

<b>Procedure 2.13 Access and Participation Statement 2021 / 22</b>					
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<b>Review No</b>	2	<b>Next Review Date</b>	August 2022	<b>Approved on</b>	24/08/2021

**Statement Issued** : June 2021

**Statement Owner** : Principal / CEO

- ❖ This statement is shared with our students and/or can be obtained:
  - o on our website <https://docklandsacademy.co.uk/policies-and-procedures>,
  - o on the desktops of all computers in the library on the top floor,
  - o by emailing us at [info@docklandsacademy.co.uk](mailto:info@docklandsacademy.co.uk).
- ❖ Also, our students are informed about the main aspects of the statement in the Student Handbooks, Induction Seminar and Learning Agreement.
- ❖ The statement is reviewed and monitored on a regular basis for currency and fitness as part of our 1.9 Review and Revision of Policies and Procedures.

## **1. Introduction**

**1.1** This Access and Participation Statement sets out Docklands Academy London's (DAL) commitment to widening participation, and supporting students, to access, succeed in, and progress from, higher education into further studies or graduate-level employment. DAL complies with the law in promoting equality and diversity and is committed to ensuring all students succeed in their studies. This commitment is reflected in our mission: "To provide quality education for future leaders in the world of work and business." We aim to provide "high quality education supporting business, hospitality and tourism management careers."

It is our goal that our students will not only see their classrooms as a haven of inspiration but also a place in which they like to be. Our wish is for them to come to know themselves as masters of various skills and fall in love with the process of learning by making it their own.

**1.2** This Statement applies to all programmes of study at the Academy that lead to awards from its validating partners. The content follows the recommendations and guidance contained in the external references listed under 13.3.

## **2. Aims**

The Academy aims to:

- 2.1** be the educational institution of choice for those who seek academic advancement leading to professional careers; skilled training for the workforce; to upgrade their skills.
- 2.2** enhance preparedness for economic opportunity, and lifelong learning opportunities to enhance their quality of life.
- 2.3** become an integral part of the social, economic, and educational life of the community through quality partnerships and responsiveness to community need.

## **3. Our values**

The Academy is committed to honour the following values:

- Quality
- Compassion
- Innovation
- Diversity
- Community-outreach
- Service

## **4. Widening Participation**

Docklands Academy London has a track record of successfully providing high-quality education at an affordable price to students from non-traditional backgrounds for over 10 years. Widening participation is embedded in the Academy's strategic approach to its provision of higher education programmes. To this end, the Academy actively seeks partnerships with organisations who also prioritise widening participation and access to Higher Education. Through these strategic partnerships, DAL is able to design, develop and deliver programmes which meet the needs of non-traditional entrants.

Equality, diversity and inclusion are central elements of our student experience, reflected in our Admissions Procedures, mapped to our awarding body partner's criteria and The UK Quality Code for Higher Education. We are considering Matrix accreditation and provide impartial advice and guidance to ensure all applicants are supported to secure the most appropriate programme for them. We analyse the data we hold on the backgrounds of our applicants and students, to access the areas where we are performing well and the areas where we wish to take further action to improve participation.

This Access and Participation Statement has been developed and implemented after careful analysis and consideration of a wide array of student data sources including the process of programme development and review, admissions, progression, retention, assessment, HESA indicators, post-graduation employment, the number of our students receiving the maximum maintenance grant, NSS and our internal student surveys.

Through its widening participation activity, the Academy seeks to develop into a leading independent sector institution of further and higher education which engages with all sections of the community.

#### **4.1 Our Strategy for Widening Participation**

This places a particular focus on students from groups currently under-represented, and activity before and at undergraduate level, to raise awareness of independent sector higher education through a comprehensive range of outreach activities. The Academy tries to:

- assist in the preparation for higher education by addressing the academic, social and cultural issues relating to the stereotypical levels of low participation,
- enhance the diversity of our student body by recruiting students regardless of their background,
- improve the retention of students by targeted interventions before and after enrolment,
- position itself as a leader in the field by communicating effectively its vision of an inclusive, accessible independent sector provider committed to removing barriers and enabling choice.

#### **4.2 Good Practices followed by the Academy in Widening Participation**

- Adhering to and advancing the Academy's widening participation strategy.
- Use of the Web as a means of widening participation.

- Ensuring training of staff concerned with interviewing and admissions in cultural awareness and widening participation issues.
- Training and increasing awareness among lecturers.
- Working with lecturers through conferences, seminars and CPD sessions.
- Working with students via organisation of visits to the Academy and activities in schools, workshops, seminars etc.
- Supporting students acting as role models through a variety of schemes such as class representative, student representative at various committee meetings of the Academy and student committee member.
- Creating schemes to retain students in particular by utilising the organic connections with business, hospitality and tourism industries.
- Cooperating with parents, families and carers who might be unfamiliar with higher education and its prospects.
- Working with external partners like community groups and groups that support under-represented groups.
- Making use of the learner data collated during the admissions process to widen participation for certain groups.

### **4.3 Part Time and International Students**

**4.3.1** Students wishing to study on a part-time basis should apply to the Academy directly. Requirements for admission for part-time study are identical to those applying for full-time study subject to availability at the time of the enquiry.

**4.3.2** The Academy aims to increase the number of overseas students. The Institute historically registered a larger proportion of overseas students compared to UK/EU students. Currently almost all of the Academy students are from the UK/EU and it endeavours to reach out to the overseas markets to recruit students onto our HE courses.

### **4.4 Disadvantaged Learners**

**4.4.1** In the next 3 years the Academy is aiming to continue to widen student recruitment to include those from socioeconomically disadvantaged backgrounds and those who would not normally access higher education, including students from families with no

previous HE experience through reaching out in the local community and through a wider network of agencies.

- 4.4.2** The Academy approaches sensitively to the educational needs of the community it is located in. Tower Hamlets was one of the most deprived local authority areas in England on the Indices of Multiple Deprivation Employment Domain in 2019. The number of working residents who claim an out of work benefit for being unemployed, and actively seek work had consistently been higher than London, following a sharp rise over 19,000 due to the Covid-19 pandemic.
- 4.4.3** Thus, as a part of this diverse community, the academy aims to cover skill gaps of especially low-skilled and disadvantaged residents and increase their employability by helping them gain a better workforce profile, a professional insight and above all their self-confidence via up-skilling them with either its own bespoke or Pearson BTEC programmes.
- 4.4.4** The Academy raises awareness amongst all of its staff in particular those managing marketing, administration and admissions around the significant inequalities in employment outcomes in the borough; some groups are not benefitting from growth in the borough as much as others. The “Borough Assessment Report” shows that employment rate for males is 24% higher than the females. Pregnant women, young and residents from ethnic minority backgrounds and transgender people might face discrimination in the labour market when they apply for a vacancy.
- 4.4.5** Hence, the Academy submitted applications for certain local authority and government projects to specifically persuade similar disadvantaged individuals to join its programmes and provide necessary skills training to support their future aspirations.
- 4.4.6** In order to reach these groups, the Academy works with community centres, places of worship and local schools, utilizes all the facilities of any means of social media and holds free seminars and workshops within its premises.
- 4.4.7** When applicants become our students, we offer them the opportunity to talk freely and openly about their personal situations and reflect upon their own progress and give feedback upon their experience of their courses. This feedback then allows us to

shape and alter the course design as required, ensuring our delivery is continually adapted to the needs and requirements of our learners.

#### **4.5 Access for Disabled Learners**

**4.5.1** The Academy is committed to ensuring that disabled people have the same opportunities as non-disabled people, and that disabled people are treated fairly. The Academy follows the *Equality Act 2010*, <https://www.legislation.gov.uk/ukpga/2010/15/contents>.

**4.5.2** The aim of the Academy is to ensure that it does not, without justifiable reason, treat a disabled person less favourably than others because of the nature of their disability. The Academy does not unjustifiably discriminate against a person who has a physical or mental impairment which has a substantial, adverse and long-term effect on his or her ability to carry out normal day to day activities. The term 'normal day to day activities' includes mobility, manual dexterity, physical co-ordination, perception of risk or physical danger, speech, hearing, vision, memory, concentration and the ability to understand. The definition of disability applies to clinically well recognised illness and disfigurement. It does not include addictions or personality/social disorders.

**4.5.3** The Academy does not discriminate against a disabled person:

- in the admission or enrolment procedures for students,
- in the terms on which admission or enrolment offers are made,
- by unreasonably refusing or deliberately omitting to accept an application for admission or enrolment,
- in the provision of services provided for students, including courses of education, learning support, recreational and leisure activities, catering facilities, accommodation and work-based learning,
- in all learning and teaching, assessment and social activities.

## **4.6 Reasonable Adjustments**

**4.6.1** The Academy makes reasonable adjustments to ensure that a disabled student is not placed at a substantial disadvantage in comparison with someone who is not disabled. Please refer to *DAL Procedure 5.3 Equality, Diversity and Special Needs*.

**4.6.2** Reasonable adjustments may include:

- admission, administrative and examination procedures
- course content and work-based learning activities
- teaching arrangements and learning support
- individual care and support arrangements
- accommodation
- facilities and services
- assessment
- any other Academy service provided to all students and staff

**4.6.3** Factors which are considered when providing *reasonable adjustments* include:

- |                                     |                                      |
|-------------------------------------|--------------------------------------|
| • maintenance of academic standards | • practicality                       |
| • financial resources               | • other aids or services available   |
| • cost                              | • health and safety requirements     |
|                                     | • relevant interests of other people |

## **4.7 Minimising Barriers**

DAL aims to minimise any barriers that are irrelevant to Admissions requirements. These could potentially come from:

- Means of assessment;
- Resources and support available to applicants; disability;
- The type of applicant's qualification.

## **5. Access to Higher Education**

**5.1** Our recruitment data indicates that the majority of our students come from communities that would not traditionally encourage its members to pursue Higher Education at UK HEIs. Our courses are open to everyone who meets our entry requirements, though the majority choosing to study at our Academy are from mixed ethnic backgrounds, which reflects the

demographics of our catchment area. Our marketing literature and website are all designed to attract the widest possible demographics.

In reviewing our data, the Academy caters for students from a broad range of backgrounds (male and female and from a wide range of ethnic backgrounds). We recruit students who have the potential to complete an award successfully, and our student support mechanisms ensure we can take students with not traditional education backgrounds. We ensure equality of opportunity for all applicants irrespective of colour, gender, sexual orientation, ethnic origin, age, disability, religion or socio-economic background. Additionally, in accordance with the Rehabilitation of Offenders Act, students with criminal records may apply to undertake courses at DAL.

**5.2** The Academy is committed to providing support for students to access and participate in higher education at Docklands Academy London. We do this through offering:

- affordable and accessible education
- customised training
- continuous education
- personal enrichment
- comprehensive student support services
- an environment conducive to learning

**5.3** In line with our accreditation, we ensure that all information issued in the course brochures and on the website is comprehensive and accurate at the time of publication or posting. We also ensure this information is made available in different formats upon request.

#### **5.4 Equal Opportunities in Application Process and Student Recruitment**

**5.4.1** The objectives of our *Policy 4. Admissions* and its related procedures are set to ensure that:

- any student recruitment activities on both face-to-face and online basis which are commissioned or directly organised are managed efficiently and professionally.
- if / when recruitment agents are used in the process of student recruitment, they operate to the expected and published standards of the Academy and their activities are regularly monitored. (*see Procedure 4.1 Student Enrolment and Selection / Policy 8: Marketing and Promotion*)
- the Academy operates a clear, fair, transparent, reasonable, and consistent set of



arrangements to select and admit students also to introduce them to their programmes of study

- student's application is treated courteously, fairly and without prejudice in accordance with the Academy's *Procedure 5.3 Equality, Diversity and Special Needs*. In the recruitment and selection of students the only consideration is that the individual meets, or is likely to meet, the requirements of the programme. No applicant is discriminated against on the basis of their gender, race, colour, ethnic origin, nationality (within current legislation), disability, sexual orientation, marital status, caring or parental responsibilities, age, or beliefs on any matters such as religion and politics.
- the Academy's student enrolment requirements, selection criteria and all promotional materials are fully and clearly stated, accurate, complete, and fit for purpose.
- all communications with prospective students and their enquiries are dealt with in a courteous, non-bureaucratic and supportive manner.
- information for prospective students includes appropriate and accurate guidance about welfare and pastoral services, as well as specific material to assist students who come from outside the UK.
- arrangements are made to permit the recognition of prior learning in appropriate instances and ensure support for any students who make application through RPL.
- Internal Evaluation (diagnostic testing & Interview) is managed, where required, in an efficient and sensitive way.
- the induction of new students is organised in a timely, supportive and informative manner and that induction quiz / feedback outcomes are appropriately evaluated.
- All staff members dealing with student selection work with prospective students understand the selection criteria and admission procedures. To achieve this, The Academy ensures that all staff are adequately trained and undergo a full induction period. In return, it is expected that students demonstrate appropriate behaviour and attitude. The Academy is committed to a programme of action to ensure that its policy is implemented and monitored at an organisational and individual level.
- applicants who have not been offered a place are informed in a timely, sensitive and supportive manner.
- Where it is not possible to provide a place for an applicant, the Academy offers to place them on an appropriate feeder programme, either within the Academy or another institution. We ensure that effective and appropriate arrangements are in

place for providing feedback to applicants to improve their chances in the future.

- all complaints and appeals about the student admission process are dealt with an efficient, fair and reasonable manner.
- arrangements are made for the efficient and confidential recording of all decisions concerning selection.
- From admission through to completion, all students are provided with support that they need to succeed in and benefit from education in the Academy.

**5.4.2** All procedures relating to student admissions are reviewed on a regular basis for currency and fitness. Thus, all policies, procedures and processes related to recruitment, admissions, selection and induction are reviewed regularly and approved by Academy's Senior Leadership Team (SLT). The Academy provides clear and objective pre-entry guidance on our website on all matters relating to admissions.

**5.4.3** All decision-making is aligned with the Equality Act 2010, <https://www.legislation.gov.uk/ukpga/2010/15/contents> and UKCISA Code of Ethics which can be found at <https://www.ukcisa.org.uk/Membership/Codes-of-practice>, thus the responsible body of the Academy does not discriminate against, harass or victimize a person:

- in the arrangements it makes for deciding who is offered admission as a student,
- as to the terms on which it offers to admit the person as a student,
- by not admitting the person as a student,
- affording the students who are enrolled on the course access to a benefit, facility or service in the services it provides or offers to provide,
- seek enrolment on the course,
- are users of services provided by the body in relation to the course.

## **5.5 Student Admission, Enrolment and Selection Process**

- Initial supporting documents asked for HE or other courses.
- All the supporting documents are reviewed to check the eligibility of the applicant and then forwarded to the Academic Head for dissemination to the Admissions Team.
- The Academy checks the authenticity of the documents for any sign of alternation, also the personal details on certificates against those in the valid ID.
- The applicants who are eligible are invited to take the Academy's Internal written Entry Test. Then, they are interviewed to assess their academic and / or professional background,

understanding of and suitability for the course, English ability and understanding of the subject area, related industry and relevant careers. The interview also functions as a need analysis to identify the applicants' employment goals, academic and development needs.

- The decision given by the Academic Head is transmitted to the Admissions Team which writes to the applicant as appropriate informing him/her of the outcome of the application.
- The successful applicants are despatched a Letter of Acceptance (Conditional/ Unconditional) confirming their details along with the pre-enrolment information and what their fee status will be.
- All rejected applicants are provided with reasons for rejection and advice for their future applications.
- Applicants who accept the offer of a place at the Academy have their places confirmed and enrolled to the Academy when any conditions attached to the offer are satisfied.
- Students are required to sign the Learning Agreement, Induction Declaration and comply with the Academy's requirements for attendance.

## **5.6 Entry Requirements**

### **5.6.1 Minimum Benchmark Entry Requirements (BER)**

**5.6.1.1** Applicants must meet the Academy's minimum (benchmark) entry requirements.

**5.6.1.2** New or altered qualifications acceptable for the Academy are reviewed via the procedures as highlighted in DAL Procedure 2.6 Self-Assessment and Annual Programme Monitoring and *DAL Procedure 2.7 Programme Design and Approval*.

**5.6.1.3** Please refer to *DAL Procedure 4.1 Student Enrolment and Selection* for detailed information of entry requirements for each programme and course provided in the Academy.

### **5.6.2 The Academy's Internal Entry Test (BTEC Programmes)**

**5.6.2.1** The benchmark entry requirements listed in *Procedure 4.1 Student Enrolment and Selection* are only a part of the information we use to build a picture of the applicants' academic ability and potential. Thus, applicants who are eligible for application:

- are invited to complete an English Proficiency Test where their use of language, reading and writing skills are tested, and a Diagnostic Mathematics Test where their basic Mathematics level are evaluated.
- then are invited for a face-to-face interview, which serves as both a need analysis

questionnaire designed to identify their employment goals, academic and development needs, and an English Speaking and Listening skill test to ascertain their English Language level.

**5.6.2.2** Command of the English language is essential for BTEC programmes. All undergraduate (and graduate) level applicants (Home/ EEA/ ILR and Swiss national) whose first language is not English must provide recent evidence that they have an adequate command of both spoken and written English level B2 of the *CEFR (Common European Framework Reference)* for the programme of study for which they have applied or go through our Internal Evaluation Process.

### **5.6.3 Admission via Alternative Criteria (BTEC Programmes)**

The term 'alternative assessment' is applied to applicants seeking admission who hold qualifications which do not satisfy benchmark entry requirements or programme-specific entry requirements. All students offering non-standard qualifications are expected to demonstrate the same level of academic potential as those offering standard qualifications. The applicant must possess several types of qualification which are also listed in *DAL Procedure 4.1 Student Enrolment and Selection* to be considered for special entry. Also, further details please refer to *DAL Procedure 4.3 Recognition of Prior Learning (RPL)*.

### **5.6.4 Entry Requirements for Applicants under the Age of 18**

The Academy requires that approval be given by the Academic Head before a student under the age of 18 is admitted (this is only valid for students applying for programmes / courses other than HE programmes). This is to ensure that appropriate pastoral provision is provided to the student and that all Child Protection requirements have been met. The Academic Head requires written confirmation from the parents (or legal guardian) of the student of their willingness to allow the student to study at the Academy. The Academy offers enhanced tutorial and pastoral support to these student groups.

## **6. Course Information and Alterations**

**6.1** The Academy makes sure that public information on our website is up to date. Applicants and current students are notified of any alterations to programmes at the earliest opportunity. The Academy's *Procedure 4.11 Student Protection Plan (SPP)* will be activated if:

- the Academy can no longer deliver a programme for reasons of staffing, resources, or finance.

- a programme can no longer be delivered due to the withdrawal of approval by the awarding or validating body.
- the Academy ceases trading and can no longer deliver any educational programmes.

**6.2** Where material changes are made to programmes of study prior to enrolment, the Academy will contact prospective students to provide information and guidance to help them to take an informed decision on their course of action. This will include their right to seek entry to another programme within the Academy for which they may be qualified or to withdraw their application and seek entry to another institution.

**6.3** The Academy reviews all its relevant Policies and Procedures annually to ensure the recruitment and admissions processes are transparent, fair and operate effectively, and continues to be aligned with its mission.

## **7. Success**

**7.1** The Academy is dedicated to enabling students to succeed in their education. To do this it takes all appropriate measures to ensure that effective and student-centred teaching is delivered, that teaching delivery methods are varied and designed to encourage student engagement and that content is related to real world examples. In addition, the aim is that varied learning opportunities, which foster and encourage independent learning, are provided.

**7.2** Induction sessions are held for new students before the commencement of their studies to ensure they are properly introduced to their course. Here they are provided with key information such as:

- |   |  |
|---|--|
| • Academic Calendar   | • Attendance                                     |
| • Values and rules  | • Extenuating Circumstances                      |
| • Teaching Method (face-to-face / blended / distance)           | • Contact details and Notices                    |
| • Course structure / Programme design                           | • Key contact people                             |
| • Study time (Guided Learning Hours / Total Qualification Time) | • Student Handbook                               |
| • Assessment  | • Terms and Conditions                           |
| • Outcomes and achievement                                      | • Expectations from students                     |
|   | • Health and Safety Notifications                |
|   | • Access to student welfare and pastoral support |

- CMA compliance checklist
- Student Protection Plan
- Academy facilities (e.g., the IT labs and library)
- Academic offences (Academy's policy on plagiarism)
- Complaints and Appeal Procedures

**7.3** The Academy provides continuous support to students throughout their academic journey through lectures, study skills seminars, workshops, online resources, tutorials and English-language support. Study Skills seminars include essential academic skills such as paraphrasing, referencing and bibliographies, writing a personal statement, critical-thinking and presentation skills as well as professional skills such as writing a CV and cover letter, interviewing, giving a presentation, holding meetings etc.

**7.4** The Academy has procedures in place aiming to facilitate active student engagement in learning and to nurture the skills and attitudes required to develop responsibility, independence, teamwork, and communication skills through relationships between students and staff. Additionally, the Academy aims to embed a culture where students have high expectations of themselves, their peers & Academy staff to improve their leadership capacity and decision-making skills. The curriculum is designed appropriately to allow extracurricular opportunities for students to formally voice their views and to provide required standards for education opportunities. The Academy sees the following are necessary components for effective student engagement:

- a safe environment where student views are collected in a structured way,
- clear parameters to the areas of Academy life where the student voice is appropriate and useful,
- visible outcomes to student engagement exercises,
- Academy staff, particularly lecturers, feel secure about and supportive of the student engagement procedures,
- a shared understanding of expectations and standards,
- a common language of learning amongst all members of the Academy community,
- students who are empowered to be active learners.

**7.5** Students are encouraged to engage fully in their learning, developing a more intensive understanding of their own progress and the importance of their contribution to the Academy's development and take part constructively and responsibly in self and peer assessment exercises and in the evaluation of Academy activities (including teaching and lessons). There are also opportunities to contribute to Student Committee meetings within

and beyond their tutor group, improving verbal communication and discussion skills and developing their ability to negotiate, compromise and operate as effective team members.

**7.6** Further opportunity to engage is through the representation at Student Committee, Academic and Advisory Committee (feeding into the Quality Committee) and Board of Governance which meet each term during the Academic Year. Here communication between students is promoted and student-related issues can be discussed.

## **8. Progression**

The Academy also supports students for potential progression routes when they complete their courses. In class activities to promote team building, management and interpersonal skills are promoted, whilst seminars are provided to improve their academic and professional skills such as interview skills, assignment writing skills and CV writing. Internships can also be arranged for students wishing to gain work experience in the field of business, hospitality management and travel & tourism through our partnership with a chain of successful luxury restaurants in central London locations and forthcoming boutique hotel concept. Students are also invited to attend talks from guest speakers about their industry experience.

## **9. COVID-19**

**9.1** The Academy recognises that the current health situation regarding COVID-19 is a main cause of worry. We would like to assure our staff, students and visitors that their health and wellbeing is the top priority for DAL. Therefore, we are monitoring the situation closely and following guidance provided by the following Authorities:

- [World Health Organisation](#)
- [UK Government Guidance for Educational Settings](#)
- [Public Health England](#)
- [NHS guidance](#)

**9.2** Key points on our plans and actions are updated and communicated on our webpage, following guidance from above authorities. More information about the Government's overall action plan to manage COVID-19 in the UK can be found here: <https://www.gov.uk/government/publications/coronavirus-action-plan/coronavirus-action-plan-a-guide-to-what-you-can-expect-across-the-uk>

### 9.3 Key Points and Health Actions for All Students, Colleagues and Visitors of DAL:

- Keeping the Academy open at certain intervals,
- In the case of any kind of concerns or queries - [info@docklandsacademy.co.uk](mailto:info@docklandsacademy.co.uk)
- Anyone travelling from abroad recommended to ensure that they follow the guidelines on <https://www.gov.uk/guidance/travel-advice-novel-coronavirus>
- Anyone travelling abroad to follow Foreign and Commonwealth Office (FCO) guidance: <https://www.gov.uk/foreign-travel-advice>
- All students, colleagues and visitors of the Academy to follow official guidance from Public Health England: <https://www.gov.uk/guidance/coronavirus-covid-19-information-for-the-public>
- In the case of feeling unwell with flu like symptoms to contact 111 immediately,
- In the case of self-isolation, students to inform the Academy immediately on [info@docklandsacademy.co.uk](mailto:info@docklandsacademy.co.uk) and the staff to inform [canan.ejder@docklandsacademy.co.uk](mailto:canan.ejder@docklandsacademy.co.uk) so academic support and advice can be provided
- for the advice for home isolation from the government: <https://www.gov.uk/government/publications/wuhan-novel-coronavirus-self-isolation-for-patients-undergoing-testing/advice-sheet-home-isolation>
- arrangements for our students to continue their studies remotely and increased remote working for the staff during the period they are required to self-isolate or stay at home to care for others
- advice on how visa or immigration status might be affected on <https://www.gov.uk/guidance/coronavirus-covid-19-advice-for-uk-visa-applicants-and-temporary-uk-residents>

### 9.4 Other Control Measures

- Frequent **Lateral Flow Testing (LFT)** to still be alert and extremely cautious not to contribute to the spread of the Covid-19 and protect each other,
- Providing intense advice to prevent the risk of passing and receiving infections both within the Academy and on our website,
- Hand sanitiser stations throughout the Academy, face coverings at the reception,
- Catch it, bin it, kill it: Always carry tissues and use them to catch your cough and sneeze.
- Well ventilated classrooms and communal areas throughout the day,
- Social Distancing,
- Enhanced cleaning on frequently touched surfaces throughout the building,



- COVID-19 Risk Assessment: Please follow the guidance to mitigate risks of COVID-19 displayed across the building and take time to read our current COVID-19 Risk Assessment <https://docklandsacademy.co.uk/covid-19>.
- A staggered entrance, exit and break times timetable for on-site lessons.
- Classroom bubbles where applicable.
- Programme Area Bubbles during breaks
- rotation basis Canteen and Library Usage
- In the case of a member of Docklands Academy London community tests positive for COVID-19:
  - in conjunction with DAL - Public Health England (PHE) to identify people who have been in contact with the person and advise on any actions or precautions that should be taken,
  - a risk assessment of each setting to be undertaken,
  - a statement to be published on our webpage to colleagues, students and other members of DAL community and the identity of the person affected not be released.

Higher Education Provision moved back to blended teaching and assessment from 7<sup>th</sup> June 2021 and English courses are either online or face-to-face depending on our students' preferences. We will ensure all the safety measures continue to be in place to comply with the latest Government advice on COVID-19 at all times.

## **9.5 Welfare and Wellbeing**

- 9.5.1** Our policies are fully outlined in Procedure 5.2 Welfare Services and Pastoral Care to ensure the physical and emotional welfare of the students and every member of the Academy receives the utmost support to achieve the best of their potential.
- 9.5.2** We take full account of the expectation and guidance set out in revised UK Quality Code for Higher Education 2018
- 9.5.3** Welfare services are available to all students who may be experiencing problems such as difficulties with coursework, problems in settling, bullying, financial difficulties, health issues, family problems and any forms of abuse. There are several referral points within the Academy where students can have assistance.
- 9.5.4** Students are welcome to reach us at [info@docklandsacademy.co.uk](mailto:info@docklandsacademy.co.uk) if they would like to access our welfare services or a mental health first aider for advice and guidance.

**9.5.5** Additionally, the following links may provide tips, advice and guidance to support mental health and wellbeing during the COVID-19 pandemic:

- [Young Minds](#)
- [Anna Freud](#)
- [Mind](#)
- [World Health Organisation](#)

## **10. Related Documents**

### **10.1 Policies**

- 2 Academic Management
- 4 Admissions
- 5 Student Support, Engagement and Learning Resources
- 8 Marketing and Promotion

### **10.2 Procedures**

- |  |  |
|--|--|
| • 1.5 Equal Opportunities                      | • 4.11 Student Protection Plan   |
| • 1.7 Data Protection                          | • 4.12 Consent from Legal Guardians  |
| • 2.4 Appeals                                  | • 4.13 Transfers, Suspensions, Withdrawals, Closure and Change of HE Provision |
| • 2.5 Complaints                               |  |
| • 4.1 Student Enrolment and Selection          | • 5.2 Welfare Services and Pastoral Care                                       |
| • 4.2 English Language Requirements            | • 5.3 Equality, Diversity and Special Needs                                    |
| • 4.3 Recognition of Prior Learning (RPL)      |  |
| • 4.4 Attendance Monitoring                    |  |
| • 4.5 International Recruitment                |  |
| • 4.6 Student Induction                        |  |
| • 4.10 Refund of Tuition Fees and Compensation |  |

### **10.3 Terms and Conditions**

### **10.4 External reference points:**

- Office for Students (OfS) Requirements and Guidance at <https://www.officeforstudents.org.uk/advice-and-guidance/regulation/>
- Regulatory Advice 7: Advice on preparing your 2019-20 access and participation statement: [ofs2018\\_07.pdf \(officeforstudents.org.uk\)](#)

- **UK Quality Code Advice & Guidance – Admissions, Recruitment and Widening Access** at <https://www.gaa.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.gaa.ac.uk/en/quality-code/advice-and-guidance/concerns-complaints-and-appeals>
- **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>
- **OIA The Good Practice Framework: Handling Students Complaints and Academic Appeals** at <https://www.oiahe.org.uk/media/1859/oia-good-practice-framework.pdf>
- **UKCISA Code of Ethics** at <https://www.ukcisa.org.uk/Membership/Codes-of-practice/Code-of-ethics>
- **Equality Act – 2010** at <https://www.legislation.gov.uk/ukpga/2010/15/contents>