

Geocaching

Placement Report

Coleg Sir Gar

Section 1

Organisational Background

Coleg Sir Gar is a limited company within the University of Wales Trinity Saint David (UWTSD), turning over £35 million annually. Based in the South West region of Wales, the corporate institute comprises of five main college campuses, employing around 800 members of staff. The college is dedicated to maintaining high standards of care for both students and its employees, adhering to key safeguarding legislations, most notably 'The Social Services and Well-being (Wales) Act 2014', 'Wales Safeguarding Procedures (2019)', and 'The Wellbeing of Future Generations (Wales) Act 2015'. Ensuring the college plays a pivotal role in prevention and early intervention of risk, mechanisms are adopted to identify and recognise the need to support all individuals in a practical sense. The introduction and implementation of the 'Geocaching' website set out to tackle the logistical demands fashioned by the Covid-19 pandemic in utilising a limited number of resources available, while the ever-growing concerns over student and staff wellbeing grew. This report will depict a comprehensive overview of the progress made, outlining all aspects of the site's construction process, identified concerns, and fundamental achievements made.

My role within the organisation falls within the Wellbeing Team - strategically placed to implement necessary applications pertinent to the evolution of support strategies. The department features across all five campuses, catering for the emotional need's students present from the ever-growing demands of a college setting. It is also widely accepted that external factors are as dominant a feature as those presented in-house, providing an opportunity to construct a bespoke online platform, accessible to all during the pandemic. 'Geocaching' would provide a cost-effective solution to frequent concerns over mental health, wellbeing, and lockdown concerns, reaching all areas of the South West region Coleg Sir Gar encompasses.

Geocaching – Concept Phase

Increased restrictions to lockdown enforced an abrupt change to the deployment of support as face-to-face meetings were no longer permitted. As a cohort, we as a Wellbeing team were tasked with the job of proposing solutions that would cater to the diverse range of individuals spread across all campuses; acknowledging the wellbeing concerns frequently presented; and the limited use of resources available to both staff members and students. Geocaching utilised a widely used platform in Google, while at the same time offered a service that encompassed ethical considerations such as equality & diversity, physical capabilities, and accessibility to outside spaces.

The promotion of a healthier lifestyle during lockdown resulted in a walking-based website concept, with the added incentive of a 'cache' containing varied prizes. Discussions were held as a larger group, and the proposal put forward by myself for the mitigating effects walking could have on issues such as workload stress, anxiety, and the ever-growing concern of lockdown boredom. As my area of interest lay within the therapeutic nature walking outdoors conveys, the concept of Geocaching was discussed, and agreed upon as an intervention the organisation would benefit from both currently, and post lockdown.

The Department of Health (2004) reports the health benefits acquired by the accumulation of at least thirty minutes of moderate intensity physical exercise, at least five times a week, contributes towards an individual's optimal health status. In my discussions with colleagues, the notion that all students would achieve this benchmark was deemed unlikely, however, formed the basis for mapping out walks, differentiated by length and difficulty. At this point, a recruitment stage took place, with me leading a smaller group of team members strategically placed to explore their surrounding areas for potential geocache sites. Making use of social networking platforms, a WhatsApp group was created for discussions around Geocaching, channelling all ideas and concerns into one manageable area.

From the onset, and in line with Coleg Sir Gar's policies on health and safety, adherence to the 'Health and Safety at Work Act 1974' encompassing Section 2.5, 'Risk Assessments' was paramount. For all activities presenting the potential to cause harm to any individual, all ethical considerations concerning the distribution of Geocaches were discussed at length, in order to mitigate any hazards. From an ethical standpoint, a deontological approach was

adhered to, due to its principle definition stating the morality of an action depends on the intrinsic nature of that action (Conway, & Gawronski, 2013). As a rule, Geocaching would view harming others as wrong, regardless of the consequences, and likewise, apply to the surrounding area in which caches would be planted. As we would look to utilise surrounding areas of natural beauty, it was deemed ethically inappropriate to damage or alter the areas surrounding a geocache.

Utilisation of a frequently used online platform in Google meant the concept became a reality by presenting detailed walks through use of Google Sites. My occupational awareness of the evolving times presented an opportunity to display my IT skills, designing and constructing the website to fit all capabilities. The site would be accessible to all via a shareable link, requiring the landing page to be self-explanatory, eye catching, and user friendly. Once again, deliberations were led by myself over the information needed on the opening page, and designated tabs agreed on for displaying attributes of the site, inclusive of 'walks', 'what to do', and a 'wellbeing' page.

Geocaching – Construction Phase

The commencement of the website started with an agreed and viable concept in which the general objective would work. Geocaching would be defined as a series of walks, in and around areas of natural beauty. Starting points would be given for each walk, with a set of rules/directions outlined. The instructions would direct participants from one point to another in search of a cache – a hidden box encasing a coded rock. Upon retrieval of the cache, participants would text the code to a number provided on the website in order to receive the attached prize. In conversations with the Wellbeing Manager, I was able to secure several vouchers of varying values and apply them to the caches differentiated by the severity of each walk.

In an early appraisal of the site, it felt important to me to convey the true meaning of its message through both the simplicity of the wording, and the aesthetics combined. Research suggests images depicting natural environments have positive, psychological implications on relaxation, and stress responses (Jo, Song, & Miyazaki, 2019). This transpires through the site in the form of a large image placed at the centre of the landing page (appendix 1), drawing

the attention of anyone accessing it to the clear walking theme conveyed. In conjunction with the imagery, and following on from the title, the slogan: *“Simply put one foot in front of the other and search out the cache that contains the prize”*, maintains the simplicity of the message we as a team hoped to communicate. Understanding that as a college, engaging students through online platforms needs a tactical approach; requiring a methodical planning stage in terms of content. As was the case for each development stage, frequent Google Meets were held, in order to trail run the varying mechanisms of the website. This was with an appreciation for the general user, and ease in which someone could navigate the site.

The fundamental message of Geocaching came through the detailed walks listed under each location (appendix 4). Obtaining these required months of planning and dedication, as I took it upon myself to recce each potential cache site. Familiarising myself with the area was a key risk management choice, but also helped determine if aspects of equality and diversity (Mahlangu, 2019) were being catered for. Coleg Sir Gar maintains all students, regardless of circumstances, have the right to access all initiatives the college has to offer. An acknowledgement of this helped produce the safety element of the process by implementing the What3Words website (appendix 2). Used predominantly as a feature for accessing each walk’s starting point, the hyperlinked site simultaneously doubles as a safety feature for any participants who may deviate from the instructions provided. By using satellite technology, What3Words provides a set of coordinates identifiable to within three square metres, and frequently used by emergency services. For the larger part of the Geocache site, its use was predominantly to provide safe and accessible locations in which every student could access. Through further discussions as a team, it was agreed on that not all walks would cater for all abilities/disabilities, though it was paramount to us to provide an adequate number of walks that cater for all as a minimum.

Constructions Phase – Logistic Developments

During the development stage, it unfortunately became apparent that adequate risk assessments were deemed unlikely to be in place for the planned launch of the Geocache site. As part of my role within the project, regular meetings were held with the Estates department to discuss the adoption of pre-existing risk assessments being adapted, and the development of new assessments for areas previously unvisited by the college. Due to the demands on the Estates team from issues concerning Covid-19, a three-month delay on risk

assessments resulted in the target audience (students) being changed to staff, due to the risk element being considerably lower. Through further meetings held firstly as a larger cohort, and then between myself and the Wellbeing Manager, a proposal was put forward to target staff wellbeing, piloting the scheme in conjunction with Wellbeing Day. As part of its commitment to ensure a healthy, happy workforce (Tomaschek et al., 2018) Coleg Sir Gar are committed to the development of its initiatives in engaging staff in fun and meaningful activities, away from their usual work stations. Through further networking, I was able to secure a meeting with a member of senior leadership, where my presentation skills demonstrated the ease in which Geocaching could be imbedded within the current structure of the 'Staff Life' page - accessible to all employees.

Wellbeing

With an appreciation for the wider message being conveyed, further developments to the site consisted of a 'Wellbeing' tab (appendix 3), re-emphasising the fundamental concerns attributed to the need to access outdoor spaces and physical activity. This page briefly, but poignantly outlines some key mental health concerns, coinciding with the vast majority of issues we as a Wellbeing Team observed throughout the year, inclusive of lockdown. The site itself is a practical solution to a range of issues I personally attributed to many theoretical based frameworks revolving around Mental Health. In my initial proposal to the Wellbeing Manager, reference to the mitigating effects of physical activity within green spaces was presented as a theoretical framework, backing up the importance of the site's utilisation. Frequent demand for stress relieving solutions by both staff and students consolidate the appreciation for Stress Reduction Theory (SRT). Brought to attention by Dr Roger Ulrich, it postulates that those exposed to natural surroundings have been found to be generally healthier (Majors, 2019). This theory, along with the benefits of walking formed the basis of the 'Wellbeing' tab, succinctly depicting the theory behind its benefits, in a manner that all who read the page can understand and apply reason to.

Section 2

Having the opportunity to develop and produce what has become a permanent fixture within the tool kit of resources the Wellbeing Team at Coleg Sir Gar can call upon, in turn, presented several other opportunities to develop as a professional. From an organisational standpoint, the project required levels of professional competencies around areas I had previously had little experience in. Managing and leading a team invoked heightened levels of time management, diplomacy, problem solving, and integrity, as all aspects of the Geocache sites developments were determined by my decision making. Aspects of networking, risk assessing, and ethical considerations for both the project and individuals involved all became apparent throughout the course of its development. As a result, my personal competencies simultaneously benefited as my skill set and knowledge of the larger organisational workings grew.

Throughout the entirety of the project, clear demands to meet targets were apparent, as issues surrounding Covid-19 continually urged the need to implement support strategies that fell in line with the government's guidelines on social distancing and duration/frequency of time spent outside (Pišot et al., 2020). Because of this, I deemed it imperative to the process that time management in terms of the websites design and construction be at the forefront of the project. Creating the site within a matter of days after the initial consultation period with the Wellbeing Manager, allowed me the freedom to adopt further design features identified during conversations had with the Geocache workforce.

In turn, my time management skills complimented a new skill in 'task management'. Leading on the project required elements of delegation, due to the large geographical area the project covered. Identifying team members strategically placed to plant a cache in their surrounding area presented an opportunity to showcase my leadership skills. As part of the process, effective communication with team members spread across five campuses needed to be clear, concise, and consistent for all involved. Within the role of task management, the capability of scheduling online meetings meant I was able to maintain a coherent message to all, in an effective and timely manner. This additionally influenced the working ethos of the group, with all members feeling equally equipped with the knowledge and understanding of

the requirements. Despite not having any hands-on management experience previously, it was imperative to me that the nature in which the project run, only ever impacted colleagues positively, as I always maintained an awareness that their support on the project was optional.

The above notion of a healthy, happy workforce also solidified my understanding of the necessary ethical frameworks the project needed to adopt. Having a prior theoretical knowledge base to call on, the project helped me to adopt a deontological approach in a practical sense, ensuring safety features such as the Whart3Words link were adopted - along with an appreciation for each individual's circumstances. On reflection, ethical considerations played a bigger role across the entirety of the project than I initially appraised. Aspects of the design features, location, and accessibility of walks and inclusivity meant I continuously needed to be mindful of the target audience I wanted to hit. Appreciating policies such as the Equality and Diversity Act and Safeguarding Act aided my professional development by simply familiarising myself with the varying aspects. Abiding by the structure of each policy and adhering to these ethically enforced points presented challenges I couldn't ignore. As a result, I witnessed a professional impact to my problem-solving skills as attempts were made to work within this structured manner.

As a challenge in terms of the website's progress, the delay on risk assessments presented perhaps the biggest setback of the project. This was the only stage I felt the natural progression of the website's construction phase faltered, due to the simple fact, risk assessments were largely out of my control. The transition from a student focused project to staff wellbeing emphasised and engaged problem solving skills in a manner that reflected the responsibility placed on me to make Geocaching a success. Due to the excitement around its development, the element of pressure spurred on the acquisition of networking as a skill, with an acceptance that I needed to enlist the support and guidance of other professionals within the organisation. Linking in with Human Resources, and the staff Wellbeing Officer concurrently put the website back on track, whilst positively impacting my confidence levels. Additionally, this process also helped gain the recognition of senior staff members, lifting the profile of Geocaching. As a result, the greatest success of the project came in the form of a request from the senior leadership team to have the website feature as part of the Staff Wellbeing Day. Being the driving force behind the website's concept and development, my

aspiration at the start of the project would have been to positively impact a handful of students in terms of their general wellbeing - so to have the site feature as such a prominent element within the calendar superseded my expectations, making it an extremely proud achievement to realise the longevity of the project's potential.

Fundamentally, the project has both consolidated my understanding of the role physical activity plays when combined with nature, and conveyed the want to further develop my interest in stress management techniques. From a personal perspective, the opportunity to express my personal passion of walking in a manner than doubled as a form of stress relief was complimented by the organisations need to develop cost effective solutions. As the changes fashioned by the Covid-19 pandemic will now reshape the way in which we conduct support within the Wellbeing team, research into the mitigating effects of walking in nature has become a personal area identified as one I'd like to explore. Stress has become an overwhelming concern for many students in the past year, with available resources at the college limited due to restrictions. For me personally, exploring theories such as the Attention Restoration Theory (ART), and Stress Reduction Theory (SRT) will help combat this, benefitting me personally as a technique to consider in my advice and guidance, and Coleg Sir Gar also, as an adaptable solution can be shaped around the concepts in the form of Geocaching and other stress management solutions.

Conclusively, I can appreciate on reflection how starting the project at the earliest possible stage allowed me the freedom to adapt, amend, and constructively produce the website in line with the vision I had, and the changes made by external circumstances. Despite already working within the organisation, the acquisition of additional skills, knowledge and professional networking meant I was able to lift both the status of Geocaching, along with my personal and professional qualities. In terms of advice moving forward, there seemingly is no substitute for a proactive and enterprising approach to a project of this nature.

Fundamentally, consolidating my prior knowledge with the knowledge of colleagues and other professionals is how Geocaching acquired the recognition within Coleg Sir Gar it did.

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Appendices

Appendix 1 – Geocache Website Landing Page



Appendix 2 – Geocache Website What3Words Link

colegsirgâr colegceredigion Geocaching

Home About Locate a Geocache Wellbeing

ABOUT

Coleg Sir Gar and Coleg Ceredigion are mindful of the ever evolving need to address the wellbeing of its students and staff. Paramount to the learner experience is the access to valuable time outside of a classroom setting. Geocaching aims to provide an opportunity for individuals and their families to experience the great outdoors, with the added benefit of exploring areas of natural beauty, all of which contain hidden Geocaches.



WHAT TO DO...

Geocaching is a series of boxes discretely hidden amongst the surrounding areas of popular walks, historical sites and locations of natural beauty. Firstly enter the 3 word code provided in to [What3words](#) website for your starting point, and the hunt takes you to within footsteps of the hidden Geocache. All you'll need is to follow the clues provided and seek out the hidden cache to reveal the coded rock within.

Once located, the code is to be text back to the number provided, stating your name and college course in order to claim the prize linked to your find. Alongside the rock is the opportunity to sign the notebook and leave a message

[N colegstrgär](#) [N colegceredigion](#) **Geocaching**

HomeAboutLocate a GeocacheWellbeing

WHY WALK?



BENEFITS OF WALKING

Whether you're walking for health, or to explore your surroundings, you'll reap many benefits from stepping outside and putting one foot in front of the other. Walking can improve your physical and mental health and is suitable for people of all ages and abilities.

Decrease Stress

Sometimes going for a walk can give you a fresh perspective and help you figure things out. Walking activates soothing neurons on the brain and can help you cope better with subsequent stressors.

Decrease Anxiety and Depression

Active people have lower rates of anxiety and depression than those who are sedentary, and walking can elevate mood in those suffering from anxiety and depression. In fact, some evidence suggests that physical activity such as walking is as beneficial as taking medication in people with anxiety and depression.

Explore and notice your surroundings



Appendix 4 – Geocache Website: Llanelli Cache Locations

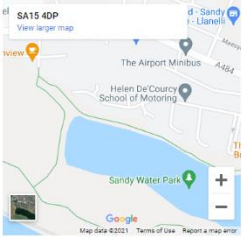
Geocaching

HomeAboutLocate a GeocacheWellbeing

LLANELLI

SA15 ADP

View larger map



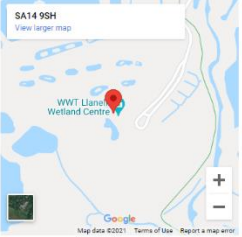
SANDY WATER PARK

What3words: ruins.visits.limes

From your starting point the quest takes you South, in to the Coed Cefin Padrig woodland area, adjacent to the stunning 16 acre lake of Sandy Water Park.

SA14 9SH

View larger map



LLANELLI COSTAL PATH

What3words: flash.rang.glue

From your starting point, the walk sets you off towards the west on a gentle stroll along the beautiful costal path.

Swiss Valley Reservoir

View larger map



SWISS VALLEY RESERVOIR

What3words: twig.comic.only

From your starting point, leave behind you the prominent feature of Felinfoel Church and make your way on to path up to the reservoir. Snake along the river and take in the beauty this natural habitat has to offer.

Geocaching

HomeAboutLocate a GeocacheWellbeing

SA15 ADP

View larger map



SANDY WATER PARK

What3words: ruins.visits.limes

From your starting point the quest takes you South, in to the Coed Cefin Padrig woodland area, adjacent to the stunning 16 acre lake of Sandy Water Park.

Continue on in to the forest, navigating your way through the winding paths and tall trees. Look out for a path that veers off to the left and the tree that stands no more, for this one is hiding the cache you seek under its arch like feature. The cache is safely tucked away under the fallen tree that lays just before a clearing at the centre of the woodland.

SA14 9SH

View larger map



LLANELLI COSTAL PATH

What3words: flash.rang.glue

From your starting point, the walk sets you off towards the west on a gentle stroll along the beautiful costal path.

As you make your journey towards the stunning views of the estuary, take in the spectacle of the links designed Machynys golf course. One mile in to the journey leads you to the views over the 18th holes glorious lake. As the lake ends, a slight incline presents a stone viewing platform. Keep an eye out for a hidden cache here - as well as the views across the Gower Peninsula

Swiss Valley Reservoir

View larger map



SWISS VALLEY RESERVOIR

What3words: twig.comic.only

From your starting point, leave behind you the prominent feature of Felinfoel Church and make your way on to path up to the reservoir. Snake along the river and take in the beauty this natural habitat has to offer.

Upon reaching the reservoir, bare left a little to find a fallen tree that creates a natural viewing point of the lake. Don't get too distracted by its beauty though, a cache lurks amongst the foliage.

Appendix 5 – Log Book

Student Name:	Jonathan Evans (1804742)
Name of Host Employer:	Coleg Sir Gar

Record of project work carried out (add more entries as needed)

Date:	3 Sept 2020 1hr
Tasks completed:	Google Meet with team leader and team members to discuss the possibility of designing a wellbeing tool.
Reflection:	The opportunity arose within my team to brainstorm ideas for a new wellbeing tool that would help cater for the isolation many students faced during the March lockdown period. In the event of another lockdown, or as a solution to the area specific lockdowns/social distancing, I presented an idea catering for these needs in the form of a walking-based website, utilising a pre-existing idea, namely Geocaching. Effective communication and computer literacy helped me share my work remotely and display an idea I had of creating a website, accessible to both students and staff.

Date:	4 Sept 2020 2hr
Tasks completed:	Designing the website.
Reflection:	The previous meeting helped me to shape an idea and begin to refine the design of the website to better suit the needs of the intended audience. The development of the site meant I could now add in area specific tabs and begin to consider the scale in which it could reach (other college campuses). Pages entitled About and Locate a Geocache were also added to the website, breaking the general idea of Geocaching down, the logistical elements of the website, and the different areas in which students across all campuses could access the walks.

Date:	8 Sept 2020 30 mins
Tasks completed:	Email exchange with colleagues regarding the recruitment of staff to tackle different areas of Carmarthenshire and identify areas in which Geocaches' can be planted.

Reflection:	My original thoughts on trying to generate interest to help with the project were initial scepticism, however, 5 key members of staff put their names forward to help out, two of which could cover an area I couldn't easily access (Ammanford). At this stage, not having Carmarthen covered did not seem like a barrier to progression.
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Date:	8 Sept 2020 30mins
Tasks completed:	- Email exchange with line manager. - WhatsApp group set up.
Reflection:	In order to not over step any GDPR concerns, I requested that a WhatsApp group be set up by running it by my line manager first. Permission was granted and the group was established as a quicker means of brainstorming ideas and areas in which we could plant Geocaches.

Date:	12 Sept 2020 3hrs
Tasks completed:	Initial recce of Sandy Water Park, as a potential area to plant a Geocache
Reflection:	During the weekend, I took the opportunity to explore a local area as a potential area in which a Geocache could be placed. - Initial observations were the health and safety element in terms of the ground under-foot, accessibility, and the length of the walk from any given starting point. - On reflection, the day out also provided me with an opportunity to cater for my own wellbeing and spend some quality time with my family.

Date:	14 Sept 2020 30mins
Tasks completed:	WhatsApp group conversation
Reflection:	Conversations centred around the observations I made on the weekend, and the logistical and health and safety aspects of planting a geocache.

Date:	14 Sept 2020 2hrs
Tasks completed:	Designing the website.

Reflection:	Off the back of the conversations had in the group, I decided to add the element of the What3words website to the design of the site. Taking in to consideration the varying abilities of the students likely to access the website, an initial starting point seemed the best solution for counteracting any complexities needed to initiating the walks. • Adding What3words to the site also meant the look of each page could be enhanced by adding in visual links to Google Maps, and adding to the overall aesthetics of the design. • It also added the addition of safety from an ethical standpoint, providing a location that all participants could recall in the event of anything happening.

9:10

Date:	15 Sept 2020 2 hrs
Tasks completed:	• Use of Google Maps to determine potential and accessible areas in which to utilise as a starting point for Llanelli based Geocaches.
Reflection:	This proved to be an effective mode of research in terms of areas that were Ethically appropriate to use. • A deontological approach over a consequential approach was deemed necessary, due to the need to acknowledge risk, rights of way, and the areas in which the Geocaches would be planted before the implementation of the project. It would not be appropriate to plant caches in areas that were linked to private land and/or would cause damage to surrounding areas.

Date:	18 Sept 2020 2hrs
Tasks completed:	• First Geocache planted
Reflection:	After the consideration for accessibility, health and safety and location, the first geocache was planted in the woods adjacent to Sandy Water Park. • As was the case previously, being able to physically get out in nature helped to cater for my own wellbeing. • Physically setting the first geocache also provided me with an opportunity to consider the level of difficulty, locating the cache may have attached to each one.

Date:	18 Sept 2020 1 hr
Tasks completed:	• Write up of the first geocache on the website
Reflection:	The write up of the first geocache presented me with an opportunity to evaluate, the quality and cryptic nature of the clues that would lead participants to the cache. Having never written a singular piece of work that needed to cater for the varying degrees of abilities of students, the challenge formed in the choice of vocabulary used, and how concise to make the clues. • Additional thoughts were the potential use of coordinates, compass directions, and distance measurements as part of the structure.

Date:	18 Sept 2020 30mins
Tasks completed:	• Exchange of email and phone conversations with three colleagues, requesting a trial run of the website and geocache hunt the following day (17.09.2020).
Reflection:	This was perhaps the best insight gained in to how the website would work from a practical sense. Three colleagues agreed to attempt to find the cache by using the site as any other student would. • At this point feedback was largely positive, with the only concern being that it was potentially too easy. This was due to the rather low distance that a student would need to walk in order to find it. • As a reflection of the above point - time spent outside became as important as the fundamental workings of the project in terms of wellbeing.

Date:	21 sept 2020 1 hr 30 mins
Tasks completed:	• Email request/Exchange – Google Meet re: feedback on the first cache planted.
Reflection:	Off the back of the feedback, conversations centred around the degree of difficulty we could place on future caches. This would then have implications for the website, in terms of the instructions that relate to each one. We decided that a lengthier description was better than it being too cryptic, as this may put students off initially.

Date:	22 Sept 2020 1 hr
Tasks completed:	Website Design
Reflection:	Changes were made to the landing page of the website in order to incorporate Coleg Sir Gar and Coleg Ceredigion logos

Date:	26 Sept 2020 3 hr
Tasks completed:	Sourcing potential spots to plant a Geocache in the Llanelli Costal Path area
Reflection:	In light of the feedback obtained from the Sandy Water Park cache, time was spent cycling up and down the Llanelli costal path area with the aim of identifying not only an ethically appropriate spot for the cache, but an accessible starting point that What3Words website could locate via Google Maps. - A conscious effort was also made to establish the length of the walk, as this was highlighted in last week's Google Meet. Above all, it was agreed that the overall aim is to get students out within their natural environment, as a way of catering for their Wellbeing. - An acknowledgment for Dose Response research is applicable here when considering how long a student utilises the area in which they are walking.

17.30

Date:	29 Sept 2020 1hr
Tasks completed:	Conversation with Estates, re: Risk Assessments linked to each walk.
Reflection:	An outline of the practical and logistical requirements were presented to the Estates team, with a request that risk assessments be drawn up for each walk, unless already in place. At this point, there was a mutual agreement that despite the risk assessments being a possibility, due to the requirements of Covid-19, and the time restraints the Estates team would be under, it was unlikely that any form of risk assessment would be drawn up this side of the Christmas period.

Date:	2 Oct 2020 1hr
Tasks completed:	Google Meet – Line Manager

Reflection:	Meeting held in-light of the information estates gave re: risk assessments. • It was agreed that the site could still go ahead with the aim of having student participation in the new year. For now, the site could still be developed and utilised as part of Staff Wellbeing and inserted into the college website under the wellbeing tab. • It was also a suggestion that the website is translated into Welsh.

Date:	6 Oct 2020 30 mins
Tasks completed:	• Email request for the translation of the Geocache website to Welsh.
Reflection:	A series of emails were exchanged with the specific requirements needed in order to have the website bilingual .

Date:	6 Oct 2020 1hr
Tasks completed:	• Transferring of information from the website to a Word Document to be sent for translation.
Reflection:	N/A

Date:	14 Oct 2020 2 hrs
Tasks completed:	• Research into current available risk assessments that could be utilised for potential locations.
Reflection:	Research and phone calls were conducted in to the availability of risk assessment frameworks that could form the basis around the requirements needed when planting a cache. • Existing risk assessments were available from previous Duke of Edinburgh awards; and trips that both the Public Service and Outdoor Education course faculties had previously implemented. • A conversation with the Outdoor Ed lecturer prompted an additional conversation around the site's utilisation within their syllabus.

Date:	16 Oct 2020 1hr
Tasks completed:	Meeting with the head of the Outdoor Education faculty to discuss the potential of opening up the site to benefit the course as part of their orienteering modules.
Reflection:	As the current risk assessments applicable to the course are already in place, it was decided that adding in an element of the Geocache site would benefit both the students and staff in providing a measurable target for students to aim for. It is an appreciation at this time that this may not go ahead due to the logistics of Covid-19 and the nature in which students need to remain in one place, within their bubble.

Date:	20 Oct 2020 1hr 30
Tasks completed:	Google Meet – Ammanford Geocache
Reflection:	A Google Meet was held with another member of staff working in the Ammanford campus. They had been out in the week to plant a cache. Conversations were centred around the detail given on the website, and the nature of the step-by-step clues. During this conversation, there was an appreciation for the Mindfulness nature of this particular walk, sparking conversations around its addition to the website as a separate page, and potentially having an element of it in all some of the walks.

Date:	26 Oct – 31 Oct 2020 10 hrs
Tasks completed:	Scouting the local area for potential spots to place a Geocache.
Reflection:	Over the course of half-term, I took the opportunity to step back from the laptop, and get out into nature, with the added bonus of being able to identify areas that a cache could be hidden. - Within this week I was able to plant two more caches: one at Swiss Valley Reservoir and one on the Llanelli Coastal Path. - This week also allowed me to recharge from work and cater for my wellbeing in ways I would usually turn to. Simultaneously, the project gives me time to exercise and spend time with my family outdoors.

Date:	1 Nov 2020 2 hrs
Tasks completed:	Write up of the two new Geocaches.
Reflection:	Again, writing up the clues to follow for the two new caches gave me the opportunity to consider their difficulty, along with considering the mindfulness features of the walks.
Date:	4 Nov 2020 1hr
Tasks completed:	Updating website.
Reflection:	The addition of a Wellbeing page has been added to the website, talking students through the benefits of walking both physiologically , and psychologically , and the various mental health concerns it may help in the process.

38.30

Date:	3 Nov 2020 2 hrs
Tasks completed:	Meeting with Estates
Reflection:	This meeting was held in the hope the Estates team would be able to apply the necessary risk assessments needed to launch the site. Unfortunately, due to the on-going issues with Covid-19, an additional 3-month hold was placed on any assessments being conducted. Conversations were had in an attempt to pull together existing one, however, due to the specificity of the existing assessments, none of them were able to be adapted.

Date:	5 Nov 2020 1 hr
Tasks completed:	Google Meet – Wellbeing Manager
Reflection:	A meeting was held in light of the issue surrounding risk assessments. A decision was made to adapt the site and apply it to staff wellbeing for the time being. This would mitigate the need to risk assess, as all participants would be able to participate at their own risk.

Date:	9 Jan 2021 4 hrs
Tasks completed:	A walk along Loughour Estuary and the surrounding area in search of a possible cache site.

Reflection:	After the Christmas break, the best way to pick back up on the project was to get out and find possible areas to explore and plant a cache. Loughour Estuary provided miles of coastline and path in which a cache was able to be planted.
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Date:	11 Jan 2021 1 hr
Tasks completed:	Write up of the Loughour Estuary cache.
Reflection:	Again, writing up the clues to follow for the new cache gave me the opportunity to consider their difficulty, along with considering the mindfulness features of the walks.

46.30

Date:	19 Jan 2021 1 hr 30 mins
Tasks completed:	Google Meet – Staff Wellbeing Coordinator
Reflection:	I managed to secure a meeting with the Wellbeing Coordinator for staff at the college, along with the Wellbeing Manager present. The meeting was to discuss the best way forward to promote the website. It was agreed I would host an online session , open to all campuses, and present my website to all attendees.

Date:	30 Jan 2021 4 hrs
Tasks completed:	Recce of Burry Port costal path and surrounding beach/woodland area for a potential cache site.
Reflection:	Time was spent assessing the available areas in which a cache could be planted. Whilst catering for my wellbeing, a suitable area within the Burry Port Costal Path was established.

Date:	2 Feb 2021 1 hr
Tasks completed:	Write up of the Burry Port costal path cache.
Reflection:	Again, writing up the clues to follow for the new cache gave me the opportunity to consider their difficulty, along with considering the mindfulness features of the walks.

Date:	6 Feb 2021 4 hrs
Tasks completed:	• A walk along Pembrey Dunes, scouting for possible cache sites.
Reflection:	The day was spent walking along Pembrey Dunes looking for possible cache sites. With a consideration for the changing landscape, a possible site was located.

Date:	7 Feb 2021 1 hr
Tasks completed:	• Write up of the Pembrey Dunes cache.
Reflection:	Again, writing up the clues to follow for the new cache gave me the opportunity to consider their difficulty, along with considering the mindfulness features of the walks.

Date:	17 Feb 2021 2 hrs
Tasks completed:	• Hosting an online session about Geocaching
Reflection:	Tonight, I hosted a session in which staff members from all campuses attended. During the session I was able to advertise and explain the process behind accessing and participating in Geocaching, whilst requesting the availability of any staff members from the Ceredigion area willing to roll out the practical element of the process in their surrounding area.