



UK COLLEGE  
OF BUSINESS AND COMPUTING

# Quality Manual

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## Introduction

UKCBC is fully committed to the purposeful and planned management of quality as it influences the delivery of the teaching and learning at UKCBC enabling our students to achieve the qualifications that have a positive impact on their lives and careers. UKCBC recognizes that to enhance the student experience and constantly raise the academic standards of UKCBC, the central elements of UKCBC must be reviewed, planned and delivered in a continuous cycle.

UKCBC endeavours to manage the quality cycle through a transparent and collaborative process of its provision through, **Plan Deliver Assess Evaluate**

The remainder of this statement will relate to the Strategic Management of Quality Maintenance. Managing quality improvement would be dealt with in line with the Quality Improvement and Enhancement policy.

UKCBC takes reference from several additional external benchmarks in addition to QAA including:

- OFS expectations and compliance requirements
- QAA quality code (and subsequent changes as per the new DQB)
- Awarding Organisation where applicable
- OIA requirements with reference to student welfare, complaints and redressals
- Subject benchmarks
- Matrix
- CMA

## UKCBC Quality Framework

UKCBC recognizes that the successful outcomes of strategic and operational direction and the maintenance of academic standards of UKCBC are the result of deliberate and detailed underpinning of a quality framework. Whilst this manual is influenced by the significant expectations above, the partner University's set quality standards. Policies and procedures and regulations will be adopted in the context of any partnership provision while UKCBC aims to ensure strict regulatory and quality compliance.

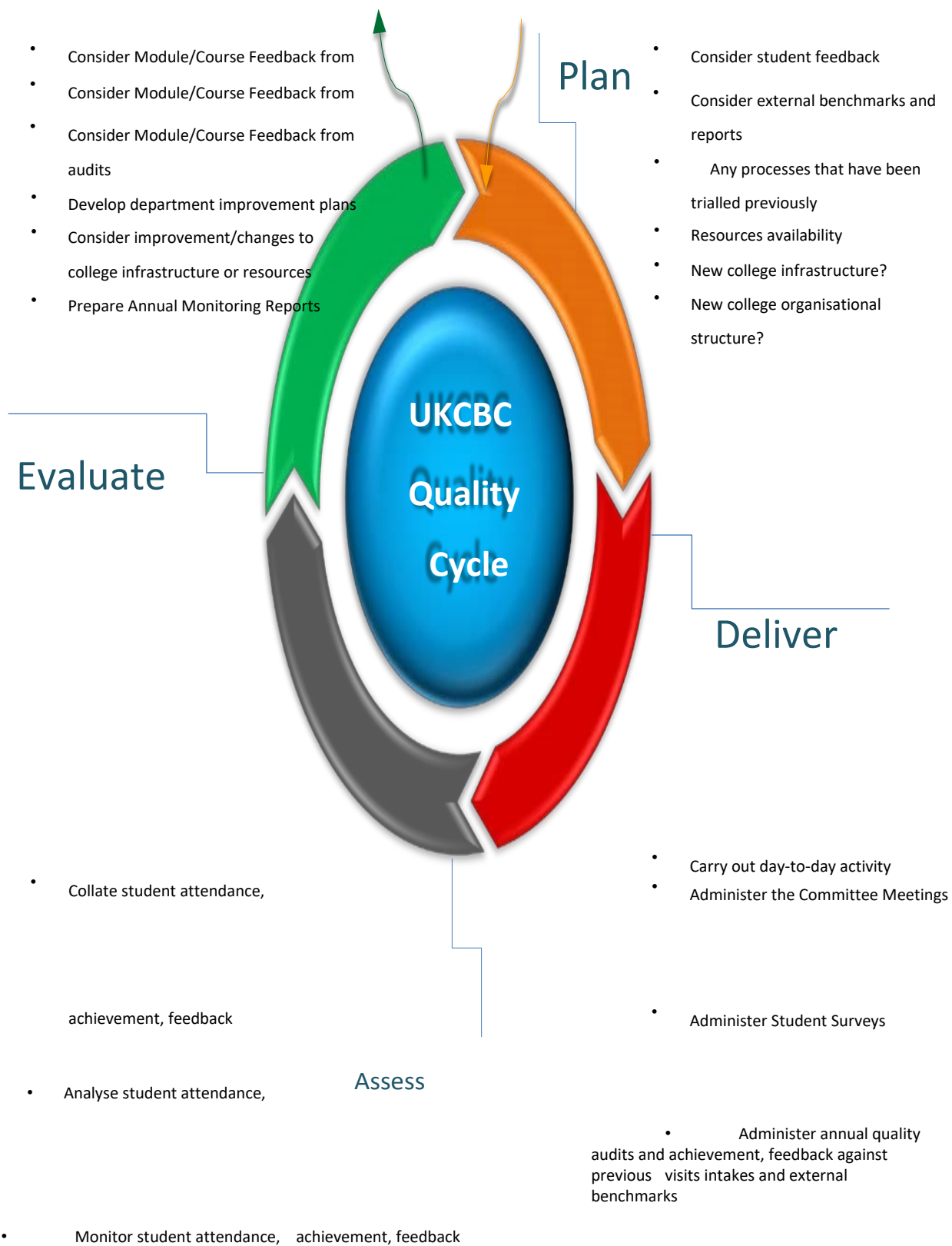
- The UKCBC Quality Framework is determined by the student involvement as individuals' transition from members of the public to prospective students and to become successful graduating students after a period of teaching, learning and assessment. This deliberate management of the student involvement is cognisant of the OFS expectations of the student centric approach.

- As UKCBC proceeds to engage with individuals throughout the student lifecycle, policies and processes that support the UKCBC strategic

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objectives and in line with relevant QAA (or the revised DQ B by the OFS) set standards and expectations as well as various compliance requirements are developed and delivered Additional policies, processes and guidance documents to support UKCBC staff in the execution of their duties are also developed where further operational details are required. Key Features of the Quality Cycle

As stated previously, UKCBC recognises that the successful operation and academic outcomes are based on deliberate and detailed reviews and planning of every area of UKCBC. This is best presented as a continuous **Plan, Deliver, Assess and Evaluate cycle**.



**ALL THE FOUR ACTIVITIES OF PLANNING, DELIVERY, EVALUATE AND ASSESS ARE CARRIED OUT IN CLOSE COORDINATION AND COMPLIANCE TO THE SET QUALITY STANDARDS BY THE OFS AND PARTNERING UNIVERSITY OR THE AWARDING BODY AS APPLICABLE.**

**Planning** the delivery of the functional areas of UKCBC is ordinarily carried out during the late summer months in preparation for the academic and administrative delivery of the new academic year. Consideration of previous improvement plans, future targets and current internal and external contexts all contribute to the adequate and deliberate planning to deliver student achievement and success.

**Delivery** of the teaching and learning activities and provision of a positive and enabling student experience commencing with student induction, across the year continues throughout the academic year. This coincides with the various student intakes that UKCBC has adopted.

**Assessment and analysis** of the different student data sets and qualitative feedback will be carried out by managers and department leads throughout the year to ensure that the college strictly adheres to the set standards and continually achieve high levels of student satisfaction, learning and success.

**Evaluation** of ongoing discussion, feedback and results will be formally completed every year, through the processes of annual reviews. This considers any external audit reports like the Annual Review Reports and External Examiner reports, that relate to the management of UKCBC, individual departments and programmes.

The actions identified in various internal and external review processes leads to the production of UKCBC wide Master Action Plan and contribute to the design of the next years' Quality Improvement Plan

### **Responsibility of UKCBC staff towards Quality Assurance**

Quality Assurance should be viewed holistically with reference to the duties and responsibilities performed by every member of staff, irrespective of their department and positions. UKCBC expects all its staff to be considerate of their responsibilities in delivering a qualitative service to students, to ensure a consistent and effective high-quality student experience and success. A student centric approach to all tasks and responsibilities ensuring strict compliance to set standards for the respective programmes offered will be the key expectation of every role including the management, all the teaching and non teaching staff.

Key reference points on Quality Assurance

- Policies and procedures of the partnering University if the provision is a franchised partnership
- Policies and procedures of the respective awarding organisations for all the qualifications awarded by respective awarding organisations

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- OFS expectations and other relevant statutory and regulatory bodies
  - Student data sets and performance benchmarks set by the partner Universities/ awarding organisations / the Office for Students as applicable to the specific context of the provision.
  - UKCBC Policies and Procedures aligned to the above which take a higher precedence over the UKCBC policies where applicable.