



EGM Education and Training

AI training for secondary schools and sixth forms

Key Stage 3, Key Stage 4, and a 16+ technical track that ends in a real project for a real user. Eighteen student courses and a parents' evening.

PROSPECT BROCHURE · SEPTEMBER 2026

Designed for schools, run in your calendar

- Spaced lesson sequences inside your timetable as the first-choice format; intensives only where a course's own ladder offers one.
- Every course ends in a made thing, defended to a real audience outside the class.
- Accounts by age, on the platforms' own rule. The technical track is 16+, no exceptions.

Full specification of any course is available on request before you commit to anything.

Who we are

Training, not a product

EGM Education and Training designs and delivers AI training for schools. The courses are provider-neutral: no platform is sold with them, no product is ranked or recommended, and no commission is taken from any vendor.

Where a course names a tool, it names it as one interchangeable example among several: ChatGPT, Claude, Gemini, or the school's approved equivalent. Never as something you have to buy. For secondary schools it also means this: the technical track runs on your machines without administrator rights, or on hardware we bring, and on the agents course nothing a student builds connects to a live system.

Who is in the room

Every course is delivered by a trainer with years of demonstrated experience in education or instructional design. No course is delivered by someone whose experience is in the tools alone. Trainers work from the same infrastructure the company builds and runs, which is why the courses are unimpressed by the tools and precise about what they do.

Named biographies for the trainers who will deliver your courses are supplied with every proposal. Biographies describe what a person has done. Qualifications are listed as held. A trainer who does not deliver a course is not named against it.

How we work

The unit we sell for staff is a cycle, not a day: a workshop, then a gap task in your own practice, then a follow-up at two to six weeks where you bring the evidence back. For students, delivery is a spaced lesson sequence inside the timetable. Every course names the formats it offers and the ones it declines, with the reason, because a five-day intensive on companion AI is not a course anyone should run.

We say no to formats that do not work. Every course lists the formats it offers and the formats it declines, with the reason. Declining a format is information; offering four identical ones is a brochure.

Two things we will not sell you

Attainment gains. No published evidence supports attributing pupil attainment to a single training input of this length. We measure changed practice instead, and we show you how.

AI detection. We do not offer, promise or recommend AI-detection tooling. Assessment and task redesign replaces it.

Read this page first

How we look after young people around AI

Accounts by age, and it is not our rule.

Under 13: no student accounts on public AI tools, ever. That is the platforms' own floor: ChatGPT and Gemini set their minimum at 13, Microsoft Copilot at 13 and higher in some countries, Claude at 18. **At 13 to 15:** school-sanctioned accounts only where you have verified the tool's terms permit the age and hold parental consent; the default remains facilitator demonstration and shared supervised devices. **At 16+:** individual accounts on school-approved tools, and students are taught to read the terms they are agreeing to, which is itself content.

Supervision, arithmetic shown

Key Stage 3 runs 1:20, with a second adult on any device path. Key Stage 4 and post-16 run 1:30, lab-adjusted. The 14 to 18 companion-AI course tightens to 1:24 with a named pastoral adult on site; the Key Stage 3 companion course runs at 1:20 under the enhanced protocol. Every course states which adults are yours and which are ours.

Disclosure

Facilitators are prepared to listen, never promise secrecy, note verbatim, and escalate to your DSL the same session. No exercise asks a student about their own accounts, their own chats, or their own experience of harm, including on the two companion-AI courses, where it would be the obvious thing to ask and is the one thing we never do.

Enhanced protocol

On the safety, wellbeing and companion-AI courses: private-first reflection with opt-in sharing, safe-messaging norms, a parent notice in the pre-course letter, a DSL or counsellor named in the room plan, and a required agency-restoring close.

Contentious content

The Key Stage 3 ethics course handles surveillance in schools and automated decisions; the 14 to 18 course adds policing and military use. Both run under England's political-impartiality duty: multiple positions on every contested question, students argue positions they do not hold, the facilitator does not advocate, and the topics are named plainly in the letter home.

The 16+ gate

Local AI, building, agents, retrieval, fine-tuning and the capstone are 16+. A booking condition, not a recommendation, with no exceptions under any supervision arrangement or consent form.

Featured course · the Key Stage 3 entry point

EDU-S-M1

AI Foundations — What It Is and What It Is Not

Students can find the AI systems already making choices around them and classify them with evidence.

A first serious look, built around one uncomfortable observation: these systems are already making choices that land on students, and almost none announce themselves. It does not begin with a definition. It begins with a class finding the evidence, in school, at home, in shops and on transport, and classifying it.

Why it comes first: it is the entry point for Key Stage 3, and the audit it produces is the evidence base the later courses argue from. A class that has found the systems making choices around it does not need telling that AI matters; it needs a way of thinking about what to do, which is what the rest of the track supplies.

Designed for 11-14 (Y7-9, KS3) in two sub-bands, two designs: 11-12 and 13-14

Format 5 x 60 min lesson sequence

Safeguarding No gate. No pupil tool use; enhanced protocol not triggered.

Leave with The class AI Encounter Audit: an evidenced dataset with findings panels, defended to a panel of adults.

Where it leads

Entry points: M1 for Key Stage 3, H1 for 14 to 18; almost everything else is recommended, not required. **The hard line:** H6 requires H5 or a competence check; H7 to H10 require H6 or an equivalent, checked at booking. H7 is an optional intensive off the main route. H4 has no age gate and is where the track stops at 14 or 15. The full track is on page 6.

*Featured courses · study, and the technical track***EDU-S-H3**

Mastering AI for Academic Excellence

Students can say where AI made their work better, merely longer, or did the part they were assessed on.

Built on a single stubborn method: do it without AI first, then with AI, then compare the two honestly and write down what you learned about yourself. Students audit the difference claim by claim until they can say where the machine made their work better, where merely longer, and where it did the assessed part.

Designed for	14-18, sub-bands 14-16 (built for Y10) and 16-18 (built for Y12), the year before terminal assessment
Format	6 x 60 min taught sequence plus the artefact clinic
Safeguarding	No gate. Tool access differs by band.
Leave with	My AI Study Protocol, annotated and ruled on by the student's own subject teachers at a Protocol Clinic.

EDU-S-H6

Building Your First Local AI Setup

Students can build, test, red-team and hand over a working local AI assistant for a real user.

Students build a working local AI assistant for a named person who actually wants one, and hand it over at the end. The arc is the arc of real work: a requirements conversation, engine selection, configuration and testing against criteria in the user's own words, a red-team round, a fix cycle, and a demonstration.

Designed for	16-18 only. One sub-band
Format	10 x 60 min lesson sequence (600 min contact)
Condition	EDU-S-H5, or a passed competence check
Safeguarding	Age gate 16+. One named adult user per build team is required from the school.
Leave with	The Handover Pack, seven sections, handed to its user on paper.

The secondary track

Eighteen student courses, three stages

Key Stage 3, ages 11 to 14, two sub-bands

Code	Course	Format
EDU-S-M1	AI Foundations — What It Is and What It Is Not	5 x 60 min
EDU-S-M2	Using AI Tools Effectively and Responsibly	6 x 50 or 5 x 60 min by band
EDU-S-M3	AI Ethics and Society	4 x 60 min plus a 20-min hearing
EDU-S-M4	AI Safety and Digital Wellbeing	5 x 60 min plus a tutor-time hand-over
EDU-S-M5	How AI Actually Works	6 x 60 min
EDU-S-M6	AI for Academic Success	5 x 50 or 4 x 60 min, spaced
EDU-S-M7	AI Companions, Chatbots and You	3 x 60 min, weekly

Ages 14 to 18, no age gate

Code	Course	Format
EDU-S-H1	AI Literacy: From Consumer to Creator	6 x 30 min tutor-time sessions
EDU-S-H2	AI Ethics, Society, and Policy	8 x 55 min plus a 60-min Hearing
EDU-S-H3	Mastering AI for Academic Excellence	6 x 60 min plus the artefact clinic
EDU-S-H4	How AI Models Work: Technical Foundation	2-day block, optional third day
EDU-S-H11	AI Companions, Relationships, and You	3 x 60 min across 2 to 3 weeks

The 16+ technical track, in route order

Code	Course	Format
EDU-S-H5 16+	Introduction to Local AI	6 x 60 min
EDU-S-H6 16+	Building Your First Local AI Setup	10 x 60 min
EDU-S-H8 16+	AI Tools, Agents, and MCP	12 x 60 min
EDU-S-H9 16+	Memory Systems: RAG and Beyond	Four half-day blocks, weekly
EDU-S-H7 16+	Fine-Tuning Local Models	3-day holiday intensive
EDU-S-H10 16+	AI Capstone Project	Enrichment week, or a term-length project

Parents: EDU-PAR-2, a 75-minute evening briefing for parents and carers of 11 to 18s, adult-only room.

What the school receives

Evidence of changed practice

Every course is evaluated the same way, and the framework is published before you buy.

We use Guskey's five levels of professional-development evaluation and tell you which ones we measure.

Level	What it asks	Measured?
1 Reaction	Was it useful, well run, worth the time?	Yes, directly
2 Learning	Can they now do the thing?	Yes, directly: the artefact against a published criteria grid
3 Organisation	Did the school change anything?	Yes, through the follow-up
4 Practice	Are they still doing it weeks later?	Yes, through the follow-up
5 Attainment	Did attainment move?	No. Refused in writing, with the reason

For a student course the artefact is the students': an audit defended to a panel, a policy paper sent to a named audience, a handover pack given to a real user. It is judged against the published grid and it leaves the classroom. That is the evidence.

Artefact

Every course ends in a made, named thing, judged against criteria you can read in advance.

Follow-up

Inside what you bought, not an upsell. Evidence is brought back and reviewed.

Report

An evaluation summary for every course; a termly report on whole-school and package deliveries, ranges shown, nothing extrapolated.

Assurance, in brief

Safeguarding protocol imported by every student course: prepared to listen, never promise secrecy, note verbatim, escalate to your DSL the same session. Hypothetical scenarios only. No pupil personal data enters any exercise; every exercise uses synthetic data. DBS, insurance and references are set out in the assurance pack, available on request. Materials are built to a published accessibility standard: 12 pt or larger, left-aligned, in a typeface from the British Dyslexia Association's guidance. We have not commissioned an independent audit and do not claim a conformance level. Certificates are issued against the artefact and criteria grid; they are not an accreditation or a qualification.

Four steps, and a gate

1 Discovery call

Thirty to ninety minutes. What you are trying to solve, what has been tried, what your calendar can absorb.



2 Written proposal

Courses by code, the format chosen from each course's own ladder, dates, and the cover and directed-time cost.



3 Readiness gate

Returned in writing before a date is confirmed. Short, and every line on it exists because it has failed somewhere.



4 Delivery and follow-up

The follow-up is inside what you bought.

Our position on the discovery call is to recommend the lowest rung that answers the question. A school that needs one governor briefing and buys a two-term programme will be unhappy two terms later.

On the technical track the readiness gate also covers machines against the stated class, a download window so that models are pre-cached before students arrive, and the named users, corpus owner and review panel booked before we confirm a date. We do not assume administrator rights and never ask for them.

Talk to us

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Full specification of any course, including outcomes, session plans, materials manifest and evaluation instruments, is available on request, at no cost and before you commit to anything.



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