

DAL Procedure 1.1 Academy Mission and Core Values					
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- 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

Our vision here at Docklands Academy London is to use the power of education to improve the academic outcomes, employment prospects and lifetime opportunities for our students.

1.1 Our strategic analysis

At the Academy, we are aware of the previous challenges faced by the Higher Education and English Language markets due to the dynamically changing situations in the past. We do, however, have a well-defined strategic plan to advance and carry out our mission and vision. To get a broad overview of our institution, we review and assess the pertinent information during staff meetings, meetings of the Academic and Advisory Committee, the Quality Committee, and the Board of Governance.

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 Office for Students, 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 both its HE and ELD provisions 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 and development stored electronically with easy access for administration purposes.

2. Our Mission

2.1 Our mission and outcomes for our students is to prepare them for successful careers and lives.

We provide quality education to have an inclusive approach that encourages learners to advance their knowledge and gain the skills needed to achieve their aspirations. Their education will:

- fully equip students with the most contemporary knowledge and skills in their chosen fields
- enlighten students with and guided by universal values
- insightfully and pragmatically grasp 'real life'
- encourage confidence and courage to make decisions
- foster positivity to look forward to serving both their own interests and the greater good

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. Our Values

We have 5 key values at our Academy. We strive to create and maintain an atmosphere where both our team and students are able to grow personally and professionally using the 5 values to guide them.

Excellence: we strive to achieve the highest quality in every aspect of our work, providing a learning experience that is truly first class.



Passion: we create an environment in which our students and staff can develop and celebrate their shared interests. We empower our graduates to combine their passion with their career and shape the future of the specialist industries we serve.

Challenge: we support students and staff who want to challenge and be challenged. We inspire them so that they can confidently achieve their ambitions, create their own successes, and be the very best they can be.

Nurture: people are the centre of everything we do, with our students at the heart of our community. We invest in our people, support their development, and encourage them to grow and reach their full potential.

Respect: inclusivity underpins our organisation; we respect and celebrate equality and diversity. We seek to create a community in which all of our staff, students and partners thrive and feel proud to belong

3. Delivering our Strategic Objectives

- Docklands Academy London is very much learner centric; the upmost priority at all times is the development of our students so that they can achieve the best results possible giving them the greatest opportunities in their chosen career paths.
- We value the industry partnerships we have and actively nurture them to ensure we retain a positive relationship that allows students the access they need to gain first-hand experience of the workplace and the window to network with industry professionals accessing first hand examples of a professional environment.
- The culture at DAL is one of inclusivity, equality & diversity, sustainability, development, and investment. Docklands Academy London believes in the strength of its team and encourages everyone by empowering them to develop their ideas and dreams for the organisation.
- DAL is very fortunate to own a multi-cultural student and staff base, who come from different backgrounds and work together to share and embrace those cultures and customs in a fully inclusive environment.
- We believe in the investment of colleagues at all times. We will continue to make investments into the academic team and provide resources they need to establish the Academy as a solid institution that delivers current, relevant education and training. We will follow an inclusive approach and welcome people from all walks of life.
- The Strategic Plan for DAL is identified as a living document and as such will be monitored and allowed to develop and evolve to meet the changes that occur at Docklands Academy London during the life span of the document.



- DAL will hold an annual review and include students, staff, board members and stakeholders to ensure we deliver on our Strategic Plan collectively. All the objectives set will be revisited and reviewed to make sure that they are current and align with the ethos at Docklands Academy London.

Career Motivated Education:

Docklands Academy London will work closely with business partners to ensure the curriculum delivered will meet the demands of the labour market and give students the best opportunities available on their chosen career pathway.

DAL will:

- In collaboration with key business partners design a strong, work focused curriculum that will help close the skills gap.
- Work with our partner institutions to develop digitally aligned, innovative and challenging programmes that will develop students' employability status.
- Continue developing a strong curriculum through outstanding education and training.
- Focus on high-quality use of language within teaching and learning to ensure that all students are sufficiently equipped to approach employment and not be disadvantaged in career prospects.
- Promote the ongoing need for developing and removing the barrier of language for skilled workers globally and upskilling their language skills for self-confidence and improved employability outcomes.
- Further develop the links with industry in our key areas of specialism in Hospitality, Travel and Tourism Management.

Growth Through Outstanding Teaching and Learning:

We promise students development via exceptional teaching and learning that will allow them to grow their knowledge within their chosen field of study as well as transferrable skills with support and encouragement to succeed across the board.

DAL will:

- Design a curriculum that supports strong progression outcomes, encourages independent critical thinking and the enhancement of knowledge. We promote an interactive and personalised learning environment that puts students at the heart of the learning experience.
- Work with employers to meet the demands of the skills gap and respond to the needs of our community.
- Create a stronger bond with industry and design a curriculum that will best meet their skill needs.
- Ensure all students access relevant and high-quality work experience that will enhance their vocational skills and develop their academic learning.



- Adopt a comprehensive student engagement strategy, encompassing both employability skills and personal development, through a curriculum, which is blended and digitally aligned.
- Ensure all students are able to express themselves with confidence using appropriate language in speaking, reading and writing.
- Develop employee engagement to guarantee a high level of employer satisfaction.

Empower Strong Team Development:

DAL believes in an empowered community that values diversity, inclusivity and collaborate with synergy for excellent outcomes. To that extent, we value excellent communication, both internally and externally. We engage staff and students in the future direction of the Academy, providing opportunities for professional development and collaborative initiatives to support our people.

We develop future leaders ensuring effective succession planning. Hence there is continuous investment in team development within the organisation and colleagues value learning from each other's skills and experience. They also take ownership of their training and personal development to produce an ultimate culture of, innovation and injection of fresh perspectives for developing a strong and successful team.

DAL will:

- Maintain an inclusive and diverse team through positive interaction and planning to attract and retain the best people.
- Continuously invest in resources that will enable the team to develop and grow.
- Deliver a training programme so that the team can build on their skills through encouragement and positive feedback.
- Actively promote wellbeing within the team with regular inset days programmed into the calendar on health and self-awareness.

Safe and Sustainable Environment:

DAL have a commitment to embed sustainability in our curriculum; we will continuously strive to encourage staff, students, alumni and all our stakeholders and neighbours to work towards a safe and sustainable environment that works for all.

DAL will:

- Strengthen relationships with all its stakeholders to demonstrate collective commitment to safety and wellbeing of its community.
- Meet all health & safety, prevent and safeguarding mandatory training requirements. Ensure the Safeguarding and Prevent Strategies are supported by well maintained, appropriate policies and procedures.
- Create new partnerships in industry and develop all current ones to promote sustainability.
- Empower students, staff, alumni, and stakeholders to participate in the education of all on sustainability and environmental issues with innovative thinking.



- Ensure the academic team have the resources available so that sustainability can be embedded across all programmes and aligned with local, regional and national priorities.
- Provide opportunities for students to showcase their actions and commitment on sustainability to the wider community.
- Provide high standard campus facilities and dedicated support services offering significant value for money to our students. Our careers services and a vast range of extracurricular activities aim to boost our students` employability prospects.

Financial and Operational Stability:

Docklands Academy London is built on a sound financial platform and has the support of a professional Board of Governance who follows the Principles of Good Governance that drives and guides it to further success. DAL will constantly strive to improve with investment in resources, facilities, and team to ensure all stakeholders will benefit from a smoothly operating learning environment that delivers success.

DAL will:

- Review its self-assessment and constantly follow and comply with its Quality Cycle, Quality Improvement Plan, associated KPIs and Strategic Risk Register to mitigate risks with involvement of its Governors.
- Grow student numbers as we create strong partnerships with universities and expand on the programmes offered.
- Review and invest in new technology to maintain our excellent level of digital resources.
- Invest in the campus to maintain the highest quality student and staff experience.
- Develop a strategic plan with industry partners to create training programmes specifically for their employees.
- Expand on the short course programmes to include culinary and gastronomy training by utilising the Limehouse Library Hotel training kitchen to its fullest potential.

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

5.2 Procedures

- 1.5 Equal Opportunities
- 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
- 4.6 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
- 7.4 HE Public Information
- 8.2 Recruitment Partner Selection & Monitoring
- 8.3 Links with Other Educational Institutions and Businesses

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>
- **British Council; Accreditation UK Handbook** at https://www.britishcouncil.org/sites/default/files/k062_uk_accreditation_handbook_2019_final_v2.pdf