

1 11-13. Cultural Heritage Manager. State Government Heritage Agency.
2
3 [SC: So you've filled out answers to questions 1-11 on the form (refer to)].
4 1.Organisation X (major central state government heritage management agency].
5
6 2. government
7
8 3. Other
9
10 4. 100?
11
12 5. large
13
14 6. State X.
15
16 7. Same as Q6.
17
18 8. UNESCO – Paris and Bangkok
19
20 9. research, education, heritage conservation, travel or tourism industry,
21 recreation, heritage management
22
23 10. research, education, recreation, heritage management
24
25 11. Frequently
26
27 12. Yes we rely on media regularly – press, radio, TV etc. arranged through (my
28 department's) media and publications office. [SC: You [say that] you have a
29 media office that you rely on regularly. So do you make all communication with
30 the public through the media office?]. Yes, definitely. Sometimes the media will
31 contact us as individuals directly and if they do then we have to refer it to our
32 media unit. The media unit will then talk to the journalist to find out what it is
33 they want and whether or not it's going to be controversial and depending on the
34 outcome of that chat it may be accepted or rejected. If it's accepted then we will
35 be able to talk to the journalist directly. [SC: Okay so do you get a lot of media
36 contact?] Weekly. X (section manager) probably does the majority of them but
37 what we tend to do is if it's a project or site that we've taken the lead on then
38 we'll get the enquiry and deal with it. If it's one of X's projects and about [the
39 particular kind of archaeology and heritage he manages] he'll do the same and if
40 it's more general about heritage or archaeology then he'll do that as the
41 spokesperson for the office. [SC: If you have a media office in your organisation
42 do you work closely with them – sorry I'm not trying to get you to say – do you
43 find it a useful relationship?]. Yes and no. Yes because they are media
44 professionals and it's 24/7 across the business. They have access to and know
45 journalists and can feed stories to the media much more successfully than we
46 could. The no part is that depending on your definition of closely how close is
47 closely. When we were part of [a different government department before a
48 restructure took place] we had a really good relationship with the media unit
49 there and we had to kind of train them up to understand about shipwrecks and

50 maritime archaeology. Now we're in with [my current department] it seems
51 they've got a hugely proactive media unit but we're just rebuilding that
52 relationship. We've only been here a while. It's government policy to have all
53 media go through the media unit to vet it before you can speak to the media and
54 depending on which part of the government it is. Some departments have
55 different views and for [our previous department] 90% of the time they wanted
56 like one media contact for each branch or division – just that. Like if you'd done
57 media before and it was your site then X (section manager) and our media
58 contact would grant an exception for me to do an interview. But it seems with
59 [the new department] they're really big on not having one spokesperson for the
60 branch of the division but actually going to the person doing the work. And I
61 think you'll probably find that if you've got other people that work for
62 government – depending on which part of the government – they'll either be able
63 to do the interviews as long as they are vetted or it will be a spokesperson from
64 their office that will do it again and once it's been vetted.

65

66

67 13. I have a Bachelor of [business-related topic] and MBA both with marketing
68 and communications majors and have been through [a maritime archaeology
69 'train the trainer' programme]. Yes through [organisation Z] I went through a
70 [teacher development programme] so it was less about sitting through lectures
71 and finding out how to teach but being mentored through it. So once you'd come
72 through the [...] training programme like I did and you wanted to be a tutor then
73 you go to like a tutor training weekend – 3 days – and you'd be mentored. So
74 you'd have someone talk to you about what needed to go into the lectures and
75 you'd get your lectures ready and you'd do your lecture and another training
76 course and you'd be assessed on them. If you passed then you'd be allowed to
77 teach that lecture and if you didn't you'd have to come back and be re-assessed
78 on it until you hit the pass mark before you could go off and teach that. With each
79 of the introduction course and the part one courses you'd have to teach all of the
80 lectures say in an intro course successfully before you could teach a whole intro
81 course on your own. So it's not a university course it's more of a vocational one.
82 [SC: No no that's alright. It's very variable the extent to which people working in
83 archaeology or heritage have training in teaching etc.]

84

85 14. 7 years

86

87 15. Separately to my role, the broader [department] employs education
88 specialists to do public programmes, some of which relate to archaeology. Yes we
89 run maritime training courses so that's mostly the teaching part and that's
90 between four and six weekends per year and then the other communicating is
91 often go to the information evenings, we do lectures or public talks to dive clubs
92 and historical societies and universities and things. And an e-newsletter and
93 writing newsletter pieces and articles and things as well. So that's not an attempt
94 at the academic stuff that's just about us getting our message out hoping that if
95 people understand what these things are then they will value them and care for
96 them blah de blah. So a lot of that kind of newsletter articles and stuff is more
97 like general rather than technical or archaeological. [SC: No no that's alright –

98 these questions are very broad and a bit open-ended so I'm – that's fine, that's
99 great].

100
101 16. Yes. All interviews are arranged by [department] media contacts.
102

103 SC: And obviously you've been directly involved with professional media a lot
104 and [SC is reading the answers that 11-13 has already written on the form and
105 returned before the audio interview..)

106
107 17. In a former role I worked with BBC on documentary. It was very professional,
108 appropriate and delivered a positive message. [SC: Obviously you've had a
109 positive experience with professional media – do you think that's because...?]. I
110 wasn't sure how to answer that one. Give a positive example.. I did a
111 documentary with the BBC I did a few things with the [?] but we went and did a
112 [particular kind of colonial settlement] in [a South American country] a few
113 years ago and that was really interesting. We spent three weeks or something in
114 the field and they were there filming everything that we did and then they went
115 and did a bit of a dramatisation to put into this doco so we saw how they did that.
116 But I was actually really impressed because [laughs] you know how things can go
117 in the field and then this documentary came out and it was really well put
118 together and I thought gave a really good example of – like it was the best of
119 what happened you know. They could have showed a lot of the trauma and
120 things not going well and they didn't. And it was a really informative, interesting
121 and credible documentary. [SC: And what do you think contributed towards
122 that?] The relationship with the director and the media guys. To be real and
123 honest. And again off the record – not off the record for you – but off the record
124 at the time was that the people who didn't get on well with the director and the
125 producer and his assistants didn't get as much airplay. I didn't quite understand
126 at the time because we just got on quite well with them and so had a really
127 positive experience and engaged well with them. And then there were some
128 issues with the dig director and how some of the digging was being undertaken
129 so we went and talked to the producer and said 'This isn't really ethical and this
130 wouldn't be accepted at other places and we've got concerns about how this is
131 being done' so we were able to express that quite freely. And then he kind of
132 dealt with that in the documentary. So you didn't see necessarily the stuff that
133 didn't go well so what went to air was still giving members of the public a good
134 professional view of how these things get done. They didn't cover other stuff that
135 we didn't think was appropriate and ethical. So it's a difficult one because you
136 didn't get a 'warts and all' but from somebody watching a documentary about an
137 archaeological excavation or expedition they would have see how it should be
138 done. You know the stuff that wasn't done well wasn't displayed in the end. The
139 communication was really good and how well we got on with the producers I
140 think was directly responsible for how that came together in the end. [SC: No no
141 that's really useful comment – do you think that your background and training
142 and extensive experience in media and communications was instrumental in
143 that? Did you have a better idea of where they were coming from?]. I think a lot
144 of what I would say now with my experience. Yeah I had my university stuff at
145 the time but I hadn't been doing like teaching of archaeology then. So I kind of
146 had a theoretical background in how this all should work but in terms of how I

147 would deal with media now and the experiences I've had have been shaped by
148 that documentary as much as the other way round. [SC: You learnt from it?].
149 Yeah. I'd been on a little one. They did a TV series which is how I met them. I was
150 on a dig and we turned up and the dig director said 'Yes this is going to be part of
151 a BBC TV series' and it was then that we met the producers and got invited to
152 [the other project and documentary]. So I saw how on that first one how the
153 whole thing kind of happened and then when he was asking us to come along to
154 [South America] we started having more open communication about what goes
155 on and a bit more involvement in how the show would turn out. Cos you're just
156 having more communication with the producers. [SC: Can I just ask you – are
157 these independent production companies who are..?] No – BBC. [SC: So they are –
158 in house or something?]. Yes it would be like a Channel 7 staff producer making a
159 Channel 7 documentary. It wasn't like Film4 being hired by BBC to make a series
160 or being – You know like [Independent Production Company] did the *Shipwreck*
161 *Detectives* series here. They go and sell it to a channel – it wasn't like that.

162

163 18. Nil (see above though)

164

165 19. Large extent seek out.

166

167 20. Large extent seek out.

168

169 21. Use communication as an education and management tool. It is really about
170 trying to change behaviour and use it as an education tool like a heritage
171 management tool really. With maritime specifically you've got a lot of people out
172 there doing stuff and we can't police it that whole kind of out of sight out of mind
173 thing. So people know that on a wreck site they can pretty much do whatever
174 they want and we won't find out about it so part of the reason for investing so
175 much in the training courses and in using our media teams and media as much as
176 we can is to try and show people that these things are important, why they are
177 important and what the legislation requires in the hope that they will.. 'cos a lot
178 of people swim over a wreck and see that it's shiny and take something and not
179 think twice about it so we can't expect them to do the right thing if they don't
180 know what the right thing is. So we try to get the right message out there that
181 these shipwrecks are important, they are protected, why we protect them and
182 what that means and how they should interact with them. And once people know
183 all of those things what is important, why it's important and what the legislation
184 and what they can and can't do under the legislation if they then go and do the
185 wrong thing then we have a case to make because they have been educated. The
186 more we educate them the less likely they are to do the wrong thing. So it's a
187 double benefit really. Part of it I think is that we are a little bit behind terrestrial
188 archaeology because that whole development process that goes on on land has
189 given.. people have had to deal with the issues of archaeological sites on land for
190 a lot longer than they probably have under water. So there's accepted principles
191 and practices around how you deal with archaeology on land and although they
192 are in place under water people still have this shipwreck treasure kind of
193 mentality yet it's not so obvious what they can do to a site or even if they are on a
194 site so it's harder to police it so you don't get that kind of comeback. So if you go
195 and dig up something in the centre of [city X] – you know – dig up a wharf and

196 you haven't had a permit or you've trashed it people are going to know about it
197 pretty soon and they will be comeback. Under water if you do it people won't
198 even know that you are out on the sites let alone what you are doing so there's
199 no – I don't know the word I'm looking for – responsiveness? or they are less
200 likely to be held accountable for their actions because it's harder to know what
201 they are doing. And they can kind of get away with it easier. So it's like if you
202 could run through a red light and there was no impact you'd keep running
203 through a red light – no policing, they didn't have a red light camera – you just
204 keep doing what you are doing. And they kind of do that underwater but on land
205 you can't because if you go and dig it up someone's going to see you and you
206 know you're going to get into trouble for not having your permit conditions. It's
207 more – the actions are more visible and more transparent – more obvious
208 because it's not three miles out to sea. [Small section of further explanation cut
209 here as repetition and less relevant to question..]

210
211 22. Communicating the importance and significance of shipwrecks and maritime
212 archaeology. Teaching people how to interact with, protect, preserve, research
213 and record wreck sites. [SC: Okay - we've got the content here and you
214 communicate with lots of people and you've ticked the boxes (23.) – check. So we
215 can whizz through here.]

216
217 23. Other – Naval and Defence Staff – current and retired. [Look at the ticks on
218 the sheet].

219
220 24. Divers, members of the general public, consultants, students, navy/defence.

221
222 SC: [Explains the next three questions]

223
224 25. Yes – regularly – in all teaching/training programmes and media interviews.
225 Yes the teaching and training programmes is probably the biggest one in that we
226 are now getting probably at least a third being consultant terrestrial
227 archaeologists and probably another third divers and then the last third will be a
228 mix of uni students and school students, journalists, navy people just a real
229 mixed bag of related professions. Also some people that are just interested.
230 Whereas before in my experience in the UK that it was nine tenth divers and one
231 tenth somebody who is interested from that catch all and unlikely to have any
232 terrestrial and consultant archaeologists. [SC: That's interesting [laughs]]. And
233 when I started here [x years ago] the whole first course I think bar one person
234 were all divers. And now I've seen a big shift in the last [few] years – in that
235 we're getting more and more consultants and terrestrial archaeologists even at
236 the information evenings and the public lectures which is great for us because
237 we've still got an issue on land where you've got marine developments or
238 inshore developments where the potential for maritime or underwater
239 archaeology isn't being considered and professional advice has been given that it
240 includes that. So that's as much of an issue for us here as divers nicking stuff. And
241 that will be the development impact will be a bigger issue in the future. So the
242 fact that we are getting to these people now before it is too huge an issue is really
243 good.

244

245 26. Yes with terrestrial archaeologists and surveyors.
246
247 27. Yes with recreational/ technical divers hunting for shipwrecks (previously
248 unlocated). Yes the divers – some of them are like that. You get – particularly
249 deep divers or technical divers as they are called – often think you’re just like a
250 desk jockey and because they’re out every weekend diving deep wrecks that we
251 can’t dive under commercial regulation and they’re finding new wrecks and
252 they’re the experts they often don’t give consideration to our expertise.
253 Sometimes it’s because they don’t think the wrecks are important and we again
254 explain to them about the traffic light thing – just because you might think it’s
255 okay to go through a red light but actually it’s illegal to go through a red light so
256 if you go through a red light you know it’s illegal and you are taking your
257 chances. You might not think this shipwreck is important because it only went
258 down in 1910 but that’s a historic shipwreck under the Act and if you go and do
259 the wrong thing then you’ve got to be prepared to take the consequences. So
260 we’ve got this thing where they think they know about shipwrecks than we do
261 and they don’t take us seriously because we are not out diving all the time and
262 even when we do dive we are not finding new wrecks and we can’t go to the
263 depths that they can go so they are much more ‘hard core’ and informed than we
264 are. So we get a lot of this. And I guess you and I haven’t got to this yet but a lot of
265 the communication that’s not formal is with people coming up to us and telling
266 us this, people ringing us up telling us we are stupid, people going onto dive
267 forums and saying – you know – we don’t know what we are doing and you know
268 blah blah blah. So you know we get a lot of informal push back from some of the
269 diving community. The ones that eventually come on to the training courses
270 generally leave at the end of the weekend with a different view. The first time
271 that happens it probably doesn’t change their behaviour it just gets them going
272 ‘Oh I didn’t think about that’ ‘Oh I didn’t know that’ ‘How interesting’ but we then
273 find that they’ll come to something else – it will either be a more advanced
274 training course, it will be an info evening, it will be something else and then they
275 will warm to you. And then we find they’ll start coming back three or four or five
276 times to whatever else we have in the future. But if we don’t get them onto a
277 training course or engaged somehow in the first place you don’t start down that
278 path and you don’t change behaviour. [SC: That’s interesting example – I’ve
279 written here ‘culture of practice’.] Yes and with the consulting archaeologists I’m
280 finding at least they don’t fall into that box. They’re really wanting to learn and
281 they are really wanting to know the same as the other third that are just
282 interested individuals or related professions. Because they know that this
283 maritime thing is just something that they have to deal with but they don’t know
284 how – so although they’re professionals in their own right they’re really keen to
285 learn.
286
287 28. We don’t use objective metrics, but rely on subjective feedback and changed
288 behaviours/understanding. Is success for us.
289
290 29. Your organisation judges the effectiveness of communication with ‘positive
291 media coverage’ [written answer] Yeah it is positive. That was the big thing
292 when I started it was actually in the [organisational plan] about getting positive
293 media coverage. The only part of my job I’d say is yes you get positive media

294 coverage and that's nice but they don't objectively measure it and that's a really
295 difficult thing to do. But we get media monitors every day that give us all media
296 articles and any paper or news radio or whatever across the state so we get it
297 monitored and we get copies of the articles or where it was played and what it
298 said but there's no way of them objectively giving you a KPI for that. It's just
299 'good vibes' that kind of thing. [SC: Yes – thank you that's a good point and raises
300 some issues]. Yes because there's a whole question of how do you do that? If you
301 want to assess by positive media coverage so how do you make a metric or [?]
302 something for that – so we haven't gone that far. [SC: No mm. I'm sure you've
303 gone further than some other organisations]

304

305 30. Site Recorder 4 GIS, Microsoft Powerpoint – whole Office Suite. Google Earth.
306 Arch GIS. SEAFARER [?]. There's a bespoke GIS for maritime archaeology called
307 Site Recorder. [SC: So that's a software package?]. Yes there's a whole family of
308 them. There's a Site Searcher used for geophysical survey. There used to be a Site
309 Surveyor which was simply a survey processing software and Site Recorder
310 which is a four dimensional GIS. But Site Recorder now has all the Site Surveyor
311 absorbed into it so. You could use it for other sites but it's primarily maritime.
312 And I didn't put in there. There's all the positioning systems – like acoustic
313 positioning systems software that [?] use. [SC: I know that maritime uses masses
314 of technology – that's okay]. Yeah. And all the remote sensing software that you
315 would use if you are doing that but... [sC: That's okay – heavy use of technology
316 for mapping and recording sites. I'm glad you've mentioned PowerPoint as I'm
317 sure lots of people use PowerPoint and they don't mention it]. PowerPoint I put
318 in there because it's teaching. For lectures and things. [SC: Yes. Seafarer – what's
319 that?]. That's a charting programme that the hydrographic office developed. So
320 that on the boats you can get electronic charts and Seafarer is the posh end of
321 that. Like you know in the old days you'd get a paper charts, then you get
322 electronic charts and then Seafarer is all the electronic charts with a GIS as well.

323

324 31. As above

325

326 32. Do you use social media sites for your work – you've put no. Well this is work
327 for government. Previously when I was at [a community-based organisation] we
328 used Skype for international meetings, we had an organisation Facebook Page.
329 Twitter wasn't really around then so yes we were using social media and the
330 government does use social media but in heritage we haven't yet. There is a
331 recognition we should investigate it but we don't and I think and part of that is
332 we haven't had for heritage a lot of IT support for a long time and we don't have
333 a publications team and all that stuff to research and monitor it. But going into
334 environment I think they do use it and once we get fully absorbed we are hoping
335 we will be able to hook in with their IT and web people and everything and
336 properly go down that path.

337

338 [SC: Can you I just ask you something because you did mention earlier that you
339 had people who were deep divers or technical divers or other people who were
340 commenting negatively about. Where would that be – are they posting to..?].
341 There's a forum called DiveOz. I think it's diveoz.com. So I actually told you a
342 small fib because when we do our e-newsletters – every two months I bang out

343 an email about what's been happening in the maritime programme – we send
344 that to an outreach list that I have which is just everyone who has come to a
345 training course, info night, a public lecture or whatever so it's just our little
346 group of maritime friendly people. So it goes to that. It goes to all the dive shops
347 and clubs in the state which we have a database of and we've started posting it
348 onto DiveOz. But we post and when people respond negatively we don't reply.
349 [SC: So you post onto this forum which somebody else set up?]. Yes it just means
350 that before we post we have to get approval from our media people because it's
351 another form of external media use. So when I do those e-newsletters it gets run
352 past the media unit and they say yes or no. And once they've said yes we can do
353 the email and the posting. Probably that's the only one as it's not an in-house
354 account and there's a whole bunch of stuff with this part of government that you
355 have to go through to do that and we don't have.. I'm going to contradict myself
356 again.. we don't have a broad base, we don't have the resourcing to deal with it.
357 But having said that there is a Yahoo Group that we use – well two – there's a
358 heritage advisors list and for my 'Project X' I've got a public programme that
359 people can sign up under contract to volunteer [SC: And that's through Yahoo
360 Groups?]. Yeah. It's a group we set up to encourage the wreck's bodies to email to
361 each other themselves and to get them talking to each other. So I moderate that.
362 So I guess on a policy level no we haven't dealt with social media but we have
363 had approval I suppose for two or three things – we'll get approval as it goes for
364 that. [SC: So let me ask to clarify – you post onto this DiveOZ forum and you have
365 that approved by your media people and it complies with the policy. The fact that
366 you don't engage with any discussion on there – is that a policy issue or is it a
367 practicality?] It's a practicality because what used to happen before I started was
368 that as divers would post things that were quite derogatory and a staff member
369 would respond and then the diver would respond and the staff member would
370 respond and the diver would respond and inevitably the staff member would
371 end up being quite defensive and the divers would be quite attacking. And it
372 never ended in a good place. And I'm not sure I did the right thing but I went
373 through a long process to get approval for us to post and an understanding that if
374 people responded negatively to that we wouldn't rise to it because they would
375 just go into an all out attack and some of them were quite defamatory and we
376 could probably have had action taken against them but this way it means they
377 get the information, we're engaging with them in the forums they use that when
378 they are being inappropriate we don't respond to that. If someone posts a
379 comment that is appropriate and polite – you know genuine – we will reply. So
380 when I say we have a non response kind of view that's just not to rise to any of
381 the crap that is inappropriate and attacking because any time that has been
382 responded to in the past we've ended up looking really bad because we just look
383 silly. [SC: No look I think that's really useful comment really. I've got as you know
384 a very inactive YouTube site which I've set up outside the university branding –
385 but when I first started I left it on with comments and it's obviously open to
386 anybody and I had this issue and I just turned commenting off.] Yes because
387 people – you know from our end – like when a staff member would initially go
388 and comment obviously that staff member would feel attacked so would respond
389 in a defensive way and would not fully be considering their response too. And
390 then it just opens the door even further for whoever is doing the attacking. It
391 gives them food and they would just go again and it would just end up

392 degenerating into [SC: Yes you know I – without going on about it – I think
393 there’s a lot of problems with some of this stuff]. People feel – you know from the
394 divers perspective – people feel that they can hide behind the anonymity of a
395 forum and just say whatever they want to say. They don’t have to face the people
396 they are saying it to or about and there’s this – especially on those forums – the
397 people who would be horrendous and horrendously defamatory, inappropriate –
398 would come up to you at an event and be wonderfully polite and appropriate. So
399 there’s this whole sense of anonymity and they can just – you know – dump on a
400 page and press send without feeling that they have to I guess follow the usual
401 etiquette and be respectful. [I think they forget?] they are dealing with another
402 person – they can just dump it on there and press send and they don’t feel – they
403 are never going to see the response – you know if you had to stay to.. If that diver
404 was in a position where I was standing in front of him – fortunately it’s never
405 been me – but he would never say those things to me, because you can never say
406 that really to another person you would just feel so horrible about it. But they
407 can write it on the forum because they don’t have to face the person they are
408 saying it about. [SC: Because it’s anonymous?]. Yes. So this is part of the reason
409 when they start attacking or are inappropriate we – you know I’ve encouraged
410 everyone here not to reply. [SC: Yes I completely agree – I think there’s a lot of
411 problems with email and postings and..]. Yes I think the reason they do it is
412 because they just don’t have to face people. [SC: Yes when I write this up I need
413 to go and read more stuff – which I’m sure is written in media studies and things.
414 Yeah – though practice you notice.. yes I’m very careful how I use email now.
415 With first year – I teach first year now – we have online forums and things which
416 are for teaching – I think there’s a small number of people who just – I mean
417 even if they are not anonymous – can be quite aggressive and I think it’s – sorry
418 the Twitter generation – people will just blurt something off without thinking
419 about it]. Yes exactly. [SC: It’s just not appropriate]. It [?] just encourages it as
420 the whole other side of that Twitter and email thing is that people expect
421 responses immediately because you are available 24/7 some people expect to be
422 answered immediately regardless of the time or day – the time of night or
423 whenever it is. And then there’s also that view that if someone is emailing me I
424 have to respond immediately because it’s expected. And then you get a lot of
425 these communications that are half-considered so they either appear blunt or
426 rude or short or abrupt when they are not intended to be and then some of them
427 are [laughs] blunt, rude and abrupt. It’s because people don’t stop long enough to
428 censor themselves and they press the button. So I think there’s a few other things
429 that go on in there as well. It’s so inappropriate because they just blurt and send
430 as they are so wound up and they don’t censor themselves. And the other side to
431 me is that they don’t feel they have to because they are anonymous.

432

433 33. [SC: You like using computers because they are efficient and effective.] If only
434 ours were [laughs..]

435

436 34. Challenges ‘using PCs beyond their useful economic life’. Oh yes – ours are so
437 old here. [SC: Is this at work?]. Yes – but that will change. [SC: Is that a funding
438 issue?] Yes when we were in [the other department] it was a funding issue.
439 We’ve been advised that we will get more now because we have been told
440 they’re beyond their useful economic life and they are so slow it’s frustrating –

441 you can't run a lot of the GIS software on the because they just don't have the
442 capability to take it. And there's a lot that goes into that because you often can't
443 perform your role because the technology isn't up to scratch and it's a funding
444 issue. And something like laptops they don't make them wireless for security
445 reasons so that also has an impact if you are on a fieldtrip or if you are travelling
446 you can't just log on and check your emails as if you are where a wireless
447 connection is you can't use it. So there's some security limits which the
448 government has put in place which means you can't be as effective as you could
449 be if you have those restrictions.

450

451 [SC: Can I also ask – are you able to access social media and things – do you have
452 free internet access through work or are there restrictions?]. At the moment we
453 do as we are in transition – so sorry about having to give you both sides – [SC: No
454 no that's alright...] under [the older department] its free and unrestricted so you
455 can get Facebook, Twitter, Yahoo Groups, Skype and all of those things but under
456 [the department we've just moved to] – no. We've been told that once we are
457 transitioned that it will all stop. [SC: Can you tell me why they do that?]. I don't
458 know. Some of it is – I am assuming that some of it is for productivity reasons.
459 I'm assuming that some of it is to ensure that there's no inappropriate messages
460 getting out. I'm assuming also that it's so we are using government money, staff
461 resources and equipment appropriately for the tax payer – so you can't be say on
462 Facebook that's not a good use of taxpayer money. But you know if you are using
463 them for work purposes then it shouldn't be an issue. So I expect there would be
464 some element of assessment that goes on like if you use Yahoo for Wreck
465 Spotters and that is a legitimate funded programme then you'll be able to have
466 access to Yahoo on your computer but {?} you won't. That's how I think it's going
467 to go but. [SC asks more about funding for computer equipment.] Yes – if you
468 can make a business case that you need them and it's valid then you can have
469 access to them but if you don't need it for your work they'll have a question
470 about being transparent and appropriate

471

472 35. Average

473

474 36. Support is provided by the IT office

475