

INTERVIEW GUIDE

I. Identification of interviewee

Name, organisation:

Role within the organisation:

Date, location, time of interview:

II. Introduction to the interview

As you know, we are conducting an assessment of the process by which regulatory bodies use scientific knowledge to assess risk. To do this we are investigating how the brokering of scientific knowledge influences the following regulatory decisions:

- Assessment of a Post Closure Safety Case (PCSC) for the continued authorisation of nuclear waste disposal
- Disposal of diseased avian influenza animal carcasses
- Reduction of the average consumer dietary salt in-take

First I will be asking you to talk me through a regulatory decision making process. Then I will ask you to explain a sequence of key stages and points that you were involved within this decision process. The aim is to map out a timeline to help me better understand your personal role and experience regarding the brokering of scientific knowledge. Finally, I will be asking some questions regarding the general role scientific knowledge plays in regulatory decisions.

Please note that any reference made to “scientific knowledge” should only include that information used to assess risk. This may take on many different forms (e.g. contractor studies, public comments, staff briefings, peer-reviewed literature, and advisory committee reports).

Before we begin, do you mind if I record the interview?

I intend to list the names of respondents in the appendix of the final thesis but comments will be attributed to “an agency official noted that....” thereby maintaining a degree of anonymity. Is this Okay?

III. Mapping exercise

A map of the conceptual decision process, provided, has been created by abstracting information contained within agency technical reports. The following questions refer specifically to this decision process. Please answer these questions by making specific reference to this map. The aim is to explain how scientific knowledge is involved in the regulatory review of the Drigg 2002 Post-Closure Safety Case (PCSC).

External process:

With reference to the scientific knowledge before it became part of the Agency's decision making process:

1. Who was involved?
2. How were those involved likely to transform it?

Points of entry:

With reference to the point scientific knowledge became part of the Agency's decision making process:

3. What were the points of entry?
4. Who was accountable for providing, receiving and passing on this information?
5. How was the scientific knowledge presented?
6. What potential barriers existed?

Internal process:

With reference to the scientific knowledge after it became part of the Agency's decision making process:

7. Who was involved?
8. How were those involved likely to transform it?
9. What proportion was presented to the final decision maker?
10. Where did it have the largest impact?

Actual decision:

With reference to the scientific knowledge considered within the final decision:

11. What lines of evidence most influenced the final decision?
12. How would you rate the 'relative' influence of each line of evidence?

IV. Personal role

Now I would like to turn your attention to your personal role within this decision process. Please describe, as a timeline, the key stages of the process and the occasions you were involved.

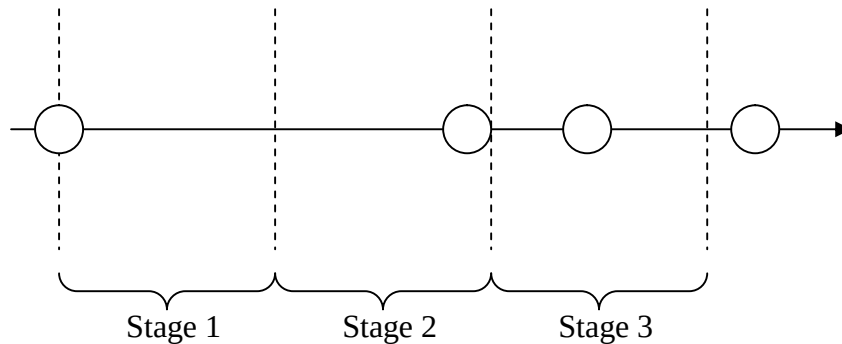


Figure 1: Timeline illustrating key stages and occasions involved (○).

The space provided in Figure II should be used to illustrate, as a timeline, the key stages of the process and the occasions you were involved. This should include vertical lines to illustrate different stages of the decision process and a circle on the arrow to illustrate the different occasions you were involved.

After drawing this timeline, please proceed to answer the questions that follow whilst making reference to this timeline.

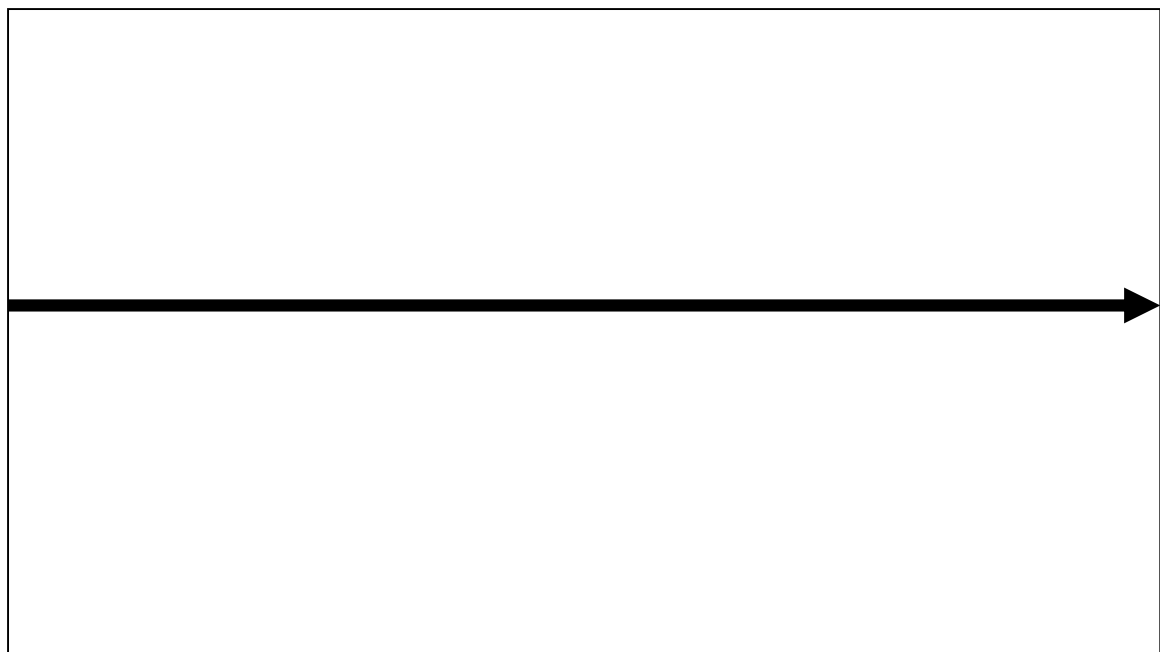


Figure II: Space provided to illustrate, as a timeline, the key stages of the process and the occasions you were involved.

With regards to each of the occasions you were involved:

13. What was your role?

- 1st Occasion:
- 2nd Occasion:
- 3rd Occasion:
- 4th Occasion:

14. What was your responsibility?

- 1st Occasion:
- 2nd Occasion:
- 3rd Occasion:
- 4th Occasion:

With regards to the scientific knowledge you received on each occasion:

15. Who did you receive information from?

- 1st Occasion:
- 2nd Occasion:
- 3rd Occasion:
- 4th Occasion:

16. What was their role in the decision process?

- 1st Occasion:
- 2nd Occasion:
- 3rd Occasion:
- 4th Occasion:

17. How did the formality of your relationship vary?

- 1st Occasion:
- 2nd Occasion:
- 3rd Occasion:
- 4th Occasion:

18. How abundant was the qualitative and quantitative data?

(1=Don't know; 2=Sparse; 3=Moderate; 4=Abundant)

- *Qualitative data:*

1st Occasion: ____ 2nd Occasion: ____ 3rd Occasion: ____ 4th Occasion: ____

- *Quantitative data:*

1st Occasion: ____ 2nd Occasion: ____ 3rd Occasion: ____ 4th Occasion: ____

19. How political, social, technical and costly was the scientific knowledge?

(1=Don't know; 2=Insubstantial; 3=Neutral; 4=Substantial)

- *Political:*

1st Occasion: ____ 2nd Occasion: ____ 3rd Occasion: ____ 4th Occasion: ____

- *Social:*

1st Occasion: ____ 2nd Occasion: ____ 3rd Occasion: ____ 4th Occasion: ____

- *Technical:*

1st Occasion: ____ 2nd Occasion: ____ 3rd Occasion: ____ 4th Occasion: ____

- *Costly:*

1st Occasion: ____ 2nd Occasion: ____ 3rd Occasion: ____ 4th Occasion: ____

With regards to the processing of the scientific knowledge on each occasion:

20. How important was scientific knowledge?

(1=Don't know; 2=Unimportant; 3=Moderate; 4=Important)

1st Occasion: ____ 2nd Occasion: ____ 3rd Occasion: ____ 4th Occasion: ____

21. How influential was qualitative and quantitative data?

(1=Don't know; 2=Insubstantial; 3=Neutral; 4=Substantial)

- *Qualitative data:*

1st Occasion: ____ 2nd Occasion: ____ 3rd Occasion: ____ 4th Occasion: ____

- *Quantitative data:*

1st Occasion: ____ 2nd Occasion: ____ 3rd Occasion: ____ 4th Occasion: ____

With regards to the passing-on of scientific knowledge on each occasion:

22. Who did you pass information onto?

- 1st Occasion:
- 2nd Occasion:
- 3rd Occasion:
- 4th Occasion:

23. What was their role in the decision process?

- 1st Occasion:
- 2nd Occasion:
- 3rd Occasion:
- 4th Occasion:

24. How did the formality of your relationship vary on each occasion?

- 1st Occasion:
- 2nd Occasion:
- 3rd Occasion:
- 4th Occasion:

25. How political, social, technical and costly was the scientific knowledge?

(1=Don't know; 2=Insubstantial; 3=Neutral; 4=Substantial)

- *Political:*

1st Occasion: ____ 2nd Occasion: ____ 3rd Occasion: ____ 4th Occasion: ____

- *Social:*

1st Occasion: ____ 2nd Occasion: ____ 3rd Occasion: ____ 4th Occasion: ____

- *Technical:*

1st Occasion: ____ 2nd Occasion: ____ 3rd Occasion: ____ 4th Occasion: ____

- *Costly:*

1st Occasion: ____ 2nd Occasion: ____ 3rd Occasion: ____ 4th Occasion: ____

With regards to the flow of scientific knowledge:

Personality traits are bipolar, i.e. you could be introvert or extravert. Knowing this, please answer the following questions, so as to provide a sense of the direction of the trait, as well as its relevance for each occasion under the actual (A) and ideal (I) circumstances. Figure III illustrates how this question should be answered.

Conscientiousness: the extent to which an individual is: well-prepared; planned; efficient; orderly; organised; meticulous; stick strictly to the rules; reliable; driven; striving hard for success; finisher; workaholic; self-pacing; careful weighing of decisions; **versus**; unprepared; spontaneous; disorganised; unmethodical; casual; bending the rules; easy-going; unambitious; easily distracted; time-wasting; hasty; snap decisions.

	1	2	3	4	5
1 st Occasion:	—	<u>A</u>	—	—	<u>A</u>
2 nd Occasion:	—	—	<u>I</u>	<u>A</u>	—
3 rd Occasion:	<u>A</u>	—	<u>I</u>	—	—
4 th Occasion:	—	—	<u>A</u>	—	<u>I</u>

Figure III: Illustration of how the following questions should be answered.

26. Which of the following traits, relating to each of the Big-Five personality facets, were most necessary on each occasion? Please answer with reference to the actual (A) and ideal (I) circumstance for each occasion.

Extroversion: the extent to which an individual is unworried; calm; unconcerned; even tempered; slow to anger; optimistic; guilt free; no blues; hard to embarrass or shame; resists urges easily; not excitable; resilient to stress and crises; **versus**, worrying; tense; apprehensive; quick to anger; hot-blooded; self-blaming; pessimist; blues; sensitive to embarrassment; easily tempted; excitable; wilful; sensitive to stress & pressure.

	1	2	3	4	5
1 st Occasion:	—	—	—	—	—
2 nd Occasion:	—	—	—	—	—
3 rd Occasion:	—	—	—	—	—
4 th Occasion:	—	—	—	—	—

Extroversion: the extent to which an individual is; attached; affectionate; warm; sociable; prefer company; dominant; speak up; leading; vigorous; hurried; energetic; fast; seeking action; thrills; excitement; cheerful; light-hearted; joyful **versus**, reserved; distant; cool; loner; reclusive; avoid crowds; accommodating; takes back seat; quite seeking; avoid thrills; serious; sober; undemonstrative.

	1	2	3	4	5
1 st Occasion:	—	—	—	—	—
2 nd Occasion:	—	—	—	—	—
3 rd Occasion:	—	—	—	—	—
4 th Occasion:	—	—	—	—	—

Openness: the extent to which an individual is; imaginative; daydreamer; playful; moved & excited by art; interested in own & others feelings; experimental; seeking novelty; abstract; theoretical; speculative; liberal; realistic; tolerant; **versus**, down to earth; focused; realistic; unmoved or bored by art; discount own & others' feelings; habitual; like routine and familiar; concrete; practical; here & now; conservative; moral absolutes.

	1	2	3	4	5
1 st Occasion:	—	—	—	—	—
2 nd Occasion:	—	—	—	—	—
3 rd Occasion:	—	—	—	—	—
4 th Occasion:	—	—	—	—	—

Agreeableness: the extent to which an individual is; trusting; faith in human goodness; frank open; self-revealing; charitable; generous; nurturing; cooperative; forgiving; peaceful; self-effacing; humble; modest; soft-hearted; merciful; sympathetic **versus**, cynical; speculative; suspicious; guarded; flattering; self-concealing; reluctant; calculating; ungenerous; competitive; pushy; fighter; self-promoting; superior; boastful; hard-headed; rationale; justice rules.

	1	2	3	4	5
1 st Occasion:	—	—	—	—	—
2 nd Occasion:	—	—	—	—	—
3 rd Occasion:	—	—	—	—	—
4 th Occasion:	—	—	—	—	—

Conscientiousness: the extent to which an individual is: well-prepared; planned; efficient; orderly; organised; meticulous; stick strictly to the rules; reliable; driven; striving hard for success; finisher; workaholic; self-pacing; careful weighing of decisions; **versus**; unprepared; spontaneous; disorganised; unmethodical; casual; bending the rules; easy-going; unambitious; easily distracted; time-wasting; hasty; snap decisions.

	1	2	3	4	5
	←—————→				
1 st Occasion:	—	—	—	—	—
2 nd Occasion:	—	—	—	—	—
3 rd Occasion:	—	—	—	—	—
4 th Occasion:	—	—	—	—	—

27. Did this depend on the type of scientific knowledge being brokered?
If yes - How?

28. Which of the following actions were applicable for **receiving** and **passing-on** scientific knowledge in each occasion?

1st Occasion:

- *Receiving*:

- () no action, () inform, () educate, () advice, () guide, () influence, () encourage,
() persuade, () instruct, () direct, () warn, () threaten, () sanction, () enforce,
() prosecute

- *Passing-on*:

- () no action, () inform, () educate, () advice, () guide, () influence, () encourage,
() persuade, () instruct, () direct, () warn, () threaten, () sanction, () enforce,
() prosecute

2nd Occasion:

- *Receiving*:

() no action, () inform, () educate, () advice, () guide, () influence, () encourage,
() persuade, () instruct, () direct, () warn, () threaten, () sanction, () enforce,
() prosecute

- *Passing-on*:

() no action, () inform, () educate, () advice, () guide, () influence, () encourage,
() persuade, () instruct, () direct, () warn, () threaten, () sanction, () enforce,
() prosecute

3rd Occasion:

- *Receiving*:

() no action, () inform, () educate, () advice, () guide, () influence, () encourage,
() persuade, () instruct, () direct, () warn, () threaten, () sanction, () enforce,
() prosecute

- *Passing-on*:

() no action, () inform, () educate, () advice, () guide, () influence, () encourage,
() persuade, () instruct, () direct, () warn, () threaten, () sanction, () enforce,
() prosecute

4th Occasion:

- *Receiving*:

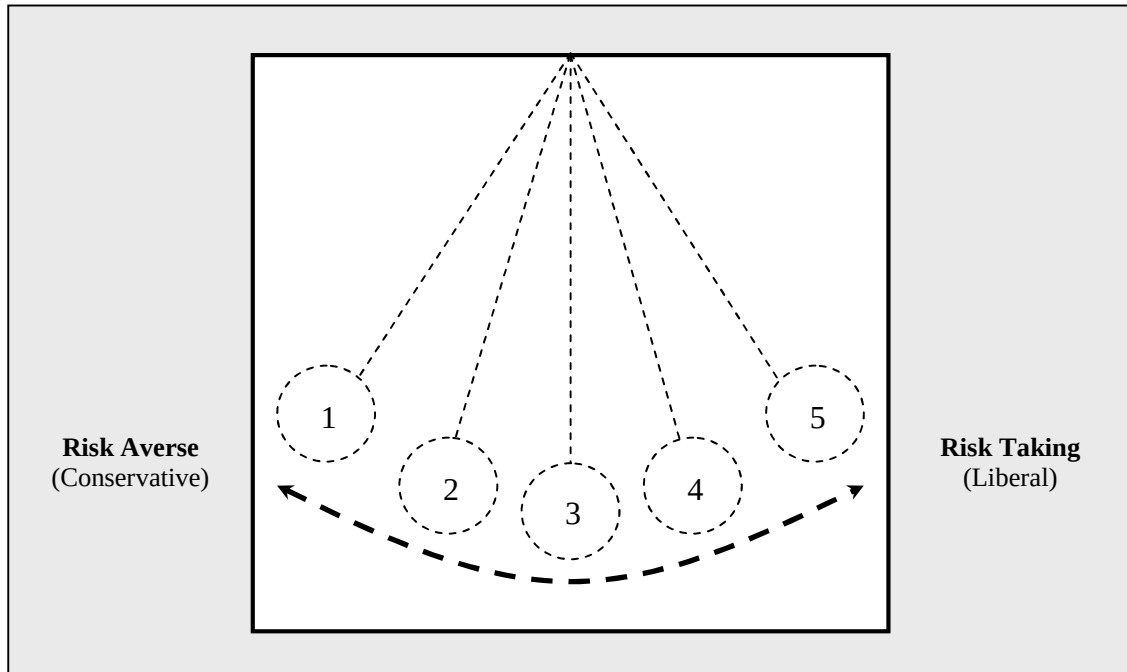
() no action, () inform, () educate, () advice, () guide, () influence, () encourage,
() persuade, () instruct, () direct, () warn, () threaten, () sanction, () enforce,
() prosecute

- *Passing-on*:

() no action, () inform, () educate, () advice, () guide, () influence, () encourage,
() persuade, () instruct, () direct, () warn, () threaten, () sanction, () enforce,
() prosecute

V. Additional comments

Finally, I would like ask you a few questions regarding the acceptance and avoidance of risk within regulatory decisions. By referring to the illustration of the swinging pendant please answer the following questions:



29. How would you rate the level of risk-taking in regulatory decisions?

Level of risk-taking	Today?	10 years ago?	20 years ago?	10 years in future?	20 years in future?
1: Very Conservative	()	()	()	()	()
2: Conservative	()	()	()	()	()
3: Pre liberal	()	()	()	()	()
4: Liberal	()	()	()	()	()
5: Very liberal	()	()	()	()	()
6: Don't know	()	()	()	()	()

30. Principal ways in which the use of scientific knowledge has changed?
Why?

31. Does the use of scientific knowledge vary among regulatory frameworks? How?

32. Is there a need to strengthen or reform the use scientific knowledge?

If yes - How?

If no – How do you interpret the call for strengthening and reforming the process?

Contact Details

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