

Interview transcript

Al Wilson: Hello everyone and welcome to this live stream, we have the Principal's Q&A today. So I'm Al Wilson, I'm the Director of the Student Association and if you're a Class Rep, you might have seen me some of the Class Rep meetings the last couple of weeks. And what we've done is we've gathered up a whole bunch of questions from students who have submitted questions in advance. And we're going to be directing them to these people in just a second. But I will let them introduce themselves. So over to you.

Audrey Cumberlandford: Thanks, Al. It's nice to see you. So, my name's Audrey Cumberlandford, and I'm the Principal of the College. And hopefully we'll be able to answer all of the questions, although that's not a guarantee. Therefore, I have brought along Jonny, who's Vice Principal of the College.

Jonny Pearson: Yeah. Hello, everyone. Jonny Pearson, Vice Principal, Education and Skills.

Audrey: So we're hoping between us is that we will be able to answer questions and where we can't answer a question, we'll be upfront and say that we can't answer it and why. And then we'll get back to folks and particularly through yourself Al, and the Student Association team.

Al: Excellent. Thank you very much, Audrey and Jonny, thanks for coming along. So we won't hang about just to say that if you're on the live teams call and there is an opportunity for you to ask questions at the side and they will be fed back to me and then I will be asking them directly if we have time. If we don't have time, we'll try and follow some of them up afterwards. But we're going to kick off with questions that have been submitted in advance. And I'm sorry, the last thing just to say is that this is all being recorded and will be shared with students after the event.

So, we'll get cracking then. So, our first question, a nice meaty one about funding.

Q: *My funding isn't enough to pay my rent and so I'm working two jobs to make ends meet on top of my course. And what are you going to do to help students secure enough funding to be able to study in the 1st place?*

So a real challenge and I suppose particularly around housing in the Edinburgh area that we saw recently, there's been lots of press around this.

Audrey: Actually it's interesting I was driving into work this morning and there are two. There's quite a lot being said about the fact that inflation has reduced again. But the point was made, and it was a good point that actually in terms of in people's pocket, people are not feeling that in this cost of living crisis, and it is a crisis is impacting on people across Scotland. And Al, as you said, being in Edinburgh and the capital city actually brings with it its own particular challenges. And in fact, I was having a conversation with the leader of the council just a couple of weeks ago about the situation with housing in Edinburgh and that that is reaching actually a critical level, in terms of not just social housing, but also the situation with rented accommodation. So we do understand that that absolutely is an issue. There have been some things that we have done that we've tried to do to help actually, very much with the support of ECSA, which was and is the breakfast facilities that we've had over a number of months now each of our four campuses. But I think I recognise and Jonny, you would recognise that that's probably a drop in the ocean in terms of what students are actually having to cope with. And I mean hearing that you are studying and holding down to part time jobs, I can only imagine how challenging that is. And I'm sure there are many of your student colleagues who are sitting in a similar a similar position.

When it comes to funding and support funding for students. That funding comes directly from the government to a body called the Scottish Funding Council, who then give every college in Scotland an allocation, and that money comes to us specifically ring-fenced. Now what I mean by that is it can't be used for anything else. It has to be used to support students. So that money is the money that we then have to

distribute to students who are in need of financial support. And what happens every year is that we, well, we use that money, all of that money as you might expect. But I think it's fair to say Jonny, every year, certainly in recent years we've gone back to the Funding Council, to ask for additional money.

Jonny: In the last number of years we've got more money in January and we've been able to support more students. Unfortunately, this year we've a massive cut, particularly to HE discretionary funding for our advanced students. But alongside access, we lobby the Funding Council almost daily to try and ensure that we do get more money. But at the moment, I think it would be fair to say we're not sure whether there's going to be any additional funding allocated in this year, which is unusual.

Audrey: The reduction in funding that Jonny's has just mentioned actually did come as a surprise to the whole of the sector, not just Edinburgh College. And I can say that on behalf of the sector, a letter was written to the government minister expressing concerns that we didn't know that that was going to happen and the detrimental impact that will have on students. So, I think ECSA, NUS and the sector as a whole as well as us as individuals can just keep putting the pressure on the right people to make them aware of the point that you've just made.

AI: Absolutely. And just a quick plug then for the NUS "What Students Think" campaign and they'll be pulling together a manifesto to lobby politicians going forward about what their stance is going to be in the next General Election. So please participate in that and highlight these if you can.

OK. I'm going to move on then to the next one which is a student parent issue. So, this student says

Q: *I've got a child at nursery and it's a huge struggle to get them into nursery and then get into College on the bus. Can we adapt timetables to better support student parents as a lot of folk will just give up?*

Jonny: I think the simple answer to that is yes, and it happens in a lot of courses already. I'm surprised it's not happening in virtually every course. I think if you can, probably the best thing to do would be to contact me directly and then I can work with the Curriculum Team if it's difficult to work with that Curriculum Team. But you know, we've got many, many examples of classes starting at 10, 10:30, courses running from 11 till 2:30. So the simple answer is yes. And obviously with more specific detail we could try and intervene in that one for you.

Audrey: So between you guys, if we can, if we can get the specifics on that, then absolutely we'll, try and we'll try and do something about it.

AI: Yeah. I think that the message there is, is just talk to people and ask and don't struggle through these things, on your own. OK. Next question is about class sizes. So, this student says

Q: *Why are there 30 people in my class when the rooms we use are not really designed for that many people. We have two-hour classes and one of the rooms we use doesn't even have any windows.*

So, it's an issue around facilities and class sizes I suppose.

Audrey: Well, I suppose that is 1 positive from that, which is that's clearly a course that's in high demand which is a good thing, and it's a good experience for students to be amongst lots of students. However, sitting in a room with no windows or that it's too small, this is why I brought Jonny along.

Jonny: Again, without this specific turning into a politician and not answering the question or answering the question that was asked before in terms of principles of timetabling, that should not happen. But until I find out the detail of why it's happening, I can't offer a solution. But what I can commit to do is AI's going to give me the background details to this specific question outwith this meeting and I'll deal with that and get back to the students in the class with the solution. But it shouldn't happen. It's a simple answer. So, if you leave that one with me.

AI: I suppose the wider question is, should we be expecting classes to be that size moving forward or is that an anomaly?

Jonny: It would depend, AI. I mean you can't put 18 people in a workshop with 14 benches, but it might well be that in a class which was a theory class that 30, 40, 50 in a lecture style theatre would be highly appropriate. But thirty in a classroom where there's only 20 desks and no windows really shouldn't happen at all, and we're not overstretched in accommodation so there will be an alternative. So, it will be a timetabling glitch which I'm sure we can fix fairly easily.

AI: OK And we're going to specifically look at the room with no windows. I feel exactly where that's the challenge.

Audrey: Yeah, absolutely. I'm curious about where it is. We'll find out after this.

AI: OK. Then next question we have is regarding the recent strike action, the local strike action, just to be specific. So, it's quite a blunt question and I'll just read it out.

Q: *Is anyone going to actually apologise for the stress we've gone through during the strikes? All my classes were cancelled when they came back and it was like you've got a lot to work, have work to do and if you don't pass these assessments, you won't pass the course. Just feels like more stress and no understanding.*

Audrey: And then so the answer very simple answer to that is yes, absolutely we are, I am, we are really, really sorry that our students and in fact students across Scotland have been so badly affected by industrial action. And it always impacts on students and that's why I respect the rights of staff to choose to take industrial action. But I don't agree with it in some of the circumstances that that takes place, because of the impact that it has on students. Those initial few weeks at the start of term where we had local industrial action, it was extremely difficult. It was extremely difficult for the students who were most impacted, and it was also extremely difficult for the many lecturing staff who did come to work and were coming to work, to try and keep things as normal as possible.

We are aware there were particular areas of the curriculum that were more badly affected than others and in those areas certainly my main priority was to make sure that whatever happened, we would do whatever it takes to ensure that those students who missed out over those initial weeks have the opportunity to get back into their studies when those lecturing staff that were on strike came back. Now that will put undoubtedly pressure on people in that, we want our students to be able to continue on, to stay at the College, continue on the course and finish their course and get their qualification. That has to be the absolute priority and each course, in each class is going to be affected differently. And therefore, it really is down to the, the Lecturers on the ground with the Curriculum Managers to be working really, really hard at supporting students to make sure that we can get you through courses.

I am disappointed. I have to say that if we do have lecturing staff where, it would appear from what you're suggesting that there's undue pressure being put on students who have not been taught over recent weeks. And I I'm surprised to hear that.

Jonny: To be as blunt as the question, I won't tolerate that in any way, shape, or form. I think if you're still here, you've done a remarkable job to stay here. And I'm working with the Heads of School and the Curriculum Team Managers to ensure that there isn't any more pressure on you, but that you do get the opportunity to pass. And I would urge you to communicate with your Curriculum Team Managers or ECSA, so that if there is any undue pressure so that we can find out about it. And I'm personally very sorry for the disruption to your learning, but confident that the Heads of School are doing everything in their power not to put pressure on you, but to try and enable you to succeed. So please communicate to your Class Reps through ECSA, through your Curriculum Team Managers because we will deal with it if there is an issue.

AI: I really appreciate that. I think a lot of people will that have asked these questions because we've had kind of similar questions through the Class Rep system And I'm going to follow that up with another one which is

about strikes, which is you might not have much else to add, but I suppose it's worth asking. So, this is a student that's saying

Q - *We're getting assessments and stuff that we weren't taught during the strikes. Our lectures just seem to be getting angry with the class for not knowing stuff. But how can we know if we haven't been taught. [And then it goes on to say that] they're struggling, they're not sure if they're going to be able to continue and it feels so unfair and the relationship with staff is so bad.*

So again, I'm not sure there's much else to add to that, but I think that gives you a flavour of some of the experiences that students have had.

Jonny: I think some of the experiences and comments you shared with the Executive Team during the strike action were the most powerful messages and again, you can't be assessed on something you haven't been taught. It's not, a school of clairvoyance. So again, I can't, I don't know what I don't know. But I can guarantee you, if I do know something, I will endeavour to do something about it. So again, please be confident enough to work through your Class Reps as I've said before your Curriculum Team management structure, and we'll sort out any issues around assessments.

Audrey: Your point AI earlier was don't be sitting worrying about something that is not necessarily in your control. The first thing you need to do is tell somebody about it whether it's ESCA or the Curriculum Managers so that we can do something about it.

AI: Absolutely. OK appreciate that. The next question that we've got is about facilities but not classrooms. So this one says

Q: *There are no social spaces on campus [so this student is at Granton] all there is to do is sit in the canteen with hundreds of other folk, or go to Morrisons, can we have somewhere nice to sit or something to do in between classes?*

Audrey: Actually, you talk about clairvoyance, you must be psychic because it just recently myself and the team were having this discussion about how we use our assets, our estate in a better way, particularly after the pandemic, because that has changed people's behaviours but also expectations. And I think we agree with you is that for students, but also for staff, is that we need to be creating physical spaces that are attractive to people coming in wanting to hang out. You don't need to be in a class to sit and have time with your student pals and to be able to study quietly. So, we are actually aware that we could be using our spaces in different ways, and I agree. I think there is something about creating space that is more of a social space. And I know the area you're talking about which is you know the hub at Granton, and I mean I wouldn't particularly be comfortable sitting there because it's just too big, and cold and noisy and therefore we do have to do something about it. Now the risk is it we do what we think we think is the right thing to do and actually what we need to be doing is speaking to people who use the spaces. So, I think there is a conversation that we need to be having all with you AI and the ECSA team around how can we actually start to get students involved in looking at our estate and how best we use our estate. If it's any reassurance, we had a senior management meeting last week and actually our estate strategy was one of the things that we were talking about and we discussed this very fact.

Jonny: Yeah, we've one practical activity which is going to happen is we're going to look at estate utilisation. We've got less full-time students than we've ever had before. Therefore, there are rooms that are empty, which have not been empty before. So, there's an exercise which I'm undertaking in January, which is to allocate rooms to curriculum, so they'll be ownership of those rooms. Then a suggestion is that we set up campus teams, and those teams will involve staff who work on the campus, students who study on the campus so that that they are distinct environments.

There's actually distinct environments, for example on Sighthill, the Music Box is different from the Sports Centre, different from the main tower. But what we want to do is we want to create something which is sustainable and actually, that people want. So as Audrey said, we're not going to be doing this to people, we'll

be doing it *with* people. So, there will be different examples on different campuses. But it is a, it's a fantastic point and it's something that we'll start acting on and January '24.

AI: Excellent. And I would say that having just gone through the Class Rep training and the Class Rep meetings that we've had, this has come up quite a lot and from students and I know it's something that we talk about quite regularly. And so that's great to hear. There's a bit of progress there.

Audrey: So we do need to treat that as a priority, definitely.

AI: Excellent. OK, Right, next question is about equality on campus. So, this question is

Q - What are we doing to help make LGBTQIA and transgender students feel safe and respected on campus?

Audrey: So, I think the first thing to say there is that I hope you do feel safe on any of our campuses. And again, would be very worried if there was any suggestion that there were issues around how students were feeling on any of our campuses. So, if there are any specific issues, then then please do raise them. But I know this is actually again, a key priority for us. I know through ECSA and through the work that our President and Vice President are doing is that this is an area that is a very high priority and we're very supportive of that. It's been raised at our Board meetings as an example, so that there's an awareness amongst the Board and management that this is a priority for us. So, but if there are issues then please do let us know.

AI: And I suppose just to highlight the new reporting structure that if there are any specific instances that have made you feel unsafe or uncomfortable, there's a reporting system and hopefully one of my colleagues can put that in the chat, [put the link in](#), you can report it anonymously or you can report it with your own details. And our Vice President Luna is leading on the LGBTQ friendly classrooms project. So, hopefully, that will feed in as well.

And following on from that again, which is again facilities related, but it's about gender neutral toilets. And I know that from my experience we've had the conversation about gender neutral toilets on campus for many years really. And the question is –

Q - Will there be gender neutral toilets available on campus?

Audrey: I don't know. The answer to that question. Genuinely, is that if there have been discussions, I suppose my question would be, are you aware of any reason why we wouldn't have gender neutral toilets if there's been discussions?

AI: The last time we had a big discussion about it, it was funding related to do with capital investment in reconfiguring spaces, and I think I suppose a lot of people that would choose gender neutral toilets have been forced to use disabled toilets and they don't necessarily feel that that's very welcoming or what they should be used for. So, there's obviously something there.

Audrey: OK. So, again there is maybe something there that we could have a discussion around which doesn't necessarily cost huge amounts of money. Colleges, and we're no different, don't actually get capital budget anymore. So, we you know it's always a struggle to decide how to spend money, a very limited amount of money, on our facilities across the four campuses. So that's always going to be a case of having to prioritise and what absolutely needs to be done and you know what would be nice to have and what can we just are we just having to say no to or we're going to have to delay. But I'm sure there are some simple things that we could do, fairly quickly actually at limited cost that that might make that kind of facility available across our campuses. So, we'll, we'll take that out the room and have a discussion about how we can do that.

Jonny: I think I would add 1 caveat that probably going back to that, taking a campus by campus is probably not as easy to do at somewhere like Sighthill as it would be to do at Milton Rd and Midlothian. So, I think, yeah, completely agree with Audrey, but we would just have to probably take it up as part of those new campus groups as well. But there's significant opportunities to talk about local issues locally.

AI: Yeah, excellent. OK, thanks very much. Next question is, this is about a student who's a wheelchair user struggling to navigate buildings, this person is at the Granton campus.

Q - What can be done to remove this barrier to learning? [And their experience is] doors, fire, doors being difficult to open when you're in a wheelchair, so no automatic buttons, lifts being broken and all the classrooms being on first or second floor, and adjustable tables in classes.

Audrey: To pinch Jonny's phrase very simply, that absolutely should not be happening. So being in a wheelchair should absolutely not be a barrier to having the same experience as any other students in any of our campuses. So, I'm sorry that you've had that experience and it was actually the reason why I smiled when I heard that question was that in a previous life, in my previous college, my boss at the time, the Principal was made aware of actually not dissimilar concerns from students who were using wheelchairs. And he spent almost a full day in a wheelchair to try and actually get even a sense, a hint of what it must feel like and was completely horrified. And one of the main things was the doors and the fact that fire doors are very heavy and if you're sitting in a wheelchair then often if not impossible to actually open and get yourself through a door. So, there's a conversation that we will have with our estates team about that. And again, I mean, there are simple solutions where if the lifts are broken that normally we would, I think it's fair to say we would expect that classes would be changed or swapped to make them.

AI: I think particularly probably is a campus issue, at Granton there are very few ground floor classrooms and so if they needed access to specific workshop or studio or whatever, it might be on the first or second floors.

Jonny: I think we've missed fundamentally something at the enrolment stage in terms of you know every student with mobility issues that should have a personal emergency evacuation plan. And in doing that you would realise that that the accommodation was unsuitable for somebody in a wheelchair and then therefore that class should have either been a modified or be moved to somewhere where the facilities were suitable. I think in terms of the doors, I can take that up with Dave and calling the estates team, in terms of timetable if you and I can talk about the individual case, we can look at fixing that because that should have been put in place before the student started.

AI: Yeah, I think it may well have been a product of not having that proper induction process because of the industrial action.

OK. We'll try and get through the rest of as quickly as we can then, so this is probably one that Jonny will enjoy.

Q: Can we have the actual names of classes or timetables, please? All it says is a room number, big long code that I don't understand and the name of the teacher, what is it even for?

Jonny: How long have we got? Very good point. Yeah. Computer says no. Listen, yes is the answer. Probably not until the start of the next academic year. But it is the bane of my life, the useless information that students are given. So yes, and I think we need to also we were just talking about this this morning. Look at the naming convention that if you are getting an award or you are graduating and it takes 15 minutes to read the course title over, there's something sadly wrong with that as well. So I feel your pain and yes, you do.

AI: OK, well, we'll call that one a win then. That's a confirmed yes on that one. That's great.

Jonny: If it's not done by August, you can blame Audrey, OK?

AI: And another one is about student information, is about the MyEC App.

Q - when will the MyEC App be available on Android? And it's really frustrating not being able to access things like my student card or Sam forms, which don't work anyway according to the question on my phone.

So, they've got a phone. They've been told that you access things through the MyEC app but their phone is not compatible. Android.

Jonny: You could be excused for looking at two people of a certain generation thinking what is an Android? However, I can't give you an exact date. We had a presentation on the development and sadly it's taken slightly longer than anticipated I believe it is supposed to be done by Christmas but I'll, I'll go back, and I'll find out and I'll give you an exact date as to where the project actually is up to. And again, apologies to anybody with an Android phone for the delay.

AI: I think this is a question that we've been asked quite a lot over the past couple of weeks, and we have been direct so everyone can still access the my PC desktop version and in the meantime it's not ideal but it is a workaround, as it were, but hopefully we can get a more precise answer to that.

The student says accessing their student card, so as we know student cards are digital. So as a follow up to that, a question is

Q - Can we bring back physical ID cards as it's easier to get discounts and stuff and it's easier to just keep it in my wallet rather than going to my phone,

Audrey: Actually, I think the answer to that is that it's unlikely that we would go back to having physical cards because almost everything now is, is moving to phone based apps etc. So, I don't anticipate we would go back to that unless it's got something to do with what we've just been discussing, which is the fact that we've got this app that is still in its development stage and hasn't quite been sorted yet. But it is it is unlikely that we would go back the way to having a plastic versions.

AI: So I think it's probably surprising for from my point of view that we are we're asked this question quite often and by students and I would say again, not to put anyone in in categories, but a lot of younger students ask about can I get a physical student card. So it's an interesting one that seems to still be there. OK, so next question then is about LDTs so Learning Development Tutors. And this question says

Q - My LDT was an absolute lifeline during the strikes. The only teacher who was then work for the first six weeks of my course and what are you going to do to recognise these people? Because they are awesome. And the reason I didn't just leave.

Audrey: Well, you know, that's actually really great that you're saying that. Because we also recognise the significant role that LDTs have in the College in terms of giving that enhanced experience and support that students need to when they're studying with us. And we do recognise that LDTs and many, many other support staff across the College, it was sleeves rolled up and we're doing everything they possibly could to try and help and support students during that very difficult period that we've discussed already. So, we do say thank you a lot, we do try and take the time to tell staff that we value what they're doing and it's more often than not, we actually get complaints about where things are not working, so to have people like you saying actually I just want to recognise that staff have been brilliant is a really, really good thing and one that we appreciate as well.

AI: OK, thank you very much. So, this next question is about catering. So, it says not really a question, but

Q - Can we get some food options at Milton Rd? There isn't much to choose from and it always runs out for about 12 or something.

So, this is a lack of options and lack of stock I suppose specifically at this one says Milton Rd.

Jonny: I suppose that Milton Rd. Do you know that the students and the professional hospitality and catering team have opened a food serving earlier in the mezzanine over in the Club building which is fantastic and is showcasing their amazing talents, is very reasonably priced and has a good selection. In terms of the catering

contract that is out to tender, or about to go out to tender, so there are a number of opportunities which are being investigated, but I would suggest trying the Mezz.

Audrey: In fact we we're actually sitting in Milton Rd campus at the moment and when I came in early this morning and went for my usual large very strong coffee to start the day, there was one member of staff on her own actually in the cafe because they were short staffed, I think through illness. She was trying to juggle getting coffees for people at the same time as you could smell the baking the bacon in the in the back office cooking away. So, she was having to having to run about between the two which was quite a challenge. So, we are always looking to improve the catering services across our campuses. It isn't easy but as Jonny said, we're at the moment, we're looking at the contract that we've currently got.

AI: OK, excellent. So, I suppose shout out to the Zero Waste Cafe at the Mezz maze if you're at Milton Rd Campus. And the other thing to say is that as a Student Association, we also gather feedback on catering and deliver that straight back to the providers. And so hopefully, they can take that on board going forward as well.

Jonny: Well, you you'll also play a key role in the scoring of the tendering as well.

AI: Excellent So we can include all of these things. So, this I suppose is a question about staffing. So, this is staffing with specific with regards to the art department. And so, they've said that they've lost a lot of staff and they've been heavily impacted by strikes.

Q - What is the future of the art department and with regards to lectures and courses?

Jonny: Very bright, very bright. One of the highest performing departments in the College in terms of, both within the college and nationally. So, the KPI's [Key Performance Indicators] which the College is measured on, every college is measured on, the art department is sector leading. They have lost three members of staff, the equivalent of 1.8 FTE, and were affected by strike action. However, I know that the Head of School and the Curriculum Team Managers were working really, really hard through the strike, were delivering classes to hundreds of students at a time to try and keep people engaged. But it is an exceptional department with exceptionally talented staff and students, and I can only see it going from strength to strength.

AI: Excellent. That's great to hear. So, I think there's the last question that I've got unless there's been any other, any other ones which are coming in, is about the free breakfast service

Q - are any plans to extend that or provide anything more than what is currently providing through the Gather & Gather - the catering providers.

Audrey: So at the moment we don't have plans to extend it because we are putting our efforts into actually just keeping going what was going on just through those initial stages of the cost of living crisis. And it goes back to the, I think the first question which is that we recognise that those cost-of-living pressures are not going away and therefore, as a minimum, we are going to try and keep that service going for as long as we can. And if we were able to extend it then we, then we would absolutely look to do that. But there are currently no plans in place to do that.

AI: OK. So it's in place for now. We're going to keep it going as long as we can. Yeah. But no plans to extend. Yeah, for now. OK, that's great. We have one last one just to finish this off is at last question and I suppose this is one for yourself Audrey.

Q - Do you think that everyone who comes to this college will be successful in the future, or at least financially secure?

Audrey: Oh, I really, really hope so. Because that's what we're about actually, is to, you know, every student that puts their trust in us by coming to our college, choosing Edinburgh College. You're doing it because you recognise it's a good thing to do because it is going to. We, we talk about things like we have the potential to

change people's lives, which sounds a bit corny, but actually it's not. It's completely true. That is a big part of what we're here to do is to help you take that next step, whatever your journey is. We had our graduation ceremony just the other week and you know, hearing those stories about our graduates and where they are and what they're doing now was just it's the best day of my year actually. It's just a wonderful, wonderful experience to hear about what happens next.

Jonny: Yeah, Al all I'll add is that the Edinburgh College did change my eldest daughter's life. And it wasn't the qualification that she got. It was a life changing experience, and I don't think it's corny at all. I think it's up to you to make the most of the opportunity. I don't believe it's all about qualification. I believe it's about the experience and it is what you make of it. And there is no wrong path at all. That might sound corny, but it's the only thing SDS [Skills Development Scotland] have ever said that I agree with. But yes, I echo Audrey's hopes and wishes because that's why I come to work every day.

Audrey: One of the things I said at graduation was that if students have made their own personal investment in coming to a college, then don't waste that investment.

Al: Absolutely. Fantastic. Well, thank you both very much for your time. Thank you. And thanks to everyone who submitted questions. We've tried to get through as many as we can in the time we've had. We will follow up on some of them, as we've said. Yeah. And this will be available to watch again and probably from tomorrow. So, check out your inboxes and we will send you the link. But from all of us here, from Jonny, the Vice Principal and Audrey, the Principal and myself, I'll thank you very much for listening.

Thank you for taking the time.