



## BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

### INTERIM INSPECTION (College)

<b>INSTITUTION:</b>	Docklands Academy London
<b>ADDRESS:</b>	11 Selsdon Way London E14 9GL
<b>HEAD OF INSTITUTION:</b>	Canan Ejder Celik
<b>ACCREDITATION STATUS:</b>	Accredited
<b>DATE OF INSPECTION:</b>	27 January 2026
<b>ACCREDITATION COMMITTEE DECISION AND DATE:</b>	Continued accreditation, 30 April 2026

## **PART A – INTRODUCTION**

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### **1. Background to the institution**

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Docklands Academy London (DAL/the Institution) is a trading division of Simply Alliance Limited, a privately owned limited company. The Institution offers a range of accredited and non-accredited vocational courses, including Higher National Qualifications (HNQs) at Levels 4 and 5 in Hospitality Management and International Travel and Tourism Management. BAC accreditation is only for the HNQ courses.

The Institution is based in the City Harbour area of East London, United Kingdom (UK), close to London's financial district in Canary Wharf. It aims to provide high-quality education for future leaders in the world of work and business.

Governance is provided by the Institution's four Directors, one of whom is the Chief Executive Officer (CEO) and Principal. They are supported by the Academic Head, senior managers and two external Board of Governance members.

In 2022, the Institution renewed its collaborative partnership arrangement with the public Further Education (FE) and Higher Education (HE) provider, Unified Seevic Palmer's College, known as USP College (USP). This has enabled DAL to continue offering Higher National Certificate (HNC) and Higher National Diploma (HND) courses, which are awarded by Pearson to students who are entitled to apply for student loans to fund these qualifications. These students are registered with USP, but all delivery and assessment take place at DAL.

DAL is an approved Pearson centre in its own right and is able to recruit students directly to its own HNC and HND courses.

### **2. Brief description of the current provision**

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DAL offers HNC and HND programmes at Levels 4 and 5 in Hospitality Management and in International Travel and Tourism Management. The large majority of current students are registered with USP to access student loans. Programmes have full-time course hours and are delivered as blended learning, with students attending one day a week in person and one day online.

The Institution also offers courses in English language and short courses in food safety, gastronomy and culinary arts. This provision does not form part of the Institution's BAC accreditation.

At the time of the inspection, 65 students were enrolled. The Institution has capacity for 502 students at a time. All students are aged 18 or over. The majority of students are male. The large majority of students are Romanian, with a small minority of students from Poland.

Enrolment takes place at three points in the year, in September, January and April. Students must meet published entry requirements and demonstrate minimum levels of English language competence. Students undertake an initial English language and mathematics test and have an in-person or online interview before enrolment. USP-registered students must also complete an online USP College application form.

### **3. Inspection process**

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The inspection was conducted remotely by one inspector over one day. Meetings were held with the CEO/Principal, the Academic Head, the Head of Academic Administration, the Head of Quality, the Head of Admissions, the Student Services and Welfare Manager, a group of teachers and a group of student representatives. Live online teaching was observed. The inspector reviewed a range of documentation and records held on the Institution's Information Management System (IMS) and learning portal. The Institution responded promptly to all requests for information and co-operated fully with the inspection.

#### 4. Inspection history

<b>Inspection type</b>	<b>Date</b>
Stage 2	11 August 2010
Supplementary	20 July 2011
Stage 3	5 September 2011
Interim	11 March 2013
Re-accreditation	14–15 October 2014
Interim	3 October 2016
Re-accreditation	28–29 January 2019
Interim	20 April 2021
Re-accreditation	3 & 6–7 June 2023

## **PART B – JUDGEMENTS AND EVIDENCE**

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*The following judgements and comments are based upon evidence seen by the inspector during the inspection and from documentation provided by the institution.*

### **1. Significant changes since the last inspection**

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There have been no significant changes since the last inspection.

### **2. Response to action points in last report**

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*6.2 The Institution must consistently implement its rule that students turn their camera on during online teaching sessions in order to confirm their full attendance at each session.*

This action point has been met.

DAL has implemented a policy on remote learning that includes the requirement for students to keep their cameras on during lessons. Students are informed of this requirement at the interview stage. The Institution's policy is to mark students absent if their camera is switched off. Where individual students fail to follow the policy, the Academic Head continues to raise the matter with them until it is resolved. These measures have been very effective. The vast majority of students now comply with the policy without needing to be reminded.

### **3. Response to recommended areas for improvement in last report**

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*The Institution should consider introducing a degree of standardisation in the design of teachers' presentation slides.*

The recommendation has been met.

Slide sets for both courses have been revised using a new template. Slide sets sampled have a professional appearance and are well designed to support understanding of the concepts and terminology of the course. The Academic Head regularly monitors teaching, including the materials used. As a result, all teaching materials now support learning effectively.

*It is recommended that the Institution take further steps to promote the sharing of best practice in communicative teaching strategies to ensure the full participation of students in all lessons.*

The recommendation has been met.

DAL has an English language department whose staff are trained in communicative teaching methods, and they have contributed effectively by sharing their practice. A cycle of peer observations has been organised by the Academic Head, enabling all teachers to observe and be observed by colleagues twice a year. Written observation reports identify effective strategies and areas to work on in order to promote student participation. As a result, levels of participation have improved, with a positive impact on student progress.

*It is recommended that target-setting for students be expressed in such a way that the targets are fully achievable in the short term, and it is clear when they have been achieved.*

The recommendation has been met.

Tutorial records show that targets are now expressed in such a way that they are specific, measurable and achievable within a stated timeframe. Targets are reviewed at subsequent tutorials and signed off when completed. Students in the inspection meeting showed good awareness of their personal targets and knew which ones they had completed. As a result, target-setting has become more effective in promoting students' progress.

#### 4. Compliance with BAC accreditation requirements

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##### 4.1 Management, Staffing and Administration (spot check)

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The standards are judged to be:

Met     Partially Met     Not Met

##### Comments

DAL is effectively managed.

Communications between management and staff, particularly those working remotely, are effective. All aspects of provision are reviewed at a range of regular committee and team meetings. These are well recorded, with previous actions reviewed, new actions agreed and outcomes appropriately disseminated. As a result, decision-making is transparent and actions are implemented efficiently.

Administrative records on students are well maintained. Students' personal files contain all the necessary information and are up to date. This supports the smooth operation of the Institution. Attendance records are accurate, and attendance issues are promptly addressed, with copies of warning e-mails retained. Rigorous attention to absence has supported improvements in student retention since the previous inspection.

The provision of Continuing Professional Development (CPD) is well designed to meet the needs of all staff. CPD includes in-person training days as well as access to online training that is more specific to individual roles, such as recent update training for the Student Services and Welfare Manager. These arrangements for CPD support all staff in further developing their expertise.

Student feedback is taken regularly through informal discussions, online surveys and quizzes, and meetings of the student committee. Further anonymous feedback is taken termly by USP and annually as part of the awarding organisation's external quality assurance process.

The feedback is discussed in regular meetings and changes are implemented. Recent examples are a change to Easter holiday dates to fit in with the Orthodox Christian festival and the introduction of a card payment facility in the canteen.

Student representatives confirm that managers are responsive to their suggestions and provide information on actions taken to students via their class representatives. This contributes positively to student satisfaction.

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##### 4.2 Teaching, Learning and Assessment (spot check)

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The standards are judged to be:

Met     Partially Met     Not Met

##### Comments

Teaching, learning and assessment are effective. Courses are delivered over two days, one on site and the other online, with options to attend on weekdays or at weekends. Timetabling is well designed to meet the needs of these mature students, who have also family and work responsibilities.

Classroom delivery relates well to students' academic backgrounds, particularly their language needs. Presentation slides are professionally presented and standardised. They are easy to read and effectively reinforce the meaning of key concepts and terminology.

Teachers regularly check understanding through questions and quizzes. These are included in the slides to aid comprehension. Teachers nominate students to answer questions to ensure that all participate, and respond very positively to student contributions, thus building the confidence of those who have returned to education after a long time.

Students are trained in netiquette at the outset of the course, which facilitates their online interactions. This includes a requirement to keep their camera on, and they therefore relate to each other in much the same way as they do in class.

Observation of teaching by the inspector indicates that the students are comfortable with online learning and contribute freely. Online lessons make use of strategies such as break-out rooms to increase student interaction and allow teachers to monitor discussions. Students confirm that the online sessions are as communicative as those delivered in person.

Teachers undergo regular formal and peer observations. There has been a special focus on ensuring the full participation of all students, and teachers have been well supported through CPD to build in suitable activities to achieve this. As a result, participation levels have increased and students are fully engaged in class.

Teachers provide students with links to online resources and upload resources to both the DAL and the USP learning platforms, which the Institution shares. Copies of the most recent edition of core texts are available from the DAL library, and students also have access to the awarding organisation's learning platform, which holds downloadable copies of all required core texts and a wide range of additional, module-related learning materials. This ensures that students have free access to a wide range of relevant learning materials. They confirm that the range of resources fully meets their learning needs.

Assessment is conducted in line with the awarding organisation's requirements. Students are reminded to hand in draft assessments in advance of deadlines to allow time for revisions before the submission date. Students state that they particularly value the feedback they receive from their teachers at this stage and have seen their grades improve on submission. The Academic Head effectively tracks module grades and identifies students requiring additional support. This is discussed in individual tutorials, where clear targets are set.

As a result, student achievement is good, with high rates of progression from HNC to HND.

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#### 4.3 Student Welfare (spot check)

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**The standards are judged to be:**

Met

Partially Met

Not Met

#### Comments

Student welfare provision is comprehensive. The suitably experienced Student Services and Welfare Manager is readily accessible to assist with practical requirements, such as providing letters for council tax purposes and help with obtaining student travel concessions.

Out-of-hours support from staff is also available. Academic staff are approachable and work closely with students to mitigate issues that impact their progress. Students say that the atmosphere of the Institution is like being part of a family, in which they are both supported and have responsibilities. Any student requiring specialist support is able to obtain this via USP, thus benefiting from the welfare services of the much larger state-funded provider.

All welfare policies are published on the website. These are regularly reviewed and are appropriate. Staff undergo regular safeguarding and anti-radicalisation and extremism training. This promotes positive relationships among students and the safety of all at DAL.

The induction includes a session in which the Information Technology (IT) department supports students in using the Institution's new learning platform and other means of sharing information. Students confirm that this is effective and that they can readily access IT support when required.

The Institution organises wellbeing days, which are an occasion for students from all classes to mix together, have fun and relax. Students bring and share traditional food from their own countries and participate in group activities. This has had a positive impact on progression from HNC to HND courses as students have had

opportunities to meet people from the higher-level courses and ask about their experiences. It has also contributed to the cohesion of students from different backgrounds.

Overall welfare support is very effective.

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#### 4.4 Premises and Facilities (spot check)

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**The standards are judged to be:**

Met     Partially Met     Not Met

##### **Comments**

Classrooms and other learning areas are appropriate for the courses offered. Student representatives confirm that DAL's premises continue to be comfortable, clean and well maintained. Heating and ventilation in all rooms are appropriate.

Additional study facilities are suitable. As they spend just one day on site, students complete individual study at home, and most access resources from the online platform using their personal computers.

DAL maintains a well-stocked library with a quiet study area, and students are able to borrow hard copies of up-to-date texts if they prefer.

A good range of healthy, reasonably priced food and drinks is available from the DAL cafeteria, which also has a comfortably furnished seating area.

A recent enhancement to facilities is the use of a larger room as a multi-faith space and quiet room. This has been provided in response to a suggestion from students.

The premises provide a good environment for working and learning.

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#### 4.5 Compliance Declaration

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**Declaration of compliance has been signed and dated.**

Yes     No

**PART C – SUMMARY OF STRENGTHS AND ACTION POINTS**

**STRENGTHS**

Good communication between members of staff at all levels supports the effective implementation of new policies and procedures.

Thorough and effective performance review of teaching and a high level of co-operation between academic staff results in continuous improvements to teaching and learning.

Easy, free access to comprehensive and up-to-date resources facilitates progress and attainment for all students.

Good awareness of each student’s academic progress and the personal challenges that may affect it enables staff to provide high levels of support and encouragement to keep students on track for success.

**ACTIONS REQUIRED**

None

High     Medium     Low

**RECOMMENDED AREAS FOR IMPROVEMENT *(to be reviewed at the next inspection)***

None

**COMPLIANCE WITH STATUTORY REQUIREMENTS – FURTHER COMMENTS, IF APPLICABLE**

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<b>BAC OFFICE USE ONLY:</b>	<b>THE INSPECTION WAS CARRIED OUT BY:</b>	
	Dawn Hart	Lead Inspector