



<b>POLICY 2 Academic Management</b>					
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**Policy and Procedures Issued** : April 2014

**Policy Owner** : Principal/CEO

- ❖ This policy 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) in the case of remote learning.
- ❖ Also, our students are informed about the related main aspects of the policy in the Student Handbooks, Induction Seminar and Learning Agreement.
- ❖ The policy is reviewed and monitored on a regular basis for currency and fitness as part of our DAL Procedure 1.9 Review and Revision of Policies and Procedures.

## **1. Introduction**

This Policy clarifies the Academy's approach to academic management and its smooth and efficient operation, which is regarded as vital to the success both of the Academy and its students.

## **2. Terminology**

**2.1 'Academic Management'** covers the definition of the Academy's expectation of academic conduct and arrangements to deal with any departure from these standards of conduct. It also covers the measures taken to safeguard academic standards.

**2.2 'Academic Standards'** are defined as the levels of achievement that students have to reach in order to achieve an award. Academic standards are determined against nationally agreed reference points for the academic standards of higher education qualifications as set out in the *Common European Framework Reference (CEFR), Framework for Higher Education Qualifications* and Subject Benchmark Statements. Academic standards are concerned with the appropriateness of learning outcomes (aims, content and level) and curriculum, and the effectiveness of assessment (in relation to attainment of learning outcomes).



**2.3 'Quality of the Learning Experience'** refers to the ways in which the Academy provides students with the best possible opportunity to meet the stated outcomes of their course and the academic standards of their intended award, through engaging in the activities provided.

**2.4 'Programme Review'** means a regular process by which all programmes are reviewed and evaluated. 'Annual review' indicates a reflective, holistic, cross-institution review process which considers historic and current data and also looks forward to the coming year.

### **3. Principles**

The Academy's quality assurance and enhancement procedures operate within a framework of policies and course management procedures, as well as the regulation of awarding bodies and institutions. Guidance documents, including the Quality Cycle, Quality Manual, Student Handbook and Programme Specification make clear responsibility for academic quality and standards. The requirements set out in these documents are regularly reviewed in consultation with staff and students. The Academy aims to ensure its processes operate efficiently and wherever possible avoid duplication and align with other quality assurance processes (including those of partner institutions) and the requirements set out by *British Council and revised UK Quality Code - 2018*.

### **4. Scope**

This Policy covers the rules and the regulations for normal academic conduct, including plagiarism, its arrangements for appeals, student complaints, associated expectations and programme and annual monitoring. This policy should be read in conjunction with "Policy 1 Governance", "Policy 3 Teaching Learning and Assessment", "DAL Procedure 2.4 Appeals", "DAL Procedure 2.5 Complaints", "DAL Procedure 2.8 Plagiarism".

### **5. Aims**

**5.1** The overall aim of the Policy is to ensure that the Academy takes appropriate measures to define and publish clear expectations for academic conduct and also the consequences of infringing these measures. The Policy and its related procedures set out the ways in which students can appeal or complain in those cases when they feel that they have a legitimate concern and indicates the arrangements for providing records of academic achievement.

**5.2** The Policy and its related procedures also set out the Academy's approach to programme approval, programme monitoring and annual review.



## **6. Objectives**

The objectives of the Academic Management Policy and its related procedures are:

### **6.1 Academic Management**

- to ensure that each programme delivered by the Academy has a current programme specification which is revised on a regular basis and published appropriately.
- to specify and publish detailed regulations which describe the Academy's expectations of academic conduct.
- to take steps to ensure that students are informed about academic regulations and that they understand the penalties for infringing them.
- to clarify expectations about the prevention of plagiarism and to provide appropriate mechanisms to identify instances of plagiarism.
- to publish clear procedures for handling student complaints and academic appeals.
- to ensure that complaints and appeals procedures are conducted in a fair, reasonable and timely manner and that appropriate action is taken following a complaint or appeal.
- to ensure that appropriate guidance and support is available for students who make a complaint or appeal and also for staff who may be involved.
- to monitor the operation and effectiveness of the complaints and appeals procedures, reflect on the outcomes and consider broad implications for the Academy.
- to provide appropriate records of academic achievement for students who complete their programmes of study.

### **6.2 Academic Standards**

- to ensure that each course/module is subject to rigorous validation, monitoring and review to ensure appropriate standards and enhance the quality of the learning experience.
- to ensure that each course/module is delivered at the appropriate level.
- to ensure that each course/module has a programme specification and unit/module information with clearly stated learning outcomes and assessment.
- to ensure that each course/module operates in accordance with stated academic regulations, term periods and assessment requirements.
- to take ultimate responsibility for safeguarding of the academic standards of awards and enhancement of the quality of the student learning experience.
- to maintain institutional oversight of quality assurance and enhancement processes so as to ensure that local responsibilities are met and to identify generic issues and opportunities that may arise.
- to make appropriate use of input and judgements from those external to the Academy within quality assurance and enhancement processes.



- to take account of relevant external quality assurance and enhancement expectations, benchmarks, reference points and requirements, particularly those articulated by *British Council and the revised UK Quality Code - 2018*.
- to ensure that relevant stakeholders are consulted about their views on the quality of provision and to take account of these views in the quality assurance and enhancement processes.
- to ensure that the Academy operates appropriate and effective processes for module and programme review.
- to ensure that regular reviews of modules and complete programmes are carried out in order to assure currency of content, attainment of learning outcomes and effectiveness of assessment.
- to ensure that, in the event of withdrawal of a programme, appropriate steps are taken to ensure that students are not disadvantaged.
- to produce an annual review report, drawing upon programme review and other sources of quantitative and qualitative data.
- to take steps to evaluate and report upon the overall quality of student learning across the Academy and to present findings as part of the annual reporting exercise.
- to reflect on the Academy's activities in order to improve both the quality of the student learning experience and the processes for quality assurance and enhancement through a process combining systematic reflection and active planning.

## **7. Related Documents**

### **7.1 Policies**

- 1 Governance
- 2 Academic Management
- 3 Teaching Learning and Assessment
- 5 Student Support, Engagement and Learning Resources
- 7 Information
- 8 Marketing and Promotion

### **7.2 Procedures**

- 1.5 Equal Opportunities
- 1.7 Data Protection
- 1.9 Review and Revision of Policies and Procedures
- 2.1 Academic Misconduct
- 2.2 Academic Regulations
- 2.4 Appeals
- 2.5 Complaints
- 2.6 Annual Programme Monitoring
- 2.7 Program Design and Approval
- 2.8 Plagiarism
- 2.9 Academic References for Students
- 2.10 Special Circumstances Affecting Study
- 2.11 Pearson Registration
- 2.12 Contingency and Adverse Effects
- 2.13 Access and Participation Statement
- 3.6 Internal Verification
- 4.4 Attendance Monitoring
- 4.6 Student Induction
- 4.7 Student Disciplinary
- 5.1 Student Code of Conduct
- 5.3 Equality, Diversity and Special Needs
- 7.1 Review and Sign off PI
- 7.4 HE Public Information



### 7.3 Student Terms and Conditions

### 7.4 External Reference Points

- [The CEFR Levels - Common European Framework of Reference for Languages \(CEFR\) \(coe.int\)](http://coe.int)
- Office for Students (OfS) Requirements and Guidance at [Advice and guidance - Office for Students](#)
- British Accreditation Council (BAC) Accreditation Handbook at <http://www.the-bac.org/wp-content/uploads/2021/04/Accreditation-Handbook-2019-webcompressed.pdf>
- 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 – Assessment at <https://www.qaa.ac.uk/en/quality-code/advice-and-guidance/assessment>
- 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 – Course Design & Development at <https://www.qaa.ac.uk/en/quality-code/advice-and-guidance/course-design-and-development>
- UK Quality Code Advice & Guidance – Enabling Student Achievement at <https://www.qaa.ac.uk/en/quality-code/advice-and-guidance/enabling-student-achievement>
- UK Quality Code Advice & Guidance – Monitoring & Evaluation at <https://www.qaa.ac.uk/en/quality-code/advice-and-guidance/monitoring-and-evaluation>
- UK Quality Code Advice & Guidance – Learning and Teaching at <https://www.qaa.ac.uk/en/quality-code/advice-and-guidance/learning-and-teaching>
- UK Quality Code Advice & Guidance – Student Engagement at <https://www.qaa.ac.uk/en/quality-code/advice-and-guidance/student-engagement>
- 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>
- OIA The Good Practice Framework: Delivering Learning Opportunities with others at <https://www.oiahe.org.uk/media/1860/oia-gpf-delivering-learning-opportunities-with-others.pdf>
- OIA Disciplinary Procedures at <https://www.oiahe.org.uk/media/2045/good-practice-framework-disciplinary-procedures-section.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](https://qualifications.pearson.com/content/dam/pdf/Support/policies-for-centres-learners-and-employees/Recognition_of_prior_learning_and_process_policy.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>



- Equality Act – 2010 at <https://www.legislation.gov.uk/ukpga/2010/15/contents>