

Edinburgh College

# English Language Teacher Training

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for the teaching  
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TRAINING**

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# INTRODUCTION

Edinburgh College is one of the largest year-round providers of English Language programmes in Scotland and has extensive experience in delivering English Language and Teacher Training group programmes for overseas partners. With over thirty years' experience of English Language teaching and teacher training, our staff are widely travelled and highly skilled teachers and trainers. All of our teacher training group programmes are bespoke, and can be tailored to meet the specific training requirements of our clients. Teachers of all levels are catered for, from new teachers just entering the profession to experienced teachers requiring to refresh and develop their skills.

This brochure contains example Teacher Training programmes which can be adapted as required by international clients to meet their training needs.

Training can take place:

- In Edinburgh, with a bespoke package of accommodation, airport transfers, local transport, school visits / classroom observations, social programme and catering, as required.
- In your home country, with Edinburgh College lecturers flying out to deliver face-to-face training.
- Online, using a combination of live video classes and/or asynchronous self-study using our Edinburgh College Moodle platform.

Edinburgh College is an authorised provider for Cambridge English Teaching Qualifications, and if required programmes can lead to a recognised teaching qualification such as CELTA (Cambridge Certificate in English Language Teaching for Adults) or TKT (Teaching Knowledge Test).

Contact us for a bespoke proposal and pricing:  
[international@edinburghcollege.ac.uk](mailto:international@edinburghcollege.ac.uk)





# FACE TO FACE COURSES







# TEACHER REFRESHER COURSE – PRIMARY ELT

## Course Overview

This course is for Primary level teachers who have some experience of teaching English to primary learners but would like to refresh their skills and explore new ideas and methods to make their teaching more creative, and learner-centred. You will practise your English and build your confidence and knowledge through collaborative tasks and projects.

The course is very practical with a mix of theory and experiential learning. Input sessions will use group work and discussion extensively in a workshop style delivery. Participants are encouraged to apply the ideas and examples discussed in input sessions by developing materials, tasks or activities for their own teaching contexts.

## Who is the course for?

- Teachers in a Primary education setting
- You should have a minimum language level of high B1 on the Common European Framework



## Course content

The main areas covered by the course are:

- Active listening
- Active reading
- Creative writing
- Teaching vocabulary
- Art and play
- Outside learning
- Using drama
- Storytelling
- Arts and crafts
- Using songs and rhymes
- Pronunciation and phonics
- Dealing with grammar
- Cross curricular teaching
- Lesson planning
- Formative assessment ideas
- Inclusion and diversity in the classroom

## Structure of the course

**Face-to-face:** This course can be delivered as a two-week face-to-face programme in Edinburgh. The course will be delivered over 20 hours per week, Monday to Friday. The course can also include evening social programme activities and a weekend trip. It may be possible to arrange a school visit / lesson observations depending on the time of year.

## Sample Timetable

### Week 1

Day	9.00 – 10.30	11.00 – 12.30	13.30 – 15.30
Monday	Welcome and Getting to know you	Needs Analysis and course overview	City Orientation
Tuesday	Warmers and closers	Teaching Vocabulary	Active Listening
Wednesday	Art and Play	Dealing with grammar	Social programme
Thursday	Outside learning	Storytelling	Active Reading
Friday	Creative writing	Project and presentation set up	Self-study

### Week 2

Day	9.00 – 10.30	11.00 – 12.30	13.30 – 15.00
Monday	Cross curricular teaching	Using drama	Pronunciation and phonics
Tuesday	Arts and crafts	Songs and Rhymes	Inclusion and diversity 1
Wednesday	Lesson Planning	Formative Assessment	Social programme
Thursday	Inclusion and diversity 2	Self –evaluation and goal setting	Presentations preparation
Friday	Group Presentations	Feedback and review	Self-study

## Digital learning platform

All participants will have access to Edinburgh College Moodle, which will give you access to the course materials and an opportunity to connect and share ideas.

## Online / overseas delivery

If you can't travel to Edinburgh, we can deliver the course face-to-face in your country, or online through Teams using live synchronous sessions.



# TEACHER REFRESHER COURSE – SECONDARY ELT

## Course Overview

This course is for Secondary level teachers who have some experience of teaching English to secondary learners but would like to refresh their skills and explore new ideas and methods to make their teaching more creative, and learner-centred. You will practise your English and build your confidence and knowledge through collaborative tasks and projects.

The course is very practical with a mix of theory and experiential learning. Input sessions will use group work and discussion extensively in a workshop style delivery. Participants are encouraged to apply the ideas and examples discussed in input sessions by developing materials, tasks or activities for their own teaching contexts.

## Who is the course for?

- Teachers in a Secondary education setting
- You should have a minimum language level of high B1 on the Common European Framework

## Course content

The main areas covered by the course are:

- Teaching Teenagers
- Cultural relevance
- 21<sup>st</sup> Century skills
- Developing autonomous learners
- Differentiation/ adaptive teaching
- Approaches to teaching grammar
- Integrating skills
- Dealing with vocabulary
- Flipped classroom
- CLIL
- Digital tools and technology
- Managing behaviour
- Lesson planning
- Evaluation and assessment

## Structure of the course

**Face-to-face:** This course can be delivered as a two-week face-to-face programme in Edinburgh. The course will be delivered over 20 hours per week, Monday to Friday. The course can also include evening social programme activities and a weekend trip. It may be possible to arrange a school visit / lesson observations depending on the time of year.



## Sample Timetable

### Week 1

Day	9.00 – 10.30	11.00 – 12.30	13.30 – 15.30
Monday	Welcome and Getting to know you	Needs Analysis and course overview	City Orientation
Tuesday	Teaching teenagers	Making English culturally relevant	Managing behaviour
Wednesday	Approaches to teaching grammar	Receptive skills	Social programme
Thursday	Dealing with vocabulary	Productive skills	Developing 21 <sup>st</sup> century skills
Friday	Micro teaching	Micro teaching	Self-study

### Week 2

Day	9.00 – 10.30	11.00 – 12.30	13.30 – 15.30
Monday	Digital tools and technology	Developing autonomous learners	Project and presentation set up
Tuesday	Lesson planning	Flipped classroom and other approaches	Integrating CLIL
Wednesday	Differentiation/ adaptive teaching	Inclusion and diversity	Social programme
Thursday	Evaluation and assessment	Self-evaluation and goal setting	Presentations preparation
Friday	Group Presentations	Feedback and review	Self-study

### Digital learning platform

All participants will have access to Edinburgh College Moodle, which will give you access to the course materials and an opportunity to connect and share ideas.

### Online / overseas delivery

If you can't travel to Edinburgh, we can deliver the course face-to-face in your country, or online through Teams using live synchronous sessions.



# INTEGRATING STEM IN PRIMARY ENGLISH CLASSES

## Course Overview

This course is for Primary level teachers who have some experience of teaching English to primary learners and would like to build opportunities for primary pupils to integrate STEM activities with their English language learning. You will practise your English and build your confidence and knowledge through collaborative tasks and projects. You will take away ideas for integrating STEM with English curriculum topics.

The course is very practical with a mix of theory and experiential learning. Input sessions will use group work and discussion extensively in a workshop style delivery. Participants are encouraged to apply the ideas and examples discussed in input sessions by developing materials, tasks or activities for their own teaching contexts.

## Who is the course for?

- Teachers in a Primary education setting
- You should have a minimum language level of high B1 on the Common European Framework

## Course content

The main areas covered by the course are:

- Making STEM motivating
- Cross curricular topics
- Fostering curiosity and communication skills
- Enquiry based learning
- STEM vocabulary
- Building literacy through STEM
- STEM experiments through English
- Language planning for STEM tasks
- Creative problem solving
- STEM Storytelling
- STEM games
- Hands on learning/ projects
- Integrating lower and Higher order thinking skills
- Digital tools
- 21<sup>st</sup> Century Skills
- Lesson planning and setting objectives

## Structure of the course

**Face-to-face:** This course can be delivered as a two-week face-to-face programme in Edinburgh. The course will be delivered over 20 hours per week, Monday to Friday. The course can also include evening social programme activities and a weekend trip. It may be possible to arrange a school visit / lesson observations depending on the time of year.



## Sample Timetable

### Week 1

Day	9.00 – 10.30	11.00 – 12.30	13.30 – 15.30
Monday	Welcome and Getting to know you	Needs Analysis and course overview	City Orientation
Tuesday	Introduction to STEM – motivating learners	Cross curricular teaching	Fostering curiosity
Wednesday	Building literacy through STEM	STEM storytelling	Social programme
Thursday	Language planning	STEM Vocabulary	Hands on learning/ project work
Friday	STEM games	Project and presentation set up	Self-study

### Week 2

Day	9.00 – 10.30	11.00 – 12.30	13.30 – 15.30
Monday	STEM experiments for primary ELT		21 <sup>st</sup> Century skills
Tuesday	Enquiry based learning	LOTS and HOTS	Digital tools and skills
Wednesday	Creative problem solving	Lesson planning	Social programme
Thursday	Differentiation and inclusion	Self evaluation and goal setting	Presentations preparation
Friday	Group Presentations	Feedback and review	Self-study

## Digital learning platform

All participants will have access to Edinburgh College Moodle, which will give you access to the course materials and an opportunity to connect and share ideas.



# TEACHING ENGLISH FOR ACADEMIC PURPOSES AND STUDY SKILLS

## Course Overview

This course is for higher secondary or tertiary level teachers who are preparing students for study in the UK or overseas where the medium of instruction is English. You will improve your understanding and delivery of EAP and the difficulties your students face. You will practise your English and build your confidence and knowledge through collaborative tasks and projects.

Input sessions will use group work and discussion extensively in a workshop style delivery. Participants are encouraged to apply the ideas and examples discussed in input sessions by developing materials, tasks or activities for their own teaching contexts.

## Who is the course for?

- Teachers in a higher secondary or tertiary setting
- You should have a minimum language level of B2 on the Common European Framework

## Course content

The main areas covered by the course are:

- Academic Cultures
- Cross cultural communication
- Developing critical thinking skills
- Academic writing developments
- Working with academic texts
- Techniques for understanding academic lectures and seminars
- Developing presentation skills
- Criteria for assessing speaking in an academic context
- Digital tools and AI
- Understanding feedback
- Assessment of Academic Language
- Course planning

## Structure of the course

**Face-to-face:** This course can be delivered as a two-week face-to-face programme in Edinburgh. The course will be delivered over 20 hours per week, Monday to Friday. The course can also include evening/weekend social programme activities and lesson observations.



## Sample Timetable

### Week 1

Day	9.00 – 10.30	11.00 – 12.30	13.30 – 15.30
Monday	Welcome and Getting to know you	Needs Analysis and course overview	City Orientation
Tuesday	Introduction to Academic English	Academic Cultures	Cross cultural communication
Wednesday	Developing critical thinking skills	Features of academic English 1	Social programme
Thursday	Academic vocabulary	Features of academic English 2	Project and presentation set up
Friday	Academic writing development		Self-study

### Week 2

Day	9.00 – 10.30	11.00 – 12.30	13.30 – 15.30
Monday	Working with academic texts		Digital tools and AI
Tuesday	Understanding academic lectures	Participating in seminars	Understanding feedback
Wednesday	Developing presentation skills	Assessing academic speaking	Social programme
Thursday	Course planning	Self-evaluation and goal setting	Presentations preparation
Friday	Presentations		Self-study
	Feedback and review		

## Digital learning platform

All participants will have access to Edinburgh College Moodle, which will give you access to the course materials and an opportunity to connect and share ideas.

## Online / overseas delivery

If you can't travel to Edinburgh, we can deliver the course face-to-face in your country, or online through Teams using live synchronous sessions.



# INTRODUCTION TO ENGLISH MEDIUM INSTRUCTION (EMI)

## Course Overview

This course is for university or college level teachers who are going to start to teach their specialist subject through the medium of English and communicate with international students from a range of countries. You will be introduced to the key principles of EMI and share experiences with other tertiary level teachers. You will develop a portfolio of ideas and techniques, reflect on best practice and identify development goals. You will practise your English and build your confidence and knowledge through collaborative tasks and projects.

Input sessions will use group work and discussion extensively in a workshop style delivery. Participants are encouraged to apply the ideas and examples discussed in input sessions by developing materials, tasks or activities for their own teaching contexts.

## Who is the course for?

- Teachers in a tertiary setting who are going to start teaching their specialist subject through English
- You should have a minimum language level of B2 on the Common European Framework

## Course content

The main areas covered by the course are:

- What is EMI?
- The role of English in Internationalisation
- Academic Cultures
- Cross cultural communication
- Developing fluency in lectures
- Giving effective feedback
- Encouraging student participation
- Supporting academic writing
- Developing academic vocabulary
- Supporting students in an EMI context
- Assessment in EMI
- Course planning for EMI
- Current research and resources in EMI

## Structure of the course

**Face-to-face:** This course can be delivered as a two-week face-to-face programme in Edinburgh. The course will be delivered over 20 hours per week, Monday to Friday. The course can also include evening/weekend social programme activities and lesson observations.



## Sample Timetable

### Week 1

Day	9.00 – 10.30	11.00 – 12.30	13.30 – 15.30
Monday	Welcome and Getting to know you	Needs Analysis and course overview	City Orientation
Tuesday	What is EMI?	The role of English	Exploring your academic culture
Wednesday	Cross cultural communication 1	Developing fluency in lectures	Social programme
Thursday	Cross cultural communication 2	Developing fluency in seminars	Presentations preparation
Friday	Presentations	Feedback and goal setting	Self-study

### Week 2

Day	9.00 – 10.30	11.00 – 12.30	13.30 – 15.30
Monday	Encouraging student participation	Supporting academic writing	Developing academic vocabulary 1
Tuesday	Supporting students in an EMI context	Questioning techniques	Developing academic vocabulary 2
Wednesday	Assessment in EMI	Giving effective feedback	Social programme
Thursday	Course planning	Research and resources in EMI	Presentations preparation
Friday	Presentations	Feedback and review	Self-study

## Digital learning platform

All participants will have access to Edinburgh College Moodle, which will give you access to the course materials and an opportunity to connect and share ideas.

## Online / overseas delivery

If you can't travel to Edinburgh, we can deliver the course face-to-face in your country, or online through Teams using live synchronous sessions.



## Course Overview

This course is for experienced teachers who are interested in making the move into teacher development. You will consider the difference between teaching and training and be introduced to key concepts and approaches to teacher development. You will develop a tool kit for designing training sessions, enhance your mentoring skills and consider the key principles in observation and feedback. You will also reflect on your own teaching beliefs and behaviours and set your own development goals.

Input sessions will use group work and discussion extensively in a workshop style delivery. Participants are encouraged to apply the ideas and examples discussed in input sessions by developing materials, tasks or activities for their own teaching contexts.

## Who is the course for?

- Experienced teachers who are looking to become teacher educators
- You should have a minimum language level of B2 on the Common European Framework

## Course content

The main areas covered by the course are:

- Common teaching models
- What is training?
- Teacher and trainer roles
- Teacher motivation and needs
- Needs analysis of teachers
- Problem solving
- Training resources
- Use of technology in training
- Observing teachers
- Alternatives to observation
- Feedback models
- Action research for teachers
- Designing training sessions
- Evaluating impact
- CPD for trainers
- Professional Learning Communities

## Structure of the course

**Face-to-face:** This course can be delivered as a two-week face-to-face programme in Edinburgh. The course will be delivered over 20 hours per week, Monday to Friday. The course can also include evening/weekend social programme activities and lesson observations.



## Sample Timetable

### Week 1

Day	9.00 – 10.30	11.00 – 12.30	13.30 – 15.30
Monday	Welcome and Getting to know you	Needs Analysis and course overview	City Orientation
Tuesday	What is training Your beliefs	Common training and teaching models	Teacher and trainer roles
Wednesday	Teacher motivation and needs	Needs analysis of teachers	Social programme
Thursday	Problem solving	Use of technology in training	Training resources
Friday	Training input and tasks	Designing training sessions 1	Self-study

### Week 2

Day	9.00 – 10.30	11.00 – 12.30	13.30 – 15.30
Monday	Observing teachers	Alternatives to observation	Feedback models
Tuesday	Action research for teachers	Pre and In-service training	Designing training sessions 2
Wednesday	Evaluating impact	Professional Learning Communities	Social programme
Thursday	Training session delivery	Training session delivery	Training session delivery
Friday	Training session delivery	Feedback and review	Self-study

### Digital learning platform

All participants will have access to Edinburgh College Moodle, which will give you access to the course materials and an opportunity to connect and share ideas.

### Online / overseas delivery

If you can't travel to Edinburgh, we can deliver the course face-to-face in your country, or online through Teams using live synchronous sessions.



# DISTANCE LEARNING COURSES







# INTRODUCTION TO ENGLISH MEDIUM INSTRUCTION (EMI) (DISTANCE LEARNING)

## Duration

8 weeks

## Study hours per week

5-6 hours

## Delivery

Online using Moodle and Microsoft Teams.

## Course Overview

This course is for university level teachers who teach their specialist subject through the medium of English and communicate with international students from a range of countries. You will be introduced to the key principles of EMI and share experiences with other tertiary level teachers. You will develop a portfolio of ideas and techniques, reflect on best practice and identify development goals.

## Who is the course for?

- Teachers in a Higher education setting who are starting to deliver their subjects through the medium of English.
- You should have a minimum language level of high B2 on the Common European Framework.

## Structure of the course

This is an 8-week course, with 5-6 hours of study time required each week. Participants can organise their own time within each week. There will be two live synchronous sessions during the course, which will be arranged at a time agreed with all course participants. These sessions will be recorded for those who cannot attend.

The course links theory with practice and aims to build awareness, confidence and skills. There will be two study units each week. Each unit will include a mix of reading, videos and interactive and reflective tasks. There will also be discussion and small group tasks each week making use of discussion forums and providing the opportunity to collaborate and learn from each other.

## Digital learning platform

The course will be accessed through Edinburgh College Moodle, with live synchronous sessions taking place on Microsoft Teams. Participants will need to have a computer with access to the internet to complete the course.

Week	Unit A	Unit B
1	<p><b>Introduction to the course</b> In this unit you will familiarise yourself with the Moodle platform, learn how to communicate with other course participants and share your own objectives for the course.</p>	<p><b>Introduction to EMI</b> In this unit you will discuss your own EMI context and consider the drive towards internationalisation in your own institution. You will also share your concerns and beliefs about EMI.</p>
2	<p><b>Role of English in Internationalisation</b> In this unit you will consider the role of English as a lingua franca in education and consider your own and others' beliefs about world Englishes.</p>	<p><b>Building cultural capacity</b> In this unit you will consider how comfortable you are communicating with those from different cultures, where cultural misunderstanding may cause barriers to learning and how you can build your own capacity for working in a multicultural setting.</p>
3	<p><b>Giving effective lectures</b> In this unit you will look at how to ensure students can follow your lectures. You will look at language for signposting and supporting students, and techniques for supporting understanding using multi modal input.</p>	<p><b>Questioning techniques</b> In this unit you will consider the different types of questions you can use in your teaching and how these can support your students to understand and also contribute in lectures and seminars.</p>
4	<p><b>Languages for seminars</b> In this unit you will investigate the range of language functions needed for effective seminars and also how to structure a seminar to support students' understanding and ability to contribute. You will look at different types of tasks you can use in small group settings.</p>	<p><b>Effective 1-1 interaction</b> In this unit you will focus on active listening skills to ensure you are always following what a student is saying. You will look at ways of clarifying understanding and the role of 1-1 interaction in your own context.</p>
5	<p><b>Building academic vocabulary</b> In this unit you will consider different areas of vocabulary that your students may struggle with and focus on supporting students to build academic vocabulary and subject specific vocabulary.</p>	<p><b>Supporting academic writing</b> In this unit you will consider the features of academic writing and how you can provide a framework to support your students in their academic writing.</p>
6	<p><b>Providing effective feedback</b> In this unit you will identify the features of effective feedback. You will consider the role of culture in feedback and develop a framework for providing self, peer and tutor feedback.</p>	<p><b>Supporting students</b> In this unit we will review the different methods we have discussed for supporting students in your lectures and seminars. We will also consider other areas that your students may need support in, and consider the role of the tutor and institution in this.</p>
7	<p><b>Practical Task</b> You will plan and record an EMI session and upload it to the Moodle platform.</p>	<p><b>Peer feedback</b> You will gather feedback from other participants on the course and reflect on your own session. You will also provide feedback to other course members.</p>
8	<p><b>Current research and resources in EMI</b> In this unit you will explore current trends and case studies in EMI. You will also evaluate some resources and share with the group.</p>	<p><b>CPD and action planning</b> You will review the course and consider which areas you feel you need further development on and consider how to do this through a self-evaluation task.</p>



# TRAIN THE TRAINER (DISTANCE LEARNING)

## Duration

8 weeks

## Study hours per week

6-8 hours

## Delivery

Online using Moodle and Microsoft Teams

## Who

Experienced teachers who are interested in making the move into teacher development.

## Course Overview

This course is for experienced teachers who are interested in making the move into teacher development. You will consider the difference between teaching and training and be introduced to key concepts and approaches to teacher development. You will develop a tool kit for designing training sessions, enhance your mentoring skills and consider the key principles in observation and feedback. You will also reflect on your own teaching beliefs and behaviours and set your own development goals.

## Who is the course for?

- Teachers with a minimum of five years' teaching experience who are interested in teacher development and becoming trainers.
- Teachers with one- or two-years' experience of training teachers will also find this course useful. You should have a minimum language level of high B2/C1 on the Common European Framework.

## Structure of the course

This is an 8-week course, with 6 - 8 hours of study time required each week. Participants can organise their own time within each week. There will be two live synchronous sessions during the course, which will be arranged at a time agreed with all course participants. These sessions will be recorded for those who cannot attend.

The course links theory with practice and aims to build awareness, confidence and skills. There will be two study units each week. Each unit will include a mix of reading, videos and interactive and reflective tasks. There will also be discussion and small group tasks each week making use of discussion forums and providing the opportunity to collaborate and learn from each other.

## Digital learning platform

The course will be accessed through Edinburgh College Moodle, with live synchronous sessions taking place on Microsoft Teams. Participants will need to have a computer with access to the internet to complete the course.


Week	Unit A	Unit B
1	<p><b>Beliefs about teaching and learning</b></p> <p>In this unit, you will consider the question <i>What is teaching?</i> and review common teaching models including exploration of the reflective model in detail.</p>	<p><b>Teaching v. Training</b></p> <p>In this unit, you will explore the finer distinctions between the key features of teacher roles and trainer roles. There will be the opportunity to personalise your understanding of the differences in the reflective journal task where you consider your own pre-service and in-service training.</p>
2	<p><b>Teacher motivation and needs</b></p> <p>In this unit, the topic of motivation will be thoroughly examined. You will establish why motivation is so important, study the different types of motivation and look at some useful ways of fostering motivation in teachers.</p>	<p><b>Key trainer skills</b></p> <p>In this unit, you will look at useful ways both to engage teachers and to look at your own existing skills and consider how these can be adapted to fit your new role. Finally, you will be invited to complete a self-evaluation around the skills you are confident in and those that you need to develop.</p>
3	<p><b>Resistance and problem solving</b></p> <p>In this unit, the issues around managing teachers as students are looked at in detail. You will learn about building confidence and promoting a positive training culture. In addition, you will examine different ways to solve any emerging problems.</p>	<p><b>Initial assessment and needs analysis of teachers</b></p> <p>In this unit, you will experiment with different ways of designing and conducting needs analyses and have the opportunity to compare shared areas of needs of your teachers with your peers.</p>
4	<p><b>Key areas of training &amp; resources</b></p> <p>In this unit, you will consider your own teaching context and the training needs of those within it. You will explore resources to support the needs and how they might be exploited in targeted training sessions.</p>	<p><b>Use of technology in training</b></p> <p>In this unit, you will be introduced to a variety of tech tools that can be used to support teaching and training. You will gain first hand experience of some of these in the interactive and research tasks for this unit.</p>
5	<p><b>Observing teachers</b></p> <p>In this unit, you will consider the purpose of observations and reflect on your own experiences of these. There will be debate around the issues that observations present and you will explore ways of addressing these through implementation of an effective observation process.</p>	<p><b>Giving constructive feedback</b></p> <p>In this unit, you will explore the importance of giving post-observation feedback. You will be given some useful tips for delivering this and have the chance to experiment with these in an application task for the unit.</p>
6	<p><b>Alternatives to observation</b></p> <p>In this unit, you will look at how to foster independent reflection and development and experiment the techniques available to promote critical self-reflection. You will consider the importance of psychological safety of your teachers in the reflective journal task.</p>	<p><b>Action research for teachers</b></p> <p>In this unit, you will explore the topic of action research through the presentation of case studies. You will study the process for action research and reflect on the usefulness of Brookfield's 4 lenses approach in our reflective journal task for this unit.</p>
7	<p><b>Designing successful training sessions</b></p> <p>In this unit, you will identify the key features of effective training sessions and use these both for evaluation purposes and designing and preparing your own training sessions for your context.</p>	<p><b>Plan and deliver a video training session</b></p> <p>In this unit, you will have the opportunity to implement the knowledge gained thus far into the planning of your training session. You will have the opportunity to record and share your session with your peers, where you will be able to ask and answer related questions.</p>
8	<p><b>Evaluating impact</b></p> <p>In this unit, you will be guided through a series of activities which will enable you to measure the effectiveness of your training. You will be exposed to a variety of evaluative practices and encouraged to use a checklist as one way of self-assessing your training sessions.</p>	<p><b>CPD for trainers</b></p> <p>In this unit, the topic of CPD is explored. You will look at different frameworks and how these might inform your own CPD going forward.</p>

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COUNCIL**  
for the teaching  
of English in the UK



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## For the future you want

Edinburgh College is a registered charity in Scotland.

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Our course portfolio and campus allocation may be subject to alteration.

 Finished reading? Please recycle or share it.