



UK COLLEGE OF IT LTD.

QUALITY ASSURANCE POLICY

Document status	Public / Institutional Policy
Version	2.0
Effective date	11 August 2026
Review cycle	At least annually and following significant regulatory, academic, operational or quality-related change
Policy owner	Senior Management / Quality Assurance
Applies to	All programmes, courses, learners, tutors, assessors, support staff, contractors, partners and quality-related activities of UK College of IT

1. Purpose

UK College of IT Ltd. ("the College") is committed to maintaining a systematic approach to quality assurance across its education, training, assessment, learner-support and administrative activities.

This Quality Assurance Policy establishes the framework through which the College monitors whether its programmes are appropriately designed, consistently delivered, effectively assessed, adequately supported and continuously improved.

The policy is designed to support reliable learner outcomes, academic integrity, learner satisfaction, regulatory compliance, External professional or regulatory requirements where applicable and the credibility of College-issued documentation.

2. Quality Assurance Principles

The College's quality framework is based on:

- learner-centred education;
- clear learning objectives and outcomes;
- appropriate and coherent programme structure;
- qualified and appropriately experienced tutors and assessors;
- fair, valid and reliable assessment;

- transparent decision-making;
- accessibility and inclusion;
- evidence-based monitoring;
- documented accountability;
- continuous improvement; and
- proportionality and risk-based quality management.

3. Scope

This Policy applies to all College learning and support activities, including online and blended delivery where applicable.

It covers programme design, learning materials, tutors, delivery, assessment, internal quality assurance, learner support, complaints, appeals, academic integrity, safeguarding, data management, digital platforms, certification and continuous improvement.

4. Quality Governance

Overall responsibility for quality rests with College senior management.

Operational quality responsibilities may be delegated to programme leaders, academic staff, internal quality assurers, assessors or designated quality personnel.

Delegation does not remove senior management's responsibility for ensuring that an effective quality system exists and is monitored.

5. Quality Roles and Responsibilities

Senior Management is responsible for:

- approving the quality framework;
- ensuring adequate resources;
- reviewing significant quality risks;
- approving major corrective actions; and
- overseeing periodic quality review.

Programme Leaders are responsible for programme-level implementation, monitoring delivery, learner progress and programme improvement.

Tutors and Assessors are responsible for appropriate delivery, assessment, feedback, learner communication and accurate records.

Internal Quality Assurers (IQAs), where appointed, are responsible for independent sampling, standardisation, verification and quality reporting within their defined remit.

6. Programme Design and Approval

Programmes should be based on a documented rationale, identified learner or professional needs and clearly defined learning outcomes.

Programme documentation should normally identify:

- programme title and level where applicable;
- target learners;
- entry requirements;
- duration;
- learning hours / guided learning hours where relevant;
- learning outcomes;
- curriculum or module structure;
- delivery model;
- assessment strategy;
- progression requirements;
- certification arrangements; and
- quality-assurance arrangements.

7. Learning Outcomes

Learning outcomes should be clear, measurable and appropriate to the programme level and intended learner profile.

Learning activities and assessments should provide a logical route for learners to achieve the stated outcomes.

8. Curriculum and Learning Materials

Learning materials should be accurate, relevant, current and appropriate to the programme.

Materials should be reviewed periodically and whenever significant developments occur in the subject area.

Where external sources, legislation, professional standards or technical information are used, the College should maintain appropriate source and version information.

Learning materials should be accessible and suitable for the intended delivery format.

10. Tutor and Assessor Competence

Tutors and assessors should have appropriate subject knowledge, professional experience and/or educational competence for their assigned responsibilities.

The College should maintain proportionate records of qualifications, experience, induction and relevant professional development.

Where a tutor is assigned to a specialist subject, the programme team should confirm that the tutor's expertise is appropriate to the content delivered.

11. Tutor Induction and Training

New tutors should receive appropriate induction covering:

- programme requirements;
- learning outcomes;
- assessment requirements;
- learner support;
- academic integrity;
- equality and accessibility;
- safeguarding;
- data protection;
- online delivery expectations; and
- quality-assurance procedures.

12. Continuing Professional Development for Staff

The College encourages tutors and relevant staff to maintain current professional and subject knowledge.

CPD activities may include professional courses, webinars, conferences, subject updates, peer learning, research, reflective practice and other structured or self-directed learning.

Relevant staff development should be recorded where appropriate.

13. Delivery Quality

The College monitors whether learning is delivered in accordance with approved programme documentation.

Delivery monitoring may consider:

- learner engagement;
- availability of learning materials;
- tutor responsiveness;
- session quality;
- consistency between modules;
- accessibility;
- technical reliability; and
- achievement of intended learning outcomes.

14. Online Learning Quality

For online programmes, quality assurance should address the digital learning environment as well as academic content.

This may include Google Classroom or other learning platforms, video sessions, recorded materials, assignment submission, learner communication, technical access, platform permissions and data protection.

Critical learner-facing resources should be periodically checked to confirm that links, files, instructions and submission routes remain functional.

15. Learner Induction

Learners should receive sufficient information to understand:

- programme requirements;
- learning outcomes;
- assessment methods;
- deadlines;
- support routes;
- complaints and appeals;
- academic integrity;
- learner conduct;
- accessibility arrangements; and
- relevant privacy and safeguarding information.

16. Learner Feedback

The College should provide appropriate mechanisms for learners to provide feedback on learning, teaching, assessment, support and administration.

Feedback may be collected through surveys, questionnaires, interviews, tutor discussions, programme reviews, complaints or other appropriate channels.

Feedback should be analysed proportionately and used to identify improvement opportunities.

17. Assessment Quality

Assessments should be aligned with the stated learning outcomes and programme requirements.

Assessment methods should be appropriate to the level, subject and intended competence.

Assessment instructions should be sufficiently clear to enable learners to understand what is required.

Assessment should be conducted consistently and fairly.

18. Assessment Validity and Reliability

The College should seek to ensure that assessments measure the intended knowledge, skills and understanding.

Assessment decisions should be based on published criteria and appropriate evidence.

Where more than one assessor is involved, standardisation should be used where necessary to promote consistency.

19. Internal Quality Assurance / Internal Verification

Where appropriate to the programme, internal quality assurance should include systematic sampling of assessment decisions, learner work, feedback and supporting evidence.

IQAs should be sufficiently independent from the original assessment decision to provide meaningful quality assurance.

Sampling should be risk-based and proportionate, with increased sampling where new assessors, new programmes, significant discrepancies or other quality risks are identified.

20. Sampling Strategy

Sampling may consider:

- assessor;
- module or unit;
- assessment type;
- learner cohort;
- level or complexity;
- pass/fail/borderline decisions;
- resubmissions;
- reasonable adjustments;
- academic-integrity cases; and
- previous quality concerns.

21. Standardisation

Where multiple tutors, assessors or IQAs are involved, the College should conduct standardisation activities where necessary.

Standardisation may include review of assessment criteria, sample learner work, feedback quality, borderline decisions and common interpretation issues.

Standardisation outcomes should be recorded and any required corrective actions followed up.

22. Assessment Feedback

Feedback should be timely, constructive and sufficiently linked to assessment criteria and learning outcomes.

Where appropriate, feedback should explain strengths, areas for improvement and actions that may help the learner develop.

Feedback should not disclose confidential information about other learners.

23. Academic Integrity

The College maintains an Academic Integrity & Plagiarism Policy.

Quality assurance should monitor whether academic-integrity procedures are understood, consistently applied and appropriately documented.

Academic misconduct investigations should be fair, evidence-based and subject to applicable review or appeal routes.

24. Artificial Intelligence and Assessment

Where AI tools are relevant to a programme, assessment instructions should state whether and how AI may be used.

Quality assurance should check that AI-related assessment rules are clear, consistent and aligned with the intended learning outcomes.

Where AI is permitted, learners remain responsible for the accuracy, integrity and originality of their work.

25. Reasonable Adjustments and Assessment

The College should ensure that approved reasonable adjustments are implemented consistently while preserving essential learning outcomes and assessment standards.

Adjustment decisions should be documented appropriately and communicated only to staff who need the information to implement them.

26. Certification

Certificates and other formal learner documents should be issued only where the learner has met the relevant programme or certification requirements.

Certificate records should be accurate and capable of verification.

The College should maintain appropriate records of awards issued, including learner identity/reference, programme, award date and certificate reference where used.

27. Learner Records

The College should maintain accurate records relevant to programme administration and quality assurance.

Records may include enrolment, participation, assessment, feedback, support, complaints, appeals, academic-integrity and certification records.

Access to records should be controlled in accordance with the Privacy Policy.

28. Complaints and Appeals as Quality Evidence

Complaints and appeals should not be viewed only as individual casework. Aggregated themes can provide valuable evidence for quality improvement.

Recurring issues should be reviewed to determine whether changes are needed to programme information, teaching, assessment, communication or support.

The Complaints Policy and Assessment & Appeals Policy establish the detailed procedures.

29. Safeguarding and Quality

Safeguarding concerns should be handled under the Safeguarding Policy.

Quality assurance should periodically review whether safeguarding routes are visible, staff understand escalation responsibilities and relevant training is current.

30. Equality, Diversity and Inclusion

Quality monitoring should consider whether learners have equitable access to learning, assessment and support.

The College's Equality, Diversity & Inclusion Policy and Accessibility Statement provide the detailed framework for inclusion and reasonable adjustments.

31. Learner Support Quality

The College should monitor whether learner-support routes are accessible, responsive and appropriately documented.

Support quality may be evaluated through response times, learner feedback, unresolved cases, recurring barriers and implementation of agreed adjustments.

32. Technical and Digital Quality

Digital learning systems should be monitored for availability, usability, security and continuity.

Where a significant technical issue affects learning or assessment, the College should document the issue, response, impact and corrective action where appropriate.

33. Quality Risk Management

The College should maintain a proportionate quality-risk approach.

Potential risks may include:

- inaccurate learning materials;
- inconsistent assessment;
- inadequate tutor competence;
- insufficient learner support;
- accessibility barriers;
- academic misconduct;
- safeguarding failures;
- data breaches;
- platform failures;
- poor learner communication; and
- failure to maintain certification or programme records.

34. Risk Register

Significant quality risks should be recorded in a Quality Risk Register or integrated institutional risk register.

Risk records should identify the risk, likelihood, impact, controls, responsible owner, mitigation actions and review date.

35. Internal Quality Reviews

The College should conduct periodic internal quality reviews of programmes and processes.

Reviews may consider programme documentation, learner feedback, assessment samples, tutor records, complaints, appeals, support records, certification, digital delivery and previous action plans.

36. Annual Programme Review

Each active programme should be reviewed at least annually or according to an appropriate risk-based cycle.

The review should consider:

- learner numbers and engagement;
- achievement and progression;
- assessment outcomes;
- learner feedback;
- complaints and appeals;
- academic-integrity cases;
- tutor performance and development;
- learning-material updates;
- accessibility;
- safeguarding;
- actions from previous reviews.

37. Corrective and Preventive Action

When a quality issue is identified, the College should determine whether corrective action, preventive action or both are appropriate.

Actions should identify a responsible person, target date, evidence of completion and method of checking effectiveness.

38. Continuous Improvement

Quality assurance is intended to support continuous improvement rather than merely compliance.

The College should use evidence from learner feedback, assessment review, complaints, tutor observations, programme reviews, external feedback and relevant professional developments to improve its provision.

The College may benchmark its programmes, learning materials, assessment arrangements and quality-assurance processes against relevant educational, professional, industry and regulatory standards. Where the College seeks external recognition, certification or accreditation in the future, relevant requirements may be incorporated into the quality-assurance framework following formal review and approval. No

external accreditation or certification is implied by this Policy unless separately confirmed by the College in writing.

External Standards and Professional Alignment

39. External Review and Professional Input

Where appropriate, the College may use external subject specialists, professional advisers, awarding organisations, CPD assessors or other competent reviewers.

External input should be documented where it materially influences programme design, assessment or quality improvement.

40. Document Control

Controlled programme documents should have clear version numbers and review dates.

Where a document changes materially, the College should maintain an appropriate change history.

Obsolete versions should be archived or removed from active learner-facing locations to reduce the risk of learners using outdated requirements.

41. Staff Meetings and Quality Communication

Quality matters should be communicated through appropriate staff meetings, standardisation meetings, programme reviews or other formal channels.

Significant quality decisions should be recorded sufficiently to demonstrate what was decided, why and by whom.

42. Quality Evidence and Audit Trail

The College should maintain sufficient evidence to demonstrate that its quality procedures operate in practice.

Examples include:

- programme approval records;
- tutor CVs and qualification evidence;
- induction and training records;
- assessment briefs and marking criteria;
- learner work samples;
- IQA records;
- standardisation records;
- learner feedback;
- complaints and appeals summaries;
- action plans;
- programme review reports;

- certification records; and
- quality meeting minutes.

43. Audit Readiness

The College should be able to retrieve relevant quality evidence within a reasonable period when required for internal review, contractual review, CPD assessment, partner due diligence or other legitimate quality purposes.

Evidence should be authentic, appropriately dated and traceable to the relevant programme or activity.

44. Quality KPIs

The College may use quality indicators such as:

- learner retention/completion;
- assessment turnaround time;
- learner achievement;
- learner satisfaction;
- complaints volume and resolution;
- appeal outcomes;
- support response times;
- tutor engagement;
- assessment sampling outcomes;
- action-plan completion;
- technical incidents; and
- recurring quality risks.

45. Data Protection in Quality Assurance

Quality assurance activities must comply with the Privacy Policy and applicable data-protection requirements.

Quality reports should use anonymised or aggregated information where individual identification is not necessary.

Access to learner work, assessment records or support information should be limited to authorised personnel.

46. Staff Responsibilities for Quality

All staff and tutors share responsibility for identifying and reporting quality concerns.

Staff should not conceal material errors, assessment irregularities, safeguarding concerns, data breaches or other significant quality issues.

Early escalation supports timely corrective action.

47. Learner Responsibilities for Quality

Learners contribute to quality through:

- honest feedback;
- responsible participation;
- compliance with assessment requirements;
- reporting technical or accessibility barriers;
- reporting safeguarding concerns;
- respecting academic integrity; and
- raising legitimate complaints through appropriate routes.

48. Quality Escalation

Material quality concerns should be escalated to the designated quality lead or senior management.

Immediate escalation may be required for serious academic-integrity concerns, safeguarding risks, significant data breaches, systemic assessment problems or risks affecting multiple learners.

49. Policy Exceptions

Any exception to a documented quality procedure should be authorised by an appropriate responsible person and recorded with the reason, scope and duration of the exception.

Exceptions should not be used routinely to bypass established quality controls.

50. Review of the Quality Framework

The College will review the effectiveness of this Quality Assurance Policy and related procedures at least annually.

The review should consider whether the framework remains appropriate for the size, delivery model, programme portfolio, learner profile and external requirements of the College.

51. Contact

Quality Assurance: info@ukcollegeofit.uk

Senior Management: info@ukcollegeofit.uk

Learner Support: info@ukcollegeofit.uk

Complaints: info@ukcollegeofit.uk

General Enquiries: info@ukcollegeofit.uk

Appendix A – Annual Programme Review Template

Programme: _____

Programme Leader: _____

Review period: _____

Learner numbers: _____

Completion / achievement data: _____

Learner feedback summary: _____

Assessment review findings: _____

IQA / standardisation findings: _____

Complaints / appeals themes: _____

Academic-integrity issues: _ _____

Learner-support / accessibility issues: _____

Tutor review / CPD: _____

Learning-material updates required: _____

Risks identified: _____

Actions agreed: _____

Responsible persons: _____

Target dates: _____

Final review outcome: _____

Appendix B – IQA / Internal Verification Record

Programme / module: _____

Assessor: _____

IQA: _____

Sample size: _____

Assessment(s) sampled: _____

Assessment criteria applied consistently: Yes / No

Feedback appropriate: Yes / No

Learning outcomes addressed: Yes / No

Decision consistent with standard: Yes / No

Actions required: _____

Standardisation required: Yes / No

Action completion date: _____

Appendix C – Quality Improvement Action Plan

Issue	Evidence	Risk	Action	Owner	Target date	Effectiveness check
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Appendix D – Quality Risk Register

Risk	Likelihood	Impact	Existing controls	Mitigation	Owner	Review date
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Appendix E – Annual Quality Assurance Checklist

- ☐ Programme specifications reviewed
- ☐ Learning outcomes remain appropriate
- ☐ Learning materials reviewed and updated
- ☐ Tutor competence records current
- ☐ Assessment briefs and criteria reviewed
- ☐ IQA / internal verification completed
- ☐ Standardisation completed where required
- ☐ Learner feedback collected and analysed
- ☐ Complaints and appeals reviewed for themes
- ☐ Academic-integrity cases reviewed
- ☐ Learner support and accessibility reviewed
- ☐ Safeguarding arrangements reviewed
- ☐ Digital platform quality checked
- ☐ Certification records checked
- ☐ Quality risks reviewed
- ☐ Corrective actions closed or carried forward
- ☐ Annual programme review completed
- ☐ Quality policy review completed

Appendix F – Quality Evidence Index

- Programme Specification
- Scheme of Work
- Module Specifications
- Learning Outcomes Mapping
- Assessment Strategy
- Assessment Briefs
- Marking Rubrics
- IQA / Internal Verification Records
- Standardisation Records
- Tutor Qualification / CV Records
- Tutor Induction Records

- Tutor CPD Records
- Learner Feedback
- Complaints / Appeals Summary
- Academic Integrity Records
- Learner Support / Adjustment Records
- Safeguarding Records where applicable
- Programme Review Reports
- Quality Improvement Action Plans
- Quality Risk Register
- Certification Register

Appendix G – Related Policies

- Academic Integrity & Plagiarism Policy
- Assessment & Appeals Policy
- Complaints Policy
- Equality, Diversity & Inclusion Policy
- Accessibility Statement
- Safeguarding Policy
- Learner Support Policy
- Learner Code of Conduct
- Privacy Policy
- Cookie Policy
- Refund & Cancellation Policy
- Terms & Conditions