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Delegate Feedback Report



NAPEP Annual Course 2019

Maximising Impact

Friday 10th May 2019

Jurys Inn, Broad Street Birmingham

DELEGATE FEEDBACK REPORT

113 delegates attended the NAPEP Annual Course 2019 on Friday 10th May 2019 and **77** post-event questionnaires were completed. The relevant information obtained via a feedback form, issued to the delegates in their registration packs, is listed as both statistics and comments. Below is the percentage feedback from delegates:

General Feedback:

- 96% of delegates that responded rated the **Online registration process** as excellent or good (72 responses)
- 97% of delegates that responded rated the **Pre Event Assistance** as excellent or good (70 responses)
- 100% of delegates that responded rated the **Organisation on the day** as excellent or good (76 responses)
- 95% of delegates that responded rated the **Range of topics** as excellent or good (73 responses)
- 99% of delegates that responded rated the **Programme format** as excellent or good (72 responses)
- 89% of delegates that responded rated the **Venue** as excellent or good (75 responses)
- 65% of delegates that responded rated the **Catering** as excellent or good (74 responses)

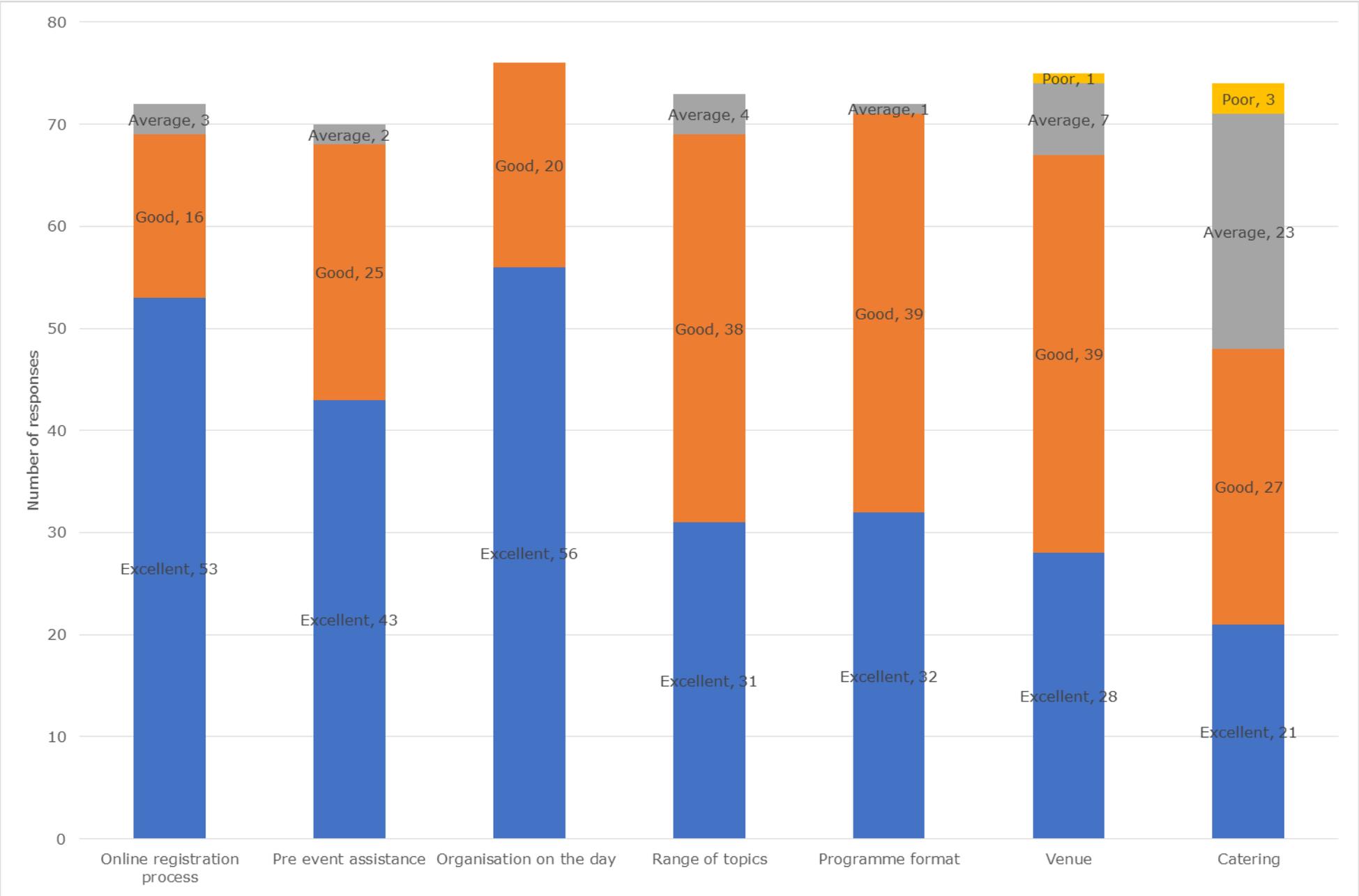
Course Attendance:

- 86% of delegates that responded rated the **Course** as very useful (74 responses)
- 100% of delegates that responded **would attend the course again** (74 responses)
- 100% of delegates that responded **would recommend the course to a colleague** (71 responses)

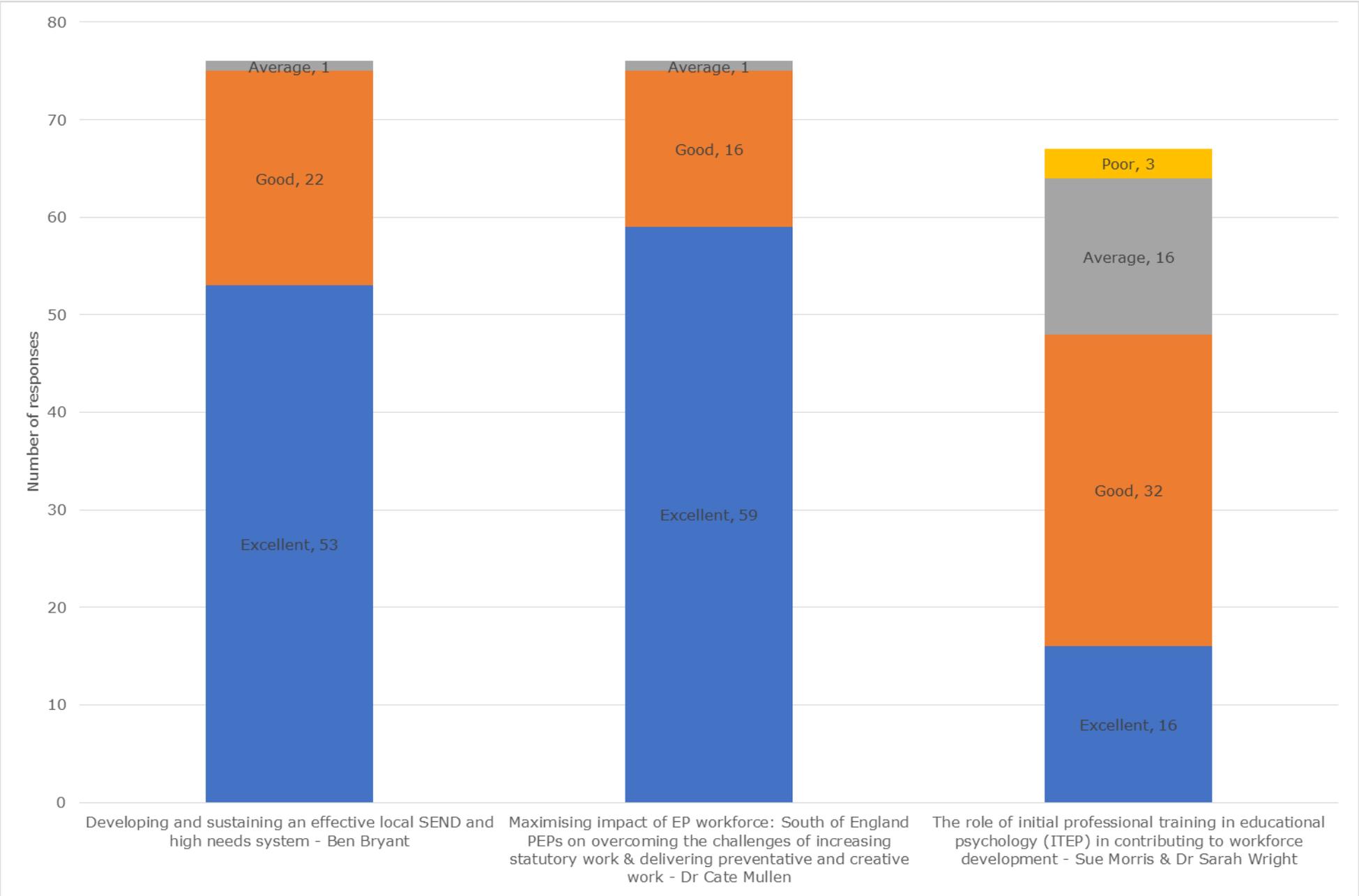
Keynote Presentations:

- 99% of delegates that responded rated **Developing and sustaining an effective local SEND and high needs system by Ben Bryant** as excellent or good (76 responses)
- 99% of delegates that responded rated **Maximising impact of EP workforce: South of England PEPs on overcoming the challenges of increasing statutory work & delivering preventative and creative work by Dr Cate Mullen** as excellent or good (76 responses)
- 72% of delegates that responded rated **The role of initial professional training in educational psychology (ITEP) in contributing to workforce development by Sue Morris & Dr Sarah Wright** as excellent or good (67 responses)

DELEGATE FEEDBACK REPORT - GENERAL FEEDBACK



DELEGATE FEEDBACK REPORT - KEYNOTE SPEAKERS



DELEGATE COMMENTS

Delegates would attend the course again and/or recommend to colleagues because:

- Content and networking opportunity
- Networking opportunities
- Great opportunity to network and discuss challenges and possible solutions. Relevant speakers/presentations around the issues we are all grappling with
- Sharing practice with colleagues. Hearing about national perspective
- A good opportunity to contextualise our role
- Excellent networking opportunities. Valued information share of key facts
- Valuable networking, sharing good practice, peer support
- Thought-provoking presentation, fabulous and supportive network and table discussions
- A useful and informative day
- Networking
- Useful to hear what's out there / going on in other boroughs / nationally. Really good to all get together
- Interesting and informative
- Good to keep up with current issues
- Networking opportunities
- Good talks and networking opportunities
- Pertinent content. Good opportunity for networking and discussion
- Good networking opportunity
- Great for networking. Lovely to engage in reflections re challenges to the profession
- Keeps professional knowledge up to date. Good networking and support from other PEPs
- Relevant, interesting, informative, supportive
- Helps to embed issues and think about solutions
- Opportunity for networking and professional discussions. Sharing of research findings locally and nationally
- Informative and interesting
- Networking opportunities
- It is always a highly relevant day with opportunities to network with colleague
- Opportunities to network
- Heard several points relevant to take back to service
- Excellent relevant presentation. Opportunities for networking - boosts (to PEP moral and awareness of common concerns)
- I found Ben Bryant's details re data very interesting re supporting what was felt to be the case
- Peer support / reflection / networking / ideas
- Breadth and detail was highly informative and empowering
- Opportunities to share practice with passionate, inspiring colleagues
- So informative and practical
- Not enough focus on how to help improve outcomes
- It is so relevant to the PEP role. Great opportunity for networking
- Useful to reflect on some of the key issues for EPs services at the moment
- Informative and good opportunity for networking
- Good to understand current topics and for networking
- Opportunity to reflect with colleagues
- Networking - meeting people in person who I 'know' via the NAPEP thread
- Very informative and helpful. Lots of discussion about how it is for everyone else which was reassuring if a little scary!!
- Informative and thought provoking
- Networking
- Good to have space to reflect on current issues impacting on work AEP. Good opportunity for networking and sharing ideas
- The value of networking

DELEGATE COMMENTS

Delegates would attend the course again and/or recommend to colleagues because: (cont...)

- Most of the presentations were thought provoking and the discussion opportunities were useful
- Helping PEPs and SEPs see the 'bigger' picture and appreciate national challenges and potential solutions
- Useful networking coverage of hot topics
- Content and chance to talk to colleagues
- Always good to have an opportunity to be challenged, reflect and network!
- Excellent opportunity for discussion, learning and reassurance!
- Relevant and interesting and timely
- Networking opportunities. Time for reflection and ideas to take away
- A welcome healthy opportunity to stop, take stock and share with colleagues - a peer support opportunity
- Always find NAPEP conference thought provoking
- Useful to hear context of other authorities, share problems, solutions and identify next steps in role
- Time to reflect on challenges and possibilities re EP work
- Gives new national info and context. Links to other PEPs, leads to new avenues of work in the LA
- Good to network. Valuable opp to learn from other colleagues
- Useful for the content and learning about work in other EP services
- Networking is always of benefit. Hearing about issues elsewhere. Support as a PEP - give ideas to support the cause in LA

Please tell us one thing you will do following this course:

- Honk
- Use Ben's structure (6 themes) to frame some SEF informed review pre inspection. Follow up on some networking apps!
- Share the slides/information with Senior leaders within the council (e.g. Ben Bryant). Share slides/themes with the team
- Incorporate info about service delivery and national picture of EPS services to service when discussing EHC assessments and demand
- Endeavour to look at regional approaches to demonstrating AND effectively communicating impact in an accessible way
- Use Ben's structure to think about next steps. Try pineapple cakes from M&S (already a fan on the blackcurrant ones!)
- Get hold of B&Hs Attachment guidance!
- Contact 2 colleagues to follow up on opportunities to work together. Share knowledge with LA and work to raise profile
- Revisit current trading model as an EP Management group and consider how we develop the 'promotion' of preventative work and its positive impact
- Look at twitter again. Re-look at how we are quantifying how we are commissioned
- Think about putting together a list of preventative services and the impact on reducing statutory requests. Think about our role within the new mental health support teams. Produce examples of what we are proud of
- Look at twitter feeds of other EPs
- Some of the slides will be very useful in presenting to LA Audiences! Good ideas shared about how to promote good news
- Look up the W.Sussex documents. Look up Kent Paired reading project
- Call for our service to re-focus its resources. Use Ben's slides to lobby senior LA Management

DELEGATE COMMENTS

Please tell us one thing you will do following this course: (cont...)

- 📌 Contact Teresa Regan to learn more about forming a social enterprise. Look at the West Sussex website
- 📌 Go back to team to reflect on what they offer and whether this is what service users want. Trading model
- 📌 Feedback relevant points to my service and relate course content to NEC of AEP
- 📌 Try to persuade my senior manager that PEP or EP team can usefully contribute to strategic thinking in locality
- 📌 Take ideas back to the DECP
- 📌 Look at twitter communication for service. Share data with service on Monday
- 📌 Look at Ben's website. Look at Geese with the service. Thank you Cate, I enjoyed a lovely mix of formal and informal presenting style. Thank you Liz, a warm and welcoming introduction. A great framework for the day - motivational
- 📌 Share information with colleagues
- 📌 Contact colleagues in Cambridgeshire re literacy policy. Contact colleagues in 2 other LAs re A1 Project. Forward presentations to strategic leads within the LA
- 📌 Share info about ISOS presentation with LA leaders
- 📌 Share data with team
- 📌 Look at setting up tweet account
- 📌 Compare my own LA data with national data helpfully summarised by ISOS
- 📌 Consider impact of statutory legislation when the legislative changes come into force in Wales
- 📌 Review website / communication about work of EP
- 📌 Share Ben Bryant Data
- 📌 Engage EPs as a whole in ideas re impact and sharing / communication positive stories
- 📌 Feedback to the local group
- 📌 Re-think psychology advice in more person-centred way
- 📌 Share with colleague at the EPS and also reinforce through CPD days
- 📌 Prioritising how we communicate our preventative psychological interventions
- 📌 Share some key points with the service
- 📌 Talk with SEND EHCP team about way to field data from EHCPs and use this developmentally
- 📌 Use some of the information when writing a review of my service prior to restructure
- 📌 Share ISOS data with colleagues etc. to promote a greater mutual understanding of the challenges we currently face
- 📌 Share Ben Bryant's info with the SEND team and hopefully come to share understanding of the delivery of SEND in our LA
- 📌 Feedback to the team to revisit OBA Work
- 📌 Share with management team and explore some of the issues raised, in particular Ben's question about how we ensure good provision
- 📌 Reflect on content of sessions 1 & 2 and pull ideas into planning and action in the service
- 📌 I will think more about how data rich EHCPs and documentation are. Lots of intelligence there which is waiting to be unpicked. Will ask the team to think of a way of progressing this
- 📌 Look at the data (EHCP request / exclusion / mainstream and spec increase/decrease) to drive areas of research / intervention / further discussion
- 📌 Review how we consult parents
- 📌 Discuss issues raised in presentation 2 during SMT meeting next week. Focussing on issues specific to our LA and looking at how we can create opportunities for EB to engage in preventative and creative work within the current climate
- 📌 Raise the profile of promoting the service externally with colleagues
- 📌 Arrange a meeting with our DCS about the current (and future) issues re statutory SEN (and try the M&S cakes recommended by Cate)!
- 📌 Disseminate info to the EP team, particularly SEPs
- 📌 Look at ethical / tribunal date more closely

DELEGATE COMMENTS

Please tell us one thing you will do following this course: (cont...)

- 🗣️ Look at EHC referrals re traded / non-traded settings
- 🗣️ Re-visit keynote presentation to help inform our current developments and challenges. Contact colleague met through discussion
- 🗣️ Set up a task and finish group EHCs. Use elements from Cate's presentation to start dialogue with the service
- 🗣️ Work with EP teams on what we do well!
- 🗣️ Revisit slides for discussion with LA / with HoJ re core business / risk stake to LA reinvest to save models
- 🗣️ Rationalise recommendations from Timpson report to develop more effective communication in a current context of what EPs offer in rational behaviour / inclusion / preventing exclusion
- 🗣️ I will use the gigs from Ben's talk and take back to my manager and AD to try and strengthen local strategy
- 🗣️ Revisit the secure strategic development plan
- 🗣️ Discuss possibility of promoting a conference re inclusive practice including person centred planning to production - identify local trends of asking special SQS how they will respond and develop mainstream plus invite parents / carers and young people to contribute
- 🗣️ Contact Cornwall PEP re parent / carer work. Autism strategy. Contact local parent / carer forum to work with us on SEN professional services redesign
- 🗣️ Link EP traded stats to EHCA requests. Research project: secondary schools preparing for independence. Share stats from ISOS
- 🗣️ Celebrating what we do as EPs. Considering our role in reducing need for EHC needs assessment. Develop placement opps for TEPs
- 🗣️ Consider opening twitter account
- 🗣️ Capture our services work and articulate this informed by Cate's presentation. This will support how we can use influence in the LA informed by issues as highlighted in Ben's presentation. Plot systemic provision map of how we support conceptualisation / development / assessment / intervention across areas of need → not how to reduce EHC but how to ensure children have the right plan and settings have the right skills to understand and support this

What more can NAPEP do to support the profession?

- 🗣️ HONK, SHOUT, Claim impact of Ed Psychology further. Publish NAPEP to Twitter and engage at National level. Link with ADCS, Regional Commissioner, OFSTED
- 🗣️ Honk more! Have "cake of the month" (doesn't have to be M&S)
- 🗣️ Perhaps a louder political voice. Would like to have greater info re how NAPEP is communicating and influencing DfE etc
- 🗣️ See *. Also role for EPs in ITT (trainee teachers need a great deal more information on SEND and EPs are well placed to do this)
- 🗣️ Shared on table. Running a day course for Leadership in East and London area. Look for opportunities to comment nationally
- 🗣️ Pool of PEPs to participate in recruitment and selection of PEPs (via ADCS?) - raise profile and quality assurance
- 🗣️ An offer to new/acting PEPs of supervision/ mentoring / reflecting groups. An offer to ADCS to provide an experienced PEP for interviews to PEP posts. Offer DECP joint work e.g. evaluation of impact, quality standards - next steps, ethical trading - next steps and ensure all EPs and ADCS are aware of
- 🗣️ Continue to have a voice for the profession. Liaising with universities about research topics. Sharing research evidence from doctoral courses with authorities
- 🗣️ National lobby with DfE
- 🗣️ Speak openly about increasing number of BME EPs to join the profession
- 🗣️ National dyslexia guidance for EPs

DELEGATE COMMENTS

What more can NAPEP do to support the profession? (cont...)

- Ⓚ Develop interface with whole workplace and not just PEPs
- Ⓚ Pay knowledgeable PEP to work and present their findings on the following topics - 1. Social enterprises, 2. Links with health colleagues, 3. Raising the quality EP advise following changes from the code of practice e.g. quantifying and specifying provision
- Ⓚ Keep on raising the profile positively of EPs. Liaise with DfE and those policy developers to ensure the future of the profession. Keep good professional relationships ongoing with other bodies who support and develop EP practice
- Ⓚ Some employment advice for PEPs who's posts are at risk
- Ⓚ Keep doing what you're doing. Develop centralised stuff for example outcomes measures for casework, parental questionnaires, written responses to key issues that can be copied into service documents. Position statements on...(a variety of topics)
- Ⓚ Define research priorities, provide structures for sharing development work/resources, focus on one or two priorities
- Ⓚ Keep up the good work!
- Ⓚ Be more involved with media to showcase the more preventative and creative and impactful aspects of the profession
- Ⓚ Develop an online resource for PEPs, similar to "Keynote" that head teachers use. Need to differentiate between knowledge for PEPs and knowledge for 'the profession' - AEP should focus on this. Provide evidence base of 'what works' that demonstrates to directors, how gaps between SEN and non-SEN children can be reduced - to include costs etc.
- Ⓚ Supporting the imminent legislation in Wales, recruitment and training restrictions in Wales
- Ⓚ Provide data about PEPs and importance of role in LA - How many? % of LAs who have PEP role, what happens in LA where there is no PEP?
- Ⓚ Support for NAPEP in Wales in relation to negotiations and Welsh Government based on experiences in England. Discussions with English universities re commissioned places to try to address training and recruitment issues (Cardiff course 10 places - once qualifies can work anywhere in the UK)
- Ⓚ Plan how to influence national policy
- Ⓚ Supervision with another PEP / Appraisal (with a structure). Continue to have shared view on contentious subjects
- Ⓚ I'd love us to look at how tribunals have developed and the consequent inequity and a really new look at inclusion
- Ⓚ How to develop research in LAs. Statutory assessment models and how matches up with parental expectations. Can you produce an exemplar template for how we demonstrate impact as EPs - some LAs will have good stuff to share
- Ⓚ Publicise the role of EPs with outside 'world'. Continue to share research and initiative
- Ⓚ Better communication with the profession. Most EPs have very little understanding of what NAPEP does on behalf of the profession
- Ⓚ Continue to operate systematically, trying to influence policy
- Ⓚ Ensure some of the key issues are addressed. 'Shout' about our profession more with key stakeholders
- Ⓚ Share information across regions
- Ⓚ This was fed back via cribbing of table discussion...
- Ⓚ Develop a communication strategy so we can promote the profession at a national level. Lobby more with political area
- Ⓚ Greater media profile
- Ⓚ Lobbying more at a national level and raising profile of EP profession. Is there a media department which can 'wheel' people out to connect on psychology issues press? Often see clinical psychologists doing this
- Ⓚ NAPEP can make statements on key issues, perhaps jointly with others, e.g. AEP
- Ⓚ Develop mechanism for sharing good practice
- Ⓚ Encourage mentoring for new PEPs

DELEGATE COMMENTS

What more can NAPEP do to support the profession? (cont...)

- Public comment on relevant news issues. Female responses to DfE / DoH relevant consultations. Link with AEP - show there is agreement and voice for EPs
- Promote the good news
- Promote the positives achieved / developed as a profession as well as challenges faces to a wider audience
- The role / function of business support partners for EPs which function as traded services. Develop our 'corporate intelligence' (key docs /responses/agreements)
- Along with AEP promote awareness of the profession especially its positive, proactive, preventative role for CYP with additional needs (rather than statutory duties)
- Have more flexible discussions at local level about alternative types, stages of role / training. Speaker from Birmingham very negative. Definite needs to think more creatively about new style EPs/TEPs. Too constrained
- Continue to promote the role of the EP externally - particularly with regard to mental health
- Support the development of apprenticeships - this could enable wider access to the profession across the country. It could also support on going CPD of current EPs through increased involvement with universities
- Represent us as previous at national events
- As a senior EP I don't really know what NAPEP do
- CPD for SEPs PEPs. Inclusion of EPs who are not working in LAs. Strategy for the long term future of EPs in LAs. improving diversity, financial background, colour and gender
- Consider alternative training routes and the possibility regarding future of EPs staffing e.g. expanding assistant psychologist role apprenticeships. Consider the contribution each has towards the EPs role in supporting achievement of LA ambitions

Please specify any topics/speakers you would like to see at future courses

- Where nationally appreciation of the impact of the profession - so builds on today, then extends. i.e. LA social enterprise models or apprenticeships - how we as employers (not training providers), so PEPs could advance this
- D+E/D+H - re Green Paper and where we fit in
- More Cate Mullen please. Fab! 😊
- I would value the opportunity to hear about service structures and processes - how services are working and to gather ideas. Work with parents - harassing the power of parents in our interventions
- Raising profile and promoting EP services (not necessarily trading) - ways in which this can be done e.g. like rebranding as per question at the end of today's session
- Presentation on the impact of poverty/discrimination of the development/experience of SEND
- Follow PEP colleagues sharing working experiences/models. More on Ethical trading
- 'Specificity' in educational psychology advice. 'Team-building and workforce moral/emotional wellbeing' in times of austerity. 'Building capacity in schools/inclusion'
- Effective traded services
- We would be happy to share our experience of widening the EP role. We have been tasked with creating a new Emotional Wellbeing Mental Health Team to support schools. We are delivering training packages using ELSA and DSL Model to promote preventative work in school. It is a good example of creating a systemic service raising our profile with all of our schools. We would like to hear about other examples of where EPs have created new dynamic teams. [Delegate details can be provided on request if this is of interest to NAPEP]
- Hearing from PEP on how to get schools on board with consultation (when they want cognitive assessment)! Hearing from PEP about embedding dyslexia/literacy guidance
- Rep from DfE to engage in debate or to hear a discussion by NAPEP reps summarising professional views, concerns and ideas
- Practitioners are always good. Dr Cate Mullen was very strong today
- Building capacity for senior EPs to be future EPs

DELEGATE COMMENTS

Please specify any topics/speakers you would like to see at future courses (cont...)

- Tribunals, Mediations, Parent Decisions, Mediation decisions. The new leadership book. Performance management for EPs. Measuring outcomes at individual level e.g. consultations and EMCPs and systemic. Could we produce a framework? A shared view on current professional issues such as knife crime, gang culture, ACEs adverse childhood experience framework
- Social enterprises, interventions to support SEMITS, Dyslexia guidance
- Something on media training (practical workshop), using media to our advantage, someone from IT industry
- Media training. ICT Training - carousel of different trainees on different useful software packages that PEPs have found useful
- Greater reflection of the Welsh context
- EP Training curriculum, what a good service looks like, school improvement agenda, good examples of SEN support impact, legal training
- It's great to have a PEP
- Media training for the 'willing' EPs
- Mark Friedman, outcomes based accountability
- Really good to hear from PEPs with perhaps 1 session each time from external speaker
- The changing relationship between health and education in current developments focusing on improving Children's mental health (not exactly snappy...but impact on EPs services of trailblazers...). Media training - not just to speak about media but it might help all of us in our role in public meeting and being persuasive!!
- Peer supervision for PEPs. What does good look like? Can we draft an approach that is evidence-based
- Speaker on the practice and relevance of inclusion
- Practical impact evaluation models/examples
- Intervention packages - we are all developing similar interventions. Commissioned working → success
- I like topics that underpin ethos, values and practice e.g. human rights information last year takes thinking back to core / fundamental principles and allow reflection on current practice etc. For me that reflection on how we do because of they why we do or what we do and really helps systemic strategic thinking and transcends other agendas e.g. political / austerity based ones. Back to core principles? So perhaps something like - why we have statutory school age, why is education compulsory/a right, what is education for, what do we really mean by 'education', philosophical kind of aspects if teaching and learning (which we can all compare / contrast / develop ideas to reflect)
- Some EP role(s) become more specific, less generic. Could create more types of LA role within LAs. Health - consider parallel mental health psychologist roles - good stepping stone to paths/clinical careers - losing potential EPs here
- DfE / SENDIST with an extended Q&A Session
- Joint opportunities with adult and child social care
- Shifting the discourse. Thinking of media or influencing change in way we conceptualise ethos and purpose of education
- Promotion and marketing of our work as EPs. Legal aspects of our role. Beyond the LA - roles for EPs - how to expand the service and grow traded work to improve diversity of EP work
- Mental health. Knife/gang crime - how can services respond positively

Please share any further comments and/or suggestions

- Need venue that is square! Provide fruit alongside/choice of biscuits. Have 2 professional conferences per year (find where necessary) to organise content, KC Jones to support
- Make time for sharing practice and the areas focused on by keynote speakers. Limit the amount of listening and more focused discussions
- I value the support of NAPEP especially the online forum for sharing ideas

DELEGATE COMMENTS

Please share any further comments and/or suggestions (cont...)

- 🗣️ * I feel strongly that as a profession we MUST become more diverse. The current doctoral training model prioritises middle class applications who are overwhelmingly white and female and young We MUST think creatively about how we can attract and train those from different backgrounds/with life experience. This was missing from ITEP session - I took exception to the assumption that only people able to commit to a 3-yr Doctorate can be/want to be 'learned' practitioners!
- 🗣️ Opportunities to link as regional groups during the day - 30 mins!
- 🗣️ I missed seeing a list of delegates. This has typically been v. useful in supporting networking activities - linked with recent topics of interest in NAPEP - conversations is enabled one to seek out individuals where one could continue the topic informally, face-to-face
- 🗣️ Reflecting on Liz' reference to EPs and 'shouting'. We had Honk and Tweet in a similar vein I do think a bit of CHIRRUPING from our profession wouldn't go a miss! Great discussion with other PEPs
- 🗣️ Ben Bryant - good but sped though it too quickly needed a bit more time and a bit slower. Dr Cate Mullen - excellent, info well presented. Better to have had 1 further speaker for an hour before the end and shorted table discussions. Would have been more worthwhile to have had more input/speakers - would have liked this
- 🗣️ No need for plastic wallets - environmentally cardboard would be better
- 🗣️ Shorter talks - perhaps to hear from a couple more PEPs working on service development ideas
- 🗣️ First event for me. Enjoyed it and learnt a great deal
- 🗣️ We really need clear guidance on writing stat advice. A group of PEPs could be commissioned to do this work
- 🗣️ Discussion of inclusion last section - with support. The DECP is recreating the position. Statement originally produced in 2005, watch this space!!
- 🗣️ Thank you NAPEP team, a great day. Venue great, fantastic lunch, good acoustic and clear visuals (I liked the 3 screen model), brilliant graphics
- 🗣️ Excellent day, many thanks
- 🗣️ Thank you
- 🗣️ Thank you for organising a great day
- 🗣️ Venue was poor as difficult to see slides due to people in front blocking view. A long narrow room doesn't really work. The ITEP presentation was not relevant to PEPs
- 🗣️ Focus on evidence for benefits of inclusion
- 🗣️ It would be good to focus on inclusion (at Sheffield)
- 🗣️ A really excellent day. Very topical presentations
- 🗣️ Great to have time for table discussions on the agenda. Speakers had lots of important things to say, but would have been good to cut them short and allow more table discussion after each one
- 🗣️ Thank you to the executive committee for the work undertaken to make the day a success
- 🗣️ Pursue the theme of EPs working strategically with partners in LA to revive inclusion agenda - there is more to be said, it is ongoing work
- 🗣️ Continue the very fruitful collaboration with the AEP e.g. support the AEP campaign to abolish corporal punishment
- 🗣️ Thank you
- 🗣️ Thanks for arranging, always feel welcomed
- 🗣️ Bring some TEPs in. Bring some schools / parents / local authority reps in. ID the gaps. Roles that could develop. Need to think more creatively
- 🗣️ Excellent conference. Thank you to all in NAPEP who helped make it happen
- 🗣️ Networking useful

DELEGATE COMMENTS

Please share any further comments and/or suggestions (cont...)

- Venue - water on tables, glasses not plastic cups - sustainability. Lighting - speaker with window behind, can't be seen. Poor lighting in room
- Appreciated opportunities for table discussion
- Ben Bryant - clear set out. Cate Mullen - Great presentation style. Sue and Sarah - wasn't sure where it was going or what to do with it
- Engaged event. I do wonder if 1 hour is a little too long. 40 minutes tops (to include Q&A) would be easier to maintain engagement

Thank you, once again, for entrusting KC Jones conference events to be your conference delivery partner for another very successful event.

We very much enjoyed our continued positive working relationship with the committee and, as always, the conference delegates were a pleasure to deal with both in advance and throughout the conference.

We look forward to working with you again.

