



Procedure 8.3 Links with Other Educational institutions and Businesses

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1 Introduction

- ❖ This procedure is shared with our staff and 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 in the case of remote learning.
- ❖ Also, our students are fully informed about the main aspects of the procedure during Induction Seminar and in the Student Handbooks.
- ❖ The procedure 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.

1.1 The Academy has published its mission and core values in Procedure 1.1. Developing links with other institutions form part of the Academy strategy. This document sets out expectations in terms of particular types of relationships.

2 Other colleges

2.1 The Academy will maintain collaborative relationships with other colleges (either in the independent or public sectors) if there is an advantage in terms of enhancing the learning opportunities of Academy students.

2.2 Relationships with other colleges will normally be expected to be focused upon specific assessment matters, development of case studies or sharing of good practice.

Collaborative relationships should be established based on criteria such as the presence of complementary programs, availability of unique resources, or advantageous geographical



location. These criteria ensure that partnerships are purposeful and mutually beneficial, supporting our institution's objectives and enhancing our offerings.

3 Schools

3.1 The Academy may be able to provide some support to local schools, perhaps through provision of teaching materials, teaching ideas or even guest speakers, and may occasionally be able to engage in limited sponsorship arrangements.

To ensure purposeful and manageable support, a standardized procedure will be established for selecting schools, prioritizing those within our local community or those with similar educational goals. For sponsorships, approval processes and funding limits will be outlined to maintain practical, scalable support arrangements aligned with our institutional resources and objectives.

4 Community groups

4.1 Since it sees itself as located in a thriving and vibrant local setting, the Academy will engage with local enterprise and provide such financial support as it can to community groups. This might involve limited sponsorship by meeting event costs in return for exposure and promotion of the Academy name locally.

Eligibility criteria for community groups to receive support will be established, prioritizing groups with missions that align with the Academy's values or that serve the local community. This approach ensures that our sponsorships are aligned with our strategic goals and make a meaningful impact. Insights from our Widening Access and Participation studies may also be used to identify and support groups that further these objectives.

5 Universities

5.1 It is intended to develop formal collaborative arrangements with UK universities in the future. In such future collaborative arrangements, as well as in relation to the existing overseas links, the Academy will be guided by Chapter B10 of the *UK Quality Code*.

Strategic priorities for future collaborations may include developing joint programs, sharing research resources, and creating student exchange opportunities. These focus areas will ensure that partnerships with universities are mutually beneficial and enrich the educational experiences available to our students.

6 Associations

6.1 The Academy is currently the only member organisation in the UK of the *European Association of Hotel and Tourism Schools* (AEHT) and ran the AEHT Conference in October 2016. The aim is to extend and widen the degree of partnership with other members of the Association.



As members of the European Association of Hotel and Tourism Schools (AEHT), Academy may outline specific goals for its participation, such as leveraging networking opportunities, accessing shared resources, and enhancing our visibility within the European educational community. These objectives will help clarify the benefits and expectations of Academy's involvement with AEHT. Additionally, Academy can update this section with any other active memberships or partnerships.

7. Related Documents

7.1 Policies

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

7.2 Procedures

- 1.5 Equal Opportunities
- 1.7 Data Protection
- 1.8 Document Preparation and Version Control
- 1.9 Review and Revision of Policies and Procedures
- 2.7 Programme Design and Approval
- 4.6 Student Induction
- 4.11 Student Protection Plan
- 4.13 Transfers, Suspensions, Withdrawals, Closure and Change of HE Provision
- 5.1 Student Code of Conduct
- 5.2 Welfare Services and Pastoral Care
- 5.3 Equality, Diversity and Special Needs
- 6.13 Staff Code of Conduct
- 6.15 Safeguarding
- 7.3 Social Media Protocols
- 7.4 HE Public Information
- 8.2 Recruitment Partner Selection & Monitoring

7.3 Terms and Conditions

7.4 External Reference Points

- **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>
- **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> & <https://www.gov.uk/study-visit-visa>
- **Equality Act – 2010** at <https://www.legislation.gov.uk/ukpga/2010/15/contents>



- **Data Protection Act 2018** at <https://www.legislation.gov.uk/ukpga/2018/12/contents>