

EDU

Educational Development Unit

University
of Bolton



ANNUAL LEARNING AND TEACHING STAFF CONFERENCE

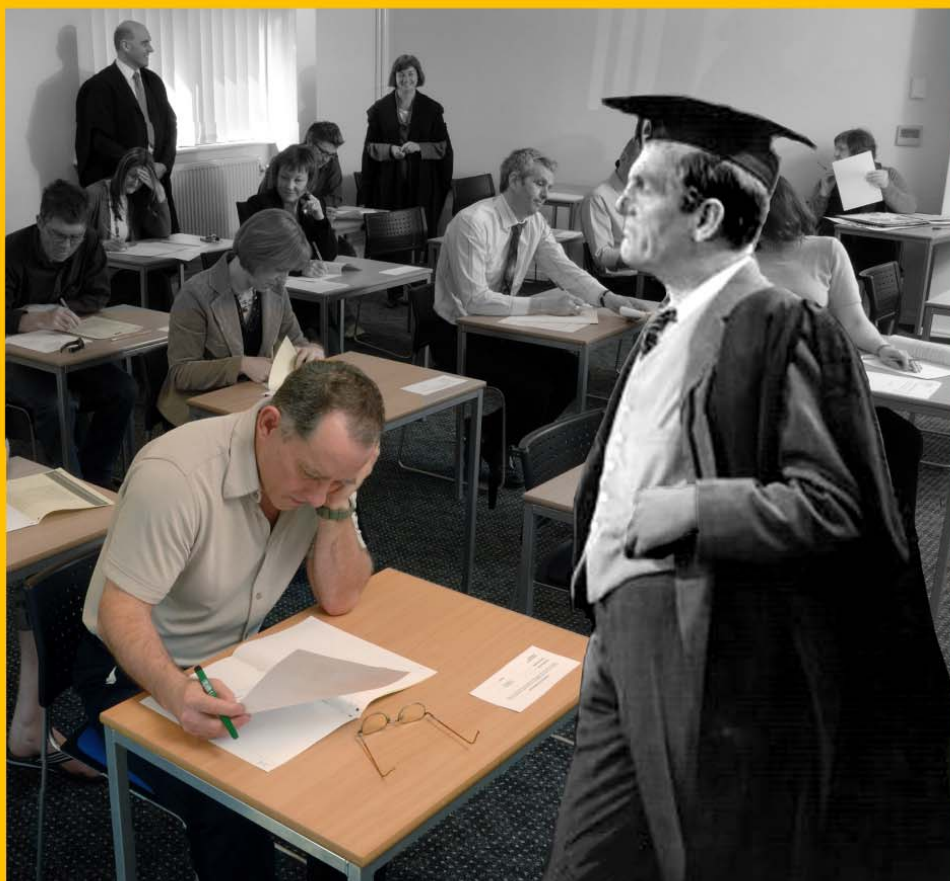
Thursday 2 July 2009

9.00am-5.00pm

Deane Campus

University of Bolton

Assessment: Are We Getting It Right?



CONFERENCE PROGRAMME

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WELCOME

Dear Delegate

I would like to extend a warm welcome to you on behalf of the University of Bolton and thank you for joining us at Bolton's seventh Annual Learning and Teaching Staff Conference.

Over the past three years we have attracted over 200 delegates to the Conference, from the University of Bolton and our collaborative partners. This year we will be relaying the Conference 'live' to the University of Bolton, Ras al Khaimah campus in the United Arab Emirates.

We are very pleased to have with us this year a number of key Conference presenters:

Professor Brenda Smith, Higher Education Consultant and Senior Associate from the Higher Education Academy;

Dr Graham Holden, Head of Academic Practice, Learning and Teaching Institute, with Nicky Harris, Engagement and Development Co-ordinator, Students' Union, from Sheffield Hallam University;

Dr George Holmes, Vice Chancellor, from the University of Bolton;

Aaron Porter, Vice-President (Higher Education), from the National Union of Students;

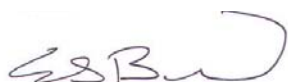
Berry O'Donovan, Deputy Director of the ASKe Centre for Excellence, and Principal Lecturer in Learning and Teaching at the Business School, from Oxford Brookes University.

During the afternoon we have eleven Conference Learning and Teaching Workshops on offer led by academics and professional staff from across the University of Bolton and external presenters from the learning and teaching sector.

At lunchtime (between 12:30-1.30pm) we are serving a Conference lunch in the Social Learning Zone, Eagle campus.

As a finale to the Conference please join us in a celebratory 'Oriental Crackers' (Atrium, Design Studio, Deane main reception, Deane Campus) with 'Traditional Oriental Entertainment'.

Thank you for attending the conference and I hope that you enjoy the day.



Sue Burkinshaw
Conference Lead

CONFERENCE PRESENTATIONS

A Brief Description of the Presentations on offer

In the Morning

Time: 9:25 – 10:30am

'Assessment for Learning: Why Did I Get 37%

Presenter: Professor Brenda Smith, Higher Education Consultant and Senior Associate from the Higher Education Academy

Chair: Andy Graham, Director of Learning Retention and Professional Practice

Assessment and feedback issues are of central concern to both staff and students. This session will emphasis assessment for learning, rather than of learning and will encourage the active engagement of students in all aspects of assessment and feedback. It will explore ways of inducting students in assessment, and helping them to use the feedback to feed-forward. It will also look at a number of myths and traditions that inhibit change. Video clips will emphasise the value of the student voice.

Brenda Smith is Senior Associate at the Higher Education Academy and a freelance Higher Education Consultant. Prior to this she was Assistant Director at the Academy.

Brenda has a keen interest in assessment and feedback issues having been involved in many conferences that have included students. Other work has included the Burgess agenda, Scottish Quality Enhancement themes, the Centres for Excellence in Teaching and Learning, student engagement and the analysis of the Welsh institutional Learning and Teaching Strategies.

She is a member of the international committee for the journal Assessment and Evaluation in Higher Education and a past Executive member of the Professional and Organisational Development Association in America.

Brenda has acted as a consultant in many different countries including Sweden, South Africa, Singapore, the Philippines, Hong Kong, Taiwan, Azerbaijan, America, Lithuania, Colombia, the West Indies, Ethiopia and Malaysia.

Brenda has written widely on learning, teaching and assessment.

Time: 10:30 - 11:15am

How Do You Use Yours? The Feedback for Learning Campaign at Sheffield Hallam University

Presenters: Dr Graham Holden, Head of Academic Practice, Learning and Teaching Institute, with Nicky Harris, Engagement and Development Co-ordinator, Students' Union, both from Sheffield Hallam University

Chair: Mark Higgins, University of Bolton Students' Union

The National Student Survey has highlighted that a primary concern for students, is the quality of the assessment feedback they receive. In response, the National Union of Students launched *the Great NUS Feedback Amnesty* to highlight failures in the quality of assessment feedback and to campaign for constructive and consistent methods of feedback.

The response at Sheffield Hallam University was for Hallam Union and the Assessment for Learning Initiative (TALI) to initiate a project with the aim of real student involvement in the enhancement of the student experience of feedback. This student-led collaboration involved academic and support staff from across the university, student representatives and union executive members. By listening and responding to student feedback on their feedback the campaign aims to enhance the student experience by empowering and engaging students.

The session will present the rationale for this innovative approach to staff/student collaboration, the activities, events and resources involved in the campaign, and outcomes to date.

Graham Holden is Head of Academic Practice in the Learning and Teaching Institute and has led the university's Assessment for Learning Initiative since 2006. Prior to joining the Learning and Teaching Institute Graham undertook a wide range of roles in the Faculty of Arts, Computing, Engineering and Science at Sheffield Hallam, including Subject Group Leader, Course Leader and LTA/e-learning co-ordinator.

Nicky Harris is Engagement & Development Co-ordinator at Sheffield Hallam Students' Union, working closely with Sheffield Hallam University staff and Student Reps to develop student engagement and LTA initiatives. Prior to joining Hallam Union, Nicky studied BSC Hons Business & Technology at Sheffield Hallam and worked within the Learning & Teaching Institute during her placement year.

11:30am – 12:30pm

Assessing: A First – Is It Enough?

Presenter: Dr George Holmes, Vice Chancellor, University of Bolton

Chair: Sue Burkinshaw, Conference Lead

CONFERENCE PRESENTATIONS

A Brief Description of the Presentations on offer

In the Afternoon

Time: 2:45 – 3:30pm

Student View on Assessment and Feedback

Presenter: Aaron Porter, Vice-President (Higher Education), from the National Union of Students

Chair: Ashley Howell, President, University of Bolton Students' Union

I will examine a recent NUS survey and its results looking at student opinions on assessment and feedback. I will go onto talk about how NUS has devised principles of good feedback, which Student Unions are being encouraged to sit down with their institutions to try and establish.

I will also look to share some best practice of some SU campaigns which have been run to raise the issue of feedback, and how this has resulted in changes being made at certain institutions.

I will also identify some best practice where institutions have implemented some particularly good practice for feedback.

Aaron Porter was recently re-elected with a landslide majority as the Vice-President (Higher Education) for the National Union of Students to serve a second term which is due to end in June 2010. In this post, Aaron is responsible for leading representation and campaigns for UK students in higher education. Alongside this role, Aaron is also a Non-Executive Board Director for the Office of the Independent Adjudicator (OIA) and the European Students' Union (ESU). He is also on the Academic Council of the Higher Education Academy (HEA), the National Student Survey Steering Group and the Burgess Implementation Steering Group.

Prior to this, Aaron graduated with a BA English from the University of Leicester in 2006, and then spent 2 years as a sabbatical officer and trustee of the Students' Union. During this time he was the Deputy Chair (Communication) and a Board Member for NUS Services Ltd, the commercial arm of NUS. He also founded and was elected as the first Chair of Unions94 (the Student Unions of the 1994 Group of Universities) and chaired the Student Loans Company Student Consultative Group. As a student, Aaron was editor of 'The Ripple' the student newspaper for the University of Leicester.

Time: 3:30 – 4:15pm

Enhancing Assessment and Feedback in Large Classes

Presenter: Berry O'Donovan, Deputy Director of the ASKe Centre for Excellence, and Principal Lecturer in Learning and Teaching at the Business School, from Oxford Brookes University

Chair: Sarah Riches, Director of Academic Planning, Policy Analysis and Development

Assessment can be seen to have two key roles in the learning process. Firstly, to motivate and orientate student learning in terms of time and focus of study and, through feedback processes, to enable students to monitor the quality of their own work and provide guidance on how to improve. Secondly, and arguably the dominant role of assessment practice in the UK, the measurement of student learning. The focus in this keynote is on the former, assessment for learning, in the context of large classes. It is simply not enough to get just one element of the assessment process right in challenging, resource-constrained learning environments involving large numbers of students harbouring a broad diversity of subject knowledge, skills, motivations and cultural backgrounds. Building on the work of ASKe, a Centre for Excellence in assessment this session proposes a process model involving sequential methods to engage students with assessment and feedback that are both grounded in the literature and have been demonstrated to improve student learning.

Berry O'Donovan is Deputy Director of ASKe, a Centre for Excellence in Teaching and Learning with a focus on assessment (Assessment Standards Knowledge exchange). She is also the Head of Learning and Teaching Development in the Business School at Oxford Brookes University. She has researched and published on assessment and feedback issues for over a decade and more recently on the role of community in learning, teaching and assessment. Berry primarily teaches on the large, undergraduate modules with a strong focus on orientating new students into the academic demands of higher education. To this end, she is interested in developing students' academic literacies, cognitive abilities and criticality through the use of an assessment for learning approach.

CONFERENCE WORKSHOPS

A Brief Description of the Conference Workshops

Time: 1:30 – 2:30pm

1 Wimba Collaboration Suite: So Much More Than a Virtual Classroom

Presenters: Jeremy Bradley, WIMBA Consultant (external presenter)
Gary Burns, Information Systems and Technology

Chair: Andrew Williams, Games Computing and Creative Technologies

Enhancing the student experience is essential for retention and progression. This session, with remote participation, introduces the Wimba Collaboration Suite (Classroom, Voice, Pronto and Create) for synchronous and asynchronous delivery. Join us for a lively demo that takes collaboration further with tools that join-up and enhance the whole learning experience.

The session will cover through live demonstrations the use of all of WIMBA's Tools, including:

WIMBA Create, formerly CourseGenie (turning Word documents into Web Ready content)

WIMBA Voice (Voice e-mailing, podcasting, presenting and voice boards),

WIMBA Classroom (A virtual classroom with a live session with a remote colleague) and

WIMBA Pronto (Instant messaging, VOIP campus communication tool).

The tools can be integrated with the university's VLE or used separately outside of the VLE.

The live presentation of WIMBA tools will hopefully include and involve Dave Clark, a UoB colleague currently teaching an MA in Photography overseas.

WIMBA: www.wimba.com
www.wimba.com/products

As the Northern based consultant for WIMBA, Jeremy engages in purely the education space to promote understanding of how WIMBA Tools which once implemented in the institution represent a significant step forward in the delivery of E-learning.

As the University's eLearning Support Officer, Gary Burns manages the University's VLE, WebCT. He works closely with academic staff in utilising the system along with other eLearning tools for example CourseGenie (now WIMBA Create), to ease the creation of eLearning content. He supports and trains staff in the use of WebCT and the benefits it offers in providing an online resource along with communication tools to support students studying their modules/courses 24/7.

2 Widening Participation, Narrowing Retention: An Appraisal of a Small Selection of University of Bolton Pedagogical Approaches Enhancing the Student Experience

Presenter: Dr David Kitchener, University Teaching and Learning Fellow. School of Arts, Media and Education

Chair: Rachel McLean, Games Computing and Creative Technologies

The University of Bolton has an enviable record of attracting students with a range of diverse developmental needs reflecting the HEfCE agenda of widening participation to groups traditionally underrepresented within the higher education sector. Attracting students has not been an issue for us but retaining them remains a challenge as revealed in last year's national figures which revealed we were below the sector retention average.

This paper represents the findings of the second year of my fellowship study into widening participation and retention. The first year of the project highlighted concerns, mostly pedagogical, and included recommendations for enhanced practice. This second report concentrates on successful approaches which have enhanced retention. A project of this sort cannot possibly include all positive examples and inevitably there will be omissions. You are invited therefore to comment and share in the seminar your experiences.

David is the Masters in Education Scheme Leader and a University Learning and Teaching Fellow with responsibility for exploring approaches to meeting the needs of an increasingly diverse student body. His career includes secondary and special school teaching, running a Pupil Referral Unit, managing adult education provision in an FE college and degree teaching, a combination reflecting his interest in working with groups of significant developmental needs.

3 Using Simulation as an Assessment and Feedback Tool: Getting It Right in Real Life

Presenter: Chris Mulryan, Health and Social Sciences

Chair: Rob Nettleton, Health and Social Sciences

The gap between theory & practice is well documented. Bridging this gap is an important role that academics and educationalists must battle with if students completing courses are to feel adequately prepared for real world practice. Simulation is a learning, teaching and assessment tool that enables students to practice skills in a safe environment integrating theoretical knowledge with practical skills. In terms of assessment simulation provides an innovative tool that enables students to be formatively and summatively assessed ensuring that they are safe and hold the skills needed by employers.

Specifically this session will

- Outline the rationale that underpins the use of clinical simulation as a learning, teaching & assessment tool
- Describe the features of simulation with specific regard to student assessment
- Identify opportunities for the use of simulation in other curriculum areas
- Allow participants to witness or take part in a clinical simulation

Chris Mulryan is a Senior Lecturer at Bolton and a recent holder of a learning and teaching sabbatical. The focus of his sabbatical project was to investigate how simulation can contribute to student learning.

4 Do Your Assessment Strategies Support the Development of Employability Skills in Your Students?

Presenter: Cassandra O'Connor, University Learning and Teaching Fellow, Arts, Media and Education

Chair: Julie England, Bolton Business School

Employability is a key government HE objective and driver, and much of our curriculum is created around work based experience or scenarios. But how do we match the manner in which we are testing this knowledge against what employers relate that they need in potential employees? The session's purpose is to consider this theme and will seek to engage participants with the key issues and priorities of graduate employability in a challenging recessionary market, and present an overview as to what are the accepted range of skills and abilities that employers are requiring, both discipline specific, generic, entrepreneurial and socially responsible. The main focus of the session will be to discuss a full range of assessment approaches and to review their inherent benefits and weaknesses in trying to support the development of valid work based skills in our students.

Cassandra O'Connor is currently a University Learning and Teaching Fellow with EDU, with the remit of 'Student Employability'. For many years she was a programme leader for the Fashion Marketing degree at Nottingham Trent University, having also worked extensively within the fashion industry, holding posts from design director to senior buyer in a variety of large companies.

5 On a scale of 1 to 9: Assessing the English-language Competence of International Students

Presenters: Dr Elisabeth Planella, Bolton Business School
Alan Entwistle, Bolton Business School

Chair: Lisa Cove-Burrell, Bolton Business School

An informative and practical session about the assessment of English-language competence through IELTS and more specifically the IELTS-based diagnostic test used to assess International students at the University of Bolton. This workshop will explain why the test is valid and reliable as a diagnostic tool and how it may be used to predict future performance and anticipate the support required to help students fulfil their potential. Workshop participants will be offered an informal "test-taster" and the

opportunity to discuss the wider issues of student language performance and English-language support in the context of higher education.

Dr Elisabeth Planella is the Language Programmes Leader and co-ordinator of the English-language support provision for International students at the University.

Alan Entwistle is Senior Lecturer in Languages. He delivers EAP on the English Foundation Programme and English-language support classes for all International students at the University.

6 Show & Tell for the Point and Click Generation: The Benefits of Multimedia Assessment of Undergraduate Knowledge

Presenters: Dr Debbie Abdel Nabi, Health and Social Sciences
Dr Paul Rogers, Health and Social Sciences

Chair: Rob Eggleton, Built Environment and Engineering

This workshop will introduce the audience to how they can use screen recording software, such as Windows Media Encoder, to assess the depth and authenticity of students' expressed knowledge and understanding. The presentation will highlight the teaching and learning advantages of the technique, incorporating evidence from studies on the psychology of multimedia learning, and present the results of a 2 year study exploring the effectiveness of this assessment method across the undergraduate psychology curriculum. Examples of student work (assignment movies) and a demonstration of how to use the software will be included.

Deborah Abdel Nabi and **Paul Rogers** are both Senior Lecturers in the Dept of Psychology at the university. Deborah is additionally a University Learning & Teaching Fellow. Along with Dr John Charlton from Psychology, both presenters were founding members of the University of Bolton Computer & Cyberpsychology Research unit (UBCCRU - <http://www.bolton.ac.uk/HSS/Psychology/Research/Computing.aspx>) their research interests being, individual differences in computing behaviour, the social psychology of computer-mediated communication and the psychology of technology-enriched learning. Last summer, Deborah and Paul were awarded Higher Education Academy, Psychology Network funds to conduct the work to be presented at the conference.

7 Assessment and Feedback: An Action Plan for the University

Presenter: Helen Grailey – WITHDRAWN

8 Students, What Are They Really Saying? And Who's Listening?

Presenters: Kay Loxham, Sloane Stewart, and Debra Elliott, Student Liaison Officers

Chair: Andy Graham, Director of Learning Retention and Professional Practice

Join the student liaison officers for an investigation into the student experience. We will be exploring key issues that have a detrimental affect on students' studies and developing an insight into the student perspective.

Kay Loxham is the Student Liaison Officer for the school of Games Computing and Creative Technologies, **Sloane Stewart** is the Student Liaison Officer for the Bolton Business School and **Debra Elliott** is the student Liaison Officer for school of Built Environment and Engineering.

9 Inclusive or Alternative? Assessment of Disabled Students

Presenter: Tina Elliott, Disability Consultant, IMPACT Associates

Chair: Karen Senior, Head of Library

For some time academic staff have been aware that they are required to take into account the needs of disabled students during assessment. Usually you are told the type of adjustments you should be making for individual students. This can be time consuming and resource intensive. It can also lead to concerns over unfair positive treatment of disabled students. So, what is the solution?

Come to this session to consider and explore:

- the idea that inclusive assessments, which consider barriers to access for disabled students in their design, can save time and resources;
- what adjustments to assessments are reasonable; and
- whether we should be offering alternative assessment where the existing assessment cannot be adjusted.

The session will begin with a brief presentation of the issues and a quick look at some web based resources focusing on inclusive assessment. This will be followed by facilitated discussion.

Tina Elliott has worked at national level and institutional level as a consultant in HE disability provision. She has significant experience of supporting strategic change working with more than 75 British universities. Recently focussing on developing guidance to support the delivery of inclusive learning, teaching and assessment.

10 Revealing your understanding: Challenges and Opportunities for Teaching, Learning and Communicating in a Global, Technology-rich World

Presenters: Zubair Hanslot, Vice Chancellor's Office
Mark Johnson, the Institute for Educational Cybernetics
Ged Clarke, Bolton Business School

Chair: Gill Whittaker, Arts, Media and Education

This is a workshop where the ways in which teachers reveal their understanding to their learners is explored. The basic human face-to-face engagement can be contrasted with varying levels of distance provision, from email support, to videoed lectures. The

University's increasingly international reach presents challenges for thinking about the way teachers reveal their understanding – particularly in circumstances where they cannot be present, or where other teachers have to reproduce the delivery of their courses (for example, the Ras Al Khaimah campus). What are the most effective ways of conveying the 'content' of a course? Is it content or delivery or assessment that matters? Do our current practices of assessment and feedback need to change? How do we make off-campus learners more visible to teachers in the University?

Zubair Hanslot is currently heading the Ras Al Khaimah campus and leading international operations in setting up a framework for future international collaboration

Mark Johnson is a Reader in the Institute for Educational Cybernetics, and has been involved in the creation of a new 'e-strategy' for the University, which addresses some of the challenges of international operation.

Ged Clarke is Teaching and Learning Fellow in Learning Technology and has been heavily involved in the creation of the University's e-strategy.

11 Information Literacy: do you know what your students need to know?

Presenters: Shirley Ward, Liaison Team Leader/Learning and Teaching Fellow, Library
Dawn Grundy, Subject Librarian for Health and Social Sciences, Library

Chair: Catherine Dean, Health and Social Sciences

This workshop will look at the information literacy competencies and skills students are expected to have at the end of their first year of an undergraduate programme.

By using a 'hands-on' approach we will investigate (from a student perspective) how these skills can be achieved on a practical level.

We will also give some thought to how the Information Literacy Framework can be 'embedded' into university curricula.

Shirley Ward has been a Learning and Teaching Fellow since 2005, and has worked on the university's information literacy framework. She has extensive experience of teaching study skills and information literacy skills to both undergraduate and postgraduate students.

Dawn Grundy is subject librarian for Health and Social Sciences, and part of her job is helping students in her subject areas with study skills and information literacy skills.

12 Xerte from Nottingham University's Learning Team: Free Browser-based Tools Supporting Lecturers Who Want to Develop Their Own Content and Assessments

Presenters: Roy Attwood, Operations Leader, Games, Computing and Creative Technologies
Julian Tenney, Lead Developer, Learning team, University of Nottingham
Patrick Lockley, Learning Support Development Officer, University of Nottingham

Chair: Roy Attwood, Games, Computing and Creative Technologies

First launched locally in 2006, the Learning Team at Nottingham has developed a suite of browser-based authoring tools that allow anyone with a web browser to log on and create and publish course materials simply and effectively. In January the toolkit was made available free of charge under an Open Source licence and it is rapidly being taken up by universities and colleges worldwide. Particular care has been taken to ensure the output conforms to accessibility and interoperability standards.

The workshop will be in two halves. After a short introduction explaining why the University felt it necessary to develop the tools, the Nottingham team will demonstrate the current range of tools using examples of course materials already in use, and briefly mention some new developments. The second half of the workshop will be a hands-on opportunity for everyone to try developing and publishing using Xerte. The home page for Xerte is: www.nottingham.ac.uk/xerte

Roy Attwood was part of the team behind Bolton's first fully online course, www.ami.ac.uk, which has featured open content since inception in 1997. A recent collaboration with Derby University explored uploading content to the Open University's OpenLearn platform and led to the current project with Nottingham testing a distributed repository.

Julian Tenney leads the Xerte development team at the University of Nottingham and has developed a wide range of tools for non-technical staff to create interactive learning materials. Before moving to Nottingham he developed elearning materials for the financial services industry and managed training teams for a multinational retailer.

Pat Lockley's involvement in elearning includes an advisory role to VLE implementation, online assessment systems and the introduction of e-learning systems to organisations for the first time. After moving to systems development and analysis at Nottingham, Pat has developed several large web projects, including EI@n, Community@Nottingham and Xerte Online Toolkits.

A NOTE OF THANKS AND APPLAUSE

This Annual Learning and Teaching Conference could not be brought to you without the support, contribution, commitment and hard work from a dedicated team of staff drawn from across the University.

Thank you on behalf of the University to all those who have played a part in the University of Bolton's Annual Learning and Staff Teaching Conference – 2 July 2009.

It has been a pleasure and a privilege to have worked with you all in bringing together this annual conference event.

Sue Burkinshaw
Conference Lead

Caretakers

Cleary	Hugh
Dawson	Eric
Longworth	Bob
Nutt	Colin
Rawlinson	John
Smith	Billy
Solanki	Ashok
Wilkinson	Ivan
Winter	John

Conference Presenters

Harris	Nicky
Holden	Graham
Holmes	George
O'Donovan	Berry
Porter	Aaron
Smith	Brenda

Conference Workshop Presenters

Abdel Nabi	Debbie
Attwood	Roy
Burns	Gary
Bradley	Jeremy
Clarke	Ged
Hanslot	Zubair
Elliott	Debra
Elliott	Tina
Entwistle	Alan
Grundy	Dawn
Johnson	Mark

Catering Academy

Booth	Darren
Booth	Julie
Bromley	Glynn
Eckersley	Carol
Gaskell	Sue
Mann	Marilyn
Nicholson	Sandra
Norton	Karen
Stephens	Caron
Whitworth	Dawn
Williams	Georgina
Wright	Andy

Chairs to Conference Presenters

Burkinshaw	Sue
Graham	Andy
Higgins	Mark
Howell	Ashley
Riches	Sarah

Chairs to Conference Workshops

Cove-Burrell	Lisa
Dean	Catherine
Eggleton	Rob
England	Julie
Graham	Andy
McLean	Rachel
Nettleton	Robert
Senior	Karen
Williams	Andrew

Kitchener	David
Lockley	Patrick
Loxham	Kay
Mulryan	Chris
O'Connor	Cassandra
Planella	Elizabeth
Rogers	Paul
Stewart	Sloane
Tenney	Julian
Ward	Shirley

Conference Promotion

Burkinshaw	Sue
Claypool	Donna
Duncan	Malcolm
Elliott	Debra
Fogg	David
Graham	Andy
Keightley	Anna
McLean	Rachel
Mercer	Denise
Palin	David
Stanhope	Martin
Thomas	Barbara
Warren	Claire
Yeandle	Dan

Educational Development Unit

Mercer	Denise
Keightley	Anna

Flowers by Diddy Box, Bolton

Student Ambassadors

Edeh	Kemka
Foster	Tom
Ozonma	Nnamdi
Singh-Landa	Amy
Truppinn	Luke
Warren	Claire

Whittaker	Gill
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Conference Registration Team

Carney	Joanne
Corrigan	Jane
Dunn	Nicola
Dunn	Tina
Holroyd	Barbara
Keightley	Anna
Kirby	Marina
Llewellyn	Nicola
Mercer	Denise
Orchard	Ellen
Warden	Jenna
Wright	Margaret

Health and Safety

Hubsey	Abdi
Jenkins	Frank
Percival	Dave
Thompson	Jackie

Ras al Khaimah Liaison

Zubair	Hanslot
Raj	Nambair

Reprographics Team

Carol	Driver
Nicola	Kelly
Kirit	Patel

Technical Team

Allison	Duncan
Baron	Mark
Greehnalgh	Adrian
Hubsey	Abdi
Lowe	Jason
Orchard	Ellen
Williamson	Mark
Willis	Paul

And to all of you the delegates, we all hope that you enjoyed the day!

Sue Burkinshaw
Conference Organiser