



Digital Learning Policy

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Responsible Committee:	Quality of Education Committee
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External reference points:	<ul style="list-style-type: none">• Office for Students (OfS) regulatory requirements• UK Quality Code for Higher Education• UK GDPR and Data Protection Act 2018• Equality Act 2010• Relevant awarding and partner institution regulations• Web Content Accessibility Guidelines (WCAG) accessibility principles, where applicable• Office of the Independent Adjudicator (OIA) Good Practice Framework, where relevant
Linked policies:	<ul style="list-style-type: none">• ASQ 1.4 Teaching and Learning Strategy• ASQ 1.1 Quality Assurance and Enhancement Policy• DIG 2.1 Data Protection and Confidentiality Policy• DIG 2.5 Information Technology and Digital Resources Policy• DIG 2.6 Information Security and Acceptable Use Policy• ASQ 1.6 Academic Integrity and Misconduct Policy• ASQ 1.9 Assessment Marking & Feedback Policy
Audience:	Staff & Student

1. Purpose

The purpose of this policy is to:

Enhance Learning and Teaching: Promote the meaningful integration of digital technologies into teaching, learning, and assessment to improve student engagement, flexibility, collaboration, and academic achievement.

Ensure Equity and Accessibility: Provide inclusive digital learning opportunities that accommodate students from diverse educational, cultural, socioeconomic, and accessibility backgrounds.

Promote Digital Literacy: Support the development of digital competencies among students and staff, including information literacy, online communication, digital collaboration, cybersecurity awareness, and responsible technology use.

Maintain Academic Integrity: Ensure that all digital learning and assessment activities uphold honesty, originality, ethical conduct, and institutional academic standards.

Protect Data and Systems: Safeguard institutional information systems, personal data, and online learning environments from misuse, cyber threats, and unauthorized access.

Support Innovation: Encourage experimentation with emerging technologies, including AI, virtual learning environments, multimedia tools, and digital collaboration platforms while ensuring ethical and pedagogical appropriateness.

Students should be able to expect UK College of Business and Computing (UKCBC) to:

- provide appropriate digital learning platforms and resources;
- give clear information about how digital tools should be used;
- provide reasonable support when students experience digital difficulties;
- consider accessibility when designing digital learning;
- protect students' personal information;
- provide guidance on responsible use of AI;
- explain when AI can and cannot be used in assessments;
- provide opportunities to develop digital skills;
- listen to student feedback about digital learning; and
- review digital learning arrangements regularly.

Students are expected to use UKCBC's digital systems responsibly, safely and respectfully.

2. Scope

This policy applies to all students enrolled at UK College of Business and Computing and to all members of staff involved in teaching, assessment and academic support.

This policy applies to:

- undergraduate and postgraduate students
- academic and teaching staff
- researchers and visiting scholars
- professional and administrative staff
- contractors and third-party service providers using institutional systems

The policy covers:

- Virtual Learning Environments (VLEs)
- online teaching platforms
- institutional email and communication systems
- digital assessment tools

- cloud-based services
- institutional devices and networks
- remote and blended learning environments
- AI-supported educational technologies
- digital content creation and sharing

The policy applies whether activities occur:

- on campus
- remotely
- during placements or collaborative partnerships

This policy applies to programmes delivered in partnership with awarding universities including:

- University of West London
- Plymouth Marjon University
- Ravensbourne University London.

3. Definitions

For the purposes of this policy:

Digital learning: learning, teaching and assessment that uses digital technologies, including online, blended and technology enhanced learning.

Virtual Learning Environment (VLE): the College's online platform for course materials, communication and assessment submission.

Blended learning: a planned combination of in person and online learning.

Artificial intelligence (AI) tools: software, including generative AI, that produces text, images, code or analysis in response to user prompts.

Digital assessment: any assessment set, completed, submitted or marked using a digital platform.

Assistive technology: software or hardware that helps disabled students and others to access digital content.

Digital inclusion: making sure students can access and use the digital tools their studies require.

4. Our Approach to Digital Learning

UKCBC believes technology should enhance learning rather than simply replace traditional teaching.

Digital learning should help students to:

- access learning resources more easily
- communicate with staff and other students
- collaborate on academic work
- develop digital and professional skills
- learn flexibly

- develop independent learning skills
- access appropriate support and
- prepare for employment and further study.

Technology should not be introduced simply because it is new.

Academic staff should consider whether a digital tool is appropriate for the learning activity, accessible to students and capable of improving the learning experience.

Human interaction remains an important part of education. Digital technology should therefore complement effective teaching and student support.

5. UKCBC's Responsibilities

UKCBC will take reasonable steps to provide and maintain:

- a reliable Virtual Learning Environment
- appropriate online teaching and communication tools
- access to digital academic resources
- secure networks and systems
- appropriate digital assessment platforms
- technical support
- accessibility support
- guidance on the use of digital technologies
- staff development and
- student digital skills development

UKCBC will also take reasonable steps to minimise disruption to digital learning.

Where a significant digital service disruption affects teaching, learning or assessment, UKCBC will communicate relevant information to students and provide alternative arrangements where reasonably practicable.

6. Responsibilities of Academic Staff

Academic staff are responsible for using digital technologies appropriately within their teaching and assessment.

Staff should:

- use approved digital platforms where required
- provide clear instructions to students
- ensure digital activities support the intended learning outcomes

- consider accessibility
- avoid unnecessary technology that creates barriers to participation
- provide appropriate learning resources
- explain expectations for online participation
- protect confidential and personal information
- follow the College's AI guidance
- maintain academic standards and
- report significant digital learning problems through the appropriate channels.

Staff should also consider students who may have limited access to devices, reliable internet or digital technologies and, where reasonably practicable, identify suitable alternatives or support.

7. Accessibility and Inclusion

UKCBC is committed to making digital learning as accessible and inclusive as reasonably practicable.

Digital learning materials should, where appropriate:

- use clear and readable formatting
- use appropriate colour contrast
- provide captions or transcripts for relevant multimedia
- use accessible document formats
- include meaningful headings and structure
- work with commonly used assistive technologies
- avoid unnecessary technical barriers and
- provide alternative formats where reasonably required.

Academic staff should consider accessibility when creating:

- lecture materials
- presentations
- videos
- online activities
- assessments
- reading materials and
- other digital resources

7.1 Reasonable Adjustments.

Students who require reasonable adjustments should contact student Support and Experience Department. Support@ukcbc.ac.uk

UKCBC will consider reasonable adjustments in accordance with applicable equality and accessibility requirements.

Students will not be expected to disclose more personal information than is necessary to arrange appropriate support.

8. Digital Access and Digital Inclusion

UKCBC recognises that students may have different levels of access to:

- computers or mobile devices
- reliable internet
- specialist software
- digital skills or
- suitable study environments.

Where digital technology is essential to learning or assessment, UKCBC will take reasonable steps to identify and reduce avoidable barriers.

Students experiencing significant difficulties accessing required digital resources should contact the Student Support and Experience Team or the relevant academic team as soon as possible.

Where appropriate, students may be directed to available College resources, technical support or alternative arrangements.

9. Online Learning and Digital Communication

Students participating in online or blended learning are expected to:

- attend scheduled online sessions where attendance is required
- participate appropriately
- follow instructions provided by academic staff
- communicate respectfully
- use their College accounts appropriately
- protect their login information and
- comply with relevant academic and IT policies

Academic staff should provide clear information about:

- how students should access online sessions
- where learning materials will be provided
- how students should communicate
- how attendance or engagement will be monitored, where applicable and
- what students should do if they experience technical problems

10. Digital Citizenship and Online Conduct

Everyone using UKCBC digital systems is expected to behave respectfully and professionally.

Users must not use digital systems to:

- bully or harass another person
- discriminate against others
- threaten or intimidate
- share offensive or inappropriate material
- impersonate another person
- distribute confidential information without authority
- interfere with another person's use of digital systems or
- engage in unlawful activity

Online misconduct may be dealt with under the relevant College policies and disciplinary procedures.

11. Data Protection and Privacy

UKCBC will handle personal information in accordance with applicable data protection legislation and the College's Data Protection and Confidentiality Policy.

Personal information should:

- be collected for a legitimate purpose
- only be accessed by authorised individuals
- be stored securely
- only be shared where there is an appropriate legal basis
- be retained in accordance with applicable retention requirements and
- be protected against unauthorised access, loss or disclosure.

Students and staff should not upload confidential or personal information to unauthorised digital platforms.

12. Cybersecurity

Everyone using UKCBC systems has a responsibility to help keep them secure.

Users should:

- use strong passwords
- never share passwords
- use multi-factor authentication where available
- keep devices and software appropriately updated
- be alert to phishing emails and suspicious links
- avoid installing unauthorised software on institutional systems
- protect devices from unauthorised access and

- report suspected security incidents promptly

Suspected cyber incidents should be reported through the College's established IT/security reporting arrangements.

UKCBC may monitor the use of its systems where necessary for security, operational, safeguarding, legal or regulatory purposes. Monitoring will be undertaken in accordance with applicable law and the College's relevant policies.

13. Artificial Intelligence (AI)

UKCBC recognises that AI technologies are becoming increasingly important in education and employment.

AI may provide useful support for:

- learning and revision
- research
- language development
- accessibility
- brainstorming
- coding and technical learning
- administrative tasks and
- other educational activities.

However, AI must be used responsibly.

Students must always follow the specific instructions provided for their module and assessment.

The fact that an AI tool is technically available does not mean that it is permitted for every assessment.

14. Student Use of AI

Students may use AI tools where their module or assessment guidance allows them to do so.

Where AI is permitted, students should:

- use it honestly and responsibly
- follow the assessment instructions
- acknowledge or declare AI use where required
- check the accuracy of AI-generated information
- critically evaluate AI outputs
- protect personal and confidential information

- ensure that submitted work represents their own learning and understanding and
- retain appropriate evidence of their use of AI where required by the assessment instructions

Students must not assume that AI-generated information is accurate.

AI can produce incorrect, misleading, biased or fabricated information.

15. AI and Academic Misconduct

Using AI in a way that is not permitted by the assessment instructions may constitute academic misconduct.

Examples may include:

- submitting AI-generated work as entirely your own when this is prohibited
- using AI to complete an assessment where AI use is not permitted
- failing to disclose AI use where disclosure is required
- presenting fabricated AI-generated references as genuine sources
- using AI to misrepresent your knowledge or skills or
- using AI to circumvent assessment requirements

Any suspected academic misconduct will be considered under the relevant UKCBC academic misconduct procedures.

16. GDPR-Compliant Use of AI

Students and staff must take particular care when using AI tools because information entered into an AI system may be processed by the provider.

Do not enter confidential or personal information into an AI tool ~~unless you have been authorised to do so.~~

This includes, where applicable:

- student personal information
- staff personal information
- assessment information that is confidential
- unpublished research
- examination materials
- disciplinary information
- health or support information
- passwords or security information and
- confidential institutional information

Before using AI for work involving personal data, staff must consider:

- whether there is a lawful basis for processing
- whether the AI service has been approved
- where the data will be processed
- whether the information is transferred outside the UK
- what the provider does with submitted information
- whether a Data Processing Agreement is required
- whether a Data Protection Impact Assessment is required and
- whether the use complies with UKCBC's data protection policies.

Where there is uncertainty, staff should seek advice from the appropriate data protection or information governance lead before entering personal or confidential information into the AI system.

17. Staff Use of AI

Staff may use approved AI tools to support appropriate activities, including:

- lesson planning
- generation of teaching ideas
- drafting non-confidential materials
- accessibility support
- administrative tasks
- research support and
- other appropriate educational purposes

Staff remain responsible for anything they produce or approve.

Staff must:

- check AI-generated information for accuracy
- protect personal and confidential information
- consider bias and discrimination
- maintain professional and academic judgement
- follow assessment and marking requirements
- comply with data protection requirements and
- use only approved systems where institutional or personal data is involved.

AI must not replace professional academic judgement in assessment, marking, progression or other significant decisions.

18. Digital Assessment

Digital assessment may include:

- electronic assignment submission
- online examinations
- presentations
- digital portfolios
- multimedia assignments
- collaborative projects
- simulations
- practical digital activities and
- other technology-supported assessments.

Digital assessments should:

- align with learning outcomes
- be fair and accessible
- provide clear instructions
- be appropriate for the assessment purpose
- take account of reasonable adjustment
- protect assessment integrity and
- provide appropriate information about permitted technology and AI use.

Students will be told where specific digital tools or technologies are required.

19. Academic Integrity in Digital Learning

Students are expected to maintain academic integrity when using digital technologies.

Students must:

- submit their own work
- acknowledge sources appropriately
- follow assessment instructions
- avoid plagiarism and collusion
- avoid contract cheating
- avoid falsifying information
- follow rules concerning AI
- use digital resources responsibly and
- comply with assessment regulations.

UKCBC may use appropriate technologies to support academic integrity, including plagiarism detection and assessment monitoring tools.

Any suspected academic misconduct will be managed under the relevant academic misconduct procedures.

20. Digital Skills for Students

UKCBC will support students in developing the digital skills needed for:

- academic study
- employment
- research
- communication
- collaboration and
- lifelong learning

Students may be offered opportunities to develop skills in:

- online research
- information and media literacy
- digital communication
- collaboration tools
- cybersecurity
- digital professionalism
- responsible social media use
- accessibility tools and
- responsible use of AI

Digital skills development may be provided through:

- academic modules
- workshops
- induction
- online resources
- tutorials
- student support activities and
- other appropriate learning opportunities.

21. Staff Digital Development

UKCBC will support staff in developing the skills needed to use digital technologies effectively.

Development opportunities may include:

- digital teaching and learning
- online assessment
- AI literacy
- accessibility
- cybersecurity
- data protection

- digital content creation and
- emerging educational technologies

Staff are encouraged to share effective practice and evaluate new technologies before introducing them into teaching.

22. Technical Support

UKCBC will provide appropriate technical and digital learning support.

Students should report technical problems as soon as possible, particularly where the problem may affect:

- attendance
- access to learning materials
- submission of assessment
- participation in online teaching or
- access to an examination

Technical problems do not automatically result in an extension or adjustment. However, where a significant technical issue affects a student, UKCBC will consider the circumstances in accordance with the relevant assessment or academic procedure.

23. Intellectual Property and Copyright

Students and staff must respect copyright and intellectual property rights when using digital materials.

This includes:

- lecture recordings
- presentations
- articles and books
- images
- videos
- software
- online resources and
- materials created by other students or staff.

Students must not distribute UKCBC teaching materials publicly or commercially without appropriate permission.

Recording, copying or sharing teaching sessions must comply with College rules and applicable law.

24. Digital Learning Feedback

UKCBC wants students to have a meaningful opportunity to comment on their digital learning experience.

Student feedback may be collected through:

- module evaluations
- student surveys
- student representative meetings
- programme committees
- focus groups
- student forums
- complaints and feedback mechanisms and
- other appropriate engagement activities

Students may provide feedback about issues including:

- accessibility
- reliability of digital platforms
- quality of online learning materials
- digital assessment
- technical support
- AI guidance
- digital communication and
- the overall online learning experience.

Feedback will be reviewed and used to identify areas for improvement.

25. Procedures

Operational procedures supporting this policy are set out in module and assessment guidance (including where AI use is permitted), DIG 2.5 Information Technology and Digital Resources Policy and DIG 2.6 Information Security and Acceptable Use Policy (IT access, security and support), ASQ 1.6 Academic Integrity and Misconduct Policy (suspected misconduct) and ASQ 1.7 Extensions and Extenuating Circumstances Policy (where technical problems affect assessment).

26. Monitoring the Effectiveness of Digital Learning

UKCBC will monitor whether its digital learning arrangements are working effectively.

Monitoring may consider:

- student feedback;
- student engagement;
- participation in online learning;
- VLE and system performance;
- technical support requests;
- digital assessment issues;
- accessibility concerns;
- staff feedback;
- student achievement and progression information;
- complaints and appeals relating to digital learning;
- academic integrity issues;

- cybersecurity incidents; and
- relevant external or partner requirements.

Monitoring will be proportionate and will respect data protection requirements.

27. Accessibility Benchmarking

UKCBC will periodically review the accessibility of its digital learning environment.

Accessibility reviews may consider:

- digital learning platforms
- learning materials
- documents
- multimedia content
- online assessment
- digital communication
- assistive technology compatibility and
- feedback from students requiring accessibility support.

The College may use recognised accessibility standards and sector guidance as benchmarks.

Where an accessibility issue is identified, UKCBC will consider appropriate corrective action and monitor progress.

28. Digital Learning Review and Continuous Improvement

Digital learning arrangements will be reviewed regularly through UKCBC's quality assurance and enhancement processes.

Reviews will consider:

- student feedback
- staff feedback
- accessibility benchmarking
- digital performance data
- technical incidents
- academic outcomes
- emerging technologies
- AI developments
- data protection requirements
- cybersecurity risks
- regulatory requirements and
- partner institution requirements.

Findings may lead to:

- improvements to digital platforms
- changes to teaching practice
- additional staff training
- additional student support
- revised guidance
- accessibility improvements or
- changes to this policy.

29. What Should I Do If Something Goes Wrong?

- **I cannot access the VLE**

Contact the appropriate IT or digital support service as soon as possible.

- **I cannot submit an assessment because of a technical problem**

Report the problem immediately to the student support & experience department and keep evidence where possible, such as screenshots or error messages. Email: support@ukcbc.ac.uk

Also follow the relevant assessment or extension procedure.

- **I cannot access a required digital resource**

Contact your lecturer, Senior Lecturer or the Student Support and Experience Team so that the issue can be addressed.

- **I need an accessibility adjustment**

Contact the appropriate College support service as soon as possible.

- **I am unsure whether I can use AI in my assessment**

Check your module and assessment instructions first.

If the instructions are unclear, ask your lecturer or Senior Lecturer before using AI.

- **I accidentally entered personal information into an AI tool**

Report the issue promptly through the appropriate data protection or information security reporting process. Do not attempt to hide or delete evidence of the incident before receiving advice.

30. Student Digital Learning Checklist

Before starting an online module or digital assessment, students should check:

- I know where my learning materials are located.
- I know how to contact my lecturer or programme team.
- I know how to access the required digital platforms.
- I understand the assessment submission requirements.
- I know whether AI is permitted for my assessment.
- I understand how AI use must be acknowledged, if applicable.
- I know how to obtain technical support.
- I know where to seek accessibility support.
- I understand my responsibilities for protecting passwords and personal information.
- I know how to report a significant technical or security problem.

31. Governance, Compliance and Assurance

This policy forms part of UKCBC's quality assurance framework and should be read alongside the relevant academic, IT, information security, data protection and assessment policies.

The Quality of Education Committee will receive appropriate information about the effectiveness of digital learning arrangements.

Assurance activity may include:

- annual review of student feedback;
- accessibility benchmarking;
- review of digital learning performance;
- monitoring of technical issues;
- review of AI-related risks and guidance;
- review of data protection compliance;
- review of academic integrity issues;
- staff development monitoring; and
- consideration of relevant regulatory and partner requirements.

The College will use this information to identify risks, implement improvements and provide assurance that digital learning arrangements remain effective, inclusive, secure and compliant.

Version History

Version	Date	Author	Summary of changes	Approved by
1.1	23 October 2026	Director of Education	Role titles updated following organisational restructure; front sheet, footer and cross references updated for approval. Definitions and Procedures sections added in line with GA 3.1 (25 October 2026). Student Support and Experience contact	Quality of Education Committee

Version	Date	Author	Summary of changes	Approved by
			inserted in section 29 (action 180; 26 October 2026).	