

TEACHING AND LEARNING STRATEGY: 2026



Private
Tertiary
Education

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TEACHING AND LEARNING STRATEGIES 2026

Staying in line with the latest trends in the Higher Education sector internationally, CTU Training Solutions will continue implementing a Blended Teaching and Learning policy. This policy allows for a mixture of interactive virtual and face-to-face interaction. An approach aligned with the learning and social needs of the new generation. CTU also acknowledge that it is sometimes difficult for a first-year student to adjust to the more independent learning style at a Higher Education Institution. Therefore, where possible, all 1st year Programmes will be facilitated face to face on campus.

BLENDED LEARNING

Over the last five years, CTU Training Solutions has opted to start using a “Blended Learning” approach. Blended learning is a knowledge and skills learning process (learner-centered) that uses various teaching methods which integrate digital (internet and mobile) and traditional face-to-face class activities in a planned manner. The technique ensures that students direct their learning process by choosing the learning methods and materials that best fit their characteristics and needs to reach competence in the required outcomes.

Generation Z students are bandwidth-connected students who have been immersed in technology for their entire lives. At CTU, the Blended approach to course delivery combines face-to-face classroom instruction (theory and practical) with online teaching and learning activities (VLIT-Virtual Lecturer-led Interactive Teaching; O'Reilly- Online books and CampusOnline) as well as group and research activities. To enable students to be fully active in the Blended learning approach, each learner must have a device with data. Please see the “Bring your own device” information.

The Blended Learning approach is NOT a distance learning approach, and students must be able to attend on-campus activities as per their Programme timetable.

The Blended learning approach includes some of the following methods:

Flipped Classroom

As of 2020, CTU made use of a flipped classroom approach. The flipped classroom approach will be used to blend online learning and face-to-face learning environments. Students use independent study time to watch lecture video content introducing new concepts. They then use class time (either on campus or in virtual instructor-led sessions) to discuss this information, do exercises with the support of their lecturer, and engage in group work and discussions.

All CTU study guides will guide the student to ensure that all prereading on subjects and topics takes place before the student attends a session. During classroom instruction, students can engage in an authentic, collaborative learning experience with the lecturer and other students. The underlying premise is that students review information outside of class and come prepared to discuss concepts instead of simply receiving data from the instructor.

Webinars

Webinars are a great way to bridge the gap between in-person and online training. It is a happy medium and an ideal fit for the CTU blended learning environment. Students can ask questions and message peers, and webinars can be recorded for students who cannot attend on the day.

Webinars will be used for those topics identified per programme that proved challenging to students in the past. It will also be used to prepare students for international exams.

Webinars will be scheduled far enough in advance to avoid schedule conflicts. Reminders with an outline of what will be discussed before the training day will be communicated to the students. This will ensure that students can better participate in the subject matter.

Group and Research

The hybrid instruction method allows the students to interact with content and engage in learning activities before, during, and after the face-to-face class. This interaction will take place in the group and research classes. Students also develop teamwork during group activities, an essential soft skill required for the 4IR workplace.

Virtual Lecturer-led Interactive Teaching (VLIT)

Through the Microsoft Office 365 platform, CTU uses Microsoft Teams as a virtual classroom to virtually deliver face-to-face interactive learning. Teams allow lecturing staff to facilitate a training session live to students with a whiteboard and recording capability. It will enable the lecturer to get access to the student's computer to assist with problematic areas.

Micro-Learning

As of 2022, CTU will also implement a Microlearning approach in some Programme modules. Microlearning is a skill-based approach to learning that delivers information in small, highly focused chunks. It is the ideal way to find quick answers to specific problems. As the name implies, microlearning is fast. A particular topic can be completed in about five minutes. A study in the Journal of Applied Psychology found that microlearning was 17% more efficient in transferring knowledge than typical classroom training. Researchers found that information delivered in short, focused chunks were easier to comprehend and recall than the learning delivered in a longer, more comprehensive format.

Gamification

Gamification of education is a developing approach for increasing learners' motivation and engagement by incorporating game design elements in educational environments. CTU will apply this approach in various modules and Programmes. Games are about problem-solving; this alone makes them an excellent tool for teaching, learning, and assessing. It has been shown that gamification helps students focus, retain information, and improve their overall performance. This is mainly because younger generations are so used to video game dynamics that seeing them recreated at college is guaranteed to increase their engagement. Instant feedback, trial-and-error deductive learning, and a fun, more playful way of studying are among the aspects that make gamification so appealing. Students feel more in control of their choices, just like they feel when playing as the main character in a game.

TEACHING METHODS IN 2026

Theory VLIT sessions

All theory classes will be conducted virtually through facilitator-led interactive teaching on a national basis. A flipped classroom approach will be followed. This means that students are introduced to content at home and practice working through it during the applicable session, either the virtual theory sessions or the practical sessions. Students will have a choice of attending some practical, group, and lab sessions on campus or virtually. The same work and time will be spent on both methodologies with students. Extra lab times can be booked at the campus with the Campus Operational Manager.

All students will be allocated to lecturers that are not necessarily based at the campus of enrolment but who will always be subject matter experts. CTU implements a national academic standard, and all lecturers have been appointed on the same criteria and use the same educational content in the teaching and learning process. The adherence to a national academic standard is monitored by the Academic Management team at Head Office. Therefore, all students will continue to receive the same quality of education.

Students might also not have the same lecturer for all modules or all learning units within a module. Various subject matter experts will be facilitating various aspects of learning outcomes per learning

Face-to-face activities on campus:

Students will be expected to attend the practical, group, and some student support extra classes on campus for a minimum of TWO days a week as per campus schedule.

Summative Assessments will be conducted on campus in an Invigilated controlled environment.

When logistically possible, first-year students will attend all classes face-to-face on campus to ensure that the transition to higher education is happening in a supportive environment. However, it is important to note that VLIT sessions could be implemented in some Programmes due to a facilitator with subject matter expertise who is based at another campus.

Student Academic Support

Student support sessions with the facilitator will also take place on a one-on-one basis, either virtually or physically, at the campus per appointment or per the academic schedule.

All first-year students will have the support of a MyCTUFriend, a senior student who will support and guide the student with campus-related activities and academic support that is available.

ACADEMIC CALENDAR FOR 2026

Occupational and Higher Education Students

- 1st Year Student Orientation: **9 – 20 February 2026**
- 2nd and 3rd Year Student induction **16- 20 February 2026**
 - 1st term classes commence: **23 February 2026**
 - 2nd term classes commence: **20 July 2026**

Midyear

- 1st Year Student Orientation: **6- 17 July 2026**
 - Classes commence: **20 July 2026**
- 2nd Year Evening Student Orientation: **11 July 2026**
 - Classes commence: **20 July 2026**

Holidays Vocational

30 April – 7 April

29 June – 17 July

21 September – 25 September

27 November

NATED Students

Humanities

- Humanities 1st Year Student Orientation: **2 - 4 February 2026**
 - Humanities Classes commence: **9 February 2026**

Midyear

Classes commence: **20 July 2026**

Engineering

- Bridging Course: New Intakes -Engineering (N3 - N4)/Revision classes All Levels: **26 January – 13 February 2026**
- Engineering 1st Year Student Orientation: **16 – 18 February 2026**
 - Classes commence: **23 February 2026**
- Engineering 2nd and 3rd Year Student induction **16 – 18 February 2026**
 - Classes commence: **23 February 2026**

Midyear

Classes commence: **7 September 2026**