

QA 5.1 Teaching and Learning

Contents

QA 5.1 Teaching and Learning	1
1 Teaching and Learning	1
1.1 Policy Ownership	1
1.2 Scope.....	1
1.3 Roles and Responsibilities	1
1.4 Organisational Context and learner profile	1
1.4.1 Organisation.....	1
1.4.2 Learner Profile	2
1.5 Teaching and Learning Strategy	2
1.6 Policy.....	3
1.6.1 Promoting a learning ethos	5
1.6.2 National and International Effective Practice.....	10
1.6.3 The Learning Environment.....	15
1.6.4 Monitoring the effectiveness of Teaching and Learning	17
1.6.5 Teaching and Learning supported by other policy areas	20
1.7 Pedagogical Methods and Framework	21
1.8 Teaching Staff	24
1.9 Tutors Code of Conduct	24
1.9.1 Objective of the Code	25
1.9.2 The teaching code.....	25
1.10 Monitoring of this policy.....	25
1.11 Version Control	26

1 Teaching and Learning

1.1 Policy Ownership

This policy will be owned by the Academic Committee. The responsibility for delivering the policy will be tasked to the Academic Committee, Senior Leadership Team, Head of Training and the Head of Quality

1.2 Scope

This policy applies to all programmes and all teaching staff.

1.3 Roles and Responsibilities

Academic Committee: Approval of this policy

Head of Quality: Ongoing review and updates to this policy along with organisation wide implementations

Head of Training: Ensuring all tutors and training staff are fully aware of this policy and are compliant with same

All staff should be fully compliant with this policy as it relates to their respective roles

1.4 Organisational Context and learner profile

In order to understand the Cenit College teaching and learning policy it is first necessary to understand our organisation and our learner profile.

1.4.1 Organisation

Cenit College offers a wide range of programmes across multiple domains. These include:

- Leadership
- Project Management and Lean
- Finance
- Digital Skills
- Data Analytics
- AI
- Employability

These programmes vary in length from 1 day to 2 years. Programmes are classroom based, blended or fully online. Cenit delivers programmes of further education, continuous professional development and programmes of study leading to a professional accreditation.

While some of Cenit College's programmes can be non-accredited, we offer accredited programmes as follows;

- Institute of Leadership and Management (ILM)
- Association of Chartered Certified Accountants (ACCA)
- Quality and Qualifications Ireland (QQI)
- Industry Certifications (Microsoft, Prince, Amazon, Google etc.,)
- Peoplecert

1.4.2 Learner Profile

Cenit College has a wide diversity of adult learners each with their varying needs. These learners can be;

- *State funded referred learner* - These learners fall into two categories:
 - Unemployed
 - Employed
- *Private* - includes fee paying learners both Corporate and Individual.

Cenit College delivery locations include;

- Classroom based tuition at the Cenit College facility in Naas
- Classroom based tuition at a venue chosen by the corporate client
- Online

1.5 Teaching and Learning Strategy

In order to progress the agenda of teaching and learning excellence in Cenit College (and across all programmes), a set of strategic pillars were identified and detailed strategic goals were developed for each. These goals will address the ethos of Excellence in Teaching and Learning through Engagement, Innovation and Enhancement. They apply to all forms of programme provision; Blended, Online and face-to-face. The table below summaries our Strategic pillars for 2026-2030, the full version is available in our Cenit College Strategic Plan 2026-2030

Strategic Pillar	Summary Description
Impact	Impact ensures Cenit College measures success through the outcomes achieved by learners, employers and communities. In an increasingly outcome-driven funding and procurement environment, progressions, capability development and workforce relevance are critical indicators of success. This pillar ensures that our programmes support employability, career advancement and organisational capability while responding to real workforce needs. Impact is demonstrated through learner progression, employer feedback and clear pathways that enable sustained, meaningful change rather than the short-term activity.
Quality	As our portfolio and delivery footprint expand, consistent standards in teaching, instructional design, assessment and learner experience are essential. Strong quality assurance enables Cenit College to scale provision, innovate responsibly and remain responsive to evolving workforce and learner needs. Cenit College is committed to a culture of continuous quality enhancement in line with national and international quality assurance expectations.
Stability	Stability ensures Cenit college operates with strong governance, financial discipline and organisational resilience. In a complete and evolving skills landscape, sustainable delivery depends on clear accountability, robust systems and proactive risk management. This pillar strengthens Cenit college's ability to

	respond to opportunity and external change while safeguarding quality, learner experience and institutional integrity. By maintaining a stable and well-governed organisation, we protect our mission and enable sustainable, long-term delivery.
Influence	Influence ensures Cenit College remains connected to the evolving needs of employers, sectors and the wider skills ecosystem. Strong relationships with employers, funding bodies, accreditation partners and sector organisations ensure our provision is informed by real workforce demand and emerging skills priorities. Through these partnerships, Cenit College strengthens programme relevance, supports learner progression opportunities and reinforces its role as a trusted partner in the skills and education landscape. By contributing to sector dialogue and demonstrating evidence of impact, we extend our reach and ensure our programmes continue to deliver meaningful outcomes for learners, organisations and communities.
Growth	Growth ensures Cenit college expands sustainably in area where it can deliver strong outcomes and long-term value. Expansion will focus on sectors, regions and partnerships where Cenit College has demonstrated capability, clear demand and measurable impact. Growth will be guided by labour market insight, portfolio clarity and organisational capacity, ensuring that scale never compromises quality, learner outcomes or strategic focus. Through disciplined expansion and collaborative partnerships, we strengthen our reach while maintaining the standards and reputation that underpin our success.

1.6 Policy

The Cenit College Teaching and Learning policy is directly aligned to our vision, mission and value statements. Our vision for 2026 –2030 is to deliver accessible, high-quality learning that empowers growth for individuals, organisations and communities

Our mission is to design and deliver accessible, innovative, and high-quality learning experiences that empower individuals, businesses, and communities to achieve lasting success

Our values:

Learner Focus – we put ourselves in our learners’ shoes

Curiosity – we never stop learning

Mutual Respect – we embrace uniqueness

Trust – we have faith in people

Ownership – We act like responsible owners

In accordance with the QQI core standard quality assurance guidelines (2016) and the Ofsted Education Inspection Framework (EIF) 2025, Cenit College’s Teaching and Learning Policy should

clearly articulate how high-quality education is designed, delivered, monitored, and improved to support learner achievement, progression, and wellbeing.

Cenit College teaching and learning policy considers the following;

1. Learner centred and outcomes focused Teaching underpinned by clearly defined learning outcomes and aligned to programme aims and standards
2. Constructive Alignment of Curriculum, Assessment, and Teaching activities are coherently aligned. This alignment supports effective learning by ensuring that teaching and assessment enable learners to demonstrate achievement of intended outcomes.
3. High-quality Teaching Practice and Pedagogical Consistency setting clear expectations for teaching quality, including the use of effective pedagogy, inclusive teaching strategies, differentiation, and formative assessment.
4. Monitoring, Evaluation, and Continuous Improvement through lesson observations, learner feedback, assessment analysis, self-evaluation, and review processes.
5. Staff Professional Standards and Development ensuring tutors are suitably qualified, competent, and supported through ongoing professional development.
6. Inclusive Education and Learner Support reflecting our commitment to equality, diversity, inclusion, and safeguarding, ensuring that teaching and learning meet the needs of all learners, including those facing barriers to participation.
7. Use of evidence Informed Practice and External Benchmarks demonstrating that teaching and learning approaches are informed by national and international effective practice, research, and recognised professional standards.

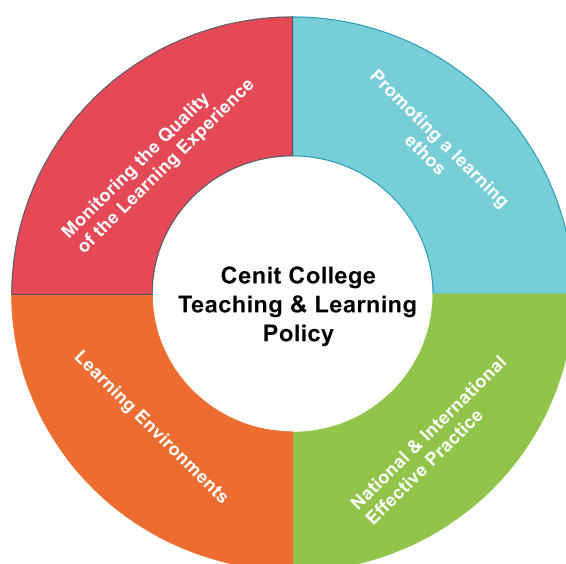


Figure 1.1 Cenit College Policy on Teaching and Learning

1.6.1 Promoting a learning ethos

Cenit College sees teaching and learning as a holistic activity. Teaching and learning results in an increase of the learner's knowledge, while at the same time promotes the personal and professional development of learners and staff. Furthermore, Cenit College sees teaching and learning as the promotion of cultural, emotional, creative and social development.

Promotion of the learning ethos is achieved through four distinct mechanisms;

- Understanding the learner and identifying their needs
- Through staff recruitment and development practises
- Delivery of the programme
- Promotion of lifelong learning through learning pathways



Understanding the learner and identifying their needs

We seek to understand the learner and identify their needs through the following means:

- Identify prior educational experiences and length of educational absences
- Have empathy with learners returning to education after long absences
- Showing awareness of the different cultural, religious, social and varying diverse backgrounds that our learners come from.
- Identify different learning styles to meet the diverse learner needs. This is achieved through a learning survey
- Understand learner needs through a system that encourages continuous interaction and feedback
- Reflective practise
- Encourage the learner to participate in the formal and informal feedback process.

Identifying the learner needs at each stage of the learner journey are critical to Cenit College's success of promoting a learner ethos and effective teaching. The learners in Cenit College are identified as follows:

- *ETB Referred Learner* - These learners fall into two categories:
 - Unemployed – The predominant objective of this category of learner is to acquire skills and/or certification to gain employment through one or more eCollege courses.
 - Employed – Undertake a course via the Skills to Advance initiative. These employed learners enrol on our courses to upskill, typically choosing to undertake certain topics within a course.
- *Other* - includes private fee-paying learners both corporate and Individual. This sector of learners can be already in employment or have decided on a route to a specific type of employment. They enrol on our programmes to gain additional certification, work towards a Continuous Professional Development (CPD) goal or are seeking some upskilling.

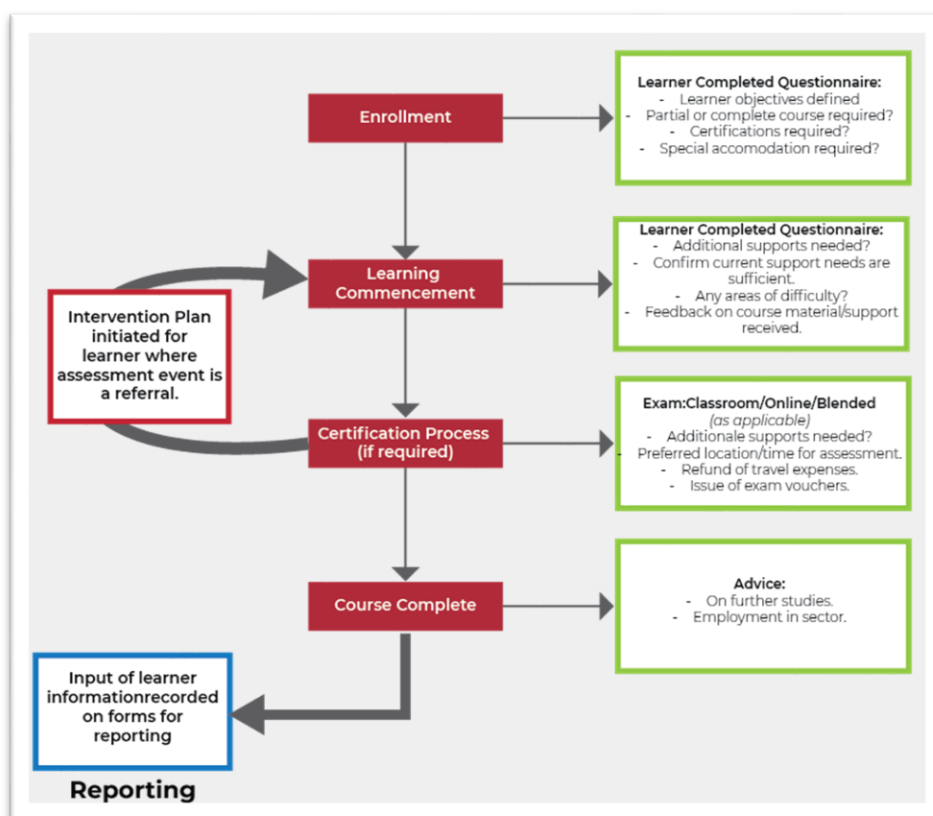


Fig 1.2 Identifying Learner Needs throughout the Learner Journey

Staff Recruitment and Development Practices

Through our staff recruitment and development policies and practises we seek to ensure a learning ethos that Cenit College staff possess the appropriate pedagogical and professional qualification and experience

Engagement with Professional and Communities of Practice (including Remote Collaboration)

All tutors actively engage with external professional networks and internal communities of practice to maintain current subject expertise, share effective teaching strategies, and support continuous improvement in teaching and learning. This engagement promotes ongoing professional dialogue, reflective practice, and the sharing of effective pedagogical approaches, regardless of whether tutors are working on-site or remotely.

Cenit College supports this engagement by using digital platforms and structured online communities of practice to ensure tutors remain professionally connected, collaborative, and supported when working remotely. These communities enable tutors to:

- participate in professional discussions and peer collaboration
- share teaching resources, assessment approaches, and effective practice
- engage in moderation, standardisation, and reflective activities
- maintain consistency and quality in teaching and learning across programmes

For more detailed information, refer to the following policies

- 4.1 Staff Recruitment, Development and Management
- 4.3 Staff Appraisals
- 5.3 Lesson observations
- 5.4 Peer Reviews
- CPD Strategy

Staffing Model and Tutor Resourcing

Cenit College uses both employed and contracted tutors on its programmes. The college has a suitable pool of full-time teaching staff. Where contracting is required, the College has a tutor panel it can draw from. In order to mitigate any risk of the unavailability of tutors, we endeavour to provide appropriate lead time regarding the running of any programme. This lead time is generally 3 to 6 months. Prior planning of our programme delivery guides and informs our staffing roster.

Our panel of tutors are revised every two years with tutors re-confirming their status on the panel.

Programme Delivery

Our programme delivery is assisted by our UDL framework. In the classroom or on the online platforms Cenit College will:

- Promote the mutual respect between teachers and learners
- Encourage open and reflective discussion; this is achieved through forums (online) or live discussions (classroom).
- Use a variety of teaching and learning methods including but not limited to; case studies, group work, workshops, reflective learning, problem-based activities.
- Ensure programme delivery appeals to a variety of learning styles and self-directed learning is encouraged and supported.
- Learners are encouraged to draw upon their own experiences to inform their learning. This is evidenced in reflective practises and practical application of theoretic concepts.
- Learner interaction with teaching resources is monitored.
- Actively support autonomous learning in tandem with guidance and support to learners.
- Enable feedback from learners on teaching and learning through our formal feedback procedures.
- Monitor the learning process in the classroom and through the formal review process, learner engagement and progress reports along with quizzes and mid programme exercises.
- Have procedures for dealing with learner complaints (policy QA 5.2).

- Have a procedure for dealing with learner appeals (see Policies on Assessment (QA 6.1) and Learner Supports (QA 7.1)).

Learning Pathways

Cenit College promotes and encourages a diverse set of arrangements and models for developing learning pathways and qualification linkages.

Learning pathways are potentially relevant to every course and programme offered by Cenit College. The principles of learning pathways apply to each learning platform whether vocational, academic or (Continuous Professional Development) CPD and will also apply to pathways between sectors and learning platforms. These pathways should be used as a reference as programmes are being developed.

The following guidelines should be considered for learning pathways:

- Learning pathways play an integral part in meeting the rapidly changing learning and skills needs. Cenit College is committed to providing learning pathways within each learning stream. These pathways can lead to higher levels of certifications, credit transfers, further CPD or further skills development.
- Throughout the development of learning pathways, Cenit College will maintain the integrity, professionalism and quality of its programme offerings. Pathways are guided by course requirements, RPL and credit transfer policies and procedures of the respective awarding bodies.
- Pathways will generally be developed for programmes that offer the same field of study, with each progression level building on learning acquired in the previous level. While generally certification will exist within the same accrediting body, it can be possible to offer a mix of certifications – where the integrity, professionalism and the quality of learning is not compromised and the overall result of learning makes it professional and academically valid.
- Pathways show progression to higher education institutes where relevant.
- Through the development of learning pathways, value will be added to the learning outcomes for learners and can offer varying approaches to learning subject matter to suit the learner, learning styles and desired academic and professional goals.
- Learning pathways may offer academic certification or a suite of non-certified programmes that contribute to the continuous professional development of the learner.
- When developing learning pathways, Cenit College will consider transitional supports needed for learners from one level to the next.
- Information of the pathways that Cenit College offers will be made available to the learners as part of any learner induction process.
- Should any of the programmes involved in the pathway be altered or cease, Cenit College will review the entire pathway and make the appropriate adjustments. These adjustments can include substitution of a programme or ceasing the entire pathway.

The learning pathways process is outlined in figure 3.1 below.

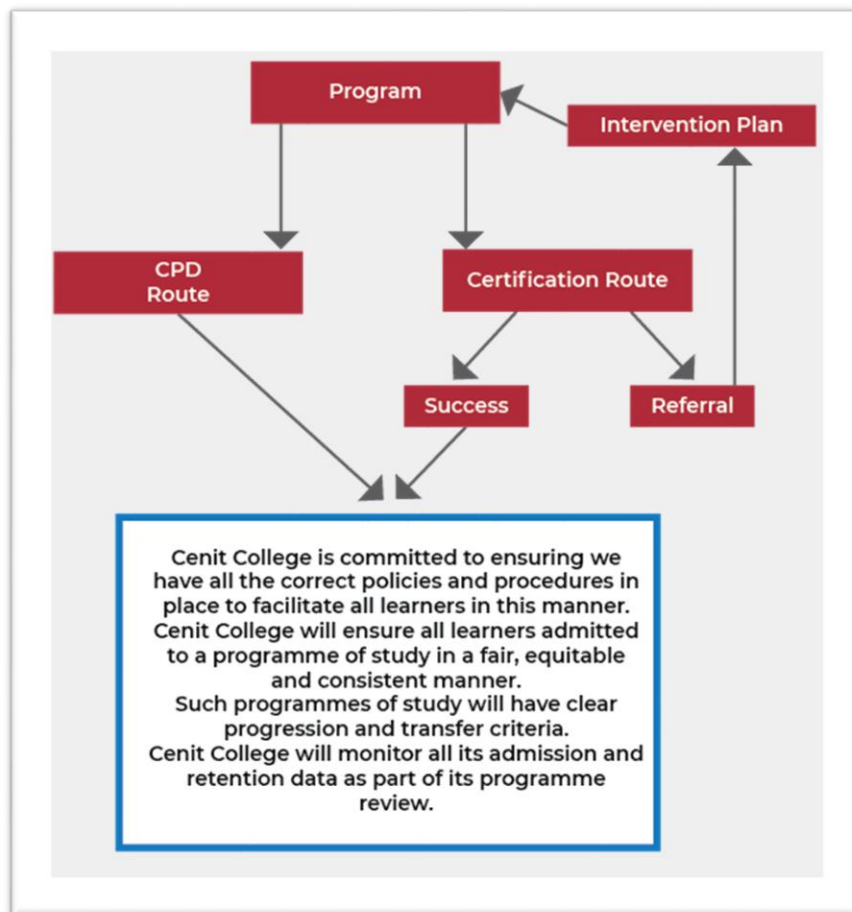


Fig 1.3 Learning Pathways within the Cenit Group

1.6.2 National and International Effective Practice

The College is committed to aligning its teaching and learning practices with recognised national and international effective practice to ensure high-quality learner experiences, continuous improvement, and the development of staff professional competence (fig 1.4).

As part of this commitment, to the continuous enhancement of teaching and learning, the College aligns its practices with the requirements, standards, and guidance issued by Quality and Qualifications Ireland (QQI) and the Teaching Council of Ireland which supports and regulates professional teaching standards, promoting high-quality, ethical, and reflective practice, underpinned by ongoing professional development. Cenit College also draws upon the work of the Education and Training Foundation (ETF) and its Foundation Partnership model. The ETF is the national professional development body for the Further Education and Skills sector in England and promotes evidence-informed reflective practice to teaching, learning, assessment, leadership, and workforce development.

Professional Standards

for teachers and trainers in the Further Education and skills sector

**EDUCATION
TRAINING
FOUNDATION**

PROFESSIONAL VALUES AND ATTRIBUTES

Develop your own judgment of what works and does not work in your teaching and training.



1. Critically reflect on and evaluate your practices, values, and beliefs to improve learner outcomes.
2. Promote and embed education for sustainable development (ESD) across learning and working practices.
3. Inspire, motivate, and raise aspirations of learners by communicating high expectations and a passion for learning.
4. Support and develop learners' confidence, autonomy and thinking skills, taking account of their needs and starting points.
5. Value and champion diversity, equality of opportunity, inclusion and social equity.
6. Develop collaborative and respectful relationships with learners, colleagues and external stakeholders.
7. Engage with and promote a culture of continuous learning and quality improvement.

PROFESSIONAL KNOWLEDGE AND UNDERSTANDING

Develop deep and critically informed knowledge and understanding in theory and practice.



8. Develop and update knowledge of your subject specialism, taking account of new practices, research and/ or industry requirements.
9. Critically review and apply your knowledge of educational research, pedagogy, and assessment to develop evidence-informed practice.
10. Share and update knowledge of effective practice with colleagues, networks and/or research communities to support improvement.
11. Develop and apply your knowledge of special educational needs and disabilities to create inclusive learning experiences.
12. Understand your teaching role and responsibilities and how these are influenced by legal, regulatory, institutional and ethical contexts.

PROFESSIONAL SKILLS

Develop your expertise and skills to ensure the best outcomes for learners.



13. Promote and support positive learner behaviour, attitudes and wellbeing.
14. Apply motivational, coaching and skill development strategies to help learners progress and achieve.
15. Plan and deliver learning programmes that are safe, inclusive, stretching and relevant to learners' needs.
16. Select and use digital technologies safely and effectively to promote learning.
17. Develop learners' mathematics, English, digital and wider employability skills.
18. Provide access to up-to-date information, advice and guidance so that learners can take ownership of their learning and make informed progression choices.
19. Apply appropriate and fair methods of assessment and provide constructive and timely feedback to support learning and achievement.
20. Develop enrichment and progression opportunities for learners through collaboration with employers, higher education and/or community groups.

Fig 1.4 ETF Professional Standards

Through engagement with ETF materials, standards, and partnership principles, the College:

- Adopts evidence-based pedagogical approaches that promote effective learning, inclusion, learner engagement, and progression;
- Supports the professional development of teaching staff in line with recognised professional standards for Further Education practitioners;
- Embeds reflective practice, peer collaboration, and continuous improvement in teaching and learning activities;
- Promotes high standards in curriculum design, delivery, assessment, and learner support, informed by sector-wide research and effective practice;
- Aligns teaching and learning enhancement initiatives with internationally recognised quality principles, including learner-centred education, equality of opportunity, and responsiveness to employer and societal needs.

The College integrates relevant ETF guidance and resources where appropriate to inform internal staff development activities, teaching observations, curriculum review processes, and quality enhancement initiatives. Engagement with ETF effective practice complements the College's obligations under QQI Core Statutory Quality Assurance Guidelines and other applicable regulatory and awarding-body requirements. This is achieved through the following:

- Engaging with Awarding bodies
- Membership of professional and representative bodies
- Engaging with peers
- Engaging with organisations
- Attending workshops, conferences and seminars
- Engaging in staff development for teaching and learning
- Introduction of new staff with new knowledge
- Appointment/engagement of external individuals to our QA process

Cenit College is aware of changes that can affect their programme offering. Through continuous research staff are informed of these changes and will accordingly update programmes and teaching practises.

The principal of externality is embedded in the Cenit College Quality Assurance system. Through the relevant appointment of external people, this ensures that national and international effective practise is introduced. This is achieved through:

- The appointment of an external authenticator for the assessment process.
- Audits by external awarding bodies.
- Programme development and reviews which include subject matter experts.
- Expert panels involved in the validation of a programme.
- External executive appointed to the Cenit College Academic Committee.

Cenit College engages and embraces benchmarking as a tool for internally measuring assessments, programme monitoring, review and self-evaluation. Cenit College also engages in external benchmarking through awarding bodies and industry. Cenit College uses these benchmarking outcomes to inform of best practises and key gaps within the College teaching and learning practises.

Current benchmarking practises within Cenit College are as follows:

- Quality Assurance Practices
- Programme outcomes (academic results and gaining employment, promotion)
- Teaching practices
- Staff training and development

Cenit College engages in the following external benchmarking:

- QQI (IE)
- Solas (IE)
- Ofsted (UK)
- Matrix Accreditation (UK)
- Department for Education (UK)
- ACCA award levels (retaining the gold star award based on learner results)
- ILM – benchmarking of learner results to the ILM overall results

Cenit College engages in a number of measures that enhance the programme offering and ensure that they are current. These include but are not exhaustive of:

- Guest Speakers
- Site Visits
- Workshops
- Case Studies
- Inquiry based learning
- Group work
- Reviews
- Surveys/questionnaires
- Feedback

All these measures ensure that information is fed back into Cenit College at various levels to inform effective practise.



Fig 1.5 National and International Effective Practices

1.6.3 The Learning Environment

The Cenit Group recognises the important part that the learning environment plays in the overall effectiveness of teaching, learning, the learners learning experience and ultimately in the achievement of learning outcomes. The learning environment consists of:

- Physical Environment
- Work Placement Environment
- Virtual Learning Environment

These learning environments also include the following:

- Promotion of a learning ethos
- Delivery methodologies and methods
- Learning and assessment modes
- The programme itself
- Learner accessibility to the physical environment and the supporting resources

Cenit College is committed to using technology where it adds value to the learning environment and engages in active evaluation of new technologies on an ongoing basis. Technology will be used for the purpose of enhancing the learning experience rather than for the sake of using technology. However, Cenit College will always be careful to put pedagogy first, before technology, thus ensuring technology is used to enhance the learner experience in learning rather than over-whelm it. For our Blended and Online offerings, the adoption of a pedagogy first approach is critical to ensure excellence of teaching and learning and a good overall learning experience.

Feedback on the quality of the learner environment to the learning experience is elicited from the tutors, learners and other stakeholders as appropriate, as part of the mid-course monitoring and end of course review. The feedback is analysed and a report is compiled for the post programme review meeting. Improvements in the quality process are taken as action items and included in the quality improvement plan (QIP). This is maintained and monitored by the Quality Assurance Manager. Improvements in the facilities or in the virtual environment will be directed to the facilities or operations manager. Long term development of the learning environment is addressed via the strategic planning process of the Cenit College Executive Board.

Cenit College delivers its programmes at its own premises or at public locations nationwide. Additionally, Cenit College also delivers programmes online using a virtual learning environment in accordance with the relevant awarding bodies guidelines.

Physical Environment

Cenit College has policies in place that ensure the learning environment is safe and appropriate to the programme being delivered (See QA 3.1 Programme Development and Management). The programme lead completes the check list, risk assessment and health and safety forms to ensure all locations meet the standards required. Cenit College strives to ensure that our classrooms will have universal access.

If there are any issues with the physical environment during the delivery of the programme the tutor should contact the programme lead to ensure that these issues are rectified.

For Blended and Online programmes there will be a learning guide to communicating and behaviour in an online environment available as part of the resources.

Work Placement Environment

Some programmes may incorporate a work placement element. Cenit College follows a well-defined process for work-placement, in accordance with the awarding bodies requirements. This process is as follows;

- Host companies will receive written communication from the learner along with a document that provides information on the requirements relating to work-placement. The work placement host will sign an acceptance document and return this to Cenit College.
- The tutor will issue a brief to the learner which contains the tasks that they are required to complete. This is also sent to the work placement supervisor.
- The tutor will meet with the learner prior to the commencement of the work placement. This provides the learner with the opportunity to understand what is required and ask questions.
- The tutor will conduct at least one work site visit to ensure the effectiveness of the work-placement. The tutor will meet with both the learner and the supervisor to discuss how the placement is progressing.
- At the end of the work placement the supervisor will complete a work placement supervisors report and assess the learner's performance in the relevant tasks.
- This report is sent to the tutor at the end of work placement for inclusion to the overall programme marking.
- Upon the completion of work placement, the tutor will conduct a follow up meeting with the learner.
- The learner will complete a feedback form

Cenit College is responsible for:

- Meeting with the learner prior to placement
- Conducting site visits/calls to the host company
- Responding to all academic and placement queries
- Liaises with the learner and supervisor during placement
- Where relevant, assessing the learner's performance
- Maintains a log of all communication during placement
- Meets with the learner after the work placement
- Ensures the learner completes the feedback form

Virtual Learning Environment (VLE)

Cenit College uses Moodle as its VLE. To ensure the effective delivery of online and blended programmes, Cenit Group has ensured the following:

- All policies reflect not just the classroom-based programmes but also blended and online programmes.
- Blended and online programmes will follow the Cenit College format or where we are the second provider, the format as advised by the main provider.
- All programmes must go through the normal Cenit Group design and development process and be approved before they can "go live".
- The Head of Training is responsible for ensuring the effective delivery of these programmes.
- The Development & Design Manager oversees the entire design and development process. Curriculum Designer works with Subject Matter Experts to define the learning outcomes, programme structure, learning activities and assessment approach in line with awarding body and quality standards. The Instructional Designer turns approved curriculum into learning and assessment materials, applying agreed learning design and accessibility standards across online, blended, and classroom formats. Subject matter experts contribute to and peer review content. The Development & Design Project Manager coordinates development activity, manages quality checks, and oversees handover to the Training Delivery Team to ensure all programmes are fully prepared for delivery before reaching learners.
- All programme content will include a mix of video, quizzes, texts, assignments, and any other content that will meet the varying learning styles of the learners. UDL principles have been implemented for accessibility.
- Learners will receive a login and will assess the course through a link provided in the VLE.
- All assignments will be uploaded via the VLE.
- All learners will be assigned a tutor to assist and motivate each learner.
- The quality manager is responsible for ensuring that the teaching and learning process meets the Cenit Group quality standards.
- All learner supports will be included in the learner handbook and will be listed on the programme information page. There will be reminders of the availability of these supports throughout the learning process.
- Learning needs are identified throughout the learning process and additional learning supports are devised as needed.
- Tutors through various communication channels will seek to motivate, encourage learners thereby enabling them to achieve the learning outcomes.

1.6.4 Monitoring the effectiveness of Teaching and Learning

Cenit Group is committed to ongoing evaluation and monitoring of the quality and effectiveness of its teaching and learning. Developing a learner centric environment with the learners learning experience at the core, will encourage effective teaching and learning. To this extent there is a triangulation of gathering and analysing feedback from learners, tutors and other stakeholders to the programme.

- **Prior to Delivery:**

Before delivery begins, learners are provided with clear and consistent information about their programme through formal programme documentation.

All learners are issued with the Cenit College Learner Handbook, which sets out:

- expectations of learners
- assessment regulations
- supports and services available
- learner rights and responsibilities
- complaints and appeals processes

For QQI programmes, learners are also issued with a Programme Handbook, which provides programme-specific information including:

- programme structure and delivery mode (classroom, blended or online)
- entry requirements and expected prior skills
- required time commitment, including direct contact and self-directed learning
- assessment schedules, including formative and summative assessment and feedback timelines
- examination and verification requirements (where applicable)
- participation requirements, including group work or online engagement

Programme Handbooks are developed and maintained by the Design and Development team in collaboration with the Programme Lead to ensure accuracy, consistency and alignment with validated programme requirements.

Learners are directed to these handbooks at programme induction and are supported to understand how the information applies to their programme of study.

- **During Delivery:**

- Lesson observation - The effectiveness of teaching and learning is monitored through a structured programme of lesson observations, which evaluate the quality of delivery, learner engagement, assessment practice, and overall learning outcomes. For new tutors a classroom observation is conducted through the lesson observation process QA5.3 Lesson observation Policy.
- Peer Review: For all programmes peer review form an integral part of the monitoring process. Where no internal peer review is available, an external peer reviewer is sought. For further information, please see QA 5.4 Peer Review Policy
- ⊖ Tutors are involved in the monitoring process through tutor reflections, course evaluations and programme review meetings.
- Learners are involved in the monitoring process through learner reflections on their learning experience and learner surveys (feedback forms) that are conducted at regular intervals throughout each programme

- Where the programme involves work-based learning or work-placement employer feedback is conducted through a feedback form.
- End of Delivery:
 - All programmes are monitored and evaluated at module and programme level. This includes; teaching methodologies, mapping of learner achievements against learning outcomes and curriculum content. This is achieved through learner surveys that are carried out during/end of the delivery of a module/programme. These surveys will provide feedback on the following:
 - Programme content
 - Delivery modes
 - Teaching and learning
 - Learning resources
 - Assessment
 - Information
 - Support services
 - Accommodation for diversity – e.g. non-native English speakers, people with a disability
 - Feedback will be sought from other stakeholders such as companies hosting work placement and employers.
 - All feedback from staff, learners and other stakeholders is analysed and a report is compiled. This report will be discussed at the post programme review meetings. This will inform future improvements on the effectiveness of teaching and learning and the learner experience.
 - All improvements in quality (action items arising from the post programme review meetings) will be included in the Quality Improvement plan which is maintained by the Quality Manager. The Quality Manager is also responsible for monitoring the implementation of this plan with oversight from the Quality Committee. Reports are sent to the Academic Committee for governance approval.
 - Where improvements are needed in the learning environment the training manager will co-ordinate and monitor these improvements with the relevant staff member.
 - Improvements needed for the programme itself will be included in the programme improvement plan and will follow this process (See chapter X Programme Development and Management).

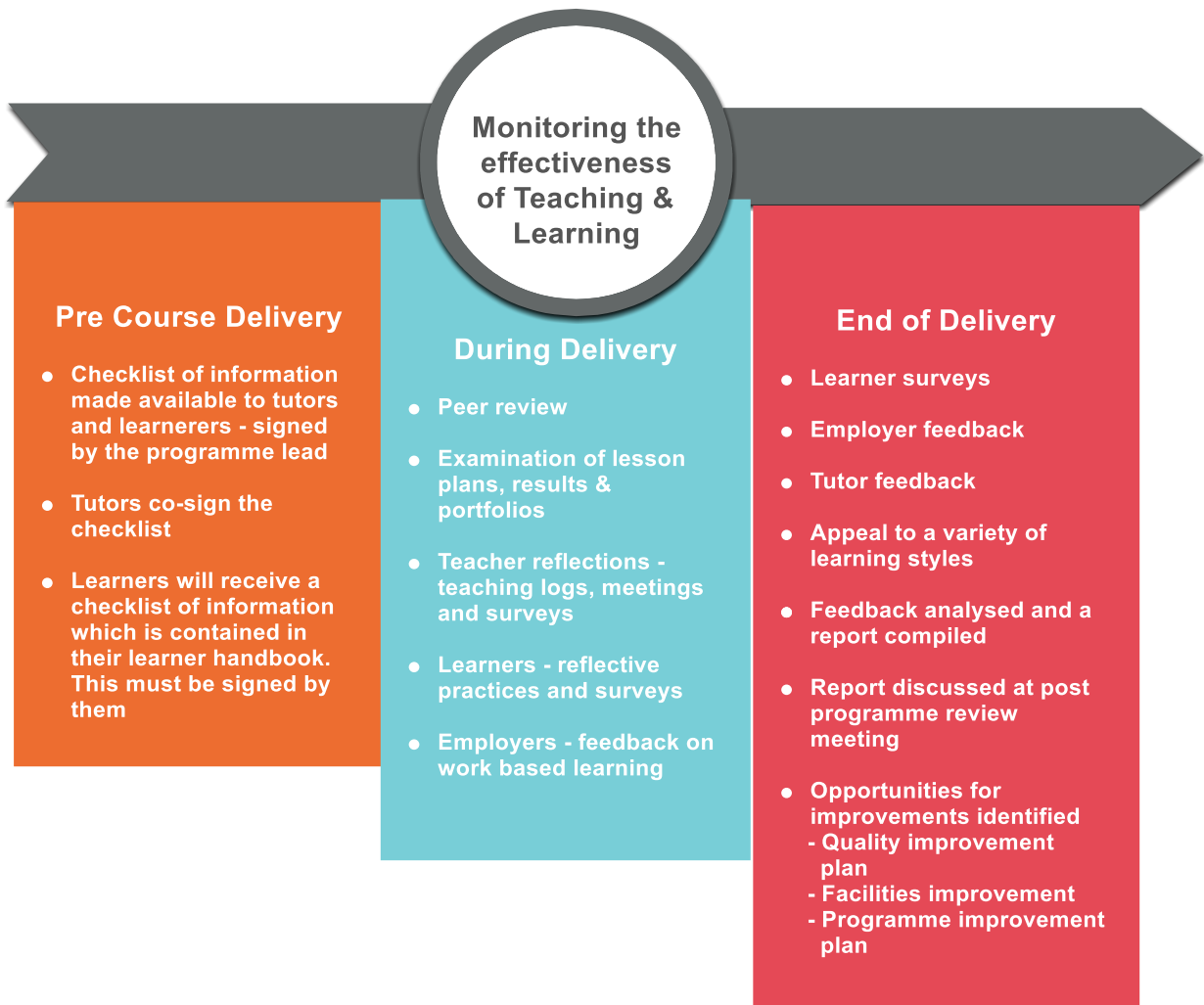


Figure 1.6 Monitoring the effectiveness of teaching and learning

1.6.5 Teaching and Learning supported by other policy areas

The teaching and learning policy in Cenit College is underpinned by several other core policies, namely:

- QA 1 Governance & Structure
- QA 3 Programmes of Education and Training
- QA 4 Staff Recruitment, Management and Development
- QA 6 Assessment of Learners
- QA 7 Learner Supports
- QA 11 Self-evaluation, monitoring and review

Please see QA 3.6 Blended Learning for details of specific Blended Learning processes and guidelines.



Fig 1.7 Teaching and Learning supported by other policies

1.7 Pedagogical Methods and Framework

Our pedagogical methods work in tandem with our teaching and learning framework – the Universal Design for Learning (UDL) framework.

Teaching and Learning Framework

To assist with the vision, mission and values that Cenit College has for teaching and learning, they have adopted the Universal Design for Learning (UDL) framework. This framework will assist the College in:

- Promoting a learning ethos.
- Implementing effective practice.
- Creating suitable learning environments and through monitoring, it will improve the quality of the learning experience.

Cenit College recognises that UDL can be implemented in classroom, blended and online environments, blended being a hybrid of the two. Examples of how UDL can be implemented in these teaching and learning environments are as follows;

Stating lesson goals and referring to them throughout the lesson

- Considering alternative assessment options. For example, doing a podcast instead of a written assignment.
- Using flexible workspaces. Students can break out and work in spaces designed for working as a group. In some instances, where space allows, Cenit can provide break-out rooms.

- Regular feedback – Cenit tutors will give feedback through 1-2-1 meetings with students individually but also feedback throughout the duration of the lesson itself.
- Alternatives to written text: In all learning environments; Classroom, blended and online, UDL recognizes that if learners can't access information, they can't learn it. Cenit College will ensure that materials are accessible for all types of learners. This includes a variety of ways to read e.g. print, digital, text-to-speech and audio. Cenit also considers text enlargement options for the appropriate learners. The college also provides choices for screen colour and contrast.

For Online Learning, Cenit College uses captions for videos and transcripts for audio. Our videos include both text, visuals and captions. Links to resources will also be available. These resources can be books, online resources, videos or podcasts.

Cenit College understands that individuals have equal opportunities to learn – including those with disabilities. Using this framework more flexible methods of teaching, assessment and service provision will cater for the diverse needs of the learners. UDL ensures there are multiple means of engagement, representation and action/execution. Thus, Cenit will ensure that learners will have audio and visual elements available to them on any programme along with multiple formats of exercises and assessments.

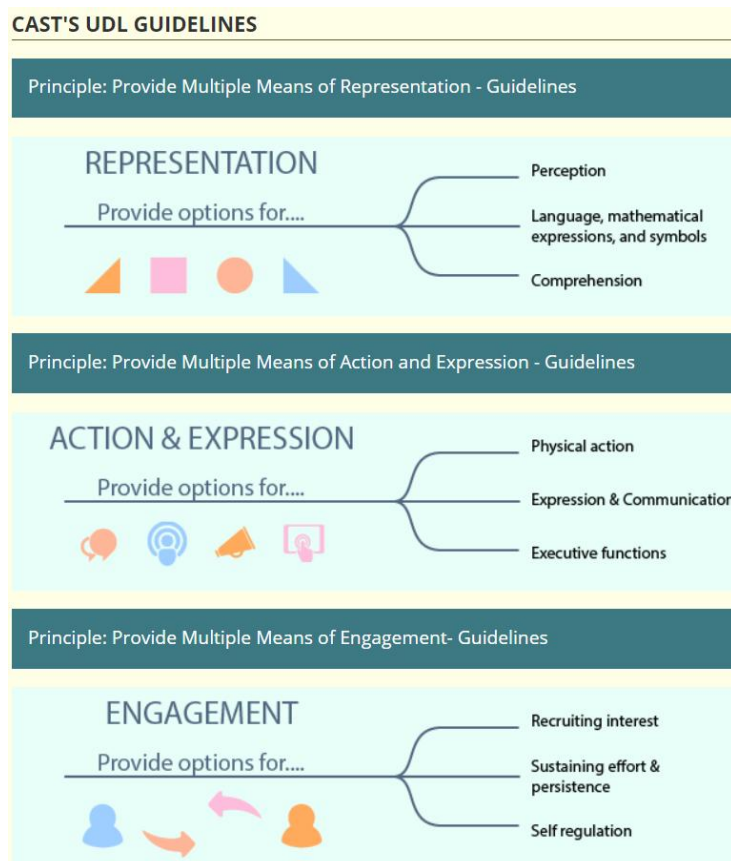


Figure 1.7 UDL Guidelines (Source Ahead.ie)

Within the UDL framework, Cenit College has some principals of learning that help contribute to an effective learning experience.

Cenit College applies a learner centered approach to teaching and learning by encouraging learners to engage in self-directed learning and to ask for what they need to ensure a meaningful learning experience.

Tutors encourage learners to draw parallels between their own experience and what they are learning. This is achieved through regular interaction between the tutor and the learner, reflective practise and practical exercises, where the learner can use their own experience to implement what they have learnt.

The content is created with the view that there is scope for the learners to use the skills and tools learned to solve problems they may have in their own workplace or personal space. Learners are encouraged throughout any programme to test their knowledge in their personal or working environments and offer feedback in a group setting. This will enable further learning at a group level.

The motivation to learn is addressed at the start of the programme. Tutors will then reflect on this as a mechanism for learners to understanding why they are learning and how what they are learning addresses their needs.

Pedagogical Methods

All tutors have pedagogical experience or are engaged in a pathway of pedagogical development. These tutors are familiar with the most common pedagogical methods. Cenit College will develop tutors in-house through our tutor development programme.

The pedagogical methods of each programme are defined prior to the commencement of the programme. These are recorded in the following:

- Programme validation documents
- Course development meetings and reviews
- Teaching and learning strategy to be used in the course delivery.

Cenit College's teaching and learning approach is underpinned by the **Constructive Alignment** model developed by John Biggs. Under this model, programme learning outcomes are defined at the outset, and assessment methods are then designed to measure the achievement of those outcomes. Teaching and learning activities are subsequently planned to enable learners to successfully meet the assessment criteria and intended learning outcomes. This approach recognises the principle of washback, whereby learners tend to focus their learning on what they believe will be assessed; by aligning outcomes, assessment, and delivery, teaching practices intentionally harness this effect to enhance learner engagement and achievement. As a result, learning outcomes, assessment strategies, teaching activities, and instructional delivery are fully integrated within a coherent and effective pedagogical framework.

Cenit College reflects this in policies on promoting a learning ethos and monitoring teaching and learning (which includes the learner experience).

In tandem with UDL and the constructive alignment methodology, Cenit College also advocates a ***pedagogy first approach*** – thus ensuring pedagogy comes before technology. This is very important especially in the Blended and Online delivery environments.

1.8 Teaching Staff

All Cenit College teaching staff are subject matter experts in their teaching fields. They require both academic and pedagogical qualifications along with both teaching and industry experience. This ensures experience, excellent and support is available from all teaching staff. Teaching staff can avail of the Cenit College tutor development programme. The following policies and procedures contain information regarding the teaching staff:

- QA 4.1 Staff Recruitment, Development and Management
- QA 4.2 Peer Review of Teaching Staff
- QA 4.3 Staff Appraisals

Teaching staff are encouraged to continuously engage with learning, innovative teaching and learning practises and other aspects that promote excellence in teaching and learning. This engagement occurs in a variety of ways:

- Cenit College Tutor Development Programme
- Peer Review of Teaching Staff
- Research
- Collaboration, partnerships and networking
- Accredited and non-accredited study
- Daily teaching practise

Staff engaged in Blended or Online provision must have the appropriate expertise and qualifications. CPD is conducted as part of the staff learning and development process.

1.9 Tutors Code of Conduct

All teachers within Cenit College must observe the teaching code of conduct as set out in the Tutor handbook, which underpins professional standards in teaching and learning across the organisation. The Code of Conduct outlines clear expectations regarding professional behaviour, ethical practice, learner-centred teaching, respect, equality and diversity, safeguarding, confidentiality, and constructive engagement with learners. Compliance with the Code of Conduct ensures that teaching and learning activities are delivered in a safe, inclusive, supportive, and professional environment that promotes effective learning and learner wellbeing.

1.9.1 Objective of the Code

The teaching code of practise aims to set out the core values underpinning the teachers practice within Cenit College. Specifically, it:

- Sets out clear standards of professionalism in teaching
- Endeavours to assist in achieving high standards in teaching
- Encourages reflection of professionalism and level of teaching standards
- Supports tutors to bring this professionalism into their everyday lives

1.9.2 The teaching code

- Confidentiality: Tutors must at all times abide by the principal of confidentiality. This includes confidential information relating to learners, work colleagues and other programme stakeholders received during the course of their practise. This code applies to all circumstances except where legislation or the well-being of an individual requires disclosure.
- Academic professionalism: Teachers must at all times act honestly and with integrity in the course of their work. There should not be any conflicts of interest between their professional and private interests.
- Respect: Within their professional teaching practice, teachers should at all times engage in a respectful relationship with their learners and other stakeholders. They should not discriminate anyone in anyway.
- Illegal substances: While acting in their professional capacity teachers should not at any time engage while under the influence of substances that may in any way impair or compromise their ability to teach or act in a professional manner.
- Accuracy of Information: At all times during their professional capacity teachers have an obligation to provide information that is accurate and relevant to the learners they are teaching. This information should not discriminate anyone in any manner.

1.10 Monitoring of this policy

The Head of Quality will monitor this policy through the annual QA audit.

The following monitoring mechanisms are used;

Prior to Delivery

- Checklist of information made available to tutors and learners
- Tutors co-sign the checklist
- Learners will receive a checklist of information which is contained in their learner handbook.

During Delivery

- Peer Review of teaching
- Annual lesson observations
- Examination of lesson planning, results and portfolio's
- Tutor reflections, meeting logs and surveys
- Employers – feedback on work-based learning

Post Delivery

- Learner Surveys (mid and end)
- Employer Feedback
- Tutor Feedback
- Feedback analysed and report compiled
- Post Programme review meeting outcomes

The effectiveness of UDL will be monitored through benchmarking learners' pass rates, completion rates, grades against previous programmes of the same nature, against the average of these criteria and against other programmes. Where possible benchmarking with other providers will be conducted.

1.11 Version Control

Version	Date	Description	Originator	Approved by
Version 1	20/01/2022	Approval of Policy	Perri Williams (QA)	Academic Committee
Version 1	28/03/2024	QQI Approval	Perri Williams (QA)	Academic Committee
Version 2	18/03/2026	Changes made to role titles where necessary	HoQ	Academic Committee
Version 3	22/04/2026	1.4.1 Course list and provision updated 1.5 & 1.6 Significant changes to reflect new 2026-2030 strategy 1.6.1/1.6.2 Changes to text to include embedding of ETF professional standards. Added ETF professional standards visual 1.7 Pedagogical methods and framework paragraph update 1.9 Paragraph update 1.10 Annual lesson observations added to bullet point list	HoQ	Academic Committee