



OXFORD COLLEGE

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TEACHING AND LEARNING POLICY

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1. INTRODUCTION

Oxford College Ltd is committed to providing high-quality, inclusive, and engaging teaching and learning experiences that empower students to reach their full academic and personal potential. This policy outlines the principles, expectations, and strategies used to foster a positive learning environment across all programmes and delivery modes.

2. PURPOSE

This policy aims to:

- Establish a consistent framework for the delivery of teaching and learning.
- Promote active, student-centred learning approaches.
- Encourage innovation, reflection, and continuous improvement among teaching staff.
- Align academic practices with UK quality standards and regulatory requirements.

3. SCOPE

This policy applies to:

- All academic programmes delivered by the college, both on campus and online.
- All tutors, lecturers, teaching assistants, and academic managers.
- All students enrolled at Oxford College Ltd.

4. TEACHING PRINCIPLES

Oxford College promotes the following principles of effective teaching:

- Learner-centred planning that meets the needs of diverse students.
- Clear learning outcomes linked to national qualification frameworks.
- Constructive feedback and ongoing formative assessment.
- A culture of academic curiosity, integrity, and independent learning.

5. CURRICULUM DESIGN

- Programmes are designed with clear outcomes, mapped to regulated standards.
- Courses are regularly reviewed for relevance, currency, and alignment with employer expectations.
- Curriculum development involves feedback from staff, students, and industry experts.

6. DELIVERY METHODS

- A range of delivery models is used, including lectures, workshops, tutorials, case studies, and e-learning.
- Tutors adapt methods to learner needs, taking into account learning styles and support requirements.
- Digital tools are integrated for interactive, flexible, and accessible learning.

7. STUDENT ENGAGEMENT

- Active participation is encouraged through discussion, group work, and project-based learning.
- Attendance and participation are monitored, and interventions are provided where necessary.
- Academic mentoring supports students' development and confidence.

8. ASSESSMENT PRACTICE

- Assessment is integral to learning and is designed to be valid, reliable, and fair.
- Tutors use both formative and summative assessments with clear marking criteria.
- Feedback is timely, constructive, and supports future improvement.
- Assessment policies adhere to awarding body and regulatory frameworks.

9. LEARNING SUPPORT

- Students have access to academic advice, personal tutoring, and study skills workshops.
- Additional learning needs are met through tailored support and reasonable adjustments.
- The Student Services team supports wellbeing, pastoral care, and access to resources.

10. QUALITY MONITORING

- Teaching quality is reviewed through student feedback, peer observation, and internal audits.
- Staff participate in standardisation meetings to ensure consistent delivery.
- Action plans are developed where improvement is required.

11. STAFF DEVELOPMENT

- All tutors complete Continuing Professional Development (CPD) as outlined in the CPD Policy.
- Tutors are supported in reflective practice and pedagogical innovation.
- Training is provided for curriculum updates, teaching methods, and regulatory changes.

12. POLICY REVIEW

This policy is reviewed annually or as required to reflect developments in education and internal priorities.

Approved by:

Principal, Oxford College Ltd

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