Scottish Covid-19 Inquiry

Day 57

November 6, 2024

Opus 2 - Official Court Reporters

Phone: 020 4518 8448
Email: transcripts@opus2.com
Website: https://www.opus2.com

Wednesday, 6 November 2024

(10.00 am)

MS VAN DER WESTHUIZEN: Good morning, my Lord.

THE CHAIR: Good morning, Ms van der Westhuizen. Do you have a witness for us?

MS VAN DER WESTHUIZEN: I do, my Lord. Our first witness today is Mr Graeme McAlister from the Scottish Childminding Association.

THE CHAIR: Good morning, Mr McAlister.

THE WITNESS: Good morning.

THE CHAIR: Very good. When you're ready, Ms van der Westhuizen.

MS VAN DER WESTHUIZEN: Thank you, my Lord.

MR GRAEME MCALISTER (called)

Questions by MS VAN DER WESTHUIZEN

Q. Mr McAlister, please can I ask you to give your full name?

A. My name is Graeme McAlister.

Q. And you have provided a statement to the Inquiry?

A. Yes.

Q. For reference, my Lord, that's SCIWT032300001. Mr McAlister, you are the current Chief Executive Officer of the Scottish Childminding Association, or SCMA; is that correct?

A. That is correct.

Q. And you have held that role since April 2019?

A. Yes.

Q. In paragraph 6 of your witness statement, you note that the SCMA is the only organisation in Scotland dedicated to all aspects of childminding and that approximately 82 per cent of childminders in Scotland are members, then in paragraph 8 you go on to note that the childminding workforce is currently around 3,100 members and that the SCMA has 2,500 childminding members across all 32 local authorities. That's a far lower number than it was five years ago when there was a workforce of around 4,700 and the SCMA at that point had just under 4,000 members. I'll come on to ask you in a moment about the reasons for that decline but I would first like to ask you a little bit more about childminders generally.

A. Yes.

Q. In terms of the demographics of your membership and the childminding workforce, in paragraph 145 of your statement, you mention that during the pandemic 99.7 per cent of childminders were female. Is that still the case today or what percentage?

A. Yes, that's still correct.

Q. And if you could please explain a bit more who tends to become a childminder and what sort of qualifications and training requirements there are for that?

A. The main entry point to childminding is predominantly females age 30 to 39 who have a child or children of their own and have made an informed choice that they want to care for their own children but perhaps have a need to earn an income, a desire to do something more flexibly, perhaps to do something a bit more meaningful and different with their life at that time. So very, very diverse backgrounds. We have had childminders who have worked previously as early years practitioners and nurseries, teachers, people from hospitality, banking, police officers, social workers. A very, very diverse range of backgrounds coming into childminding. What you might see is that desire to make a difference for children. What they also bring is a lot of lived experience from their previous careers having cared for children themselves and most childminders when we actually speak to them find that what they find most rewarding about the profession, it's the impact they make on children, it's seeing children grow and develop in response to their care.

Q. And just in terms of qualifications and training, are there any other special requirements in that regard?

A. There is not a mandated qualification as such for to become a childminder. Childminding is a registered form

of childcare. That's through the Care Inspectorate who is the care regulator in Scotland, so childminders undergo a whole range of quality assurance in terms of they undertake self evaluation, are regularly inspected, they undertake continued professional learning. However, if they wish to deliver what's known as funded early learning and childcare, which is a statutory entitlement from the Scottish government of funded childcare for parents of three, four and eligible two-year-olds, then to deliver that entitlement, they have to obtain an HNC. They have five years to do that if they would like to, so it can be an HNC or an SVQ3.

Q. Thank you very much. If you could then just explain a little bit about what childminders do and how that differs from other forms of early learning and childcare, please?

A. Yes, of course. Childminding is a unique form of child care and family support. Childminders deliver from their home on domestic premises in small numbers. About 82 per cent of childminders are currently registered to care for no more than six children at any one time and there are strict ratios around that so no more than one child under 12 months, no more than three children under school age and no more than six in total but what they do in their setting is very different to other forms of childcare. They have children from birth through to 12 or indeed children with additional support needs so they can care for children up to 16. So you have this mix of preschool and school age childcare and what's been shown is that there's a range of evidence now to show that by children learning and playing together of different ages, that can actually benefit different aspects of development, so it's a very nurturing form of childcare. There's a high activity, it's very sort of child-led, high activity of play, high level of outdoors activity, but there's also a very high quality form of childcare. Childminders consistently annually score higher quality ratings across all quality criteria through independent inspection by the Care Inspectorate than what's called Daycare of Children Services, so that's local authorities and private nurseries combined, but there's also a form of family support in the sense that there's now research to show parents who use childminders believe they are able to access non-judgmental professional support through a childminder, it helps them with parenting, with skills. Childminders also support children through various transitions, so going through nursery, going to primary school, going to high school, so you have got very strong continuity of care and it's quite common for childminders to be viewed as

an extended part of the family so children who have been cared for as a childminder want to become adults, will regularly invite childminders to their weddings, to 21st 2021 celebrations. So does that give you a sense of ...?

Q. It does very much, thank you. In terms of business models, what business models do childminders have -- I think you mentioned 82 per cent are sole practitioners and sole traders. What about the others?

A. The other 12 percent -- I mean childminders can operate with what's known as an assistant. They still have to maintain those ratios I was telling you about for caring for children but as long as they can maintain that through assistance, they can extend the size of their setting. Some childminders work in partnership together where one registered childminder goes into another registered childminder's home and they deliver the service together but it's more common for those who are above the six size to have assistance. The size drops off the further you go. The largest setting we currently have in Scotland is for 54 children and childminder employs nine assistants to maintain those ratios I was describing. Where you find those larger settings, it tends to be in open, rural areas where there's no other form of childcare available.

Q. And in those larger settings would they all be on one site or in one home?

A. Yes.

Q. And are they bespoke settings then sort of a church hall or would they be in somebody's home?

A. No, I mean childminding legally, the definition of childminding is it can only be delivered on domestic premises so where you have larger childminding settings, it's basically in a large house where it's almost like mini childminding groups within that delivered together to maintain their ratios.

Q. In terms of remuneration, how well paid are childminders?

A. It's not a high income profession. We undertook some research back in 2022 which found that at that time only 13% of the childminding workforce could pay themselves a real living wage. We do believe things have been improving, but most people who become childminders do so not for the pay; they do it more -- they see it as a vocation. They really want to make a difference, but also if it fits with their life at that time, you know, if they have young children, they want to care for them themselves; they want that flexibility of perhaps you can choose the hours. They can be their own boss, working from home.

But what's quite interesting is quite a few people go into childminding, perhaps think they'll only stay while their own children are young, but actually continue practising for 20, 30 years.

Q. Who tends to use childminders? Obviously it's parents and carers, but is there a particular demographic?

A. No, not at all. I think with childminding, there are still some outdated misperceptions, in terms of: is it babysitting, is it looking after? It's so much more. It's a very high quality form of childcare. So it's an informed choice that tends to be for parents who have some knowledge of childminders, access that, and when they do access, they really want to stay with it. They find it a very high quality form of childcare.

Q. Is it used or is it prevalent in particular areas, for example, rural versus urban, or is it evenly spread?

A. It's evenly spread. I think, as with other forms of childcare, childminding businesses have been relatively more difficult to establish in low income communities, in terms of perhaps people don't have the same level of confidence to actually establish their own business, don't have the same opportunity. So we have been doing a lot of work to try and develop childminding businesses more in low income areas, but they're fairly evenly spread around the country, in both urban and rural and across socioeconomic backgrounds as well.

Q. Thank you. If you could go on to explain, you touched on funding a moment ago, if you could explain how places are funded in -- with childminders?

A. Most places are privately funded. But it is also -- you were asking earlier about the business model. Within the childminding setting, you could have babies. You could have one-year-olds, you could have two-year-olds. Then when you get to two to four-year-olds, you could have some children who access their statutory entitlement of funded ELC from the Scottish Government, so that's part of the income, but there will also be private arrangements. Not all parents use funded ELC. They prefer to make their own arrangements.

Then when you get to 5 to 12 for school-age childcare, again, that's prominently private placements, as are additional support needs. So really it's mixed business models that most childminders have within that. There's not one standard model as such. It's very variable.

Q. You've mentioned in your statement blended placements; could you please explain what that is?

A. Yes. A blended placement is a split placement between two different forms of childcare, so again, many parents -- I mean, one of the reasons that parents choose to use childminding is that they feel quite guilty about having to work. So by having a child cared for in another home, it's replicating that home from home family experience. So that's why a lot of parents choose childminding, and some parents, particularly of one and two-year-olds, perhaps feel that their child wouldn't settle in a nursery for seven or eight-hour days. It would be quite long for them.

So some parents prefer to actually have a mix, where a child will spend part of the time within a nursery and part of the time within a childminding setting. Many childminders also provide what's called wrap-around care, which can be either before school or after school as well. So there's a lot of flexibility around these models.

What I would say is that childminding is much more flexible generally than nursery provision, in the sense where you have local authority nurseries perhaps still close at 3.00, 3.30, you may have private nurseries open until 5.00 or 6.00. Childminders can work longer days. They are very responsive to families. What they found is that parents have increasingly flexible working patterns which they have needed to respond to, so they really try to tailor their care to the families.

Q. We touched on earlier the dramatic decline in the childminding workforce, which started pre-pandemic. Could you please explain what the reasons for that is?

A. Yes, the childminding workforce in Scotland has been declining since 2016. The reasons are multifactorial. One of the main policies -- sort of backgrounds we have had is that during this period, the Scottish Government has been expanding the statutory entitlement of funded early learning and childcare.

So up until about 2016, parents in Scotland could access about 600 hours of funded childcare each week. What the Scottish Government committed to in 2016 was really ambitious. It was to almost double that statutory entitlement to 1,140 hours a week(sic), roughly 22 hours a day(sic), for parents of all three and four-year-olds, and what are called eligible two-year-olds. So it was low income families and vulnerable children.

So it was a really ambitious policy which we were supportive of. It's about closing attainment gap, supporting of parents. But many childminders found it very difficult to operate, if you like, during the expansion of funded ELC. We have been on record on previous inquiries that we are supportive of ELC policy, but the manner in which it has been implemented has been really challenging for childminders.

The Scottish Government commissions us annually to undertake an annual independent audit to monitor local authorities' progress and including childminders and delivering a funded ELC. What we have been doing is tracking the workforce during this period. So between 2016, and I think it was last year, our workforce declined about 41%. So in real terms, that's about -- we have lost about 1,300 places for families. We have lost about 2,300 childminding businesses. That has been really serious.

Now, the reasons are multifactorial. Part of it, we have an aging workforce. One in five of childminders are currently 55 plus. Many childminders found it difficult to compete with expansion of funded early learning and childcare. Some local authorities were inclusive, others less so. So it has been quite a challenging environment.

But also there was a national recruitment drive to recruit new workers into the workforce to support the expansion of funded ELC. What it was anticipated and hoped for is it would bring lots of new workers into the sector. Instead, what hadn't been anticipated is that it acted as a bit of a destabilising effect. What we found was that early years practitioners working in private nurseries who had been on lower pay, people working in social care and lower paid childminders again were attracted by the higher pay available in local authority nurseries. So we had the sort of inadvertent destabilisation of our workforce as well. So it is when you run those factors together, they have all sort of contributed collectively to the decline in our workforce.

Q. Then in terms of the functions of the SCMA and the work you did during the pandemic, in paragraphs 16 to 17 of your statement, you describe the type and support and representation that you provided for members, and then later in paragraph 39 you describe the sorts of things that SCMA did over the pandemic, and you mention in particular, at (4), you mention the fact that you did regular surveys of members to understand the impact of opening -- operation restrictions on childminding businesses and families. I'm going to come on to ask you to tell us a bit more about that, but just if you could give an indication of how many and what sort of types of surveys. What were you asking?

A. First of all, when the pandemic struck and schools closed, and we managed to keep childminding open in a reduced capacity, we undertook a survey to find out, you know, how many childminding settings were still open, who were willing to stay open to support the national

response.

But it was more as the pandemic progressed, there were lots of operating restrictions due to the pandemic which changed frequently in relation to and in response to the public health advice. So we would undertake regular snapshot surveys of our workforce to understand the impact, the operational impact of different restrictions on our business, whether it was financial, whether it was practical, in terms of how they operate, to capture data to inform ongoing discussions with Scottish Government, local authorities and others, so we could actually understand what was happening on the ground.

Similarly, we undertook surveys specifically on childminders' business sustainability, to actually understand what was the financial impact of some of these restrictions. So it very much depended on where we were. You spoke about blended placements earlier. That was another example where the restrictions on blended placements during the first national lockdown had a very significant impact on childminding businesses at that time. So we captured snapshot data really to inform discussions with Scottish Government.

Where we come from, we are a national advocacy representative body, but we try to be as evidence-based

as we can. So it's very much we're trying to capture data to inform discussions, and then to try to influence change on behalf of childminders and the families that they support.

Q. Thank you. If we could then turn to have a bit of a discussion about the impact of closures on childminders and childminding operations. In terms of closures, I think in March 2020, the ELC settings were closed except for vulnerable children and children of key workers. In paragraph 45 of your statement, you say then that SCMA did a snapshot survey of its members to find out which were open or willing to be open, so this was one of the surveys you mentioned. Could you describe the situation of your members during that period, March 2020, between March 2020 and June 2020, when they were able to reopen with guidance.

A. Yes, of course, I'll try to.

Q. If I could just ask you in that discussion, if you could give an indication of approximately how many remained open, and why, what considerations were taken into account, and any particular issues or challenges they faced; it's quite a loaded question, captured all in one.

A. Yes, please, if you don't mind prompting me if I don't cover all points. One of the first things to say is

what's not widely known is that childminding stayed open more than any other form of childcare during COVID-19. The reason for that was largely due to the smaller setting size. Because most childminding settings have no more than six children at any one time, it was recognised at a public health level that the risk of transmitting COVID in a childminding setting was less than in larger settings.

So initially, when schools and nurseries were instructed to close nationally, childminding was allowed to stay open on a normal basis. In reality, that probably only continued for about a week, ten days maximum. Then further restrictions came in.

Childminders were offered the opportunity to contribute to the national response, to provide critical childcare for key workers' vulnerable children, but very much on a reduced capacity where they could care for children from no more than two families other than their own at any one time. So in the course of a week, they could care for more than two families, but no more than two at one time.

So when we did that first snapshot survey, we found probably about 700 or 800 childminders who were quite keen to stay open. Now, the reasons for that were different in the sense that prior to the pandemic, a lot of childminding businesses were quite vulnerable financially. They struggled during the expansion of funded ELC, as I mentioned earlier. They were quite nervous, that if they closed, they might not reopen.

For us, as a membership organisation, if we'd had to close, you know, reopen months later to a much reduced membership, we would come back to a very different place, but because we had the opportunity to support childminders to stay open, we really thought it was an opportunity to support families as much as we could.

So we undertook regular surveys over the three months of the national lockdown, and it averaged between 700 and 1,000 settings were open at any one time, and we supported those settings. As I said, the capacity was reduced. What we had at a national level was criteria for key workers. Again, it varied locally subject to interpretation, but, you know, it was predominantly NHS staff, people, frontline staff from a range of professions who we were able to care for.

But also what we found, particularly health professionals, doctors and nurses, became increasingly interested in childminding, because there was less risk of transmitting an infection in the setting. There was quite a lot of demand. They actually preferred that than going to a larger hub.

So the childminders that stayed open, it was a really challenging period. We had rapidly changing operating guidance. We were involved nationally along with the Scottish Government, Care Inspectorate and Public Health Scotland, in developing what was called the childminding services guidance. So that was operating guidance that really dictated how childminding could operate throughout the pandemic.

There was over 30 iterations of that, a really long document, 56 pages. But also childminders who stayed open, their practice was very different, because they were operating not just with reduced capacity. There was enhanced cleaning of, you know, every aspect of their setting. Toys, there was, you know, instructions in terms of where shoes, coats had to be kept separate again to minimise -- because at that time there was a strong emphasis on believing that COVID-19 was transmitted by surface contact, whereas latterly it was more -- the evidence has shown airborne. But initially, there was a huge emphasis on any form of surface contact, so childminders had done enhanced cleaning, which could add two hours to the day.

So childminders who stayed open could be working from easily 8.00 in the morning until 9.00 at night. They then had to deal with all these changes to the

operating guidance that were coming through, updates from multiple bodies, and it was a really confusing environment, because, you know, just speaking objectively, this is not critical at all, our experience of the pandemic is that the pandemic moved at such a pace that the Scottish Government had no choice but to make national announcements that, you know, restrictions were going to be implemented.

At an operational level, we knew the detail had not been worked out yet in terms of what did that actually mean for providers. So in simple terms: can I stay open? Parents wanted to know: is it safe to drop my children off? If childminders were able to stay open, under what basis?

So it was really challenging. So we had quite a lot of communication vacuums, where sometimes it could be three or four days before we actually get guidance coming through from the Care Inspectorate in terms of what this meant. So what we tried to do was to step in and manage these communication vacuums, because they could be damaging, quite dangerous when you have those situations. We didn't always have the answer, but what we set out to do was to get the answer, and what we wanted to do was to maintain trust.

Childminders -- it is very isolating. They work on

their own. They were staying open, but also childminding is different from, say, like a hub, for example, in the sense that a childminding setting is also a childminder's home. So we had this unknown quantity in the forms of COVID-19, and the childminders who stayed open were willingly taking children into their setting, into their family home, when their own family were present. That was something that really wasn't recognised at the time.

So we did as much as we could to support childminders. You know, it was hugely challenging during that period, when there was so much information coming through that childminders just simply didn't have the time to read the guidance. But it was fundamentally important, they needed to know what was safe, what was good practice at that time.

So we had to improvise. We found that communication channels were getting blocked. There were so many organisations sending things out. So I found myself improvising where I would actually sort of pull out with my team key points from updates to guidance, what the changes are, record them on our mobile phone. We would upload it to YouTube, and we would put it out on Facebook, which was a primary communications medium for childminders.

Before the pandemic, you know, if we produced a video, you would be lucky to get 200 or 300 views. During a pandemic and a national lockdown, 3,000 or 4,000 people were following these videos. It wasn't just childminders. It was local authority staff, Care Inspectorate inspectors, parents. What we tried to do was develop a quality-assured source of information on childminding during that time, and to support childminders the best we could during that period. I have probably waffled a bit, but have I answered your question?

Q. You've answered, we can probably just finish right there. Thank you, that's very comprehensive. I just wanted to ask you, you mentioned virtual contact, if your members were operating as hubs, was that just for key worker -- or not hubs but critical childcare, in the first lockdown, was that just for children of key workers and/or vulnerable children?

A. Basically when the schools closed, schools were repurposed as hubs for delivering critical childcare. So that was really, you know, children of key workers or vulnerable children. Thought was initially given to would it be possible for childminders to actually go to the hub, participate in delivering care there. But again, if you go back to the legal definition of what a

childminder is it's on domestic premises. That is what the registration is for of the Care Inspectorate.

So it was recognised that childminders couldn't deliver from a hub, so they had to do it from home, but, yes, the families that they supported during those three months of the national lockdown were predominantly key workers, also some vulnerable children. But also there were some informal agreements reached with local authorities, where, for example, if you maybe had a child with additional support needs who had already been in that setting before the pandemic, if there was a space in that setting without taking them over capacity, sometimes the children who weren't children of key workers were allowed to continue in those settings, so there was some discretion there involved.

Similarly, we operate what are called community childminding services, which are -- we have contracts with local authorities to support vulnerable families. It's really for families who are perhaps one step away from crisis. Whatever is going on at a parental level, could be mental health, addiction, bereavement, terminal illness, is impacting on young children. They're perhaps developing attachment disorders, that's been picked up by social workers or health visitors. They are referred to our specialised services for support.

So that was not within the scope of critical childcare or vulnerable children, but we got an agreement that where we had these community childminding services in place, that they could continue during the national lockdown, provided we didn't go above capacity in terms of the number of children in those settings. But what we also did was again try to support other families as much as possible in the sense that childminding was -- it wasn't unique, but we were an outlier in terms of staying open during a national lockdown. Many organisations within the children's sector, family sector, had to close down. Women's Aid, Home-Start, they weren't allowed to deliver physical support for families.

So we managed to secure funding from the Scottish Government, it was called the wellbeing fund, where we were actually able to take referrals from other charities such as Women's Aid where there was an acute need for support, because our childminding settings were open. The numbers weren't large. I think we supported about 50 additional families that way. It was really important to make a difference because what wasn't widely known at the time, but I think the Scottish Government has subsequently published the data for, is that the estimates that were during the first few weeks

of the national lockdown, perhaps even the first half of the national lockdown, probably no more than about 5% of vulnerable children in Scotland were actually receiving support, physical or virtual. Those -- had a very high level of need, so anything we could do or others could do to try to support vulnerable families, we did.

Q. In terms of uptake by vulnerable families with your childminding services, was that also relatively low, compared to how it would be --

A. No, I would say before the pandemic -- I mean, historically, before -- I came into SCMA in 2019, I think historically SCMA had community childminding services in quite a number of local authority areas. Currently we only have services in four areas. What we found was that during the expansion of funded early learning and childcare that I mentioned earlier, local authorities were prioritising their interest, very much having to think: we have this big policy, we have to deliver it.

So some local authorities were switching their focus, their interest and funding from community childminding to what they needed to do to support ELC expansion. So as we went into the pandemic, we had four community childminding services. They were already at capacity. There was quite a high level of demand from vulnerable families.

The pandemic intensified that acutely. What we found, and it has been reported by other organisations during the pandemic, is you had a lot of families who prior to the pandemic were just coping, but you had a pressure cooker effect. When you had the pandemic, people were at home, couldn't get out, who then went over into really in need of support, and we couldn't support all the families we wanted to. The demand was way beyond what we could support at that time.

Q. If we could perhaps move on then, Mr McAlister, to consider, and I think some of the issues we have already touched on, but June 2020 when childminders were allowed to reopen beyond critical childcare and restrictions, did they have to close again at any point after that?

A. Not as such. It was quite a confusing period, because as we came out from the first national lockdown, the main emphasis was really on when could schools reopen. When you have a national pandemic, it was an extended national emergency. As you will be aware, exams were cancelled, schools closed. So that was a real priority and goal, if you like, was trying to get the schools open in August.

So childminding was allowed to reopen, first, I think, along with outdoor nurseries, because, again, it

was believed there was less risk in those settings. But what we found was that over the next few months, capacity -- the restrictions incrementally eased and incrementally improved in terms of the number of children we would have in our settings, but the restrictions on blended placements remain, and that was really the core part of childminding business, and really affected them financially. So -- sorry, I've slightly lost track of the question you asked.

Q. It was just whether you had to close again after the first lockdown. Did you remain open?

A. No, I mean, I think individual settings had to close individually quite often due to self-isolation. So again, if there was an outbreak in their setting, if they had an affected child come into the setting, they were told self-isolate. So it was quite common for childminders to report they maybe had to self-isolate four or five times over a period of months.

They weren't closed formally again in the sense that when we got to, I think it was in December of 2020, when we all went back into level 4 restrictions, childminding was allowed to stay open at that time, as we are aware during the later Omicron outbreak. Where there were restrictions were on larger childminding settings, so if you had more than 12 children in your setting, you did

have to change, you had to reduce your capacity, and those larger settings had to follow the operating guidance that had been developed for nurseries and other larger settings. But childminding was largely able to stay open once we reopened in June 2020.

Q. Thank you. We'll come on to discuss now some of the issues that they have faced in that period from June 2020 onwards, which you have discussed in paragraphs 60 to 96 of your statement. I'll ask you to elaborate on some of those. Some of them you have touched on already, but in paragraphs 67 and 68, you refer to the fact that in June and July 2020, SCMA conducted a survey, because the Scottish Government had not indicated what would happen in relation to blended places. I'm going to come on in a second to ask you a bit more about blended places, but you say you got responses from 1,300 members and only 20% of the workforce believed their businesses would still be viable in 12 months' time if restrictions continued after schools went back. I'm going to ask you, were those concerns related specifically to restrictions on blended placements, or more generally?

A. No, it was very much around blended placements, because again, the early sort of public health advice during a pandemic was there was a preference to maintain children

or adults in small bubbles, and to minimise movement between the bubbles. So that was why, during a national lockdown, there was a very firm, you know: blended placements were just not allowed unless absolutely necessary to support key workers. So this really didn't happen.

This had been -- when you looked at it from a local -- nursery perspective, it's perhaps a small part of the business, but within childminding it's much more pronounced. It is quite common, particularly -- I mean, childminders will care for babies, one-year-olds, two-year-olds. When children get to three or four, parents perhaps start to feel some other pressures, actually thinking: well, which nursery is my child going to go to; which school are they going to go to; if I want to get to that school, is it perhaps better we start attending a nursery attached?

There's all sort of those historic dynamics, that, you know, we've moved on from a lot of that, but parents were actually feeling quite a lot of pressures around that at that time. But what we found is that because those blended placements were not allowed, when -- our members were really concerned, because it was great they were told they can reopen. There was a lot of discussions about when the schools could reopen. But what nobody was looking at was, well, the blended placements. That was like the real crunch point for us, if you like, for childminders.

So we undertook a snapshot survey, got a really good response. I think what that found was that childminders reported having lost about 1,200 children from their settings during a national lockdown. In practical terms because blended placements weren't allowed, parents were basically being told: you can either choose a childminding setting or a nursery. When you look at all of those pressures that I have been describing, you think: in future I want to go to that school; parents reported to us they almost felt pressured or almost forced into actually choosing nursery over childminding.

A lot of these places didn't come back. That was a core part of childminders' businesses. They needed to know when blended placements could come back. But also, what we'd found is that quite often during a pandemic, there were disparities between what was in the sector-specific operating guidance and what was in the social guidance for the wider public.

So there were times when our childminders would regularly report to us that they were still being told by the childminding services guidance they had to maintain their bubbles, and yet much wider movement was

being allowed out in social areas. People were going to restaurants, pubs, different things. That was quite difficult to reconcile for all of us at that time.

Again, it's not a criticism, just an observation of where we were. It was very challenging for childminders' businesses who relied on that income. So we had to really push and advocate, try and get clarity from the Scottish Government as soon as we could to know when those restrictions would be removed.

Finally, over a period of weeks, we got confirmation that restrictions would be eased by the time the schools went back, but the wording was not supportive. It wasn't saying, you know: blended placements are allowed. It was still -- I would need to refer back to my statement I gave to you. The way it was framed didn't encourage that, and it was the legacy effect of that, and essentially over the next six months, we still had childminders reporting to us that local authorities were just simply not allowing blended placements.

Part of that was based on our earlier experience during the pandemic. Part of that was based on their interpretation of the guidance, which again, the way it was worded. So what we did is where there was consent from parents, we would take up individual cases with the Scottish Government, with local authorities, to try to

get these blended placements coming back. But even looking at the data now, you know, blended placements are lower than they were before the pandemic. They're not as common. So that has kind of been almost like a legacy effect, if you like, of the pandemic.

Q. You touched on earlier, Mr McAlister, the issue of capacity, and you mentioned that in relation to financial issues faced by childminders in your statement at paragraph 64. Could you elaborate a bit on that, because I think you mentioned that larger ones were having to accommodate fewer children, but what were the numbers, what numbers were allowed, and which sized childminder businesses was this affecting? Was it all of them or is it just the larger ones?

A. In terms of business sustainability, most childminders were very concerned in the sense that they had had -- those that had stayed open during the national lockdown had only been to care for children for two families at any one time. So that was quite a sizeable hit in their income. When they were allowed to reopen back in June 2020, I think it was, I think the numbers increased incrementally to three, four children. It took some time before it got back up to six.

So there was all that sort of impact you'd had really between March, and then probably the autumn of

2020 when they'd had decreased income. But also there were differentials, in the sense that if you were known as what is a partner/provider, and you were contracted to deliver funded early learning and childcare to families in your area, a decision was taken quite early on in the pandemic by the Scottish Government and COSLA, to actually confirm that the funding would continue for these placements, even if providers chose to close.

So if you are a funded provider, you could have chosen to close during -- for the three months of the pandemic, still get paid for children who would have been receiving funded ELC. If you're not delivering funded ELC, it was a different picture. You had no income. So you really had to work and try and capture information, and again, it varied by individual business models in terms of who was more affected than others.

Similarly, when it came to financial support, what we tended to get was waves of financial support from the UK Government to the Scottish Government. Different funds would be created, and it was really just trying to question -- trying to positively influence those as much as possible.

We also had to improvise when as a charity we released at one point about 30,000 from reserves, got matched funding from the Scottish Government, and we established a hardship fund just to pay small grants of 350. That was to childminders who were falling through the cracks between different funding sources. It's a very small sum of money, but if you had no money coming in, that made a difference. That was actually scaled up, but again, there were just differentials throughout. So it's quite difficult to answer your question.

Q. Yes, well, in terms of being restricted to two households at any one time, the smaller single sole practitioner childminders, how many would they normally have, how many children or how many households would they normally be allowed?

A. Again, it was variable. If you are registered to care for no more than six children at any one time, you could have that maximum throughout the day. So that could be more than six families. You may have eight or nine families on the books throughout the week. But again, if you are to go back to the restrictions during the national lockdown, that was really pared back to probably about a third of that.

But also, there was a lot of other issues as it came out of the pandemic, in the sense that prior to the pandemic, working from home was nowhere near as extensive as it is now. So a lot of parents who had to work from home during the national lockdown, they were given a lot of flexibility, particularly those who were actually having to teach their own children from home, and employers gave that flexibility.

So what we found is that it was really uncertain as we came out of the pandemic, what was the demand for childcare going to be. It wasn't the same as it was before the pandemic. What we found is some families who perhaps, if their own family income had reduced during the national lockdown, they were actually looking, could they perhaps save by not paying for childcare. So there was really uncertain demand for quite some time as a result of the pandemic. So that really impacted on them financially as well.

Q. You touched on guidance earlier, and you mention in paragraph 91, childminders did not know what was coming through in the massive documents, what had changed or had time to read them. Could you elaborate a bit on that? You go on then to say how you addressed that, but how big an issue was that for your members?

A. It was a big issue. As I mentioned earlier, that for those who had stayed open, you know, if you're receiving a large guidance document, perhaps 50, 60 pages, at that time, the preference from the Care Inspectorate was that providers should read the full document. Whereas we always very much recognised, you had a core document. Obviously a lot of the content didn't change. What was really important to providers, are what are the changes, what do I need to know. So it was a question of pulling out those key points for providers.

Again, it was going back to the comments made earlier about the extended days that childminders were working. They were absolutely overwhelmed through the enhanced cleaning, working in their setting. They just didn't have time to read those documents. So it was fundamentally important from a safety point of view, so that childminders didn't breach the terms of the registration. So it was a really important sort of interface, if you would like, almost between policy and practice, and also as mentioned, you know, we had, I think, 32 iterations of the guidance over the two-year period.

Q. You also touched on cleaning earlier in the context of the lockdown and the hubs being opened, and you mention it as well in the context of opening with restrictions at paragraph 74 onwards. You mentioned earlier the extra time that would need to be spent by childminders doing this additional cleaning. In paragraph 77, you also talk about additional costs for complying with the restriction measures. Do you care to elaborate a bit on that as well?

A. Yes. It was just as I had mentioned, the public health focus fairly early on in the pandemic was a sense that this was an infection that was spread primarily by surface contact, so what that entailed was, you know, very extensive deep cleaning every day of your setting, you know, all surfaces, anything a child had touched also had to be cleaned before another child could touch it. So toys, books, you know, there were restrictions where childminders couldn't have throws on their sofas in case it spread infection. There was rules around what you could do with coats, separate tubs for wellies, shoes. It was really, really intense.

I was actually speaking to one of our members recently about giving evidence today. She actually, to use her words, found it quite triggering. She remembers literally a child would be playing in her setting, and then once that child put their toy down, she would be subtly trying to take the toy away and clean it behind the child's back, so it didn't see what she was doing, she didn't want to unsettle them.

That was their reality. They had to do that every day, and obviously that frequency, that intensity of cleaning, that meant obviously a significant increase in the supplies you were going through, because that was happening nationally. There was demand everywhere for those supplies. I think probably some -- there was probably an element of profiteering for some private companies, in terms of sensing it was an opportunity.

Childminders found it really difficult sometimes to access materials. Again, originally the thought was that they would be able to, during the national response when they stayed open, to provide critical childcare, that they might be able to access supplies from the hubs, but most cases that didn't happen. The Scottish Government did sort of positively arrange for all providers in Scotland being able to access account where you could access materials at discounted rates, but again, they weren't always available, just in terms of the sheer demand and the level of supply at that time.

But it also meant that, you know, childminders quite often, because of the restrictions on travel as well, they were perhaps going to their local shop to buy these materials, rather than being able to travel further afield, where they might be able to get it cheaper as well. So there was all sorts of those issues came in, and that was also even more pronounced in remote and rural areas as well, where the costs were more significant.

Q. Before we turn to look at impacts on children, if I could just touch on the impacts that all of this had on

your childminders and on the childminding sector. You discuss the impact on childminders in paragraphs 129 to 145. Could you please outline specifically the reasons for and the impacts on mental health. It's one of the particular issues you --

A. Yes, I mean I think -- I mean, childminding itself, as I mentioned earlier, just over 80% of childminders are sole practitioners. So childminding had been quite isolating. Before the pandemic, there were maybe about 200 what we call childminding groups around the country, where childminders would get together with other childminders, and the children would go out and undertake activities. Those events weren't allowed during the pandemic.

So childminders were very much on their own. They were very isolated. They were dealing with the intensity of the situation on their own, but childminders reported to us often felt conflicted. Some felt, you know, they absolutely wanted to stay open. Some felt they had to stay open financially. As I mentioned earlier, a childminder's setting is also a childminder's home. So there is also this guilt, you know, you had this unknown virus in terms of: am I actually exposing my family to additional risk by doing this? They wanted to help.

So all of those issues, but also during a national response, childminders by default were primarily supporting key workers. Many of those worked in health. I had mentioned earlier about the fact that families who access childminding also view it as a form of family support as well as childcare.

So what's also been reported to us is that you may have frontline health professionals working in ICU units who didn't feel able to go home and tell their own families about what they were seeing on a daily basis. They didn't want to worry their families, they didn't want to scare their families. But they would actually tell their childminder since they had such a close relationship. So childminders were actually absorbing all of this, really sort of providing a safe place to talk, a non-judgmental place to talk, for a whole range.

They also had their own concerns about business sustainability, in terms of would their business still be viable. So all of that contributed very much to, I suppose, an increased instance of mental health. You know, many childminders really struggled. What we did as an organisation was to facilitate access to counselling, so if childminders really needed to speak to somebody, they could do so, but also what we worked to do as an organisation was to reduce that isolation as

much as possible. So we were really trying to reach out, make them feel connected, part of something so that they weren't on their own, if that makes sense.

Q. Yes. You also discussed the impact on the childminding workforce at paragraph 129 and following. You discussed earlier the fact that this was in decline already pre-pandemic. To what extent did the pandemic exacerbate this, or was it always going one way anyway?

A. The childminding workforce had been, I think before the pandemic, had declined by about 20, 24%. Certainly the first year of the pandemic, we saw a sharp acceleration in terms of that decline. Again, you know, some childminding settings who had been a bit vulnerable financially before the pandemic, it was the final straw for them. If they had to close, if there was reduction in income, they weren't able to reopen.

So that was why, I mean, for us, it was quite a strange thing to do now when we look back on it, but prior to the pandemic, we had actually been developing a sort of three-year strategy as part of a longer ten-year journey to reverse the decline in the workforce. We had actually signed it off with our board about ten days before the pandemic struck. We had to put that strategy to one side. It was the right call, we focused on supporting our workforce.

But by the time we got through that first year of the pandemic, we thought: we actually have to go out and launch this strategy now, because if we don't, that workforce is just going to go into a level of decline they will not recover from.

So in May 2021 we launched that strategy. It was a time of when very few in Scotland were looking forward, because we just didn't know if we'd be forced back by restrictions. Sometimes we were, but that was the right call. What that did was bring the local authority, Scottish Government to us, organisations interested in actually thinking: right, what can we do. So we're in a different place now, but the pandemic absolutely accelerated the decline of the childminding workforce.

Q. Thank you. If we can turn now to have a look at impacts on children. You cover this at 97 to 120 of your statement, and at paragraph 97, you preface your comments on the impacts of COVID—19, by noting that there were many organisations involved in data collection that the SCMA did not want to duplicate other activity.

You make the comment there that Public Health Scotland was leading on capturing data on children's outcomes via surveys, and has published three reports. Your members' experiences on the impact of children are

broadly consistent with these.

Could you please explain, how did your members report back to you about impacts on children if you weren't carrying out surveys specifically in relation to impacts, and how did you get that information from them about that?

A. A variety of channels. We're a membership organisation, so in terms of our communications channels, we have a telephone helpline; we have an email enquiries point; we actively survey members on different areas; we invite contact from members; we have networking events virtually; we have training events where we capture information.

But we also have a number of what we call childminding and development officers who are area staff in different parts of the country. So again, it was also they're very close to the ground on a daily basis supporting local childminders with practice.

So via all of those different channels, we were capturing information, so from an evidential point of view, the first thing is to say it's anecdotal. We went to the point, as I said, there was so much coming through, so many requests for surveys, childminders simply just didn't have the time. We thought, well, we had worked closely with Public Health Scotland, they

were the experts on this, they were looking at outcomes on children.

So what we did, we made a conscious decision that instead of actually surveying our members ourselves, when it came to the impacts on children, we would actually sort of share those surveys, encourage our members to snowball in to parents, try and drive responses as much as we could.

I think reading those reports that were produced, you know, the findings are broadly consistent with what we experienced anecdotally, but it's also —— anecdotal information sometimes can be dismissed from an evidential point of view, but that continues to increase. Even now, when I speak to childminders two years on from a pandemic, if I was to say to them: what were the main two impacts on children; the first will be emotional disregulation; the second will be delay in speech and language all ages. Childminders are still talking about that, they're still dealing with that.

That was very much the experience during the pandemic that you had children whose entire life routine was interrupted. They found it really difficult to control their behaviour, different situations, how to react to situations. They didn't have routines that perhaps would have normally had. It was also families

were at very different places as well, because I think it would be a mistake to just think about the national lockdown of three months as being the only impact, because what we had was that first national lockdown. You then had an incremental easing of restrictions, but then had level 4 restrictions in December. You had the Omicron outbreak later.

But we also found that families were at very different places. Families who had perhaps been key workers and had been working during the pandemic, it was more normal to them. They were used to going out every day. Their families were used to them going out. But if you hadn't worked for those three months, what we found was some families were a bit more nervous. Even though those restrictions eased, they were perhaps a bit nervous about actually allowing their children to go back to different settings, for fear that they might get infection.

So again, families were all at different places with that, so we just tried to capture as much information as we could. In terms of the main impact, as I said, it really was emotional disregulation that was the main issue for them.

Q. I was just going to say that you have got quite a long list there, but as you say at paragraph 98, the best on feedback, the main adverse impacts were in terms of socialisation skills and ability. Are you able to elaborate a little on that, please?

A. Yes, I think in terms of socialisation skills, it's quite interesting, because that can be experienced in different age groups, in the sense that you had younger preschool children who perhaps hadn't been able to attend nursery, hadn't been able to attend the childminding setting for a period of months. Depending on the family and how much support they actually received, children are at very different places, but also because in childminding, childminders care for children from birth through to 12, what childminders were also reporting to us is that for children who were perhaps leaving nursery to go to primary school, in terms of that transition, they didn't have the opportunity to have a sort of leaving celebration. They didn't have the opportunity of prearranged visits to support the transition.

Then when you extend it up the scale, to those leaving primary going to secondary, it was the same. You had a cohort of children who perhaps weren't able to access the normal transition opportunities you would have, between going from primary school to high school.

Q. So you have transitions down as a separate impact?

A. Yes.

Q. Is that related to the socialisation skills?

A. Yes, very much so, because I think it was linked to that in a sense that there wasn't the same level of social contact through transitions, but in terms of actual socialisation themself, you know, childminders also reported to us that in terms of older children, that they were just losing their confidence, their ability to interact with others, because they weren't able to physically go to school, they weren't allowed to go and meet up with friends. There would be some online contact, but it really affected the confidence, communication, their ability to engage, so it was all of that aspect of socialisation.

Q. You also mention language and communication. Would you care to elaborate on that and what childminders provide in terms of enrichment and teaching in relation to language and communication?

A. Yes, absolutely. Childminding, again, I had mentioned earlier that there can be some outdated misperceptions, that it's just babysitting or looking after. It's also very high quality for childcare. There is a very high element of learning within childcare settings.

One of the benefits of smaller childminding settings is that because of the number of children in the

settings, the children won't necessarily see one-to-one support, but they definitely will have more personalised support. Childminders will have more time to spend with individual children if they recognise there is an area where they would perhaps benefit their development.

Also, as I said, because you have children of different ages, you would actually have perhaps an older child, maybe five or six, sitting reading to a two-year-old. You would have younger children picking up the language being used by older children, so again, you had that interaction within childminding settings. But again, when we look at the literature now, I think the emphasis has very much been on delayed language in younger children. I would agree with that, but equally, I know our members would immediately say to me: no, across all age groups, is what they experienced. It's very much anecdotal.

Q. You mentioned play at paragraphs 105 to 108, and we have heard something about play already in the hearings. To what extent -- how important is play in relation to the activities that childminders provide and what impacts were they seeing as a consequence --

A. Play is hugely important. Sometimes it can be almost -- not dismissed but perhaps viewed as not as important in learning. We would actually argue in fact quite

strongly that play really supports learning, is hugely important. Within childminding, as I said, it can be very child-led. There is a high element of play. But a lot of that play is also outdoors within childminding settings, going out exploring, playing in the garden, going out in the local woods. So that is a very strong part of childminding.

It's comparatively easier for a childminder to go out with a small group of children than it would be for a nursery to arrange a group outing if you would like. So play to us is massively important. Again, I think one of the adverse impacts of the pandemic, particularly in relation to outdoors, was that families who perhaps higher income, who had larger houses, had gardens, COVID-19 was a much better experience for those families. They actually report to us there was a higher quality of life, they enjoyed spending time together with their families.

If you compare that with a family, a low income family in a flat that doesn't have a garden, there's no park nearby, you're not allowed to go out very often, it was a very different experience for those families. So those families were not able to access outdoors and in turn experience as much play.

Q. Thank you. You have quite a few on the list. We won't probably have time to go through all of them, but feeding and eating, for example, is one. How was that impacted, based on feedback from your members?

A. Again, what members reported to us is that -- it was very common in childminding settings for children to sit and eat together, and for the childminder to be with them, because a lot of language, communication development takes place -- that's interaction when those children of different ages are together. But due to the pandemic, if a child wasn't able to access a childminding setting, again, it's all interlinked, the loss, the routine, they lost that opportunity when it came to food.

Again, it's only anecdotal, but the reports we have is again that with lower income families, that they may not have perhaps been able to access the nutrition they might have done if they had been attending the childminding setting. So again, there was quite a few challenges around that as well.

Q. Are there any other on the list? It's quite -- language and communication, personal skills, sleeping, parental engagement, relationships, digital exclusion or positive impacts you would like to touch on before we move on to our final topic?

A. No, I think we have covered most of them. As I've said,

I probably sound like a stuck record, but if I'm speaking on behalf of childminders, it's very much the emotional disregulation, the delayed speech and language really, the impacts we're still -- you know, we're still looking at, you know, what training courses do we need to provide now to support childminders to in turn support those children and their families who lost out during the pandemic.

Q. I think you mentioned, are there any that your members are still reporting, is it the whole list that they're still reporting seeing, or are there specific ones on the list that are sort of rectified?

A. It's still mainly those areas that we're focusing on just now.

Q. I would just finally like to turn to just look at some of the disproportionate impacts that you mention. You have touched on already community childminding. At paragraph 125, though, you talk about children with additional support needs. Could you please elaborate on the disproportionate impacts on those children?

A. I mean, I possibly touched a little on that earlier, in the sense that during the national lockdown, when the emphasis was very much on critical childcare, that it was a mixed experience in the sense that if a child with additional support needs had previously been in the

childminding setting before the pandemic, if those capacities reduced numbers for that place to continue, they could get a place, but if that hadn't been the arrangement, they couldn't access support.

So it was quite a wide difference in terms of the support that the children with additional support needs could get at that time.

Q. You've touched on the importance in rural areas, but you have that down as well at paragraph 126. Do you have any further comments on that in relation to disproportionate impacts?

A. Again, I think that's very much linking it in with the childminding workforce. You know, I had mentioned earlier in terms of the cost of cleaning materials. Remote and rural areas, it's quite common unfortunately now, due to the childcare crisis in some areas, for parents having to drive 40, 50 miles to access childcare. The cost of petrol can be dearer. The cost of food can be dearer.

What we had found is that just when we actually looked at the decline of the childminding workforce, it was very much more pronounced in remote and rural areas. That was why after the launch of the strategy in 2021, we had three or four remote and rural local authorities come to us, saying: can you help. So since then, we

have gone out, we've piloted a new model of childminder recruitment. We prioritise remote and rural areas. That's now gone urban and national. That's very much in response to that pronounced need.

Q. Are there any other groups that were disproportionately impacted as a consequence of the lockdown and other restrictions, and not being able to access childminding services?

A. I probably wouldn't have much more to say on that. It's probably more childminders themselves who feel there was a disproportionate impact on them, in the sense that when we look at the data in terms of the number of childminders who were involved in delivering funded ELC, we're now only looking at probably about 25%, 30% of the workforce. When we went into the pandemic, the numbers were lower.

So when it came, for example, financial support, as I said, funding was confirmed almost immediately, (inaudible) payments for funded providers. When it came to additional relief, transitional support fund, again, the bulk of the funding was for other providers. So I think a lot of childminders reported to us that they felt if you weren't involved in the ELC, there was a disproportionate -- impact on their activities.

It was the same, you know, when it came to funding sources when you looked in terms of the UK Government, first of all, they prioritised the job retention scheme and furlough for employers. Then there would be a lot more lobbying to get the self-employed income support scheme. But even when you looked at that, it wasn't what it was sold as, if you like. On the surface, the self-employed income support scheme was supposed to provide about 70% of income. It wasn't, it was 70% of profit.

So if you were a low income business, 70% of profit is not much, and the data we have showed that perhaps it was paid quarterly. Childminders were lucky to get a month out of three months. If you were then -- had a -- if you were a carer, if you had maternity leave, if you had any interruption in sort of your self-employed tax history, again, it affected the payment you got.

So childminders just felt at each turn they were disproportionately affected. With the blended placements I was talking about earlier, again, because nationally, and understandably, the main priority was reopening schools, reopening nurseries, childminders were a much smaller part of the workforce. They kind of felt deprioritised, so when it came to even looking getting schools reopened, of course that was a priority. But what they needed was support in blended placements.

That wasn't there at the time. So that was -- we had to keep pushing. So I think they just -- as a workforce, childminding does feel disproportionately impacted.

Q. Thank you. Are there any other matters or lessons to be learned that your members would want to draw to the Inquiry's attention, because I think we have covered everything that I had intended to cover with you.

A. In terms of lessons learned, there was quite a lot for us around communications, in the sense that as I said earlier, we recognised that communication vacuums can be dangerous. It was really challenging for the Scottish Government and others because they didn't have access to the normal press channels. So, you know, if you're a Scottish Government director, you're trying to get something out, you had two options. One was the First Minister's daily televised briefing, and there's massive competition from every policy area, or you had what was called a private update which was an electronic newsletter from the Care Inspectorate.

So the Scottish Government found it really frustrating. They couldn't get the information out. So we channelled a lot of that for them. So I think it was important for us that, you know, we have changed as an organisation in the sense that we didn't have the answers, but we reassured people would get them. I

think there is much more openness, you know, in a sense, that we have seen that since the pandemic, that people were willing to admit that perhaps we did things wrong.

I think for us, the other challenge, and it was really difficult was that by default, the Scottish Government, prior to the pandemic, the main childcare priority had been expansion of funded ELC. There was a statutory duty and responsibility on local authorities to deliver that by August 2020. The pandemic struck just a few months before that. So that statutory duty was removed, but understandably the Scottish Government was keen to bring that back on. But for childminders, you know, what they were reporting to us was that they just felt at each stage of the process that I have articulated, that the priority was very much given to funded providers.

And it was very much -- it was difficult to balance, because there was regular discussions about: when do we think we will be able to re-introduce the statutory duty on local authorities, can we do that. It just felt at times that the desire to complete the delivery of the expansion of ELC dominated some of the decisions, some of the discussions that were taking place. And certainly childminders do feel that if you're not involved in delivering funded ELC, that they lost out at

each turn, whether it was financial support or other areas. So I suppose from our point of view, it's probably just recognising the challenge, you have a policy to deliver, but also looking at the whole workforce and trying -- not necessarily prioritising one group.

MS VAN DER WESTHUIZEN: Thank you very much. My Lord, unless your Lordship has anything, I have no further questions.

THE CHAIR: Thank you very much indeed, Mr McAlister. We're very grateful for your evidence. We'll take a break now and we'll come back at 11.30, and we're going to hear I understand, Ms van der Westhuizen, a panel of witnesses, three witnesses.

MS VAN DER WESTHUIZEN: That's right, my Lord.

THE CHAIR: Very good, 11.30 then.

(11.08 am)

(A short break)

(11.30 am)

THE CHAIR: Good morning again, Ms van der Westhuizen. So as you told us, we have a panel of witnesses.

MS VAN DER WESTHUIZEN: We do, my Lord. We have three witnesses, and all three are former presidents of the National Union of Students Scotland. We have Mr Liam McCabe, Mr Matt Crilly and Ms Ellie Gomersall.

MR LIAM MCCABE (called)
MR MATT CRILLY (called)
MS ELLIE GOMERSALL (called)
Questions by MS VAN DER WESTHUIZEN

THE CHAIR: Good morning to you all.

THE PANEL: Good morning.

MS VAN DER WESTHUIZEN: I have partially introduced you, but if I could ask you, perhaps starting with Mr McCabe, to just introduce yourselves, giving your full names and the years in which you were presidents?

LIAM MCCABE: Yes. My full formal name is William John McCabe, known as Liam McCabe, and I was president of the National Union of Students Scotland between 2018 and 2020, so just catching the last four months -- so the first four months of the pandemic.

MATT CRILLY: Good morning. Matthew or Matt Crilly. I was NUS Scotland president formally between July 2020 until July 2022.

ELLIE GOMERSALL: Morning. My name is Ellie Gomersall, and I was the president of the National Union of Students Scotland from July 2022 to June 2024.

Q. Thank you. Ms Gomersall and Mr Crilly, you were both students as well for part of the time, so if you could please let his Lordship know where you were, what you were studying, and I think you were presidents of your

respective student unions as well?

ELLIE GOMERSALL: Yes, that's right, so I was a physics with education undergraduate student of the University of the West of Scotland, started in 2018, and then I took a break from my studies in summer 2021, and from July 2021 until June 2022, I was president of the UWS students' union.

MATT CRILLY: Yes, so along -- I was president of the University of Strathclyde student association until my election in the spring of 2020 to the NUS Scotland position, but alongside holding the role of NUS Scotland president during the pandemic, I also was a postgraduate Masters student in history at the University of Strathclyde, and I completed my dissertation during the pandemic as well.

Q. Thank you. So for the two of you, you'll presumably bring your perspective as former presidents, but also your perspective of having been students at the time as well. If I could ask Ms Gomersall just to start and sort of set the scene to tell us -- explain NUS's membership, how many members, what the structure looks like and...

ELLIE GOMERSALL: Yes, so the National Union of Students Scotland is part of the National Union of Students across the UK, and NUS UK is a membership organisation

made up of student associations and student unions. So it's the student union or the student association which is the member of the National Union of Students in Scotland. So that would be the student associations for any college or university across the country, as well as the National Society of Apprentices as well, which represents apprentices across the UK. In Scotland, NUS Scotland had throughout, I think, all of our terms as president, 100% membership among the college student associations, and among the university student associations, all bar, I believe, four of the university student associations across Scotland were members throughout our times as president.

Q. Thank you, and in terms of the ones that weren't, what engagement was there, if any, with them?

ELLIE GOMERSALL: I would maybe ask Matt to come in on this one.

MATT CRILLY: Yes, of course. So we had strong engagement with those student unions that were not NUS Scotland members. We are traditionally a membership organisation, but of course with the onset of the COVID-19 pandemic, you know, we realised that there was a real need to disseminate information, public health information, to ensure that we're bringing people in. So we held weekly or fortnightly officer calls which --

of student officers around the country, bringing them together, and again there was invitations extended to those student unions that were non-members of NUS Scotland. And so too when we had official engagements with the likes of the national clinical director, for example, who would come in and provide public health advice to students, we would invite in the kind of non-NUS member student associations, so that really all student officers across Scotland got access to that really critical public health advice, but also some of the kind of government engagement too, at that time, just recognising the kind of special circumstances of the pandemic.

Q. Thank you, and just in terms of the numbers of students overall that you were representing, and it may have varied from time to time, but what is the approximate number of students that were --

ELLIE GOMERSALL: Approximately 500,000 across Scotland. As I say, NUS Scotland being part of NUS UK would also represent significantly more in the millions across the UK, but specifically in Scotland, the number was around roughly just over half a million.

Q. Thank you. If I could ask perhaps Mr McCabe to come in on this one. Effectively, we're going to move through a few subjects of particular interest that have been raised in your respective witness statements, but I think the first one, if I could ask Mr McCabe to talk about your experience, because obviously you were there at the start of the first lockdown, you were president at the time, just to give us a flavour of what the experiences were, what the concerns were, what the practical impacts were on students at that time?

LIAM MCCABE: For sure. So as you can imagine, as was the case across, you know, all sectors in all countries affected by COVID, it was incredibly hectic, a lot of confusion, a lot of dismay, in those kind of initial few weeks where everyone was just kind of trying to understand how best to respond just for everyone's immediate safety, before we even got to a place where we were starting to think about how we respond constructively, and understand and getting to grips, and allowing obviously the scientific community to get to grips with what was happening.

For further and higher education specifically, there was a few immediate concerns and impacts that kind of -- that emerged. The first one, of course, you know, the closure of campuses immediately was a huge consideration. That meant that students who were living in halls of residence and the accommodation on site were kind of almost -- kind of trapped a little bit, if they

hadn't, you know, raised their finger to the wind and seen what way the wind was blowing, and decided to move home if that was an option for them hitherto that point.

It meant that a huge amount of resource which was crucial and vital to a lot of different kinds of students on campus was simply no longer available because a shift to providing that in a digital way was not something which had been foreseen at that point for a lot of these services, and was not catered for. And also, deprivation of access to a lot of key educational infrastructure of course as well, access to libraries, access to labs, access to workshops and access to like vital pieces of software, for example, that a lot of students might not have had the hardware power to run on their own personal devices for certain courses where such things were required.

So between, you know, concerns about ability, ability to kind of access basic necessities and the longer term concerns that then evoked for: well, what is this going to mean for me completing this year of study; and especially for those final year students, or students on one-year courses, or students coming up to the end of a PhD or whatever it would be: well, how is this going to affect my final grade. This was, you know, a huge concern, naturally and understandably.

So generally speaking, that would probably have been the main things that came up, you know, and really what my four months at the end of my presidency and working with the government were all about, were trying to kind of really just make sure everyone was safe, everything was secure, and slowly but surely piecing together how we made sure that students could complete their course of study in a way which reflected their ability and didn't reflect unforeseen difficulties arising from COVID, making sure that certain accommodation issues were handled appropriately and sensitively, and in a way which was inclusive of the various needs of students who had outstanding and particular needs, and, yes, primarily those things, and of course looking out for the mental health, wellbeing, physical wellbeing, financial wellbeing of students too, because that was a massive concern.

Q. Really you're foreshadowing everything then we saw unraveling in the years to come?

LIAM MCCABE: Yes, yes, and I think not to kind of dwell on the kind of -- the foreshadowing for too long, but certainly when it comes to the financial element, that was a huge deal because in, you know, the way I characterised it was that, you know, we were kind of sitting on a kind of a ticking time bomb of student

deprivation, just because the sectors that students relied upon for financial support were most impacted upon by COVID. Immediately, just everyone lost their jobs in a flash, not just to supplement their income, but also over the summer, and then also there's a cliff where student -- after which point student support ends, and so with that ending and with no clear plan initially for how that was going to be accommodated for, and no new money available to students during the summer, we were like: how are we going to handle this, what is going to be done about this and, you know, so again it was -- that was an incredibly significant part of my four months at that time.

Q. We'll come on to discuss that specifically, the financial impacts, tied in with accommodation.

I should, my Lord, just outline what's to follow. I have just realised I haven't foreshadowed that. We will be speaking about the move to online and remote learning. We will then be covering accommodation and financial impacts which Mr McCabe has just touched on. We'll then be covering academic impacts, mental health and well-being and social impacts. Then we'll be covering return to campus and ongoing impacts.

Just to say that woven through all those when you're covering your answers, if you could bear in mind disproportionate impacts, but if we don't touch on them during the course of the discussion, Ms Gomersall will sweep up the end with ongoing impacts and disproportionate impacts.

Thank you. If we could then move to online learning and remote learning, and just the specific issues that arose around that. I think if we ask Mr Crilly to start and then followed by Ms Gomersall and then Mr McCabe, if you have anything to contribute as well to that discussion?

MATT CRILLY: Sure, yes, so I think when the COVID-19 virus started spreading and we saw the closure, so to speak, of campuses, I think people really understood the desire to move to online, when that took place. I think students themselves were -- at the start of the pandemic, were really quite frightened actually about this unknown virus and the potential impact on themselves, their families, their loved ones, their friends.

So I think there was a lot of confusion at that point about what learning, teaching, assessment would look like, and I think at that point I probably would pay particular credit to the staff across universities and colleges, that -- the kind of teachers, the lecturers, the assessors, who did make a very quick

pivot as best as they could to move to an online environment, and it was a massive shift. It was a revolution, so to speak, in how education in many ways had been delivered, and teachers were put in a place to change learning materials, change the way in which classes were delivered or the way assessments were delivered.

So I think there's a great deal of credit to be paid there. I think from the student perspective, there were challenges with online learning, there were challenges around accessibility of online learning and teaching and assessment. We heard very early on from students who didn't have exclusive use of a laptop or a digital device in order to take part in their learning. They would usually under normal circumstance go on to the campus, their college or university campus, have access to a library, have access to a computer or the learning materials they need.

But with that move to online learning, you didn't have access to those facilities, and so some students did, some students did have access to laptops and others just simply didn't. We heard quite challenging stories of people with whole families kind of locked down in homes, having to kind of find the space in a corridor and join their class on their phone, because they didn't

have exclusive use of a computer, and finding it really, really challenging in that way.

I think too, though, we did hear some feedback from some students, including some disabled students, who actually found some of the online learning more accessible actually in some ways as well, but I think overall, it was a really challenging time, and education was being delivered in a totally different way. From the student perspective, you know, the shift to online learning had presented a really -- a different life to students.

So if you're a student, you're, you know, you often enroll on a course to develop many of the soft skills that come through education too, so confidence building, presentation, you perhaps meet lots of different people that you have never met before. You maybe take on some of the additional life experiences that is sometimes associated with being a student, so you might move out for the first time in your life, you might meet your life partner and all these sorts of things.

I suppose with the kind of move to online learning through the pandemic and the lockdowns, students didn't necessarily have those life opportunities too, those social opportunities, those opportunities to expand their kind of whole being, although they did, often

again, due to the hard work of, I think, college and university staff, they often did get access to some of the learning online.

Finally, I suppose one of the key challenges during the pandemic was whether or not courses can be delivered in an online way. So there were some subjects where that was easier to make that transition, some of the humanities subjects, for example, which I was a student in. It was somewhat easier to transition in to an online environment in some cases.

But for those students who were studying more practical based courses, it was very, very hard, very hard to train -- to take part in a hairdressing course at college online. It was very difficult to learn to become a dentist, to train to become a dentist. It was difficult if you needed access to laboratories etc etc, and that's where there was particular challenges through the pandemic, ensuring those students were supported.

Q. Thank you.

ELLIE GOMERSALL: Yes, first of all, I think Matt has summed that up really, really well, actually, and I will just maybe take a bit of a deep dive into a couple of those points. So I think, first of all, around the accessibility issue and actually different students having different experiences of the pandemic, which I think is a particularly important issue, because then it widens the gap between different groups of students, and actually it means that it's a lot harder to identify, for instance, which students are -- you know, whether or not students are actually getting the grades that they deserve, for example.

So some students actually really thrived with being able to learn online, so disabled students, for example, who had real issues in terms of accessing a physical campus, being able to actually just travel to campus, being able to afford to get things like the bus or public transport to travel there. Actually a lot of those issues were all of a sudden mitigated by being able to learn from your home.

That's really good for those students. But then actually a lot of students really, really struggling with that move to online, particularly around things like mental health challenges, that isolation, that loneliness, and the challenges that arise as a result of that.

Actually also just in terms of it's a lot harder, and I agree with what Matt said in terms of just paying credit to those teaching staff who really adapted just so phenomenally, but it is much harder for a lot of those, especially those who hadn't taught an online

class before, to actually keep that interactive and engaging. As a result, a lot of students who were neurodiverse, for example, actually really just struggled in terms of being able to engage with, for instance, a three-hour lecture that's just staring at a screen for three hours versus what might be in a classroom, in a lecture hall, where you can have discussions with people during breaks and things like that, that makes it more interactive.

Some other groups of students had other impacts in terms of being able to learn from home. So, for example, as Matt said, often going to university or college for the first time in particular can be a really sort of liberating experience in terms of finding out who you are, building those social skills. That's often a time where, for instance, many LGBT plus students might come out, for example, or might start exploring their identities.

As a result of many students having to move back in with parents, for example, who maybe they weren't as comfortable being themselves with, that could actually have significant impacts on their mental health and their wellbeing too.

So there were a number of different impacts beyond, you know, additionally the impacts around, you know,

digital poverty and not having access to a desk, for example, as well as digital devices, that would be really, really challenging.

So there were a number of issues there in terms of that real disparity that I think really sort of heightened the gap between certain groups of students, particularly with regards to -- so Matt talked about some of the more practical courses, and again, actually, I think again, universities and colleges to their credit did a really good job in terms of finding innovative ways very, very quickly to deliver these types of class and these more practical classes online, but it simply wasn't the same.

So to use my own personal experience as someone who was studying physics, my class, we had lab sessions that ordinarily we would have been in the lab doing an experiment and then writing up a report. Instead, we were watching a YouTube video of the lecturer doing the experiment, and then writing a report based on what they did. It makes it so much harder to actually learn when you're not doing it practically yourself, so there was a particular impact there too.

Q. Thank you.

LIAM MCCABE: Yes, I suppose just to touch on at the very outset of things how quickly it became apparent that the

further and higher education sectors in Scotland simply were not prepared for any kind of meaningful increase in demand, and digital infrastructure under these circumstances. I think there are more precise figures laid out in the statement which I can't summon to mind off the top of my head, but you were finding that even in large universities, you were lucky if there were 100, 200 laptops available for rent or hire among students.

If you're looking at some of the larger universities where you're looking at 19,000, 20,000, 22,000, 25,000 students, that's just not going to touch the sides of what was required. So the infrastructure simply wasn't there for that move, and not only that, a number of -- there was scant few institutions who had any kind of meaningful experience or practice in digital provision. You're looking at kind of like, you know, University of the Highlands and Islands, for example, who use a lot of digital provision because they have to, because of the large geographical space. You're looking at obviously the Open University, institutions like this.

Most universities did not have, and I'm sure there were others who had more experience in that, but those are the two that jump most to mind, perhaps for obvious reasons, but most institutions didn't have that experience, and so that's why I would just like to add my voice to Ellie and Matt's in terms of commending how quickly lecturers, tutors and all educational staff kind of really bent themselves towards trying to deliver as effective a digital education as they possibly could, on essentially an improvisational basis because they themselves had not been given training for that.

You know, even in some cases access to the software required for that kind of thing just simply wasn't in place, and the quickness with which they were -- the willingness they demonstrated to just try and do something, the right thing, the best thing they could possibly do for as many of the students as possible was commendable, but certainly that would be the main thing from those that really -- I was really taken aback by as NUS Scotland president in those first four months, just how poorly provisioned Scottish colleges and universities were, when it came to actually providing the facilities that students required, when as has been mentioned previously, they couldn't access a library, they couldn't access a lab, they couldn't access the software they usually would have access to. But I'm sure we can touch on -- I'm sure we will touch on what the implications for that were on attainment and things like that as well as we progress.

Q. And you made a good point there as well about the -- certain universities being set up for it, because one thing we have heard is that online learning is something specific; remote learning is really what was happening. Online learning is something that's designed to be delivered online, not an ad hoc emergency --

A. Totally different pedagogical approach, yes.

Q. If we could then maybe turn to have a discussion about financial impacts and accommodation. Obviously that encompasses a multitude, so I will leave it to you to decide what the main impacts were from your perspectives, but yes, you touched on initially about the exacerbation of existing poverty and job loss, but then there's the housing aspect as well. So I don't have a note of who would go first on this, but perhaps we can start -- do we have an indication of who would like to start? Mr Crilly?

MATT CRILLY: Yes. I think, as Mr McCabe touched on at the start, there was an accommodation impact at the outset of the COVID-19 outbreak, insofar as students living in purpose-built student accommodation did not have the legal right to provide notice to terminate their contract in that accommodation.

So at the point of the pandemic where many people were frightened, and maybe wanted to travel back and be with loved ones or family or get to a kind of safe location, students living in purpose-built student accommodation didn't have that -- didn't have the ability to terminate that contract and give notice to leave. They were effectively tied into accommodation contracts which would run more or less slightly concurrent with the academic year. So in the kind of springtime, they would be tied into a contract until, say, July or August or September, they would often be tied into.

So that was one of the initial challenging points where people had that financial burden, students faced that financial burden of having to pay rent on accommodation that they were no longer living in. But thankfully, due to the concerns raised by students, initially some accommodation providers, often the university-owned accommodation, provided the ability for students to leave and essentially waived that contract.

Then the Scottish Government, through support with Ross Greer MSP, introduced a right through the temporary coronavirus legislation for students to give notice. Regarding the wider financial impacts of the pandemic, these were incredibly stark, and I think often if we think about students in a kind of education context, but as we kind of paint a picture of some students being in a corridor, or maybe a childhood bedroom, trying to access their courses, at the same time, they had lost out on the employment opportunities that they would typically have, be that working in cinemas or hospitality or retail, or -- all the parts of the economy where students really rely on for additional income, because as Mr McCabe said, the reality is that the students' support loan system, grant system in Scotland, does not actually cover the ability for students to survive and to live.

You have to supplement that with additional part-time and sometimes even full-time work in addition to your studies. Therefore, students faced a remarkably challenging financial situation, whilst also facing the kind of health context of the coronavirus spread, and then the fear that came through that, the isolation of lockdown. Then on top of that trying to complete your studies, because, you know, there's a career or a life path that you want for yourself.

So they're under enormous pressure, and often in our engagement with students, they were focused less actually sometimes on their academic challenges, and were focused more on the financial pressures that they were facing, because quite simply, they couldn't afford to pay their rent or kind of keep their home warm.

So from an NUS Scotland perspective, we helped raise the voice of students through the pandemic, through kind of, you know, drawing awareness of Scottish Ministers to the challenges that students were facing, to conduct the research and putting that research out into the public domain, so that the -- society was aware of the financial pressures which students were facing. There was some additional monies provided to students through discretionary hardship funding pots that were allocated to their university or college to then distribute out to students.

ELLIE GOMERSALL: Yes. If I may come in on that point in particular, so with regards to the hardship and discretionary fund, this was something that I know a lot of students in particular during COVID were able to benefit from, and actually some of the rules around those hardship funds were changed, which meant that some international students who wouldn't ordinarily be able to access discretionary and hardship funds were able to do so during the pandemic.

However, one of the real challenges with hardship and discretionary funds is that, as Matt said, it would be up to the university or college in terms of distributing those. There would still be a process in which that student would have to apply for those funds. That presents a real barrier to a number of students who

may be in absolute sort of destitution, but still wouldn't apply for a hardship fund for a variety of different reasons.

A number of reasons cited by some students, and this is primarily anecdotal, but a number of students would say: there's going to be someone who needs it more than me. So it would be publicised, you know, how much money is going into that fund, and so it's a fixed pot, so students who actually are really, really suffering think: I'm not going to apply for that because someone else needs it more.

Also just the process of applying could be particularly difficult for a number of students, so as I say, the process varied from institution to institution, so it wasn't a sort of joined up application form, but often they would require things like bank statements, proof of your income, things like that, actually some students might simply just not want to give their university or college their full bank statements to show them everything that they have been spending. Other students might not be able to access that.

So with banks being closed, if a student, for example, actually isn't able to access a laptop or wifi because they don't have enough money, then the process for them to be able to get that money would require them

to have a laptop or the device to be able to apply for the fund and gather all the evidence that they would require for that, which could also be quite a time-consuming process, when they're also perhaps working significant hours alongside their studies.

You see the real sort of combination of impacts that meant that while those hardship and discretionary funds were very, very welcome, actually they didn't manage to reach all the students who needed them.

With regards to the students -- the impact in terms of employment, as both Matt and Liam have said, primarily students will be working in retail hospitality, and those were two sectors which were particularly affected. But actually, in terms of the way that students engage with those sectors as well might be somewhat different to the general population.

So, for example, a high prevalence of zero hours contracts, which would mean that things like furlough payments might actually not quite reach them in the same way as they would other members of the population; and the nature of the way in which students would typically, you know, might be having more hours during the summer, versus fewer hours during term time. When the pandemic hit in March, chances are they hadn't been working, certainly not as many hours as they might have been in

the summer, and so that would mean that any furlough payments that they might get would actually be based off of how much they had been working during that period rather than during the summer.

So then come the summer, there wouldn't be opportunities for students who would be perhaps unemployed the rest of the year, and then would get a job during the summer, but also those students who might just have a job year round, but vary the hours, their payments wouldn't go up in the summer from furlough because it would still be based off of the hours that they were working beforehand. So that would be a particular challenge for students, particularly in the hospitality sector. In the retail sector, again, it might well be the same in terms of some aspects of the retail sector.

In some other aspects of the retail sector, things like supermarkets, for example, actually a number of students, because perhaps older members of staff within those supermarkets and other retail shops might be then sort of self-isolating, taking themselves out; actually a number of students ended up taking on more hours during the pandemic working in that space. As Matt said, that could then have a detrimental impact in terms of their studies to students often taking additional shifts just so that they can keep the rent paid rather than attending class, for example.

So there were some particular detrimental impacts in terms of finance and accommodation there. Just in terms of accommodation, the other thing that I'll just mention very briefly is when you consider the way that student halls and purpose-built student accommodation, for example, are designed, I think a lot of us, and I'm sure everyone across the country and around the world can relate to the isolation that you feel and that we all felt during lockdown. But when you consider then that actually student accommodation is often designed, the rooms are very, very small, often it's a shared kitchen between 8 or more people, perhaps that actually they would be told that you can't all be in the kitchen at the same time, for example.

And that's a really quite horrible place to be isolating in, and again, that impact that that has on isolation, loneliness, mental wellbeing, and the impact that isolation, loneliness and mental wellbeing then have on things like your ability to succeed academically; again, you can see just how there's a sort of domino effect of -- yes, really, really affecting a number of students.

Q. Thank you.

LIAM MCCABE: Yes, just, I suppose, in relation to some of what has been spoken about already, as Mr Crilly made mention of in terms of the purpose-built private student accommodation and trying to get students out of those contracts as quickly as we possibly could with partners in Parliament, these are not inexpensive facilities. And so what we found was that, yes, whilst we did manage in the second piece of emergency COVID legislation, the specific name for which of course is in my statement, they managed to get that in, that was a couple of months down the line by that point, and because of the -- how expensive these facilities often can be for student accommodation, you're talking about comparable to rent in the private sector if not usually higher.

So by the time we get some of those students out of those contracts, they were already several hundred pounds out of pocket for accommodation that they didn't use, if not perhaps in some cases, the more expensive end, in excess of 1,000 easily and upwards. So that will naturally have an impact on students and their finances under those circumstances as well.

I think in particular what I wanted to touch on, just off the back of what has already been said, was in regards to the distribution mechanism for the support that the government was bringing to the fore, one of the

main things that I negotiated with government at the beginning of the pandemic was for additional monies to be brought forward, you know, again, the precise breakdown of which is available in my statement, but it roughly came to about 21 million worth of -- some of it expedited, some of it new, most of it expedited, a small amount of it new.

But what we were saying to the government at that time was we would prefer to see in a lot of those cases an extension of bursary provision as it existed under current parameters into the summer months, rather than utilising the distribution mechanism of hardship and discretionary funds, largely for the reasons that Ms Gomersall laid out in great detail, whether it was, you know, a level of discomfort of revealing personal financial expenditure, a feeling that people may need it more etc etc.

We understood ultimately that the government thought, you know, well, there might be some difficulties and some legislative hurdles and some regulatory issues with SAAS and other public bodies like that, in terms of extending these existing things, these existing bursary mechanisms beyond their natural life cycles that, you know, would be difficult, and it might be more pragmatic -- sorry for touching the microphone

there -- might be more pragmatic to use the distribution mechanisms which exist locally, but that led then potentially to a situation where it was disadvantaging particular kinds of students, putting certain kinds of students off, and again, certainly for the four months that I was in place, there was at that time, to the best of my recollection, no provision for the possibility that international students could access those funds.

I think there was scarcely a hardship or a discretionary fund available in any institution, college or university where international students had any kind of access to that funding. That's something which came much later down the line. And so we did raise objections and concerns about a lot of these things. Don't get me wrong, the government were understanding of, and they did hear those concerns, and of course they did take what I thought ultimately was a pragmatic approach to just getting money out as quick as they possibly could under difficult circumstances, not to kind of allow the perfect to be the enemy of the good.

But there were certain occasions, certainly even just in those first four months where you were engaging earnestly and in good faith with the government, and 99% of the time you felt you were getting the exact same back, but it just felt that certain things were being heard but not heeded.

You know, I think ultimately that arises from the reality of the pandemic. There was scarcely a government anywhere in the west at least who had adequate plans in place to respond to this across any kind of sector, never mind further and higher education which is incredibly complicated.

But it did mean that we were throwing a lot of things at the wall and seeing what stuck, and then just try and make up -- fill in the gaps, sort of with what they could thereafter, and that's something I think that we hopefully take from this Inquiry going forward, about how we actually build in ways of responding more quickly to these kinds of shocks. Because ultimately, you know, as I am sure we'll touch on perhaps later on, the further and higher education sectors in Scotland prior to COVID and if COVID had not even happened, were -- are incredibly vulnerable to any kind of international economic shock, because of the increasing reliability, especially in the university sector, on international student fees to kind of make the whole system work. And the fragility that's been built in, as a result of low public investment, means that whether it's the pandemic or something else, there will be needs to respond to these kinds of shocks in future, if we're not careful,

and if we're not careful, they will manifest some more problems.

Q. Thank you very much. I think if we could then turn on to discuss academic impacts, and in particular the impacts on learning and assessment, but included in that, you've already touched on practical subjects, so whichever the key impacts were in relation to academic impacts, if we could spend some time on that now, and we can perhaps start with Mr McCabe and work our way down the line?

LIAM McCABE: Sure. So as I alluded to earlier, one of the main issues that arose in those four months, the immediate questions that needed to be answered was how are we going to calculate what students' final grades are, and what are, at the very least, if not the final grade for their qualifications, what their final grade is going to be for the year, and what that will then augur for their final grades down the line.

As you can imagine, students were greatly exercised, to put it diplomatically about this on campuses, after having put in, after doing an undergraduate degree, four years of really, really hard graft, pouring themselves into their studies only to potentially find that because of COVID and not being able to access this, not being able to do that, not being able to do this particular

part of the course in a way that was initially intended, that they might find themselves with a lesser degree, and therefore have potentially longer-term less employability as a result of that.

Because of all those concerns, you know, that was front of mind for students and among the membership, and so I did work quite hard with government and with stakeholders and other parts of the education sector to try and, you know, find some way of resolving this.

Now, for the most part, to the best of my recollection, colleges, I think, were very, very quick and, you know, were very quick to, and very open about the fact that they were not -- they were going to pursue something called a policy of no detriment or no detriment policies. Essentially it does what it says on the tin, the idea being that we recognise that COVID was unforeseen, we recognise it has inhibited people's learning, irrespective of your course, to varying degrees, and therefore we are going to make do whatever we can using various different mechanisms, to try and get in place a way of calculating your final grade which is going to be reflective of your ability and not reflective instead of the unforeseen circumstances that were thrust upon you.

Several universities similarly were good at this

too. There were a lot of really good and really generous no detriment policies out there. Some universities, for example, were saying: the way that we will accommodate for this is we will take your worst module, so that if you completely crashed out of a module because of COVID, we will just take that off your average completely, and calculate it based on this. As you can imagine, various different universities had various different approaches. Sometimes they had several approaches. They would use the one that best worked for that student to get them the best final grade they possibly could. All of that was really admirable.

But what was disappointing was the inability of the sector to cohere around a unified position on policies of no detriment. This was a particular issue with universities, and some of the more elite universities, Russell Group universities in particular, generally speaking, they all had good no detriment policies, in fact they had some of the more generous no detriment policies.

But when we were going to government and saying, I think reasonably to make sure that we could quell the concerns of students, ease their minds, give a guarantee to students across all of Scotland: don't worry, we recognise this, and all colleges, all universities are going to bend themselves entirely towards making sure that you get the best grade possible. Just to give everyone the reassurance of that guarantee, there was not necessarily an agreement on how to do that. I think again, colleges in particular, there was no concerns there, many universities were quite all right calling their policies no detriment policies, but some universities, I think out of a fear of being perceived to be soft touch, perhaps, or undermining a perception of academic rigour, which I think should not necessarily have been the priority at that time, given the unforeseen circumstances, even if they had an incredibly decent no detriment policy, refused to call it a no detriment policy, and would not then through their representative bodies at the national level commit to a unified statement or position colleges, universities, government, National Union of Students on no detriment.

That was vexing. That was really vexing, because ultimately what we didn't want is for students to feel like it was going to become a postcode lottery, where depending on which college or which university you were at, you might or you might not get a good no detriment policy. You might or might not get, you know, the kind of support to get the best grade you possibly could under the circumstances.

That's probably one of the examples where again, I felt like I was very clear to the best of my recollection with government, with senior civil servants who I spoke to on a bi-weekly basis, the minister who I spoke with on a bi-weekly basis, that this is something that will go a really long way to providing peace of mind to students, when peace of mind was not easy to find under the circumstances; and I almost felt there was a calculation made, that this was a battle that they weren't willing to pick with this particular group of stakeholders, and were just going to let universities and colleges go off and do their own thing and say their own thing to students.

That did cause concern, because one of the things, as has been touched on earlier, one of the first things I did in the first couple of weeks of the pandemic was start the all-officer meeting that met weekly so we were getting up-to-date, weekly, kind of, you know, weekly touching base with officers all across the country at all levels, affiliated unions and nonaffiliated unions about what was going on. That was coming from almost every direction; concerns about attainment, concerns about access to assessment, about final grades, about how things were going to be marked, if exams were going to go ahead, whatever it would be.

I just felt that there was a little bit of failure in that respect on the part of the government to kind of say: no; and put its foot down and say: we need to come by a unified statement on this. I think in the end, ultimately, because all the colleges and universities were trying to do something, and they all mostly did get to that place eventually on their own, the real impact of that was not as severe as it otherwise could have been, but ultimately it caused unnecessary dismay, because there was a lack of willingness to challenge some stakeholders to come to the table and find agreement, which, like I said, was vexing.

Q. Thank you, Mr Crilly?

MATT CRILLY: Yes, I suppose I arrived in the post in July 2020, formally having been elected in the spring of 2020 just before the first lockdown and having been at the University of Strathclyde student union. As Mr McCabe has touched on, at the outset, students were just totally confused as to what was happening. They were like: what, I have done 90% of my course, I'm now being put into, you know, we're going into a lockdown, I'm scared about our health and wellbeing, and I have got to think about this exam which is now no longer taking place in person, it's been moved online, but I don't have access to a library to do it, so what is

happening to my grades?

That was really the kind of initial concern, and as Mr McCabe has given a kind of broad overview of the idea of no detriment, so that for students who had clearly demonstrated against the learning that comes in their course, and had done their course for -- 90% of their course prior to the pandemic. They had demonstrated their learning outcomes, and therefore you could pursue things like a no detriment policy.

It got slightly more challenging with courses that were reliant on external accreditation bodies, so if a course was handled more locally at the college or university, with a teacher who was in front of their class, and knew, you know, what their students were facing on the -- at the coal face, there was a bit more flexibility there and there was more -- there was a greater ability to give students a degree of certainty.

Where courses were reliant on external accreditation bodies, that certainty often didn't come, or if it came, it came really, really late because there was a much broader kind of background bureaucratic process that had to take place for general agreement on how to proceed.

I suppose my experience started in formally NUS Scotland July 2020 and it moved on. It got more difficult as the pandemic went on to offer students reassurance in these ways, so things like you could give a degree of reassurance for those final year students in the spring of 2020 as an example. That got a lot harder later on when we were talking about another year of restrictions , and where students were maybe in their second and their third year or just halfway through their college course. It became more difficult to kind of track, and that's where, I suppose, the —— particularly those students that were on the more practical courses, it was tough, you know, I would take calls with students who were scratching their head about what it is they were supposed to do.

So they were putting in a tremendous amount of work to complete their assessments that were given to them, their course work, and they were doing it under the most incredible circumstances, much more difficult circumstances actually than kind of pre—pandemic, because they were dealing with all the wider context of COVID, but they felt like, you know, our —— you know, I'm at college, will the university accept my qualification , will employers think my qualification is valid .

Then you also heard from people who felt frustrated at not getting access to the kind of practical teaching, and maybe didn't feel like they had that degree of

confidence actually too, because, okay, they had done a lot of the online study, but hadn't had access to the kind of practical experience, and therefore did feel that —— that lack of confidence and kind of progressing forward. There was a lot of work done there, I think throughout at the pandemic, NUS Scotland, we were really , really cautious about ensuring the safety of students and the safety of our communities and ensuring that, you know, the kind of wellbeing and the promoting of the public health messaging.

I think where we were kind of discussing, and I'm sure we'll come on to it when we turn to campus, was that there was often needing a degree of priority for those students where the courses were more or less entirely practical , or a lot of the learning took place on a practical basis. There were challenges around how assessment would be delivered. So again, you found that again sometimes related to whether or not a course was —— had an external accreditation body where —— through different points, even when we were under different coronavirus restrictions , there was maybe a move to have an exam in person, because that's how it had always taken place.

So you had to get people back in person to sit down at a table, so that they could be monitored etc. So

there was a degree sometimes of kind of falling back on: that's how it has always been done so we need to get back to that as quickly as possible; even though the virus was still spreading and students were still a little bit anxious about going back in person. We often heard concerns about that where people were worried about the virus, but, you know, their assessment had been scheduled to take place in person, and they felt anxious about that as well.

ELLIE GOMERSALL: I'll try and keep it super brief and not repeat anything that has already been said. I think the key things that I think I wanted to focus on, in terms of many of the impacts around assessment in particular, are going back to that idea that many students were impacted by the pandemic quite differently, and in some ways, if everyone had all been affected a lot, but at least everyone was affected the same amount, that would perhaps make things a little bit easier, because then you can sort of adjust accordingly. But because different people were affected in different ways, I think that makes it really , really challenging. It meant that no detriment policies had to be able to be adaptable for different students' circumstances.

I think one of the issues around the PSRBs, professional statutory and regulatory bodies, meant that

you might have most students in one particular university , for example, who actually the university has taken one particular approach to assessments. So, for example, moving away from timed exams, moving more towards the sort of coursework model, which actually a lot of universities were moving more towards pre—pandemic anyway.

But then you might have one PSRB, one regulatory body that says: no, you have to have an exam in order to have your degree accredited by this body. Therefore the university would then have to put that provision in place, and the no detriment policy might then affect those different students differently . You might even, in some circumstances, you might have multiple courses within —— you know, similar courses within an institution that share modules where one of those qualifications is accredited by a PSRB, and another isn't, but because they share modules, they all have to be examined in the same way.

So someone whose qualification wouldn't even be accredited by the PSRB would still have to have the stricter exam regulation under the PSRB rules for the qualifications that it shares a module with. So you can see how actually, it just meant that there was a lot of uncertainty, and it meant that any sort of policies , any adaptations that were being designed by an individual university which could well be a postcode lottery, had to be really able to adapt to the different circumstances of the different students. I don't think it would have been possible to have come up with necessarily a policy that would have succeeded at that in every single regard.

Some of the requirements by PSRBs and some universities in terms of the way that they did assessments, for example, you know, many as I say moved just towards coursework. Some moved more towards saying: okay, here's the exam paper, you have got a week to complete it. Some would say: here's the exam paper, you've got two hours to complete it; as it would be if it was a more formal in-person exam, except you're at home. And if you're a student who has got a desk and got access to a computer and all of that, then great, but if you're a student who has got caring responsibilities , the kids might be knocking on the door, you might just not have somewhere that you can actually sit and do that exam.

It just widens that gap and it means that those students, particularly working class students, students from most disadvantaged backgrounds, would be impacted disproportionately by that, and as I say, just then

finding a way to make sure that those students get the grade that they then deserve, incredibly , incredibly challenging.

Q. Thank you very much. Do you have any comments on lessons good or bad and any changes that have been made in relation to learning and...

ELLIE GOMERSALL: I think it's interesting at the moment in particular , actually even thinking post-pandemic, because as I say, before the pandemic, actually, a lot of institutions were exploring how they can adapt their, you know, academic provision, how they can adapt things like assessments. We are, I think, starting to have a culture shift , even beyond tertiary education in Scotland, having that conversation about moving away from formal examinations, for example.

So some institutions might have been having that conversation beforehand, and I think many of them will have been better prepared for then having to adapt very quickly for the pandemic.

There's another interesting thing, I think, in terms of the difference between the way that assessments were done in 2020 versus 2021, because the first lockdown happened at the end of March in 2020. So if you think about it, most institutions would then be having exams in that sort of April/May period, so very, very quick

after lockdown, so having to adapt very, very fast, and sort of, you know, often just come up with: okay, what is a solution that we can put in place quickly.

Whereas in 2021, it was much more thought through, but actually in some ways that disadvantaged some other students, because in 2020, it was much more likely to be that sort of approach of: okay, we're going to find, you can -- here's the assessment, you have got a week or so to complete it. It was much more sort of lenient, I think in some ways, that many institutions, I'm generalising here, because it did vary from place to place. Whereas in 2021, I think you have much more of a situation where -- because then the universities were then sort of trying to fit more that mould of how perhaps they used to do things before or try to, you know, appease things like the professional regulatory bodies; or thinking about how, as Liam said, that sort of idea of making sure that their degrees were still competitive. They didn't want people to think that a qualification from their university that had been got in those years would be worth less than the same qualification in another year or the same qualification from a different institution .

So that, I think, had a lot of challenges. I think one of the key lessons to be learnt is that I think

there's a lot of data that does show that, you know, formal examinations aren't necessarily the best way of measuring a student's success. They do disproportionately impact, for example, working class students, and actually those institutions that are maybe going down that different approach, even post pandemic, I think actually if we have got a model that is more based on things like course work, for example, or other forms of assessment, if another pandemic or another sort of major emergency hit, then actually you won't need these big adaptations, because actually we have a model that works better regardless of the mode of study.

So I think that's one of the key lessons that actually is -- that we need to be adapting the way we do things even outwith pandemic times, so that when pandemics and other events do hit, we don't have to change as much.

Q. Thank you very much. I think if we could then move on and starting with you, Ms Gomersall, again, to mental health and wellbeing and social impacts, so roll them up together, and obviously it's wider than just the mental health and wellbeing, so things like I think you touched on the confidence aspect, et cetera, so if you could please start and we'll work our way back?

ELLIE GOMERSALL: Yes, absolutely, and actually I think I have covered some of this already, so I'll try not to repeat any of that, just around -- some of the issues around increased loneliness, isolation, the way that student accommodation is designed, being unable to see people. I think it's important to recognise that -- I would certainly consider that we have had a student mental health crisis for a very long time, including pre-pandemic, and when you look at the statistics of students who are experiencing severe symptoms of depression, suicidality, suicidal ideation, things like that, this was a really big issue pre-pandemic too.

So then when you add in the combination of, you know, the loneliness and isolation that comes as a result of the pandemic, that exacerbates an already severe problem. One of the good things that the Scottish Government did, again, this was pre-pandemic but I think it had a really positive impact throughout the pandemic, was the provision of mental health counsellors throughout Scottish universities and colleges. So those were funded by the Scottish Government. That was a five-year scheme that I believe first started in 2019, and that came to an end just this academic year in fact.

But actually, students being able rather than, you know, we know the pressures that the NHS were facing

particularly during the pandemic, access to mental health services and in particular really long waiting lists, and actually, a lot of students were able to access a mental health counsellor on campus. When I say on campus, that might be more likely to have been a virtual appointment, but within the university or college throughout that time, which has a positive impact. Of course, there would still be waiting lists but that would -- still probably shorter than with the NHS more broadly. As I say, that funding has just come to an end now.

So if there were to be another pandemic, then there might be a more urgent response that would be required there, in terms of dealing with those particular exacerbations, but actually I think one of the key things that the Scottish Government needs to be doing is looking at the different root causes of student mental health issues more broadly, so that when we have things like pandemics hit, that the exacerbations are perhaps not quite as severe.

In particular when you look at the root causes, so the Thriving Learners survey, for example, which I think you have received as part of our evidence, that shows very clearly a link between things like food insecurity and poor mental health among students, particularly

around student poverty and the link between student poverty and poor mental health. And as we spoke about earlier on, those things, particularly around poverty, and obviously poverty then has an impact on food security, are massively exacerbated by the pandemic too.

So not only did you have student mental health worsened by things like the loneliness and isolation as more sort of direct impacts, but then also those secondary impacts, because the pandemic impacted people's finances, and their financial situation then impacted their mental health.

So, yes, I think some of the wider issues in terms of the social impacts. I mean -- and actually this ties into the academic impact as well, because I think a huge, huge amount of the learning that comes from being at college or university, it's not necessarily the -- what, you know, someone is standing up in front of you in a classroom and teaching you, it's all the things that happen outwith the classroom, but also those sort of side conversations that you might have within a lecture. You know, having a wee break and then chatting about the material with someone sat next to you to learn and understand more about their perspective on what you have just been taught.

All of that disappears during online and remote

learning where you're not able to have those sort of side conversations, those more informal, more casual chats with people. That has a real impact, I think, just in terms of your academic ability, as well as of course the social impacts of that.

University, particularly if you are a school leaver, you know, often it's the first time you have lived away from home, for example, and building up and developing all of those really crucial social skills that are going to really help you throughout life. We have got a whole generation of students who actually never really got that, and I really worry about the impact there.

Then also, I think, the other impact that I think is slightly outwith, you know, I suppose, the direct remit, within NUS during the pandemic, but actually that we're now seeing the impact of, is students who were at school during the pandemic and had their school years incredibly disrupted, and now are sort of flying the nest, going to college or university for the first time, but maybe not having had learnt those social skills that they might have learnt at school otherwise. So you can see how the sort of social element of it, I think is going to have a real knock-on effect actually for years to come, beyond just the pandemic period itself.

Q. Thank you. Mr Crilly?

MATT CRILLY: Yes, Ms Gomersall, I think, has covered a lot of the impacts to a large degree. As kind of touched on, it really exacerbated some of the challenges that already existed around student mental health. I did see through my time as NUS Scotland president, those, again, kind of publicly funded counselling and mental wellbeing facilities for students. Again, a lot of them did pivot to online delivery as well, which was a positive development, you know, when the lockdowns occurred.

Just regards to mental wellbeing support, and I know we'll come to return to campus, but there were particular challenges for those students that were in student accommodation, so where there were coronavirus outbreaks within student accommodation, and whole accommodation blocks were locked down, you had -- at that point a lot of the students who were in those accommodation blocks had newly arrived, they were potentially in a new city or a new country for the first time where they didn't know anyone, and they were, due to the kind of spread of the virus within those environments, and I know we'll touch on that, they were isolated into a small accommodation room, and didn't have access to much welfare support.

Really, the welfare support was difficult to come by, and the circumstances were just incredibly,

incredibly difficult for those students. It was a really, really challenging time. And I suppose that relates to the wider isolation that will be felt across society really through the COVID-19 pandemic and lockdowns. It's not necessarily just specific to students around, you know, being isolated, but as Ms Gomersall touched on, the data kind of bears out just how challenging the mental health and wellbeing landscape was for students at the outset of the pandemic, and just how more difficult that got when employment opportunities dried up and added additional pressures, when there was uncertainties around whether or not you could secure housing, or what your housing situation would look like on top of, you know: am I going to get my course, am I getting my grades, am I qualifying, what's happening to my life, am I going to have to drop out and come back and redo this part of my life? As well as those wider social developmental opportunities that often come with being at college or university too.

Q. Thank you. Mr McCabe?

LIAM MCCABE: Yes. Just further to what has already been said, I think wherever you looked, irrespective of the circumstances, there were impacts upon some students' mental health, most students. I think in the ideal

scenario, you know, if a student did kind of get a sense that things were going to get quite tightly restricted quite quickly, and they had a functional family home to go to with space, then their mental health may actually have fared better than most. But that's an ideal type. That wasn't the case for a lot of people.

As has been remarked, some people were going back to busy houses, busy homes, if they had one to go to, not a lot of space, not only people joining lectures from phones in stairwells, you know, or in the stairs of their own home; I heard horror stories again from those all-officer meetings of students trying to write dissertations on their mobile phones, you know, and anyone who has tried to do any kind of document longer than one side of A4 on Microsoft Word app, you know how impossible it would be to construct a document of that type, especially if you're trying to do any form of citation.

So it just -- and that ties back into, again, the total lack of readiness when it came to digital provision that I spoke to earlier. All these things have a knock-on impact, as has already been touched on, you know, like the kind of difficulty in accessing the right kind of stuff to get your academic work completed to a standard that you're happy with, all leads to

mounting worry which then has an impact on that mental health bit. That then coupled with, you know, the reality that that ideal type I spoke to wasn't the case for many people. A lot of people didn't have functional family homes to go back to, or could not go back to them if they had them.

Shortly after I finished NUS Scotland, I went to work for a now no longer operational charity called Stand Alone, which represented or advocated for the interests of estranged students, an often under-appreciated and under-represented group within the cohort of Scottish education, who experienced, just to put it in very straightforward terms to keep things relatively brief, much of the same social and economic challenges of care-experienced students, but with none of the kind of corporate parenting, the bursaries or anything like it, because their circumstances can be more complex, more difficult to understand and characterise, and they miss out on the kind of statutory support which makes them easier to identify for additional support from institutions, colleges and universities.

Whether it was care-experienced students, estranged students, international students who just simply could not get back to wherever they had come from, they found themselves, as Mr Crilly noted, in their accommodation -- where they might not have anyone available to them who were family, sometimes like with friends because they hadn't had the opportunity in some cases to make them, because of the pandemic, confidantes and all the stuff that you often require, the support network which is necessary to get you through your time in further and higher education. Because it is a rigorous process, it is challenging, it is difficult and it is that social element in the support network that comes from the social element oftentimes that makes it doable, that makes it realisable, that makes it possible for students to actually get their academic work over the line because they have this ballast that keeps them grounded, keeps them centred, and provides them with that outlet. Being isolated in accommodation made it incredibly difficult to do that.

Now, credit to a lot of colleges and universities, they did have accommodation teams and things like that, you know, back office staff in and around those kinds of facilities, were working really hard, to make sure that they were dropping things off at people's doors, socially distancing where they could, checking in on people who they knew had vulnerabilities and particular needs. You know, I know that students became very

active in certain places. One example that jumps to mind is at the University of Glasgow, one of the non-affiliates that we work closely with, the SRUC, they coordinated with student volunteers safely, social distance, of course, doing medicine drops, food delivery drops in all their student halls of accommodation, supported by the university as well, I believe, to kind of provide, you know, just those outlets, and just touching base with people, which did have a positive impact. But again, the extent to which that was remedying anything, it just simply wasn't. It was mitigating, but it could never remedy.

One final thing I would want to touch on when it comes to the mental health and wellbeing side of things is all of this mounting pressure, leading to knock-on impacts on mental health, isolation, loneliness etc, the support mechanisms that Ms Gomersall touched on in terms of the counselling provision and things of that nature as well, in many cases, a lot of times, whether they were additional places which were funded by the government, which was agreed during my tenure as president and started during that period and rolled across both my successors here; or the university or college's own counselling provision which they had had in place beforehand, a lot of times that would be

provided person to person, sometimes online, sometimes not.

And moving from delivering, you know, something which is therapeutic, like therapeutic provision for mental health and wellbeing, how you change the setting of that, kind of a major impact on how people experience it and what people get out of it. And for some people, that would have been detrimental, deleterious perhaps even to their ability to engage with that to get as much out of that as they needed to improve their mental health.

Not only that, the demand on these services increased well beyond the point of feasibility as a result of what was going on during the pandemic as well. And so I suppose that kind of brings me kind of back to something which as I have touched on briefly here and there, which is the fragility that we see in further and higher education. It's not just about the fragility of the economic wellbeing of our institutions due to overreliance on, you know, international markets and international recruitment markets. It's the fragility that's built into the support structure and infrastructure which exists for students, because of the lack of meaningful public investment for a very long time in colleges and universities, and that then meant

that in the context of health and wellbeing, when students needed support from that the most, during an unforeseen pandemic, is simply (a) was not there and (b) there was not the resource to create it.

Q. Thank you. If we can move on then to the penultimate topic, and it's the return to campus in September 2020, and, Mr Crilly, you were there leading the charge, so if you would like to lead the charge now as well?

MATT CRILLY: Yes, so I think this is the most challenging time that I experienced, certainly as president of NUS Scotland. I suppose I took on the role formally in July 2020, and again, very quickly, the conversation was what happens in September of 2020, in August of 2020. So we had moved from kind of immediate pandemic response, you know, things moving very quickly online and getting things over the line to what happens next a little bit.

My recollection is that during that summer, a lot of the conversations were still relatively cautious about the return to campus, but that -- and I know the Inquiry I'm sure will be looking at some of the decisions that were taken, but certainly the final guidance, Scottish Government guidance that went out to the sector, I think didn't include some of the cautious language in the earlier drafts of the guidance which would have advised against large scale, large lectures, for example, for students gathering.

So the Scottish Government guidance that went out to the college and university sector opened the door essentially for more in-person provision, and in-person learning and teaching, for that return to campus. During that period in particular, students were really looking for certainty as to what was happening with their education, and at that point we're still fairly cautious about returning to normal, so to speak. So, you know, we were still relatively new to the pandemic. There was a high degree of anxiety around potentially large scale gatherings, and people's worry about the kind of safety of that, and that was very much the -- what we were seeking to convey during this period.

But we were probably taken aback somewhat in September 2020, I think the -- through this time, the university and colleges were, on an institutional basis at a senior level, were keen to have as much of an in-person teaching offer to students as possible, and at that time, as has been touched on through our sessions so far, the highest single source of income for many of our universities comes from international and postgraduate taught private tuition fees.

My understanding at that time through engagements

that I was involved in, is that there was a fear that if learning was to be delivered -- learning/teaching was to be delivered exclusively online or predominantly online, that if that was the offer presented to students, many international students might not want to come and enroll on a 20,000 a year fee-paying course at a university in Scotland. They might choose to study locally, or to choose an alternative path.

So there was a fear that if universities in particular weren't able to say to students that their teaching would be in person that many students would not seek to enroll or -- on courses, on fee-paying courses in that period. So we saw on the return to campus, we saw very large scale outbreaks as students returned in high numbers to student accommodation because they were told that they were to receive in-person blended learning, but they would have to essentially be close to the university because they would have to access the in-person teaching provision that was being kind of delivered.

So students had to be close to the university which meant they arrived in large numbers to the student accommodation, which as colleagues have touched on, there was often eight people to a flat, and so there was a big movement of students into accommodation, densely

populated accommodation, and we saw the virus spread, and there were in September of 2020, October of 2020, there were large scale coronavirus outbreaks in student accommodation across Scotland.

It was an incredibly challenging time to make sure that those students received the support that they required, and as I touched on, many of these students were coming in through a new environment, moving away for the first time without having social support networks in place.

So we saw students in several cases go without access to food because, you know, there was an outbreak in accommodation, an entire accommodation block of hundreds and hundreds of students would be shut down, and there was a scramble to try and make sure that those students had access to food, they had access to, you know, the necessities that they needed to live, and it was really, really difficult.

Through this time we heard of the concerns of students who were struggling with that. They were also struggling because they were contracting the virus. You know, there was no vaccinations at this point. People were contracting the virus, and were really worried about their health and the spreading of the virus.

At this point too, we had students that were in

incredible distress, and we spoke and worked with the Scottish Government to ensure that the guidance was flexible enough that if students were in a severe level of distress, that they could leave the accommodation too, but those outbreaks in accommodation were really quite incredible.

If we talk about the impacts as well, there was a breakdown of trust, I think, from students at that point, and those that held the positions of authority because they had been told to return to campus because they had to access in-person teaching. They then returned. There was big outbreaks. The learning and teaching then went online anyway, so they had arrived at campus, they had paid their fees, they had paid their rent, they were then learning online anyway. Then the rubber hit the road when that was the case where owing to the outbreaks that occurred in campus, Universities Scotland issued a request that all students essentially stay at home.

So it placed students in Scotland in a semi-official national lockdown that came from a voice of authority within the country. Again, there was just a mass degree of confusion among students, because this semi-official lockdown was announced, and many students were like: well, I'm not living in student accommodation; I'm a mature student that lives at home with my family, you know, I'm a postgraduate, I'm a college student, I'm a college student; does this statement that's been issued by Universities Scotland, does this apply to me, I'm not enrolled at a university, so does this student lockdown apply to me; what does it mean by way of my employment; so there's a semi official lockdown for students being announced, do I still have to attend my work; do I still have to attend my job; if I don't, what are the ramifications for that?

So because this announcement did not -- was not a formal government announcement, it created these really intense implications for students, and as I say, it damaged the relationship and the trust between students and their institutions and also government too. It made it really, really challenging, and students at that point too felt isolated from the rest of society, because they essentially, they felt like they were being seen as the cause of the pandemic and the cause of the virus spreading, and they felt that they were being judged because of that, you know, despite the fact that they were kind of told that they had to be there, and they had to arrive on campus to take part in their education.

So they felt like, you know, they were being

unfairly blamed for the circumstances that had occurred, and so there was a degree of social impact between students and kind of wider communities and the wider communities across Scotland and that was -- that was a really challenging point, I think, to recover from through the pandemic, because it really -- it really impacted the relationships at that key time, you know, the kind of trust from students through the process was damaged.

And through the pandemic, we had worked really, really closely and really well with the Scottish Government, with public health advisors, Public Health Scotland, wider bodies, to really further the guidance and the message and the public health messaging that was being shared.

So we tried our utmost during that period to really share that messaging and really encourage a sense of social solidarity from students to kind of look out for each other and look out for their wider communities, and keep themselves safe and keep their wider communities safe. I think that process during the autumn of 2020 was incredibly, incredibly difficult and, you know, had really quite strong impacts on students.

Q. Thank you, Mr Crilly. We have seven minutes left, and I'm conscious that we still need to hear about ongoing

impacts and a sweep-up on any disproportionate, so if it's all right with the rest of the panel, if I can turn to Ms Gomersall to finish off the session, please?

ELLIE GOMERSALL: Yes, no problem at all. So I think in terms of some of the longer-term impacts, and some of these we've already mentioned, particularly with regards to some of the social impacts, I think there's some particular impact with regards to -- so we saw in the return to campus in 2020, we had a particular challenge with regards to housing and student accommodation, and actually also provision of other local services. Because one of the things that happened in 2020, following on from what Matt was just explaining there, with that return to campus, is that actually that whole situation, so the prediction of that situation, many students chose not to go to university in 2021, they might have otherwise chosen to do so, and to instead defer their studies to a later year, 2021 or 2022.

The Scottish Government and the Scottish Funding Council provided additional funded places for those later years up until this academic year now, but what that meant was that we had more students coming to university and college in 2022 in particular, and that put a particular strain on services such as accommodation, students finding it really, really

difficult finding somewhere to live, in addition to the challenges that were happening during the pandemic and before the pandemic as well, and there was particularly high rates of homelessness among students as a result of accommodation challenges, and the challenge of finding affordable and high quality accommodation for students to live in.

So we found during -- you know, two surveys that were done during the pandemic, we found that 12% of students across Scotland had experienced homelessness at some point during their studies? That actually raised to 22% for international students as well, so international students were disproportionate, so more than one in five international students experiencing homelessness. Horror stories of international students arriving in the country, and one student who I know spent his first couple of weeks in Scotland sleeping in the bus station in Edinburgh, just down the road from here. Really, really horrifying to start off with.

And then the additional pressures as a result of the additional students who had deferred their studies created this really sort of spiralling situation where we saw even higher rates, as I say, of homelessness and horror stories such as the one I just mentioned.

So that was a particular impact too, and I think the provision of affordable high quality accommodation in Scotland for students has been a long-running issue, but as I say, the pandemic exacerbated that as we were sort of coming out of the tail end of it there, so that was particularly impactful. In terms of some of the disproportionate impacts that I just wanted to touch on as well, and this relates to the return to campuses as well, and what Matt was explaining in terms of students being stuck inside, you know, sort of student accommodation, rooms and, you know, food being provided for them, for instance, by the facilities, that there were a number of students who reported that their dietary requirements weren't being met.

So students with allergens, but also Jewish and Muslim students not receiving kosher and halal meals. That was a particular disproportionate impact on that group of students then too. And in terms of some of the wider sort of disproportionate impacts, I think we've already covered. You know, some of the ways that, for instance, LGBT plus students were impacted; care-experienced, estranged students, disabled students. Students with caring responsibilities, a real particular issue there. So students who -- and in multiple regards so, for example, one of the big barriers to a lot of students who have caring responsibilities is finding

childcare for their students whilst they -- when they go to campus to study, and obviously that was mitigated during the pandemic.

But of course with the schools being shut, and then students also having to then study from home, having to do a course at a university or college in the same room while you're also looking after young children, really, really challenging for those students with caring responsibilities. When you look at the reports that were produced by NUS Scotland during the pandemic years, it was care-experienced students and students with caring responsibilities, those were the two groups who consistently had the highest rates of student poverty as well. So you can see how those groups, it was really just building upon building upon building on other challenges.

I think that there are, in terms of some of the longer term implications and in terms of some of, I think, the lessons learnt as well I think when we look at some of the biggest challenges that students faced during the pandemic period itself, these are challenges actually that existed before the pandemic, and still exist after the pandemic, and were worsened during that period.

So, for example, the issue around students not being

able to end contracts in purpose-built student accommodation, that is something that now that that emergency legislation that was put in place during the pandemic has ended, we're back in the same situation we were in before. That means that if another major incident were to hit, students would be in the exact same position as they were in back in 2020. And of course it's not always just a pandemic that can be this sort of issue that a student might face; for example, if a student has experienced sexual assault by someone else living in the same flat as them, they don't have a right to move flat, they don't have a right to end that contract. That's horrifying.

So some of these issues that if there were to be another pandemic, actually it feels like we've not really learnt any lessons because the structural issues that are baked in to the student experience right now after the pandemic is over, we have just bounced straight back to how things were before, and students are still being disproportionately impacted.

The challenges with regards to the funding model of universities in particular and the real sort of reliance on international markets, we've seen just in the past year or so the impact that the knock-on effect that for instance the financial crash in another country in the

world can have then on the rate of those students then coming and choosing to study in Scotland; and because the amount of money that the Scottish Funding Council and the Scottish Government provides to each university to fund a Scottish student's course isn't enough to actually cover the cost of that student, it means that as we saw in particular in the pandemic and has really, really exacerbated some of the issues particularly with regards to the return to campus, decisions are being made based on, you know, the financial impact that they're going to have with regards to these international markets, rather than necessarily what was in the interests of students and the safety of the general population.

So you see again how some of these longer term issues that existed before the pandemic, and that we've just bounced straight back to afterwards, if another pandemic were to hit tomorrow then actually we would be completely unprepared again, and we would literally just be repeating the exact same mistakes over and over. I think that's a real shame and something that the Scottish Government should be taking cognisance of.

MS VAN DER WESTHUIZEN: Thank you all so much for your time. It has been very enlightening.

My Lord, unless you have further questions, I don't.

THE CHAIR: Thank you all very much. We'll take lunch now and come back at 2 o'clock, thank you.
(1.02 pm)
(Luncheon adjournment)
(2.01 pm)
MS STEWART: Our final witness evidence today, my Lord, comes from a panel of two: Mr Hutton, who is the current general secretary of School Leaders Scotland, or SLS, and Mr Thewliss who held that role during the pandemic.
MR GRAHAM HUTTON (called)
MR JIM THEWLISS (called)
Questions by MS STEWART
THE CHAIR: Thank you. Good afternoon, Mr Hutton, and good afternoon, Mr Thewliss. Ms Stewart, when you're ready, please.
MS STEWART: Mr Thewliss, can you please confirm your full name?
JIM THEWLISS: Good afternoon, my name is Jim Thewliss.
Q. And you have provided a statement to the Inquiry?
JIM THEWLISS: I did, yes.
Q. And for the benefit of the transcript, that's to be found at WT0373. Mr Hutton could you please confirm your full name?
GRAHAM HUTTON: Graham William Hutton.
Q. Again, you also have provided a statement to the

Inquiry, and for the benefit of the transcript that statement can be found at WT0504—000001. Now, Mr Hutton, prior to drafting your own witness statement, you had had sight of that prepared by Mr Thewliss and had drafted a confirmatory statement?
GRAHAM HUTTON: I did.
Q. That, my Lord, is at number WT0504—000003.
I'll come to you first of all, Mr Thewliss. You retired in August 2023 but immediately before your retirement, between 2015 and your retirement, you were general secretary of SLS?
JIM THEWLISS: Yes, I was.
Q. Thank you. Before going on to tell us about your role with that organisation during the pandemic, can you tell us a little bit about the organisation, its aims and its purpose?
JIM THEWLISS: Yes indeed. School Leaders Scotland is the professional association which represents those in Scottish secondary schools who hold a leadership responsibility. So it extends within secondary schools, through head teachers, deputy head teachers, and the group immediately thereafter of principal teachers, faculty heads, those who have a leadership responsibility. It also includes school business managers, bursars, and there are a few members who have

moved outwith the formal school sector and who work with local authorities and have applied to retain their membership in School Leaders Scotland, who still do retain membership.
Q. And is it exclusively for those working in secondary education?
JIM THEWLISS: Secondary education and Scottish secondary —— in Scottish secondary schools, both state sector and private sector.
Q. And does that include special schools?
JIM THEWLISS: It does. There are some members in special schools, yes.
Q. Thank you. Mr Hutton, do you have anything to add in terms of the current membership?
GRAHAM HUTTON: Yes, we have a current membership of 1,266 and over 75% of Scottish secondary heads are members, and we have representation in about 90% of secondary schools in Scotland.
Q. Thank you. Coming back to you, Mr Thewliss, in terms of your role as general secretary during the pandemic period, what did that entail?
JIM THEWLISS: During the pandemic period, as perhaps within other periods but in perhaps a more acute way, my responsibility was to represent members, represent the views of members and communicate information and

guidance coming from government, COSLA and various other national organisations to our members, in areas which were relevant to the way in which they conducted their professional duties.
Q. Mr Hutton, that is a role you now hold since Mr Thewliss' retirement last August?
GRAHAM HUTTON: Yes, I do.
Q. Immediately prior to taking up that role, Mr Hutton, you were a head teacher of a Scottish secondary school, of Grove Academy, and that is a post that you held for 12 years; is that correct?
GRAHAM HUTTON: That's correct.
THE CHAIR: Can you tell us a little bit about Grove Academy. For example, is it a state or private school, and what's its size?
GRAHAM HUTTON: Grove Academy is a state school run by Dundee City Council. It is a six—year comprehensive in Broughty Ferry, and the roll in my day was 1,350. It's quite a big school. It serves, as I say, Broughty Ferry and the surroundings, and due to its reputation, the school attracts pupils from across Dundee and further. The school was opened in 1889 and moved into a brand new PPP building in 2009. It has a teaching staff of approximately 98 full—time equivalent, including four —— obviously one head teacher, four deputes, 18 —— sorry,

that was the case when I was there. 18 principal teachers, now 10 faculty heads and eight principal teachers of guidance to look after the pastoral wellbeing of the young people. The school is also fortunate in the quality of its support staff.

Q. Thank you. Can you tell us a little bit about your role as a head teacher and in particular what that role involved during the pandemic period?

GRAHAM HUTTON: Yes, I would say, as I say, the main responsibilities were ensuring the quality of learning and teaching in the school, about leading and managing the school, involving pupils, staff, parents and partners. It was about building a team to help support our young people, and it was about building a suitable and relevant curriculum for the young people to follow. It was also about dealing with the health and wellbeing of pupils, particularly through the guidance system, and the health and wellbeing of my staff as well through a duty of care.

It was also about organising budgets, staffing, health and safety aspects and resources. I think during COVID, it was -- definitely number 1 was ensuring the health and safety and wellbeing of pupils and staff in school and outwith school. It was about organising the hubs and having responsibility for their function, a

responsibility I shared with three primary heads in the cluster during the first lockdown.

It was ensuring sufficient PPE was available for all, and it was about making sure that the guidance staff were in contact with pupils and were checking on their welfare as well, as far as they could in their capabilities. It was also about maintaining social distance within the school building and ensuring that bubbles of young people, as it were, the first year separated from -- that they didn't mix.

It was also involving timetabling appropriately in very difficult circumstances, particularly when after they returned to schools, after the first lockdown, and just ensuring all the other things that I mentioned earlier, which is the normal responsibilities of a head teacher, were also still being done.

Q. Thank you, that's helpful. You mentioned there coordination of hub schools, and that's something that we'll come on to speak about in a short while. Were you a member of SLS at the time of the pandemic?

GRAHAM HUTTON: Yes, I was.

Q. Thank you, and were you in communication with them regarding impacts and observations you had about how things were going within schools?

GRAHAM HUTTON: I was indeed. I was at that point president

of School Leaders Scotland. I just started in November and was kind of halfway through my term when the first lockdown came. So I was in quite constant contact with Jim, as president and through the presidential team that we have there, discussing things that we felt: how do we take this forward with our members. And Jim had consulted very widely with the presidential team, with the core team, and we did work very well as a team to make sure that we were supplying as much information as possible to our members in schools across Scotland.

Q. Thank you. The first matter I want to discuss with you is the closure, which -- we're referring to it as a closure of schools. Of course we know they didn't completely close, because there were hub schools and learning and teaching continued, but I want to speak to you essentially about what we are calling the closure and the move to online learning and teaching.

Mr Hutton, you speak in your statement at paragraph 12 and following on this matter, and you express there that learning and teaching in this online format was a challenge for both pupils and staff. Can you first explain about the challenges met by pupils?

GRAHAM HUTTON: There were various challenges met by pupils. First of all, they were not in class. They were missing the very important input of the teacher, and although we

have online learning now, and we talk about AI taking over from teachers, the actual physical being in the classroom has a huge impact on young people. And the body language was missing, the encouragement, the signs of encouragement and help were not there as well.

Young people found it frustrating that if when they contacted their teacher, it maybe took a number of days or a number of hours at least for them to respond, whereas in class with their hand up, they would get almost instant feedback on their work.

So I think it was also the issue that young people felt isolated, they felt lonely. I spoke to one young man later on in my five a day with my daily conversations with pupils in school about what were the impacts of the lockdown. And one boy who -- a very intelligent boy with tears welling in his eyes said: I was just so lonely, I was not -- I did not have the contact that I needed, I didn't have the contact with my teachers, I found that frustrating as well.

I think for -- also for young people was they weren't sure how this would progress and they didn't have the learn -- the teaching that they normally would have had in class. Therefore when they came up against an issue, they quite often came to a stop and they had to wait until they had some sort of contact with a teacher to take that further, whereas that would not have happened in class. So they then realised that there were going to be gaps in their learning and maybe we'll come back to that later on.

For staff it was very difficult to adapt from being the teacher in the classroom, being -- on the stage, on the stage, but to be actually with the young people. Teaching is a very social activity in that you're interacting everyday with between up to 30 young people in the class, and if we're not having that, and not having the immediacy of the young people in the room, and the atmosphere in the room and the banter, as it were, that is missing from your experience as a teacher.

The move to online learning was very difficult for a lot of members of staff, (a) because they had no experience in it, (b) because they had not the ability to do it and (c) they'd never had the training on how to use Teams, Google Meet, or whatever, Zoom. Then there was also the issues that in some local authorities, Zoom in particular was banned and it was blocked, and therefore they had to make sure that they were using the appropriate method of communicating to the young people how they were to be learning.

Q. Thank you. You mention in your statement about issues in terms of what we might term digital inclusion,

connectivity issues and issues to do with devices. Was that in your view a barrier to learning for some or all pupils?

GRAHAM HUTTON: That was a definite barrier to learning. Schools were closed very quickly, and we didn't really have any time to prepare properly for the move to online learning. At that point in my school, every member of staff had an iPad, but the young people hadn't, and that was in the plan to come, that each person would eventually have -- each young person would have an iPad, and in some local authorities, they were lucky enough to have a one-to-one device for each young person, and that was not always possible for the young people in my school. Probably more so in my school -- sorry, it would have been worse in one of the other schools in Dundee where I had previously taught.

So at home, there may not have been a lot of devices which were connected to the internet. It may well be that in a family of maybe two young people and a mother and father who were both working from home, that they maybe only had one device between them, and therefore for the parents, what's important is that they had to do their -- you know, be involved in their work, and therefore that left the access to the internet and to online learning later on in the day.

And what we found then was that young people were moving their experience to later on in the day. Some of my staff were amazed that they were getting work sent to them at 3 o'clock in the morning, and therefore their day began to shift as well. There was the issue of even if they have a device at home, the connectivity was poor, or they didn't have any connectivity because of the cost involved in doing so.

So that meant we had to look at this very carefully, and we cannibalised as many things as we had -- devices that we had in school, some of them quite old and clunky and slow. Then, we tried to provide dongles that would help them access the internet through -- access the internet easily enough, and made sure that if they needed a device, the guidance staff would contact them. People we thought maybe didn't have any device or whom staff had seen, there was no response from them, and then later on, the Scottish Government provided more laptops for young people, and they were distributed through the local authority as well.

So slowly but surely, we did get to the point where just about every young person had access either through a device provided by the school, or by the local authority to ensure that they were -- that they were -- they had a connection to the internet.

Q. Mr Thewliss, is that picture that has been given by Mr Hutton one that was replicated across the country?

JIM THEWLISS: Yes and no, in that there were at the point of the first lockdown, the first school closures, some local authorities in which young people were better served than others, and better able to prepare for learning at home than others. Some were in worse positions than Mr Hutton found himself, in that there were large parts of Scotland where broadband access was an issue. There were individual young people and individual schools where access and accessibility was much, much more of a problem, just depending on the nature of the school.

So it was a mixed picture across the country. Some areas served better than others, some areas really quite poorly served, and that was just a matter of fact related to the closure of a system at a particular point in time. From then on, the sort of catching up part of it, as Mr Hutton has described, took place at a varied rate across the country, related to where people were starting from, and the way in which local authorities in particular made accessibility available to the young people who were in schools.

THE CHAIR: Thank you.

GRAHAM HUTTON: Could I just go back and add something to the problems involved for staff, in that this was for many staff something totally new, working online, and providing online lessons either by recording them or to trying to do them live, and doing them live became very, very difficult because nobody turned up. As I say, the young people's days had turned around, and therefore they thought: if I do a live lesson, there's only two young people in the class out of 30, it is a total waste of time. Not for those two young people, but for the rest. Then the gaps then appear that you go into the next live lesson and half the class has maybe not been there.

So we then move to recording the lessons, and that involved an issue of training, professional learning on how to do that. Therefore my computing department took on another responsibility of trying to train people, colleagues about how to use Zoom, how to use -- Microsoft Teams and Google Meet, and to make sure that was done properly, and how did they do that with various spreadsheets and sharing the screens and what not. This was all new technology, this was all a new experience for them, and it was quite frightening for a lot of people, a lot of colleagues, because change is very difficult in some cases.

Q. In terms of the national picture, Mr Thewliss, the theme

of digital learning and its challenges is one that you have brought out throughout your statement, and you speak about the pandemic having tested systems that were then found wanting. At paragraph 25 of your statement, you say:

"SLS has always known that digital poverty was a major problem for certain sections of the population, and suspected that Education Scotland, the national body tasked with providing digital learning was not up to scratch."

Can you perhaps, first of all, explain to us just very briefly Education Scotland's role in general terms?

JIM THEWLISS: Education Scotland had a national role in -- I could spend a good hour and a half or more explaining this one, but to try and cut it short, in a national role and kind of three main areas, one was the support of the curriculum and the support of teachers in the delivery of the curriculum. Second role was in educational leadership in the area of Education Scotland, which was previously SCEL and which was taken into Education Scotland. The third role was to do with Her Majesty's Inspectorate as it was at the time.

Q. Thank you. In respect of digital learning in particular, how was it that SLS saw their role?

JIM THEWLISS: Saw --

Q. Education Scotland's role in relation to digital learning in particular?

JIM THEWLISS: There was -- pre-pandemic, there was an expectation that digital learning would become part of what learning was, and it was natural to assume that Education Scotland would be in the fore and the delivery of training for staff, materials for the training of staff and materials to use with young people. So that expectation was there pre-pandemic.

When the pandemic came about, when young people were at school, the situation which Mr Hutton described where schools were to an extent kind of left on their own to work out how to make this work was the way in which it started to pan out. There was not a great deal of support, certainly in the very early stages available from Education Scotland on their website. And it took a long time for it to start to wind up within the organisation to let them understand what the education community needed in terms of support in relation to digital learning.

Q. Thank you. You mention there that there was an expectation pre-pandemic. Was that in the immediacy before the pandemic, or is that quite a long-standing expectation?

JIM THEWLISS: It was long-standing, and it was tied into the government's commitment making digital devices available to all young people, so that expectation was an expectation of Education Scotland as an organisation in taking forward educational thinking in the early 21st century, and also an expectation of the government providing hardware out there into the educational community, which that training could then be used to take forward were there to have been no pandemic.

Q. And it's clear from what you just said that you don't consider that that role was fulfilled or at least not fully realised?

JIM THEWLISS: It would be perhaps unkind to say that it was not fulfilled, but given what happened happened quite so suddenly and when it did, then the organisation was found wanting in being ready and prepared to upscale in a way which could support the profession and support young people's learning in a way consistent with not having to actually be in the school building.

Q. And again, is that as a result of that, the impacts that we've heard about in connection with online learning and the impacts on teachers and learners?

JIM THEWLISS: Yes.

Q. Thank you. You mentioned there that they were able to provide, was it resources or ...?

JIM THEWLISS: It was not so much resources, but guidance, and when e–Sgoil became available, then Education Scotland leapt on to that one and made that one work and made that available across the country in a way which provided the support which was not there in the early stages.

Q. And at what stage was it that e–Sgoil became available?

JIM THEWLISS: My recollection of it would be maybe three to four weeks in.

Q. And was e–Sgoil an organisation that SLS was aware of pre–pandemic?

MR EDWARDS: We were all aware of e–Sgoil. We were aware of what it was and what it was intended to do, and whoever it was, whether Education Scotland, I suspect it would be Education Scotland, grasped a hold of it to say: if we expand this, if we upscale this, then it will fill at the gap which is now very, very apparent; and it had become apparent that young people were not going to be in school for quite some time. It wasn't going to be something that was going to be past in three or four weeks. It was going to be longer term than that, and that's when it was upscaled and started to be introduced to higher capacity than it was originally intended.

Q. Thank you, and was the impact of that to alleviate some of the challenges?

JIM THEWLISS: Yes.

Q. Thank you. I want to move on now to discussing hub schools with you and I want to ask you about that first of all, Mr Hutton, because you were in practice during the pandemic as well as having your national role with SLS, and you have provided quite a bit of detail on this in your statement, but before I go on to hub schools, I want to ask you, Mr Thewliss, about something that you say in your statement at paragraph 15. You talk about a dual aspect to education involving learning on the one hand and what you term a social care aspect. Can you explain to us what it is you mean by that social care aspect?

JIM THEWLISS: I think perhaps to give this a bit of context, and to give a bit of understanding, in that schools by their very nature in that they drew young people together into one place at a certain and acknowledged point in time were useful in two ways: Firstly, it made education formal. Young people understood that they were coming to school, their parents understood that they were coming to school and they were coming to school to learn. But in that young people were in the building for five–and–a–half hours a day, it then became kind of apparent to other agencies out there within the community that this was a uniquely

useful way of gaining access to and supporting young people who were vulnerable out there within the community.

So the school picked up not just the educational imperative, but it also picked up part of the social care imperative, and that was built into the statutory functions of the school that they had to liaise with external agencies in support of young people, not just in their learning but as a duty of care to young people.

Q. Thank you. We'll come on to speak a bit about cross–sector working and partnership working with agencies such as social services or speech and language in a short while, but perhaps you could explain to us just now how a school discharged that statutory obligation pre–pandemic in connection with social care?

JIM THEWLISS: Every secondary school had a guidance staff, and the guidance staff, part of their responsibility was for the pastoral care of young people. Now, if they became aware during the course of the support which they were giving young people that there were issues at home or within the community, then those issues were shared with social work department among other agencies. If social work or other agencies were aware of issues out there within the community, then they shared them within the school. So although we operated with different

protocols, we'll perhaps talk about these later on, the protocols kind of emphasised the joint working as it was displayed with respect of care, duty of care to individual children.

Q. How was it that the closure of schools and the move to online learning impacted a school's ability to discharge that obligation?

JIM THEWLISS: As I said earlier, one of the advantages of the school was that young people came to school. They were in the building. Hence there was a point of contact there, and the guidance teacher was the point of contact within the school. If there was a concern, then case meetings would be set up, parental visits would take place, various other agencies would be contacted, and we would start to look at working around the child.

That work started to fall away as soon as you could not get physical contact with the people who were out there. Now, this was taking place at a time when there were all sorts of other things going on out there. There was a pandemic, people were ill, people within the various agencies within the schools were ill, so contact and information became much, much more difficult as soon as you did not have a place where the young person was there and could be visited by the agencies that were required to support that child.

Q. In terms of the teacher, the classroom teacher or the guidance staff, being aware that there was an issue, how did the school closure impact their ability to discern when there was something to pick up on.

JIM THEWLISS: Unless young people were in the hub and were able to observe within the hub, then there was no way the school could -- unless somebody informed us, that the school could observe and pick up any issues which were ongoing in a child's life.

Q. Thank you. Mr Hutton, I want to come to you now about some of the practical considerations relating to operating a hub school. I understand from your statement that Grove Academy operated, indeed you have said it today, as a cluster hub, and you have said in your statement that you are a little bit uncomfortable with how it operated. Can you tell us a little bit about the source of that discomfort?

GRAHAM HUTTON: Yes, I had a cluster of three primary schools, three quite large primary schools and Grove itself, and up until then, we had worked very, very closely together as a cluster, and we all got on very well, which is a kind of team mentality that was very positive.

When it came to the first hub, suddenly I only had a certain amount of young people, children of key workers

plus young people from my own school, and suddenly all these young people from the three primaries, and I wasn't used to, I suppose, younger children and dealing with them. And also it was strange, I had never used the word "my school", but I found it strange to have other people in my school and my building and having to share it with them, but I soon got over that, I have to say, and we did settle down to work as we had done before very, very successfully.

I think for the young people from the primary, it was far more intimidating to come into a huge secondary school, and we therefore made sure that they were only going as short a distance from the front door as possible, and that they always had the same classroom, no matter which -- young people were in, because it did vary between particularly with the children of key workers, because they didn't always have to come in each day, because their parents were maybe at home looking after them.

So there was a suite of rooms allocated to each of the primary schools, and another set of rooms that we used at secondary. I think that worked particularly well. There was always a member of the primary school, usually one of the heads or the deputes there, so each school still operated on its own within Grove Academy.

I think the office staff there, they also interchanged, so we had people from -- support staff from other schools as well coming in to help them support any inquiries that came from parents.

Q. In connection with the staffing of hub schools, how was that organised?

GRAHAM HUTTON: That was -- well, there were two different ways of doing it. First of all, when we were in the first lockdown and we had the cluster hub, then we all did our individual staffing issues for each primary, and then when we went into the second lockdown, when it was just every school had its own hub and so it was just back to being the secondary school again, it was organised within school. I organised my own school with the staffing. I felt it was important that I did that because I knew all the ins and outs of some of my staff, and the issues that they had, particularly if they were shielding, they were shielding either themselves or they were shielding somebody very vulnerable in their family.

Again, it was this balancing of ordinary teachers and principal teachers' responsibilities as teachers, in ensuring the teaching and learning of the young people went on; and also be being there in school to support the hubs, and thirdly to put the stuff online as well.

So there was, I suppose, a couple of balls that they

were all trying to juggle at the same time. So when I was building up a rota, we made sure that it was in a way voluntary, but we made sure that it was spread evenly over the time. People would say to me: I have got a class at that point and I want to do a live lesson, I'm recording this; or I have made an arrangement with a young person to speak to them, can I move it. And we were quite flexible with that, because I think -- in some schools I know that they use the support staff, lab technicians and support for learning assistants to look after young people.

I wasn't keen to do that because I think at the end of the day, it should have been teachers, qualified teachers who did that. The other issue in running a hub was to make sure that the vulnerable young people had -- particularly the ASN. We might be coming on to this later on, and I can speak --

Q. Yes, we will come on to speak about the ASN provision in a short while, but you touched there on the importance in your view of having teaching staff manning the hubs. What was the format of the lessons within hub schools? Were children present there to be cared for and to be supervised and accessing online learning, or were they getting a live lesson in class?

GRAHAM HUTTON: Because it was a different number of people at the end of the day, and a different -- on a kind of rota, it wasn't -- and because in the secondary, there was a wide range of vulnerable young people from S1 to 4 mainly, not so many, maybe one or two in S5, or they were the children of key workers. That changed every day. They were all doing different subjects and particularly when you get to S3/4, at 4 and 5 in particular, they all have a different curriculum in many ways.

So it was absolutely impossible to have a live lesson for each of them, but what we did have was if a young person had a problem, the teacher looking after them, supervising them, would try and help as best they can, or send them to somebody else who might be in the school whose subject speciality that was. So for the most part, they were doing online, and for the secondary young people who were in the hubs, they were mainly based in computing rooms and the library, so that they had access online to lessons, and therefore the supervising teacher may go round and help and support, but may also have been trying to support young people online themselves at the same time, so again it's this idea of balancing various different things at the one time.

Q. Thank you. Mr Thewliss, in connection with the

description there of what happened, certainly with a state school and Dundee City Council, is that something that was replicated across local authorities to your knowledge, or was it varied?

JIM THEWLISS: It was more or less replicated across local authorities, the experience of young people was more or less the same, given that there was a limited availability of access to learning, just by the nature of the groups of young people who were coming into schools, and schools falling in the same sort of pattern as Grove Academy did, made the best of what they could do.

Q. Thank you, I want to ask now about the eligibility criteria for attendance at hub schools, and the Inquiry is aware that these hubs were open to the children of key workers and to the vulnerable children. I want to look with you at the application of that, Mr Hutton. At paragraph 22 of your statement, you say:

"The children of key workers had to register with the school or the local authority, with vulnerable pupils being highlighted by guidance and support for learning departments in the school."

Am I to understand from that, Mr Hutton, that schools were determining eligibility in connection with who was vulnerable, and local authorities were

determining eligibility for key workers?

GRAHAM HUTTON: Yes and no, in the sense of when you're dealing with vulnerable young people, it definitely was from the school's point of view from recommendations from guidance, and from the support for learning department in particular, about which young people we felt needed to come into school and that had to be really agreed with the parents as well that they felt they would benefit.

Now, most parents when offered the opportunity to have their children still go to school, basically seized that. One or two didn't, but I think when you categorised the young people, most of these young people would be what I would call level 3 to 5 in the ASN scale, that they needed support in some way. That may be that they had physical needs, it might mean that they had personal needs, health needs, or that they had dyslexia, autism and other such examples.

So therefore they needed possibly individualised learning, usually with a support for learning teacher or a support for learning assistant, and for some of these young people, they need consistency, they need a routine and they need to be usually looked after by one constant person. That doesn't happen all the time, but they get to know the young people, and so one of the issues we

had for some of the vulnerable young people was that they were not getting the usual support person that they were used to, and therefore that caused one or two issues as well.

Q. You mentioned there an ASN scale, and gave some examples of those who might be in 1 to 3. Is that a national scale that's applied?

JIM THEWLISS: There is a national scale of sorts, determined in different ways in different local authorities, but more or less it's the same.

Q. But just perhaps it's a concept that's recognised nationally --

JIM THEWLISS: Absolutely.

Q. -- that may have differences. Thank you. Was there scope, Mr Hutton, for parents and carers or indeed pupils to self-refer for a hub school place on account of vulnerability, or did it need to be flagged by the school first?

GRAHAM HUTTON: That's a good question. I would hope that if they self-referred, they would be taken up without any shadow of a doubt, because our whole being is about the protection of young people and making sure that they get the support that they need. If some parent came to me and said: look, my young person needs the routine that they always have, could he or she come in, we would probably have said: absolutely, yes.

JIM THEWLISS: Can I perhaps contribute to that one in that at the start as it was with a great many other parts of what we were doing at that point in time, no one knew what we were doing, and we had never done this before. It was something we didn't know or didn't kind of -- weren't able to anticipate how it was going to turn out.

So in the very early stages, the kind of narrow criteria in relation to those who were entitled to come to hub was applied, but once we got a grasp of the numbers who were coming into the hub, once we gained an understanding of the number of staff who were going to be available to support young people within the hub, then all schools across the country kind of started to blur the edges of who they were going to bring in.

To give a very good example, if the young person was the son or daughter of a school teacher who could be employed by being in a hub, if their child was in the hub of their own local secondary school, then it would be obvious and common sense to deal with that in that kind of fringe area of the eligibility to come to the hub, but it evolved as time went on from the narrow interpretation of the criteria at the early stages, then to something which was workable and sensible later on.

GRAHAM HUTTON: And actually suited the needs of the young

people in the school, and if I can go on to the key workers because I think you asked me about that.

Q. Yes, was that eligibility determined by the local authority or by the school or a combination of both?

GRAHAM HUTTON: A combination of both if my memory serves me correctly, but they had to, initially in Dundee anyways, apply through the local council but there was a wee bit of inundation of applications for that, and then we had the problem so we took them in the school, there were criteria, if I remember rightly, of what a key worker was, and sometimes that was difficult to gauge, obviously if they work for the medical services or the fire brigade or the police, that was a given, but when they were on in careers which stretched out from that, there was the question of how far do you stretch the key worker idea.

By the end of the day, I would say most schools just said: yes, we'll take them; but there was always that caveat that if you began to take everybody, more young people would come back and we would be back in the situation of there's a risk of contamination, and again, that was something else that we had to make sure in the hubs that there was still social distancing between the young people. So in a classroom that normally would have taken maybe 30 young people, you could only have 12

to make sure that they still had the 2-metre distancing.

That, I think, for the primaries was very, very, very difficult to make sure that young people of 5 or 6 actually kept 2-metre distancing. It was difficult enough with S1 and 2, but it was something we had to keep in mind. So therefore, although you maybe only had 30 young people in, you had to look maybe three to four classrooms where they were spread out.

Q. You both set out in your statements that in your view hub schools didn't cater particularly well, or perhaps not at all for those who had ASN, especially those with profound learning needs. If I can come to you, Mr Thewliss, at paragraph 50 of your statement, you say:

"A significant number of young people with health and personal care needs who could have been supported within school were not due to it being unsafe to do so at the outset. The missed learning of these young people was difficult to catch up on."

I suppose the first question is, were hub school places offered to such learners?

JIM THEWLISS: At the beginning, once we kind of recognised that schools were not going to be opening, again to reflect on the membership of SLS, there was membership from mainstream secondary schools to special schools, and special schools that catered for young people who

required very personal support. Schools shut down overnight, and to bring young people who required such quite significant personal support into school without PPE, because it wasn't available, was an issue in the early stages of this.

The professional associations, not just School Leaders Scotland, all the professional associations, made the case very early on, in terms of equity, young people should not be prohibited because there was not PPE available there. That started -- it picked up very, very quickly and we got round a bit -- not so much round about it, but we started to support those young people.

Within mainstream schools, the availability of hand cleansing and masks and so on picked up very, very quickly. So from a standing start across the various sectors of secondary education, going from special schools through ASN within mainstream schools, we got to grips fairly quickly with what was required to enable those schools to operate on the basis of hub.

Given that if we're looking at ASN, generally speaking, education can go from being one to one to small group education, which quite obviously is much closer contact than 12 young people in a standard sized classroom, with one member of staff somewhere distant from them. So it took a wee bit of working around, but we got there, we got there reasonably quickly, I would like to suggest, as well.

Q. Thank you. You've touched on this before in connection with cross-sector working and partnership working when you spoke about the social care aspect of education. At paragraph 45 of your statement, Mr Thewliss, you speak about some aspects of cross-sector working. Can you explain to the Inquiry, please, what sort of cross-sector working is necessary for a school leader, for example, with whom and to what end?

JIM THEWLISS: There are aspects of duty of care which are statutory duties of schools and school leaders, and Her Majesty's Inspectors will check up when they come to inspect schools if these duties are being carried out. It's a matter of law that these things should be done.

Generally speaking, when you start to work in that way, you're working cross sector with various other agencies, largely social work department, but various other support agencies out there. And to take these things forward, on almost every occasion there will be some sort of case conference to set that up, and at the case conference within the protocols of the various groups who are there supporting the child, certain things will be agreed. But the majority of these things require coming together of the professionals to make

sure that these are being carried out properly. Once you start to get into a situation where you can't meet -- you can't bring a speech therapist into school, for example, then life becomes very, very difficult and very, very challenging.

Now, the kind of legal part of this, the statutory duties of care, is kind of perhaps the easiest part of this, because it's laid down there and it's quite clear what this young person can be expected to get in terms of support.

A level kind of above that or beyond that, there is a significant cohort of young people within the school who require care of some sort of a more informal nature. If you're struggling to do the very formal stuff, and you're trying to find ways round about doing that and spending time doing that, there's not as much time left to deal with the other cohort of young people who don't fall within the statutory part of it, but do deserve care and fit into the care network which the school is going to operate.

So it became very, very challenging in all aspects of providing care to vulnerable young people, however vulnerable, more or less they be, given the nature of the pandemic, and that you didn't know how to make contact, you certainly couldn't have face-to-face

contact at times, and if people were going to be absent from work, they were going to be shielding themselves, that started to put more gaps into the care system.

So it was a very, very fraught and challenging time in the early stages of making sure that continuity of care and support was available to young people, given the kind of pressures that staff were working under.

Q. And I suppose -- is it fair to deduce from what you said there in connection with the obligations and the care network for those who already require that informal care network, that should such a vulnerability or need arise during the period they're not within the school premises, that would be more difficult for you to know?

JIM THEWLISS: It's much more difficult in that they are not on the premises, and more so than that, if they are not in the premises, they're out there in the community and many young people, the difficulties were with -- the difficulties which they faced were difficulties on account of being out there in the community. If they were in school for five-and-a-half hours a day, we knew where they were and we knew what to do and we knew that we could support them. It became a huge, huge challenge when we didn't know for a great many young people where they were and what they were doing.

Q. You mentioned at paragraph 47, Mr Thewliss, that

partnership working or this cross-sector working has not recovered post pandemic. Why is that?

JIM THEWLISS: Due to what we missed out during the pandemic and due to the fact that the pandemic has put more people into the position of requiring of care and special care.

Q. I want to move on now to looking at the changes to the SQA exam diet and the alternative certification model I refer to as "ACM". Both of you speak about this in your statements and it's clear from your statements that you consider the ACM to have been a successful process.

First of all, just to give us a bit of grounding on what it is we're speaking about, can I ask you, Mr Thewliss, to explain to us, just briefly, how the exam diet was altered in 2020 and '21 and also what the ACM was?

JIM THEWLISS: Again to give a background to that, the examination system as such was always its strength was its formality within school and it comes back to what happened overnight pre-pandemic and pandemic in relation to what happened in schools. The examination system was based on the principle that young people attended school for 300 -- 295 days per year and at some point during that period of attendance there was an examination diet where young people went into the assembly hall or wherever it was within the school, sat down at a desk and sat an examination which tested the learning which they had obtained over the previous year within school. Now, it's a very straightforward and simple system and it was never seriously called in to question -- perhaps it should have been, that's another argument for another time and another place -- but that's the system as was. Pupils knew it; teachers knew it; and parents knew it. All of a sudden March 2019, that stopped because there are going to be no exams. SQA was left in a very, very difficult and challenging situation at that point in time in that there are young people who are very close to the point of certification but could no longer finish off that part of the education which required them to get to the exams, that kind of six-week final period when they're able to sit exams, so the SQA had to find a way to make sure that those young people were given due credit for the learning which they had gone through and which the level of attainment and achievement which they had exhibited. Now, it would be safe to say that there could have been better ways of doing it in certainly the first exam diet and we all know the controversy that happened in the August of that year when the exam results came out. But to be fair to SQA, they had to come up with a system and come up with a system very, very quickly to deal with that. However, thereafter,

having gone through that and having understood the challenges, the difficulties and the mistakes that were made at that time, SQA engaged with the profession very, very quickly in relation to making sure that in the following year were there to be no exams and were there be major disruptions to education throughout the year that they were going to be in a better position to make sure that young people actually did gain true and accurate accreditation for what they had done and what they had achieved. Discussions started off very, very early on, immediately after the first -- after the August fiasco in terms of results to make sure that people understood the changes which were going to be made, changes to curriculum, changes to assessment procedures, and changes to the way in which the exam system if it was going to happen would take place. And between August and through until May and June of the following year was a meeting every -- I attended a meeting every Friday morning along with other members of the professional associations with SQA to come up with the so-called ACM model to make sure that the system was robust and more so that people understood the system and what was going to happen and the way in which it was going to impact on qualifications if there were to be no exam diet the following year.

Q. Is that group the SQA Strategic Overview Group --

JIM THEWLISS: Yes.

Q. -- that you were a member of. Thank you, Mr Hutton, you set out in your statement at paragraph 61 that SQA removed some sections from the formal assessments and that this was for reasons of accessibility. Can you explain how that made the exams more accessible?

GRAHAM HUTTON: Yes, so that SQA issues a curriculum, a syllabus, on which they will base the exams for Higher, National 5 or Advanced Higher, and in some of the subjects they decided that often options of what they can do and so they limited the options that were available to the schools that were in the ACM that needed to be tested. To a great extent that was a good idea but if -- it came quite late on and therefore some schools and some departments, subject areas, had already decided they were going to do this option and then it wasn't going to be examined and so that time had been lost and so there was a mad rush to get other options done. The practical subjects had a major issue because of the restrictions imposed by Scottish Government quite rightly in the schools that they couldn't do some of the practical work, A, because they were at school, B, because when they came back they were still social distancing and, C, they did not have the time left to

finish their models, their artwork or whatever. And for music in particular there was an issue with practising, because they have to perform, they have to have a performance, that for brass and woodwind they could not use them in the school. Now, in the summer that's fine because they could go outside and stand in the gazebo but in the winter it was very difficult to stand out in the cold and practice trumpet, flute and whatnot, so there was an issue there with the practical subjects.

Q. Again that same paragraph you say there may have been some -- while it made the exams more accessible, there may have been some longer-term negative impacts arising from that decision. Can you tell us a bit more about what these impacts are?

GRAHAM HUTTON: Because the syllabus had been restricted somewhat. Therefore, there were gaps in that young person's knowledge which normally they would have. So if they'd been doing higher maths, the amount of areas being covered in the exam was reduced. So when they come -- they came to do advanced higher eventually, they had stuff -- knowledge missing and there was gaps that they had to then fill in to find out how they got on.

Obviously, when they went to university, they were also having -- had gaps in their higher courses or their advanced higher courses. They were not prepared to take on the next stage of -- if they were doing a degree. And that compared to maybe what happened elsewhere in the UK where I don't think, if I recollect, that they took that approach and that they still had the full red syllabus for A-levels or whatever the qualification was.

So that has continued, I suppose, into university or college in the courses that they're doing. So the gaps -- with the best will in the world, to try and ease the situation and make it more practical, there was, I suppose, a negative impact. For every action, there's an equal action -- reaction. The reaction was that they had gaps in their knowledge.

JIM THEWLISS: Could I perhaps add a bit on what -- the kind of difference between the first exam diet and the second exam diet in that much of -- the results for the first exam diet were very largely based on teacher evaluation of what the young people had been doing through the majority of the course of that year. When we looked at the ACM model, it was made very clear to teachers very, very early on that they had to be absolutely robust in the way in which they did their assessments based on the standards which the SQA had done there, and taking that sort of level of robustness on early on, made sure that as the year went on, the teacher estimates were actually pretty much more spot on than they had been in the

previous year in relation to making the ACM model work.

GRAHAM HUTTON: I would agree with that, and I think in the 2020 results, they were mainly based, because we're nearly the end of the academic year, on prelims and examinations and evidence that was quite clear to many teachers about how their young person -- the young people in their class had performed. But obviously, there's still a bit after the prelim where it's not been examined that they have to then -- they had to then make a judgment.

The schools then had to make sure they were quality assuring that by looking at trends from the past, by looking at the individual young people. And I spent an awful lot of time with all my 17 departments, at least a couple of hours with them, to look at: how did they come to that -- come to make that decision of their estimates? Now, we normally do have estimates. Estimates go in every year to the SQA, which are -- which are part and parcel of the procedures, and particularly when they come to appeals. But with the ACM, that was a different ballgame.

We should have had plenty time as schools -- one of the issues, I think, is that also, some schools were absolutely convinced that there would be no exams again in 2021 and therefore, they did, as Jim -- as

Mr Thewliss has said, they had prepared. But other schools lived in a kind of fairy land where they thought, actually, there will be exams. Exams will come back, because the highers have to be there, and therefore, didn't do as thoroughly the preparation for the young people to have the evidence that they based their ACM on.

So there was a wee bit of a disparity there. I wouldn't be able to quantify the difference between the different schools, but there was that. And, therefore, when -- if a school had built up or a department had built up the evidence, they were in a very strong position to give a very accurate estimate of how that young person had performed, apart, of course, in the practical subjects, which was a bit more tricky, as I said earlier.

Again, the quality assurance had to take place within schools, within the departments, with either the -- in my case, with me and with the link depute for that department and going through -- not just looking at the statistics and the trends from the past, but actually at the individual young people and why we -- I felt that that young person, given what they had achieved the year before, had achieved this year.

And then there was a step where the local authority,

in my case, Dundee, came in to our education officers and verified and checked with us and discussed with us how we had -- the processes that we'd gone through to arrive at the ACM estimates and whether there had been quality assurance. So I would actually say it was far more thorough.

One other thing that Mr Thewliss has said is about applying the standard, because there's -- a silver lining here is the fact that many more teachers had to be more aware of the standard of the -- that the SQA sets and, more importantly, how to apply that, because usually, that was the bailiwick of markers, who are teachers of the school who volunteered to mark, and the examination teams, who then do the quality assurance of the marking and then come to awarding the cut-off scores, which are all of the grades, the grades A, B, C.

So I think that is something that was difficult for a lot of the teachers, who were not involved in the SQA or who had never done marking, to actually learn what the standard was and thus how to apply it.

Q. Thank you. I just want to build a little on what you have explained there, the impacts on staff, and you've set that out a little bit earlier on. Mr Hutton, you speak at paragraph 41 of your statement about institutions that schools work alongside. You say:

"Institutions such as Education Scotland and His Majesty's Inspectorate of Education were unsupportive and effectively missing in action. I had no contract with either of these bodies during the pandemic."

And I understand from your statement that that's something that you concur with also, Mr Thewliss.

Mr Hutton, what is the -- what was the impact of that reality for school leaders?

GRAHAM HUTTON: Well, there was no impact in the sense that they didn't do anything and they were, I suppose, separate from the rest of education, because they weren't actually in the schools. I think it would have been very useful if they had offered to come in to schools and help particularly with the standards of education, particularly with the HMIE, how -- and Education Scotland about what the standard was to help and support the ACM, and also to help and support covering staff.

Now, we've talked about the hubs. We've talked about the return to schools where staff were juggling various things together, both teaching in the classroom and providing online work for those that were off or who had been told to isolate, because at that time, although we were back, we were still having to isolate young people and, you know, I would get a call on a Saturday

this saying, "This young person is now infected with COVID. Can you then tell me all the people round about who were sitting within 2 -- within 2 metres?"

And, therefore, there were also staff who were ill, and in the second -- after -- after the second lockdown, there was more staff absence from COVID in my school than there had been during the first outbreak and, therefore, we were trying to struggle -- we were struggling covering classes.

And it would have been quite useful -- I know there's not maybe a great number of people involved in Education Scotland and HMIE compared to the number of teachers in Scotland, but every little helps, as they say, and if there had been an offer there, I think most headteachers would have bitten their hand off to get them into school to support and get their expertise and use that, because they are, all of them, school leaders as well, or have been leaders in the past.

Q. Mr Thewliss.

JIM THEWLISS: Can I perhaps come into that one, and it comes back to the start of the earlier description of the kind of three functions of Education Scotland. Take them in reverse order, perhaps, in that Her Majesty's Inspectors visit schools and they visit schools on the basis of determining quality and standards. They pride

themselves on their strapline of challenge and support.

Now, quite obviously, going out to inspect schools just couldn't be done. Therefore, the challenge part of it was not gonna be there, but there was not a great deal of evidence of any kind of support that came from the HMIE part of Education Scotland during the pandemic.

The Scottish College for Educational Leadership, that bit that sat in there as well, again kind of ceased to function a wee bit because it just -- it was not feasible to do that, and I have got no complaint whatsoever, concern at all, over the scaled part of Education Scotland.

Q. What is the SCEL part?

JIM THEWLISS: Scottish College for Educational Leadership. What they do is support and develop leadership strategies to bring on the next generation of school leaders. So from my organisation's part of it -- perspective, very, very useful indeed. But, again, not a great deal for them to kind of contribute at that point. I'll come back to the contribution part later on.

The third part was the curriculum development and support part. Now, given the pre-pandemic situation, in that they -- you know, there wasn't really a great deal came to us as a profession from Education Scotland and

that part of Education Scotland. If you kind of sort it out, you might find -- might have found bits or piece. Their website in particular was, you know, virtually no use at all. When the pandemic came, therefore, there was not really very much there for that part of Education Scotland to provide to us.

And what Mr Hutton described earlier on in terms of a school preparing itself and engaging with its community was what happened across the country. There's not a great deal of support coming our way from Education Scotland.

I have, in my statement at one point, kind of related an incident later on, and it was when we were starting to come back out of the pandemic and schools were starting to get themselves back up and running again, and Scottish Government tasked Her Majesty's Inspectorate with getting out there and finding out what had happened within schools and start looking at the way in which we can make things better should this happen in the future.

I was on a Zoom call or a Teams -- Teams, perhaps, with various other of the professional associations and representatives from the HMIE part of Education Scotland and they were describing that what they would like to do is come out into schools, have meetings with school leaders, couple of hours, to find out what was happening and how we could take things forward from here.

And at which point -- it's touching something Graham said earlier -- I said quite clearly to them, "If you phone up a headteacher today and say, 'I'm from Education Scotland, what can I do to help you,' the answer would be, 'Come in here and teach classes because we really are struggling. Things are getting better, but we really are struggling.'"

Second point: if you want to find out what's happening within schools, if you send somebody out to meet a headteacher for a couple of hours, you'll maybe find out something, but headteachers have got much more important things to do at this point in time. And they'll spend time with you, because they do, but you'll find out something; perhaps not an awful lot.

And the third thing is you're not really doing yourself any favours in terms of PR if this is what you think headteachers need just now, because we need to try and get schools back up and working, young people back into learning. If you want to find out what's happening in schools, tell me how many people you have in here within Education Scotland who are GTC registered. I'll tell you the number of schools that you could send one of these people to and embed one of them in a school

and embed them in schools for three or four weeks.

Over that period, they could cover classes. They can talk to staff. They can talk to pupils. They can talk to parents. They can see how the school headteacher is dealing with what's going on. If you want to find out the impact and if you want to find out what's needing to be done in the future, do it that way and you'll find out an awful lot more. You'll increase -- you'll increase your street cred among the profession and you will actually find out much, much more about schools than you will do in any other way.

It went nowhere. It didn't happen. I have to -- I have got to say I never thought that it would.

Q. Thank you, and the Inquiry, of course, will be going on to look at decisions and the implementation of these decisions, so that's helpful information for us there.

I want to ask you -- we have spoken about impacts on learners in connection with digital inclusion and you have mentioned a lot about practical subjects and assessments.

Mr Hutton, you say at paragraph 76 and following of your statement that there have been some negative and what appear to be, from what you have said, ongoing impacts in relation to the behaviour of children, young people and attendance at school, and also parental

engagement, and of course, these are quite discrete, but perhaps linked issues.

Can you explain to us why you think these impacts have arisen?

GRAHAM HUTTON: If I deal with the attendance first, I think that has gone down by 5 to 10 -- I think it is slowly increase -- improving again, but there still is a large gap, far larger than they had pre-pandemic, of young people actually attending school.

And I think as Mr Thewliss said earlier, there is this concept that, "Well, we didn't -- we still got our exams, but we weren't there all the time and, therefore, do we need to be there all the time?" And I think young people have become more independent in many ways through the COVID pandemic and have been left to their own devices and now think, "I'm not engaged with school. What I'm doing here is not really relevant to what I want to do later on in life", and therefore, there is a kind of, you know, "I'm not going to play ball any more".

And that is where we are challenged to make sure that the curriculum we are offering our young people meets their needs and suits their needs and that's -- again, that's a long-term implication of the COVID situation.

There's also, or has tended to be in many schools -- and the current President of SLS wrote an article about it that we submitted to the Inquiry about young people who don't truant out with the school, but truant within the school and are refusing to go to classes, who congregate in the toilets or in sneaky corners of the school, and they then build up a following and then they lap the school. In other words, they go round and round, avoiding going to classes and disrupting lessons.

And, therefore, even in the best schools, if you want to call them that, where there's usually not been a lot of discipline issues, these have still arisen, and that young people have been turned off by the curriculum and been turned off by their experiences and the gaps in their knowledge that they are not playing ball with staff.

And, therefore, that involves, as it was in my own school, the senior leadership team going out into the corridors far more and trying to get these young people to go back to school -- sorry, back to class and learn, and they're wary of the way of doing that in many ways.

And it's been a long, long process and it's just one of these hidden implications of the damage that has been done to young people that will go on for many years to come, I'm afraid.

There was other one aspect --

Q. Behaviour was another aspect.

GRAHAM HUTTON: Behaviour, yes. Again, young people had been left, in many ways, to their own devices. They were lonely. They had that lack of social involvement and, therefore, when we came back into a routine that was almost anathema to some of them -- not all of them. I mean, the vast majority of young people fell back into school very easily. A large majority were absolutely relieved to get back to school. They were -- because they were then learning again. They were also socialising again and they were getting some human contact from their colleagues, their classmates and also from the -- from their teachers.

And, therefore, for a small minority -- there's always been a small minority in schools who would not behave and who you have to coax and give a bit more support, and that grew in many ways as a result of the pandemic.

And a lot of it was low level, I have to say; an increase in low level in discipline. But, again, as we're hearing now -- and the Cabinet Secretary has been trying to deal with us with various summits about how we improve behaviour in young people, and my own feeling is it has to be about making sure they have got the support

there and that they have a curriculum that suits their needs and also that the learning and teaching is quality.

Q. Yes, the one other aspect there -- sorry, I'd rolled up so many questions into one there, mindful I only have 15 minutes at most left.

You mention at 78 that there is more parental conflict. First of all, attendance has decreased and both parents and children don't see anything wrong with that, so it's not just the children's perception. You say there's more parental conflict than there used to be with schools. Some parents could not cope with children being at home during the pandemic and they maybe let their children do what they wanted.

So this aspect of parental engagement being diminished as a result of the experience during the pandemic period, can you expand on that?

GRAHAM HUTTON: What I'm hearing from my colleagues, in the SLS across Scotland, there has been a rise in the amount of arguments, shall I put it that way, that they're having with parents that they probably wouldn't have had in the past, where the parents is -- the parents are absolutely adamant that their child is right and will not -- even when evidence is put to them will not agree to that.

So in many ways, it looks to us as if there is -- they take the past of least resistance. They have maybe not been able to deal appropriately with the young people when they have been off school and at home all the time. And they have been doing their own work, their employment, if they work -- having to work at home and, therefore, they've allowed the young people to do as they wished or been rather weak with setting parameters.

And we've now found out that that has grown and that parents take their young people's side whereas before, that would not have been the case. But this may be a societal change, in many ways, about how we approach, but our view is that we always want to work together with the parents and -- because, at the end of the day, we all have one thing in common; is we want to see the young people in our care and in their care, obviously, do well.

Q. You mention there that it may be societal. Is it linked, in your view, to the pandemic experience of lockdown and restrictions and school closures?

GRAHAM HUTTON: I would say so.

Q. You mention there in your response to my question about conflict and perhaps what might perhaps be viewed as negative engagement. Is that what you're seeing more

than disengagement?

GRAHAM HUTTON: That's a difficult question for me now that I have been out of school for over a year to say exactly, but I think there probably is more disengagement in a way than there is with arguments with parents.

THE CHAIR: Thank you, and the Inquiry is hearing from organisations who represent parents, so we'll be able to speak to them about similar issues to what were raised with you there.

Just one final question for you both, and you can decide yourselves who wishes to answer first, and that's to ask if you have any key lessons that you consider should be applied to ensure the impact you've spoken about, be they on school leaders, on their staff, on the learners, and addressed and mitigated.

JIM THEWLISS: That's -- you know, very easy to answer yes --

Q. Mr Hutton is looking at you, Mr Thewliss, so --

GRAHAM HUTTON: Yes.

Q. -- thank you.

JIM THEWLISS: I think, given the system was tested by the pandemic and what happened within the pandemic ensured that the system was not as robust as perhaps we thought that it was, that the time is now opportune for starting to look at kind of key aspects of education in Scotland and the way in which we run it, on the basis and on the understanding that to do so would mitigate the worst excesses if we ever find ourselves in this position again, but it would also make Scottish education a much, much better –– put it in a much, much better place than it is just now.

On the day schools shut down, a significant number of teachers, parents and young people did not understand that there could be a different way of running education. Scottish education has run in the way in which it has run in terms of schools since the Education Act of 1740. Young people, at that point, were obliged to go to a place where they would meet an adult and be in a room and that adult would conduct their learning, and that has been more or less the situation since. It has expanded in some ways. It has developed in some ways, but essentially, up until the day schools closed down at the pandemic, that's the way in which it was.

We have got to become much more flexible, adaptable and responsible –– and responsive to the way in which young people live their lives and the way in which society out there has developed in terms of engaging in a way in which young people can develop skills and then

use those skills in life beyond school. And bringing young people into a building, essentially sitting them in a room with an adult who tells them a story at the front of the room is not the way to be doing it in the early 21st century, and we've got to look at that.

And that has major implications for teacher training. It has major implications for the way in which we design schools and it has major implications for the way in which we spend money and the amount of money which we spend within schools, because we are not meeting needs of an early 21st century society in the way in which the school system runs.

Now, added to that, the exam –– the exam system which we have is a system which was developed in kind of the late part of the 19th Century in response to being able to train people to pass a Civil Service exam, and it's evolved slightly since then, but it's essentially the same things. People sit more exams in different subjects, but it's essentially the same. At a period of –– at the end of a period of learning, you're put into a situation where you sit down with a pencil –– a pen and a piece of paper and you write down what you have remembered about your learning.

That also is not the type of way in which early 21st Century society should be working. There are

better ways, more effective ways, in ensuring that we use the assessment system to promote, support and enhance learning, and that is going to take major input, major thought and major –– and has major implications for the way in which we train teachers and the way in which we manage the expectations of young people and their parents and employers in relation to the way in which schools operate and what young people are at the point in time when they decide to leave formal education.

Now, maybe as you will have perhaps kind of worked out from that, there are major, major discussions to be had within that, but essentially, we cannot carry on doing what we're doing just now in the way in which we're doing it. If we get another pandemic, we might be slightly better prepared, but we won't be prepared –– as prepared as we could be.

And what the pandemic –– if any good has come out of this, what it has done is made us look at, understand and reflect upon the quality, standards, effectiveness, relevance of education that we are providing in Scotland just now.

Q. Thank you. Yes, that links to something you said in your statement at paragraph 48 about normality within the system now is a different normality to 2019, so that

was really helpful of you to build on that. Thank you.

I want to come to you now, Mr Hutton. I don't want to cut you off prematurely, but I'm mindful the stenographers will require a break at 3.30 and, indeed, that's when we're scheduled to finish. So I know you may have quite an extensive answer for me, but just –– if you can explain briefly any of the key lessons that you think could mitigate some of the impacts you set out for us.

GRAHAM HUTTON: I would, first of all, wholly and wholeheartedly agree with what Mr Thewliss has just said about the system. It is not fit for the 21st Century and the status quo cannot continue, and I think the stress test of COVID proved that to all extents and purposes.

I think there is a lack of an integrated system of how Education Scotland, His Majesty's Inspectorate, now separate, SQA, or Qualification Scotland as it is about to become, The Centre for Teaching Excellence and all the other various bodies that deal with Scottish education –– they don't hold together. They don't join up and then there has to be a better vision for how they will work and how they will support teachers in order to support the young people. They have to be at the centre and everybody has to be focused on helping them out.

I think Mr Thewliss, you know, has highlighted very carefully that the assessment system is -- did want work. It failed again the stress test. The ACM, to an extent, actually worked very well if it's well prepared in advance and the workload issues are looked into to make sure that that is spread over the year.

The Hayward review, which was released -- released in June of last year, came forward with a new structure that would have suited exactly what Mr Thewliss has said about meeting the needs of young people in the 21st Century, focused on knowledge and skills and how we prepare our young people in order to engage with school for the future.

They have to see a relevance, and that was what's maybe come out of the COVID situation of the schools being closed. They could not see what really the relevance was here and how it would impact on there. And if we want to have a successful country and a better economy, we have to make sure that the young people who are going into that in the future, who will look after us in our old age, that they are better trained, that they are better prepared for life in the 21st Century.

I think also we've talked about IT, and I think that has to be looked at very carefully; not just the online resources, not just the hardware and the devices being

available on a one to one, and I'm hoping that the Scottish Government will be able eventually to come up with the promise that they made that each young person would have a device and connected to the internet, which will help them. And it is a question of equity there to make sure that a lot of young people have an equal chance.

I think Mr Thewliss has indicated the pandemic did have a negative impact right across the board, but we were not prepared for it. In many ways, we were fumbling around in the dark to make sure we did the best by our young people and, therefore, we need to make sure that if each school has a business continuity plan, usually in the case of a fire, that we need to look at other things, other scenarios, that will -- could erupt in the future in order to protect the young people and make sure that their learning goes on.

And in that case, there has to be really good communication, and I think that was one of the things I learned; that the communication we got from School Leaders Scotland to headteachers and other school leaders was exemplary and therefore, we were able to pass that on. And where we were able to pass it on to our staff and explain the mitigations that had been put in place by the Scottish Government, the better that

staff understood and were able to support the young people.

That's at the crux of the matter. You know, you get my passion about how the young people are why we are in the job.

Q. Thank you.

GRAHAM HUTTON: And I think, finally, if you're talking about -- go back to what I said originally. The SQA in particular has to be more adaptive and flexible and empathetic to young people and, I think, involve teachers far more. And I think there is a definite movement there. I think they have learned something from the pandemic that is enabling them to move forward as an -- as an organisation and to become Qualification Scotland.

So I think there's a lot of lessons to be learned for the whole of Scottish education and how we bring it together for our young people.

MS STEWART: Thank you.

Thank you very much, my Lord. I don't have any further questions for the witness, unless your Lordship has anything to ask.

THE CHAIR: I don't have any questions to ask, but I would like to say something, unusually, directed primarily at Mr Thewliss, but also taking in what Mr Hutton said, and

it's Mr Thewliss' last remarks.

If I may say so, Mr Thewliss, what you have said was one of, if not possibly the most forceful and potent observations in relation to the implications and possible lessons that might be learned from this Inquiry, from this pandemic and therefore by the Inquiry, certainly in the context of education.

I can assure you that what you have said will be considered by us in the Inquiry very, very carefully, because I did find it very, very powerful. I regret to say at least my initial impression is, and it is an initial impression because I only heard what you said five minutes ago, that much of what you envisage or consider might or, in your view, should be done we will consider to be beyond the scope of our terms of reference, and I feel that it may require other inquiries or methods of investigation and reporting to achieve what you want, but rest assured we will think very hard on what you said.

JIM THEWLISS: Thank you very much.

THE CHAIR: Thank you. Thank you both for your very helpful evidence.

MS STEWART: Obliged, my Lord.

THE CHAIR: Right. That brings us to the end of today. We're back tomorrow morning at 10 o'clock and I look forward to seeing you all then. Thank you again.

(3.30 pm)

(The hearing was adjourned to 10.00 am on the following day)

INDEX

MR GRAEME MCALISTER (called)
Questions by MS VAN DER WESTHUIZEN 1
MR LIAM MCCABE (called) 57
MR MATT CRILLY (called) 57
MS ELLIE GOMERSALL (called) 57
Questions by MS VAN DER WESTHUIZEN 57
MR GRAHAM HUTTON (called) 125
MR JIM THEWLISS (called) 125
Questions by MS STEWART 125

A

a4 (1) 107:15
aback (2) 73:14 113:16
ability (17) 45:2 46:8,13 62:17,18 63:8 75:3,16 76:8 81:21 87:22 92:17 104:4 111:9 133:16 144:6 145:3
able (59) 5:19 15:16 17:19 19:13 23:17 27:4 37:6,8,11,18,19 39:9 40:16 45:2,7,8,22 46:9 48:23 49:10,16 52:7 55:19 69:8,10,11,14 70:4,11 77:14,17,18 78:21,23,25 79:1 86:24,25,25 95:22 97:3 101:24 102:3 104:1 114:10 123:1 136:6 140:24 145:6 153:7 161:15 167:9 179:3 180:8 182:16 186:2,22,23 187:1
above (3) 6:19 23:5 158:11
absence (1) 170:6
absent (1) 159:1
absolute (1) 78:1
absolutely (13) 28:4 35:7 38:19 41:13 46:19 100:25 149:10 152:13 153:1 165:20 166:24 177:9 178:23
absorbing (1) 39:14
academic (14) 64:21 75:6 76:21 86:4,7 89:10 98:11 101:23 103:14 104:4 107:24 109:13 119:21 166:4
academically (1) 81:22
academy (6) 128:10,14,16 145:13 146:25 150:11
accelerated (1) 41:14
acceleration (1) 40:11
accept (1) 93:20
access (67) 5:19 8:12,13 9:10 11:10 37:5,8,11,12 39:5,22 45:23 48:23 49:10,16 51:4,17 52:7 54:12 60:9 62:10,11,12,12,12,18 66:16,17,20,21 68:2,16 71:1 73:7,19,20,20,21 76:1 77:18 78:21,23 84:8,12 86:24 90:23 91:25 93:24 94:2 97:17 102:1,4 105:23 114:18 115:12,16,16 116:11 134:24 135:13,13,22 136:9,11 143:1 149:19 150:8
accessibility (5) 66:11 68:24 136:11,22 163:6
accessible (3) 67:6 163:7 164:11
accessing (3) 69:9 107:23 148:23
accommodate (2) 31:11 88:4
accommodated (1) 64:8
accommodation (47) 61:24 63:10 64:15,19 74:8,18,20,22 75:2,4,13,15,16 81:4,5,7,12 82:4,13,17 101:4 105:13,14,15,17,22 109:2,16,19 110:6 114:15,23,25 115:1,4,13,13 116:4,5,25 119:10,25 120:5,6 121:1,10 123:2
accordingly (1) 95:19
account (4) 15:21 37:11 152:16 159:19
accreditation (4) 92:11,18 94:19 162:9
accredited (3) 96:10,17,21
accurate (2) 162:9 167:13
achieve (1) 188:18
achieved (3) 162:10 167:24,24
achievement (1) 161:18
acknowledged (1) 142:18
acm (12) 160:9,11,15 162:21 163:13 165:19 166:1,21 167:7 168:4 169:17 185:3
across (35) 2:10 5:13 9:1 47:16 58:25 59:5,7,12 60:9,18,20 61:9 65:23 81:9 85:5 88:24 90:19 106:3 110:23 115:4 118:4 120:10 128:21 131:10 136:2,14,20 141:4 150:3,5 153:14 156:15 172:9 178:19 186:9
acted (1) 12:23
action (3) 165:10,11 169:3
active (1) 110:1
actively (1) 42:10
activities (3) 38:13 47:21 52:24
activity (5) 5:9,10,10 41:21 133:8
actual (2) 46:5 132:2
actually (116) 3:18 5:7 8:3,21 10:9 14:12,15 17:24 19:10,17 20:20 21:23 23:17 24:3 28:14,20 29:14 32:7 33:5 34:2,9 36:13,14 38:24 39:12,14 40:19,22 41:2,12 43:4,6 44:16 45:10 47:7,25 48:16 51:20 65:16 67:5,6 68:21,24 69:3,5,7,10,12,16,21 70:1,3,21 71:8,20 73:17 76:8,21 77:15 78:9,17,23 79:8,14,19 80:2,18,21 81:12,14 85:13 93:17 94:1 96:2,5,24 97:21 98:8,9 99:5 100:5,7,10,11,14,25 101:24 102:3,15 103:13 104:11,15,23 107:4 109:13 119:11,14 120:11 122:22 123:15 124:6,18 133:7 140:19 153:25 155:4 162:8 165:24 167:3,22 168:5,19 169:12 174:10 175:9 185:4
acute (2) 23:18 127:23
acutely (1) 25:2
ad (1) 74:5
adamant (1) 178:23
adapt (6) 97:3 98:10,11,18 99:1 133:5
adaptable (2) 95:23 181:21
adaptations (2) 97:1 100:11
adapted (1) 69:23
adapting (1) 100:14
adaptive (1) 187:9
add (6) 18:22 72:25 101:12 127:13 136:25 165:13
added (2) 106:11 182:13
addiction (1) 22:21
addition (2) 76:11 120:1
additional (23) 5:2 9:17 22:10 23:21 35:22,23 38:24 50:19,25 51:6 52:20 67:17 76:5,10 77:7 80:25 83:2 106:11 108:21 110:20 119:20 120:20,21
additionally (1) 70:25
addressed (2) 34:18 180:16
adequate (1) 85:5
adjourned (1) 189:3
adjournment (1) 125:4
adjust (1) 95:19
admirable (1) 88:12
admit (1) 55:3
adult (3) 181:15,15 182:3
adults (2) 6:2 28:1
advance (1) 185:5
advanced (3) 163:10 164:20,25
advantages (1) 144:8
adverse (2) 45:1 48:12
advice (4) 14:5 27:24 60:7,10
advised (1) 112:25
advisors (1) 118:12
advocacy (1) 14:24
advocate (1) 30:7
advocated (1) 108:9
affect (2) 62:24 96:12
affected (11) 26:8,15 32:16 46:12 53:16,18 61:10 79:14 95:16,17,20
affecting (2) 31:13 81:23
affiliated (1) 90:20
afford (2) 69:11 76:23
affordable (2) 120:6 121:1
afield (1) 37:19
afraid (1) 176:25
after (28) 8:9 10:13 25:15 26:10 27:20 46:21 51:23 64:6 86:20,21 99:1 108:7 122:7,23 123:18 129:3 130:12,13 146:19 148:11 149:12 151:23 162:11,11 166:8 170:5,5 185:20
afternoon (3) 125:13,14,18
afterwards (1) 124:17
again (87) 9:16,24 13:1 17:16 18:16 21:25 23:7 25:15,25 26:10,14,19 27:24 30:4,22 32:15 33:6,13,17 35:5 37:5,13 40:12 42:16 44:19 46:19 47:10,12 48:11 49:4,11,14,15,18 51:12 52:20 53:16,19 56:20 60:2 64:11 68:1 71:8,9 80:14 81:18,22 83:3 84:5 89:5 90:1 94:17,18 100:19 101:16 105:5,7 107:11,19 110:10 112:12 116:22 124:15,19 125:25 140:20 147:13,20 149:22 154:21 155:22 160:16 164:10 166:24 167:17 171:8,18 172:16 175:7,24 177:3,11,12,21 181:5 185:3 189:1
against (3) 92:5 113:1 132:23
age (6) 3:3 4:24 5:4 45:6 47:16 185:21
agencies (10) 142:24 143:8,12,22,23 144:14,21,24 157:18,19
ages (4) 5:7 43:18 47:7 49:9
aging (1) 12:12
ago (3) 2:12 9:3 188:13
agree (5) 47:14 69:22 166:2 178:24 184:11
agreed (3) 110:21 151:8 157:24
agreement (4) 23:3 89:4 91:12 92:22
agreements (1) 22:8
ahead (1) 90:25
ai (1) 132:1
aid (2) 23:12,18
aims (1) 126:15
airborne (1) 18:19
alevels (1) 165:5
allergens (1) 121:14
alleviate (1) 141:24
allocated (2) 77:8 146:20
allofficer (2) 90:17 107:12
allow (1) 84:20
allowed (18) 16:10 22:14 23:13 25:13,24 26:22 28:4,22 29:8 30:1,13 31:12,20 33:12 38:13 46:10 48:21 179:7
allowing (3) 30:19 44:16 61:17
alluded (1) 86:11
almost (14) 7:9 11:12 29:13,13 31:4 35:13 47:23 52:18 61:25 90:8,21 132:10 157:20 177:7
alone (1) 108:9
along (4) 18:3 25:25 58:8 162:19
alongside (3) 58:11 79:5 168:25
already (21) 22:10 24:24 25:12 27:11 40:6 47:19 50:17 82:2,16,23 86:6 95:11 101:1,14 105:4 106:22 107:22 119:6 121:19 159:10 163:16
also (103) 3:15 5:11,17,21 7:21 9:5,12 10:12 12:18 17:20 18:10 20:1,4 22:7,7 23:7 24:8 29:17 32:1,23 33:21 35:14,17,23 36:7 37:15,21 38:21,22 39:1,5,7,17,24 40:4 42:14,17 43:11,25 44:8 45:12,14 46:6,15,21 47:6 48:4 56:4 58:12,17 60:10,19 62:10 64:5,5 69:21 76:13 78:12 79:3,4 80:8 93:23 103:8,19 104:13 115:20 117:15 119:11 121:14 122:5,7 125:25 126:24 129:4,16,20 130:7,11,16 132:11,20 133:19 140:6 143:5 146:4 147:1,23 149:21 160:15 164:24 166:23 169:6,17 170:4 174:25 176:1 177:11,13 178:2 181:5 182:24 185:23 187:25
altered (1) 160:15
alternative (2) 114:8 160:8
although (5) 67:25 131:25 143:25 155:6 169:23
always (17) 19:22 34:25 37:13 40:8 94:23 95:2 123:8 134:13 138:6 146:14,17,23 152:25 154:18 160:17 177:16 179:14
amazed (1) 135:3
ambitious (2) 11:12,18
among (9) 59:9,10 72:8 87:6 102:25 116:23 120:4 143:22 174:9
amount (10) 62:4 83:7 93:13 95:17 103:15 124:3 145:25 164:18 178:19 182:9
anathema (1) 177:7
andor (1) 21:18
anecdotal (5) 42:21 43:11 47:17 49:14 78:5
anecdotally (1) 43:11
announced (2) 116:24 117:8
announcement (2) 117:11,12
announcements (1) 19:7
annual (1) 12:2
annually (2) 5:12 12:1
another (22) 6:16 10:3 14:19 36:7 93:4 96:17 98:20 99:22 100:9,9 102:12 123:5,15,25 124:17 137:16 146:21 161:5,5,6 177:2 183:15
answer (7) 19:22,23 33:7 173:7 180:12,17 184:6
answered (3) 21:10,12 86:13
answers (2) 54:25 64:25
anticipate (1) 153:7
anticipated (2) 12:20,22
anxiety (1) 113:12
anxious (2) 95:5,9
anyone (3) 105:19 107:14 109:2
anything (11) 24:5 36:6 56:8 65:9 95:11 108:17 110:11 127:13 169:10 178:9 187:22
anyway (4) 40:8 96:7 116:13,15
anyways (1) 154:6
anywhere (1) 85:4
apart (1) 167:14
app (1) 107:15
apparent (4) 71:25 141:17,18 142:24
appeals (1) 166:20
appear (2) 137:10 174:23
appease (1) 99:16
application (2) 78:15 150:17
applications (1) 154:8
applied (4) 127:2 152:7 153:10 180:14
apply (9) 77:24 78:2,10 79:1 117:4,6 154:7 168:11,20
applying (2) 78:12 168:8
appointment (1) 102:6
apprentices (2) 59:6,7
approach (7) 74:6 84:18 96:3 99:7 100:6 165:4 179:13
approaches (2) 88:9,10
appropriate (1) 133:22
appropriately (3) 63:11 130:11 179:3
approximate (1) 60:16
approximately (4) 2:6 15:19 60:18 128:24
april (1) 2:2
aprilmay (1) 98:25
area (6) 32:5 42:15 47:4 54:17 138:19 153:21
areas (21) 6:24 8:15,24 24:13,14 30:1 37:22 42:10 50:13 51:8,15,16,22 52:2 56:2 128:2 136:15,15 138:16 163:16 164:18
arent (1) 100:2
argue (1) 47:25
argument (1) 161:5
arguments (2) 178:20 180:5
arise (2) 69:19 159:11
arisen (2) 175:4 176:12
arises (1) 85:2
arising (2) 63:9 164:12
arose (2) 65:7 86:12
around (38) 2:9,12 4:22 8:25 10:14 27:23 28:20 36:10 38:10 49:19 54:9 60:1,21 65:7 66:11 68:23 69:17 70:25 77:15 81:9 88:14 94:16 95:13,24 101:2,3 103:1,3 105:4 106:6,12 109:20 113:12 122:25 137:6 144:15 156:25 186:11
arrange (2) 37:10 48:10
arrangement (2) 51:4 148:7
arrangements (2) 9:13,14
arrive (2) 117:23 168:4
arrived (4) 91:14 105:17 114:22 116:13
arriving (1) 120:16
article (1) 176:2
articulated (1) 55:15
artwork (1) 164:1
ask (23) 1:17 2:14,15 13:17 15:18 21:14 27:9,15,20 57:8 58:19 59:16 60:23 61:2 65:7 142:3,8 150:13 160:13 174:17 180:13 187:22,23
asked (2) 26:9 154:2
asking (2) 9:6 13:20
asn (7) 148:16,18 151:14 152:5 155:11 156:17,20
aspect (12) 18:13 46:14 74:13 100:23 142:10,11,13 157:5 177:1,2 178:4,15
aspects (9) 2:6 5:7 80:15,17 129:21 157:7,11 158:21 181:1
assault (1) 123:10
assembly (1) 160:24
assessment (12) 65:21 66:12 86:5 90:23 94:17 95:7,13 99:8 100:9 162:14 183:2 185:2
assessments (9) 66:6 93:14 96:3 97:10 98:12,21 163:5 165:21 174:20
assessors (1) 65:25
assistance (2) 6:14,19
assistant (2) 6:11 151:21
assistants (2) 6:22 148:11
associated (1) 67:18
association (5) 1:9,24 58:9 59:2 126:18
associations (10) 59:1,4,10,11,12 60:8 156:6,7 162:20 172:22
assume (1) 139:6
assurance (4) 4:3 167:17 168:5,14
assure (1) 188:8
assured (1) 188:18
assuring (1) 166:12
atmosphere (1) 133:12
attached (1) 28:17
attachment (1) 22:23
attainment (4) 11:19 73:23 90:22 161:18
attend (4) 45:8,8 117:8,9
attendance (5) 150:14 160:23 174:25 175:5 178:8
attended (2) 160:21 162:18
attending (4) 28:17 49:17 81:2 175:9
attention (1) 54:6
attracted (1) 13:2
attracts (1) 128:21
audit (1) 12:2
augur (1) 86:18
august (9) 25:23 55:9 75:8 112:13 126:9 128:6 161:22 162:12,17
authorities (23) 2:11 5:16 12:3,15 14:11 22:9,18 24:17,20 30:18,25 51:24 55:8,20 127:2 133:19 134:11 136:5,21 150:3,6,25 152:10
authority (12) 10:18 13:3 21:5 24:13 41:10 116:9,21 135:20,24 150:20 154:4 167:25
autism (1) 151:18
autumn (2) 31:25 118:21
availability (2) 150:8 156:13
available (22) 6:25 13:2 37:13 62:6 64:9 72:8 83:4 84:10 109:3 130:3 136:22 139:16 140:3 141:2,4,7 153:13 156:4,10 159:6 163:13 186:1
average (1) 88:7
averaged (1) 17:12
avoiding (1) 176:9
awarding (1) 168:15
aware (11) 25:20 26:22 77:5 141:10,12,12 143:19,23 145:2 150:15 168:10
awareness (1) 77:2
away (7) 22:19 36:18 96:4 98:14 104:7 115:8 144:16
awful (3) 166:14 173:16 174:8

B

b (4) 112:3 133:16 163:23 168:16
babies (2) 9:7 28:11
babysitting (2) 8:9 46:21
back (68) 7:15 17:7 21:25 26:21 27:20 29:15,17 30:12,14 31:1,20,23 33:18,19 35:5 36:19 40:18 41:8 42:3 44:17 55:12 56:12 70:19 74:24 82:23 84:25 94:24 95:1,3,5,14 100:24 106:17 107:7,19 108:5,5,25 109:20 111:15 123:4,7,19 124:17 125:2 127:19 133:4 136:25 147:13 154:20,20 160:18 163:24 167:4 169:24 170:21 171:20 172:14,15 173:20,20 176:20,20 177:6,8,10 187:8 188:25
background (2) 92:21 160:16
backgrounds (5) 3:9,13 9:1 11:5 97:24
bad (1) 98:5
bailiwick (1) 168:12
baked (1) 123:17
balance (1) 55:17
balancing (2) 147:20 149:23
ball (2) 175:19 176:15
ballast (1) 109:14
ballgame (1) 166:21
balls (1) 147:25
bank (2) 78:16,19
banking (1) 3:11
banks (1) 78:22
banned (1) 133:20
banter (1) 133:12
bar (1) 59:11
barrier (3) 77:25 134:2,4
barriers (1) 121:24
base (3) 90:19 110:9 163:9
based (16) 30:20,21 49:3 68:12 71:19 80:2,11 88:7 100:8 124:10 149:18 160:21 165:16,21 166:3 167:6
basic (1) 62:18
basically (4) 7:9 21:19 29:9 151:11
basis (12) 16:11 19:14 39:10 42:17 73:5 90:4,5 94:16 113:18 156:19 170:25 181:2
battle (1) 90:9
bear (1) 64:25
bears (1) 106:7
became (12) 17:21 71:25 93:7 109:25 137:4 141:2,7 142:24 143:19 144:22 158:21 159:22
become (13) 2:25 3:25 6:2 7:18 68:15,15 89:20 139:5 141:18 175:14 181:21 184:19 187:14
becomes (1) 158:4
bedroom (1) 75:25
before (38) 10:13 19:17 21:1 22:11 24:10,11 31:3,23 34:7 36:7 37:24 38:9 40:9,14,23 49:23 51:1 55:10 61:14 67:16 70:1 91:16 98:9 99:15 120:3 122:22 123:5,19 124:16 126:9,13 139:24 142:7 146:9 153:5 157:3 167:24 179:11
beforehand (3) 80:12 98:17 110:25
began (2) 135:5 154:19
beginning (2) 83:2 155:21
behalf (2) 15:3 50:2
behave (1) 177:17
behaviour (5) 43:23 174:24 177:2,3,24
behind (1) 36:18
being (73) 29:9,23 30:1 33:8 35:18 37:11,18 44:3 47:10 52:7 60:19 67:8,18,25 69:7,10,11,13 70:4,11,21 74:1 75:24 78:22 84:25 86:24,24,25 87:16 89:8 91:21 97:1 101:4,24 103:15 106:6,19 109:16 114:19 117:7,18,20,25 118:15 121:9,10,13 122:4,25 123:20 124:9 130:16 132:2 133:5,6 140:16 145:2 147:13,23 150:21 152:21 153:18 155:16 156:21 157:14 158:1 159:19 164:19 178:13,15 182:15 185:16,25
believe (5) 5:19 7:17 59:11

101:21 110:7
believed (2) 26:1 27:18
believing (1) 18:17
bend (1) 89:1
benefit (6) 5:7 47:5 77:15 125:21 126:1 151:9
benefits (1) 46:24
bent (1) 73:3
bereavement (1) 22:21
bespoke (1) 7:4
best (18) 21:9 44:25 61:13 66:1 73:11 84:6 87:10 88:10,11 89:2,24 90:2 100:2 149:13 150:11 165:8 176:10 186:11
better (21) 28:16 48:15 98:18 100:12 107:5 136:5,6,15 161:20 162:7 172:19 173:8 181:6,6 183:1,16 184:22 185:18,21,22 186:25
between (29) 9:23 12:5 15:15 17:12 28:2 29:19 31:25 33:3 35:13 45:24 57:13,17 62:17 69:2 71:6 81:14 98:21 102:24 103:1 117:14 118:2 126:10 133:9 134:21 146:16 154:23 162:17 165:14 167:9
beyond (10) 25:10,14 70:24 83:23 98:13 104:24 111:13 158:11 182:1 188:15
big (9) 24:18 34:19,20 100:11 101:11 114:25 116:12 121:24 128:19
biggest (1) 122:20
birth (2) 5:1 45:13
bit (45) 2:16,24 3:7 4:14 12:23 13:18 15:5 21:10 27:16 31:9 34:17 35:24 40:13 44:14,15 61:25 68:22 91:1 92:15 95:5,18 108:2 112:17 126:15 128:13 129:6 142:6,14,15 143:10 145:15,16 154:7 156:11,25 160:12 164:13 165:13 166:8 167:8,15 168:23 171:8,9 177:17
bits (1) 172:2
bitten (1) 170:15
biweekly (2) 90:4,5
blamed (1) 118:1
blended (21) 9:21,23 14:18,20 26:6 27:14,16,22,23 28:3,22 29:1,8,17 30:13,19 31:1,2 53:18,25 114:16
block (1) 115:13
blocked (2) 20:18 133:20
blocks (2) 105:15,17
blowing (1) 62:2
blur (1) 153:15
board (2) 40:22 186:9
bodies (10) 19:2 83:21 89:15 92:11,19 95:25 99:17 118:13 169:4 184:20
body (6) 14:25 94:19 96:9,10 132:4 138:8
bomb (1) 63:25
books (2) 33:17 36:8
boss (1) 7:24
both (15) 8:25 57:22 79:11 110:23 127:8 131:21 134:20 154:4,5 155:9 160:9 169:21 178:9 180:11 188:21
bounced (2) 123:18 124:17
boy (2) 132:15,16
brand (1) 128:22
brass (1) 164:4
breach (1) 35:11
break (5) 56:11,18 58:5 103:21 184:4
breakdown (2) 83:4 116:8
breaks (1) 70:8
brief (2) 95:10 108:14
briefing (1) 54:16
briefly (5) 81:6 111:16 138:12 160:14 184:7
brigade (1) 154:13
bring (10) 3:15 12:21 41:10 55:12 58:17 153:15 156:2 158:3 171:16 187:17
bringing (4) 59:24 60:1 82:25 182:1
brings (2) 111:15 188:24
broad (1) 92:3
broadband (1) 136:9
broader (1) 92:21
broadly (4) 42:1 43:10 102:10,18
brought (2) 83:3 138:2
broughty (2) 128:18,19
bubbles (4) 28:1,2 29:25 130:9
budgets (1) 129:20
build (4) 85:13 168:21 176:7 184:1
building (16) 67:14 70:15 104:8 122:15,15,15 128:23 129:13,14 130:8 140:19 142:23 144:10 146:6 148:2 182:2
built (5) 85:22 111:22 143:6 167:11,12
bulk (1) 52:21
burden (2) 75:11,12
bureaucratic (1) 92:21
bursaries (1) 108:16
bursars (1) 126:25
bursary (2) 83:10,23
bus (2) 69:11 120:18
business (16) 6:6,7 8:21 9:6,18 14:8,15 26:7 28:9 31:15 32:15 39:17,18 53:10 126:24 186:13
businesses (10) 8:18,23 12:9 13:17 14:21 17:1 27:18 29:16 30:6 31:13
busy (2) 107:8,8
buy (1) 37:17

C

c (3) 133:17 163:25 168:16
cabinet (1) 177:22
calculate (2) 86:14 88:7
calculating (1) 87:21
calculation (1) 90:9
call (9) 38:10 40:24 41:10 42:14 89:13 151:14 169:25 172:21 176:11
called (22) 1:15 5:14 10:12 11:15 18:5 22:16 23:16 54:18 57:1,2,3 87:14 108:8 125:10,11 161:4 190:2,4,5,6,8,9
calling (2) 89:6 131:16
calls (2) 59:25 93:11
came (41) 16:13 24:11 25:17 32:17 33:21 34:5 37:20 43:5 49:13 52:17,19,25 53:23 63:2 73:17 76:15 83:5 84:12 92:19,20 101:22 107:20 116:21 131:3 132:23,24 139:11 144:9 145:24 147:4 152:23 161:23 163:15,24 164:20 168:1 171:5,25 172:4 177:6 185:8
campus (22) 62:6 64:23 66:16,16 69:10,10 94:12 102:4,5 105:11 112:6,20 113:6 114:13 116:10,14,17 117:23 119:9,14 122:2 124:9
campuses (4) 61:22 65:13 86:20 121:7
cancelled (1) 25:21
cannibalised (1) 135:10
cannot (2) 183:13 184:13
cant (4) 72:5 81:15 158:2,3
capabilities (1) 130:7
capacities (1) 51:2
capacity (11) 13:23 16:17 17:14 18:12 22:12 23:5 24:25 26:3 27:1 31:7 141:23
capture (5) 14:10 15:1 32:14 42:12 44:20
captured (2) 14:22 15:22
capturing (2) 41:23 42:20
care (54) 3:5,21 4:1,2,18,21 5:3,14,24 7:22 10:13,24 13:1 16:17,20 17:19 18:4 19:18 21:6,24 22:2 28:11 31:18 33:13 34:23 35:24 45:12 46:16 54:19 129:19 142:11,12 143:6,9,15,18 144:3,3 155:15 157:5,11 158:7,13,19,19,22 159:3,6,9,10 160:5,6 179:17,17
cared (4) 3:16 6:2 10:2 148:22
career (1) 76:17
careers (2) 3:16 154:14
careexperienced (4) 108:15,23 121:21 122:11
careful (2) 85:25 86:1
carefully (4) 135:9 185:2,24 188:9
carer (1) 53:14
carers (2) 8:6 152:15
caring (6) 6:12 97:18 121:22,25 122:8,12
carried (2) 157:14 158:1
carry (1) 183:13
carrying (1) 42:4
cases (10) 30:24 37:9 68:10 73:7 82:18 83:9 109:5 110:19 115:11 137:24
casual (1) 104:2
catch (1) 155:18
catching (2) 57:14 136:18
categorised (1) 151:13
cater (1) 155:10
catered (2) 62:9 155:25
cause (3) 90:14 117:19,19
caused (2) 91:9 152:3
causes (2) 102:17,21
cautious (4) 94:7 112:19,24 113:10
caveat (1) 154:19
ceased (1) 171:8
celebration (1) 45:17
celebrations (1) 6:4
cent (4) 2:7,21 4:20 6:8
centre (2) 184:19,24
centred (1) 109:15
century (8) 140:6 182:5,11,15,25 184:12 185:11,22
certain (12) 62:15 63:10 71:6 74:1 84:4,21,25 110:1 138:7 142:17 145:25 157:23
certainty (3) 92:17,19 113:8
certification (2) 160:8 161:12
cetera (1) 100:23
chair (15) 1:5,10,12 56:10,16,20 57:5 125:1,13 128:13 136:24 180:7 187:23 188:21,24
challenge (10) 55:4 56:3 80:13 91:10 119:9 120:5 131:21 159:22 171:1,3
challenged (1) 175:21
challenges (27) 15:21 49:19 66:10,10 68:4,17 69:18,19 76:21 77:3,20 94:16 99:24 105:3,12 108:15 120:2,5 122:16,20,21 123:21 131:22,23 138:1 141:25 162:2
challenging (28) 11:25 12:17 18:2 19:15 20:11 30:5 54:11 66:22 67:2,7 71:3 75:10 76:13 92:10 95:21 98:3 106:2,8 109:9 112:9 115:5 117:16 118:5 122:8 158:5,21 159:4 161:10
chance (1) 186:7
chances (1) 79:24
change (9) 15:3 27:1 35:1 66:5,5 100:17 111:5 137:23 179:13
changed (5) 14:4 34:16 54:23 77:16 149:5
changes (9) 18:25 20:22 35:2 98:5 160:7 162:13,14,14,15
changing (1) 18:2
channelled (1) 54:22
channels (5) 20:18 42:7,8,19 54:13
characterise (1) 108:19
characterised (1) 63:24
charge (2) 112:7,8
charities (1) 23:18
charity (2) 32:23 108:8
chats (1) 104:3
chatting (1) 103:21
cheaper (1) 37:19
check (1) 157:13
checked (1) 168:2
checking (2) 109:23 130:5
chief (1) 1:23
child (21) 3:3 4:17,23 10:2,6,10 22:10 26:15 28:14 36:6,7,16,17 47:8 49:10 50:24 144:15,25 153:18 157:23 178:23
childcare (36) 4:1,7,9,16 5:1,4,8,11 6:25 8:10,14,18 9:16,24 11:8,10 12:15 16:2,16 21:16,20 23:2 24:16 25:14 32:4 34:6,10 37:7 39:6 46:22,23 50:23 51:16,18 55:6 122:1
childhood (1) 75:25
childled (2) 5:9 48:3
childminder (12) 2:25 3:25 5:20 6:2,16,22 22:1 31:13 39:13 48:8 49:6 52:1
childminders (106) 2:7,16,21 3:9,17 4:2,14,18,20 5:12,18,21,25 6:3,7,10,15,17 7:13,18 8:5,12 9:4,18 10:12,20 11:20,25 12:3,12,13 13:1 14:15 15:3,6 16:14,23 17:9 18:1,10,21,23 19:13,25 20:4,5,11,13,25 21:5,9,23 22:3 25:13 26:17 28:11 29:3,5,16,22 30:6,18 31:8,15 33:2,10 34:15 35:6,11,21 36:9 37:4,15 38:1,2,7,11,12,15,18,21,22 39:2,14,21,23 42:18,23 43:14,18 45:12,13 46:6,16 47:3,21 50:2,6 52:10,13,22 53:12,17,21 55:12,24
childminding (87) 1:9,24 2:6,8,10,19 3:2,13,25 4:17 7:6,7,8,10,16 8:2,7,18,23 9:7 10:1,5,11,16 11:1,3 12:9 13:16,22,24 14:21 15:7 16:1,4,7,10 17:1,22 18:6,7 20:2,3 21:8 22:17 23:3,9,19 24:8,12,22,24 25:24 26:7,21,24 27:4 28:9 29:10,14,24 38:1,6,8,10 39:5 40:4,9,13 41:14 42:15 45:9,12 46:19,24 47:11 48:2,4,7 49:5,11,18 50:17 51:1,13,21 52:7 54:3
children (96) 3:3,5,15,17,20,20 4:21,23 5:1,2,3,6,15,22 6:1,13,21 7:22 8:3 9:10 11:17 15:9,9 16:5,16,18 19:13 20:6 21:17,18,21,22 22:7,13,13,22 23:2,6 24:3 26:5,25 27:25 28:12 29:6 31:11,18,22 32:11 33:11,14 34:2 37:24 38:12 41:16,25 42:3 43:2,5,16,21 44:16 45:7,11,13,14,22 46:7,25 47:1,4,6,9,10,14 48:9 49:5,9 50:7,18,20 51:6 122:7 144:4 145:25 146:3,16 148:22 149:5 150:15,16,19 151:11 174:24 178:9,12,14
childrens (3) 23:11 41:23 178:10
childs (2) 36:19 145:9
choice (3) 3:4 8:11 19:6
choose (6) 7:24 10:1,5 29:9 114:7,8
choosing (2) 29:14 124:2
chose (2) 32:8 119:16
chosen (2) 32:10 119:17
church (1) 7:4
cinemas (1) 76:3
circumstance (1) 66:15
circumstances (18) 60:12 72:4 82:21 84:19 87:23 89:12,25 90:8 93:16,17 95:23 96:14 97:4 105:25 106:24 108:17 118:1 130:12
citation (1) 107:18
cited (1) 78:4
city (3) 105:18 128:17 150:2
civil (2) 90:3 182:16
clarity (1) 30:7
class (19) 66:25 70:1 71:11,15 81:2 92:14 97:23 100:4 131:24 132:9,23 133:2,10 137:8,11 148:5,24 166:7 176:20
classes (7) 66:6 71:12 170:9 173:7 174:2 176:5,9
classmates (1) 177:13
classroom (10) 70:7 103:18,19 132:3 133:6 145:1 146:14 154:24 156:24 169:21
classrooms (1) 155:8
clean (1) 36:18
cleaned (1) 36:7
cleaning (8) 18:13,21 35:8,17,22 36:5,23 51:14
cleansing (1) 156:14
clear (7) 64:7 90:2 140:10 158:8 160:10 165:19 166:5
clearly (3) 92:4 102:24 173:4
cliff (1) 64:5
clinical (1) 60:5
close (16) 10:19 16:10 17:6 23:12 25:15 26:10,12 32:8,10 39:13 40:15 42:17 114:17,21 131:14 161:11
closed (10) 13:22 15:8 17:4 21:19 25:21 26:19 78:22 134:5 181:19 185:16
closely (4) 42:25 110:3 118:11 145:21
closer (1) 156:23
closing (1) 11:19
closure (8) 61:22 65:12 131:12,13,16 136:17 144:5 145:3
closures (4) 15:6,7 136:4 179:21
clunky (1) 135:11
cluster (5) 130:2 145:14,18,21 147:9
coal (1) 92:15
coats (2) 18:15 36:11
coax (1) 177:17
cognisance (1) 124:22
cohere (1) 88:14
cohort (4) 45:22 108:12 158:12,17
cold (1) 164:8
colleagues (5) 114:23 137:17,23 177:13 178:18
collection (1) 41:20
collectively (1) 13:6
college (26) 59:5,9 66:16 68:1,14 70:13 77:9,22 78:19 84:10 89:21 92:12 93:7,20 102:7 103:16 104:19 106:19 113:4 117:2,3 119:23 122:6 165:7 171:7,14
colleges (15) 65:24 71:9 73:16 87:11 88:25 89:5,16 90:12 91:5 101:20 108:21 109:18 110:24 111:25 113:18
combination (4) 79:6 101:12 154:4,5
combined (1) 5:16
come (71) 2:14 13:17 14:24 17:7 26:15 27:6,15 29:15,17 51:25 56:12 59:16 60:6,23 63:19 64:14 67:14 70:17 77:11 80:5 91:3,11 92:19 94:12 97:5 99:2 102:10 104:24 105:11,24 106:17,19 108:25 114:5 125:2 126:8 130:19 133:4 134:9 143:10 145:10 146:11,17 148:18 151:7 152:25 153:9,21 154:20 155:12 157:13 161:24,24 162:20 164:20 166:16,16,20 167:3 168:15 169:13 170:20 171:20 172:14,25 173:7 176:25 183:18 184:2 185:15 186:2
comes (10) 63:22 92:5 101:13 103:15 109:11 110:14 113:23 125:7 160:18 170:21
comfortable (1) 70:21
coming (25) 3:13 19:1,18 20:13 31:1 33:4 34:15 42:22 62:22 90:21 115:8 119:22 121:4 124:2 127:19 128:1 142:20,21,22 147:3 148:16 150:9 153:11 157:25 172:10
commendable (1) 73:13
commending (1) 73:1
comment (1) 41:22
comments (4) 35:5 41:18 51:10 98:4
commissions (1) 12:1
commit (1) 89:15
commitment (1) 140:2
committed (1) 11:11
common (9) 5:25 6:18 26:16 28:10 31:4 49:5 51:15 153:20 179:16
communicate (1) 127:25
communicating (1) 133:22
communication (12) 19:16,20 20:17 46:13,15,18 49:7,21 54:10 130:22 186:19,20
communications (3) 20:24 42:8 54:9
communities (6) 8:19 94:8 118:3,4,19,20
community (16) 22:16 23:3 24:12,21,24 50:17 61:17 139:20 140:8 142:25 143:3,21,24 159:16,19 172:9
companies (1) 37:3
comparable (1) 82:13
comparatively (1) 48:8
compare (1) 48:19
compared (3) 24:9 165:2 170:12
compete (1) 12:14
competition (1) 54:17
competitive (1) 99:19
complaint (1) 171:10
complete (7) 55:21 63:7 76:16 93:14 97:13,14 99:9
completed (2) 58:14 107:24
completely (4) 88:5,7 124:19 131:14
completing (1) 62:20
complex (1) 108:18
complicated (1) 85:7
complying (1) 35:23
comprehensive (2) 21:13 128:17
computer (3) 66:17 67:1 97:17
computing (2) 137:15 149:18
concept (2) 152:11 175:11
concern (6) 62:25 63:17 90:14 92:2 144:12 171:11
concerned (2) 28:23 31:16
concerns (16) 27:21 39:17 61:6,20 62:17,19 75:14 84:14,16 87:5 88:23 89:5 90:22,22 95:6 115:19
concur (1) 169:6
concurrent (1) 75:6
conduct (2) 77:3 181:15
conducted (2) 27:13 128:3
conference (2) 157:21,22
confidantes (1) 109:5
confidence (7) 8:21 46:8,12 67:14 94:1,4 100:23
confirm (3) 32:7 125:16,22
confirmation (1) 30:10
confirmatory (1) 126:5
confirmed (1) 52:18
conflict (3) 178:8,11 179:24
conflicted (1) 38:18
confused (1) 91:19
confusing (2) 19:2 25:16
confusion (3) 61:11 65:20 116:23
congregate (1) 176:6
connected (3) 40:2 134:18 186:4
connection (9) 135:25 140:21 143:15 147:5 149:25 150:24 157:3 159:9 174:18
connectivity (3) 134:1 135:6,7
conscious (2) 43:3 118:25
consent (1) 30:23
consequence (2) 47:22 52:6
consider (9) 25:12 81:6,11 101:6 140:11 160:11 180:13 188:14,15
consideration (1) 61:23
considerations (2) 15:20 145:11
considered (1) 188:9
consistency (1) 151:22
consistent (3) 42:1 43:10 140:18
consistently (2) 5:12 122:13
constant (2) 131:3 151:23
construct (1) 107:16
constructively (1) 61:16
consulted (1) 131:7
contact (21) 18:18,21 21:14 36:4 42:11 46:5,12 130:5 131:3 132:18,18,25 135:15 144:11,12,17,21 156:23 158:25 159:1 177:13
contacted (2) 132:7 144:14
contamination (1) 154:21
content (1) 35:1
context (8) 35:17,19 75:23 76:14 93:18 112:1 142:15 188:7
continue (6) 8:4 22:14 23:4 32:7 51:2 184:13
continued (5) 4:5 16:12 27:19 131:15 165:6
continues (1) 43:13
continuity (3) 5:24 159:5 186:13
contract (6) 74:22 75:3,7,17 123:13 169:3
contracted (1) 32:3

contracting (2) 115:21,23
contracts (6) 22:17 75:5 79:18 82:5,16 123:1
contribute (4) 16:15 65:9 153:2 171:19
contributed (2) 13:6 39:19
contribution (1) 171:20
control (1) 43:23
controversy (1) 161:21
conversation (3) 98:14,17 112:12
conversations (4) 103:20 104:2 112:19 132:14
convey (1) 113:15
convinced (1) 166:24
cooker (1) 25:6
coordinated (1) 110:4
coordination (1) 130:18
cope (1) 178:12
coping (1) 25:5
core (4) 26:7 29:16 34:25 131:8
corners (1) 176:6
coronavirus (5) 75:20 76:14 94:21 105:13 115:3
corporate (1) 108:16
correct (5) 1:25 2:1,23 128:11,12
correctly (1) 154:6
corridor (2) 66:24 75:25
corridors (1) 176:19
cosla (2) 32:6 128:1
cost (5) 51:14,18,18 124:6 135:8
costs (2) 35:23 37:22
couldnt (13) 22:3 25:7,8 36:9 51:4 54:21 73:19,20,20 76:23 158:25 163:22 171:3
council (5) 119:20 124:3 128:17 150:2 154:7
counselling (4) 39:23 105:6 110:18,24
counsellor (1) 102:4
counsellors (1) 101:19
countries (1) 61:9
country (18) 8:25 38:10 42:16 59:5 60:1 81:9 90:19 105:18 116:22 120:16 123:25 136:2,14,20 141:4 153:14 172:9 185:18
couple (8) 68:22 82:10 90:16 120:17 147:25 166:15 173:1,12
coupled (1) 108:2
course (41) 4:17 15:17 16:19 53:24 59:18,21 61:21 62:11 63:7,14 65:2 67:13 68:13 82:9 84:16 87:1,18 91:20 92:6,6,7,12 93:7,15 94:18 100:8 102:8 104:5 106:15 110:5 114:6 122:4,6 123:8 124:5 131:13 143:19 165:18 167:15 174:14 175:1
courses (18) 50:5 62:15,22 68:5,12 71:8 76:1 92:10,18 93:10 94:14 96:14,15 114:12,12 164:24,25 165:7
coursework (2) 96:5 97:11
cover (6) 15:25 41:16 54:7 76:8 124:6 174:2
covered (6) 49:25 54:6 101:1 105:1 121:19 164:19
covering (6) 64:19,21,23,25 169:18 170:9
covid (19) 16:7 61:10 63:10 64:3 77:14 82:8 85:17,17 86:24 87:16 88:6 93:19 129:22 170:2,6 175:15,24 184:14 185:15
covid19 (9) 16:2 18:17 20:5 41:18 48:15 59:22 65:11 74:19 106:4
cracks (1) 33:3
crash (1) 123:25
crashed (1) 88:5
create (1) 112:4
created (3) 32:20 117:12 120:22
cred (1) 174:9
credit (6) 65:23 66:8 69:23 71:9 109:18 161:17
crilly (21) 56:25 57:2,16,16,22 58:8 59:18 65:7,11 74:16,17 82:2 91:13,14 104:25 105:1 109:1 112:7,9 118:24 190:5
crisis (3) 22:20 51:16 101:7
criteria (6) 5:13 17:15 150:14 153:9,23 154:10
critical (9) 16:15 19:4 21:16,20 23:1 25:14 37:7 50:23 60:10
criticism (1) 30:4
cross (1) 157:17
crosssector (5) 143:11 157:4,7,9 160:1
crucial (2) 62:5 104:9
crunch (1) 29:2
crux (1) 187:3
culture (1) 98:13
current (6) 1:23 83:11 125:7 127:14,15 176:2
currently (5) 2:9 4:20 6:21 12:13 24:14
curriculum (10) 129:15 138:17,18 149:8 162:14 163:8 171:22 175:22 176:13 178:1
cut (2) 138:15 184:3
cutoff (1) 168:15
cycles (1) 83:24

D

daily (4) 39:10 42:17 54:16 132:13
damage (1) 176:23
damaged (2) 117:14 118:9
damaging (1) 19:21
dangerous (2) 19:21 54:11
dark (1) 186:11
data (11) 14:10,22 15:2 23:24 31:2 41:19,23 52:12 53:11 100:1 106:7
daughter (1) 153:17
day (21) 18:22 33:15 36:5,22 44:12 128:18 132:13 134:25 135:2,5 142:24 146:18 148:13 149:1,6 154:17 159:20 179:15 181:8,19 189:3
daycare (1) 5:15
days (9) 10:8,20 16:12 19:17 35:6 40:22 132:7 137:6 160:22
daysic (1) 11:14
deal (15) 18:25 63:23 66:8 139:15 153:20 158:17 161:25 171:5,19,24 172:10 175:5 177:23 179:3 184:20
dealing (8) 38:16 43:19 93:18 102:14 129:16 146:3 151:3 174:5
dearer (2) 51:18,19
december (2) 26:20 44:6
decent (1) 89:13
decide (3) 74:10 180:12 183:9
decided (3) 62:2 163:11,17
decision (4) 32:5 43:3 164:13 166:16
decisions (5) 55:22 112:21 124:9 174:15,16
decline (9) 2:15 10:25 13:6 40:6,12,21 41:4,14 51:21
declined (2) 12:7 40:10
declining (1) 11:4
decreased (2) 32:1 178:8
dedicated (1) 2:5
deduce (1) 159:8
deep (2) 36:5 68:22
default (2) 39:2 55:5
defer (1) 119:18
deferred (1) 120:21
definite (2) 134:4 187:11
definitely (3) 47:2 129:22 151:3
definition (2) 7:6 21:25
degree (13) 86:21 87:2 92:17 93:2,25 94:13 95:1 96:10 105:2 113:12 116:22 118:2 165:1
degrees (2) 87:19 99:18
delay (1) 43:17
delayed (2) 47:13 50:3
deleterious (1) 111:8
deliver (12) 4:6,10,18 6:17 22:4 23:13 24:19 32:4 55:9 56:4 71:11 73:3
delivered (12) 7:7,10 66:4,6,7 67:8 68:5 74:5 94:17 114:2,3,20
delivering (7) 12:4 21:20,24 32:12 52:13 55:25 111:3
delivery (5) 55:21 105:8 110:5 138:18 139:7
demand (9) 17:24 24:25 25:9 34:5,11 36:25 37:14 72:3 111:12
demographic (1) 8:6
demographics (1) 2:18
demonstrated (3) 73:10 92:5,7
densely (1) 114:25
dentist (2) 68:15,15
department (6) 137:15 143:22 151:6 157:18 167:12,20
departments (4) 150:22 163:16 166:14 167:18
depended (1) 14:17
depending (3) 45:9 89:21 136:12
depression (1) 101:10
deprioritised (1) 53:23
deprivation (2) 62:10 64:1
depute (1) 167:19
deputes (2) 128:25 146:24
deputy (1) 126:21
der (16) 1:4,5,7,12,14,16 56:7,13,15,20,22 57:4,7 124:23 190:3,7
describe (3) 13:10,12 15:14
described (3) 136:19 139:12 172:7
describing (3) 6:23 29:11 172:24
description (2) 150:1 170:21
deserve (3) 69:6 98:2 158:18
design (1) 182:8
designed (5) 74:4 81:8,12 97:1 101:4
desire (4) 3:6,14 55:21 65:13
desk (3) 71:1 97:16 160:25
despite (1) 117:21
destabilisation (1) 13:4
destabilising (1) 12:23
destitution (1) 78:1
detail (3) 19:9 83:14 142:6
determined (2) 152:9 154:3
determining (3) 150:24 151:1 170:25
detriment (15) 87:14,15 88:2,15,18,19 89:7,13,14,17,22 92:4,9 95:22 96:12
detrimental (3) 80:24 81:3 111:8
develop (6) 3:20 8:23 21:7 67:13 171:15 181:25
developed (4) 27:3 181:18,24 182:14
developing (4) 18:5 22:23 40:19 104:8
development (6) 5:8 42:15 47:5 49:8 105:9 171:22
developmental (1) 106:18
device (9) 66:14 79:1 134:12,21 135:6,15,16,23 186:4
devices (9) 62:15 71:2 134:1,17 135:10 140:2 175:16 177:4 185:25
dictated (1) 18:7
didnt (59) 19:22 20:13 23:5 28:5 29:15 30:15 35:1,9,11 36:19,20 37:9 39:9,11,11 41:8 42:24 43:24 45:16,18 54:12,24 63:9 66:13,19,22,25 67:22 72:24 75:2,2 79:8 82:17 89:19 92:19 93:25 99:19 105:19,22 108:4 112:24 130:10 131:13 132:18,21 134:5 135:7,16 146:17 151:12 153:6,6 155:10 158:24 159:23 167:5 169:10 174:12 175:11
diet (8) 160:8,14,23 161:21 162:25 165:14,15,16
dietary (1) 121:13
difference (8) 3:14 7:20 23:22 33:5 51:5 98:21 165:14 167:9
differences (1) 152:14
different (67) 3:8 4:25 5:6,7 9:24 14:7 16:25 17:7 18:11 20:2 30:2 32:13,19 33:3 41:13 42:10,16,19 43:23 44:1,9,17,19 45:6,11 47:7 48:22 49:9 62:5 67:8,10,15 68:24,25 69:2 70:24 74:6 78:3 79:16 87:20 88:8,9 94:20,21 95:20,20,23 96:13 97:3,4 99:23 100:6 102:17 143:25 147:7 148:25 149:1,6,8,23 152:9,9 166:21 167:10 181:10 182:18 183:25
differentials (2) 32:2 33:6
differently (2) 95:15 96:13
differs (1) 4:15
difficult (43) 8:19 11:21 12:14 30:3 33:7 37:4 43:22 55:5,17 68:14,16 78:13 83:24 84:19 92:25 93:7,16 105:24 106:1,10 108:18 109:9,17 115:18 118:22 120:1 130:12 133:5,14 137:5,24 144:22 154:11 155:3,4,18 158:4 159:13,14 161:10 164:7 168:17 180:2
difficulties (6) 63:9 83:20 159:17,18,18 162:2
difficulty (1) 107:23
digital (20) 49:22 62:7 66:13 71:1,2 72:3,15,18 73:4 107:20 133:25 138:1,6,9,24 139:2,5,21 140:2 174:18
diminished (1) 178:16
diplomatically (1) 86:20
direct (2) 103:8 104:14
directed (1) 187:24
direction (1) 90:22
director (2) 54:14 60:5
disabled (3) 67:4 69:8 121:21
disadvantaged (2) 97:24 99:5
disadvantaging (1) 84:3
disappears (1) 103:25
disappointing (1) 88:13
discern (1) 145:3
discharge (1) 144:6
discharged (1) 143:14
discipline (2) 176:12 177:21
discomfort (2) 83:15 145:17
discounted (1) 37:12
discrete (1) 175:1
discretion (1) 22:15
discretionary (7) 77:8,13,18,21 79:7 83:13 84:10
discuss (5) 27:6 38:2 64:14 86:4 131:11
discussed (4) 27:8 40:4,5 168:2
discussing (3) 94:11 131:5 142:2
discussion (5) 15:6,18 65:2,10 74:7
discussions (9) 14:10,23 15:2 28:25 55:18,23 70:8 162:10 183:12
disengagement (2) 180:1,5
dismay (2) 61:11 91:9
dismissed (2) 43:12 47:24
disorders (1) 22:23
disparities (1) 29:19
disparity (2) 71:5 167:8
displayed (1) 144:3
disproportionate (12) 50:16,20 51:11 52:11,24 65:1,4 119:1 120:13 121:6,16,18
disproportionately (6) 52:5 53:18 54:3 97:25 100:4 123:20
disregulation (3) 43:17 44:22 50:3
disrupted (1) 104:18
disrupting (1) 176:9
disruptions (1) 162:6
disseminate (1) 59:23
dissertation (1) 58:14
dissertations (1) 107:13
distance (3) 110:5 130:8 146:13
distancing (5) 109:23 154:23 155:1,4 163:25
distant (1) 156:24
distress (2) 116:1,4
distribute (1) 77:9
distributed (1) 135:19
distributing (1) 77:23
distribution (3) 82:24 83:12 84:1
dive (1) 68:22
diverse (2) 3:9,12
doable (1) 109:12
doctors (1) 17:21
document (6) 18:10 34:22,24,25 107:14,16
documents (2) 34:16 35:9
does (12) 6:4,6 54:3 76:8 87:15 100:1 117:3,4,5,6 127:10,11
doesnt (2) 48:20 151:24
doing (35) 8:22 12:4 35:22 36:19 38:24 71:16,18,21 86:21 93:15 102:16 110:5 135:8 137:4 147:8 149:6,16 153:4,5 158:15,16 159:24 161:20 164:18 165:1,7,17 173:17 175:17 176:21 179:5 182:4 183:14,14,15
domain (1) 77:5
domestic (3) 4:19 7:7 22:1
dominated (1) 55:22
domino (1) 81:23
done (24) 18:21 49:17 64:11 91:20 92:6 94:1,5 95:2 98:22 120:9 130:16 137:19 146:8 153:5 157:15 162:9 163:20 165:22 168:19 171:3 174:7 176:24 183:19 188:14
dongles (1) 135:12
dont (27) 8:20,22 15:24,24 41:3 65:1 74:13 78:24 84:15 88:24 91:25 97:4 100:16 117:9 123:11,12 124:25 140:10 158:17 165:3 176:4 178:9 184:2,21,21 187:20,23
door (3) 97:20 113:4 146:13
doors (1) 109:22
double (1) 11:12
doubt (1) 152:21
down (24) 23:12 36:17 45:25 51:9 66:23 82:11 84:13 86:9,18 91:3 94:24 100:6 105:15 115:14 120:18 146:8 156:1 158:8 160:25 175:6 181:8,19 182:21,22
drafted (1) 126:5
drafting (1) 126:3
drafts (1) 112:25
dramatic (1) 10:25
draw (1) 54:5
drawing (1) 77:2
drew (1) 142:16
dried (1) 106:11
drive (3) 12:18 43:7 51:17
drop (2) 19:12 106:17
dropping (1) 109:22
drops (3) 6:19 110:5,6
dual (1) 142:10
due (14) 14:3 16:3 26:13 49:9 51:16 68:1 75:14 105:19 111:19 128:20 155:16 160:3,4 161:16
dundee (6) 128:17,21 134:16 150:2 154:6 168:1
duplicate (1) 41:20
during (91) 2:20 11:6,21 12:5 13:9 14:20 15:14 16:2 17:2 20:12 21:3,8,9 22:5 23:4,10,25 24:15 25:4 26:23 27:24 28:2 29:7,18 30:21 31:17 32:10 33:18,25 34:8 37:6 38:14 39:1 43:20 44:10 50:8,22 58:12,14 64:9 65:2 68:4 70:8 77:14,19 79:22,23 80:3,4,8,23 81:11 102:1 103:25 104:15,17 110:21,22 111:14 112:2,18 113:7,15 118:16,21 120:2,8,9,11 122:3,10,21,23 123:3 125:9 126:14 127:20,22 129:8,21 130:2 142:4 143:19 159:12 160:3,22 169:4 170:7 171:6 178:13,16
duties (4) 128:4 157:12,14 158:7
duty (7) 55:8,10,19 129:19 143:9 144:3 157:11
dwell (1) 63:20
dynamics (1) 28:18
dyslexia (1) 151:18

E

earlier (34) 9:6 10:25 14:18 17:3 24:16 30:20 31:6 34:14,20 35:6,17,20 38:7,21 39:4 40:6 46:20 50:21 51:14 53:19 54:10 86:11 90:15 103:3 107:21 112:25 130:15 144:8 167:16 168:23 170:21 172:7 173:4 175:10
early (26) 3:10 4:7,15 11:8 12:14,24 24:15 27:24 32:4,5 36:2 66:12 139:16 140:5 141:6 153:8,23 156:5,8 159:5 162:11 165:20,23 182:5,11,24
earn (1) 3:6
earnestly (1) 84:23
ease (2) 88:23 165:8
eased (3) 26:3 30:11 44:15
easier (5) 48:8 68:7,9 95:18 108:20
easiest (1) 158:7
easily (4) 18:24 82:19 135:14 177:9
easing (1) 44:5
easy (2) 90:7 180:17
eat (1) 49:6
eating (1) 49:2
economic (3) 85:19 108:14 111:19
economy (2) 76:5 185:19
edges (1) 153:15
edinburgh (1) 120:18
education (68) 58:3 61:19 66:3 67:7,14 72:1 73:4 75:23 85:6,16 87:8 98:13 108:12 109:8 111:18 113:9 117:24 127:6,7 138:8,12,13,20,21 139:2,7,17,19 140:4 141:3,14,15 142:10,19 156:16,21,22 157:5 161:13 162:6 168:1 169:1,2,11,15,16 170:12,22 171:6,12,25 172:1,6,11,23 173:6,23 181:1,5,11,11,13 183:10,21 184:17,21 187:17 188:7
educational (8) 62:10 73:2 138:19 140:5,7 143:4 171:7,14
edwards (1) 141:12
effect (7) 12:23 25:6 30:16 31:5 81:23 104:23 123:24
effective (2) 73:4 183:1
effectively (3) 60:24 75:4 169:3
effectiveness (1) 183:20
eight (3) 33:16 114:24 129:2
eighthour (1) 10:7
either (7) 10:13 29:9 135:22 137:3 147:18 167:18 169:4
elaborate (7) 27:10 31:9 34:17 35:24 45:3 46:16 50:19
elc (16) 9:11,13 11:22,23 12:4,20 15:8 17:3 24:22 32:12,13 52:13,23 55:7,22,25
elected (1) 91:15
election (1) 58:10
electronic (1) 54:18
element (7) 37:2 46:23 48:3 63:22 104:22 109:10,11
eligibility (5) 150:13,24 151:1 153:21 154:3
eligible (2) 4:9 11:15
elite (1) 88:16
ellie (16) 56:25 57:3,19,19 58:2,23 59:16 60:18 68:20 73:1 77:11 95:10 98:7 100:25 119:4 190:6
else (5) 78:11 85:24 123:10 149:14 154:22
elsewhere (1) 165:2
email (1) 42:9
embed (2) 173:25 174:1
emerged (1) 61:21
emergency (5) 25:20 74:5 82:8 100:10 123:3
emotional (3) 43:17 44:22 50:3
empathetic (1) 187:10
emphasis (5) 18:17,20 25:18 47:13 50:23
emphasised (1) 144:2
employability (1) 87:4
employed (1) 153:18
employers (4) 34:3 53:3 93:21 183:7
employment (5) 76:2 79:11 106:11 117:6 179:6
employs (1) 6:22
enable (1) 156:18
enabling (1) 187:13
encompasses (1) 74:9
encourage (3) 30:16 43:6 118:17
encouragement (2) 132:4,5
end (19) 62:23 63:3 65:3 82:19 91:4 98:23 101:22 102:11 121:4 123:1,12

148:12 149:1 154:17 157:10 166:4 179:15 182:20 188:24
ended (2) 80:22 123:4
ending (1) 64:7
ends (1) 64:6
enemy (1) 84:20
engage (5) 46:13 70:4 79:15 111:9 185:12
engaged (2) 162:3 175:16
engagement (8) 49:22 59:15,18 60:11 76:20 175:1 178:15 179:25
engagements (2) 60:4 113:25
engaging (4) 70:2 84:22 172:8 181:24
enhance (1) 183:3
enhanced (3) 18:13,21 35:8
enjoyed (1) 48:17
enlightening (1) 124:24
enormous (1) 76:19
enough (6) 78:24 116:3 124:5 134:11 135:14 155:5
enquiries (1) 42:9
enrichment (1) 46:17
enroll (3) 67:13 114:5,12
enrolled (1) 117:5
ensure (4) 59:24 116:2 135:24 180:14
ensured (1) 180:23
ensuring (10) 68:18 94:7,8 129:10,22 130:3,8,14 147:22 183:1
entail (1) 127:21
entailed (1) 36:4
entire (2) 43:21 115:13
entirely (2) 89:1 94:15
entitled (1) 153:9
entitlement (5) 4:8,10 9:11 11:7,13
entry (1) 3:2
environment (5) 12:17 19:3 66:2 68:10 115:8
environments (1) 105:21
envisage (1) 188:13
equal (2) 165:11 186:6
equally (1) 47:14
equity (2) 156:8 186:5
equivalent (1) 128:24
erupt (1) 186:15
esgoil (4) 141:2,7,10,12
especially (5) 62:21 69:25 85:20 107:17 155:11
essentially (14) 30:17 73:5 75:17 87:15 113:5 114:17 116:18 117:18 131:16 181:18 182:2,17,19 183:13
establish (2) 8:19,21
established (1) 33:1
estimate (1) 167:13
estimates (6) 23:25 165:24 166:17,17,18 168:4
estranged (3) 108:10,23 121:21
et (1) 100:23
etc (6) 68:16,16 83:17,17 94:25 110:16
evaluation (2) 4:4 165:16
even (28) 24:1 31:1 32:8 37:21 43:14 44:14 53:5,23 61:14 72:6 73:7 76:11 84:21 85:17 89:12 94:20 95:3 96:13,20 98:8,13 100:6,15 111:9 120:23 135:5 176:10 178:24
evenly (4) 8:16,17,24 148:4
events (4) 38:13 42:11,12 100:16
eventually (4) 91:7 134:10 164:20 186:2
ever (1) 181:4
every (18) 18:13 36:5,21 44:11 54:17 90:22 97:7 134:7 135:22 143:16 147:12 149:5 157:20 162:18,19 165:10 166:18 170:13
everybody (2) 154:19 184:25
everyday (1) 133:9
everyone (7) 61:12 63:5 64:3 81:9 89:3 95:16,17
everyones (1) 61:13
everything (4) 54:7 63:5,18 78:20
everywhere (1) 36:25
evidence (13) 5:5 18:19 36:14 56:11 79:2 102:23 125:6 166:5 167:6,12 171:5 178:24 188:22
evidencebased (1) 14:25
evidential (2) 42:20 43:13
evoked (1) 62:19
evolved (2) 153:22 182:17
exacerbate (1) 40:8
exacerbated (4) 103:5 105:3 121:3 124:8
exacerbates (1) 101:14
exacerbation (1) 74:12
exacerbations (2) 102:15,19
exact (3) 84:24 123:6 124:20
exactly (2) 180:4 185:9
exam (21) 91:23 94:22 96:9,22 97:12,13,15,21 160:8,14 161:21,22 162:15,25 164:19 165:14,15,16 182:13,13,16
examination (5) 160:17,20,23 161:1 168:14
examinations (3) 98:15 100:2 166:5
examined (3) 96:19 163:18 166:9
example (42) 8:16 14:19 20:3 22:9 49:2 52:17 60:6 62:13 68:8 69:6,8 70:3,12,17,20 71:2 72:17 78:23 79:17 80:18 81:2,8,16 88:3 93:3 96:2,4 97:10 98:15 100:4,8 102:22 104:8 110:1 113:1 121:24 122:25 123:9 128:14 153:16 157:10 158:4
examples (3) 90:1 151:18 152:5
exams (16) 25:20 90:24 96:4 98:24 161:9,14,15 162:5 163:7,9 164:11 166:24 167:3,3 175:12 182:18
excellence (1) 184:19
except (2) 15:9 97:15
excess (1) 82:19
excesses (1) 181:4
exclusion (1) 49:22
exclusive (2) 66:13 67:1
exclusively (2) 114:3 127:5
executive (1) 1:23
exemplary (1) 186:22
exercised (1) 86:19
exhibited (1) 161:19
exist (2) 84:2 122:23
existed (4) 83:10 105:4 122:22 124:16
existing (3) 74:12 83:22,23
exists (1) 111:23
expand (3) 67:24 141:16 178:17
expanded (1) 181:17
expanding (1) 11:7
expansion (8) 11:22 12:14,20 17:2 24:15,23 55:7,22
expectation (7) 139:5,10,23,25 140:3,4,6
expectations (1) 183:6
expected (1) 158:9
expedited (2) 83:6,6
expenditure (1) 83:16
expensive (2) 82:12,18
experience (26) 3:16 10:4 19:4 30:20 43:20 48:15,22,24 50:24 61:3 70:14 71:14 72:15,22,25 92:23 94:3 111:6 123:17 133:13,16 135:2 137:21 150:6 178:16 179:20
experienced (7) 43:11 45:5 47:16 108:12 112:10 120:10 123:10
experiences (5) 41:25 61:6 67:17 68:25 176:14
experiencing (2) 101:9 120:14
experiment (2) 71:17,19
expertise (1) 170:16
experts (1) 43:1
explain (18) 2:24 4:13 9:2,3,22 11:2 42:2 58:20 131:22 138:11 142:12 143:13 157:8 160:14 163:7 175:3 184:7 186:24
explained (1) 168:22
explaining (3) 119:13 121:8 138:14
exploring (3) 48:5 70:17 98:10
exposing (1) 38:24
express (1) 131:19
extend (2) 6:14 45:20
extended (4) 6:1 25:19 35:6 60:2
extending (1) 83:22
extends (1) 126:20
extension (1) 83:10
extensive (3) 33:24 36:5 184:6
extent (6) 40:7 47:20 110:10 139:13 163:14 185:4
extents (1) 184:14
external (4) 92:11,18 94:19 143:8
extra (1) 35:21
eyes (1) 132:16

F

face (2) 92:15 123:9
facebook (1) 20:24
faced (7) 15:22 27:7 31:8 75:11 76:12 122:20 159:18
facetoface (1) 158:25
facilitate (1) 39:22
facilities (7) 66:20 73:18 82:6,12 105:7 109:21 121:11
facing (6) 76:13,23 77:3,6 92:15 101:25
factors (1) 13:5
faculty (2) 126:23 129:2
failed (1) 185:3
failure (1) 91:1
fair (2) 159:8 161:23
fairly (4) 8:24 36:2 113:9 156:18
fairy (1) 167:2
faith (1) 84:23
fall (2) 144:16 158:18
falling (3) 33:2 95:1 150:10
families (44) 10:21,24 11:16 12:8 13:17 15:3 16:18,20 17:10 22:5,18,19 23:8,14,21 24:6,7 25:1,4,9 31:18 32:5 33:16,17 34:7 39:4,10,11,12 43:25 44:8,9,12,14,19 48:13,16,18,22,23 49:15 50:7 65:18 66:23
family (20) 4:18 5:17 6:1 10:4 20:7,8 23:12 34:8 38:24 39:5 45:10 48:19,20 74:25 107:3 108:5 109:3 117:1 134:19 147:19
far (9) 2:11 113:22 130:6 146:11 154:15 168:5 175:8 176:19 187:11
fared (1) 107:5
fast (1) 99:1
father (1) 134:20
favours (1) 173:18
fear (5) 44:17 76:15 89:8 114:1,9
feasibility (1) 111:13
feasible (1) 171:10
feedback (4) 45:1 49:3 67:3 132:10
feeding (1) 49:2
feel (13) 10:1,6 28:13 39:9 40:2 52:10 54:3 55:24 81:10 89:19 93:25 94:3 188:16
feeling (3) 28:20 83:16 177:24
feels (1) 123:15
feepaying (2) 114:6,12
fees (3) 85:21 113:24 116:14
fell (1) 177:8
felt (30) 29:13 38:18,19,20 52:23 53:17,23 55:14,20 81:11 84:24,25 90:2,8 91:1 93:19,23 95:8 106:3 117:17,18,20,25 131:5 132:12,12 147:15 151:7,8 167:23
female (1) 2:21
females (1) 3:3
ferry (2) 128:18,19
few (12) 8:1 23:25 26:2 41:7 48:25 49:18 55:10 60:25 61:11,20 72:14 126:25
fewer (2) 31:11 79:23
fiasco (1) 162:12
figures (1) 72:4
fill (3) 85:10 141:16 164:22
final (17) 40:14 49:24 62:21,24 86:14,15,16,18 87:21 88:11 90:23 93:2 110:13 112:22 125:6 161:14 180:11
finally (4) 30:10 50:15 68:4 187:7
finance (1) 81:4
finances (2) 82:21 103:10
financial (23) 14:8,16 31:8 32:17,18 52:17 56:1 63:16,22 64:2,15,20 74:8 75:11,12,21 76:13,22 77:6 83:16 103:10 123:25 124:10
financially (5) 17:2 26:8 34:13 38:20 40:14
find (28) 3:18,18 6:23 8:14 13:23 15:12 66:24 86:23 87:2,9 90:8 91:11 99:7 158:15 161:15 164:22 172:2 173:1,10,13,16,21 174:6,6,8,10 181:4 188:10
finding (10) 67:1 70:14 71:10 72:6 98:1 119:25 120:1,5 121:25 172:17
findings (1) 43:10
fine (1) 164:5
finger (1) 62:1
finish (5) 21:12 119:3 161:12 164:1 184:5
finished (1) 108:7
fire (2) 154:13 186:14
firm (1) 28:3
first (67) 1:7 2:15 13:21 14:20 15:25 16:22 21:17 23:25 24:1 25:17,24 26:11 40:11 41:1 42:21 43:16 44:4 53:2 54:15 57:15 61:2,4,21 67:19 68:20,23 70:13 73:15 74:14 84:22 90:15,16 91:16 98:22 101:22 104:7,19 105:18 115:9 120:17 126:8 130:2,9,13 131:2,11,21,24 136:4,4 138:11 142:3 145:24 147:8,9 152:18 155:19 160:12 161:21 162:11 165:14,15 170:7 175:5 178:8 180:12 184:10
firstly (1) 142:19
fit (3) 99:14 158:19 184:12
fits (1) 7:21
five (8) 2:11 4:11 12:12 26:18 47:8 120:14 132:13 188:13
fiveandahalf (2) 142:23 159:20
fiveyear (1) 101:21
fixed (1) 78:8
flagged (1) 152:17
flash (1) 64:4
flat (4) 48:20 114:24 123:11,12
flavour (1) 61:5
flexibility (5) 7:23 10:14 34:1,3 92:16
flexible (6) 10:17,22 116:3 148:8 181:21 187:9
flexibly (1) 3:7
flute (1) 164:8
flying (1) 104:18
focus (3) 24:21 36:2 95:12
focused (5) 40:24 76:20,22 184:25 185:11
focusing (1) 50:13
follow (3) 27:2 64:16 129:15
followed (1) 65:8
following (10) 21:4 40:5 119:13 131:19 162:5,18,25 174:21 176:7 189:3
food (8) 49:13 51:19 102:24 103:4 110:5 115:12,16 121:10
foot (1) 91:3
forced (2) 29:14 41:8
forceful (1) 188:3
fore (2) 82:25 139:7
foreseen (1) 62:8
foreshadowed (1) 64:17
foreshadowing (2) 63:18,21
form (13) 3:25 4:17 5:8,11,17 6:25 8:10,14 16:2 18:20 39:5 78:15 107:17
formal (10) 57:11 97:15 98:15 100:2 117:12 127:1 142:19 158:14 163:5 183:9
formality (1) 160:18
formally (5) 26:19 57:17 91:15 92:23 112:11
format (2) 131:20 148:21
former (2) 56:23 58:17
forms (6) 4:15,25 8:17 9:24 20:5 100:9
fortnightly (1) 59:25
fortunate (1) 129:5
forward (12) 41:7 83:3 85:12 94:5 131:6 140:5,9 157:20 173:2 185:8 187:13 189:1
found (41) 7:15 10:21 11:20 12:13,24 16:22 17:20 20:17,19 24:15 25:3 26:2 28:21 29:5,18 34:4,7 36:15 37:4 43:22 44:8,14 51:20 54:20 67:5 82:7 94:17 108:25 120:8,9 125:22 126:2 132:6,19 135:1 136:8 138:4 140:16 146:5 172:2 179:10
four (24) 4:9 19:17 24:14,23 26:18 28:12 31:22 51:24 57:14,15 59:11 63:3 64:13 73:15 84:5,22 86:12,21 128:24,25 141:9,20 155:7 174:1
fouryearolds (2) 9:9 11:15
fragility (4) 85:22 111:17,18,21
framed (1) 30:15
fraught (1) 159:4
frequency (1) 36:22
frequently (1) 14:4
friday (1) 162:19
friends (3) 46:11 65:19 109:4
frightened (2) 65:16 74:24
frightening (1) 137:22
fringe (1) 153:21
front (5) 87:6 92:13 103:17 146:13 182:4
frontline (2) 17:18 39:8
frustrated (1) 93:23
frustrating (3) 54:21 132:6,19
fulfilled (2) 140:11,14
full (8) 1:17 34:24 57:9,11 78:19 125:16,23 165:4
fulltime (2) 76:11 128:24
fully (1) 140:12
fumbling (1) 186:11
function (2) 129:25 171:9
functional (2) 107:3 108:4
functions (3) 13:8 143:7 170:22
fund (9) 23:16 33:1 52:20 77:13 78:2,8 79:2 84:10 124:5
fundamentally (2) 20:14 35:10
funded (27) 4:6,8 9:4,5,11,13 11:7,10,22 12:4,14,20 17:3 24:15 32:4,9,12,13 52:13,19 55:7,16,25 101:20 105:6 110:20 119:20
funding (15) 9:3 23:15 24:21 32:7,25 33:3 52:18,21,25 77:8 84:12 102:10 119:19 123:21 124:3
funds (8) 32:20 77:16,18,21,24 79:7 83:13 84:8
furlough (4) 53:3 79:18 80:1,10
further (17) 6:20 16:13 37:18 51:10 56:8 61:19 72:1 85:6,16 106:22 109:8 111:17 118:13 124:25 128:21 133:1 187:21
future (7) 29:12 85:25 172:20 174:7 185:13,20 186:16

G

gain (1) 162:8
gained (1) 153:11
gaining (1) 143:1
gap (6) 11:19 69:2 71:6 97:22 141:17 175:8
gaps (10) 85:10 133:3 137:10 159:3 164:16,21,24 165:8,12 176:14
garden (2) 48:5,20
gardens (1) 48:14
gather (1) 79:2
gathering (1) 113:2
gatherings (1) 113:13
gauge (1) 154:11
gave (3) 30:15 34:3 152:5
gazebo (1) 164:6
general (7) 79:16 92:22 124:14 125:8 126:11 127:20 138:12
generalising (1) 99:11
generally (7) 2:16 10:17 27:22 63:1 88:17 156:20 157:16
generation (2) 104:11 171:16
generous (2) 88:2,19
geographical (1) 72:19
get (73) 9:9,15 19:17,23 21:2 25:7,22 28:12,16 30:7 31:1 32:11,18 37:19 38:11 42:5 44:17 51:3,7 53:4,12 54:14,21,25 61:17 68:2 69:11 74:25 78:25 80:2,7 82:4,10,15 84:15 87:21 88:11 89:2,22,23,24 91:6 94:24 95:2 98:1 106:15 107:1,2,24 108:25 109:7,13 111:7,9 132:9 135:21 144:17 149:7 151:24 152:23 158:2,9 161:14 163:19 169:25 170:15,16 172:15 173:20 176:19 177:10 183:15 187:3
getting (16) 20:18 53:24 61:16 69:5 84:18,24 90:18 93:24 106:15 112:16 135:3 148:24 152:2 172:17 173:8 177:12
give (19) 1:17 6:4 13:19 15:19 61:5 75:3,20 78:18 88:23 89:2 92:17 93:1 142:14,15 153:16 160:12,16 167:13 177:17
given (18) 21:22 34:1 55:15 73:6 89:11 92:3 93:14 136:1 140:14 150:7 154:13 156:20 158:23 159:6 161:16 167:23 171:23 180:22
giving (3) 36:14 57:9 143:20
glasgow (1) 110:2
goal (1) 25:22
goes (2) 6:16 186:17
going (98) 5:22,23,23 13:17 17:25 19:8 22:20 27:15,20 28:14,15 30:1 34:6 35:5 36:24 37:17 40:8 41:4 44:11,12,24 45:21,24 48:5,6 56:12 60:24 62:20,24 64:8,10,11 70:12 72:11 78:6,8,10 85:12 86:14,17 87:13,19,22 88:21 89:1,20 90:11,21,24,24 91:21 95:5,14 99:7 100:6 104:9,19,23 106:15,16 107:2,7 111:14 124:11 126:13 130:24 133:3 141:18,19,20,21 144:19 146:13 153:7,12,15 155:22 156:16 158:20 159:1,2 161:9 162:7,13,16,23,24 163:17,18 167:20 171:2 174:5,14 175:19 176:9,18 183:3 185:20
gomersall (25) 56:25 57:3,19,19,22 58:2,19,23 59:16 60:18 65:2,8 68:20 77:11 83:14 95:10 98:7 100:19,25 105:1 106:7 110:17 119:3,4 190:6
gone (6) 52:1,3 161:17 162:1 168:3 175:6
gonna (1) 171:4
good (32) 1:4,5,10,11,12 20:16 29:4 56:16,20 57:5,6,16 69:15 71:10 73:25 84:20,23 87:25 88:1,18 89:22 98:5 101:15 125:13,13,18 138:14 152:19 153:16 163:14 183:18 186:18
google (2) 133:18 137:18
government (61) 4:8 9:11 11:6,11 12:1 14:11,23 18:4 19:6 23:16,24 27:13 30:8,25 32:6,19,19,25 37:10 41:11 53:1 54:12,14,20 55:6,11 60:11 63:4 75:18 82:25 83:1,8,18 84:15,23 85:4 87:7 88:21 89:17 90:3 91:2 101:16,21 102:16 110:21 112:23 113:3 116:2 117:12,15 118:12 119:19 124:4,22 128:1 135:18 140:6 163:21 172:16 186:2,25
governments (1) 140:2
grade (8) 62:24 86:16,16 87:21 88:11 89:2,24 98:2
grades (8) 69:5 86:14,18 90:23 92:1 106:15 168:16,16
graeme (4) 1:8,15,19 190:2
graft (1) 86:22
graham (35) 125:10,24,24

126:6 127:15 128:7,12,16 129:9 130:21,25 131:23 134:4 136:25 145:18 147:7 148:25 151:2 152:19 153:25 154:5 163:8 164:15 166:2 169:9 173:3 175:5 177:3 178:18 179:22 180:2,20 184:10 187:7 190:8
grant (1) 76:7
grants (1) 33:1
grasp (1) 153:10
grasped (1) 141:15
grateful (1) 56:11
great (13) 28:23 66:8 83:14 97:17 139:15 153:3 159:23 163:14 170:11 171:4,19,24 172:10
greater (1) 92:17
greatly (1) 86:19
greer (1) 75:19
grew (1) 177:18
grips (3) 61:16,18 156:18
ground (2) 14:13 42:17
grounded (1) 109:15
grounding (1) 160:12
group (11) 48:9,10 56:6 88:17 90:10 108:11 121:17 126:22 156:22 163:1,1
groups (12) 7:10 38:10 45:6 47:16 52:5 69:2 70:10 71:6 122:12,14 150:9 157:23
grove (7) 128:10,13,16 145:13,19 146:25 150:11
grow (1) 3:20
grown (1) 179:10
gtc (1) 173:23
guarantee (2) 88:23 89:3
guidance (34) 15:16 18:3,6,7 19:1,17 20:14,21 27:3 29:20,21,24 30:22 34:14,22 35:15 112:22,23,25 113:3 116:2 118:13 128:1 129:3,17 130:4 135:15 141:1 143:16,17 144:11 145:2 150:21 151:5
guilt (1) 38:22
guilty (1) 10:2

H

hadnt (11) 12:22 44:13 45:7,8 51:3 62:1 69:25 79:24 94:2 109:4 134:8
hairdressing (1) 68:13
halal (1) 121:15
half (4) 24:1 60:22 137:11 138:14
halfway (2) 93:6 131:2
hall (3) 7:4 70:7 160:24
halls (3) 61:24 81:7 110:6
hand (4) 132:9 142:11 156:13 170:15
handle (1) 64:10
handled (2) 63:11 92:12
happen (9) 27:14 28:6 37:9 103:19 151:24 162:16,23 172:19 174:12
happened (14) 85:17 98:23 119:12 133:2 140:14,14 150:1 160:19,20 161:22 165:2 172:9,18 180:23
happening (12) 14:12 36:25 61:18 74:3 91:19 92:1 106:16 113:8 120:2 173:1,11,21
happens (2) 112:13,16
happy (1) 107:25
hard (7) 68:1,12,13 86:22 87:7 109:21 188:19
harder (5) 69:3,21,24 71:20 93:3
hardship (10) 33:1 77:8,12,16,18,20 78:2 79:7 83:12 84:9
hardware (3) 62:14 140:7 185:25
havent (1) 64:17
having (42) 3:16 10:2,2 24:18 29:6 31:11 34:2 51:17 58:18 66:24 68:25 70:19 71:1 75:12 79:22 86:21 91:15,16 98:14,16,18,24 99:1 103:21 104:20 115:9 122:5,5 129:25 133:10,11 138:3 140:19 142:5 146:6 148:20 162:1,1 164:24 169:24 178:21 179:6
hayward (1) 185:7
head (8) 72:6 93:11 126:21,21 128:9,25 129:7 130:15
heads (5) 126:23 127:16 129:2 130:1 146:24
headteacher (3) 173:5,12 174:5
headteachers (4) 170:15 173:13,19 186:21
health (55) 14:5 16:6 17:20 18:5 22:21,24 27:24 36:1 38:4 39:3,8,20 41:22 42:25 59:23 60:6,10 63:15 64:21 69:18 70:22 76:14 91:22 94:10 100:20,22 101:7,18 102:2,4,18,25 103:2,6,11 105:4 106:8,25 107:4 108:2 110:14,16 111:5,11 112:1 115:24 118:12,12,14 129:16,18,21,23 151:17 155:14
hear (4) 56:12 67:3 84:16 118:25
heard (11) 47:19 66:12,22 74:2 85:1 93:23 95:6 107:11 115:19 140:21 188:12
hearing (4) 177:22 178:18 180:7 189:3
hearings (1) 47:19
hectic (1) 61:10
heeded (1) 85:1
heightened (1) 71:6
held (5) 2:2 59:25 116:9 125:9 128:10
help (14) 38:25 51:25 104:10 129:13 132:5 135:13 147:3 149:13,20 169:14,16,17 173:6 186:5
helped (1) 76:25
helpful (4) 130:17 174:16 184:1 188:21
helping (1) 184:25
helpline (1) 42:9
helps (2) 5:20 170:13
hence (1) 144:10
here (10) 99:11 110:23 111:16 120:19 168:9 173:2,7,22 175:17 185:17
heres (3) 97:12,13 99:8
hidden (1) 176:23
high (20) 5:9,10,10,11,23 7:14 8:10,14 24:4,25 45:24 46:22,22 48:3 79:17 113:12 114:15 120:4,6 121:1
higher (19) 5:12 13:2 48:14,16 61:19 72:1 82:14 85:6,16 109:8 111:18 120:23 141:23 163:9,10 164:18,20,24,25
highers (1) 167:4
highest (2) 113:22 122:13
highlands (1) 72:17
highlighted (2) 150:21 185:1
himself (1) 136:8
hire (1) 72:8
historic (1) 28:18
historically (2) 24:11,12
history (2) 53:16 58:13
hit (8) 31:19 79:24 100:10,16 102:19 116:16 123:6 124:18
hitherto (1) 62:3
hmie (4) 169:15 170:12 171:6 172:23
hnc (2) 4:11,12
hoc (1) 74:5
hold (4) 126:19 128:5 141:15 184:21
holding (1) 58:11
home (37) 4:19 6:17 7:2,5,25 10:3,3,4 20:4,7 22:4 25:7 33:23,25 34:2 38:22 39:9 62:3 69:14 70:11 76:24 97:16 104:8 107:3,11 116:19 117:1 122:5 134:17,20 135:6 136:7 143:20 146:18 178:13 179:4,6
homelessness (4) 120:4,10,15,23
homes (3) 66:24 107:8 108:5
homestart (1) 23:13
hope (1) 152:19
hoped (1) 12:21
hopefully (1) 85:12
hoping (1) 186:1
horrible (1) 81:17
horrifying (2) 120:19 123:13
horror (3) 107:11 120:15,24
hospitality (4) 3:11 76:4 79:13 80:14
hour (1) 138:14
hours (21) 7:24 11:10,13,14 18:22 70:6 79:5,17,22,23,25 80:9,11,22 97:14 132:8 142:23 159:20 166:15 173:1,12
house (1) 7:9
households (2) 33:9,11
houses (2) 48:14 107:8
housing (4) 74:13 106:13,13 119:10
however (4) 4:6 77:20 158:22 161:25
hub (29) 17:25 20:2 21:24 22:4 130:18 131:14 142:2,7 145:5,6,12,14,24 147:5,9,12 148:14,21 150:14 152:16 153:10,11,13,18,19,22 155:10,19 156:19
hubs (12) 21:15,16,20 35:18 37:9 129:25 147:24 148:20 149:17 150:15 154:23 169:19
huge (11) 18:20 61:22 62:4,25 63:23 103:15,15 132:3 146:11 159:22,22
hugely (3) 20:11 47:23 48:1
human (1) 177:12
humanities (1) 68:8
hundred (1) 82:16
hundreds (2) 115:14,14
hurdles (1) 83:20
hutton (59) 125:7,10,13,22,24,24 126:3,6 127:13,15 128:5,7,8,12,16 129:9 130:21,25 131:18,23 134:4 136:2,8,19,25 139:12 142:4 145:10,18 147:7 148:25 150:17,23 151:2 152:15,19 153:25 154:5 163:3,8 164:15 166:2 168:23 169:7,9 172:7 174:21 175:5 177:3 178:18 179:22 180:2,19,20 184:2,10 187:7,25 190:8

I

icu (1) 39:8
id (1) 178:4
idea (7) 87:16 92:3 95:14 99:18 149:23 154:16 163:15
ideal (3) 106:25 107:5 108:3
ideation (1) 101:10
identify (2) 69:3 108:20
identities (1) 70:18
ill (12) 2:14 15:17 27:9 81:5 95:10 101:1 126:8 144:20,21 170:4 171:20 173:24
illness (1) 22:22
im (31) 13:17 27:15,20 50:1 72:21 73:21,22 78:10 81:8 91:20,22 93:20 94:11 99:10 112:21 116:25,25 117:2,2,2,4 118:25 148:6 173:5 175:16,17,19 176:25 178:18 184:3 186:1
imagine (3) 61:8 86:19 88:8
immediacy (2) 133:11 139:23
immediate (4) 61:14,20 86:13 112:14
immediately (8) 47:15 52:18 61:22 64:3 126:9,22 128:8 162:11
impact (55) 3:19 13:15 14:7,7,16,21 15:6 31:24 38:2 40:4 41:25 44:3,21 45:25 52:11,24 65:17 71:22 74:18 79:10 80:24 81:18,19 82:20 91:7 100:4 101:17 102:8 103:4,14 104:3,12,13,16 107:22 108:1 110:10 111:6 118:2 119:8 120:25 121:16 123:24 124:10 132:3 141:24 145:3 162:24 165:10 169:7,9 174:6 180:14 185:17 186:9
impacted (13) 34:12 49:3 52:6 54:3 64:2 95:15 97:24 103:9,11 118:7 121:20 123:20 144:6
impactful (1) 121:5
impacting (1) 22:22
impacts (67) 37:24,25 38:4 41:15,18 42:3,5 43:5,16 45:1 47:21 48:12 49:23 50:4,16,20 51:11 61:7,20 64:15,20,21,22,23 65:1,3,4 70:10,22,24,25 74:8,10 75:21 79:6 81:3 86:4,5,7,8 95:13 100:20 103:8,9,13 104:5 105:2 106:24 110:16 116:7 118:23 119:1,5,7 121:6,18 130:23 132:15 140:20,22 164:12,14 168:22 174:17,24 175:3 184:8
imperative (2) 143:5,6
implementation (1) 174:15
implemented (2) 11:24 19:8
implication (1) 175:24
implications (9) 73:23 117:13 122:18 176:23 182:6,7,8 183:4 188:4
importance (2) 51:8 148:19
important (17) 20:15 23:22 35:2,10,12 47:20,23,24 48:2,11 54:23 69:1 101:5 131:25 134:22 147:15 173:14
importantly (1) 168:11
imposed (1) 163:21
impossible (2) 107:16 149:10
impression (2) 188:11,12
improve (2) 111:10 177:24
improved (1) 26:4
improving (2) 7:18 175:7
improvisational (1) 73:5
improvise (2) 20:17 32:23
improvising (1) 20:20
inability (1) 88:13
inadvertent (1) 13:3
inaudible (1) 52:19
incident (2) 123:6 172:13
include (2) 112:24 127:10
included (1) 86:5
includes (1) 126:24
including (4) 12:3 67:4 101:7 128:24
inclusion (2) 133:25 174:18
inclusive (2) 12:16 63:12
income (23) 3:6 7:14 8:19,24 9:12 11:16 30:6 31:20 32:1,14 34:8 40:16 48:14,19 49:15 53:4,7,8,10 64:4 76:6 78:17 113:22
increase (7) 36:23 43:14 72:2 174:9,9 175:7 177:21
increased (4) 31:21 39:20 101:3 111:13
increasing (1) 85:19
increasingly (2) 10:22 17:21
incredible (3) 93:16 116:1,6
incredibly (15) 61:10 64:12 75:22 85:7,18 89:12 98:2,2 104:18 105:25 106:1 109:17 115:5 118:22,22
incremental (1) 44:5
incrementally (3) 26:3,4 31:22
independent (3) 5:13 12:2 175:14
index (1) 190:1
indicated (2) 27:14 186:8
indication (3) 13:19 15:19 74:15
individual (11) 26:12 30:24 32:15 47:4 97:1 136:10,11 144:4 147:10 166:13 167:22
individualised (1) 151:19
individually (1) 26:13
inexpensive (1) 82:6
infected (1) 170:1
infection (4) 17:23 36:3,10 44:18
influence (2) 15:2 32:21
inform (3) 14:10,23 15:2
informal (4) 22:8 104:2 158:13 159:10
information (15) 20:12 21:7 32:15 42:5,13,20 43:12 44:20 54:21 59:23,24 127:25 131:9 144:22 174:16
informed (3) 3:4 8:11 145:7
infrastructure (4) 62:11 72:3,12 111:23
inhibited (1) 87:17
initial (5) 61:11 75:10 92:2 188:11,12
initially (8) 16:9 18:19 21:22 64:7 74:11 75:15 87:1 154:6
innovative (1) 71:10
inperson (7) 97:15 113:5,5,20 114:16,19 116:11
input (2) 131:25 183:3
inquiries (3) 11:23 147:4 188:17
inquiry (13) 1:20 85:12 112:20 125:19 126:1 150:14 157:8 174:14 176:3 180:7 188:6,7,9
inquirys (1) 54:6
ins (1) 147:16
insecurity (1) 102:24
inside (1) 121:9
insofar (1) 74:19
inspect (2) 157:14 171:2
inspected (1) 4:4
inspection (1) 5:14
inspectorate (12) 4:1 5:14 18:4 19:18 21:6 22:2 34:23 54:19 138:22 169:2 172:17 184:17
inspectors (3) 21:6 157:13 170:24
instance (7) 39:20 69:4 70:5,16 121:11,20 123:25
instant (1) 132:10
instead (5) 12:22 43:4 71:17 87:23 119:17
institution (5) 78:14,14 84:10 96:16 99:23
institutional (1) 113:18
institutions (13) 72:14,20,24 98:10,16,24 99:10 100:5 108:21 111:19 117:15 168:25 169:1
instructed (1) 16:10
instructions (1) 18:14
integrated (1) 184:16
intelligent (1) 132:16
intended (4) 54:7 87:1 141:13,23
intense (2) 36:12 117:13
intensified (1) 25:2
intensity (2) 36:22 38:17
interact (1) 46:9
interacting (1) 133:9
interaction (2) 47:11 49:8
interactive (2) 70:1,9
interchanged (1) 147:1
interest (3) 24:17,21 60:25
interested (2) 17:22 41:11
interesting (4) 8:1 45:5 98:7,20
interests (2) 108:10 124:13
interface (1) 35:13
interlinked (1) 49:11
international (16) 77:17 84:8,11 85:18,20 108:24 111:20,21 113:23 114:5 120:12,13,14,15 123:23 124:12
internet (6) 134:18,24 135:13,14,25 186:4
interpretation (3) 17:17 30:22 153:23
interrupted (1) 43:22
interruption (1) 53:15
intimidating (1) 146:11
into (63) 3:13 6:16 8:2 12:19,21 15:20 20:6,7 24:11,23 25:8 26:15,21 29:14 41:4 52:15 68:22 75:4,7,9 77:4 78:8 83:11 86:23 91:21,21 103:14 105:22 107:19 111:22 114:25 128:22 137:10 138:21 140:1,7 142:17 143:6 146:11 147:11 150:9 151:7 153:11 156:3 158:2,3,19 159:3 160:5,24 165:6 170:16,20 172:25 173:21 176:18 177:6,8 178:5 182:2,21 185:6,20
introduce (1) 57:9
introduced (3) 57:7 75:19 141:22
inundation (1) 154:8
investigation (1) 188:17
investment (2) 85:23 111:24
invitations (1) 60:2
invite (3) 6:3 42:10 60:7
involve (1) 187:10
involved (14) 18:3 22:15 41:19 52:13,23 55:25 114:1 129:8 134:23 135:8 137:1,14 168:18 170:11
involvement (1) 177:5
involves (1) 176:17
involving (3) 129:12 130:11 142:10
ipad (2) 134:8,10
irrespective (2) 87:18 106:23
islands (1) 72:17
isnt (3) 78:23 96:18 124:5
isolate (2) 169:23,24
isolated (6) 38:16 105:22 106:6 109:16 117:17 132:12
isolating (3) 19:25 38:9 81:18
isolation (11) 39:25 69:18 76:15 81:10,19,20 101:3,13 103:7 106:3 110:16
issued (2) 116:18 117:3
issues (41) 15:21 25:12 27:7 31:8 33:21 37:20 38:5 39:1 63:10 65:6 69:9,13 71:4 83:21 86:12 95:24 101:2 102:18 103:12 123:14,16 124:8,16 133:19,24 134:1,1 143:20,21,23 145:8 147:10,17 151:25 152:4 163:8 166:23 175:2 176:12 180:9 185:5
iterations (2) 18:9 35:15
its (96) 3:19,20 5:8,9,25 6:18 7:9,9,14 8:5,9,10,10,17 9:17,19 10:3 11:19 15:1,11,22 22:1,19 28:8,9 30:4 33:3,7 38:4 42:21 43:11 45:4 46:21,21 47:16 48:8 49:11,14,20 50:2,13 51:15 52:9 56:2 59:2 69:3,21 78:8 81:13 85:23 91:3,24 98:7 100:21 101:5 103:16,18 104:7 106:5 111:18,21 112:6 119:2 123:8 126:15,15 128:15,18,20 129:5 138:1 140:10 146:25 147:12 149:22 152:10,11 157:15 158:8,8 159:14 160:10,17,18 161:3 166:8 172:8 173:3 176:22,22 178:10 182:17,17,19 185:4 188:1
itself (5) 38:6 104:24 122:21 145:20 172:8
ive (2) 26:8 49:25

J

jewish (1) 121:14
jim (43) 125:11,18,18,20 126:12,17 127:7,11,22 131:4,6 136:3 138:13 139:1,4 140:1,13,23 141:1,8 142:1,14 143:16 144:8 145:5 150:5 152:8,13 153:2 155:21 157:11 159:14 160:3,16 163:2 165:13 166:25 170:20 171:14 180:17,22 188:20 190:9
job (7) 53:2 71:10 74:12 80:8,9 117:9 187:5
jobs (1) 64:4
john (1) 57:11
join (2) 66:25 184:21
joined (1) 78:15
joining (1) 107:9
joint (1) 144:2
journey (1) 40:21
judged (1) 117:21
judgment (1) 166:10
juggle (1) 148:1
juggling (1) 169:20
july (9) 27:12 57:17,18,21 58:5 75:8 91:15 92:24 112:12
jump (1) 72:23
jumps (1) 110:1
june (10) 15:15 25:13 27:5,8,12 31:21 57:21 58:6 162:17 185:8

K

keen (4) 16:24 55:12 113:19 148:12
keep (10) 13:22 54:2 70:1 76:24 81:1 95:10 108:13 118:20,20 155:6
keeps (2) 109:14,15
kept (2) 18:15 155:4

key (33) 15:9 16:16 17:16 20:21 21:16,17,21 22:7,13 28:5 35:4 39:3 44:9 62:10 68:4 86:7 95:12 99:25 100:13 102:15 118:7 145:25 146:16 149:5 150:16,19 151:1 154:1,10,15 180:13 181:1 184:7
kids (1) 97:19
kind (102) 31:4 53:22 60:7,11,12 61:11,12,20,25,25 62:18 63:4,20,21,24,25 65:24 66:23,24 67:21,25 72:2,14,16 73:2,8 74:25 75:6,23,24 76:14,24 77:1 84:11,20 85:6,18,21 89:23 90:18 91:2 92:2,3,21 93:7,17,24 94:3,4,9,11 95:1 105:2,6,20 106:7 107:1,14,23,24 108:16,19 110:7 111:6,15,15 112:14 113:14 114:19 117:22 118:3,8,18 131:2 138:16 139:13 142:24 144:2 145:22 149:1 153:6,8,14,21 155:21 158:6,7,11 159:7 161:14 165:13 167:2 170:22 171:5,8,19 172:1,12 175:19 181:1 182:14 183:11
kinds (6) 62:5 84:4,4 85:14,25 109:20
kitchen (2) 81:13,15
knew (11) 19:9 92:14 109:24 147:16 153:4 159:20,21,21 161:7,7,7
knocking (1) 97:19
knockon (4) 104:23 107:22 110:15 123:24
know (150) 7:21 13:24 17:6,17 18:13,14 19:3,7,12 20:11,15 21:1,21 28:3,19 29:17 30:8,13 31:2 34:15,21 35:3,14 36:4,6,8 37:15 38:19,23 39:21 40:12 41:8 43:10 46:6 47:15 50:4,5 51:13 52:25 54:13,23 55:1,13 57:24 59:22 61:9,21 62:1,17,25 63:2,23,24 64:11 67:9,12 69:4 70:25,25 72:16 73:7 76:17 77:2,13 78:7 79:22 83:3,15,19,24 85:2,14 87:5,9,12 89:23 90:18 91:21 92:14 93:10,19,19 94:9 95:7 96:15 97:10 98:11 99:2,16 100:1 101:13,25,25 103:17,21 104:7,14 105:9,10,19,21 106:6,14 107:1,10,13,15,23 108:2 109:20,25,25 110:8 111:3,20 112:15,20 113:11 115:12,17,22 117:2,21,25 118:7,22 120:8,16 121:9,10,19 124:10 131:13 134:23 148:9 151:25 153:6 158:24 159:13,23 161:21 169:25 170:10 171:24 172:3 175:19 180:17 184:5 185:1 187:3
knowledge (7) 8:12 150:4 164:17,21 165:12 176:15 185:11
known (7) 4:6 6:11 16:1 23:23 32:2 57:12 138:6
kosher (1) 121:15

L

lab (4) 71:15,16 73:20 148:10
laboratories (1) 68:16
labs (1) 62:12
lack (6) 91:10 94:4 107:20 111:24 177:5 184:16
laid (3) 72:5 83:14 158:8
land (1) 167:2
landscape (1) 106:9
language (11) 43:18 46:15,18 47:10,13 49:7,20 50:3 112:24 132:4 143:12
lap (1) 176:8
laptop (3) 66:13 78:23 79:1
laptops (3) 66:21 72:8 135:19
large (16) 7:9 23:20 34:22 72:7,19 105:2 113:1,1,13 114:14,22 115:3 136:9 145:19 175:7 177:9
largely (5) 16:3 27:4 83:13 157:18 165:16
larger (13) 6:23 7:1,8 16:8 17:25 26:24 27:2,4 31:10,14 48:14 72:9 175:8
largest (1) 6:20
last (5) 12:6 57:14 128:6 185:8 188:1
late (3) 92:20 163:15 182:15
later (20) 13:12 17:6 26:23 44:7 84:13 85:15 93:4 119:18,21 132:13 133:4 134:25 135:2,18 144:1 148:17 153:24 171:20 172:13 175:18
latterly (1) 18:18
launch (2) 41:3 51:23
launched (1) 41:6
lead (1) 112:8
leader (1) 157:9
leaders (14) 125:8 126:17 127:3 131:1 156:7 157:12 169:8 170:17,18 171:17 173:1 180:15 186:21,22
leadership (7) 126:19,23 138:19 171:7,14,15 176:18
leading (4) 41:23 110:15 112:7 129:11
leads (1) 107:25
leapt (1) 141:3
learn (10) 68:14 69:8,14 70:11 71:20 103:22 132:22 142:22 168:19 176:20
learned (6) 54:5,8 186:20 187:12,16 188:5
learners (5) 102:22 140:22 155:20 174:18 180:16
learning (88) 4:5,7,15 5:6 11:8 12:15 24:16 32:4 46:23 47:25 48:1 64:19 65:5,6,21 66:5,10,11,14,17,19 67:5,10,21 68:3 74:2,3,4 86:5 87:18 92:5,8 94:15 98:6 103:15 104:1 113:6 114:2,17 116:12,15 129:10 131:15,17,20 132:1 133:3,14,23 134:2,4,7,25 136:7 137:14 138:1,9,24 139:3,5,6,21 140:18,21 142:10 143:9 144:6 147:22 148:10,23 150:8,22 151:5,20,20,21 155:12,17 161:1,17 173:21 177:11 178:2 181:16 182:20,23 183:3 186:17
learningteaching (1) 114:2
learnt (5) 99:25 104:20,21 122:19 123:16
least (8) 85:4 86:15 95:17 132:8 140:11 166:15 179:2 188:11
leave (6) 53:14 74:9 75:4,17 116:4 183:9
leaver (1) 104:6
leaving (3) 45:15,17,21
lecture (3) 70:5,7 103:21
lecturer (1) 71:18
lecturers (2) 65:25 73:2
lectures (2) 107:9 113:1
led (1) 84:2
left (9) 118:24 134:24 139:13 158:16 161:9 163:25 175:15 177:4 178:6
legacy (2) 30:16 31:5
legal (3) 21:25 74:21 158:6
legally (1) 7:6
legislation (3) 75:20 82:8 123:3
legislative (1) 83:20
lenient (1) 99:9
less (14) 12:16 16:7 17:22 26:1 75:5 76:20 87:3 94:14 99:21 150:5,7 152:10 158:23 181:16
lesser (1) 87:2
lesson (5) 137:7,11 148:6,24 149:11
lessons (16) 54:4,8 98:5 99:25 100:13 122:19 123:16 137:3,13 148:21 149:19 176:9 180:13 184:7 187:16 188:5
let (4) 57:24 90:11 139:19 178:13
level (23) 5:10 8:20 16:6 17:15 19:9 22:20 24:5,25 26:21 37:14 41:4 44:6 46:4 83:15 89:15 113:19 116:3 151:14 158:11 161:18 165:23 177:20,21
levels (1) 90:20
lgbt (2) 70:16 121:20
liaise (1) 143:7
liam (13) 56:24 57:1,11,12 61:8 63:20 71:24 79:11 82:1 86:11 99:17 106:22 190:4
liberating (1) 70:14
libraries (1) 62:11
library (4) 66:17 73:19 91:25 149:18
life (19) 3:8 7:21 43:21 48:17 67:10,17,19,20,23 76:17 83:23 104:10 106:16,18 145:9 158:4 175:18 182:1 185:22
like (64) 2:15 4:12 7:9 11:21 20:2 25:22 29:2,3 31:4,5 35:13 48:10 49:23 50:1,15 53:6 58:22 62:12 64:10 65:22 69:11,18 70:8 72:16,20,25 73:24 74:16 78:16,17 79:18 80:18 81:21 83:21 89:20 90:2 91:12,20 92:9 93:1,19,25 98:12 99:16 100:8,22 101:10 102:19,24 103:7 106:14 107:23 108:17 109:3,19 111:4 112:8 116:24 117:18,25 123:15 157:2 172:24 187:24
likely (2) 99:6 102:5
likes (1) 60:5
limited (2) 150:7 163:12
line (6) 82:11 84:13 86:10,18 109:14 112:16
lining (1) 168:9
link (3) 102:24 103:1 167:19
linked (3) 46:3 175:2 179:20
linking (1) 51:12
links (1) 183:23
list (5) 44:25 48:25 49:20 50:10,12
lists (2) 102:3,8
literally (2) 36:16 124:19
literature (1) 47:12
little (17) 2:16 4:14 45:3 50:21 61:25 91:1 95:5,18 112:17 126:15 128:13 129:6 145:15,16 168:21,23 170:13
live (12) 76:9 115:17 120:1,7 137:4,4,7,11 148:5,24 149:10 181:23
lived (3) 3:15 104:7 167:2
lives (2) 117:1 181:23
living (7) 7:17 61:23 74:19 75:1,13 116:25 123:11
loaded (1) 15:22
loan (1) 76:7
lobbying (1) 53:4
local (40) 2:10 5:15 10:18 12:2,15 13:2 14:11 21:5 22:8,18 24:13,16,20 28:8 30:18,25 37:17 41:10 42:18 48:6 51:24 55:8,20 119:11 127:2 133:19 134:11 135:20,23 136:5,21 150:3,5,20,25 152:9 153:19 154:3,7 167:25
locally (4) 17:16 84:2 92:12 114:7
location (1) 75:1
lockdown (42) 14:20 17:12 21:3,17 22:6 23:5,11 24:1,2 25:17 26:11 28:3 29:7 31:17 33:19,25 34:9 35:18 44:3,4 50:22 52:6 61:4 76:16 81:11 91:16,21 98:22 99:1 116:21,24 117:5,7 130:2,13 131:3 132:15 136:4 147:9,11 170:5 179:21
lockdowns (3) 67:22 105:9 106:5
locked (2) 66:23 105:15
loneliness (7) 69:19 81:19,20 101:3,13 103:7 110:16
lonely (3) 132:12,17 177:5
long (12) 6:13 10:8 18:9 44:24 63:21 90:6 101:7 102:2 111:24 139:18 176:22,22
longer (12) 10:20 40:20 62:6,19 75:13 91:23 107:14 108:8 122:18 124:15 141:21 161:12
longerterm (3) 87:3 119:5 164:12
longrunning (1) 121:2
longstanding (2) 139:24 140:1
longterm (1) 175:24
look (30) 29:10 37:24 40:18 41:15 47:12 50:15 52:12 65:22 101:8 102:21 106:14 118:18,19 122:9,19 129:3 135:9 144:15 148:11 150:17 152:24 155:7 166:15 174:15 181:1 182:5 183:19 185:20 186:14 188:25
looked (9) 28:7 51:21 53:1,5 106:23 151:23 165:18 185:5,24
looking (29) 8:9 29:1 31:2 34:9 41:7 43:1 46:21 50:5 52:14 53:23 56:4 63:14 72:9,10,16,19 102:17 112:21 113:8 122:7 146:18 149:12 156:20 160:7 166:12,13 167:20 172:18 180:19
looks (2) 58:21 179:1
lordship (3) 56:8 57:24 187:21
losing (1) 46:8
loss (2) 49:12 74:12
lost (10) 12:8,9 26:9 29:6 49:12 50:7 55:25 64:3 76:1 163:19
lot (77) 3:15 8:23 10:4,14 16:25 17:24 19:15 25:4 28:19,20,24 29:15 33:21,24 34:1 35:1 48:4 49:7 52:22 53:3 54:8,22 61:10,11 62:5,9,10,13 65:20 69:3,12,16,21,24 70:2 72:17 77:13 81:8 83:9 84:14 85:8 88:1 93:3 94:2,5,15 95:16 96:6,24 98:9 99:24 100:1 102:3 105:1,7,16 107:6,9 108:4 109:18 110:19,25 112:18 121:24 133:15 134:17 137:22,23 166:14 168:18 173:16 174:8,19 176:12 177:20 186:6 187:16
lots (3) 12:21 14:3 67:15
lottery (2) 89:20 97:2
loved (2) 65:18 74:25
low (9) 8:19,24 11:16 24:8 48:19 53:10 85:22 177:20,21
lower (6) 2:11 12:25 13:1 31:3 49:15 52:16
lucky (4) 21:2 53:12 72:7 134:11
lunch (1) 125:1
luncheon (1) 125:4

M

mad (1) 163:19
main (16) 3:2 11:5 25:18 43:16 44:21,22 45:1 53:20 55:6 63:2 73:13 74:10 83:1 86:12 129:9 138:16
mainly (4) 50:13 149:4,17 166:3
mainstream (3) 155:24 156:13,17
maintain (7) 6:12,13,22 7:11 19:24 27:25 29:25
maintaining (1) 130:7
majestys (6) 138:22 157:13 169:2 170:23 172:16 184:17
major (15) 100:10 111:6 123:5 138:7 162:6 163:20 182:6,7,8 183:3,4,4,4,12,12
majority (4) 157:24 165:18 177:8,9
makes (8) 40:3 70:9 71:20 95:21 108:20 109:11,12,12
making (10) 63:10 89:1 99:18 130:4 140:2 152:22 159:5 162:4 166:1 177:25
man (1) 132:13
manage (4) 19:20 79:8 82:7 183:6
managed (3) 13:22 23:15 82:10
managers (1) 126:25
managing (1) 129:11
mandated (1) 3:24
manifest (1) 86:1
manner (1) 11:24
manning (1) 148:20
many (58) 9:24 10:11 11:20 12:13 13:19,24 15:19 20:18 23:11 33:10,11,11 39:3,21 41:19 42:23 58:21 66:3 67:13 70:16,19 73:12 74:23 79:25 89:6 95:13,14 97:10 98:17 99:10 108:4 110:19 113:22 114:4,11 115:7 116:24 119:15 135:10 137:2 149:4,8 153:3 159:17,23 166:5 168:9 173:22 175:14 176:1,21,24 177:4,18 178:5 179:1,13 186:10
march (7) 15:8,15,15 31:25 79:24 98:23 161:8
mark (1) 168:13
marked (1) 90:24
markers (1) 168:12
markets (4) 111:20,21 123:23 124:12
marking (2) 168:15,19
masks (1) 156:14
mass (1) 116:22
massive (4) 34:16 54:16 63:17 66:2
massively (2) 48:11 103:5
masters (1) 58:13
matched (1) 32:25
material (1) 103:22
materials (8) 37:5,12,18 51:14 66:5,18 139:8,9
maternity (1) 53:14
maths (1) 164:18
matt (22) 56:25 57:2,16,16 58:8 59:16,18 65:11 68:20 69:22 70:12 71:7 74:17 77:21 79:11 80:23 91:14 105:1 112:9 119:13 121:8 190:5
matter (6) 131:11,19 136:16 146:15 157:15 187:3
matters (1) 54:4
matthew (1) 57:16
matts (1) 73:1
mature (1) 117:1
maximum (2) 16:13 33:15
maybe (35) 22:9 26:17 38:9 47:8 59:16 67:16 68:22 70:20 74:7,24 75:25 93:5,25 94:21 100:5 104:20 132:7 133:3 134:19,21 135:16 137:11 141:8 146:18 149:4 154:25 155:6,7 165:2 170:11 173:12 178:13 179:2 183:11 185:15
mcalister (10) 1:8,10,15,17,19,23 25:11 31:6 56:10 190:2
mccabe (23) 56:25 57:1,8,11,12,12 60:23 61:2,8 63:20 64:20 65:8 71:24 74:17 76:6 82:1 86:9,11 91:18 92:3 106:21,22 190:4
meals (1) 121:15
mean (20) 6:10 7:6 9:25 19:11 24:10 26:12 28:10 38:6,6 40:17 50:21 62:20 79:18 80:1 85:8 103:13 117:6 142:12 151:16 177:8
meaningful (4) 3:7 72:2,15 111:24
means (5) 69:3 85:23 97:22 123:5 124:6
meant (15) 19:19 36:23 37:15 61:23 62:4 77:16 79:7 95:22,25 96:24,25 111:25 114:22 119:22 135:9
measures (1) 35:24
measuring (1) 100:3
mechanism (2) 82:24 83:12
mechanisms (4) 83:23 84:2 87:20 110:17
medical (1) 154:12
medicine (1) 110:5
medium (1) 20:24
meet (8) 46:11 67:15,19 133:18 137:18 158:3 173:12 181:14
meeting (5) 90:17 162:18,19 182:11 185:10
meetings (3) 107:12 144:13 172:25
meets (1) 175:23
member (7) 59:3 60:8 130:20 134:7 146:23 156:24 163:3
members (39) 2:7,9,10,13 13:11,15 15:11,14 21:15 27:17 28:23 34:19 36:13 41:25 42:2,10,11 43:4,7 47:15 49:3,4 50:9 54:5 58:21 59:12,20 79:20 80:19 126:25 127:11,16,24,25 128:2 131:6,10 133:15 162:19
membership (15) 2:18 17:5,7 42:7 58:21,25 59:9,20 87:6 127:3,4,14,15 155:23,23
memory (1) 154:5
mental (31) 22:21 38:4 39:20 63:15 64:21 69:18 70:22 81:19,20 100:19,21 101:7,18 102:1,4,17,25 103:2,6,11 105:4,6,10 106:8,25 107:4 108:1 110:14,16 111:5,10
mentality (1) 145:22
mention (14) 2:20 13:13,14 34:14 35:18 46:15 50:16 81:5 82:3 133:24 139:22 178:7 179:19,23
mentioned (28) 6:8 9:21 15:13 17:3 21:14 24:16 31:7,10 34:20 35:14,20 36:1 38:7,21 39:4 46:19 47:18 50:9 51:13 73:19 119:6 120:24 130:14,17 140:24 152:5 159:25 174:19
message (1) 118:14
messaging (3) 94:10 118:14,17
met (5) 67:16 90:17 121:13 131:22,23
method (1) 133:22
methods (1) 188:17
metres (1) 170:3
microphone (1) 83:25
microsoft (2) 107:15 137:18
might (58) 3:14 17:4 37:8,19 44:17 49:17 62:14 67:18,19 70:6,17,17 78:18,21 79:16,19,22,25 80:2,8,15,20 83:19,24 84:1 87:2 89:22,22,23,23 96:1,8,12,13,14 97:19,20 98:16 102:5,13 103:20 104:21 109:2 114:5,7 119:17 123:9 133:25 148:16 149:14 151:16 152:6 172:2,2 179:24 183:15 188:5,14
miles (1) 51:17
million (2) 60:22 83:5
millions (1) 60:20
mind (10) 15:24 64:25 72:5,23 85:6 87:6 90:7,7 110:2 155:6
mindful (2) 178:5 184:3
minds (1) 88:23
mini (1) 7:10
minimise (2) 18:16 28:1
minister (1) 90:4
ministers (2) 54:16 77:2
minority (2) 177:15,16
minutes (3) 118:24 178:6 188:13
misperceptions (2) 8:8 46:20
miss (1) 108:19
missed (2) 155:17 160:3
missing (5) 131:24 132:4 133:13 164:21 169:3
mistake (1) 44:2
mistakes (2) 124:20 162:2
mitigate (2) 181:3 184:8
mitigated (3) 69:13 122:2 180:16
mitigating (1) 110:12
mitigations (1) 186:24
mix (3) 5:3 10:9 130:10
mixed (3) 9:17 50:24 136:14
mobile (2) 20:22 107:13
mode (1) 100:12
model (11) 9:6,19 52:1 96:5 100:7,11 123:21 160:8 162:21 165:19 166:1
models (6) 6:7,7 9:18 10:15 32:16 164:1
module (3) 88:5,6 96:23
modules (2) 96:16,18
moment (3) 2:14 9:3 98:7
money (10) 33:4,4 64:9 78:7,24,25 84:18 124:3 182:9,10
monies (2) 77:7 83:2
monitor (1) 12:2

monitored (1) 94:25
month (1) 53:13
months (24) 4:23 17:6,12 22:6 26:2,18 27:19 30:17 32:10 44:3,13 45:9 53:13 55:10 57:14,15 63:3 64:13 73:15 82:10 83:11 84:5,22 86:12
more (144) 2:16,24 3:6,7 4:21,22,23,24 6:18 7:19 8:9,19,24 10:16 13:18 14:2 16:2,5,18,20,20 18:19 24:2 26:25 27:16,22 28:9 32:16 33:14,16 37:21,22 44:11,14 47:2,3 51:22 52:9,10 53:4 55:1 60:20 67:5 68:11 70:9 71:8,12 72:4,22 75:5 76:22 78:6,11 79:22 80:22 81:14 82:18 83:17,25 84:1 85:13 86:1 88:16,19 92:10,12,15,16,24 93:7,9,16 94:14 96:4,6 97:11,15 99:4,6,9,12,14 100:7 102:5,10,13,18 103:8,23 104:2,2 106:10 108:18,18 113:5 119:22 120:13 127:23 134:14 135:18 136:12 138:14 144:22 146:11 150:5,6 152:10 154:19 158:13,23 159:3,13,14,15 160:4 162:22 163:7 164:11,13 165:9,25 167:15 168:6,9,10,11 170:6 173:13 174:8,11 175:14,20 176:19 177:17 178:7,11 179:25 180:4 181:16,21 182:18 183:1 187:9,11
morning (13) 1:4,5,10,11 18:24 56:20 57:5,6,16,19 135:4 162:19 188:25
most (30) 3:17,18 7:18 9:5,18 16:4 31:15 37:9 49:25 64:2 72:21,23,24 83:6 87:10 93:15 96:1 97:24 98:24 106:25 107:5 112:2,9 149:16 151:10,13 154:17 170:14 178:6 188:3
mostly (1) 91:6
mother (1) 134:19
mould (1) 99:14
mounting (2) 108:1 110:15
move (27) 25:11 49:23 60:24 62:2 64:18 65:5,14 66:1,19 67:18,21 69:17 70:19 72:13 94:22 100:18 112:5 123:12 131:17 133:14 134:6 137:13 142:2 144:5 148:8 160:7 187:13
moved (9) 19:5 28:19 91:24 92:24 97:10,11 112:14 127:1 128:22
movement (4) 28:1 29:25 114:25 187:12
moving (8) 96:4,4,6 98:14 111:3 112:15 115:8 135:2
ms (36) 1:4,5,7,12,14,16 56:7,13,15,20,22,25 57:3,4,7,22 58:19 65:2,8 83:14 100:19 105:1 106:7 110:17 119:3 124:23 125:6,12,14,16 187:19 188:23 190:3,6,7,10
msp (1) 75:19
much (90) 4:13 6:6 8:9 10:16 14:17 15:1 16:17 17:6,10 20:10,12 23:8 24:17 27:23 28:9 29:25 32:21 34:25 38:15 39:19 40:1 42:22 43:8,20 44:20 45:10 46:3 47:13,17 48:15,24 50:2,23 51:12,22 52:3,9 53:11,22 55:1,15,17 56:7,10 69:24 71:20 78:7 80:3 84:13 86:3 92:20 93:16 98:4 99:4,6,9,12 100:17,18 105:23 108:14 111:9 113:14,19 124:23 125:1 131:9 136:12,12 141:1 144:22,22 156:11,22 158:16 159:14 165:15,25 172:5 173:13 174:10,10 181:5,6,6,6,21 187:20 188:13,20
multifactorial (2) 11:4 12:11
multiple (3) 19:2 96:14 121:23
multitude (1) 74:9
music (1) 164:2
muslim (1) 121:15
myself (1) 20:19

N

name (8) 1:18,19 57:11,19 82:9 125:17,18,23
names (1) 57:9
narrow (2) 153:8,22
national (49) 12:18 13:25 14:20,24 16:15 17:12,15 19:7 21:3 22:6 23:5,10 24:1,2 25:17,19,20 28:2 29:7 31:17 33:19,25 34:9 37:6 39:1 44:2,4 50:22 52:3 56:24 57:13,20 58:23,24 59:3,6 60:5 89:15,17 116:21 128:2 137:25 138:8,13,15 142:5 152:6,8 163:10
nationally (5) 16:10 18:3 36:25 53:20 152:12
natural (2) 83:23 139:6
naturally (2) 62:25 82:20
nature (7) 79:21 110:18 136:13 142:16 150:8 158:13,23
near (1) 33:23
nearby (1) 48:21
nearly (1) 166:4
necessarily (10) 47:1 56:5 67:23 89:4,10 97:6 100:2 103:16 106:5 124:12
necessary (3) 28:5 109:7 157:9
necessities (2) 62:18 115:17
need (28) 3:6 23:19 24:5 25:8 30:14 35:3,21 50:5 52:4 59:23 66:18 83:16 91:3 95:2 100:10,14 118:25 151:22,22,23 152:17,23 159:11 173:19,19 175:13 186:12,14
needed (19) 10:23 20:15 24:22 29:16 39:23 53:25 68:16 79:9 86:13 111:10 112:2 115:17 132:18 135:15 139:20 151:7,15,19 163:14
needing (2) 94:13 174:7
needs (25) 5:2 9:17 22:10 50:19,25 51:6 63:12,13 78:6,11 85:24 102:16 109:25 151:16,17,17 152:24 153:25 155:12,15 175:23,23 178:2 182:11 185:10
negative (5) 164:12 165:10 174:22 179:25 186:9
negotiated (1) 83:1
nervous (3) 17:4 44:14,16
nest (1) 104:19
network (5) 109:7,10 158:19 159:10,11
networking (1) 42:11
networks (1) 115:10
neurodiverse (1) 70:3
never (10) 67:16 85:6 104:11 110:12 133:17 146:4 153:5 161:4 168:19 174:13
newly (1) 105:17
newsletter (1) 54:19
next (7) 26:2 30:17 103:22 112:16 137:11 165:1 171:16
nhs (3) 17:17 101:25 102:10
night (1) 18:24
nine (2) 6:22 33:16
nobody (2) 29:1 137:5
nonaffiliated (1) 90:20
nonaffiliates (1) 110:3
none (1) 108:15
nonjudgmental (2) 5:19 39:16
nonmembers (1) 60:3
nonnus (1) 60:8
normal (7) 16:11 44:11 45:23 54:13 66:15 113:10 130:15
normality (2) 183:24,25
normally (7) 33:10,12 43:25 132:22 154:24 164:17 166:17
note (3) 2:4,8 74:14
noted (1) 109:1
notice (3) 74:21 75:3,20
noting (1) 41:18
november (2) 1:2 131:1
nowhere (2) 33:23 174:12
number (31) 2:11 23:6 24:13 26:4 42:14 46:25 52:12 60:17,21 70:24 71:4 72:13 77:25 78:4,5,13 80:18,22 81:24 121:12 126:7 129:22 132:7,8 148:25 153:12 155:14 170:11,12 173:24 181:8
numbers (11) 4:19 23:20 31:12,12,21 51:2 52:15 60:14 114:15,22 153:11
nurseries (10) 3:11 5:16 10:18,19 12:25 13:3 16:9 25:25 27:3 53:21
nursery (12) 5:23 10:7,10,17 28:8,14,17 29:10,14 45:8,15 48:10
nurses (1) 17:21
nurturing (1) 5:8
nus (18) 57:17 58:10,11,25 59:7,19 60:3,19,19 73:15 76:25 92:23 94:6 104:15 105:5 108:7 112:10 122:10
nuss (1) 58:20
nutrition (1) 49:16

O

objections (1) 84:14
objectively (1) 19:4
obligation (2) 143:15 144:7
obligations (1) 159:9
obliged (2) 181:14 188:23
observation (1) 30:4
observations (2) 130:23 188:4
observe (2) 145:6,8
obtain (1) 4:11
obtained (1) 161:2
obvious (2) 72:23 153:20
obviously (18) 8:5 35:1 36:22,23 61:3,17 72:19 74:8 100:21 103:4 122:2 128:25 154:12 156:22 164:23 166:7 171:2 179:17
occasion (1) 157:20
occasions (1) 84:21
occurred (3) 105:9 116:17 118:1
oclock (3) 125:2 135:4 188:25
october (1) 115:2
offer (4) 92:25 113:20 114:4 170:14
offered (4) 16:14 151:10 155:20 169:13
offering (1) 175:22
office (2) 109:20 147:1
officer (2) 1:24 59:25
officers (6) 3:12 42:15 60:1,9 90:19 168:1
official (2) 60:4 117:7
often (30) 26:13 29:18 37:16 38:18 48:21 67:12,25 68:2 70:12,15 75:8,15,22 76:19 78:16 80:25 81:12,13 82:12 92:19 94:13 95:5 99:2 104:7 106:19 108:10 109:6 114:24 132:24 163:11
oftentimes (1) 109:11
okay (4) 94:1 97:12 99:2,7
old (2) 135:11 185:21
older (4) 46:7 47:7,10 80:19
omicron (2) 26:23 44:7
once (6) 27:5 36:17 153:10,11 155:21 158:1
ones (6) 31:10,14 50:11 59:14 65:18 74:25
onetoone (2) 47:1 134:12
oneyear (1) 62:22
oneyearolds (2) 9:8 28:11
ongoing (6) 14:10 64:23 65:3 118:25 145:9 174:23
online (49) 46:11 64:18 65:5,14 66:1,10,11,19 67:5,9,21 68:3,6,10,14 69:8,17,25 71:12 74:2,4,5 91:24 94:2 103:25 105:8 111:1 112:15 114:3,3 116:13,15 131:17,20 132:1 133:14 134:6,25 137:2,3 140:21 144:6 147:24 148:23 149:16,19,22 169:22 185:24
onset (1) 59:21
onwards (2) 27:8 35:20
open (34) 6:24 10:19 13:22,24,25 15:12,12,20 16:1,11,24 17:9,13 18:1,11,23 19:12,13 20:1,6 23:10,20 25:23 26:11,22 27:5 31:17 34:21 37:7 38:19,20 72:20 87:12 150:15
opened (3) 35:18 113:4 128:22
opening (3) 13:16 35:19 155:22
openness (1) 55:1
operate (8) 6:10 11:21 14:9 18:8 22:16 156:19 158:20 183:8
operated (4) 143:25 145:13,16 146:25
operating (9) 14:3 18:3,7,12 19:1 21:15 27:2 29:20 145:12
operation (1) 13:16
operational (3) 14:7 19:9 108:8
operations (1) 15:7
opportune (1) 180:25
opportunities (8) 45:23 67:23,24,24 76:2 80:6 106:11,19
opportunity (10) 8:22 16:14 17:8,10 37:3 45:17,18 49:12 109:4 151:10
option (2) 62:3 163:17
options (4) 54:15 163:11,12,19
order (6) 66:14 96:9 170:23 184:23 185:12 186:16
ordinarily (2) 71:16 77:17
ordinary (1) 147:20
organisation (15) 2:5 17:5 39:22,25 42:7 54:24 58:25 59:21 126:14,15 139:19 140:4,15 141:10 187:14
organisations (8) 20:19 23:11 25:3 41:11,19 128:2 171:17 180:8
organised (3) 147:6,14,14
organising (2) 129:20,24
originally (3) 37:5 141:23 187:8
others (12) 6:9 12:16 14:11 24:5 32:16 46:9 54:12 66:21 72:22 136:6,7,15
otherwise (3) 91:8 104:21 119:17
ourselves (2) 43:4 181:4
outbreak (6) 26:14,23 44:7 74:19 115:12 170:7
outbreaks (6) 105:14 114:14 115:3 116:5,12,17
outcomes (3) 41:24 43:1 92:8
outdated (2) 8:8 46:20
outdoor (1) 25:25
outdoors (4) 5:10 48:4,13,23
outing (1) 48:10
outlet (1) 109:16
outlets (1) 110:8
outlier (1) 23:10
outline (2) 38:3 64:16
outs (1) 147:16
outset (5) 71:25 74:18 91:18 106:9 155:17
outside (1) 164:6
outstanding (1) 63:13
outwith (5) 100:15 103:19 104:14 127:1 129:24
over (28) 13:13 17:11 18:9 22:12 25:8 26:2,18 29:14 30:10,17 35:15 38:7 60:22 64:5 109:13 112:16 123:18 124:20,20 127:16 132:2 146:7 148:4 161:2 171:11 174:2 180:3 185:6
overall (2) 60:15 67:7
overnight (2) 156:2 160:19
overreliance (1) 111:20
overview (2) 92:3 163:1
overwhelmed (1) 35:7
owing (1) 116:16
own (35) 3:4,5 7:24 8:3,21 9:14 16:19 20:1,7 34:2,8 38:15,17 39:9,17 40:3 62:15 71:14 90:12,13 91:7 107:11 110:24 126:3 139:13 146:1,25 147:12,14 153:19 175:15 176:17 177:4,24 179:5

P

pace (1) 19:6
pages (2) 18:10 34:22
paid (8) 7:12 13:1 32:11 53:12 66:8 81:1 116:14,14
paint (1) 75:24
pan (1) 139:15
pandemic (152) 2:20 13:9,13,21 14:2,3 16:25 18:8 19:5,5 21:1,3 22:11 24:10,23 25:2,4,5,6,19 27:25 29:18 30:21 31:3,5 32:6,11 33:22,23 34:5,7,12 36:2 38:9,14 40:7,10,11,14,19,23 41:2,13 43:15,21 44:10 48:12 49:10 50:8 51:1 52:15 55:2,6,9 57:15 58:12,15 59:22 60:13 65:16 67:22 68:5,18,25 74:23 75:21 77:1,19 79:23 80:23 83:2 85:3,23 90:16 92:7,25 94:6 95:15 98:9,19 100:6,9,15 101:14,18 102:1,12 103:5,9 104:15,17,24 106:4,10 109:5 111:14 112:3,14 113:11 117:19 118:6,10 120:2,3,9 121:3 122:3,10,21,22,23 123:4,8,15,18 124:7,16,18 125:9 126:14 127:20,22 129:8 130:20 138:3 139:11,24 140:9 142:5 144:20 158:24 160:2,3,4,19 169:4 171:6 172:4,14 175:15 177:19 178:13,17 179:20 180:23,23 181:19 183:15,18 186:8 187:13 188:6
pandemics (2) 100:16 102:19
panel (5) 56:13,21 57:6 119:2 125:7
paper (3) 97:12,13 182:22
paragraph (26) 2:4,8,19 13:12 15:10 31:9 34:15 35:20,22 40:5 41:17 44:25 50:18 51:9 131:18 138:4 142:9 150:18 155:13 157:6 159:25 163:4 164:10 168:24 174:21 183:24
paragraphs (5) 13:9 27:9,11 38:2 47:18
parameters (2) 83:11 179:9
parcel (1) 166:19
pared (1) 33:19
parent (1) 152:23
parental (7) 22:20 49:21 144:13 174:25 178:7,11,15
parenting (2) 5:21 108:16
parents (46) 4:9 5:18 8:5,11 9:13,25,25 10:4,5,9,22 11:9,14,20 19:12 21:6 28:13,19 29:8,12 30:24 33:24 43:7 51:17 70:20 129:12 134:22 142:21 146:18 147:4 151:8,10 152:15 161:7 174:4 178:9,12,21,22,22 179:11,15 180:6,8 181:9 183:7
park (1) 48:21
parliament (1) 82:6
part (48) 6:1 9:12 10:10,11 12:11 26:7 28:8 29:16 30:20,21 40:2,20 48:7 53:22 57:23 58:24 60:19 64:12 66:14 68:13 87:1,10 91:2 102:23 106:17 117:23 136:18 139:5 143:5,17 149:16 158:6,7,18 161:13 166:19 171:3,6,11,13,17,20,22,23 172:1,5,23 182:15
partially (1) 57:7
participate (1) 21:24
particular (54) 8:6,15 13:14 15:21 38:5 60:25 63:13 65:23 68:17 70:13 71:22 77:12,14 80:13 81:3 82:22 84:4 86:4,25 88:15,17 89:5 90:10 95:13 96:1,3 98:8 102:2,14,21 105:12 109:24 113:7 114:10 119:8,9,23,24 120:25 121:16,22 123:22 124:7 129:7 133:20 136:17,22 138:25 139:3 149:8 151:6 164:2 172:3 187:9
particularly (32) 10:5 17:20 28:10 34:1 48:12 69:1,17 71:7 78:13 79:14 80:13 93:9 97:23 102:1,25 103:3 104:6 119:6 120:3 121:5 124:8 129:17 130:12 146:16,22 147:17 148:16 149:7 155:10 166:20 169:14,15
partner (1) 67:20
partnerprovider (1) 32:3
partners (2) 82:5 129:13
partnership (4) 6:15 143:11 157:4 160:1
parts (5) 42:16 76:4 87:8 136:9 153:3
parttime (1) 76:11
pass (3) 182:16 186:23,23
passion (1) 187:4
past (7) 123:23 141:20 166:12 167:21 170:18 178:22 179:2
pastoral (2) 129:3 143:18
path (2) 76:18 114:8
pattern (1) 150:10
patterns (1) 10:23
pay (8) 7:16,19 12:25 13:2 33:1 65:23 75:12 76:24
paying (2) 34:10 69:22
payment (1) 53:16
payments (4) 52:19 79:19 80:2,10
peace (2) 90:6,7
pedagogical (1) 74:6
pen (1) 182:22
pencil (1) 182:21
penultimate (1) 112:5
people (181) 3:11 7:18 8:1,20 12:25 17:18 21:4 25:7 30:1 54:25 55:2 59:24 65:13 66:23 67:15 70:8 74:23 75:11 81:14 83:16 93:23 94:24 95:6,20 99:19 101:5 104:3 107:6,7,9 108:4,4 109:24 110:9 111:6,7,7 114:24 115:22 129:4,14,15 130:9 132:3,6,11,20 133:7,9,11,22 134:8,13,19 135:1,16,19 136:5,10,20,23 137:8,9,16,23 139:9,11 140:3 141:18 142:17,19,23 143:2,8,9,18,20 144:9,17,20,20 145:5,25 146:1,2,6,10,15 147:2,22 148:4,11,15,25 149:3,17,21 150:6,9 151:3,6,13,13,22,25 152:1,22 153:13 154:1,20,24,25 155:3,7,14,18,25 156:2,9,12,23 158:12,17,22 159:1,6,17,23 160:5,21,24 161:11,16 162:8,13,22 165:17 166:7,13 167:6,22 169:25 170:2,11 173:20,22,25 174:25 175:9,14,22 176:3,13,19,24 177:3,8,24 179:4,7,17 181:9,13,23,25 182:2,16,18 183:6,8 184:24 185:10,12,19 186:6,12,16 187:2,4,10,18
peoples (7) 87:17 103:10 109:22 113:13 137:6 140:18 179:11
per (5) 2:7,20 4:20 6:8 160:22
perceived (1) 89:8
percent (1) 6:10
percentage (1) 2:22
perception (2) 89:9 178:10
perfect (1) 84:20
perform (1) 164:3
performance (1) 164:4
performed (2) 166:7 167:14
perhaps (70) 3:5,7 7:23 8:2,20 10:6,18 22:19,23 24:1 25:11 28:8,13,16 34:8,10,22 37:17 43:25 44:9,15 45:7,15,22 47:5,7,24 48:13 49:16 53:11 55:3 57:8 60:23 67:15 72:23 74:14 79:4 80:6,19 81:14 82:18 85:15 86:9 89:9 95:18 99:15 102:19 111:8 127:22,23 138:11 140:13 142:14 143:13 144:1 152:11 153:2 155:10 158:7 161:4 165:13 170:20,23 172:21 173:16 175:2 179:24,24 180:24 183:11
period (32) 11:6 12:5 15:15 18:2 20:12 21:9 25:16 26:18 27:7 30:10 35:16 45:9 80:3 98:25 104:24

110:22 113:7,15 114:13 118:16 122:21,24 127:21,22 129:8 159:12 160:23 161:14 174:2 178:17 182:19,20
periods (1) 127:23
person (25) 91:24 94:22,24 95:5,8 111:1,1 114:11 134:9,10,12 135:22 144:23 148:7 149:12 151:24 152:2,24 153:16 158:9 166:6 167:14,23 170:1 186:3
personal (8) 49:21 62:15 71:14 83:15 151:17 155:15 156:1,3
personalised (1) 47:2
persons (1) 164:17
perspective (8) 28:8 58:17,18 66:9 67:9 76:25 103:23 171:18
perspectives (1) 74:11
petrol (1) 51:18
phd (1) 62:23
phenomenally (1) 69:24
phone (3) 20:22 66:25 173:5
phones (2) 107:10,13
physical (7) 23:13 24:4 63:15 69:9 132:2 144:17 151:16
physically (1) 46:10
physics (2) 58:2 71:15
pick (3) 90:10 145:4,8
picked (5) 22:24 143:4,5 156:10,14
picking (1) 47:9
picture (5) 32:13 75:24 136:1,14 137:25
piece (3) 82:8 172:2 182:22
pieces (1) 62:13
piecing (1) 63:6
piloted (1) 52:1
pivot (2) 66:1 105:7
place (42) 17:8 23:4 39:15,16 41:13 49:8 51:2,3 55:23 61:14 65:14 66:4 73:9 81:17 84:6 85:5 87:21 91:7,24 92:22 94:15,23 95:8 96:12 99:3,11,12 110:25 115:10 123:3 136:19 142:17 144:14,18,23 152:16 161:6 162:16 167:17 181:6,14 186:25
placed (1) 116:20
placement (2) 9:23,23
placements (19) 9:16,21 14:18,20 26:6 27:22,23 28:4,22 29:2,8,17 30:13,19 31:1,2 32:8 53:19,25
places (14) 9:3,5 12:8 27:15,16 29:15 44:1,9,19 45:11 110:1,20 119:20 155:20
plan (3) 64:7 134:9 186:13
plans (1) 85:5
play (11) 5:10 47:18,19,20,23 48:1,3,4,11,24 175:19
playing (4) 5:6 36:16 48:5 176:15
please (17) 1:17 2:24 4:16 9:22 11:2 15:24 38:3 42:2 45:3 50:19 57:24 100:24 119:3 125:15,16,22 157:8
plenty (1) 166:22
plus (4) 12:13 70:16 121:20 146:1
pm (3) 125:3,5 189:2
pocket (1) 82:17
points (6) 15:25 20:21 35:4 68:23 75:10 94:20
police (2) 3:12 154:13
policies (10) 11:5 87:15 88:2,14,18,20 89:7,7 95:22 96:25
policy (13) 11:18,23 24:18 35:13 54:17 56:4 87:14 89:13,14,23 92:9 96:12 97:6
poor (3) 102:25 103:2 135:7
poorly (2) 73:16 136:16
populated (1) 115:1
population (4) 79:16,20 124:14 138:7
position (8) 58:11 88:14 89:16 123:7 160:5 162:7 167:13 181:4
positions (2) 116:9 136:8
positive (6) 49:22 101:17 102:7 105:8 110:9 145:23
positively (2) 32:21 37:10
possibility (1) 84:7
possible (14) 21:23 23:8 32:22 40:1 73:12 89:2 95:3 97:5 109:12 113:20 131:10 134:13 146:14 188:5
possibly (9) 50:21 73:4,12 82:5 84:19 88:12 89:24 151:19 188:3
post (4) 91:14 100:6 128:10 160:2
postcode (2) 89:20 97:2
postgraduate (3) 58:12 113:24 117:2
postpandemic (1) 98:8
pot (1) 78:8
potent (1) 188:3
potential (1) 65:17
potentially (5) 84:3 86:23 87:3 105:18 113:12
pots (1) 77:8
pounds (1) 82:17
pouring (1) 86:22
poverty (8) 71:1 74:12 103:1,2,3,4 122:13 138:6
power (1) 62:14
powerful (1) 188:10
ppe (3) 130:3 156:4,10
ppp (1) 128:23
pr (1) 173:18
practical (19) 14:9 29:7 61:7 68:12 71:8,12 86:6 93:10,24 94:3,15,16 145:11 163:20,23 164:9 165:9 167:15 174:19
practically (1) 71:21
practice (7) 18:11 20:16 35:14 42:18 72:15 142:4 164:8
practising (2) 8:4 164:2
practitioner (1) 33:10
practitioners (4) 3:10 6:8 12:24 38:8
pragmatic (3) 83:25 84:1,17
prearranged (1) 45:18
precise (2) 72:4 83:3
prediction (1) 119:15
predominantly (4) 3:2 17:17 22:6 114:3
preface (1) 41:17
prefer (3) 9:14 10:9 83:9
preference (2) 27:25 34:23
preferred (1) 17:24
prelim (1) 166:8
prelims (1) 166:4
prematurely (1) 184:3
premises (6) 4:19 7:8 22:1 159:13,15,16
prepandemic (15) 11:1 40:7 93:17 96:7 101:8,11,16 139:4,10,23 141:11 143:15 160:19 171:23 175:8
preparation (1) 167:5
prepare (3) 134:6 136:6 185:12
prepared (12) 72:2 98:18 126:4 140:16 164:25 167:1 183:16,16,17 185:5,22 186:10
preparing (1) 172:8
preschool (2) 5:4 45:7
present (2) 20:8 148:22
presentation (1) 67:15
presented (2) 67:10 114:4
presents (1) 77:25
presidency (1) 63:3
president (16) 57:12,17,20 58:6,8,12 59:9,13 61:4 73:15 105:5 110:22 112:10 130:25 131:4 176:2
presidential (2) 131:4,7
presidents (4) 56:23 57:10,25 58:17
press (1) 54:13
pressure (3) 25:6 76:19 110:15
pressured (1) 29:13
pressures (9) 28:13,20 29:11 76:22 77:6 101:25 106:12 120:20 159:7
presumably (1) 58:16
pretty (1) 165:25
prevalence (1) 79:17
prevalent (1) 8:15
previous (4) 3:16 11:23 161:2 166:1
previously (5) 3:10 50:25 73:19 134:16 138:20
pride (1) 170:25
primaries (2) 146:2 155:2
primarily (6) 36:3 39:2 63:14 78:5 79:12 187:24
primary (12) 5:23 20:24 45:15,21,24 130:1 145:18,19 146:10,21,23 147:10
principal (4) 126:22 129:1,2 147:21
principle (1) 160:21
prior (9) 16:25 25:5 33:22 40:19 55:6 85:16 92:7 126:3 128:8
prioritise (1) 52:2
prioritised (1) 53:2
prioritising (2) 24:17 56:5
priority (7) 25:21 53:20,24 55:7,15 89:11 94:13
private (12) 5:16 9:13,16 10:19 12:25 37:2 54:18 82:3,14 113:24 127:9 128:14
privately (1) 9:5
probably (24) 16:12,23 21:10,12 24:2 31:25 33:20 37:1,2 49:1 50:1 52:9,10,14 56:3 63:1 65:22 90:1 102:9 113:16 134:14 153:1 178:21 180:4
problem (6) 101:15 119:4 136:12 138:7 149:12 154:9
problems (2) 86:2 137:1
procedures (2) 162:15 166:19
proceed (1) 92:22
process (12) 55:14 77:23 78:12,14,24 79:4 92:21 109:9 118:8,21 160:11 176:22
processes (1) 168:3
produced (3) 21:1 43:9 122:10
profession (6) 3:19 7:14 140:17 162:3 171:25 174:10
professional (11) 4:5 5:20 95:25 99:16 126:18 128:4 137:14 156:6,7 162:20 172:22
professionals (3) 17:21 39:8 157:25
professions (1) 17:19
profit (2) 53:9,10
profiteering (1) 37:2
profound (1) 155:12
progress (3) 12:3 73:24 132:21
progressed (1) 14:2
progressing (1) 94:4
prohibited (1) 156:9
prominently (1) 9:16
promise (1) 186:3
promote (1) 183:2
promoting (1) 94:9
prompting (1) 15:24
pronounced (4) 28:10 37:21 51:22 52:4
proof (1) 78:17
properly (3) 134:6 137:19 158:1
protect (1) 186:16
protection (1) 152:22
protocols (3) 144:1,2 157:22
proved (1) 184:14
provide (13) 10:12 16:15 37:7 46:16 47:21 50:6 53:8 60:6 74:21 110:8 135:12 140:25 172:6
provided (14) 1:20 13:11 23:5 75:16 77:7 111:1 119:20 121:10 125:19,25 135:18,23 141:5 142:6
provider (1) 32:9
providers (10) 19:11 32:8 34:24 35:2,4 37:11 52:19,21 55:16 75:15
provides (2) 109:15 124:4
providing (10) 39:15 62:7 73:17 90:6 137:3 138:9 140:7 158:22 169:22 183:21
provision (17) 10:17 72:15,18 83:10 84:7 96:11 98:11 101:18 107:21 110:18,24 111:4 113:5 114:19 119:11 121:1 148:18
provisioned (1) 73:16
psrb (4) 96:8,17,21,22
psrbs (2) 95:24 97:8
public (20) 14:5 16:6 18:5 27:24 29:21 36:1 41:22 42:25 59:23 60:6,10 69:12 77:4 83:21 85:23 94:10 111:24 118:12,12,14
publicised (1) 78:7
publicly (1) 105:6
published (2) 23:24 41:24
pubs (1) 30:2
pull (1) 20:20
pulling (1) 35:3
pupils (14) 128:21 129:12,17,23 130:5 131:21,22,23 132:14 134:3 150:21 152:16 161:7 174:3
purpose (1) 126:16
purposebuilt (5) 74:20 75:1 81:7 82:3 123:1
purposes (1) 184:15
pursue (2) 87:13 92:8
push (1) 30:7
pushing (1) 54:2
putting (3) 77:4 84:4 93:13

Q

q (125) 1:17,20,22 2:2,4,18,24 3:22 4:13 6:6 7:1,4,12 8:5,15 9:2,21 10:25 13:8 15:5,18 21:12 24:7 25:11 26:10 27:6 31:6 33:8 34:14 35:17 37:24 40:4 41:15 44:24 45:25 46:2,15 47:18 48:25 49:20 50:9,15 51:8 52:5 54:4 57:22 58:16 59:14 60:14,23 63:18 64:14 68:19 71:23 73:25 74:7 81:25 86:3 91:13 98:4 100:18 104:25 106:21 112:5 118:24 125:19,21,25 126:7,13 127:5,10,13,19 128:5,8 129:6 130:17,22 131:11 133:24 136:1 137:25 138:24 139:2,22 140:10,20,24 141:7,10,24 142:2 143:10 144:5 145:1,10 147:5 148:18 149:25 150:13 152:5,11,14 154:3 155:9 157:3 159:8,25 160:7 163:1,3 164:10 168:21 170:19 171:13 174:14 177:2 178:4 179:19,23 180:19,21 183:23 187:6
qualification (10) 3:24 93:21,21 96:20 99:20,22,22 165:5 184:18 187:15
qualifications (6) 2:25 3:22 86:16 96:17,23 162:24
qualified (1) 148:13
qualifying (1) 106:16
quality (19) 4:3 5:11,12,13 8:10,14 46:22 48:17 120:6 121:1 129:5,10 166:11 167:17 168:5,14 170:25 178:3 183:20
qualityassured (1) 21:7
quantify (1) 167:9
quantity (1) 20:5
quarterly (1) 53:12
quell (1) 88:22
question (14) 15:22 21:11 26:9 32:21 33:7 35:3 152:19 154:15 155:19 161:4 179:23 180:2,11 186:5
questions (12) 1:16 56:9 57:4 86:13 124:25 125:12 178:5 187:21,23 190:3,7,10
quick (5) 65:25 84:18 87:11,12 98:25
quickly (18) 71:11,25 73:2 82:5 85:13 95:3 98:19 99:3 107:3 112:12,15 134:5 156:11,15,18 157:1 161:25 162:4
quickness (1) 73:9
quite (76) 5:25 8:1,1 10:1,8 12:16 15:22 16:23 17:1,3,24 19:15,21 24:13,25 25:16 26:13,16 28:10,20 29:18 30:2 31:19 32:5 33:7 34:11 36:15 37:15 38:8 40:17 44:24 45:5 47:25 48:25 49:18,20 51:5,15 54:8 65:16 66:22 76:23 79:3,19 81:17 87:7 89:6 95:15 102:20 107:2,3 116:6 118:23 128:19 131:3 132:24 135:11 136:15 137:22 139:24 140:14 141:19 142:6 145:19 148:8 156:3,22 158:8 163:15,21 166:5 170:10 171:2 173:4 175:1 184:6
quo (1) 184:13

R

raise (2) 76:25 84:13
raised (5) 61:1 62:1 75:14 120:11 180:9
ramifications (1) 117:10
range (6) 3:13 4:3 5:5 17:18 39:16 149:3
rapidly (1) 18:2
rate (2) 124:1 136:20
rates (4) 37:12 120:4,23 122:13
rather (7) 37:18 80:4 81:1 83:11 101:24 124:12 179:8
ratings (1) 5:13
ratios (4) 4:22 6:12,23 7:11
reach (3) 40:1 79:9,19
reached (1) 22:8
react (1) 43:24
reaction (2) 165:11,11
read (4) 20:14 34:17,24 35:9
readiness (1) 107:20
reading (2) 43:9 47:8
ready (3) 1:12 125:14 140:16
real (16) 7:17 12:7 25:21 29:2 59:23 69:9 71:5 77:20,25 79:6 91:7 104:3,23 121:22 123:22 124:21
realisable (1) 109:12
realised (4) 59:22 64:17 133:2 140:12
reality (6) 16:11 36:21 76:6 85:3 108:3 169:8
really (154) 7:20 8:13 9:17 10:24 11:12,18,25 12:10 14:22 17:9 18:2,7,9 19:2,15 20:8 21:21 22:19 23:21 25:8,18 26:7,8 28:5,23 29:4 30:7 31:25 32:14,20 33:19 34:4,11,12 35:2,12 36:12,12 37:4 39:15,21,23 40:1 43:22 44:22 46:12 48:1 50:4 54:11,20 55:5 60:8,10 63:2,5,18 65:13,16 67:1,2,7,10 68:21,21 69:7,15,16,16,23 70:3,13 71:3,3,5,10 73:3,14,14 74:3 76:5 78:9,9 81:17,23,23 86:22,22 88:1,1,12 89:18 90:6 92:2,20,20 94:7,7 95:21,21 97:3 101:11,17 102:2 104:9,10,11,12 105:3,24 106:2,2,4 109:21 113:7 115:18,18,23 116:5 117:12,16,16 118:5,6,6,10,11,11,13,16,17,23 119:25,25 120:19,19,22 122:7,8,14 123:16 124:7,8 134:5 136:15 151:8 171:24 172:5 173:8,9,17 175:17 184:1 185:16 186:18
reason (1) 16:3
reasonably (2) 88:22 157:1
reasons (12) 2:14 9:25 11:2,4 12:11 16:24 38:3 72:24 78:3,4 83:13 163:6
reassurance (3) 89:3 93:1,2
reassured (1) 54:25
receive (1) 114:16
received (3) 45:11 102:23 115:6
receiving (4) 24:3 32:12 34:21 121:15
recently (1) 36:14
recognise (5) 47:4 87:16,17 88:25 101:5
recognised (7) 16:6 20:9 22:3 34:25 54:10 152:11 155:21
recognising (2) 56:3 60:12
recollect (1) 165:3
recollection (5) 84:7 87:11 90:3 112:18 141:8
recommendations (1) 151:4
reconcile (1) 30:3
record (3) 11:22 20:22 50:1
recording (3) 137:3,13 148:6
recover (2) 41:5 118:5
recovered (1) 160:2
recruit (1) 12:19
recruitment (3) 12:18 52:2 111:21
rectified (1) 50:12
red (1) 165:4
redo (1) 106:17
reduce (2) 27:1 39:25
reduced (8) 13:23 16:17 17:6,15 18:12 34:8 51:2 164:19
reduction (1) 40:15
refer (3) 27:12 30:14 160:9
reference (2) 1:22 188:16
referrals (1) 23:17
referred (1) 22:25
referring (1) 131:12
reflect (3) 63:9 155:23 183:20
reflected (1) 63:8
reflective (2) 87:22,23
refused (1) 89:13
refusing (1) 176:5
regard (2) 3:23 97:7
regarding (2) 75:21 130:23
regardless (1) 100:12
regards (12) 71:7 77:12 79:10 82:24 105:10 119:6,8,10 121:23 123:21 124:9,11
register (1) 150:19
registered (6) 3:25 4:20 6:16,17 33:13 173:23
registration (2) 22:2 35:12
regret (1) 188:10
regular (4) 13:15 14:6 17:11 55:18
regularly (3) 4:4 6:3 29:23
regulation (1) 96:22
regulator (1) 4:2
regulatory (4) 83:21 95:25 96:8 99:16
reintroduce (1) 55:19
relate (1) 81:10
related (6) 27:21 46:2 94:18 136:17,20 172:13
relates (2) 106:3 121:7
relating (1) 145:11
relation (20) 14:4 27:14 31:7 42:4 46:17 47:20 48:13 51:10 82:1 86:7 98:6 139:2,20 153:9 160:19 162:4 166:1 174:24 183:7 188:4
relationship (2) 39:14 117:14
relationships (2) 49:22 118:7
relatively (5) 8:18 24:8 108:14 112:19 113:11
released (3) 32:24 185:7,7
relevance (3) 183:21 185:14,17
relevant (3) 128:3 129:15 175:17
reliability (1) 85:19
reliance (1) 123:22
reliant (2) 92:11,18
relied (2) 30:6 64:2
relief (1) 52:20
relieved (1) 177:10
rely (1) 76:5
remain (2) 26:6,11
remained (1) 15:19
remarkably (1) 76:12
remarked (1) 107:7
remarks (1) 188:1
remedy (1) 110:12
remedying (1) 110:11
remember (1) 154:10
remembered (1) 182:23
remembers (1) 36:15
remit (1) 104:14
remote (9) 37:21 51:15,22,24 52:2 64:18 65:6 74:3 103:25
removed (3) 30:9 55:11 163:5
remuneration (1) 7:12
rent (6) 72:8 75:12 76:24 81:1 82:13 116:15
reopen (10) 15:16 17:4,6 25:14,18,24 28:24,25 31:20 40:16
reopened (2) 27:5 53:24
reopening (2) 53:21,21
repeat (2) 95:11 101:2
repeating (1) 124:20
replicated (3) 136:2 150:3,5
replicating (1) 10:3
report (6) 26:17 29:23 42:3 48:16 71:17,19
reported (9) 25:3 29:6,13 38:18 39:7 46:7 49:4 52:22 121:12

reporting (6) 30:18 45:14 50:10,11 55:13 188:17
reports (4) 41:24 43:9 49:14 122:9
represent (4) 60:20 127:24,24 180:8
representation (2) 13:11 127:17
representative (2) 14:25 89:15
representatives (1) 172:23
represented (1) 108:9
representing (1) 60:15
represents (2) 59:7 126:18
repurposed (1) 21:20
reputation (1) 128:20
request (1) 116:18
requests (1) 42:23
require (9) 78:16,25 79:3 109:6 157:25 158:13 159:10 184:4 188:16
required (11) 62:16 72:12 73:8,18 102:13 115:7 144:25 156:1,2,18 161:13
requirements (4) 3:1,23 97:8 121:13
requiring (1) 160:5
research (4) 5:18 7:15 77:4,4
reserves (1) 32:24
residence (1) 61:24
resistance (1) 179:2
resolving (1) 87:9
resource (2) 62:4 112:4
resources (4) 129:21 140:25 141:1 185:25
respect (3) 91:2 138:24 144:3
respective (2) 58:1 61:1
respond (6) 10:23 61:13,15 85:5,24 132:8
responding (1) 85:13
response (13) 3:21 14:1,4 16:15 29:5 37:6 39:2 52:4 102:13 112:15 135:17 179:23 182:15
responses (2) 27:17 43:8
responsibilities (8) 97:19 121:22,25 122:9,12 129:10 130:15 147:21
responsibility (8) 55:8 126:20,24 127:24 129:25 130:1 137:16 143:17
responsible (1) 181:22
responsive (2) 10:21 181:22
rest (6) 80:7 117:17 119:2 137:10 169:11 188:18
restaurants (1) 30:2
restricted (3) 33:8 107:2 164:15
restriction (1) 35:24
restrictions (29) 13:16 14:3,8,17,19 16:13 19:7 25:14 26:3,6,21,24 27:19,21 30:9,11 33:18 35:19 36:8 37:16 41:9 44:5,6,15 52:7 93:5 94:21 163:21 179:21
result (13) 34:12 69:19 70:2,19 85:22 87:4 101:14 111:14 120:4,20 140:20 177:18 178:16
results (4) 161:23 162:12 165:15 166:3
retail (6) 76:4 79:12 80:14,16,17,20
retain (2) 127:2,4
retention (1) 53:2
retired (1) 126:9
retirement (3) 126:10,10 128:6
return (12) 64:23 105:11 112:6,20 113:6 114:13 116:10 119:9,14 121:7 124:9 169:20
returned (3) 114:14 116:12 130:13
returning (1) 113:10
revealing (1) 83:15
reverse (2) 40:21 170:23
review (1) 185:7
revolution (1) 66:3
rewarding (1) 3:19
rightly (2) 154:10 163:22
rigorous (1) 109:9
rigour (1) 89:10
rise (1) 178:19
risk (5) 16:6 17:22 26:1 38:24 154:21
road (2) 116:16 120:18
robust (3) 162:22 165:20 180:24
robustness (1) 165:23
role (19) 2:2 58:11 112:11 125:9 126:13 127:20 128:5,8 129:6,7 138:12,13,16,18,21,25 139:2 140:11 142:5
roll (2) 100:20 128:18
rolled (2) 110:22 178:4
room (7) 105:22 122:6 133:11,12 181:15 182:3,4
rooms (5) 81:13 121:10 146:20,21 149:18
root (2) 102:17,21
ross (1) 75:19
rota (2) 148:2 149:2
roughly (3) 11:14 60:22 83:5
round (8) 80:9 149:20 156:11,11 158:15 170:2 176:8,9
routine (5) 43:21 49:12 151:22 152:24 177:6
routines (1) 43:24
rubber (1) 116:16
rules (3) 36:10 77:15 96:22
run (7) 13:5 62:14 75:5 128:16 181:2,11,12
running (3) 148:14 172:15 181:10
runs (1) 182:12
rural (9) 6:24 8:16,25 37:22 51:8,15,22,24 52:2
rush (1) 163:19
russell (1) 88:17

S

s1 (2) 149:3 155:5
s34 (1) 149:7
s5 (1) 149:4
saas (1) 83:21
safe (8) 19:12 20:15 39:15 63:5 74:25 118:20,21 161:19
safely (1) 110:4
safety (8) 35:10 61:14 94:7,8 113:14 124:13 129:21,23
same (31) 8:20,22 34:6 45:21 46:4 52:25 71:13 76:1 79:19 80:15 81:16 84:24 95:17 96:19 99:21,22 108:14 122:6 123:4,7,11 124:20 146:14 148:1 149:22 150:7,10 152:10 164:10 182:18,19
sat (4) 103:22 160:25 161:1 171:8
saturday (1) 169:25
save (1) 34:10
saw (12) 40:11 63:18 65:12 114:13,14 115:1,11 119:8 120:23 124:7 138:25 139:1
saying (7) 30:13 51:25 83:8 88:3,21 97:12 170:1
scale (9) 45:20 113:1,13 114:14 115:3 151:15 152:5,7,8
scaled (2) 33:5 171:11
scant (1) 72:14
scarcely (2) 84:9 85:3
scare (1) 39:12
scared (1) 91:22
scel (2) 138:20 171:13
scenario (1) 107:1
scenarios (1) 186:15
scene (1) 58:20
scheduled (2) 95:8 184:5
scheme (4) 53:2,5,7 101:21
school (134) 4:24 5:4,23,24 10:13,13 28:15,16 29:12 45:15,24,24 46:10 104:6,16,17,21 125:8 126:17,24 127:1,3 128:9,14,16,19,21,22 129:4,11,12,24,24 130:8 131:1 132:14 134:7,14,14 135:11,23 136:4,13 139:12 140:19 141:19 142:20,21,22 143:4,7,14,16,25 144:9,9,12 145:3,7,8,12 146:1,5,6,12,23,25 147:12,13,14,14,23 149:15 150:2,20,22 151:7,11 152:16,18 153:17,19 154:1,4,9 155:16,19 156:3,6 157:9,12 158:3,12,19 159:12,20 160:18,21,25 161:2 163:23 164:5 167:11 168:13 169:8 170:6,16,17 171:16 172:8,25 173:25 174:4,25 175:9,16 176:4,5,7,8,18,20 177:9,10 179:4,21 180:3,15 182:1,12 185:12 186:13,21,21
schoolage (1) 9:15
schools (99) 13:21 16:9 21:19,19 25:18,21,22 27:20 28:25 30:11 53:21,24 122:4 126:19,20 127:8,10,12,18 130:13,18,24 131:10,13,14 134:5,15 136:11,23 139:13 142:3,7,16 144:5,6,21 145:19,19 146:21 147:3,5 148:9,21 150:10,10,14,24 151:4 153:14 154:17 155:10,22,24,24,25 156:1,13,17,17,19 157:12,14 160:20 163:13,16,22 166:11,22,23 167:2,10,18 168:25 169:12,14,20 170:24,24 171:2 172:14,18,25 173:11,20,22,24 174:1,11 176:1,10 177:16 178:12 181:8,12,19 182:8,10 183:8 185:15
scientific (1) 61:17
sciwt032300001 (1) 1:22
scma (11) 1:25 2:5,10,13 13:8,13 15:11 24:11,12 27:12 41:20
scope (3) 23:1 152:15 188:15
score (1) 5:12
scores (1) 168:16
scotland (93) 2:5,7 4:2 6:21 11:3,9 18:5 24:3 37:11 41:7,23 42:25 56:24 57:13,17,21 58:4,10,11,24 59:4,7,8,12,19 60:4,9,18,19,21 72:1 73:15 76:8,25 85:16 88:24 92:24 94:6 98:14 105:5 108:7 112:11 114:7 115:4 116:18,20 117:4 118:4,13 120:10,17 121:2 122:10 124:2 125:8 126:17 127:3,18 131:1,10 136:9 138:8,13,20,21 139:7,17 140:4 141:3,14,15 156:7 169:1,16 170:12,13,22 171:6,12,25 172:1,6,11,23 173:6,23 178:19 181:1 183:21 184:17,18 186:21 187:15
scotlands (2) 138:12 139:2
scottish (60) 1:8,24 4:8 9:11 11:6,11 12:1 14:11,23 18:4 19:6 23:15,23 27:13 30:8,25 32:6,19,25 37:9 41:11 54:11,14,20 55:5,11 73:16 75:18 77:2 101:16,19,20 102:16 108:12 112:22 113:3 116:2 118:11 119:19,19 124:3,4,5,22 126:19 127:7,8,16 128:9 135:18 163:21 171:7,14 172:16 181:5,11 184:20 186:2,25 187:17
scramble (1) 115:15
scratch (1) 138:10
scratching (1) 93:11
screen (1) 70:6
screens (1) 137:20
second (10) 27:15 43:17 82:8 93:6 138:18 147:11 165:14 170:5,5 173:10
secondary (20) 45:21 103:9 126:19,20 127:5,7,7,8,16,17 128:9 143:16 146:11,22 147:13 149:2,16 153:19 155:24 156:16
secretary (4) 125:8 126:11 127:20 177:22
sections (2) 138:7 163:5
sector (19) 12:22 23:12,12 38:1 80:14,14,16,17 82:14 85:6,20 87:8 88:14 112:23 113:4 127:1,8,9 157:17
sectors (7) 61:9 64:1 72:1 79:13,15 85:16 156:16
sectorspecific (1) 29:20
secure (3) 23:15 63:6 106:13
security (1) 103:5
see (19) 3:14 7:19 36:19 47:1 79:6 81:22 83:9 96:24 101:4 104:22 105:4 111:17 122:14 124:15 174:4 178:9 179:16 185:14,16
seeing (8) 3:20 39:10 47:22 50:11 85:9 104:16 179:25 189:1
seek (1) 114:12
seeking (1) 113:15
seen (5) 55:2 62:2 117:19 123:23 135:17
seized (1) 151:11
self (1) 4:4
selfemployed (3) 53:4,7,15
selfisolate (2) 26:16,17
selfisolating (1) 80:21
selfisolation (1) 26:13
selfrefer (1) 152:16
selfreferred (1) 152:20
semi (1) 117:7
semiofficial (2) 116:20,23
send (3) 149:14 173:11,24
sending (1) 20:19
senior (3) 90:3 113:19 176:18
sense (25) 5:17 6:4 10:17 16:25 20:3 23:8 26:19 31:16 32:2 33:22 36:2 40:3 45:6 46:4 50:22,24 52:11 54:9,24 55:1 107:1 118:17 151:2 153:20 169:9
sensible (1) 153:24
sensing (1) 37:3
sensitively (1) 63:11
sent (1) 135:3
separate (5) 18:15 36:11 45:25 169:11 184:18
separated (1) 130:10
september (5) 75:8 112:6,13 113:17 115:2
serious (1) 12:10
seriously (1) 161:4
servants (1) 90:3
served (3) 136:6,15,16
serves (2) 128:19 154:5
service (2) 6:18 182:16
services (18) 5:15 18:6 22:17,25 23:4 24:8,13,14,24 29:24 52:8 62:9 102:2 111:12 119:11,24 143:12 154:12
session (1) 119:3
sessions (2) 71:15 113:21
set (10) 19:23 58:20 74:1 144:13 146:21 155:9 157:21 163:4 168:23 184:8
sets (1) 168:11
setting (27) 4:25 6:15,20 9:7 10:11 16:4,7 17:23 18:14 20:3,7 22:11,12 26:14,15,25 29:10 35:8 36:5,16 38:21 45:9 49:11,18 51:1 111:5 179:8
settings (28) 6:24 7:1,4,8 13:24 15:8 16:4,8 17:13,14 22:14 23:6,19 26:1,5,12,24 27:2,4 29:7 40:13 44:17 46:23,24 47:1,11 48:5 49:5
settle (2) 10:7 146:8
seven (2) 10:7 118:24
several (4) 82:16 87:25 88:10 115:11
severe (5) 91:8 101:9,15 102:20 116:3
sexual (1) 123:10
shadow (1) 152:21
shall (1) 178:20
shame (1) 124:21
share (5) 43:6 96:16,18 118:17 146:7
shared (5) 81:13 118:15 130:1 143:21,24
shares (1) 96:23
sharing (1) 137:20
sharp (1) 40:11
sheer (1) 37:14
shielding (4) 147:18,18,19 159:2
shift (5) 62:7 66:2 67:9 98:13 135:5
shifts (1) 81:1
shock (1) 85:19
shocks (2) 85:14,25
shoes (2) 18:15 36:12
shop (1) 37:17
shops (1) 80:20
short (6) 56:18 130:19 138:15 143:13 146:13 148:19
shorter (1) 102:9
shortly (1) 108:7
should (14) 34:24 64:16 89:10 124:22 148:13 156:9 157:15 159:11 161:5 166:22 172:19 180:14 182:25 188:14
show (4) 5:5,18 78:19 100:1
showed (1) 53:11
shown (2) 5:4 18:19
shows (1) 102:23
shut (4) 115:14 122:4 156:1 181:8
side (6) 40:24 103:20 104:2 107:15 110:14 179:11
sides (1) 72:11
sight (1) 126:4
signed (1) 40:22
significant (10) 14:21 36:23 37:23 64:12 70:22 79:5 155:14 156:3 158:12 181:8
significantly (1) 60:20
signs (1) 132:4
silver (1) 168:8
similar (2) 96:15 180:9
similarly (4) 14:14 22:16 32:17 87:25
simple (2) 19:11 161:3
since (9) 2:2 11:4 39:13 51:25 55:2 128:5 181:12,17 182:17
single (3) 33:9 97:7 113:22
sit (6) 49:5 94:24 97:21 161:15 182:18,21
site (2) 7:2 61:24
sitting (4) 47:8 63:25 170:3 182:2
situation (21) 15:14 38:17 76:13 84:3 99:13 103:10 106:14 119:15,15 120:22 123:4 139:12 154:21 158:2 161:10 165:9 171:23 175:25 181:17 182:21 185:15
situations (3) 19:22 43:23,24
six (9) 4:21,24 6:19 16:5 30:17 31:23 33:14,16 47:8
sixweek (1) 161:14
sixyear (1) 128:17
size (5) 6:14,19,19 16:4 128:15
sizeable (1) 31:19
sized (2) 31:12 156:23
skills (12) 5:21 45:2,4 46:2 49:21 67:13 70:15 104:9,20 181:25 182:1 185:11
sleeping (2) 49:21 120:17
slightly (6) 26:9 75:5 92:10 104:14 182:17 183:16
slow (1) 135:12
slowly (3) 63:6 135:21 175:6
sls (10) 125:8 126:11 130:20 138:6,25 141:10 142:6 155:23 176:2 178:19
small (12) 4:19 28:1,8 33:1,4 48:9 81:13 83:6 105:22 156:22 177:15,16
smaller (4) 16:3 33:9 46:24 53:22
snapshot (5) 14:6,22 15:11 16:22 29:4
sneaky (1) 176:6
snowball (1) 43:7
socalled (1) 162:21
social (38) 3:12 13:1 22:24 29:21 30:1 46:4 64:22 67:24 70:15 100:20 103:13 104:5,9,20,22 106:18 108:14 109:10,11 110:4 115:9 118:2,18 119:7 130:7 133:8 142:11,12 143:5,12,15,22,23 154:23 157:5,18 163:24 177:5
socialisation (5) 45:2,4 46:2,6,14
socialising (1) 177:12
socially (1) 109:23
societal (2) 179:13,19
society (7) 59:6 77:5 106:4 117:17 181:24 182:11,25
socioeconomic (1) 9:1
sofas (1) 36:9
soft (2) 67:13 89:9
software (3) 62:13 73:7,21
sold (1) 53:6
sole (4) 6:8,9 33:9 38:8
solidarity (1) 118:18
solution (1) 99:3
somebody (5) 39:24 145:7 147:19 149:14 173:11
somebodys (1) 7:5
someone (7) 71:14 78:6,10 96:20 103:17,22 123:10
something (40) 3:6,7 20:8 40:2 47:19 54:15 62:8 73:11 74:2,4 77:13 84:12 85:11,24 87:14 90:5 91:6 111:3,16 123:2 124:21 130:18 136:25 137:2 141:20 142:8 145:4 150:2 153:6,24 154:22 155:5 168:17 169:6 173:3,13,16 183:23 187:12,24
sometimes (16) 19:16 22:13 37:4 41:9 43:12 47:23 67:17 76:11,21 88:9 94:18 95:1 109:3 111:1,1 154:11
somewhat (4) 68:9 79:16 113:16 164:16
somewhere (3) 97:20 120:1 156:24
son (1) 153:17
soon (4) 30:8 144:16,22 146:7
sort (57) 2:25 5:9 7:4 11:5 13:3,5,19 20:20 27:24 28:18 31:24 35:12 37:10 39:15 40:20 43:6 45:17 50:12 53:15 58:20 70:14 71:5 78:1,15 79:6 80:21 81:22 85:10 95:19 96:5,25 98:25 99:2,7,9,14,17 100:9 103:8,19 104:1,18,22 120:22 121:3,9,18 123:9,22 132:25 136:18 150:10 157:8,21 158:13 165:23 172:1
sorts (5) 13:12 37:20 67:20 144:19 152:8
sound (1) 50:1
source (3) 21:7 113:22 145:17
sources (2) 33:3 53:1
space (6) 22:12 66:24 72:19 80:23 107:4,9
speak (18) 3:18 39:23 43:14 65:12 66:3 113:10 130:19 131:15,18 138:3 143:10 148:7,17,18 157:6 160:9 168:24 180:9
speaking (9) 19:3 36:13 50:2 63:1 64:18 88:18 156:21 157:16 160:13
special (8) 3:23 60:12 127:10,11 155:24,25 156:16 160:6
specialised (1) 22:25
speciality (1) 149:15
specific (5) 50:11 65:6 74:3 82:9 106:5
specifically (7) 14:14 27:21 38:3 42:4 60:21 61:19 64:14
speech (4) 43:18 50:3 143:12 158:3
spend (7) 10:10 47:3 86:8 138:14 173:15 182:9,10
spending (3) 48:17 78:20 158:16
spent (3) 35:21 120:17 166:13
spiralling (1) 120:22
split (1) 9:23
spoke (9) 14:18 90:4,5 103:2 107:21 108:3 116:1 132:12 157:5
spoken (3) 82:2 174:17 180:14
spot (1) 165:25
spread (11) 8:16,17,25 36:3,10 76:14 105:20 115:1 148:3 155:8 185:6
spreading (4) 65:12 95:4 115:24 117:20
spreadsheets (1) 137:20
spring (3) 58:10 91:15 93:3
springtime (1) 75:7
sqa (15) 160:8 161:9,15,23 162:3,20 163:1,4,8 165:22 166:18 168:10,18 184:18 187:8
sruc (1) 110:3
staff (48) 17:18,18 21:5 42:15 65:23 68:2 69:23 73:2 80:19 109:20 128:23 129:5,12,18,23 130:5 131:21 133:5,15 134:8 135:3,15,17 137:1,2 139:8,9 143:16,17 145:2 147:1,2,16 148:10,20 153:12 156:24 159:7 168:22 169:18,20 170:4,6 174:3 176:16 180:15

186:24 187:1
staffing (4) 129:20 147:5,10,15
stage (5) 55:14 133:6,7 141:7 165:1
stages (6) 139:16 141:6 153:8,23 156:5 159:5
stairs (1) 107:10
stairwells (1) 107:10
stakeholders (3) 87:8 90:11 91:11
stand (3) 108:9 164:6,7
standard (7) 9:19 107:25 156:23 168:8,10,20 169:16
standards (4) 165:22 169:14 170:25 183:20
standing (2) 103:17 156:15
staring (1) 70:5
stark (1) 75:22
start (22) 28:13,17 58:19 61:4 65:7,15 70:17 74:15,16,18 86:9 90:17 100:24 120:19 139:18 144:15 153:3 156:15 157:16 158:2 170:21 172:18
started (15) 11:1 58:4 65:12 92:23 101:22 110:22 131:1 139:15 141:22 144:16 153:14 156:10,12 159:3 162:10
starting (8) 57:8 61:15 98:12 100:19 136:21 172:14,15 180:25
statement (38) 1:20 2:4,20 9:21 13:10 15:10 27:9 30:15 31:8 41:17 72:5 82:9 83:4 89:16 91:4 117:3 125:19,25 126:2,3,5 131:18 133:24 138:2,4 142:7,9 145:13,15 150:18 155:13 157:6 163:4 168:24 169:5 172:12 174:22 183:24
statements (6) 61:1 78:16,19 155:9 160:10,10
station (1) 120:18
statistics (2) 101:8 167:21
status (1) 184:13
statutory (14) 4:7 9:10 11:7,13 55:8,10,19 95:25 108:19 143:6,14 157:12 158:6,18
stay (13) 8:2,13 13:25 16:11,24 17:9 19:11,13 26:22 27:5 38:19,20 116:19
stayed (8) 16:1 18:1,10,23 20:6 31:17 34:21 37:7
staying (2) 20:1 23:10
stenographers (1) 184:4
step (3) 19:19 22:19 167:25
stewart (7) 125:6,12,14,16 187:19 188:23 190:10
still (49) 2:21,23 6:11 8:8 10:18 13:24 27:18 29:23 30:14,17 32:11 39:18 43:18,19 50:4,4,10,11,13 77:23 78:1 80:11 95:4,4 96:21 99:18 102:8,9 112:19 113:9,11 117:8,8 118:25 122:22 123:20 127:3 130:16 146:25 151:11 154:23 155:1 163:24 165:4 166:8 169:24 175:7,11 176:12
stop (1) 132:24
stopped (1) 161:8
stories (4) 66:22 107:11 120:15,24
story (1) 182:3
straight (2) 123:19 124:17
straightforward (2) 108:13 161:3
strain (1) 119:24
strange (3) 40:18 146:4,5
strapline (1) 171:1
strategic (1) 163:1
strategies (1) 171:16
strategy (5) 40:20,23 41:3,6 51:23
strathclyde (3) 58:9,14 91:17
straw (1) 40:14
street (1) 174:9
strength (1) 160:17
stress (2) 184:14 185:3
stretch (1) 154:15
stretched (1) 154:14
strict (1) 4:22
stricter (1) 96:22
strong (6) 5:24 18:17 48:6 59:18 118:23 167:13
strongly (1) 48:1
struck (3) 13:21 40:23 55:9
structural (1) 123:16
structure (3) 58:21 111:22 185:8
struggle (1) 170:8
struggled (3) 17:2 39:21 70:4
struggling (7) 69:16 115:20,21 158:14 170:9 173:8,9
stuck (3) 50:1 85:9 121:9
student (68) 58:1,3,9,13 59:1,1,2,2,4,9,10,12,19 60:1,3,8,9 63:25 64:6,6 66:9 67:9,12,18 68:8 74:20 75:1 77:24 78:22 81:6,7,12 82:3,12 85:21 88:11 91:17 97:16,18 101:4,6 102:17 103:1,1,6 105:4,13,14 107:1 110:4,6 114:15,22 115:3 116:25 117:1,2,3,5 119:10 120:16 121:9 122:13 123:1,9,10,17 124:6
students (220) 56:24 57:13,20,23 58:6,18,23,24 59:3 60:7,14,17 61:7,23 62:6,14,21,22,22 63:7,12,16 64:1,9 65:15 66:12,20,21 67:4,4,11,22 68:11,18,24 69:2,4,5,7,8,15,16 70:2,10,16,19 71:6 72:8,11 73:12,18 74:19 75:1,11,14,17,20,23,24 76:5,7,9,12,20 77:1,3,6,7,10,14,17,25 78:4,5,9,13,18,21 79:9,10,12,15,21 80:6,8,13,19,22,25 81:24 82:4,15,20 84:4,5,8,11 86:14,19 87:6 88:23,24 89:17,19 90:7,13 91:18 92:4,14,17,25 93:2,5,9,11 94:8,14 95:4,14,23 96:1,13 97:4,23,23,23 98:1 99:6 100:3,5 101:9,24 102:3,25 104:11,16 105:7,12,16 106:1,6,9,24,25 107:12 108:10,15,23,24,24 109:13,25 111:23 112:2 113:2,7,20 114:4,5,10,11,14,21,25 115:6,7,11,14,16,20,25 116:3,8,18,20,23,24 117:7,13,14,16 118:3,8,18,23 119:16,22,25 120:4,6,10,12,13,14,15,21 121:2,8,12,14,15,17,20,21,21,22,23,25 122:1,5,8,11,11,20,25 123:6,19 124:1,5,13
studies (9) 58:5 76:12,17 79:5 80:25 86:23 119:18 120:11,21
study (8) 62:20 63:8 94:2 100:12 114:7 122:2,5 124:2
studying (3) 57:25 68:11 71:15
stuff (5) 107:24 109:6 147:24 158:14 164:21
subject (3) 17:16 149:15 163:16
subjects (11) 60:25 68:6,8 86:6 149:6 163:11,20 164:9 167:15 174:19 182:19
submitted (1) 176:3
subsequently (1) 23:24
subtly (1) 36:18
succeed (1) 81:21
succeeded (1) 97:6
success (1) 100:3
successful (2) 160:11 185:18
successfully (1) 146:9
successors (1) 110:23
sudden (2) 69:13 161:8
suddenly (3) 140:15 145:24 146:1
suffering (1) 78:9
sufficient (1) 130:3
suggest (1) 157:2
suicidal (1) 101:10
suicidality (1) 101:10
suitable (1) 129:14
suite (1) 146:20
suited (2) 153:25 185:9
suits (2) 175:23 178:1
sum (1) 33:4
summed (1) 68:20
summer (12) 58:5 64:5,9 79:22 80:1,4,5,8,10 83:11 112:18 164:5
summits (1) 177:23
summon (1) 72:5
super (1) 95:10
supermarkets (2) 80:18,20
supervised (1) 148:23
supervising (2) 149:13,20
supplement (2) 64:4 76:10
supplies (3) 36:24 37:1,8
supply (1) 37:14
supplying (1) 131:9
support (113) 4:18 5:2,17,20,22 9:17 12:19 13:10,25 15:4 17:8,10 20:10 21:8 22:10,18,25 23:7,14,19 24:4,6,22 25:8,9,10 28:5 32:17,18 39:6 45:10,19 47:2,3 50:6,7,19,25 51:4,6,6 52:17,20 53:4,7,25 56:1 64:2,6 75:18 76:7 82:24 89:24 105:10,23,24 108:20,21 109:6,10 110:17 111:22 112:2 115:6,9 129:5,13 138:16,17 139:16,20 140:17,17 141:5 143:8,19 144:25 147:2,3,23 148:10,10 149:20,21 150:21 151:5,15,20,21 152:2,23 153:13 156:1,3,12 157:19 158:10 159:6,22 169:17,17 170:16 171:1,5,15,23 172:10 177:18,25 183:2 184:23,24 187:1
supported (6) 17:14 22:5 23:20 68:18 110:7 155:15
supporting (6) 11:20 39:3 40:25 42:18 143:1 157:23
supportive (3) 11:19,23 30:12
supports (1) 48:1
suppose (20) 39:20 56:2 67:21 68:4 71:24 82:1 91:14 92:23 93:8 104:14 106:2 111:15 112:11 146:3 147:25 155:19 159:8 165:6,10 169:10
supposed (2) 53:7 93:12
sure (51) 61:8 63:5,7,10 65:11 72:21 73:22,22 81:8 85:15 86:11 88:22 89:1 94:12 98:1 99:18 109:21 112:21 115:5,15 130:4 131:9 132:21 133:21 135:14 137:18 146:12 148:2,3,15 152:22 154:22 155:1,3 158:1 159:5 161:16 162:4,8,12,21 165:23 166:11 175:21 177:25 185:6,19 186:6,11,12,17
surely (2) 63:6 135:21
surface (4) 18:18,20 36:4 53:6
surfaces (1) 36:6
surroundings (1) 128:20
survey (7) 13:23 15:11 16:22 27:13 29:4 42:10 102:22
surveying (1) 43:4
surveys (11) 13:15,20 14:6,14 15:13 17:11 41:24 42:4,23 43:6 120:8
survive (1) 76:9
suspect (1) 141:14
suspected (1) 138:8
sustainability (3) 14:15 31:15 39:18
svq3 (1) 4:12
sweep (1) 65:3
sweepup (1) 119:1
switching (1) 24:20
syllabus (3) 163:9 164:15 165:5
symptoms (1) 101:9
system (25) 76:7,7 85:21 129:17 136:17 159:3 160:17,20 161:3,6,24,24 162:16,21,22 180:22,24 182:12,13,14 183:2,25 184:12,16 185:2
systems (1) 138:3

T

table (2) 91:11 94:25
tail (1) 121:4
tailor (1) 10:24
taken (10) 15:20 32:5 73:14 94:23 96:3 112:22 113:16 138:21 152:20 154:25
takes (1) 49:8
taking (14) 20:6 22:12 55:23 80:21,22,25 91:24 124:22 128:8 132:1 140:5 144:18 165:22 187:25
talk (12) 35:23 39:16,16 50:18 61:2 116:7 132:1 142:9 144:1 174:3,3,4
talked (4) 71:7 169:19,19 185:23
talking (5) 43:19 53:19 82:13 93:4 187:7
tasked (2) 138:9 172:16
taught (4) 69:25 103:24 113:24 134:16
tax (1) 53:15
teach (2) 34:2 173:7
teacher (20) 92:13 128:9,25 129:7 130:16 131:25 132:7 133:1,6,13 144:11 145:1,1 149:12,20 151:20 153:17 165:16,24 182:6
teachers (29) 3:11 65:24 66:4 126:21,21,22 129:2,3 132:2,19 138:17 140:22 147:20,21,21 148:13,14 161:7 165:19 166:6 168:9,13,18 170:13 177:14 181:9 183:5 184:23 187:11
teaching (24) 46:17 65:21 66:11 69:23 93:24 103:18 113:6,20 114:11,19 116:11,13 128:23 129:11 131:15,17,20 132:22 133:8 147:22 148:20 169:21 178:2 184:19
team (8) 20:21 129:13 131:4,7,8,8 145:22 176:18
teams (6) 109:19 133:18 137:18 168:14 172:21,21
tears (1) 132:16
technicians (1) 148:10
technology (1) 137:21
telephone (1) 42:9
televised (1) 54:16
telling (1) 6:12
tells (1) 182:3
temporary (1) 75:19
ten (2) 16:12 40:22
tended (2) 32:18 176:1
tends (4) 2:24 6:24 8:5,11
tenure (1) 110:21
tenyear (1) 40:20
term (8) 62:19 79:23 122:18 124:15 131:2 133:25 141:21 142:11
terminal (1) 22:21
terminate (2) 74:21 75:3
terms (92) 2:18 3:22 4:3 6:6 7:12 8:8,20 12:7 13:8 14:9 15:7 18:15 19:10,11,18 23:6,10 24:7 26:4 29:7 31:15 32:16 33:8 35:11 37:3,13 38:23 39:18 40:12 42:8 44:21 45:1,4,16 46:5,7,17 51:5,14 52:12 53:1 54:8 59:8,14 60:14 69:9,21,22 70:4,11,14 71:4,10 73:1 77:22 79:10,14 80:15,24 81:4,4 82:3 83:22 95:12 97:9 98:20 102:14 103:12 104:4 108:13 110:17 119:5 121:5,8,17 122:17,18 127:14,19 133:25 137:25 138:12 139:20 145:1 156:8 158:9 162:12 172:7 173:18 181:12,24 188:15
tertiary (1) 98:13
test (2) 184:14 185:3
tested (4) 138:3 161:1 163:14 180:22
thank (67) 1:14 4:13 6:6 9:2 15:5 21:13 27:6 41:15 48:25 54:4 56:7,10 57:22 58:16 59:14 60:14,23 65:5 68:19 71:23 81:25 86:3 91:13 98:4 100:18 104:25 106:21 112:5 118:24 124:23 125:1,2,13 126:13 127:13,19 129:6 130:17,22 131:11 133:24 136:24 138:24 139:22 140:24 141:24 142:2 143:10 145:10 149:25 150:13 152:14 157:3 163:3 168:21 174:14 180:7,21 183:23 184:1 187:6,19,20 188:20,21,21 189:1
thankfully (1) 75:14
thats (59) 1:22 2:11,23 4:1 5:15 9:12,16 10:4 12:7 21:13 22:23 49:8 51:12 52:3,3 56:15 58:2 68:17 69:15 70:5,15 72:11,25 74:4 81:17 84:12 85:11,22 90:1 93:8 94:22 95:2 100:13 107:5 111:22 117:3 123:13 124:21 125:21 128:12 130:17,18 141:22 152:7,11,19 161:5,6 164:5 169:5 174:16 175:23,24 180:2,12,17 181:19 184:5 187:3
theme (1) 137:25
themself (1) 46:6
themselves (20) 3:17 7:16,23 52:10 65:15,18 70:21 73:3,6 80:21 86:22 87:2 89:1 109:1 118:20 147:18 149:22 159:2 171:1 172:15
therapeutic (2) 111:4,4
therapist (1) 158:3
thereafter (3) 85:11 126:22 161:25
therefore (37) 76:12 87:3,19 92:8 94:3 96:10 132:23 133:21 134:21,24 135:4 137:6,15 146:12 149:19 151:19 152:3 155:6 163:15 164:16 166:25 167:5,11 170:4,8 171:3 172:4 175:12,18 176:10,17 177:6,15 179:7 186:12,22 188:6
theres (34) 5:5,9,11,16,17 6:25 9:19 10:14 28:18 48:20 54:16 64:5 66:8 74:13 76:17 78:6 81:22 98:20 100:1 117:7 119:7 137:7 154:21 158:16 165:10 166:8 168:8 170:11 172:9 176:1,11 177:15 178:11 187:16
thewliss (68) 125:9,11,14,16,18,18,20 126:4,8,12,17 127:7,11,19,22 128:6 136:1,3 137:25 138:13 139:1,4 140:1,13,23 141:1,8 142:1,8,14 143:16 144:8 145:5 149:25 150:5 152:8,13 153:2 155:13,21 157:6,11 159:14,25 160:3,13,16 163:2 165:13 167:1 168:7 169:6 170:19,20 171:14 175:10 180:17,19,22 184:11 185:1,9 186:8 187:25 188:1,2,20 190:9
theyd (3) 32:1 133:17 164:18
theyll (2) 8:2 173:15
theyre (15) 8:24 22:22 31:3 42:17 43:19 50:10 76:19 79:4 124:11 159:12,16 161:15 165:7 176:21 178:20
theyve (1) 179:7
thing (15) 40:18 42:21 73:8,11,11,13 74:2 81:5 90:12,13 98:20 110:13 168:7 173:17 179:16
thinking (5) 28:14 41:12 98:8 99:17 140:5
third (5) 33:20 93:6 138:21 171:22 173:17
thirdly (1) 147:24
thorough (1) 168:6
thoroughly (1) 167:5
though (4) 44:15 50:18 67:3 95:3
thought (14) 17:9 21:22 37:5 41:2 42:24 83:19 84:17 99:4 135:16 137:7 167:3 174:13 180:24 183:4
three (28) 4:9,23 11:14 17:11 19:17 22:6 28:12 31:22 32:10 41:24 44:3,13 51:24 53:13 56:14,22,23 70:6 130:1 138:16 141:8,20 145:18,19 146:2 155:7 170:22 174:1
threehour (1) 70:5
threeyear (1) 40:20
thrived (1) 69:7
thriving (1) 102:22
through (62) 4:1 5:1,13,20,22,23 6:14 19:1,18 20:13 33:2 34:16 35:7 36:24 41:1 42:23 45:13 46:5 49:1 60:24 64:24 67:14,22 68:17 75:18,19 76:15 77:1,1,7 89:14 93:6 94:20 99:4 105:5 106:4 109:7 113:17,21,25 115:8,19 118:6,8,10 126:21 129:17,18 131:2,4 135:13,20,22 154:7 156:17 161:17 162:1,17 165:17 167:20 168:3 175:14
throughout (13) 18:8 33:6,15,17 59:8,13 94:6 101:17,19 102:7 104:10 138:2 162:6
throwing (1) 85:8
throws (1) 36:9
thrust (1) 87:24
thus (1) 168:20
ticking (1) 63:25
tied (5) 64:15 75:4,7,9 140:1
ties (2) 103:13 107:19
tightly (1) 107:2
time (115) 3:8 4:21 7:15,21 10:10,11 14:22 16:5,19,21 17:13 18:16 20:9,14,16 21:8 23:23 25:10 26:22 27:19 28:21 30:3,11 31:19,23 33:9,14 34:11,17,23 35:9,21 37:14 41:1,7 42:24 47:3 48:17 49:1 51:7 54:1 57:23 58:18 60:11,16,16 61:5,7 63:25 64:13 67:7,19 70:13,16 76:1 79:23 81:16 82:15 83:9 84:6,24 86:8 89:11 101:7 102:7 104:7,19 105:5,19 106:2 109:7 111:25 112:10 113:17,21,25 115:5,9,19 118:7 124:23 130:20 134:6 136:18 137:9 138:23 139:18 141:19 142:18 144:18 148:1,4 149:22,24 151:24 153:4,22 158:16,16 159:4 161:6,11 162:3 163:18,25 166:14,22 169:23 173:14,15 175:12,13 179:5 180:25 183:9
timeconsuming (1) 79:4
timed (1) 96:4
times (8) 26:18 29:22 55:21 59:13 100:15 110:19,25 159:1
timetabling (1) 130:11
tin (1) 87:16
today (7) 1:8 2:22 36:14 125:6 145:14 173:5 188:24
together (19) 5:6 6:15,18 7:10 13:5 38:11 48:17 49:6,9 60:2 63:6 100:21 142:17 145:21 157:25 169:21 179:14 184:21 187:18
toilets (1) 176:6
told (10) 26:16 28:24 29:9,23 56:21 81:15 114:16 116:10 117:22 169:23
tomorrow (2) 124:18 188:25
too (20) 60:4,11 63:16,21 67:3,14,23 70:23 71:22 88:1 94:1 101:11 103:5 106:20 115:25 116:5 117:15,17 120:25 121:17
took (12) 31:22 58:4 65:14 94:15 112:11 132:7 136:19 137:15 139:17 154:9 156:25 165:4
topic (2) 49:24 112:6
total (3) 4:24 107:20 137:8
totally (4) 67:8 74:6 91:19 137:2
touch (14) 36:7 37:25 49:23 65:1 71:24 72:11 73:22,22 82:22 85:15 89:9 105:21 110:13 121:6
touched (28) 9:2 10:25 25:13 27:11 31:6 34:14 35:17 36:6 50:17,21 51:8 64:20 74:11,17 86:6 90:15 91:18 100:22 105:2 106:7 107:22 110:17 111:16 113:21 114:23 115:7 148:19 157:3
touching (4) 83:25 90:19

110:9 173:3
tough (1) 93:10
towards (6) 73:3 89:1 96:5,6 97:11,11
toy (2) 36:17,18
toys (2) 18:14 36:8
track (2) 26:9 93:8
tracking (1) 12:5
traders (1) 6:9
traditionally (1) 59:20
train (5) 68:13,15 137:16 182:16 183:5
trained (1) 185:21
training (11) 3:1,22 42:12 50:5 73:6 133:17 137:14 139:8,8 140:8 182:7
transcript (2) 125:21 126:1
transition (5) 45:16,19,23 68:7,9
transitional (1) 52:20
transitions (3) 5:22 45:25 46:5
transmitted (1) 18:18
transmitting (2) 16:7 17:23
transport (1) 69:12
trapped (1) 61:25
travel (5) 37:16,18 69:10,12 74:24
tremendous (1) 93:13
trends (2) 166:12 167:21
tricky (1) 167:16
tried (6) 19:19 21:6 44:20 107:14 118:16 135:12
triggering (1) 36:15
truant (2) 176:4,4
true (1) 162:8
trumpet (1) 164:8
trust (4) 19:24 116:8 117:14 118:8
try (23) 8:23 10:24 14:25 15:2,17 23:7 24:6 30:7,25 32:14 43:7 73:10 85:10 87:9,20 95:10 99:15 101:1 115:15 138:15 149:13 165:8 173:19
trying (26) 15:1 25:22 32:20,21 36:18 40:1 54:14 56:5 61:12 63:4 73:3 75:25 76:16 82:4 91:6 99:14 107:12,17 137:4,16 148:1 149:21 158:15 170:8 176:19 177:23
tubs (1) 36:11
tuition (1) 113:24
turn (13) 15:5 37:24 41:15 48:24 50:6,15 53:17 56:1 74:7 86:3 94:12 119:2 153:7
turned (4) 137:5,6 176:13,14
tutors (1) 73:2
twoyear (1) 35:15
twoyearold (1) 47:9
twoyearolds (5) 4:10 9:8 10:6 11:16 28:12
type (5) 13:10 107:5,17 108:3 182:24
types (2) 13:20 71:11
typically (2) 76:3 79:21

U

uk (8) 32:19 53:1 58:25,25 59:7 60:19,21 165:3
ultimately (7) 83:18 84:17 85:2,14 89:19 91:5,9
unable (1) 101:4
uncertain (2) 34:4,11
uncertainties (1) 106:12
uncertainty (1) 96:25
uncomfortable (1) 145:15
underappreciated (1) 108:11
undergo (1) 4:3
undergraduate (2) 58:3 86:21
undermining (1) 89:9
underrepresented (1) 108:11
understand (15) 13:15 14:6,12,16 56:13 61:13,16 103:23 108:18 139:19 145:12 150:23 169:5 181:9 183:19
understandably (3) 53:20 55:11 62:25
understanding (5) 84:15 113:25 142:15 153:12 181:3
understood (8) 65:13 83:18 142:20,21 162:1,13,22 187:1
undertake (5) 4:4,5 12:2 14:5 38:13
undertook (5) 7:14 13:23 14:14 17:11 29:4
unemployed (1) 80:7
unfairly (1) 118:1
unforeseen (5) 63:9 87:17,23 89:12 112:3
unfortunately (1) 51:15
unified (3) 88:14 89:16 91:4
union (10) 56:24 57:13,20 58:7,23,24 59:2,3 89:17 91:17
unions (6) 58:1 59:1,19 60:3 90:20,20
unique (2) 4:17 23:9
uniquely (1) 142:25
units (1) 39:8
universities (31) 65:23 71:9 72:7,9,21 73:17 74:1 87:25 88:3,8,16,16,17,25 89:6,8,16 90:11 91:5 96:6 97:9 99:13 101:19 108:22 109:18 111:25 113:23 114:9 116:17 117:4 123:22
university (45) 58:3,9,13 59:5,10,11 66:16 68:2 70:12 72:16,20 77:9,22 78:19 84:11 85:20 89:21 91:17 92:13 93:20 96:2,2,11 97:2 99:20 102:6 103:16 104:6,19 106:20 110:2,7,23 113:4,18 114:6,18,21 117:5 119:16,23 122:6 124:4 164:23 165:6
universityowned (1) 75:16
unkind (1) 140:13
unknown (3) 20:4 38:23 65:17
unless (6) 28:4 56:8 124:25 145:5,7 187:21
unnecessary (1) 91:9
unprepared (1) 124:19
unraveling (1) 63:19
unsafe (1) 155:16
unsettle (1) 36:20
unsupportive (1) 169:2
until (12) 10:20 11:9 18:24 57:17 58:6,9 75:7 119:21 132:25 145:20 162:17 181:18
unusually (1) 187:24
update (1) 54:18
updates (2) 19:1 20:21
upload (1) 20:23
upon (7) 64:2,3 87:24 106:24 122:15,15 183:20
upscale (2) 140:16 141:16
upscaled (1) 141:22
uptake (1) 24:7
uptodate (1) 90:18
upwards (1) 82:19
urban (3) 8:16,25 52:3
urgent (1) 102:13
used (11) 8:15 44:11,12 47:10 99:15 140:8 146:3,4,22 152:3 178:11
useful (5) 142:18 143:1 169:13 170:10 171:18
using (2) 87:20 133:21
usual (1) 152:2
usually (9) 66:15 73:21 82:14 146:24 151:20,23 168:12 176:11 186:14
utilising (1) 83:12
utmost (1) 118:16
uws (1) 58:6

V

vaccinations (1) 115:22
vacuums (3) 19:16,20 54:10
valid (1) 93:22
van (16) 1:4,5,7,12,14,16 56:7,13,15,20,22 57:4,7 124:23 190:3,7
variable (2) 9:20 33:13
varied (6) 17:16 32:15 60:16 78:14 136:19 150:4
variety (2) 42:7 78:2
various (19) 5:22 63:12 87:20 88:8,9 128:1 131:23 137:19 144:14,21 149:23 156:15 157:17,18,22 169:21 172:22 177:23 184:20
vary (3) 80:9 99:11 146:16
varying (1) 87:18
vast (1) 177:8
verified (1) 168:2
versus (4) 8:16 70:6 79:23 98:22
vexing (3) 89:18,18 91:12
via (2) 41:24 42:19
viable (2) 27:19 39:19
video (2) 21:2 71:18
videos (1) 21:4
viewed (3) 5:25 47:24 179:24
views (2) 21:2 127:25
virtual (3) 21:14 24:4 102:6
virtually (2) 42:12 172:3
virus (11) 38:23 65:11,17 95:4,7 105:20 115:1,21,23,24 117:20
vision (1) 184:22
visit (2) 170:24,24
visited (1) 144:24
visitors (1) 22:24
visits (2) 45:18 144:13
vital (2) 62:5,13
vocation (1) 7:20
voice (3) 73:1 77:1 116:21
voluntary (1) 148:3
volunteered (1) 168:13
volunteers (1) 110:4
vulnerabilities (1) 109:24
vulnerability (2) 152:17 159:11
vulnerable (26) 11:17 15:9 16:16 17:1 21:18,22 22:7,18 23:2 24:3,6,7 25:1 40:13 85:18 143:2 147:19 148:15 149:3 150:16,20,25 151:3 152:1 158:22,23

W

waffled (1) 21:10
wage (1) 7:17
wait (1) 132:25
waiting (2) 102:2,8
waived (1) 75:17
wall (1) 85:9
wanting (2) 138:4 140:16
warm (1) 76:24
wary (1) 176:21
wasnt (25) 20:9 21:4 23:9,22 30:13 34:6 46:4 49:10 53:5,8 54:1 71:13 72:12 73:8 78:15 107:6 108:3 110:11 141:19 146:3 148:12 149:2 156:4 163:18 171:24
waste (1) 137:8
watching (1) 71:18
waves (1) 32:18
way (73) 23:21 25:10 30:15,22 40:8 62:2,7 63:8,11,23 66:5,6 67:2,8 68:6 79:15,20,21 81:6 86:9 87:1,9,21 88:3 90:6 96:19 97:9 98:1,21 100:2,14,24 101:3 117:6 127:23 128:3 136:21 139:14 140:17,18 141:5 143:1 145:6 148:3 151:15 157:17 161:16 162:15,23 165:21 172:10,18 174:7,11 176:21 178:20 180:5 181:2,10,11,19,22,23,25 182:4,7,9,12,24 183:5,5,7,14
ways (27) 66:3 67:6 71:11 85:13 93:1 95:16,20 99:5,10 121:19 142:18 147:8 149:9 152:9 158:15 161:20 175:14 176:21 177:4,18 179:1,13 181:17,18 183:1,1 186:10
weak (1) 179:8
website (2) 139:17 172:3
wed (4) 17:5 29:18 41:8 168:3
weddings (1) 6:3
wednesday (1) 1:2
wee (5) 103:21 154:7 156:25 167:8 171:9
week (6) 11:10 16:12,19 33:17 97:12 99:8
weekly (4) 59:25 90:17,18,18
weeks (8) 23:25 30:10 61:12 90:16 120:17 141:9,21 174:1
weeksic (1) 11:13
welcome (1) 79:8
welfare (3) 105:23,24 130:6
wellbeing (23) 23:16 63:15,15,16 64:22 70:23 81:19,20 91:22 94:9 100:20,22 105:6,10 106:8 110:14 111:5,19 112:1 129:4,16,18,23
wellies (1) 36:11
welling (1) 132:16
went (19) 24:23 25:7 26:21 27:20 30:12 42:21 52:15 92:25 108:7 112:23 113:3 116:13 147:11,23 153:22 160:24 164:23 165:24 174:12
werent (23) 22:13 23:13,20 26:19 29:8 37:13 38:13 40:3,16 42:4 45:22 46:9,10 52:23 59:14 70:20 90:10 114:10 121:13 132:21 153:7 169:12 175:12
west (2) 58:4 85:4
westhuizen (16) 1:4,5,7,13,14,16 56:7,13,15,20,22 57:4,7 124:23 190:3,7
weve (13) 28:19 52:1 119:6 121:18 123:15,23 124:16 140:21 169:19,19 179:10 182:5 185:23
whatever (7) 22:20 62:23 87:19 90:25 133:18 164:1 165:5
whatnot (1) 164:8
whats (17) 4:6 5:4,14 6:11 8:1 10:12 16:1 39:7 64:16 106:16 128:15 134:22 173:10,21 174:5,7 185:14
whatsoever (1) 171:11
whereas (7) 18:18 34:24 99:4,12 132:9 133:1 179:11
wherever (3) 106:23 108:25 160:25
whichever (1) 86:7
whilst (3) 76:13 82:7 122:1
whoever (1) 141:13
whole (12) 4:3 39:16 50:10 56:4 66:23 67:25 85:21 104:10 105:14 119:14 152:21 187:17
wholeheartedly (1) 184:11
wholly (1) 184:10
whom (2) 135:16 157:10
whose (3) 43:21 96:20 149:15
wide (2) 51:5 149:3
widely (3) 16:1 23:23 131:7
widens (2) 69:2 97:22
wider (14) 29:21,25 75:21 93:18 100:21 103:12 106:3,18 118:3,3,13,19,20 121:18
wifi (1) 78:23
william (2) 57:11 125:24
willing (4) 13:25 15:12 55:3 90:10
willingly (1) 20:6
willingness (2) 73:10 91:10
wind (3) 62:1,2 139:18
winter (1) 164:7
wish (1) 4:6
wished (1) 179:8
wishes (1) 180:12
witness (8) 1:6,7,11 2:4 61:1 125:6 126:3 187:21
witnesses (4) 56:14,14,21,23
womens (2) 23:12,18
wont (4) 47:1 48:25 100:10 183:16
woods (1) 48:6
woodwind (1) 164:4
worded (1) 30:23
wording (1) 30:12
work (49) 6:15 8:23 10:2,20 13:8 19:25 32:14 33:25 68:1 76:11 85:21 86:9 87:7 93:13,15 94:5 100:8,24 107:24 108:8 109:13 110:3 117:8 127:1 131:8 132:10 134:23 135:3 139:14,14 141:4 143:22,23 144:16 146:8 154:12 157:16,18 159:2 163:23 166:1 168:25 169:22 179:5,6,6,14 184:23 185:3
workable (1) 153:24
worked (13) 3:10 19:10 39:3,24 42:25 44:13 88:11 116:1 118:10 145:20 146:22 183:11 185:4
worker (3) 21:16 154:10,16
workers (21) 3:12 12:19,21 15:10 16:16 17:16 21:18,21 22:7,14,24 28:5 39:3 44:10 145:25 146:17 149:5 150:16,19 151:1 154:2
workforce (26) 2:9,12,19 7:16 11:1,3 12:5,6,12,19 13:4,7 14:6 27:18 40:5,9,21,25 41:4,14 51:13,21 52:15 53:22 54:2 56:5
working (39) 7:25 10:22 12:24 13:1 18:23 33:23 35:7,8 39:8 44:10 63:3 76:3 79:5,12,24 80:3,12,23 97:23 100:4 109:21 127:5 134:20 137:2 143:11,11 144:2,15 156:25 157:4,4,7,9,17 159:7 160:1,1 173:20 182:25
workload (1) 185:5
works (1) 100:12
workshops (1) 62:12
world (3) 81:9 124:1 165:8
worried (2) 95:6 115:23
worry (5) 39:11 88:24 104:12 108:1 113:13
worse (2) 134:15 136:7
worsened (2) 103:7 122:23
worst (2) 88:4 181:3
worth (2) 83:5 99:21
wouldnt (9) 10:7 52:9 77:17 78:2 80:5,10 96:20 167:9 178:21
woven (1) 64:24
wraparound (1) 10:12
write (2) 107:12 182:22
writing (2) 71:17,19
wrong (3) 55:3 84:15 178:9
wrote (1) 176:2
wt0373 (1) 125:22
wt0504000001 (1) 126:2
wt0504000003 (1) 126:7

Y

year (36) 12:6 40:11 41:1 62:20,21 75:6 80:7,9 86:17 93:2,4,6 99:22 101:23 114:6 119:18,21 123:24 130:9 160:22 161:2,22 162:5,6,18,25 165:18,24 166:1,4,18 167:24,24 180:3 185:6,8
years (16) 2:12 3:10 4:11 8:4 12:24 43:15 57:10 63:19 86:22 99:21 104:17,23 119:21 122:10 128:11 176:24
yet (2) 19:10 29:25
youd (1) 31:24
youll (6) 58:16 173:12,15 174:8,8,9
young (144) 7:22 8:3 22:22 122:7 129:4,14,15 130:9 132:3,6,11,12,20 133:7,9,11,22 134:8,10,12,13,19 135:1,19,22 136:5,10,22 137:6,8,9 139:9,11 140:3,18 141:18 142:16,19,22 143:1,8,9,18,20 144:9,23 145:5,25 146:1,2,10,15 147:22 148:7,11,15 149:3,12,17,21 150:6,9 151:3,6,13,13,22,25 152:1,22,24 153:13,16,25 154:19,24,25 155:3,7,14,17,25 156:2,8,12,23 158:9,12,17,22 159:6,17,23 160:21,24 161:11,16 162:8 164:16 165:17 166:6,6,13 167:6,14,22,23 169:24 170:1 173:20 174:24 175:8,13,22 176:3,13,19,24 177:3,8,24 179:3,7,11,17 181:9,13,23,25 182:2 183:6,8 184:24 185:10,12,19 186:3,6,12,16 187:1,4,10,18
younger (4) 45:6 47:9,14 146:3
youre (34) 1:12 32:12 34:21 48:21 54:13,14 55:24 63:18 64:24 67:12,12 71:21 72:9,10,16,19 82:13 97:15,16,18 104:1 107:17,25 122:7 125:14 133:8 151:2 157:17 158:14,15 173:17 179:25 182:20 187:7
yourself (3) 71:21 76:18 173:18
yourselves (2) 57:9 180:12
youtube (2) 20:23 71:18
youve (8) 9:21 21:12 51:8 86:6 97:14 157:3 168:22 180:14

Z

zero (1) 79:17
zoom (4) 133:18,19 137:17 172:21

1

1 (3) 129:22 152:6 190:3
10 (3) 129:2 175:6 188:25
100 (2) 59:9 72:7
1000 (4) 1:3 17:13 82:19 189:3
102 (1) 125:3
105 (1) 47:18
108 (1) 47:18
1108 (1) 56:17
1130 (3) 56:12,16,19
1140 (1) 11:13
12 (12) 4:23 5:1 6:10 9:15 26:25 27:19 45:13 120:9 128:11 131:19 154:25 156:23
120 (1) 41:16
1200 (1) 29:6
125 (4) 50:18 190:8,9,10
126 (1) 51:9
1266 (1) 127:15
129 (2) 38:2 40:5
13 (1) 7:16
1300 (2) 12:8 27:17
1350 (1) 128:18
145 (2) 2:19 38:3
15 (2) 142:9 178:6
16 (2) 5:3 13:9
17 (2) 13:9 166:14
1740 (1) 181:13
18 (2) 128:25 129:1
1889 (1) 128:22
19000 (1) 72:10
19th (1) 182:15

2

2 (4) 125:2 155:5 170:3,3
20 (3) 8:4 27:17 40:10
200 (3) 21:2 38:10 72:8
20000 (2) 72:10 114:6
2009 (1) 128:23
201 (1) 125:5
2015 (1) 126:10
2016 (4) 11:4,9,11 12:6
2018 (2) 57:13 58:4
2019 (5) 2:2 24:11 101:22 161:8 183:25
2020 (35) 15:8,15,15,15 25:13 26:20 27:5,8,12 31:21 32:1 55:9 57:14,17 58:10 91:15,16 92:24 93:3 98:22,23 99:6 112:6,12,13,13 113:17 115:2,2 118:21 119:9,12 123:7 160:15 166:3
2021 (11) 6:4 41:6 51:23 58:5,5 98:22 99:4,12 119:16,18 166:25
2022 (6) 7:15 57:18,21 58:6 119:18,23
2023 (1) 126:9
2024 (2) 1:2 57:21
21 (2) 83:5 160:15
21st (8) 6:3 140:5 182:5,11,25 184:12 185:11,22
22 (3) 11:14 120:12 150:18
22000 (1) 72:10
2300 (1) 12:9
24 (1) 40:10
25 (2) 52:14 138:4
2500 (1) 2:10
25000 (1) 72:10
295 (1) 160:22
2metre (2) 155:1,4

3

3 (3) 135:4 151:14 152:6
30 (8) 3:3 8:4 18:9 52:14 133:9 137:8 154:25 155:7
300 (3) 10:19 21:2 160:22
3000 (1) 21:3
30000 (1) 32:24
3100 (1) 2:9
32 (2) 2:10 35:15
330 (3) 10:19 184:4 189:2

350 (1) 33:2
39 (2) 3:3 13:12

4

4 (5) 13:14 26:21 44:6 149:3,7
40 (1) 51:17
4000 (2) 2:13 21:4
41 (2) 12:7 168:24
45 (2) 15:10 157:6
47 (1) 159:25
4700 (1) 2:12
48 (1) 183:24

5

5 (7) 9:15 24:2 149:7 151:14 155:3 163:10 175:6
50 (4) 23:21 34:22 51:17 155:13
500 (1) 10:20
500000 (1) 60:18
54 (1) 6:21
55 (1) 12:13
56 (1) 18:10
57 (4) 190:4,5,6,7

6

6 (3) 1:2 2:4 155:3
60 (2) 27:9 34:22
600 (2) 10:20 11:10
61 (1) 163:4
64 (1) 31:9
67 (1) 27:11
68 (1) 27:11

7

70 (3) 53:8,8,10
700 (2) 16:23 17:13
74 (1) 35:20
75 (1) 127:16
76 (1) 174:21
77 (1) 35:22
78 (1) 178:7

8

8 (2) 2:8 81:14
80 (1) 38:7
800 (2) 16:23 18:24
82 (3) 2:6 4:20 6:8

9

90 (3) 91:20 92:6 127:17
900 (1) 18:24
91 (1) 34:15
96 (1) 27:9
97 (2) 41:16,17
98 (2) 44:25 128:24
99 (1) 84:23
997 (1) 2:20