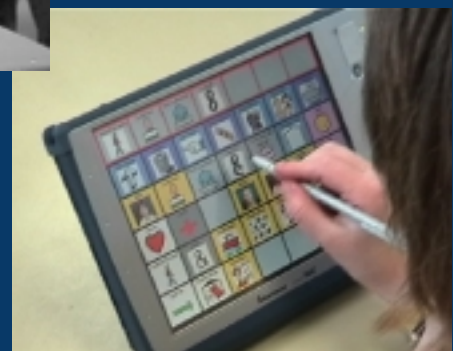




The CALL Centre and Innovation in Scottish Education

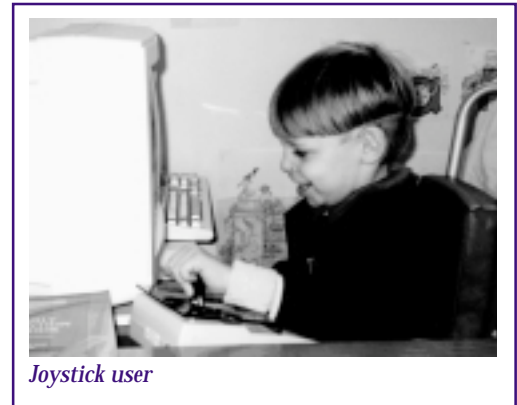


C ALL Centre

1. INTRODUCTION

1.1 Children and young people with SEN as well as adults with disabilities have been given new opportunities through the use of information and communication technologies (ICT). Since 1983, the Communication Aids for Language and Learning (CALL) Centre has been at the leading edge in providing expertise in identifying and developing suitable technology for children who have speech, language, communication and/or writing difficulties, in schools across Scotland, and in supporting schools in the implementation of such technologies. CALL has an international reputation as a pioneer and a leader in the field and has been instrumental in putting Scotland 'on the map' as an innovator in this specialist area of education.

1.2 New technology has much to offer people with complex support needs¹ arising from physical, communication or sensory difficulties. For example, communication systems with synthesised or digitised speech offer a means of communication for those who cannot speak; switches and other devices can be used by people with physical disabilities as an alternative to a standard computer keyboard.



Joystick user

1.3 The wide range of ICT possibilities means that choosing and using appropriate technologies with particular individuals can be complex. Technology itself changes rapidly, so it is difficult for teachers and schools to keep up to date with new developments. The CALL Centre offers a national source of advice and guidance for all those working with children with learning difficulties caused by severe communication difficulties, and provides training and assistance for teachers and other professionals, children and young people and their families and carers, to help them get the most from new technology. CALL is a unique kind of unit in many ways. Although CALL has been in existence for many years now, it is a responsive and constantly evolving and innovative service, in ways that this paper will indicate.



Touchmonitor user

2. BACKGROUND AND EVOLUTION OF CALL

2.1 When CALL was first established, the development and use of computers for children with SEN, and electronic communication aids, was a completely new field, with a steep learning curve. At that time, there was a general perception that provision of equipment was all that was required to empower disabled learners. However, CALL

¹ We believe that the term 'complex support needs' is more appropriate than 'severe low incidence disabilities'. See for example Recommendation 9 of the *Report of the Advisory Committee on the Education of Children with Severe Low Incidence Disabilities*. Riddell, S. (1999).

identified early on that many factors were as important or more important than the technology itself, in establishing effective practices in technology use in education settings. For example, an urgent need was identified for, amongst other things:

- awareness and information-raising for schools and families on new technologies;
- recognition of the educational implications of the overlap between communication aid technology (previously seen as a 'health thing'), access technology, and educational computing;
- ongoing training of teachers and other staff;
- early intervention, with pupils;
- technology use across the curriculum;
- critical evaluation of specific technologies, with constructive feedback to developers;
- development of new and specialist technologies and modifications (eg switch interfaces);
- establishment of a common language, meaningful communication and collaborative joint working practices between teachers, speech and language therapists, occupational therapists, physiotherapists, researchers, computer programmers, engineers/ medical physicists and others;
- partnership with parents, families and carers on the identification of needs;
- the need for attention to staff and families' attitudes and expectations;
- the establishment of a network of regional and local specialist services;
- the development of new, school-based educational models of assessment and support for pupils with special educational needs;
- exploration of ways of recording and disseminating specialist information accessibly.



Parent and child at CALL Family Day, 2001

2.2 In its early days, CALL was a trailblazer in the identification and development of all of these areas². Development of these areas continues to be as important today as it was back then. It is interesting to note how principles and approaches that are simply generally accepted today as 'good practice' in schools, actually have their origins at least in part in pioneering work by the CALL Centre (see also Research and Development, 4.5, below).

2.3 The CALL Centre is now a small unit within the Department of Educational Studies³ located at the heart of the Faculty of Education (Moray House), The University of

² Millar SM, Nisbet PD, Odor JP & Milne M (1986) *Communication Aids and Computer Based Learning: Assessment Techniques and Related Developments for Communication Impaired Learners*. CALL Centre.

Edinburgh. The Centre is co-located with the Scottish Sensory Centre, offering a rich resource for visitors and information seekers.

- 2.4 CALL is both a Research & Development and a Service unit. Both elements are necessary and important – they inform, enrich and support each other. CALL’s practical ‘hands-on’ approach to working with individual pupils in schools means that CALL research and development work is always illuminated by an awareness of and firmly ‘grounded’ in the real needs of pupils, teachers and families. CALL’s service work is supported by the academic and specialist technological knowledge developed through research and development.



Paterson's Land, Moray House

- 2.5 This leads to a highly integrated approach, which is one of the unique hallmarks of the CALL Centre, distinguishing CALL from purely research establishments such as the Dundee University MicroCentre; from purely service based resources such as ITSU (City of Edinburgh IT Support Unit) or SCTCI (Scottish Centre of Technology for Communication Impaired) and from purely information/support services such as Children in Scotland.

- 2.6 The first and most obvious benefit of CALL’s integrated approach, long experience and Scotland-wide remit is that the CALL staff team have had the opportunity to see and work with technology with many children with severe low incidence disabilities and highly complex special educational needs, whereas most individual teachers or other professionals would only ever see one or two of each type of child in their entire professional career and would not have the chance to build up expertise in their management. The CALL team is therefore a rapidly deployable ‘task-force’ able to link and share specialist knowledge and experience amongst otherwise isolated professionals around the country.



CALL assessment client and team in Highland

3. FUNDING AND STAFFING

- 3.1 Core funding for the CALL Centre has come from the Scottish Executive Education Department. From time to time throughout CALL’s history, short –term grants for research and development projects have been awarded by other government departments, eg. UK Dept. Trade & Industry, Dept. of Employment, European Union Social Fund and from external research funders eg. Nuffield Foundation. Recently, additional funding has come on an annual basis from the Scottish Executive Social Work Services Group, and from service level agreements with an increasing number of local authorities and individual schools, as well as the University of Edinburgh Disability service, and other funding sources.

³ newly restructured, ex Department of Equity Studies and Special Education

3.2 Most of the CALL Centre's income is spent on staff salaries. CALL staff's specialist knowledge is based on a combined total of over 100 years work in the area of SEN and disability with almost 70 years of that in the specialised area of SEN and ICT. CALL staff work as an inter-disciplinary team, currently consisting of:

- specialised speech and language therapist (1.0 wte)
- engineer/education technologist (1.0 wte)
- psychologist (0.4 wte)
- SEN teacher 1 (seconded) (1.0 wte)
- SEN teacher 2 (seconded) (1.0 wte)
- information scientist (1.0 wte)
- administrative/financial support (0.7 wte)
- administrative/secretarial support (0.7 wte)

3.3 In addition to their professional qualifications, CALL staff bring specific specialisms to the team e.g. symbol based communication systems, visual impairment, curriculum support, robotic interfaces. All of the staff work on short-term contracts, two are currently on 23 month secondments from local authorities. There are no permanent members of University of Edinburgh staff within CALL. From 1983 until March 1999 contracts awarded by the Scottish Executive were on a one year basis. Following successful representation, SEED awarded CALL 3-year core funding due to end in March 2002. CALL receives no financial support from the University of Edinburgh aside from a reduced rate of 'overheads' (i.e. charges for accommodation, heating, lighting, personnel and finance services etc.).

4. CALL CENTRE SERVICES

4.1 CALL services have developed and changed over the years in response to changes in policy and practice in the Scottish educational context. CALL itself has been a formative part of the development of that context. Key factors to which CALL has responded and has also influenced include:

- a) The increase in local authority based SEN ICT services, which CALL supported by encouraging the establishment of a Scotland-wide network of practitioners⁴ in which CALL continues to be a partner supporting local authority colleagues via email, hosting and organising meetings, liaising to establish areas of priority for development, making loans of equipment, and in some cases, providing induction and in-service training for staff, informally. The existence of a local service does not exclude a service level agreement between CALL and the local authority; it enhances its efficiency.

⁴ Scottish Special Educational Need Technology Support Group (SSENTSG), recently renamed ICT Support for Learning Scotland (ICT SfLS)

- b) The disaggregation of local authorities in 1996 from twelve regions to 32 councils. Changes in local authority structures and functions were associated with realignment of resources, both in terms of staffing expertise and equipment resources. In response, CALL introduced a flexible framework for establishing Service Level Agreements (SLAs) with local authorities and some individual schools. SLAs afford authorities the opportunity to set their own priorities for CALL input, in terms of assessment

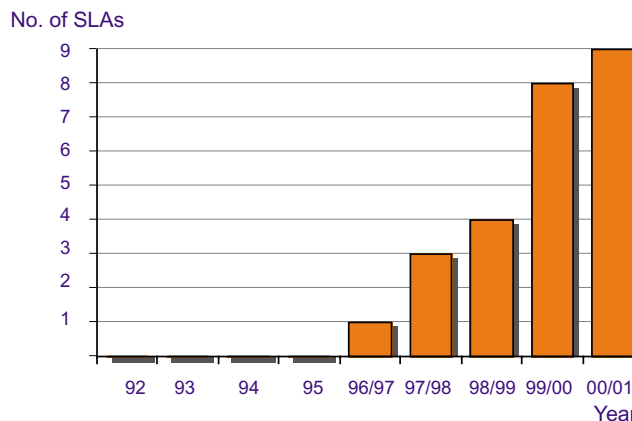
support, staff development, liaison with ICT SfLS staff, whole school approaches, joint training initiatives and so on. This permits delivery of a highly responsive and customised CALL service. Local authorities evidently see these services as desirable.

- c) Inclusion, an objective and a process in which CALL has contributed throughout its twenty year history. For example fifteen years ago CALL was instrumental in providing a 5 year old pupil with complex physical and communication difficulties with ICT to access a mainstream curriculum in her local primary school.

The move towards inclusion in Scotland has had a major effect on the need for, and the nature and delivery of CALL services: whereas originally, almost all pupils referred for assessment were from special school/class background, now around half are in mainstream settings. A significant majority of teachers attending CALL training events are now from mainstream schools. The implications of supporting a child with complex special educational needs, for example severe physical impairments, no functional speech, and learning difficulties, vary greatly depending on their educational placement; the need for CALL assessment and support services and information and training services has increased hugely because delivery of such services now has to be 'across the board', not just targeted at a few specialist schools. The nature of training has changed as teachers may now come with little or no background knowledge of disability. CALL is able to be responsive to these demands, acting as a solid 'trunk' linking specialist roots with newly sprouted branches.

- d) Partnership with parents has always been a key part of CALL practice. CALL assessments and the introduction of technology can provide a highly specific focus bringing parents and schools together, e.g. to collaborate in the development of IEPs.
- e) New government initiatives e.g. CALL is a training partner in the New Opportunities Fund for ICT (described further below).

Figure 1. Number of Service Level Agreements, 1992 — 2001

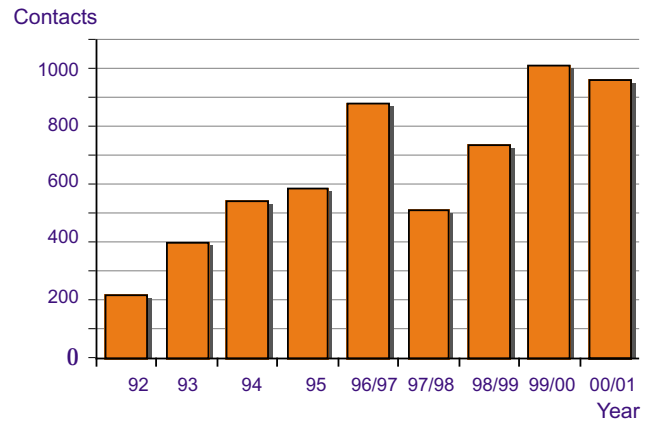


Participants at CALL Family Day, 2001

4.2 Information and Advice

4.2.1 CALL acts as a national source of information and advice in two main ways. First, staff respond to enquiries on communication and technology for people with disabilities, especially children and young people with Special Educational Needs. Enquiries are received from teachers, parents, therapists, carers and many others, and all local authorities in Scotland are represented. There is evidence of increasing need/demand for such services.

Figure 2. Number of Enquiries / Contacts, 1992 — 2001



4.2.2 In addition to this essentially reactive service, the specialist knowledge and experience of CALL staff is disseminated proactively to a wider public arena via published books, journal articles, and videos. CALL also produces technical quick guides, information sheets, and a regular newsletter ('New in CALL') which are distributed by post directly to a wide range of schools and individuals, and via CALL's web site and email services.

4.2.3 CALL has maintained an Internet presence since 1995, and the CALL Centre website has recently undergone a major revamp. The 'knowledge base' within CALL – services, guides to using technology, leaflets, newsletters and even books – is being opened up to people in Scotland, the UK and worldwide via its website. The website is now an integral part of CALL services and comes as an addition to the open-access reference library held by the Centre.



4.2.4 The integrated nature of CALL's service and development work is perhaps well highlighted in its approach to information sharing. CALL may receive and respond to an individual enquiry from a teacher or therapist. As a result of regular monitoring of CALL's enquiries and activities database the original enquiry emerges as one of a number of similar enquiries. Together with related assessment support activity the need for further development work may then be identified. Eventually the fruits of that development work (which may have been awarded funding by SEED or another funding source) may result in a book, article, video, piece of software or by other means. Contents of the book may be downloadable from the CALL website. New ways of thinking about the original enquiry are introduced to a wider public.



Thank God for the CALL Centre publications - they're the only thing that keep us sane! (SLT)

You are absolutely amazing in all respects and the phrase "Very satisfied" comes nowhere near describing how thrilled we actually are with the service. (Voluntary organisation staff)

4.3 Assessment and Support

4.3.1 CALL's Assessment & Support Service gives additional support to practitioners by assessing, jointly with their own local teams, pupils with complex support needs who might benefit from technology. Throughout its history CALL has been innovative in its approaches to assessment service delivery but has always eschewed a 'medical model' within-child, one-off, centre based approach – because this model does not work. Instead, assessments are on-site, in schools. The approach taken is flexible and may address any one or more of:

- joint assessments and information sharing with other specialist agencies (e.g. KEYCOMM, Bobath);
- tailoring and introduction of low technology communication books or charts;
- loans of technology, for evaluation;
- support when implementing technology;
- transition to next stage of technology;
- transition from pre-school to primary or from primary to secondary;
- 'distant' assessments using video material;
- discussion with distant staff teams using video-conferencing.

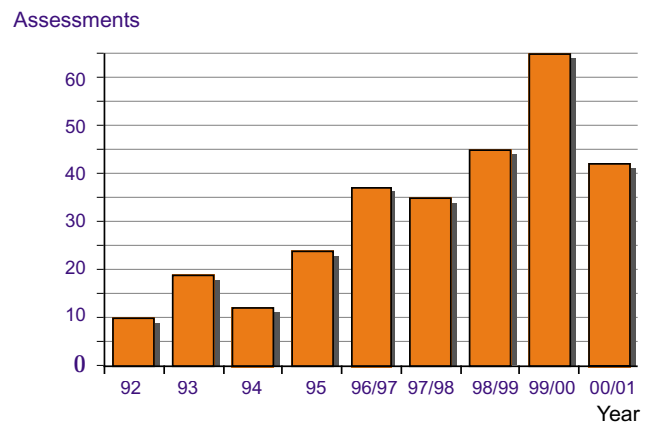
4.3.2 SEED core funding allows for a free assessment and support service for a small number of children with communication, physical, sensory and learning needs that might benefit from information and communication technology. In any one year CALL assessment activity extends beyond the small number of assessments supported through SEED core funding and SLAs are then arranged.

4.3.3 SEED core funding of CALL assessment activity plays a vital role. It provides the foundation upon which SLA partnerships are formed, (these may take time to establish), evens out the true costs of assessment activity across all authorities, and acts as the 'glue' to allow an efficient and high quality integrated and 'seamless' service consisting of information, assessment, support, training, and equipment loans as required in each case (instead of each of these being charged separately as stand-alone activities).

It was really helpful to see the CALL Centre people working with the child with all the different equipment – it gave me lots of new ideas. (Class teacher)

I am very grateful to you for taking the time to really go into my son's problem... Nobody else has ever written such a detailed report – it all makes sense. (Parent)

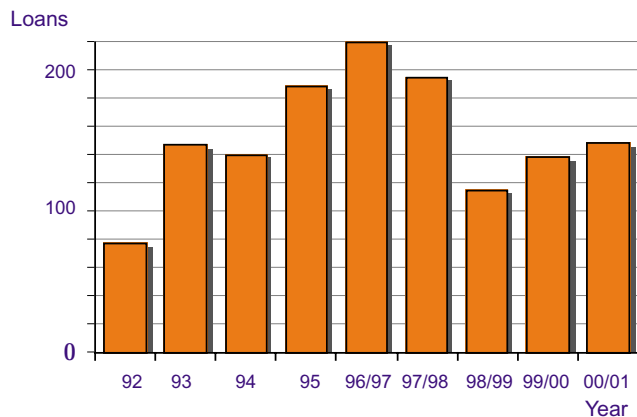
Figure 3. Number of Assessments per year, 1992 — 2001



4.4 Equipment Loan Bank

4.4.1 Although the cost of personal computers has reduced, some specialised items such as voice output communication aids remain very expensive, with some devices costing £3,000 - £7,000. Mistakes in purchasing can prove expensive to schools. From its earliest days CALL responded to this need by lending out equipment for evaluation, and in 1988 formally established, through a grant from BBC Children in Need, a loan bank of specialist equipment.

Figure 4. Number of New Loans per year, 1992 — 2001



The loan bank allows for extended assessment and evaluation of a device or system before purchase. Technical support is available. The loan bank has been supplemented at intervals from capital equipment grants from SEED.

4.4.2 Potential borrowers can find out about the availability of equipment in the loan bank through CALL's regular newsletter (New in CALL) in the descriptions of new purchases. An on-line database of the loan bank equipment which includes a brief description about each item is being included in the CALL website.



Many thanks again for the loans – at least we can rule these possibilities out without making expensive mistakes. (SEN & Technology Service Coordinator)

Clients enjoyed equipment. It gave them the opportunity to interact with their environment, which they seldom have the chance to do. Many thanks! (Occupational Therapist)

4.5 Training and Staff Development

4.5.1 CALL offers a range of training and staff development opportunities relevant to people working with individuals with communication or curriculum access difficulties. Most courses are particularly aimed at people working with school children with special educational needs, such as teachers (Primary, Secondary, SEN, Learning Support), classroom auxiliaries, speech and language therapists and assistants. Many courses are also valuable to staff working with adults with disabilities. All CALL courses are open to professionals, parents, carers and to disabled people.



4.5.2 CALL staff arrange In-Service Training courses to meet the particular needs of different staff groups. Such courses are delivered either on-site in any part of Scotland, or in the CALL Centre. A selection of recent topic areas includes:

- Objects of Reference;
- Portable Writing Aids;
- Special Access to Computers;
- Speech Recognition Systems;
- An Introduction to Communication Aids;
- Symbol Systems for Communication;
- Personal Communication Passports;
- Early Learning Strategies and Technology;
- Software and Strategies to Support Writing;
- Augmentative Mobility and Smart Wheelchairs;
- Specific Software Packages, e.g. BoardMaker, TextEase, Clicker 4;
- Software to support literacy and language, for teachers of the deaf and hearing impaired;
- Use of InterNet for Special Educational Needs Information;
- School Level Contracts – Collaborative working between Speech and Language Therapists and Teachers and other professionals;

and more.

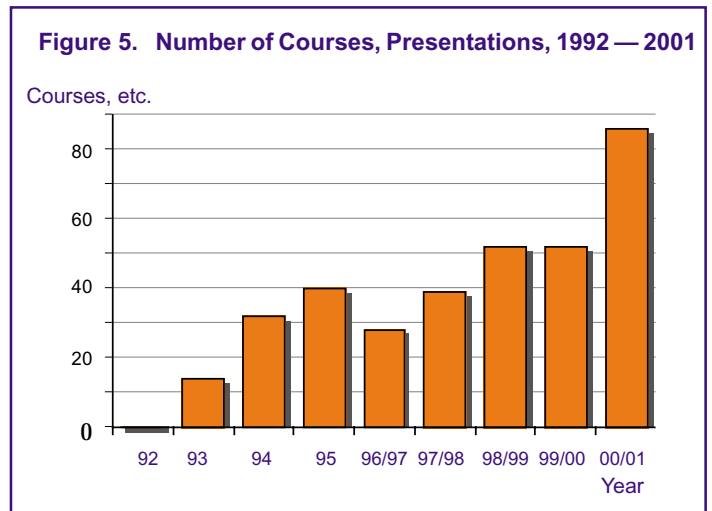
4.5.3 CALL has responded positively to a number of government initiatives in the area of training and staff development, recent examples of which have included:

New Opportunities Fund in Information and Communications Technology

CALL's specialist knowledge was recognised in becoming a member (the sole Scottish representative) of the Inclusive Training and Consultancy Syndicate (ICTS) For Severe and Complex Special Educational Needs. CALL Centre staff were invited to contribute three of the twelve units making up the pack of distance learning materials used by all 5,000 teachers undertaking training across the UK.

Recommendations on joint training of teachers and speech and language therapists

CALL has long recognised the difficulties that have to be overcome in order for



different professionals to work in a truly inter-disciplinary manner.⁵ In addition, CALL staff participated in SEED funded research into the role of the speech and language therapist in schools⁶ and have run training courses on this topic (see above list).

Course organisers and presenters of very high quality and very approachable. This is the best In-Service I have attended for a long time. (Teacher)

Can you run summer residential workshops with a similar style, but with time to allow staff to build resources for use in school (or is this an outrageous suggestion?) Many thanks to everyone – it has been a very helpful day. (Head Teacher)

4.6 CALL Centre Research and Development

4.6.1 Research undertaken in universities is often seen by the wider community as lacking in practical value.

4.6.2 In contrast, all CALL Centre research and development is undertaken with a view to identifying practical solutions to real problems, all of which we will have had first hand knowledge of trying to address. Ideas for CALL research and development projects often have their roots in enquiries to CALL for advice or in challenges encountered in pupil assessments or in the process of implementing technology in the school setting. Some 'trail-blazing' CALL projects in past years have led to widely sold products, and major innovations and changes in practice that have been implemented across Scotland. For example:

- The concept and design of early **CALL Centre switch interfaces** has been taken up and modified and similar products are now widely available through commercial outlets (although few still bear the CALL name, eg. the CALL Centre Mains Switcher, sold by QED 2000).
- The **CALL Centre Smart Wheelchair**, which won the BETT 2000 Gold Medal Award and has been seen worldwide on the Discovery Channel, is now in commercial production.
- **Personal Communication Passports** (first developed in CALL in 1991) are now recommended good practice by HM Inspectors of Education on some school inspections and by the Social Work Services Inspectorate in Draft National Standards of Care document (2001) and others.
- **CALL Centre 'Communication Camps' (1991, 1992)** have evolved, with the support of others around Scotland, into all sorts of user group activities, for example, 'Chatterbox' days (meetings of communication aid users) and Open Days for families.



The CALL Smart Wheelchair in action

⁵ See for example Recommendation 9 of the *Report of the Advisory Committee on the Education of Children with Severe Low Incidence Disabilities*. Riddell S (1999).

⁶ Reid, Tait, Millar et al (1996) *The role of Speech and Language Therapists in the Education of Pupils with Special Educational Needs*, Child Development Centre, The University of Edinburgh.

- At least some elements of the **CALL Centre SAIL Kit** (Special access to Interactive Literacy project work, 1994/5) have become standard equipment in most special classes and early years classes where there are communication impaired children.
- CALL's **Windows CE predictor** will be marketed by a commercial company, Concept Designs
- CALL's published books and videos covering supportive writing, special access, symbol software, visual impairment, etc. have become keystones in the developing literature of the new field of technology for special needs, and are often quoted as internationally recognised 'benchmark standards'.



What is good about the CALL Smart Wheelchair:

"I think it is clever and it makes me feel clever when I'm in it. But what is great is other people think I am clever when I am in it." (Wheelchair user)

5. VALUES AND PRINCIPLES

- 5.1 A number of factors contribute to the CALL Centre making a unique contribution within the Scottish educational community. These include:
- highly qualified and specialist staff with long experience;
 - a small team;
 - interdisciplinary team working practices;
 - 'variable focus' – the ability to consider the needs of an individual child at a highly detailed level (clinician/therapists perspective) at the same time as assessing the implications of proposed technology and approaches within the wider context of a class/school group and in relation to the curriculum (education practitioners perspective);
 - a reflective 'action research' quality to CALL intervention at all levels – at the same time as intervening practically with technology for pupil support, CALL is also putting in place the policy and training development needed, and evaluating the need for (or following up) associated research and development, and providing a model of service for others to criticise or emulate.
- 5.2 Being part of a larger and more diverse organisation could impair the focus, dynamism and rapid responsiveness of this team, and dilute the impact of CALL research, development and services.
- 5.3 Additionally, there is an integrated and inclusive quality to CALL work in addressing each of a child's complex support needs. A child with SEN will require support to varying degrees in the following areas:
- The physical environment;

- Mode of communication;
 - The level of specialised resources, facilities and technologies required;
 - The curriculum and how it is delivered;
 - The level of pupil support required;
 - The level of specialised support agent(s) involvement.
- 5.4 CALL staff recognise that effective support will have to be child-centred but also 'workable' within the particular context. Each pupil's needs must be addressed within an integrated framework of support. Within this perspective ICT is seen not as an end in itself or as a general 'resource' for schools, but as one part of a set of interrelated factors that each need to be understood in order to offer effective support to a child or young person.
- 5.5 Delivery of an inclusive, integrated approach requires CALL staff to be open to the child and his or her parents or carers, as well as to practitioners working both directly – teacher, support for learning assistants – and indirectly – therapists, peripatetic teaching staff – with the child. CALL actively encourages, promotes and facilitates collaboration between practitioners from different disciplines 'on the ground' (notably teachers and speech and language therapists).
- 5.6 An inclusive, integrated and open framework is necessary for successful implementation of ICT but is not sufficient. Teachers and others require practical solutions to what are often complex multi-threaded problems. Practical ICT-based solutions are very different from 'general advice' - they are highly focused (often on the needs of one particular child) and involve intensive attention to detail.
- 5.7 It is around these key values and principles – inclusiveness, openness, integrated framework, practical solutions, and attention to detail – that CALL services have evolved.

An extremely useful service for children with a wide range of learning difficulties. I feel the aim should be to extend the service to many more pupils to enable more children to achieve their true potential. (Parent)

A great deal of time and effort was expended in trying to peel away the layers of difficulty in this case. The resulting report was informative, challenging and thought provoking. A change of practice was effected as a result of CALL's involvement. (Development Officer ICT/SEN)

6. EXPERIENCE, CONTINUITY AND CHANGE

- 6.1 Another strand to the strength and uniqueness of CALL is the very fact that it is long established and has a solid base of experience.
- 6.2 We believe it is a myth that only newly established or short term projects can be innovative. The reverse is true, in the field of ICT. Innovative ideas can only be effectively put into practice and bring about change if viewed positively and actively implemented by teachers. This is only achieved in a climate of trust, and it takes time

to build familiarity and trust. It has taken years for CALL to build up a track record and to win the confidence of local authorities, schools, and teachers to the point where they will accept and implement recommendations and indeed actively seek CALL's help in identifying needs and in bringing about change and development. Only from such a stable foundation has CALL been able to introduce innovation.

- 6.3 The other side of the coin is continuity. Innovation will not work unless it is balanced with continuity. CALL is now recognised as providing continuity in its services to schools and authorities and as valuing and supporting continuity as part of its recommended 'package' for individual pupils.
- 6.4 We believe CALL is now seen to have:
- a record of acting quickly to identify gaps in provision and to respond to the complex support needs needs of pupils and staff who work with them across Scotland;
 - carried out research and development to follow up, explore and develop innovative solutions to address these needs;
 - applied the specialist skills of staff based in a 'high tech' unit, to turn concepts into practical solutions;
 - offered high quality training to support the implementation of technology;
 - provided consistency and continuity in its approach.

7. CONCLUSION

- 7.1 Since 1983 the CALL Centre has been at the forefront of services and research in Scotland for pupils with special educational needs requiring access to ICT. The Centre has built up a reputation within Scotland, the rest of the UK and internationally for the quality of its work. In the past few years CALL has expanded its staff and services offered, and looks forward to new developments and initiatives in Scotland in the future.
- 7.2 We are grateful to the vision and commitment of the Scottish Executive Education Department which provided the financial support for CALL's research and development efforts over the years and created the foundation upon which other developments and services have been built. Without this source of support it is unlikely that these and other products to assist children and young people with complex support needs could have been made possible. Without economies of scale, markets are small and therefore unattractive to commercial developers.
- 7.3 Challenges for the future undoubtedly revolve around making inclusion work for pupils with complex support needs. This is a much bigger issue than just trying to support individual pupils on a piecemeal case by case basis in different schools around the country. Inclusion introduces unavoidable costs at all levels. It makes sense to capitalise on earlier investments to support some of these. CALL's long experience and wide geographical remit, along with the trust of the authorities with whom we work will be of value. With the continuing support of core funding from SEED, CALL will be well placed to innovate and develop support for inclusion of such pupils.

Alternative Media

This paper may be obtained in a variety of alternative media, if required.

For example:

- Large Print (state preferred font and size)
- Braille
- Audio tape
- Electronic format

Please contact CALL to request your preferred format.

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