



Early Bird Prices – 25% discount for on-line credit/debit card bookings made at least 90 days in advance of event.

<p>Supported Internships</p> <p>Operational and Strategic Managers working with LLDD learners</p>	<p>Supported internships provide a new and innovative approach for supporting young people with a learning difficulty and/or disability into employment. After successful trials during 2012/3, Supported Internships can now be offered by any post-16 provider, as a 16-19 (or 16-25) study programme, to learners with a learning difficulty assessment (LDA). Supported Internships offer improved opportunities for outcomes and success and financial benefits for Providers. This workshop offers providers the support they will need as they prepare to plan and design a successful supported internship model. It covers all the key considerations that providers will need to work through, drawing on lessons learned from the supported internship trials and offering participants the opportunity to share relevant experiences from other related initiatives.</p>	<p>London Euston £379</p> <p>22 May 2014 20 November 2014</p>	<p>Leeds City Centre £359</p> <p>20 May 2014 18 November 2014</p>	<p>Birmingham £359</p> <p>21 May 2014 19 November 2014</p>	
<p>Meeting the “Assessment” Requirements of Teaching Learning and Assessment</p> <p>Those responsible for provider performance”</p>	<p>Achieving Grade 1 “outstanding” for overall provision is heavily dependent on the providers’ ability to deliver “outstanding teaching learning and assessment”. There is significant guidance and advice on what constitutes outstanding teaching and learning but less on what constitutes outstanding assessment. This workshop highlights the types of approaches inspectors are looking for and provides guidance enabling participants to identify when their own systems are not producing optimal results.</p>	<p>London Euston £319</p> <p>03 June 2014 04 November 2014</p>	<p>Leeds City Centre £299</p> <p>05 June 2014 06 November 2014</p>	<p>Birmingham £299</p> <p>04 June 2014 05 November 2014</p>	
<p>Non-Graded OTL - Effective Peer Observation of Learning</p> <p>Those responsible for quality of teaching & training, practitioners carrying out Peer Observations</p>	<p>Non-graded developmental observations, known as Peer Observations, are seen by many as the tool to deliver improvement, whereas graded observations are used for to measure progress and inform self - assessment. The effectiveness of non-graded peer observation process is however, as with graded observations, highly dependent on the skills and abilities of the staff undertaking such observations. Unfortunately, teachers and trainers do not necessarily automatically acquire this knowledge and skill through their normal teaching and training roles. This workshop helps them develop the skills needed.</p>	<p>London Euston £319</p> <p>26 November 2013</p>	<p>Leeds City Centre £299</p> <p>28 November 2013</p>	<p>Birmingham £299</p> <p>27 November 2013</p>	
<p>Feedback for Learning</p> <p>All teachers, trainers and Observers</p>	<p>Developing and delivering well structured, highly focussed and effective feedback offers the biggest impact on student progression and achievement of any teaching and learning strategy. For feedback to be truly effective it needs to focus the student on what they have done well and specifically what they need to next to maintain their progression. It needs to be tangible and transparent, easily understood, user-friendly and referenced to the students’ goals and targets. Even for the most experienced teachers and trainers, this is not easy</p>	<p>Manchester City £299</p> <p>12 May 2014 21 October 2014</p>	<p>London Euston £319</p> <p>22 May 2014 23 October 2014</p>	<p>Leeds City Centre £299</p> <p>13 May 2014 20 October 2014</p>	<p>Birmingham £299</p> <p>14 May 2014 22 October 2014</p>
<p>Making Group Work and Discussion More Effective</p> <p>All teachers, trainers and Observers</p>	<p>Discussion, group working and interactive teaching are highly effective ways to develop deep learning and understanding. However, without sufficient thought planning and organisation, learning outcomes are often unclear and tasks can remain incomplete. This leads to students disengaging from activities and chatting amongst themselves or worse, starting to argue or fight. For the teacher or trainer this can be an exhausting and frustrating experience, especially when most of the learning benefits are then lost. The right approaches avoid such problems.</p>	<p>Manchester City £299</p> <p>28 November 2013 03 June 2014 11 November 2014</p>	<p>London Euston £319</p> <p>25 November 2013 05 June 2014 13 November 2014</p>	<p>Leeds City Centre £299</p> <p>27 November 2013 02 June 2014 10 November 2014</p>	<p>Birmingham £299</p> <p>26 November 2013 04 June 2014 12 November 2014</p>
<p>Quality Auditing the Learning Journey (FE & Skills)</p> <p>Managers and Staff responsible for quality assurance.</p>	<p>Most providers have procedures in place to help maintain quality, including quality audits, which help ensure the quality procedures are followed. Unfortunately, most quality audits focus on process compliance and are not as effective as they should be in supporting continuous improvement. Truly effective quality auditing of the learner journey needs to do far more than ensure process compliance. It needs to be the tool that ensures the quality assurance system is driving & delivering real improvements in both the learners’ experience and organisational efficiency.</p>	<p>London Euston £379</p> <p>25 March 2014 28 October 2014</p>	<p>Leeds City Centre £359</p> <p>27 March 2014 30 October 2014</p>	<p>Birmingham £359</p> <p>26 March 2014 29 October 2014</p>	

<p>Deregulation & the NEW 2013 Teacher Trainer Qualifications</p> <p>All those involved in the wider FE sector</p>	<p>From September 2013 all FE & Skills Employers (FE Colleges, Learning Providers, Local Authorities etc) have the flexibility to structure their initial and in-service teacher training, CPD in a way that closely meets the needs of their organisation and individual staff. Whilst this freedom brings with it a raft of complex and conflicting issues. Providers will need to consider options and issue policy on their position. This workshop highlights the issues and provides detailed explanation on the 2013 qualifications and how they can be used to meet ITE and CPD requirements</p>	<p>London Euston £379</p> <p>28 January 2014</p>	<p>Leeds City Centre £359</p> <p>29 January 2014</p>	<p>Birmingham £359</p> <p>-</p>
<p>Study Programmes Planning and Implementing</p> <p>Managers from Schools and FE Provision</p>	<p>Study Programmes offer tremendous opportunities for learning providers to extend and grow business but simultaneously pose significant challenges. For example, students who don't achieve a GCSE in maths and English at age 16 will be required to continue their GCSE study and for those who aren't able to study a qualification developing numeracy and literacy along with employability skills will be pivotal. The demand for teachers and trainers who are skilled in teaching maths and English is likely to increase significantly. This workshops explores the opportunities, challenges including quality requirements</p>	<p>London Euston £319</p> <p>19 May 2014 07 October 2014</p>	<p>Leeds City Centre £299</p> <p>22 May 2014 02 October 2014</p>	<p>Birmingham £299</p> <p>21 May 2014 01 October 2014</p>
<p>Preparing for Teaching Ages 14-16 in FE</p> <p>Senior Operational and Strategic Managers within FE and Secondary Schools</p>	<p>From September 2013 FE and Sixth Form Colleges have the freedom and authority to fund and recruit full-time provision for 14–16 year-olds. For those providers who embrace this opportunity, it offers significant opportunities to increase revenue, both from the extended cohort group and from the probable improved feed into 16-18 programmes. This workshop explores and challenges the thinking and rationale of why, how and, in some cases, why not to embrace this new opportunity. It probes, informs and challenges enabling participants to explore strategies and identify ways to move towards better 'preparedness'</p>	<p>London Euston £379</p> <p>11 March 2014</p>	<p>Leeds City Centre £359</p> <p>12 March 2014</p>	<p>Birmingham £359</p> <p>13 March 2013</p>
<p>24+ Adult Learning Loans Planning and implementing</p> <p>Representatives from post-compulsory educational</p>	<p>The introduction of Adult Learning Loans brings an exciting opportunity to the world of Further Education but brings with it challenges. For example, how to administer and there will be negativity that it is all too much effort for little return. For those that can identify the opportunities for extending learner cohorts, attracting adults who are outside current funding and maintain the necessary quality standards, the opportunities are significant. This workshop explores the key issues and possible solutions.</p>	<p>London Euston £319</p> <p>25 March 2014 14 October 2014</p>	<p>Leeds City Centre £299</p> <p>26 March 2014 15 October 2014</p>	<p>Birmingham £299</p> <p>01 April 2014 16 October 2014</p>
<p>Inspection Nominee Training FE & Skills Sector</p> <p>Those nominated as Nominees Ofsted FE & Skills Inspections</p>	<p>Colleges and Learning Providers aiming for good or outstanding inspection results cannot afford to compromise on their choice of Nominee nor the training that the Nominee receives. For example, one if not THE key role of the Nominee, is to ensure that the inspection result accurately reflects the quality of provision. This often requires the Nominee to question and, where appropriate, challenge Inspector findings and judgments and to present alternative evidence. It is imperative that Nominees understand how to handle their role correctly. With the 2 day notice Inspection regime it is imperative that nominees, including a "back up" nominee in case of sickness or holidays, attend suitable training well in advance</p>	<p>London Euston £439</p> <p>15 January 2014 05 March 2014 30 April 2014 18 June 2014</p>	<p>Leeds City Centre £419</p> <p>14 January 2014 04 March 2014 29 April 2014 17 June 2014</p>	<p>Birmingham £419</p> <p>16 January 2014 06 March 2014 01 May 2014 19 June 2014</p>
<p>Robust Self Assessment FE & Skills Sector</p> <p>Those responsible for FE & Skills Inspections</p>	<p>This one-day good practice workshop is designed to help FE & Skills Sector Providers update their existing Self-Assessment processes, Self-Assessment Reports and Quality Improvement Plans to better meet the structure of the September 2012 frameworks and approaches. The Provider Self-Assessment Report is still a pivotal document - it plays a significant part in performance review, contract renewal and continuous improvement. Poor SARS reflect adversely on the quality of Leadership and Management</p>	<p>London Euston £379</p> <p>05 February 2014 24 Sept 2014</p>	<p>Leeds City Centre £359</p> <p>04 February 2014 23 Sept 2014</p>	<p>Birmingham £359</p> <p>06 February 2014 25 Sept 2014</p>
<p>Succeeding at Inspection FE & Skills Sector</p> <p>Those responsible for FE & Skills Inspections</p>	<p>Poor performance at inspection can have disastrous consequences for contract renewal and business growth. All Providers, especially those anticipating an inspection in the near future, need to pay maximum attention to maintaining or improving grades and ensuring readiness. This workshop provides a clear indication what FE & Skills Providers need to do, to succeed at inspection.</p>	<p>London Euston £319</p> <p>12 February 2014 08 October 2014</p>	<p>Leeds City Centre £299</p> <p>11 February 2014 07 October 2014</p>	<p>Birmingham £299</p> <p>13 February 2014 09 October 2014</p>
<p>Aligning Observation of Teaching to Ofsted Requirements</p> <p>Those responsible for the quality of teaching and training</p>	<p>Ensuring high quality of teaching, training, assessment and learning is a key requisite for good grading results during Ofsted Inspection. All education providers, be they be primary schools, secondary schools, academies, FE colleges or independent learning providers need to ensure that the outputs from their approaches to classroom and/or observation of teaching delivery results that are in-line with Ofsted's approach. This workshop explores the latest focus and requirements.</p>	<p>London Euston £379</p> <p>29 April 2014 21 October 2014</p>	<p>Leeds City Centre £359</p> <p>30 April 2014 22 October 2014</p>	<p>Birmingham £359</p> <p>01 May 2014 23 October 2014</p>
<p>Outcomes & Success Rate Measures – Understanding</p> <p>Managers and Staff Responsible for Contracts</p>	<p>This workshop explores the rationale and workings behind the data calculations and the linkages between success rates, "outcomes for learners" and "teaching learning and assessment" inspection grades and considers how providers can present their data to best effect during self assessment, inspection and/or contract renewal. The workshop also explains in detail how the success rate measures actually work. Whilst the high-level explanation of the calculations makes them look relatively simple and straightforward, the detailed working that underpins the calculations is for many, highly complicated and confusing.</p>	<p>London Euston £379</p> <p>20 March 2014 14 October 2014</p>	<p>Leeds City Centre £359</p> <p>26 March 2014 16 October 2014</p>	<p>Birmingham £359</p> <p>25 March 2014 15 October 2014</p>

<p>Getting Quality Assurance Right (FE & Skills) Managers and Staff responsible for quality assurance.</p>	<p>Under-performing QA arrangements are a continuing feature in Inspection Reports. QA systems should ensure that all aspects of programme delivery work effectively, giving the required results and continued improvement in performance - it is pivotal to success during Inspection. This workshop explores what an effective and robust QA system looks like, how it should operate and the results that it should achieve. Delegates will discuss common problems and issues, identifying specific actions that they can implement after the workshop to improve performance</p>	<p>London Euston £379</p> <p>25 February 2014 16 Sept 2014</p>	<p>Leeds City Centre £359</p> <p>27 February 2014 18 Sept 2014</p>	<p>Birmingham £359</p> <p>26 February 2014 17 Sept 2014</p>
<p>Developing Subcontractor Performance Managers responsible for increasing the performance of subcontractors</p>	<p>The poor or under-performance of subcontractors or partner organisations can indicate that the lead partner/contract holder is failing to support and develop the quality of the subcontracted provision. It may have implications for judgements on the effectiveness of overall quality assurance and improvement arrangements and, by inference, the effectiveness of leadership and management. This workshop explores and demonstrates the types of management systems and processes that lead providers need to adopt with their subcontractors if they are to manage performance effectively.</p>	<p>London Euston £379</p> <p>01 April 2014 30 Sept 2014</p>	<p>Leeds City Centre £359</p> <p>03 April 2014 02 October 2014</p>	<p>Birmingham £359</p> <p>02 April 2014 01 October 2014</p>
<p>Delivering Grade 1 Lessons All teachers, trainers and Observers</p>	<p>This workshop explores what makes for outstanding teaching, gives clarity on what a grade 1 lesson or training session might look like and then considers how they can be structured to deliver outstanding learning. Finally the workshop explores the techniques, approaches and tool kits that enable outstanding learning to be developed and delivered when preparation time is at a premium.</p>	<p>Manchester City £299</p> <p>29 April 2014 30 Sept 2014</p>	<p>London Euston £319</p> <p>01 May 2014 25 Sept 2014</p>	<p>Leeds City Centre £299</p> <p>28 April 2014 22 Sept 2014</p> <p>Birmingham £299</p> <p>30 April 2014 24 Sept 2014</p>
<p>Mentoring New & Trainee Teachers and Trainers Those responsible for quality of teaching/training or supporting new teachers/trainers</p>	<p>FE Colleges, Academies, Schools, Community Learning, Prison Education and Private Providers alike, need to ensure that all new and inexperienced teachers and trainers receive all the on-going support and guidance essential to enable outstanding learning. There is so much for unqualified, newly qualified or even under-performing teachers and trainers to learn, that trying to capture it in words alone is impossible. The challenge is daunting and the potential for adverse performance during inspection very real. High quality mentoring can make a significant difference.</p>	<p>Manchester City £299</p> <p>-</p> <p>12 June 2014 27 November 2014</p>	<p>London Euston £379</p> <p>10 June 2014 25 November 2014</p>	<p>Leeds City Centre £359</p> <p>11 June 2014 26 November 2014</p> <p>Birmingham £359</p> <p>17 June 2014 20 November 2014</p>
<p>Improving the Deployment of Learning Assistants Those responsible for quality of teaching/training</p>	<p>With the ever increasing pressures on academies, schools, colleges and learning providers to use using teaching assistants and learning support workers (learning assistants) there is an urgent need to ensure that the potential benefits and contributions are being realised. This workshop explores and challenges existing delivery models for learning support and gets right into the core of the complexities of what learning assistants are actually doing as opposed to what they should and even more importantly, could do, and how their contributions can be maximised. The workshop also explores and challenges how teachers interface with learning assistants in order to identify and prioritise strategies for greater effective working.</p>	<p>Manchester City £299</p> <p>04 February 2014 15 May 2014 25 Sept 2014</p>	<p>London Euston £319</p> <p>28 January 2014 13 May 2014 23 Sept 2014</p>	<p>Leeds City Centre £299</p> <p>29 January 2014 14 May 2014 24 Sept 2014</p> <p>Birmingham £299</p> <p>05 February 2014 20 May 2014 30 Sept 2014</p>
<p>Numeracy and Mathematics Teaching & Training Made Easier Those responsible for Quality of Teaching & Training</p>	<p>This one-day workshop is about the delivery of Numeracy and Mathematics. Delegates will explore how Numeracy and Mathematics can be delivered in an interactive, effective and fun way. In a day packed full of activities and discussion, participants will experience real creativity, with a wealth of strategies, resources and approaches. In addition to the core focus - how to support learners effectively in developing their maths/numeracy skills - the workshop also provides an opportunity for participants to become more confident in their own knowledge of, and approach to, teaching Numeracy and Mathematics.</p>	<p>London Euston £319</p> <p>15 May 2014 13 October 2013</p>	<p>Leeds City Centre £299</p> <p>14 May 2014 14 October 2014</p>	<p>Birmingham £299</p> <p>13 May 2014 15 October 2014</p>
<p>Literacy and English Teaching & Training Made Easier Those responsible for Quality of Teaching & Training</p>	<p>This one day workshop is designed to help participants make the teaching, training and delivery of Literacy and English easier and more effective. The workshop explores how Literacy and English can be delivered in an interactive, effective and fun way. In a day packed full of activities and discussion, participants will experience real creativity with a wealth of strategies, resources and approaches. In addition to the core focus - on 'how to support learners effectively in developing their Literacy/English skills' - the workshop also provides an opportunity for participants to become more confident in their own knowledge.</p>	<p>Manchester City £299</p> <p>-</p> <p>19 June 2014 20 November 2014</p>	<p>London Euston £319</p> <p>16 June 2014 17 November 2014</p>	<p>Leeds City Centre £299</p> <p>18 June 2014 19 November 2014</p> <p>Birmingham £299</p> <p>17 June 2014 18 November 2014</p>
<p>Differentiation - Developing Activities that Work Teachers Trainers Learning Support Staff and Managers</p>	<p>The need to differentiate and develop a differentiated learning environment or classroom is widely preached - and with good reason too, but what does the term differentiation actually mean? This highly practical and interactive one-day workshop provides clarity on what differentiation actually means and how it can be best achieved by looking at current practice, identifying where it often goes wrong, what effective differentiation looks like & what Ofsted are expecting</p>	<p>Manchester City £299</p> <p>24 February 2014 06 October 2014</p>	<p>London Euston £319</p> <p>27 February 2014 09 October 2014</p>	<p>Leeds City Centre £299</p> <p>25 February 2014 07 October 2014</p> <p>Birmingham £299</p> <p>26 February 2014 08 October 2014</p>

<p>Learner Reviews for Practitioners</p> <p>Those involved with and/or responsible for learner reviews</p>	<p>Achieving grade 1 Inspection requires that all key processes are working as effectively as possible. When carried out effectively, learner progress reviewing makes an important and very significant contribution to success and achievement rates. Primarily by helping to ensure Learners have a very clear understanding of their current abilities, what they are achieving and the new skills they will develop but secondarily and most importantly by helping to build their motivation enthusiasm and commitment. This workshop is designed to help practitioners make progress reviews more effective</p>	<p>London Euston £319</p> <p>16 Sept 2014</p>	<p>Leeds City Centre £299</p> <p>18 Sept 2014</p>	<p>Birmingham £299</p> <p>17 Sept 2014</p>	
<p>Making Learner Induction Fun and Effective</p> <p>Managers and Staff responsible for Learner Inductions within FE & Skills Provision</p>	<p>Induction is usually the first real learning experience that new learners will undertake with your organisation. Inductions are not just hoops to jump through; with the right structure and presentation the induction phase can help motivate and enthuse learners, encouraging them to continue with their programme in a positive way. This workshop demonstrates how to introduce learners to the key underpinning knowledge in a way that helps them both understand and retain the information.</p>	<p>London Euston £319</p> <p>03 June 2014</p>	<p>Leeds City Centre £299</p> <p>05 June 2014</p>	<p>Birmingham £299</p> <p>04 June 2014</p>	
<p>Managing Challenging Behaviour in the Classroom & Training Room</p> <p>All those who have to lead classes and groups</p>	<p>This workshop explores and demonstrates simple, but effective approaches enabling those 'at the front' to prevent disruption, get on with teaching and training and give students a much more positive opportunity to achieve their full potential. Participants will improve their understanding of why inappropriate behaviour happens, what the organisation can do to create a more consistent environment, where it is less likely to happen and learn what individual members of staff can do to defuse situations and avoid conflict should they occur.</p>	<p>Manchester City £299</p> <p>03 February 2014 29 Sept 2014</p>	<p>London Euston £319</p> <p>06 February 2014 02 October 2014</p>	<p>Leeds City Centre £299</p> <p>04 February 2014 30 Sept 2014</p>	<p>Birmingham £299</p> <p>10 February 2014 01 October 2014</p>
<p>Managing Challenging Behaviour in the Library</p> <p>All those tasked with controlling pupils and learners</p>	<p>Student disruption in the Library is an issue of increasing priority, especially for library support staff with no formal teacher training. Common problems include overcrowding at lunch and break times, arrogance from students, 'pack' behaviour from groups of students. This highly practical interactive course is for library & other support staff, looking to further develop student management skills</p>	<p>Manchester City £299</p> <p>08 December 2014</p>	<p>London Euston £319</p> <p>11 December 2014</p>	<p>Leeds City Centre £299</p> <p>09 December 2014</p>	<p>Birmingham £299</p> <p>10 December 2014</p>
<p>Autism Spectrum Disorders</p> <p>all who may come into contact with people experiencing ASD</p>	<p>Autism spectrum disorder sufferers are far too frequently left undiagnosed and spend much of their formative and educational life being bullied, misunderstood and underachieving, even though their actual intelligence and IQ levels may be considerably above average. The Autism Act 2009 prioritised the need for autism awareness training. Legislation places further responsibilities on schools, colleges and local authorities to identify and support this cohort of learners and pupils appropriately. Responsibility now rests with each organisation to ensure individual needs are accurately identified and supported.</p>	<p>Manchester City £299</p> <p>17 March 2014 22 Sept 2014</p>	<p>London Euston £319</p> <p>20 March 2014 25 Sept 2014</p>	<p>Leeds City Centre £299</p> <p>18 March 2014 23 Sept 2014</p>	<p>Birmingham £299</p> <p>19 March 2014 24 Sept 2014</p>
<p>Attention Deficit Disorders Understanding & Improving Support</p> <p>all who come or may come into contact with people who appear disruptive or lacking attention</p>	<p>This one-day workshop explains the common symptoms of ADD and ADHD and explores routes and options for formal diagnosis before providing guidance on how teachers and trainers can adjust their teaching or workplace mentoring to meet some of the most common needs, For example, students who, appear unfocused or unable to concentrate, cannot get started with their work, may want to wander around the classroom, interrupt and speak constantly, cannot settle on an activity</p>	<p>Manchester City £299</p> <p>28 May 2014 01 December 2014</p>	<p>London Euston £319</p> <p>01 May 2014 04 December 2014</p>	<p>Leeds City Centre £299</p> <p>29 April 2014 02 December 2014</p>	<p>Birmingham £299</p> <p>30 April 2014 03 December 2014</p>
<p>Dyslexia – Understanding and Improving Support</p> <p>all who may come into contact with people with Dyslexia</p>	<p>There is likely to be at least one person in every workplace, group of trainees, students or learners who is affected in some way by dyslexia. There are also several myths about dyslexia which confuse and mislead. This fast-paced intensive but fun workshop provides an understanding of dyslexia; including indicators and implications, but most importantly a range of easy to implement ideas, suggestions and strategies that organisations and individuals can adopt to enable those affected to maximise their potential and efficiency.</p>	<p>Manchester City £299</p> <p>31 March 2014 03 November 2014</p>	<p>London Euston £319</p> <p>03 April 2014 06 November 2014</p>	<p>Leeds City Centre £299</p> <p>01 April 2014 04 November 2014</p>	<p>Birmingham £299</p> <p>02 April 2014 05 November 2014</p>
<p>Equality & Diversity Understanding Legislation 2013/14</p> <p>All managers, teachers and trainers</p>	<p>This workshop covers the latest & key legislation and describes what effective implementation really looks like providing a rich fund of highly practical ideas. The workshop also explores the very real ways in which correctness can go astray and demonstrates that many initiatives instigated in good faith are, far too often, flawed due to a lack of knowledge about good and effective practice.</p>	<p>Manchester City £299</p> <p>10 March 2014 06 October 2014</p>	<p>London Euston £319</p> <p>11 March 2014 07 October 2014</p>	<p>Leeds City Centre £299</p> <p>13 March 2014 09 October 2014</p>	<p>Birmingham £299</p> <p>12 March 2104 08 October 2014</p>

<p>Introduction to Graded Observation of Teaching</p> <p>Those new to OTLA, with limited experience or no formal training</p>	<p>The quality, accuracy and robustness of internal observation of teaching and training, plays a pivotal role in developing the quality of teaching and informing provider self-assessment. Where teaching and training session grades and judgements are inaccurate or inconsistent, the SAR decisions and related improvement action are likely to be seriously flawed. The effectiveness of any OTL system is dependent on the skill of those carrying out the observations. This workshop covers the pivotal elements of effective observation, the need to focus on learning, making high quality judgements and evidencing decisions.</p>	<p>London Euston £379</p> <p>04 February 2014 24 June 2014 14 October 2014</p>	<p>Leeds City Centre £359</p> <p>06 February 2014 26 June 2014 16 October 2014</p>	<p>Birmingham £359</p> <p>05 February 2014 25 June 2014 15 October 2014</p>
<p>Delivery of OTL Feedback</p> <p>Those involved with Observation of Teaching, Training and Learning</p>	<p>The effectiveness of an organisation's Observation of Teaching and Training system relies significantly on the ability of those carrying out the observations to complete their reports efficiently and to provide effective feedback. It needs to engage and motivate the individual to improve and develop the quality of their teaching or training. This is not easy - even for experienced observers – but especially so when the person being observed has had the observation imposed on them. Poorly delivered observation feedback can have a very negative impact on staff attitudes and confidence and can even result in unwanted staff turnover. It is critical that all those involved in observation feedback are trained to deliver the process effectively, motivating practitioners to reflect on and further improve their teaching and training skills.</p>	<p>London Euston £379</p> <p>04 March 2014 22 July 2014 18 November 2014</p>	<p>Leeds City Centre £359</p> <p>06 March 2014 24 July 2014 20 November 2014</p>	<p>Birmingham £359</p> <p>05 March 2014 23 July 2014 19 November 2014</p>

<p>Key Terms, Conditions and</p> <ul style="list-style-type: none"> • The above costs exclude VAT. • Early Bird Prices: 25% off for on-line credit/debit card bookings made 90 days in advance • Credit Card Payments are accepted • Venues are usually mainstream City-centre hotels • Lunch and Refreshments are included in the costs • All Information is current at the date of document issue only • Latest information on workshop dates, content, costs and availability is available on our web site 	<p>Cancellation and Transfer Options</p> <ul style="list-style-type: none"> • Cancellations/Transfer accepted up to 3 weeks prior to the event, • Cancellations/Transfers where allowed incur a £25+vat admin charge • Cancellation period can be extended by payment of an additional premium • Full details are available on bookings forms and our web site • Subsequent person discounts will be removed in the event of part group cancellations
--	---

INTERNAL STAFF DEVELOPMENT

Most of our existing good practice workshops can be delivered on your premises or at a venue close to you. This approach is favoured by many of our clients as it provides a high quality and value-for-money staff development route. By running workshops internally, content can be tailored to local needs. Staff can be encouraged to share ideas, agree development plans and implementation plans that are owned by them and consequently have the best chance of delivering results. In many cases the cost per person also works out significantly lower than our open events, especially when delegate travel-time costs and convenience are factored in.

Excellence in Learning also designs develops and delivers bespoke programmes to meet individual client needs and specifications.

OPPORTUNITIES FOR FREELANCE WORKSHOP DESIGN and DELIVERY SPECIALISTS

Excellence in Learning is looking for additional freelance consultants, facilitators and presenters to help design, develop and deliver new workshops and topics. Interested parties need to be capable of designing and authoring new workshops to agreed budgets and timetables, be enthusiastic about helping others develop effective skills, tools and resources, and have a strong interest in their work providing real and tangible benefits to learning provider organisations and in turn, their customers too - both learners and employers.

Please ask any interested parties to contact us direct via the **“Join the Team”** page on the Excellence in Learning web site