

DAL Procedure 1.1 Academy Mission and Core Values					
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Procedure issued: April 2014

Procedure owner: Principal / CEO

- This procedure is shared with our students and/or can be obtained:
 - on our website <https://docklandsacademy.co.uk/policies-and-procedures>,
 - on the desktops of all computers in the library on the top floor,
 - by emailing us at info@docklandsacademy.co.uk.
- The policy is reviewed and monitored on a regular basis for currency and fitness as part of our Procedure 1.9 Review and Revision of Policies and Procedures.

1. Vision

1.1 Our strategic analysis

We are aware of the challenges and commitment involved in private higher education in the UK as a result of the dynamically changing situations in the past. However, we have a clear strategic plan to move forward and fulfil our mission and our vision. We discuss and evaluate the relevant information at our staff meetings, the Academic and Advisory Committee, Quality Committee and at Board of Governance meetings to determine an overall picture of our institution.

1.2 Partnerships

- 1.2.1** We are actively seeking to collaborate with higher education institutions. We are confident that we deliver an excellent learning environment and an opportunity for our students to complete their chosen course.
- 1.2.2** One of our greatest strengths is our learning centre and the facilities available to our students. This, combined with our strong working ethos, ensures that their time with us is both satisfying and productive.

1.3 External regulation and inspection

We recognise the importance of having a robust system to assess the quality of the learning opportunities provided to our students and are working with the British Accreditation Council, British Council and Pearson.

1.4 Opportunities for home/international students

1.4.1 Analysis shows that the market for education has grown, and that the student community is looking for both quality education and an education provider that is able to offer them a fast and secure path to career progression.

1.4.2 Ongoing regulations have a significant impact on students coming into the UK. The Academy will seek creative and alternative methods of attracting students and will constantly review and revise its provision accordingly.

1.5 Quality of staff

We are aware that the best way to deliver a programme is to employ the right member of staff for the right job. We provide training opportunities, both internal and external, to improve current skills and to equip members of staff with broader knowledge of the education sector. All members of staff have records of training stored electronically with easy access for administration purposes.

2. Our Mission

2.1 The Academy` mission is to provide quality education for future leaders in the world of work and business who are:

- fully equipped with the most contemporary knowledge and skills in their chosen fields
- enlightened with and guided by universal values
- insightfully and pragmatically grasp 'real life'
- confident and courageous to make decisions
- looking forward to serving both their own interests and the greater good

2.2 All of our teaching staff and industry partners have a proven track record of delivery with exemplary results, and they all passionately embrace this mission.

3. What we Deliver

- transferable skills that enhance students` general professional development
- careers services and a vast range of extracurricular activities that boost our students` employability prospects
- teaching that encourages independent critical thinking and the enhancement of knowledge
- excellent facilities and dedicated support that meets the practical and personal needs of our students
- an interactive, rich, personalised learning environment that puts students at the heart of the learning experience
- a broad, multicultural community and a commitment to high standards of equality and diversity

4. Towards Excellence

- 4.1** The Academy is a young and evolving Community of Practice, and this community runs the common thread of commitment to academic excellence; that is, to the conduct of staff and student research, where possible, teaching and other forms of knowledge transfer, at the highest levels of achievement.
- 4.2** Academies are communities of scholarship in which talented individuals are entrusted with a high degree of autonomy to develop an appropriate balance of activity which includes an obligation to undertake curiosity-driven research, teaching and enabling activities, and complying with national legislation such as health and safety or employment law.
- 4.3** This academic mission is the prime purpose of the Academy, upon which all our energy is focused. We are an academic-led institution. We are entitled to have the highest expectations of all of our academic colleagues, throughout their careers at the Academy, while accepting that the balance between components of different colleagues' contributions: to research, to teach, to enable and facilitate knowledge transfer; will naturally vary and may also change over time. Regular review of this balance is part of our programme of annual appraisal and personal development reviews.
- 4.4** We also recognize that people's ability to meet these expectations depends upon their having proper support from the institution, both directly in terms of resources, and less directly in terms of sustaining a thriving community of scholarship.

5. Related Documents

5.1 Policies

- 2 Academic Management
- 5 Student Support, Engagement and Learning Resources
- 7 Information
- 8 Marketing and Promotion

5.2 Procedures

- 1.5 Equal Opportunities and Businesses
- 1.7 Data Protection
- 1.9 Review and Revision of Policies and Procedures
- 2.13 Access and Participation Statement
- 3.1 Expectations of Staff in Teaching Delivery
- 3.2 Supporting Teaching Staff
- 4.1 Student Enrolment and Selection
- 4.5 International recruitment
- 4.6 Student Induction
- 4.11 Student Protection Plan
- 5.2 Welfare Services and Pastoral Care
- 5.3 Equality, Diversity and Special Needs.
- 6.15 Safeguarding
- 6.16 Prevent Duty
- 7.1 Review and Sign off PI
- 7.4 HE Public Information
- 8.2 Recruitment Partner Selection & Monitoring
- 8.3 Links with Other Educational Institutions

5.3 Student Terms and Conditions

5.4 External Reference Points

- Office for Students (OfS) Requirements and Guidance at <https://www.officeforstudents.org.uk/advice-and-guidance/regulation/>
- UK Quality Code Advice & Guidance – Admissions, Recruitment and Widening Access at <https://www.qaa.ac.uk/en/quality-code/advice-and-guidance/admissions-recruitment-and-widening-access>
- UK Quality Code Advice & Guidance – Concerns, Complaints and Appeals at <https://www.qaa.ac.uk/en/quality-code/advice-and-guidance/concerns-complaints-and-appeals>
- UK Quality Code Advice & Guidance – Partnerships at <https://www.qaa.ac.uk/en/quality-code/advice-and-guidance/partnerships>
- Higher Education Code of Governance (Committee of University Chairs, December 2014) at <https://www.universitychairs.ac.uk/wp-content/uploads/2020/09/CUC-HE-Code-of-Governance-publication-final.pdf>
- Association of Employment and Learning Providers (AELP) principles of Good Governance for Independent Training Providers at <https://www.aelp.org.uk/media/2595/code-of-governance-final-sept-2018.pdf>
- Pearson Recognition of Prior Learning Policy _____ at https://qualifications.pearson.com/content/dam/pdf/Support/policies-for-centres-learners-and-employees/Recognition_of_prior_learning_and_process_policy.pdf
- Competition and Markets Authority Guidance for HE Providers at <https://www.gov.uk/government/publications/higher-education-consumer-law-advice-for-providers>
- UKCISA Code of Ethics at <https://www.ukcisa.org.uk/Membership/Codes-of-practice/Code-of-ethics>
- UK Visa & Immigration (UKVI) regulations at <https://www.gov.uk/government/organisations/uk-visas-and-immigration>
- Equality Act – 2010 at <https://www.legislation.gov.uk/ukpga/2010/15/contents>