it.

So, I think we contacted a group of women who worked in a range of different sports, we tried to have ones like cricket and judo, where you have to wear your whites; rugby where you are maybe tackling someone so, you know, there's always that risk if you've got a tampon and things might pop, you know.

I: Yeah.

R: Stray things might come out. And we just tried to think of all the, like, what could go wrong, and think of those sports and how sometimes they are not, you know, not necessarily can be practical and things, when you think about how sanitary products fit and are used. And we asked them if we could interview them and speak to them and ask them questions about how they managed their periods and what do they find difficult and what should...you know, what should learners do? And, just to talk about it and be very open with it.

And we had such a brilliant response; so, we did a main video and we did a series of small videos with girls and learners asking...just talking about the things. So, just really naturally comfortable conversation and it's a normal thing and you can talk about it.

And then, from that, we've sort of developed other resources to go with it, because we got the learners involved in the brand and then said, what do you want it to look like, what do you want it to be about? And they came up with it; 'It won't stop us'. So, the campaign that we've been doing is, 'It won't stop us campaign'.

And then, alongside that, we worked as a personal trainer to do some sort of exercises. They are more like yoga stretches really.

I: Oh wow.

R: But exercises that they can do to help alleviate some of the symptoms and to feel a bit more comfortable. And we thought, we'll do it for free as well. So, we filmed those and they are free on the online wellbeing hub. I think I sent you the access. We are just conscious of period poverty is not going to get any better in the economy that we're going into.

So, we thought, we don't want that to, you know, we want the learner to be able to access not only the products but these resources as well. So, there are three exercise resources that they can do and we've put information there about period self-care and period hygiene and how to use menstrual cups and all the types of things that are available to them, so that they can, sort of, tap into them when they feel comfortable.

So, they can access them at home or on campus. So, we've got the posters on campus with the QR code, which takes them straight to the resources so that they can access them.

So, we took that approach and it was really interesting because our senior, the senior team were like, this is really good, can we be involved. So, you'll see in some of the main videos, you've got one of our principles being rugby tackled and being bowled out in cricket, passed on a bike and our Chief Exec getting thrown by a judo, a Commonwealth judo athlete. And, basically, they all typically were men, and I was like, right, well...you know, there's only one way for this and it...but they were so positive and passionate about endorsing this and I think that was really good. And it was just great to have that senior buy in and like, yeah, we need to show...we need to get involved with this.

And then, we've...we've purchased a load of products, so we've...we've been buying them up, so, some of the learners (Active Ambassadors), including some of our male learners who act as ambassadors, have been involved in creating these packs, which include different products and cups and we also purchased heat packs, reusable heat packs.

I: Oh great.

R: You know, for...to help with the...with the pains and things, to...as an alternative to sort of, you know, just to put on their...their stomachs or whatever. And we've got some of the exercises that we've done that include the heat pack and how you can sort of, they are more like the breathing and self-care and relaxation type things and how they can use those. So, they have been distributed to learners and then we've done an e-mail campaign to show it, you know, and to send to learners and that this available, access for free and really just get the word period out there and get people talking.

And then, within or on our campuses we've got some, these flipping massive TVs, I can't tell you how...they're huge, absolutely massive. Couldn't even tell you the size but they are huge, they are ginormous, and we've got the quotes from the learners and athletes talking about their periods on the big screens in our reception areas. So, and then, of people, you know, quite iconic pic...you know, images of them doing their sports and everything. So, you kind of think it's about the sport but, actually, it's about showing how women just have, you know, they continue to do it and it hasn't stopped them.

So, effectively, that's what it is and that's how we've done it, to sort of overcome that taboo and just put it out there and, yeah, we're still...we're going to see how it goes.

I: Yeah, it sounds brilliant. Is this what you are launching this week then?

R: Yeah, so, we've been launching it this week. So, we've got our Wellbeing Launch on social media, so we've been going out and campaigning like that. And what's good is that the athletes that have been involved, they've been, they've been promoting all the work that they are doing as well. So, we've got [REDACTED] who is in CrossFit and she's got a really good following.

So, not only are we impacting our own learners, we're just impacting I think the conversation...

I: Yeah, that's fantastic.

R: And, I think, yeah, it's really, it...I am very passionate about this and I've been one of these ones filling out all of these petitions and things. Do you know [inaudible - 0:14:06.9]; so, I think...I think anyone, you know, it's...it's just great to sort of see people talking about it and the learners' reaction when they see these things is, yeah, it's quite special really.

I: Yeah.

R: So, we're hoping, you know, this is...there's going to be a...we're talking about it tomorrow, it's been...oh, it's being launched virtually on Facebook. I've said to you...I don't know how it's going to go, but, you know, it's one of these things, so, we'll see. But it's going to be on our Facebook and then we've got a panel of some of the people that are involved in the filming and it's going, oh, it will happen and we'll show the main video on there and then we've got a Q&A panel. And so, we're just trying to be...to look at all the technical things that can go wrong.

I: Yeah, yeah.

R: Because, you...oh, you don't know what's going to happen.

I: Something that we're all having to get used to, isn't it, is working out all of this extra technology.

R: Oh, it's insane. We're going to have eight people; because we've tried to link it in strategic as well with our wellbeing framework and learner wellbeing pledge, and continue to do that. So, very much, it's been embedded all the way through, so, we've incorporated it in our...we've got a wellbeing pledge, which is like a wellbeing plan really of the college. So, it is included in there as one of the elements that we're committed to this Period Dignity campaign and supporting our learners, which, I think is...I think is a powerful statement.

I: Yeah, definitely.

R: And, we were linking in with Sports Wales and Colegau Cymru; so, Colegau Cymru is like, kind of like the head of all the college, you know, all the college group rep-, all the colleges in Wales. So, they are going to be sort of talking as well. So, I think we are just kind of bringing it in together but bringing in how, you know, it impacts us all and it is part of all of these aspects and not to worry about it.

I: Yeah.

- R: And, just contact us and access the resources. So, yeah, I'm hoping, fingers crossed, it all goes okay.
- I: Oh, I'm sure it will. It sounds brilliant.
- R: Oh, thank you.
- I: So, is this something that, so have you managed to do all of this during the lockdown then? So, talk me through what happened, when...in...from March onwards.
- R: We...the filming of the video took place in February, thank goodness. So, during lockdown we were able – so, you will see people actually together less, you know, with, I don't know 50 centimetres together and things...
- I: Yes, yeah.
- R: And actually playing rugby, which you're not really supposed to do at the moment.
- I: Make sure you put a disclaimer to say, this was done before COVID.
- R: Yeah, yeah. That's one of the things, filmed prior to COVID and it was literally in the February when we still thought it was just the flu and we hadn't quite realised what was coming. So, it was filmed just before then; so, it was edited as we went sort of into lockdown and pulled together. So, we were working on it then and then working on the purchase of resources and things like that.
- So, we were still providing, we moved very much from forward-facing delivery model to a very virtual model. So, although this work was going on in the background and while [Learner Services were still supporting learners at home in that capacity, so that they could access the materials that, obviously, take up was low on, in terms of the period products. So, that was something that we were mindful of.
- What we've done this time is that, well, we put it in our planning that if we were to go, well, we're in Wales so we're always in and out of lockdowns as I'm sure you've seen, what approach we take to make sure that we can post them or get them to our learners and take a much more pro-active approach in that.
- I: Yeah.
- R: So, a big part of this bit before Christmas is we're conscious that we may go into another lockdown in January, just because of rumblings that we're getting. So, that's why all learners, you know, have been given packs now; so, we know that everyone is good into there and then we'll look to do the same maybe in February time. So, everyone is good for at least a



couple of months with what we've given them. So, we've got that. So, just trying to really take that on board.

So, very much during lockdown it was about thinking just about the practicalities of how we needed to change our delivery; how we needed to make it more digital; how we needed to make things accessible, free and practical for people to do? So, that's when we came up with the filming of the videos for the exercises; and they were in a Conwy, they were in one of the local lockdowns, we were able to work, we were able to do them, but we filmed them outside.

I: Yeah.

R: And, we were kind of, sort of, demonstrating that you can still do these things outside, at a distance but as a small group. So, we've...we did that and they were put together to collaborate that. And then, it was very much looking at what products we get and that's very much, I mean, how do you buy, I don't know, products for 4,000 people?

I: Yeah.

R: It's just a minefield. So, we've gone for a range and we're going to see, you know, what works. But we've spoken to different people in the supply chains about what the age group go for, to try to make sure that we get that and be conscious of what they tend to purchase. And then, it was the whole minefield of supply. Because, when we were purchasing everything, someone somewhere in Wales said that tampons weren't essential.

I: Yeah.

R: You know, when...I don't know if you...

I: Yes, I remember that.

R: ...I'm sure you saw it in the press. So then, that led to a bit...everyone was bulk buying products because they were panicking. So, that has an impact in terms of purchasing, which was a bit bizarre. And then also, mindful of Brexit, so, making sure that whatever we do, we have strong supply chains after Brexit.

So, a lot of work was done about that to make sure that we can continue to deliver in the high numbers that we wanted to.

I: You know, you are one of the first people that's mentioned the possible impact of Brexit?

R: Really?

I: Yeah.

R: That's huge for us, you know and...but the people that we, the suppliers, we're really mindful of this, thinking of what we purchase for that reason.

I: Yeah.

R: Which is really interesting, and making sure that we were secure in, secure so that we could, you know, continue to deliver; because you don't want that, do you, in terms of where you can't get hold of them now and...

I: No, no, of course not.

R: And, we've pre-ordered a load that have come and then we've got a load coming in February that we've got a hold on, so, do you know what I mean; we've purchased them but we're waiting for the delivery because, obviously, you've got to store everything. So, we will get rid of this and then order, so we make sure that we've got that. So, we'll be good for this academic year. And that's why we went with the Hey Girls Menstrual Cups, because they are Scottish Social Enterprise.

I: Yeah. Yes, they should be safe.

R: So, we felt that was perfect.

I: They should be safe from Brexit, shouldn't they?

R: Yeah, exactly, so, and they've got a really nice ethos as well in terms of, and also, their resources on their website is really good for girls in terms of tips on how to use the menstrual cup, which we really liked. So, on our wellbeing hub we kind of, we've quoted a page on the menstrual cup, because we're really trying to encourage that as a...for them to try it, you know. We've got them; try them...look at that as an alternative model. You know, you don't have to use it, you know, long-term, it's your choice, but I think we're just trying to, sort of, promote that.

We're looking...we're working with [REDACTED], I think she's in Swansea; I don't know if you've come across her. She works in Sports Wales and she did some research on Period Dignity...

I: Right.

R: ...in schools in Wales. And, she is going to do a little Q&A video with one of our learners on the menstrual cup about the practicalities of it as she does wind-surfing. So, again, it's just sort of, how we can use it for, you know, anything...

I: Yeah.

R: ...and anyhow. And just, yeah, so just trying to make it normal really. And I think what's been good is because we've had our active ambassadors

talking about it. The boys have been talking about it as well and saying, oh, I'd like to find out more. So, we're thinking about how we could do maybe something with them in the future, with, you know, to continue that discussion or maybe look at something with our sports department about, in terms of future coaching.

And, when, you know, the...when they maybe are coaching female athletes, what they need to consider and to make sure that they've got the products in their kit, you know, their pack. You have your plasters but you also need those as well. You might need tampons or sanitary towels because, you know, you never know what's, you know, if someone is going to get caught short.

So, it's just...I mean having, that's on the back burner at the moment. We're going to see how this campaign goes. But, I think, from what we've seen is like, well, we could do this, we could do that and we could do that and I think it's very much about what we're seeing as, let's normalise it. Let's not make it an issue.

Because we've done that with the C-card and the condom scheme. So, I'll give you an example of the condoms; you can access free contraceptives from any of our sites. And, I don't know if you noticed in I'm a Celebrity, has been filmed in North Wales recently, so the welfare team have taken on a kiosk...the Kiosk Condom Cledwyn, and they've done it, they've marketed it very much like, you go to the Cledwyn Kiosk to get your condoms and things like that. They've taken a very fun spin on it and just trying to be very open and discuss these things and not to be too worried about I suppose.

I: Yeah.

R: Yeah. And, I'm sure other places do stuff like this, I just don't think...

[voices overlap - 0:24:32.6]

I: You're not making...you're not making them go through bush-tucker trials or something to get their condoms...

R: No. [voices overlap - 0:24:41.1], oh God, could you imagine? No, we haven't gone to those lengths. It's just a bit of fun really, just basically, you know, linking it to what's happening in the region of late. Just...but it was just, I think trying to take a spin at...because it's been wellbeing week this week, so we try and push some of these things and re-promote them as, you know, don't forget that these things are here for you.

I: Yeah.

R: Because their lives are so busy at the moment and there are, you know, so many things going on in our learners' lives, it's just making them, you

know, re-emphasising that but in a fun way that they've got these things available and don't stop coming to college for them really. And taking it, you know, very light-heartedly; but it's a really, really important message and that's what we're trying to get out there and, yeah.

I: Yes. If you've got stuff that's worked before, anything that involves those more, kind of, stigmatised areas; if something, if you've cracked it with one thing, it's likely that the same sorts of things will work with all of the other areas that you need to talk about. So...

R: Yeah, I hope so. I think sometimes, you know, some people are so frightened about talking out of things and it's, it shouldn't be an issue that we're frightened to talk about. And, I think that's what we're trying to take the approach. And we'll see how this approach goes. But, it's having good feedback from the learners, and ultimately that's what you want, isn't it?

I: Yeah, yeah, definitely.

R: So long as, I mean, my...I'll be happy when I look in those cupboards where we've got all these things stored and they're empty, you know, that, to me, is a sign that we're doing something right really.

I: Yeah, totally.

R: Yeah.

I: So, do you feel then that you are kind of, you've got things on the horizon; you've got a plan for...so, you've talked about, you know, if there's the lockdown that might happen after Christmas, which probably will happen.

R: Yeah.

I: And, thinking about, you know, if that continues. Do you feel like you are in a strong position or are there still things that you're not so sure about?

R: Yeah, I think we're in a much stronger position now than what we were before. I think COVID has done a lot of things and I think it's kind of forced everyone to re-look at the way that we do thing.

I: Yeah.

R: And I don't, sometimes I don't think, that's a bad thing. We've been forced, usually, you know, you are in the public sector, it takes ages to get new things done.

I: Yeah, it does.

R: And we had to move really fast and really think on our feet. And I think we were developing this and thinking, it will be all right, lockdown is only going to last a few weeks and then it was months and then it just went on

for ages and then...we won't have another one. And then we're in and out of them like, you know, the hoky-poky and it's just, you have to sort of think, right, we need to think of all scenarios now.

And I think we are so better placed for it. I think we'll be, you know, we're much more confident in what we can deliver now and we know that learners can access things and access some of these free resources as well, which I think will really help them.

I: Yeah.

R: So, yeah, I mean, gosh, we'll wait and see what this...the vaccinations bring; but, we're working in a very different future, I think.

I: Yes, definitely. I think, yeah, you're right, you've had...people have had to think about, have had to like be forced to think about accessibility to everything, which is, you know, one of the good things. And it's just hoping that it continues then, isn't it, because it's like...

R: I think so. And I think that the pace of how we're willing to change continues; and I think the first...I think the first, I think has been thinking innovatively. I think COVID has pushed us, in uncomfortable and comfortable situations and I think this is one scenario, I think, yeah, I think we've managed to really get legs with this. And I think our learners will be better for it.

I: Yeah.

R: And the...we can only say, and I just hope that some of that continues and that we can continue to adapt and evolve in such a quick pace really.

I: Yeah, yeah, it's been amazing how...what everyone's...everyone I've spoken to, everyone has just managed to do so much so quickly. And it's just incredible.

R: It's incredible; it has been really phenomenal and, you know, the public sector isn't the quickest to change.

I: No, I know, and neither is the education sector.

R: And we've all been put in really tricky situations, yeah, so, I think, you know...and I think the thing is, and I think it's so nice that you are doing this, because a lot of these things would have been lost. And then, on this particular subject as well, I think the timing of it with what's happened in Scotland is so, is perfect.

I: Yeah.

R: And, I think it's, yeah, really important that with this agenda that we continue that issue with it, because, with the, you know, we're going into a

crazy scenario now in the next five or ten years, so we need to be adapting and much more fluid to make sure that this doesn't get lost and it's not just a trend. Do you know what I mean?

I: Oh, yes. Yes.

R: Because you can get that, can't you? And that it gets in the press, it's gained momentum and then there will be some other, something else that we need to focus on. So, I am just hoping that that discussion continues to be on everyone's lips in the next five, you know, and continues with that momentum.

I: Yeah.

R: So, there's been a hell of a lot of work done on a national level in terms of that discussion, so it would be good to see where it goes next.

I: Yeah, definitely. And, yeah, that's why, you know, the main reason behind doing this is to make sure that stuff doesn't get lost and that it carries to be on people's radars, so, yes. So, thank you for your endorsement.

R: No problem.

I: I think I've covered everything that I was hoping to with you. So, have you got any other final things that you wanted to say that we've not talked about or...?

R: No, I think I've talked you to death. I think, no, it was great. I was just interested if you've spoken to any other colleges really in terms of what they've found and how they've approached it? It's always good to hear any other ideas.

I: I've spoken to...a lot of people are doing very similar things to what you're doing. So, that mixture of having the online stuff freely available and trying to find out ways of getting products out to people.

R: Yeah.

I: And, they are all...because each college and schools are the same, they all work in slightly different ways. So, like, some of them are being funnelled through like the wellbeing people and wellbeing tutors; others are going more through being linked with the free school meals vouchers and that sort of thing.

R: Oh right.

I: But, everyone's got that same kind of ethos of let's move what the education bits that we can online and that seems to be working well. And then, it is just the practicalities around products. But, I think a lot of people are now more mindful of, like, we need to make sure, particularly with

Christmas, that you need to make sure that products are everywhere that they possibly could be so people can take as many as they might need.

R: Yeah, yeah, yeah, I think that's why we went from like the single unit to packs and boxes, you know, it was just...

I: Yeah, lots of people are doing packs of stuff. And lots of people, with the reusables as well, everyone is starting to see the benefits of the reusable products in these sorts of scenarios.

R: That market has gone insane hasn't it? I mean, stuff that you see there now is unreal, that...that is coming out. It's fantastic in terms of the breadth of options available. And I think this is it, for the younger population, this is so, they are so environmentally conscious.

I: Yeah.

R: I think it's great. It's so exciting to see.

I: I know.

R: But, yeah...

I: It's like, hey, we have got a future.

R: Yes, I know, I know...

I: Hooray for the kids.

R: It's really exciting times, I think.

I: Yeah.

R: I mean, I know it's all doom and gloom but this particular agenda, it does, it's great to see.

I: Oh, are you still there?

R: I am still here.

I: I thought, I just pressed something on my phone and then you stopped talking and I thought, oh no, have I cut her off?

R: No, you've still got me.

I: Right, so, if you haven't got anything else to say, if you do think of anything you can always e-mail me and thank you so much for your time and for all of...all of your information and the fantastic stuff that you are doing.

R: Oh, thank you.

I: I really wish you very well with your launch tomorrow; I am sure it will go splendidly.

R: Thank you.

I: It will be fine. It will be great.

R: Fingers crossed.

I: I think everyone's...everyone is being a bit more lenient with their expectations of online stuff at the moment as well, so, I think you've got a bit of wiggle room if things do...

R: Yeah, I hope so. I mean, we've got the videos that we can, that are coming in at different points, so, you know, if it's going to go wrong it's going to go wrong there. So, if...we'll let you...I'll trust in our marketing team and keep everything crossed.

I: Yes, it will be good.

R: I've sent you a link to the resources so you can have a look at that.

I: Yes, I've got that, thank you.

R: If you wanted to.

I: Yeah, great.

R: We don't make them available to the public as a whole, they are just available to our learners so I've been able to give you...grant you access to it, so you can have a good mooch around and sort of see the other stuff and how it comes together.

I: That will be great.

R: And then, there's the pledge on there as well, which has about the Period Dignity campaign and...as one of our commitments.

I: Yeah, that's, that was really helpful, thank you. I won't share any of it or...

R: Oh, thank you so much.

I: Or, if I do think, oh, this looks really good; I'll get back to you and...and check about sharing or anything like that.

R: Oh yeah, please do because, yeah, we'd love to sort of promote what we've done with it. So, I mean, I'll find out what others are doing to see



what we can learn as well; I think that's so important that you can adapt and change and it all comes as part of that culture, doesn't it?

I: Yeah, definitely. Well, I won't take up any more of your time; I will let you get back onto whatever it is that you're doing, fretting about your launch.

R: Okay, brilliant. Well, you take care. If you need anything else just give me a shout.

I: Yeah, I will do. Thank you so much for your time, [REDACTED]

R: No problem, [REDACTED], take care.

I: Okay, take care, bye-bye.

**End of transcript**