



<b>PROCEDURE 2.2 Academic Regulations</b>					
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**Procedure owner:** Principal / CEO

- ❖ 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](mailto:info@docklandsacademy.co.uk) in the case of remote learning.
- ❖ Also, our students are informed about the related main aspects of the procedure in the Student Handbooks, Induction Seminar and Learning Agreement.
- ❖ The procedure is reviewed and monitored on a regular basis for currency and fitness as part of our Annual 1.9 Policy and Procedures Review.

## **1. Introduction**

**1.1** These regulations comprise the rules for the construction, operation and assessment of higher education undergraduate level and postgraduate level programmes at the Academy. Every higher education student must, as part of their studies, familiarise themselves with these regulations, since they explain:

- the Academy's admissions procedure
- the Academy's academic and modular structure
- the Academy's assessment regulations

**1.2** *The Academy's academic committee framework is set out in Procedure 1.3.*

**1.3** To help students understand the procedures, during the induction period of their qualifications, programme coordinators must introduce and explain the key points from the academic regulations.



- 1.4 These regulations must also be read in conjunction with the relevant Academy policies and procedures. In addition, these regulations reflect the QAA *Framework for higher education qualifications* and the *revised UK Quality Code - 2018*.
- 1.5 The regulations are binding on Academy staff and external examiners in those matters which the regulations determine. Contravention of them may result in action against the member(s) of staff concerned under the Academy's misconduct procedure.

## **2. Admission to Academy Higher Education Programmes**

- 2.1 The Academy aims to provide the opportunity for access to higher education for all students who have demonstrated the potential to benefit from the higher education programme to which they have applied. Whilst it is possible for students to benefit from a higher education experience without successfully completing a programme, '*potential to benefit*' is here used to mean potential successfully to complete an identified programme of study. The principal aim of the admissions process is the identification of potential to benefit, by providing evidence that indicates a reasonable expectation of achieving the specific award associated with an identified programme of study.
- 2.2 The Academy admissions process (see Policy 4 *Student admissions* and related procedures) is designed to ensure that all applicants, including those from backgrounds where members of the family have not previously entered higher education, have an equal opportunity to demonstrate their potential to benefit educationally.
- 2.3 These include certificated minimum entry requirements and non-certificated entry at the Application stage.

## **3. Application Stage**

All applications to the Academy will be reviewed to ascertain if they provide sufficient evidence of potential to benefit in relation to the minimum entry requirements of the programme of study to which the application relates.

## **4. Admission Stage**

All applications that meet the minimum entry requirements of the programme of study applied for are entitled to proceed. This stage is designed to provide additional opportunities to demonstrate potential to benefit through a range of other methods such as interview, portfolio and admissions tests. The specific details of admission stage procedures will vary and will reflect the specific academic subject and level of the programme to which an application relates.

## **5. Non-certificated Entry**

Applications will be considered that seek to demonstrate potential to benefit through non-certificated prior experiential learning. Such applications need to demonstrate that prior learning is equivalent to that which is required by the minimum certificated entry requirements. This will usually only apply to mature students are able to identify, at the application stage, that they have relevant and significant prior experience that provides evidence of potential to benefit by achieving the learning outcomes of the programme and attaining the standard of the award.



## **6. Undergraduate Level Diploma or Certificate Minimum Entry Requirements**

- 6.1** The admission stage will provide appropriate opportunities further to establish this potential to benefit. Applicants whose qualifications do not conform to the standard entry requirements detailed below will be considered on merit. The applicant must be capable of operating at the appropriate undergraduate or postgraduate level. Relevant vocational, professional or other experience will be taken into account.
- 6.2** Full recognition will be given to recognition of prior learning (RPL), as described in regulations governing recognition of prior learning by awarding organisations and also reflected in QAA guidance. See Procedure 4.3 *Recognition of prior learning procedures*.

The possession of the achievement entry requirements may guarantee the offer of a place. Each programme has its own entry requirements which are clearly stated in the student handbooks as well as the Academy website.

## **7. Academic Structure**

- 7.1** Each academic cohort of study normally consists of three terms that are 10 weeks in duration. The terms are means of dividing the cohort into units of study depending on the number of the programmes. Students must attend for the full 30 weeks of the academic year.
- 7.2** The Academy's academic structure supports full-time routes to most higher education qualifications. The length of these programmes may vary according to the qualification. For example, full-time level 5 study normally operates over a 2 academic year.

## **8. Levels of Study**

As a student progresses to each level of study on a higher education programme, the level of the work presents a greater academic challenge than the previous one. For example, at undergraduate level this is often reflected in the fact that students are progressively given a greater role in the planning, organisation and direction of their studies. They are also expected to demonstrate an increasing sophistication in their contextual awareness, analytical and technical skills.

### **8.1 Undergraduate levels of study**

There are two levels of undergraduate study: Certificate (Level 4), Diploma (Level 5).

## **9. Module Types**

- 9.1** All programmes of study offered by the Academy are made up of different types and combinations of modules. Modules fall into three complementary categories: *Core, Mandatory, or Optional*.
- 9.2** *Core modules* often referred to as 'specialist' or 'prescribed' or 'compulsory' modules have been developed to be taken by all students following a particular programme of study. These modules are designed to offer students the underpinning knowledge necessary to progress with their studies.
- 9.3** *Mandatory modules* are not only prescribed, like core modules, owing to their providing the underpinning knowledge, but a pass in them is required as a condition to taking certain other modules subsequently. If they are not passed, the student cannot progress to certain other modules. If the latter are themselves core, then the student will not be able to complete the award.



**9.4** These do not feature in degree structures to present unnecessary hurdles for students. They are only permitted on two grounds:

- 1) where the knowledge or skills they contain are necessary to be able to study other requisite parts of the course.
- 2) where another external validating body requires them to meet the requirements for professional recognition.

**9.5** *Optional modules* are offered within programmes to enhance student choice and enable students to add breadth to their studies. These modules are normally offered as a required choice from a range of options at a specific stage, term or level of a programme of study.

## **10. Mode of Study**

All undergraduate and postgraduate level programmes in the Academy are offered in the full-time mode with 2 options: Full Face-to-face or Blended.

## **7. Related Documents**

### **7.1 Policies**

- 2 Academic Management
- 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
- 2.4 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

- 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/2022/10/Accreditation-Handbook-2022-web-compressed.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>