2026-2027
Higher National Certificate/Diploma (Level 4/HNC – Level 5/HND) in Hospitality Management (RQF)
Programme Specification (Student Handbook)

A very warm welcome

2026 Autumn

<table>
<tr><td>Programme Title</td><td>Hospitality Management</td></tr>
<tr><td>Awarding Body</td><td>Pearson Edexcel</td></tr>
<tr><td>Intermediate award</td><td>BTEC Level 4 / Higher National Certificate in Hospitality Management</td></tr>
<tr><td>Final award</td><td>BTEC Level 5 / Higher National Diploma in Hospitality Management</td></tr>
<tr><td>Review Date</td><td>2027 September</td></tr>
<tr><td>Mode of Study</td><td>Courses are provided in 3 terms (Autumn-Spring-Summer). Thus, prospective students can apply at the most appropriate time for themselves.
Two days a week / Full Time / Blended-Learning (50% online)
Weekday Groups: Mondays (onsite / 09.00-16.00) / Tuesdays (online / 09.00-16.00)
Hybrid Groups : Sundays (online / 09.00-16.00) / Mondays (onsite / 09.00-16.00)</td></tr>
<tr><td>Language of Study</td><td>English</td></tr>
<tr><td>Course Length</td><td>HNC = 1st year (3 terms / 10 weeks each)
HND = 2nd year (3 terms / 10 weeks each)</td></tr>
<tr><td>Course code [aim]</td><td>610/4610/3 Level 4 (HNC)
610/4611/5 Level 5 (HND)</td></tr>
<tr><td>2026 – 2027 Academic Year Term dates:</td><td>
<table>
<tr><th>Term</th><th colspan="2">Start Date / Groups</th><th colspan="2">End Date / Groups</th></tr>
<tr><th></th><th>Hybrid</th><th>Wday</th><th>Hybrid</th><th>Wday</th></tr>
<tr><td>Autumn</td><td>27.09.2026</td><td>28.09.2026</td><td>30.11.2026</td><td>01.12.2026</td></tr>
<tr><td>Spring</td><td>06.12.2026</td><td>07.12.2026</td><td>01.03.2027</td><td>02.03.2027</td></tr>
<tr><td>Summer</td><td>07.03.2027</td><td>08.03.2027</td><td>24.05.2027</td><td>25.05.2027</td></tr>
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</td></tr>
<tr><td>2027 – 2028 Academic Year Term dates:</td><td>
<table>
<tr><th>Term</th><th colspan="2">Start Date / Groups</th><th colspan="2">End Date / Groups</th></tr>
<tr><th></th><th>Hybrid</th><th>Wday</th><th>Hybrid</th><th>Wday</th></tr>
<tr><td>Autumn</td><td>12/09/2027</td><td>13/09/2027</td><td>22/11/2027</td><td>23/11/2027</td></tr>
<tr><td>Spring</td><td>28/11/2027</td><td>29/11/2027</td><td>28/02/2028</td><td>29/02/2028</td></tr>
<tr><td>Summer</td><td>05/03/2028</td><td>06/03/2028</td><td>22/05/2028</td><td>23/05/2028</td></tr>
</table>
</td></tr>
<tr><td>Programme Specification</td><td>Written by Pearson:
• HN Hospitality Management specification
• HN Hospitality Management unit descriptor booklet</td></tr>
<tr><td>Accrediting Body</td><td>Pearson Edexcel</td></tr>
<tr><td>Admission Criteria / Entry Requirements for the HNC Programme

Please see individual course details for the specific entry requirements of each course and the Academy`s minimum (benchmark) entry requirements on DAL Procedure 4.1 Enrolment and Selection.</td><td><u>For Non-English speakers and/or students who have not carried out their final two years of schooling in English, English language proficiency Level B2</u>:
○ IELTS UKVI → 5.5 (with no less than 5.5 in each of the components)
○ Cambridge FCE → 160 / Grade C
○ Pearson Test of English General (PTE) → Level 3
○ Pearson Test of English Academic (PTE) → 51
○ Pearson Versant English Test 58-68
○ Trinity College London Integrated Skills in English (ISE II) → 39

<u>and one of the following</u>:
○ a GCE Advanced Level profile that demonstrates strong performance in a relevant subject or adequate performance in more than one GCE subject. This profile is likely to be supported by GCSE grades at A* to C (or equivalent) and/or 9 to 4 (or equivalent) in subjects such as Mathematics and English
○ the equivalent in other qualifications such as the International Baccalaureate / Foundation programme</td></tr>
</table>

	○ a relevant Level 3 qualification / an Access to Higher Education Diploma from an approved further education institution / Recognized Sixth Form or College or High School Diploma ○ at least 2-year continuous relevant work experience (*Prior learning from relevant work experience can be taken into consideration if you do not have formal qualifications*).
Admission Criteria / Entry Requirements for the HND Programme	**English language proficiency Level B2**: ○ IELTS UKVI → 5.5 *(with no less than 5.5 in each of the components)* ○ Cambridge FCE → 160 / Grade C ○ Pearson Test of English General (PTE) → Level 3 ○ Pearson Test of English Academic (PTE) → 51 ○ Pearson Versant English Test 58-68 ○ Trinity College London Integrated Skills in English (ISE II) → 39 **and a Relevant HNC / Level 4 qualification**.
Minimum / Maximum Numbers	5 / 100
Course Fee	**HNC: £6350 (**1st year study) **HND: £6350 (**2nd year study) **Total: £12,700** **Student Funding is available for UK and EU nationals** *(depending on their visa status)* **for this course.** The students who are eligible to access Tuition Fee Loans via the Student Loans Company (SLC) should produce proof of a loan approval or at least proof of a loan application at the time of enrolment. Students without any loan evidence may be enrolled on a course at the Academy's discretion on a Pending Fees Status. It is the student's responsibility to ensure their student loan application is successful and completed. Should a student fail to secure a loan the Academy will request payment by other means. For detailed information, please refer to *Procedure 4.14 Fees, Charges and Financial Support or check your eligibility at* ***https://www.gov.uk/student-finance/who-qualifies***

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"Everyone can rise above their circumstances and achieve success if they are dedicated to and passionate about what they do"

Nelson Mandela

Dear Students,

I am delighted to welcome all the new and returning students back to our Academy.

Our upmost priority continues to be ensuring that all DAL Community is physically and mentally well and safe. We assure you that we are constantly taking all the possible measures for you to have a safe and rewarding learning experience.

Your timetable will include face to face and online sessions of lectures, seminars and webinars all of which will be clearly set and communicated to you by our experienced Academic team. Your induction session will outline your course structure, delivery of the course, student code of conduct and we will signpost you to the key policies and procedures that you may wish to refer to during your studies.

Your study programme contains tutorial sessions. This may include some online elements, work for you to complete and some individual sessions with your tutor, giving you the opportunity to monitor your progress and discuss any issues. The Academic team will share the full details with you in due course.

Your course is about more than your time at DAL and there continues to be an expectation that you will undertake some self-study. This will include things like research, homework, presentations and assignment work. The more you put in, the more you will get out.

We are here to support you in any way we can. Our team are happy to help as always about your course, learning resources and support.

As you go forward, it is crucial to retain all your learning from the two years' study you will complete here, your creativity, your adaptability, digital knowledge and build on them for your continuous success. My team and I will be here to support you to ensure you have the knowledge and skills needed to make your career dreams come through. Wishing you a happy and successful academic year ahead.

Wishing you a happy and successful academic year. Stay safe.

Canan E. Celik

CEO / Principal
Docklands Academy London

Address

Docklands Academy London

11 Selsdon Way, London E14 9GL
info@docklandsacademy.co.uk / docklandsacademy.co.uk

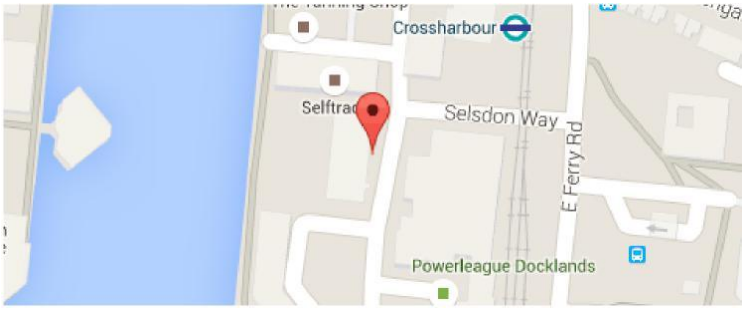
Phone: +44 (0) 207 515 9695
24-hour emergency numbers:
+44 (0) 7936848637
Police, Ambulance Service, Fire Brigade:
999, 911, 112

Opening Hours: 8:45 am – 5 pm (Mon – Sun)

Closed on Bank Holidays

2026 – 2027 Academic Year

Christmas / Friday	**25 December 2026**	**Easter Monday**	**29 March 2027**
Boxing Day / Monday	**28 December 2026**	**Early May / Monday**	**03 May 2027**
New Year's Eve/ Friday	**01 January 2027**	**Spring Bank / Monday**	**31 May 2027**
Good Friday	**26 March 2027**	**Summer Bank / Monday**	**30 August 2027**



The nearest stop is **Crossharbour** DLR Station.
Click here to use google maps

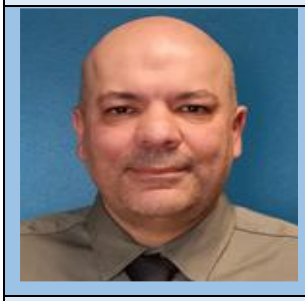
Sign up to O2 Wi-Fi. The magic word in London is hotspot. This free O2 Wi-Fi internet service can be found at several locations including McDonalds, Debenhams, Costa Coffee, House of Fraser, and Café Rouge. You don't have to be an O2 customer, and there is no need for passwords. Download the O2 WI-FI App, so you can find your nearest hotspot, even when you are offline.

You will have free access to Internet at the Academy.

Wi-Fi network : **DAL-GUEST**
The password : **docklandsaca***

Key Staff

	**Name**	**Canan E. Celik**
	Role	CEO / Principal / Designated Safeguarding Officer / First Aider & Mental Health First Aider
	Contact Person for	strategic & operational oversight of DAL
	Tel / Email	020 7585 5751 / cejder@docklandsacademy.co.uk
	**Name**	**Ercan Erkus**
	Role	Academic Head / Designated Lead Safeguarding Officer & Prevent Lead
	Contact Person for	development of quality assurance of teaching, learning & assessment of HE programmes / complaints & appeals
	Tel / Email	020 7585 5753 / eer@docklandsacademy.co.uk
	**Name**	**Erhan Yurdakul**
	Role	Head of Academic Administration / HE Lecturer
	Contact Person for	HE Education courses
	Tel / Email	020 7585 5754 / eyu@docklandsacademy.co.uk
	**Name**	**Selin Doyan**
	Role	Head of Quality / Designated Safeguarding & Prevent Officer / First Aider
	Contact Person for	overseeing the quality assurance functions, academic administration procedures / complaints & appeals
	Tel / Email	020 7585 5755 / sdo@docklandsacademy.co.uk
	**Name**	**Birgul Rose Aslan**
	Role	Head of Admissions / Designated Safeguarding Officer / Exam Officer / First Aider
	Contact Person for	Student Admissions / Student Services / Student Loan
	Tel / Email	020 7585 5756 / brbas@docklandsacademy.co.uk
	**Name**	**Murat Ozbek**
	Role	Finance Manager / HR & Estates
	Contact Person for	Student Finance & Loan
	Tel / Email	020 7585 5766 / moz@docklandsacademy.co.uk

	**Name**	**Paul Vincent**
	Role	English Language Teacher – HE Lecturer (Acting Director of Studies for English)
	Contact Person for	English Department Courses & Social activities
	Tel / Email	020 7585 5758 / pvi@docklandsacademy.co.uk
	**Name**	**Mehmet Ozaksu**
	Role	HE Lecturer / English Teacher
	Contact Person for	HE & English Department Courses
	Tel / Email	020 7585 5752 / meoz@docklandsacademy.co.uk
	**Name**	**Cüneyt Ozarıkan**
	Role	HE Lecturer
	Contact Person for	HE Courses
	Tel / Email	020 7585 5752 / coz@docklandsacademy.co.uk
	**Name**	**Eglina Bubliauskaite**
	Role	Welfare Officer & Receptionist
	Contact Person for	Student welfare services
	Tel / Email	020 7585 5752 / ebu@docklandsacademy.co.uk
	**Name**	**Tufail Miah**
	Role	IT Officer Apprentice
	Contact Person for	IT related matters
	Tel / Email	020 7585 5764 / tami@docklandsacademy.co.uk
	Name	
	Role	
	Contact Person for	
	Tel / Email	

General information

This programme specification contains an overview of the HNC/D in Hospitality Management and is designed to help you get ready for what we hope will be the experience of a lifetime, and it has lots of useful and important information. Please read it carefully in conjunction with the related Pearson Edexcel BTEC Higher Nation Specification guidance.

- HN Hospitality Management specification
- HN Hospitality Management unit descriptor booklet

The information is for students taking the **RQF BTEC Hospitality Management** Programme at Docklands Academy London. It provides information on what to do, how to stay safe and follow the rules at the Academy. It also provides information on studying in the UK as well as the units you will study, your assessments and what you can expect from your course and experience at the Academy.

If you are from another country, you can also find the information about how to travel around London and tells you about all the free services you can use when you are here. There are also some details on places you can visit while you are staying in London.

All the information provided here highlights only the vital topics about your both Learner and Student Journey with us. For additional / detailed information on each topic, please visit our website www.docklandsacademy.co.uk, where you can find our Policies and Procedures, Terms and Conditions, Fees, How to Appy etc.

We hope you choose to study with us at Docklands Academy London and take advantage of the opportunity to access Higher Education locally in Canary Wharf London.

Useful information

Finding your way around London

You can always find your location in London using google maps.

Transport in London

Information on all forms of transport in London including cycle hire, routes, maps, how to plan your journey, tickets sales; real time traffic and travel updates can be found on **tfl.gov.uk**

Paying for your travel

You may be able to pay for your travel with your contactless debit or credit card on the London underground, buses, trams and some over-ground trains. Cards are accepted from many countries. You may also buy an Oyster Card.



Where can you use an oyster card?

- The London Underground
- Any London bus
- The railway network in Greater London
- Docklands Light Railway (DLR)
- Over-ground Railway
- 33% discount on scheduled river services

Where is the best place to buy an oyster card?

The easiest place to buy Oyster Cards is at Underground Station ticket offices. To buy an Oyster card in a London Underground Station, you pay a **£5 deposit** which is refunded when you return the Oyster card.

Banking

You can only apply for a bank account if you are planning to stay in the UK for more than one year. To open a bank account, you will need your passport and a school letter explaining that you are staying for more than a year. To get the letter, please ask at reception for the Welfare Officer who will be able to advise and direct you to the closest bank. Alternatively, you can open a current account with banking services like Monese: ***https://monese.com*** or Monzo: ***https://monzo.com***

Pastoral Care / Welfare Services

The Academy takes its responsibility to student welfare very seriously. Our Procedure 5.2 on Pastoral Care outlines the roles of welfare staff to ensure that every member of the Academy receives the utmost support to achieve to the best of their potential.

Our Wellbeing Service is operating via digital platforms (Zoom / Skype) during distant learning. If you would like to make an appointment for an initial consultation with one of our advisors, please send an email to ***info@docklandsacademy.co.uk*** with your name, student ID and telephone number.

Our partner USP College' website is ***https://www.uspcollege.ac.uk/life-at-college/support/keeping-you-safe-and-well/***
The Samaritans ***www.samaritans.org*** offer a safe place for you to talk any time you like in your own way – about whatever is getting to you. Their free phone number is 116 123.

Medical care

We strongly advise all students to take out medical and travel insurance cover before coming. Your insurance policy should cover the following:

- medical expenses
- cancellation or curtailment
- personal accident
- baggage, clothing, and personal effects
- loss of money
- travel delay

UK students

Please ensure if you are new to the area, you register with a local doctor's surgery as soon as possible rather than wait until you become ill.

EEA and Swiss nationals

You should have applied for a European Health Insurance Card (EHIC) prior to arrival here in the UK; this entitles you to full NHS treatment. For more information, please contact Academic Services. Please consider the implications of Brexit in the case that it comes into effect. You may wish to check the webpage https://www.gov.uk/brexit and take advice.

International students

You will need to register with a doctor on your arrival in the UK. You will hear people referring to this doctor as your GP (General Practitioner). Our **Welfare Officer** will help you to do this. Except in the case of an emergency, you should always see your GP first for your medical issues. However, you will need to pay for medical prescriptions, vaccinations, dental and optical treatment.

Once registered with a doctor, you can also call **111** for 24-hour professional medical advice. For medical emergencies which need immediate treatment, you should visit the nearest hospital with an Accident & Emergency (A&E) ward. If the condition is so severe that you cannot travel to the hospital by yourself, then phone **999** to call an ambulance to assist you.

The NHS is the UK National Health Service. If you need to see a doctor or dentist while in London, speak to the **Welfare Officer**, who will help with your enquiry. We have a First Aid Box at the Academy. You will need to pay to see a dentist or optician. If you have a serious medical problem or an emergency that cannot wait until the next working day, you have the right to free emergency care and the nearest Accident and Emergency medical services are:

Newham General Hospital
Glen Road Plaistow, London, E13 8SL
Tel: +44 020 7363 9200

The Barkantine Walk-In Centre
121 Westferry Road, Isle of Dogs
London, E14 8JH
Tel: +44 020 7791 8080

Student Services

You will have full access to all Docklands Academy, London facilities and resources located in one building. You will be able to join additional classes such as English and exam preparation courses and employability workshops. Eligible students will also be able to apply for paid work in one of the partner restaurants. All students may join the Academy's social programme that includes regular excursions in and out of London.

Support for students with additional needs

Docklands Academy, London aims to ensure that individual needs are met before starting a course and during the course of study. The Academy tries to offer a range of services including support with physical disabilities, dyslexia support and support for mental wellbeing. The Academy has wheelchair access on its basement and people with physical impairments can be accommodated there. Some of the support services do attract a cost, however often these costs are covered through funding via the Disability Support Grant. Follow these links for more information:

- https://www.gov.uk/disabled-students-allowances-dsas/overview
- https://www.gov.uk/disabled-students-allowances-dsas/how-to-claim

Please contact the Welfare officer if you need any assistance with this process.

Student Representatives

Each course has a number of student representatives. Their role includes talking informally to other students and providing regular feedback to the Course Leader. They are also members of the Academic and Advisory Committee, which is concerned with the management and development of the Course, and they have the opportunity to express the views of students at termly committee meetings and participate in decision-making. The Student Committee and Academic and Advisory Committee meet three times a year. The Academy provides support for those students wishing to take on Committee responsibilities via Academic Administration.

Student Feedback

Student feedback is an important part of the course's quality control and enhancement. In addition to the feedback provided by student representatives, students complete induction, end-of-term questionnaires. Lecturers will also collect other forms of feedback throughout their units.

School Facilities

Facility	Opening Hours
Library	08.45 – 17.00
IT Lab	08.45 – 17.00
Canteen	08.45 – 17.00

Communications on the Course

VLE (Microsoft Teams)

Teams is the Academy's virtual learning environment and is a vital tool for your studies and for managing your role as a student. Once you have registered as a student, your own portal within the **Teams** can be accessed using your username and password. Course news, information and resources will be posted on the site which you will be able to access from any internet-enabled computer. If you have difficulties accessing the **Teams**, please refer to the IT department.

Electronic mail (Outlook)

All staff and students at the Academy are required to use **Outlook** as e-mail correspondence. Students should check and respond promptly to e-mails concerning the Course. The e-mail addresses and contact numbers of staff teaching on this Course are included in the student

handbook. Students who change their email address at any point in the Course should notify Admissions Team and their lecturers immediately. Students who change their address at any point in the Course should notify Admissions Team immediately.



1. RAISE THE NEAREST FIRE ALARM
2. DO NOT USE THE LIFT
3. LEAVE THE BUILDING BY THE NEAREST FIRE EXIT
4. YOUR ASSEMBLY POINT IS

   TURNING AREA ADJACENT TO THE BUILDING



5. DO NOT RE-ENTER THE BUILDING UNLESS THE FIRE MARSHAL OR THE NOMINATED OFFICER ANNOUNCES

Docklands Academy London Update on Coronavirus (COVID-19)

The government has removed remaining domestic restrictions in England. There are still steps you can take to reduce the risk of catching and spreading COVID-19:

- Get vaccinated
- Let fresh air in if indoors
- Consider wearing a face covering in crowded, enclosed spaces

We would like to assure you that the health and wellbeing of our students, colleagues and visitors is the top priority for DAL. Therefore, we are monitoring updates and following guidance provided by the following Authorities:

- World Health Organisation
- UK Government Guidance for Educational Settings
- Public Health England
- NHS guidance

If you have a question about actions required for specific situations, please direct these as follows:

Student Related Issues : info@docklandsacademy.co.uk
All other issues : canan.ejder@docklandsacademy.co.uk

Student Code of Conduct *(Our Values and Rules)*

The Academy expects that all students will engage with this Code of Conduct. Copies of the code are displayed around the Academy building and published on its website www.docklandsacademy.co.uk . Also, the content of the conduct is presented in the Learning Agreement and Student Handbooks. The Academy has drawn up the Code of Conduct with reference to:

- UK Quality Code 2018 Advice & Guidance at *https://www.qaa.ac.uk//en/quality-code/advice-and-guidance*
- Office for Students (OfS) requirements and guidance
- OIA The Good Practice Framework, *Disciplinary procedures*
- The Equality Act 2010
- Competition and Markets Authority Guidance for HE providers
    - CMA Regulations (Consumer Protection from Unfair Trading Regulations 2008 (CPRs) / Consumer Contracts (Information, Cancellation and Additional Charges) Regulations 2013 (CCRs) / The Provision of Services Regulations 2009 (PSRs))
- UKCISA Code of Ethics

Good Conduct means realizing that you are a member of the Academy community and will behave accordingly. This applies anywhere and at any time but is particularly important in the local community around the Academy, whilst on fieldwork, whilst on other study away from the Academy and whilst engaged in any other Academy-related activity.

We want you (our students) to enjoy and benefit the most of their time during your learning journey at the Academy; to be safe, respected by others and to feel valued. Whatever you are doing on or off-site and wherever you are (even while commuting or at online education), you are a Docklands Academy London student, thus we expect you to behave accordingly in a respectful manner to others and the Academy. We are committed to creating a safe, supportive, inclusive and friendly environment in which everyone can participate freely.
We respect individuals regardless of their age, ethnic origin, race, nationality, membership of a national minority, culture, language, religious faith or affiliation or lack thereof, political affiliation or opinions or lack thereof, gender, gender identity, sexuality, sexual orientation, marital status, caring or parental responsibilities, illness, ability or disability, mental health status, medical condition, physical appearance, genetic features, parentage, descent, full or part-time student status, socio-economic background, employment status, trade union affiliation, spent or irrelevant criminal convictions or any other irrelevant distinction.

Following UK Laws

- It is illegal to carry any sort of weapon, including a self-defence spray.
- Theft is taking something that you know does not belong to you. Don't do it!
- Never buy things that you think might be stolen. It is illegal to buy stolen things and the police can take things from you.
- You must have a valid (correct) ticket to travel if you use public transport. If you cannot show one on request, you may be liable to pay a Penalty Fare and you risk being prosecuted.
- You must not carry or use any illegal drugs, including cannabis, ecstasy, LSD or amphetamines
- It is illegal to have sex with someone under the age of 16.
- You do not need to carry any identity documents with you when you are in public, but it is a good idea.

Following British Values

You must follow four key values when you are in the UK:

- **Democracy**
    - Everyone's opinion is important and counts.
    - Respect the right of freedom of speech, provided it is within the law.
- **Individual Liberty**
    - Freedom to be what you want if it is legal.
    - Recognise the diversity of the Academy community

- **Respect and Tolerance**
  - Do not show any abusive behaviour, bullying, harassment, violence, discrimination, insult and aggression against either staff or students on the basis of their: age, ethnic origin, race, nationality, membership of a national minority, culture, language, religious faith or affiliation or lack thereof, political affiliation or opinions or lack thereof, gender, gender identity, sexuality, sexual orientation, marital status, caring or parental responsibilities, illness, ability or disability, mental health status, medical condition, physical appearance, genetic features, parentage, descent, full or part-time student status, socio-economic background, employment status, trade union affiliation, spent or irrelevant criminal convictions or any other irrelevant distinction.
  - Be considerate, respectful, and courteous towards others.
  - Consider what others may feel about what you say or do.
- **Rule of Law**
  - The law is supreme, and nobody is above the law.
  - Act responsibly and be honest.
  - Abide by the law.

Following Academy rules

Facilities

- Respect and care for the environment of the Academy property, spaces, and premises.
- Recycle and dispose litter responsibly.
- Act upon the Academy's advice for saving energy.
- Maintain security and always wear your identity card within the Academy.
- Smoke or vape only in the designated areas.
- Do not:
  - use fire doors except in an emergency.
  - leave any rubbish behind you. Tidy the room before you leave.
  - fight, bully, harass, threaten, offend or intimidate others. This includes any activity you engage in using the internet, virtual learning environments, social networking sites, blogs or other web resources, emails, texts or phone calls.
  - bring:
    - food and hot drinks in class.
    - alcohol or illegal substances into the Academy or be under the influence of these while onsite or taking part in external activities.
    - knives (unless required as part of essential equipment for your course) or anything that could be used as an offensive weapon into the Academy.

Learning

- Inform the Academy of any special learning or assessment needs.
- Speak English at all times during the lessons.
- Bring all the equipment and kit needed for learning.
- Switch off or mute mobile phones and other electronic devices (unless otherwise instructed) and place them out of sight during lectures.
- Keep your camera on during any online session.
- Hand in coursework in time to the right standard and follow the strict rules on plagiarism.
- Take all the exams at the stated tie and complete assignments by the deadline.
- Act in a professional manner and avoid disrupting others in class.
- Actively participate the lectures.
- Commit time to additional study.
- Have a motivated and positive attitude and serious commitment to your studies.
- Never settle for “good enough”.

Attendance

- Attend all lectures and arrive before the lecture starting time.
- Be punctual for all classes and other appointments.
- Record your attendance when you enter and leave.
- Do not enter the class until the next lesson if you are more than 15 minutes late.
- Inform the relevant person in an appropriate manner in the case of being late or absent for an activity where you are expected to attend.

Assistance

- Immediately inform:
- the Academy if your circumstances change.
- your teacher or Student Welfare Officer if you experience problems with your studies or personal welfare that could harm your progress.
- Register with a General Practitioner (GP) for any medical help.
- Seek help when you need it.
- Be aware of:
  - and act upon the advice and assistance available on academic and other matters.
  - the key person[s] in relation to Welfare, Safeguarding and overall student services and to know who to report to in any case of an incident or concern.
  - Academy Health and Safety procedures and follow them.

Zero Tolerance to Unreasonable Behaviour

We have zero tolerance to any kind of abusive behaviour, bullying, harassment, violence, discrimination, and aggression towards either staff or students and take immediate action against any unreasonable behaviour. Abuse can be:

- Verbal : calling someone names, saying bad things or using bad language
- Physical : pushing, hitting, kicking people or damaging property
- Emotional : making someone feel disliked, ridiculing or teasing

Our **zero-tolerance approach** supports anyone who has experienced or witnessed harassment, discrimination, or violence. We promise to raise awareness of these issues and to respond appropriately to all reports.

If you think you have seen, heard about, experienced or concerned about any kind of related behaviour of a member of Academy staff, or of a student, please speak to the Safeguarding Officer, a manager or use our **Complaints Logbook / Comments & Complaints feedback box** located at reception or follow the **"report a problem"** link at our website (Report a Problem - Docklands Academy London) or follow our standard **Procedure 2.5 Complaints**.

If the incident you wish to report did not take place on Academy premises, it would not be something which we would be able to investigate in detail under our zero-tolerance reporting procedure. However, we would still be very happy to offer you confidential advice about how best to obtain help and to take the matter forward. In extreme cases, the police may be called.

Registering with the Police

Your entry clearance, or the stamp that the immigration officer gives you when you arrive in the UK, will say if you have to register with the police. If you do, you must register within seven days of your arrival in the UK; and each time you change your address and whenever you extend your permission to be in the UK, you must renew your police registration.

Student Protection Plan

DAL has a Student Protection Plan in place which sets out the measures that the Academy has in place to protect the continuation and quality of study for all our HE students if risk to continuation occur. The plan can be found through a link in the online Terms and Conditions (https://docklandsacademy.co.uk/terms-conditions). The plan is supported by the following procedural documents:

- Business Continuity Plan
- HE Admissions Policy and procedures
- HE Learning Agreement
- Fees Policy (Refunds and Compensation)
- HE Transfers, Suspensions, Terminations, Withdrawals, Closure and Change of HE Provision Policy

The Academy is fully compliant with **CMA Guidance** *(https://www.gov.uk/government/publications/higher-education-guide-to-consumer-rights-for-students)* and dedicated to ensuring treatment of our students is fair and lawful. Matters related to consumer law include course approvals, admissions (Policy 4), complaints (Procedure 2.5), Refund of Tuition Fees and Compensation (4.10), self-assessment

documentation and marketing material. Information about the procedures to ensure access to education for all can be found in Procedure 5.3 Equality, Diversity and Special Needs, as well as in 2.13 Access and Participation Statement. Our procedure 4.14 Fees, Charges and Financial Support contains the additional information needed to help students make informed decisions, including additional course costs, examination fees and financial support, are also clearly set out. All Academy policies and procedures can be found at: https://docklandsacademy.co.uk/policies-and-procedures.

Higher Education Programmes

Admissions

Higher Education courses are provided in 3 terms (Autumn-Spring-Summer). Thus, prospective students can apply in the most appropriate time for themselves. The duration of the admissions and enrolment process changes according to the completion of the required documents by the applicants, but generally takes 2 weeks.

Applications can be made in several ways:

- Direct Applications
    - Applicant walk-ins (You may visit our Academy any time from Mon – Fri 9 am – 5 pm.)
    - E-mail/postal or Telephone Enquiries (You can complete an enquiry form on our website http://docklandsacademy.co.uk or enquire by telephone: 020 75159695.)
- Applications via Overseas Recruitment Partners (***Currently not applicable as DAL does not hold Tier 4 status***) All overseas students (within the UK or overseas) who are not UK passport holders can make contact either via recruitment partners or directly to the Academy for the purpose of admissions.

Admissions Team instantly contacts the candidates to notify them of the entry requirements for their chosen programme of study and guide as appropriate.

Entry requirements

Higher Education courses are provided in 3 terms (Autumn-Spring-Summer). Thus, prospective students can apply in the most appropriate time for themselves.

Minimum (benchmark) Requirements

You will be assessed before being placed in a class at the appropriate level. Please see individual course details and the Academy`s minimum (benchmark) entry requirements on DAL Procedure 4.1 Enrolment and Selection on our website.

HE / Level 4 18+	**BTEC**	**1 year**	**<u>For Non-English speakers and/or students who have not carried out their final two years of schooling in English, English language proficiency Level B2</u>**: ○ IELTS UKVI → 5.5 *(with no less than 5.5 in each of the components)* ○ Cambridge FCE → 160 / Grade C ○ Pearson Test of English General (PTE) → Level 3 ○ Pearson Test of English Academic (PTE) → 51 ○ Pearson Versant English Test 58-68 ○ Trinity College London Integrated Skills in English (ISE II) → 39 **<u>and one of the following</u>**: ○ a GCE Advanced Level profile that demonstrates strong performance in a relevant subject or adequate performance in more than one GCE subject. This profile is likely to be supported by GCSE grades at A* to C (or equivalent) and/or 9 to 4 (or equivalent) in subjects such as maths and English ○ the equivalent in other qualifications such as the International Baccalaureate / Foundation programme ○ a relevant Level 3 qualification / an Access to Higher Education Diploma from an approved further education institution / Recognised Sixth Form or College or High School Diploma ○ at least 2-year continuous relevant work experience
HE / Level 5 18+	**BTEC**	**1 year**	**<u>English language proficiency Level B2</u>**: ○ IELTS UKVI → 5.5 *(with no less than 5.5 in each of the components)* ○ Cambridge FCE → 160 / Grade C ○ Pearson Test of English General (PTE) → Level 3 ○ Pearson Test of English Academic (PTE) → 51 ○ Pearson Versant English Test 58-68 ○ Trinity College London Integrated Skills in English (ISE II) → 39 and **Relevant HNC / Level 4 qualification**.

The Academy's Internal Evaluation (HE / BTEC Programmes)

Apart from the benchmark entry requirements, to build a picture of the applicants' academic ability and potential, applicants who are eligible for application then:

- are invited to complete a written Entry Test depending upon their current qualifications, which consists of two sections: English Proficiency Test and Diagnostic Mathematics Test.
- (Following the written Entry Test) are invited for an interview which serves as both a need analysis questionnaire designed to identify their employment goals, academic and development needs, and an English Speaking and Listening skill test to ascertain their English Language level along with the written test.

Admissions via alternative criteria (BTEC Programmes)

The term 'alternative assessment' is applied to applicants seeking admission who hold qualifications which do not satisfy benchmark entry requirements or programme-specific entry requirements. All students offering non-standard qualifications are expected to demonstrate the same level of academic potential as those offering standard qualifications. For Higher Education Courses, the minimum age is 18.

Conditional Offers may be granted on the basis that a student has shown adequate academic application but needs some assistance with their English prior to commencement of study. In this instance, English language support will be offered to the applicant (with an additional fee) until they reach to the entry requirement level for the course.

Post Admissions Procedures

You - as the successful applicant -:

- are despatched a <u>Letter of Acceptance (conditional)</u>) confirming:
  - that the Academy is willing to offer a place for your chosen programme of study, subject to the receipt of full course fees.
  - your details along with the pre-enrolment information (Conditional / Unconditional)
  - what your fee status will be.

- must be UK resident or EU citizen to apply for a student loan to cover the fees. You should at least provide Customer Reference Number for SLC to be enrolled to a course at the Academy's discretion on a Pending Fees Status. It is your responsibility to ensure your student loan application is successful and completed. If you can't, you are withdrawn from your study. Please look at *DAL Procedure 4.13 Transfers Suspensions Withdrawals Closure and Change of HE Provision* for further details.
- whose fee is to be met by a third party (such as your employer or sponsor) must supply, at the time of enrolment, a letter from the company or organisation confirming that fees will be met in part or full. In the absence of such confirmation, you remain liable for the full cost of the course. For further details about fees and SLC, please refer to the *DAL Procedure 4.14 Fees Charges and Financial Support.*
- are asked to
  - satisfy any conditions attached to the Letter of Acceptance.
  - fill in and/or sign the necessary sections on the documents attached to the Letter of Acceptance and send them back to the Admissions Team.
  - sign a Learning Agreement on the Induction Day, which also includes your signed confirmation you will comply with the Academy's requirements for attendance.
  - complete an Admissions Feedback Form.
  - fill in a Student Letter & Certificate Request Form if you need to prove your enrolment for bank account application, council tax discount etc.
  - keep your contact details and any change in your circumstance up to date by filling a Change of Circumstance / Contact Details Form.
  - read our standard terms and conditions. (see our website link: https://docklandsacademy.co.uk/terms-conditions)

ADMISSIONS & ENROLMENT

FILL IN THE APPLICATION FORM

Provide the initial required documents

- **for all courses**
  - ID/ Passport/ BRP
  - Proof of Address
  - Police Registration Certificate (if applicable)
- **additionally for Higher Education courses**
  - Previous academic qualifications
  - Professional certificates
  - Evidence of prior employment
  - Employer reference letter (if applicable)
  - CV

The review of document authenticity & the eligibility of the applicant

ELIGIBLE APPLICANTS

INELIGIBLE APPLICANTS

Written Entry Test

Rejected

Oral Entry Test/ Interview

Final review by the Admissions Team & Academic Department for approval

SUCCESFUL APPLICANTS

REJECTED APPLICANTS

- **dispatched a letter of acceptance**
  - an unconditional/ conditional offer
  - an alternative course offer
- **must fill in and/or sign the documents & send them back to the Admissions Team**
  - Criminal Conviction Declaration
  - Video/ Photograph Consent Form
  - Parent Consent Form (Students aged under 18)
  - DAL Online Safety Student Acceptable Use Agreement (Student aged under 18)
- **must confirm or decline the offer within 2 weeks after the date of Letter of Acceptance issued.**

- **provided a letter [outlining] on the reasons for their failure.**
- **assisted to improve their qualifications to succeed in future applications**

For full details of admissions policy, visit https://docklandsacademy.co.uk/policies-and-procedures

BTEC Higher Nationals in Hospitality Management (HM)

Programme Design

The HNC/HND courses are HE courses. HE means that it is a Higher Education programme equivalent to levels 4 and above. This means that a high standard of academic work is required to complete the course. These qualifications have been accredited to the Regulated Qualifications Framework (RQF).

The Regulated Qualifications Framework (RQF) Code is known as a Qualification Number (QN). Each unit within a qualification will also have a unit code. The qualification and unit codes will appear on learners' final certification documentation.

The QNs for the qualifications in this publication are:

- Pearson BTEC Level 4 HNC Certificate in Hospitality Management (RQF) 610/4610/3
- Pearson BTEC Level 5 HND Diploma in Hospitality Management (RQF) 610/4611/5

Rationale

Pearson BTEC Higher Nationals are designed to provide a specialist vocational programme, linked to professional body requirements and National Occupational Standards where appropriate. They offer a strong, sector-related emphasis on practical skills development alongside the development of requisite knowledge and understanding. The qualifications provide a thorough grounding in the key concepts and practical skills required in Hospitality Management, and their national recognition by employers allows direct progression to employment.

Pearson BTEC Level 4 HNC (Higher National Certificate) and Level 5 HND (Higher National Diploma) in Hospitality Management **have been developed to provide**:

- a broad introduction to business studies linked to professional body requirements and occupational sectors,
- a qualification, which is recognised internationally by employers and education providers,
- a thorough grounding (education and training) in the key concepts and practical skills required for a range of careers, or to advance a career, in Hospitality businesses as a manager,
- opportunities for learners to develop a range of techniques, attributes, knowledge, and expertise which enhance personal and professional development, fulfilment, and employability essential for successful performance in working life within the Hospitality industry.
- opportunities for managers to follow specialized areas of study directly relevant to individual vocations and professions within the Hospitality industry, including study within the licensed trade, leisure and/or tourism sectors, or specialist culinary arts, leading to a nationally recognized Level 5 vocationally specific qualification,
- opportunities for full-time learners to progress on to a full-time degree in Hospitality management or related areas such as business management or International Travel and Tourism management,
- opportunities for learners to focus on the development of higher-level skills in a Hospitality Management context, including investigatory and research skills focusing on management issues within the context of International Travel, Hospitality/leisure or Tourism.

The Pearson BTEC HNC and HND in Hospitality Management, offers a **progression path** to:

- the second or third year of a degree or honours degree programme in various HM–related university courses, depending on the match of the Pearson BTEC Higher National units to the degree programme in question.
- vocational courses with professional qualifications offered by various professional bodies in the business sector.
- a range of management positions in business in general with potential starting salary of £30,000 or more.
- self-employment and new business enterprises.

The course is the ideal place to begin higher level studies in Hospitality Management and is for students who wish to have a qualification in Hospitality Management and a passion for playing a management and leadership role.

Validating Body

Pearson BTEC is the awarding body which is responsible for ensuring that qualifications are awarded on completion of an approved programme of study, and that standards and quality of the course are maintained. Pearson has a great deal of experience of managing awards in business at a range of levels from level 1 through to level 5 and management level 5 to level 7.

Pearson BTEC Level 4 HNC in Hospitality Management

Pearson BTEC Level 4 HNCs provide a nationally recognised qualification offering career progression and professional development for those already in employment and opportunities to progress into higher education. The qualifications are mode free, but they are primarily undertaken by part-time learners studying over two years. In some sectors there are opportunities for those wishing to complete an intensive programme of study in a shorter period of time. This specification gives centres a framework to develop engaging programmes for higher education learners who are clear about the area of employment that they wish to enter.

The Pearson BTEC Level 4 HNC in Hospitality Management offers a progression route for learners who are employed in the Hospitality sector. Learners studying the Pearson BTEC Level 4 HNC will be able to progress onto the Level 5 HND in Hospitality Management then allows progression to degrees in Hospitality Management subjects.

Pearson BTEC Level 5 HND in Hospitality Management

The Pearson BTEC Level 5 HND provides greater breadth and specialisation than the Pearson BTEC Level 4 HNC. Pearson BTEC HNDs are mode free but are followed predominately by full-time learners. They allow progression into or within employment in the hospitality sector, either directly on achievement of the award or following further study to degree level.

The Pearson BTEC Level 5 HND in Hospitality Management provides opportunities for learners to apply their knowledge and practical skills in the workplace. Full-time learners have the opportunity to do this through formal work placements or part-time employment experience.

The qualification prepares learners for employment in the hospitality sector and will be suitable for learners who have already decided that they wish to enter this area of work. Some adult learners may wish to make the commitment required by this qualification in order to enter a specialist area of employment in business or progress into higher education. Other learners may want to extend the specialism that they followed on the Pearson BTEC Level 4 HNC programme.

Progression from this qualification may well be into or within employment in the hospitality sector where learners may work towards membership of a professional body. The Pearson BTEC Level 5 HND in Hospitality Management offers a progression route for learners who are studying on a Pearson BTEC Level 4 HNC in (ITTM).

Learners studying the Pearson BTEC Level 5 HND will be able to progress to a degree in (HM) or one of its specialist areas. The qualification also prepares learners for employment in the business sector. Some learners may wish to use this qualification in order to enter a specialist area of employment in the sector, where learners may work towards professional membership or study for professional body examinations.

Course Structure

Teaching & Learning

“Teaching” is taken to apply to all the ways in which the Academy delivers curriculum to its learners and may include a range of both face-to-face and online methods of delivery. “Learning” is taken to refer both to student learning and also to learning on the part of teaching specialists.

The Academy takes all appropriate measures to ensure that effective and student-centred teaching is delivered, teaching delivery methods are varied and designed to encourage student engagement and content is related to real world examples. In addition, varied learning opportunities, which foster and encourage independent learning, are provided. In the event of Covid-19 lockdown, the Academy takes all appropriate measures to ensure that delivery continues online where possible.

Teaching methods include lectures with readings, exercises and homework with use of slides, websites and videos. Sessions are highly interactive with communicative group tasks and work-based activities. Student performance is given ongoing formative assessment with feedback. Students are required to do additional reading.

Each of the HNC and HND programmes separately:

- requires 480 Guided learning hours (in-class / face-to-face sessions, seminars, tutorials and work-based practical experience) and extra 720 Independent Study hours,
- is delivered in three terms (Autumn, Spring, Summer), each of which is 10 weeks.

Learners:

- study two days a week (Mondays and Tuesdays as Weekday Classes or Saturday and Sundays as Weekend Classes) and 6 hours a day.
- cover 120 or 180 Guided learning hours and extra 180 or 270 Independent Study hours depending on the number of units they take at each of the three terms.

Unit format (Title, RQF Level, Credit Value)

The units in Pearson BTEC Higher National qualifications all have a standard format which is designed to provide guidance on the requirements of the qualification for learners, assessors and those responsible for monitoring national standards.

The unit title is accredited on the RQF and this form of words will appear on the learner's Notification of Performance. All units and qualifications within the RQF will have a level assigned to them indicating the relative intellectual demand, complexity and depth of study, and learner autonomy, thus represents the level of achievement. There are nine levels of achievement, from Entry level-to-level 8. The level of unit has been informed by the RQF level descriptors and, where appropriate, the National Occupational Standards (NOS) and/or other sector/professional benchmarks.

Each unit in Pearson BTEC Higher National qualifications has a credit value which specifies the number of credits that will be awarded to a learner who has achieved all the learning outcomes of the unit. Learners will be awarded credits for the successful completion of whole units.

Aim

The aim provides a clear summary of the purpose of the unit and is a succinct statement that summarises the learning outcomes of the unit. The Academic Head is currently responsible of monitoring each unit/module.

Unit abstract

The unit abstract gives the reader an appreciation of the unit in the vocational setting of the qualification, as well as highlighting the focus of the unit. It gives the reader a snapshot of the unit and the key knowledge, skills and understanding gained while studying the unit. The unit abstract also highlights any links to the appropriate vocational sector by describing how the unit relates to that sector.

Unit content

The unit content identifies the breadth of knowledge, skills and understanding needed to design and deliver a programme of learning to achieve each of the learning outcomes. This is informed by the underpinning knowledge and understanding requirements of relevant National Occupational Standards (NOS) where appropriate.

Each learning outcome is stated in full and then the key phrases or concepts related to that learning outcome are listed in italics followed by the subsequent range of related topics.

Hospitality Management RQF Level 4 HNC
Course Outline Curriculum

The following is an outline of the Pearson BTEC Level 4 Higher National Certificate and level 5 Higher National Diploma in HM (RQF) programme. It starts with the dates for each term in the first year and is followed by all modules to be taught over the next two academic years. After this there is some information on teaching and assessment methods to be employed.

Year 1 HNC Level 4 Hospitality Management (General Pathway)

- **Year 1 / Term 1 / 2026 Autumn:** 13/09/2026 - 24/11/2026 (10 Wks)
- **Year 1 / Term 2 / 2027 Spring :** 29/11/2026 - 02/03/2027 (10 Wks)
- **Year 1 / Term 3 / 2027 Summer:** 07/03/2027 - 25/05/2027 (10 Wks)

Code: 603/2279/2 Pearson BTEC Level 4 HNC in Hospitality Management (RQF)

Unit Number	Unit Title	Pearson Guided Learning Hours	Independent Study Hours	Core Specialist	Credit Value	Level
Year 1 / Term 1 / 2026 Autumn: 13/09/2026 - 24/11/2026 (10 Wks)						
ORGANISATIONAL SKILLS						
5	Leadership and Management for Service Industries (Pearson-set)	60	90	Mandatory	15	4
17	Professional Identity and Practice	60	90	Optional	15	4
Year 1 / Term 2 / 2027 Spring : 29/11/2026 - 02/03/2027 (10 Wks)						
BUSINESS BASICS						
1	The Contemporary Hospitality Industry	60	90	Mandatory	15	4
3	Sustainable Hospitality Practice	60	90	Mandatory	15	4
4	The Hospitality Business Toolkit	60	90	Mandatory	15	4
Year 1 / Term 3 / 2027 Summer: 07/03/2027 - 25/05/2027 (10 Wks)						
MANAGEMENT						
2	Managing the Customer Experience	60	90	Mandatory	15	4
8	Managing Conference and Events	60	90	Optional	15	4
6	Managing Food and Beverage Operations	60	90	Optional	15	4
Total Hours Year 1 HNC		**480**	**720**	**1200**		

Year 2 HND Level 5 Hospitality Management (General Pathway)

- **Year 2 / Term 1 / 2027 Autumn:** 12/09/2027 - 23/11/2027 (10 Wks)
- **Year 2 / Term 2 / 2028 Spring :** 28/11/2027 - 29/02/2028 (10 Wks)
- **Year 2 / Term 3 / 2028 Summer:** 05/03/2028 - 23/05/2028 (10 Wks)

Code: 603/2278/0 Pearson BTEC Level 5 HND in Hospitality Management (RQF)

(All level 4 units above are core units for level 5)

Unit Number	Unit Title	Pearson Guided Learning Hours	Independent Study Hours	Core Specialist	Credit Value	Level
Year 2 / Term 1 / 2027 Autumn: 12/09/2027 - 23/11/2027 (10 Wks)						
UNDERSTANDING ORGANISATIONS						
19	Hospitality Interpersonal Skills	60	90	Core	15	5
37	Organisational Behaviour Management	60	90	Optional	15	5
Year 2 / Term 2 / 2028 Spring: 28/11/2027 - 29/02/2028 (10 Wks)						
REACHING THE AUDIENCE						
20	Hospitality Consumer Behaviour and Insight	60	90	Optional	15	5
31	Digital Marketing	60	90	Optional	15	5
Year 2 / Term 3 / 2028 Summer: 05/03/2028 - 23/05/2028 (10 Wks)						
UNDERSTANDING TRENDS						
18	Research Project (Pearson-set)	120	180	Core	30	5
23	Creative Kitchen Management	60	90	Optional	15	5
35	Tourist Resort Management	60	90	Optional	15	5
Total Hours Year 2 HNC		**960**	**1440**	**2400**		

Learning outcomes

Each unit contains learning outcomes which identify what each learner must do in order to pass the unit. Learning outcomes state exactly what a learner should 'know, understand or be able to do' as a result of completing the unit.

In most units there are four Learning Outcomes, but there may be three or five. Typically, each Learning Outcome asks you to understand a key aspect of the module. For each Learning Outcome there is also Assessment Criteria. These indicate what evidence you need to provide in order to demonstrate that you have been able to achieve the Learning Outcomes. They always begin with an operative or command verb such as assess, evaluate, describe or analyse, which tell you exactly what you need to do to pass. So, please be sure you have understood what you are asked to do for each criterion.

Assessment Strategy

"*Assessment"* is taken to apply to all the ways in which the Academy appraises a student`s knowledge, understanding, abilities or skills and also provides supportive feedback to improve student performance.

Formative assessment

Formative assessment involves both the tutor and the student and takes place prior to the summative assessment. It does not have a grade awarded to it but focuses on helping the student to reflect on their learning and improve their performance. The main function of formative assessment is to provide feedback that is constructive and provides clear guidance and actions for improvement. Students submit the formative assessment through Turnitin, where possible.

Summative assessment

The purpose of assessment is to ensure that effective learning of the content in each unit of the HNC/D programme has taken place. Evidence of learning and the ability to apply it to work-based contexts are required for each unit. Learners produce evidence in response to a written assignment brief, which provides a work-based scenario with instructions on the tasks that need to be completed. Learners may be given the opportunity to receive feedback on their performance in formative tasks as well as receiving assignment briefs, which are usually handed out in the second week of each term.

The assessment of Pearson BTEC Higher National qualifications is criterion-referenced, so Docklands Academy London assesses learners' evidence against published learning outcomes and pass criteria. All units are individually graded as 'pass', 'merit' or 'distinction'. To achieve a pass grade for the unit, learners must meet the assessment criteria set out in the specifications. This gives transparency to the assessment process and provides for the establishment of national standards for each qualification.

The units in BTEC higher national qualifications all have a standard format, which is designed to provide guidance on the requirements of the qualification for learner's assessors and those responsible for monitoring the national standards.

Assessment instruments

Assessment instruments are designed by Docklands Academy London, and these should collectively ensure coverage of all assessment criteria within each unit and should provide opportunities for the evidencing of all the grade descriptors.

Our assessors are encouraged to place emphasis on practical application of the assessment criteria, providing a realistic scenario for learners to adopt, making maximum use of work-related practical experience and reflecting typical practice in the sector concerned. Our assessors are also trained to clearly indicate assessment criteria and contextualized grade descriptors on each assessment instrument to provide a focus for learners (for transparency and to ensure that feedback is specific to the criteria) and to assist with internal standardization processes. Tasks/activities are designed to enable learners to produce evidence that relates directly to the assessment criteria and grade descriptors.

Each assessment instrument is moderated by Docklands Academy London via internal verification process to ensure that the instruments are valid, reliable and fit for purpose, building on the application of the assessment criteria. The creation of assessment instruments that are fit for purpose is vital to achievement and their importance cannot be over-emphasized.

The evidence which learners are required to provide for their assignments can take different forms depending upon the instructions they are given in the assignment briefs. The assignments can involve a variety of tasks including:

- written reports,
- oral presentations,
- recorded professional discussions,
- observations of learners carrying out practical tasks such as running an actual project or an event,
- work-based projects and/or observations,
- creation of financial documents,
- academic posters.
- For some units involving accounting written examinations may be required.

The Academy aims to include as much evidence as possible in a variety of forms including a good selection of creative and practical tasks. In particular, the Academy creates assignments for assessment purposes which require learners to carry out real life tasks which are relevant to their interests and learning outcomes. Assessment includes hands-on activities in collaboration with others as well as independent tasks. This strategy is intended to ensure that learners are fully engaged in original, rewarding and interactive tasks, whilst also developing hard and soft transferable skills that are directly applicable to a realistic business context.

Submission of assessed work

All students should electronically submit all work for assessment before or by the deadline on the Academy's the Virtual Learning Environment (VLE) stipulated unless a request for deferred assessment or serious adverse circumstances has been requested and agreed.

Your completed assignment must be submitted through Turnitin on the VLE, which is an internet-based system which allows you to see the degree to which you are appropriately acknowledging your sources of ideas. Turnitin checks for potential unoriginal content by comparing submitted assignments to databases.

The VLE will not allow you submit the assignment past the deadline. You should speak with your tutor if you are having problems attending or submitting an assignment as the Academy has a policy for extenuating circumstances. The Head of Academic Administration will support you in making an application to make a late submission or defer assessment if your personal circumstances allow it.

Assignments must be accompanied by an Assignment Front Sheet which you have signed and dated. Front sheets are available for each Unit on the Virtual Learning Environment (VLE). It is essential that students keep an electronic copy of all assignments handed in for marking.

All students must obey the assignment submission and resubmission deadlines. Should an item of assessed work not be submitted or be submitted late without valid mitigating circumstances, a mark/grade of zero (Referral) will be recorded for that item. Students who are unable to pass in their first submission are given an opportunity to resubmit after receiving feedback. Resubmissions may only be awarded a pass and are not eligible for merit or distinction. All students are entitled to one re-submission opportunity if the work they initially submit is judged to have failed. However, if the initial work is not covered by extenuating circumstances, and you submit work for the module for a second attempt (called a referral) the maximum mark that can be awarded for re-submission is the threshold pass mark; i.e. 40% grade point 4 for levels 4 and 5. If the re-submitted failed work or non-submission is covered by successful extenuating circumstances, claim then the re-submitted work is considered 'as if for the first time' and can receive its full awarded mark.

Presentation

Students are expected to present work in a readable format, usually word-processed. Guidance on how the text should be formatted and presented is given in the assessment brief. You must word process any final written assignment, using size 12 font and submit it in word format. Assignments should be proofread prior to submission and spelling, grammar and punctuation checked. Work with consistently poor spelling, grammar or punctuation will not be accepted for marking but returned to the student for these errors to be corrected.

Referencing

Referencing guidelines (Harvard) must be followed when assignments are written.

- the list of references at the end of an assignment should only include items that have been directly referred to in the text.
- the source should be attributed in a reference when another person's work has been paraphrased or used in a direct quotation. Accidental plagiarism can happen when notes are taken and used from a book or article without clearly heading those notes with the title and author.

Cheating, Plagiarism and Collusion

Plagiarism is the explicit or passive copying from another's work. It is a serious offence and may lead to an irretrievable failure of the assessment. It can be avoided by ensuring that sections of another's work that are paraphrased or quoted are properly understood and referenced. Plagiarism

does not solely involve copying word for word; it can also be copying and changing a word or two here and there or re-ordering the source material and omitting or adding sections. Collusion involves students using each other's work when they should be working independently. Suspected plagiarism will be followed up by the college intervention policy.

Ethics guidelines

Students should be familiar with the ethical issues surrounding primary research before they plan a research-based or case study assignment, especially if it involves gathering data from their workplace or interviewing colleagues, students, etc. Primary research should not be undertaken with children under the age of 18 years or vulnerable adults. All ethical protocols must be adhered to when carrying out primary research.

Marking and Assessment Result Delivery

Students' work will be marked in accordance with current HNC/HND marking guidelines. The general criteria for the assessment of work will be used throughout, and the most up to date version can be found on the Course site on the VLE. Assignment-specific criteria will be set where necessary.

- Students' works are marked in accordance with current HNC/HND marking guidelines within 15 (working) days of the hand-in date.
- Before they are announced to learners, to ensure that the standards of assessment are fair and consistent:
  - first samples of assessed work for each unit are checked by an internal verifier, which may lead to changes to grades awarded.
  - then all summative assessment grades go through Assessment Committee.
- All grades are considered provisional until agreed by the Assessment Committee.
- Assessment decisions are provided to each learner verbally and/or in written feedback, indicating how the learner has, or has not met the criteria of a pass, merit or distinction.

The grades awarded by the Academy are also checked through the external standards verification process implemented by the awarding body.

- another group of samples of the work are checked by a Pearson External Examiner.
- Assessment Board which is held at regular intervals throughout the year at the Academy performs final checks.
- All certificate/diploma decisions are considered provisional until approved by the External Examiner.

Students are given the opportunity to appeal against the assessment decisions through the Academy, Office for Independent Adjudicator (OIA) or the Pearson appeals procedures.

Grading Higher National units

The assessment of BTEC Higher National qualifications will be at unit level and there will be no overall grade for either the Certificate or the Diploma. This means that learners are able to access the qualification through a unitised approach. Each unit is assessed internally by an Academy assessor according to three levels of achievement:

a "**PASS**" indicates that the work produced is an adequate demonstration that effective learning has taken place.	In order to achieve a **pass** in a unit, all learning outcomes against the specified (associated) assessment criteria must be met
a "**MERIT**" indicates that the work is more than adequate.	In order to achieve a **merit** in a unit, pass requirements must have been met and also all merit grade descriptors must be achieved.
a "**DISTINCTION**" indicates that the work is of a very high standard.	In order to achieve a **distinction** in a unit, pass and merit requirements must have been met and also all distinction grade descriptors must be achieved.

Level (Qualification) Achievement Credit Value

Learners must complete 120 credits on their programme of learning to be awarded a Pearson BTEC Level 4 HNC and a minimum of 240 credits to be awarded a Pearson BTEC Level 5 HND.

Learners must study 8 units at Level 4 and achieve a pass in a minimum of 105 credits (7 units) to be awarded a BTEC Level 4 HNC and another eight units or equivalent at Level 5 and achieve a pass in a minimum of 105 credits (7 units) to be awarded a BTEC Level 5 HND.

- To achieve a **PASS** grade, 4 times 15 credits (60 points) are awarded, therefore, a student requires 420 – 599 points (minimum 7 passes).
- To achieve a **MERIT** grade, 6 times 15 credits (90 points) are awarded, therefore a student requires 600-839 points (minimum 4 merits and four passes)
- To achieve a **DISTICTION** grade, 8 times 15 credits (120 points) are awarded, therefore a student requires 840 + (minimum 4 distinctions and 4 merits).

To ensure that the standards of all the assessments, thus related programme achievement (HNC or HND) are fair and consistent:

- first samples of assessed work for each unit are checked by an internal verifier.
- then all summative assessment grades go through Assessment Committee
- then Assessment Board which is held at regular intervals throughout the year at the Academy performs final checks,
- another group of samples of the work are checked again by a Pearson External Examiner for final verification,
- All certificate/diploma decisions are considered provisional until approved by the External Examiner.

Attendance

Students should expect to devote at least 30 hours per week to their studies; 150 hours for a 15-credit unit in total and 200 hours for a 20-credit unit in total. This time will include attending timetabled sessions, private study, background reading, completing assignments; time spent discussing issues with other students and using online materials such as eBooks and journals.

The Academy requires students to attend all classes punctually according to their signed Learning Agreement and course timetable. Students should not knowingly miss a class for anything other than illness or exceptional circumstances. It is not advisable to take holiday in term time. If students need to miss a class, they, or someone acting on their behalf should:

- inform their administration/compliance department *immediately* and/or also the member of staff who takes the class, where possible in advance, of any planned absence (eg. for a doctor's or dentist's appointment) and obtain prior permission which is authenticated with an *Absence Authorization Notification Note* or Self-Certification communication (by means of a telephone call, email and etc.) where medical note is not available from a hospital.
- telephone the Academy reception desk before 9.15 am on the first day of an unplanned absence to provide an explanation. Students will be asked for personal details and for how long they expect to be absent and in the case of international students will be informed of the need to obtain medical evidence in the form of a GP note or hospital letter
- obtain a letter from their parent (or guardian if they are under 18) for any illness lasting more than one week
- on return to the Academy following an absence lasting
  - less than one week, UK and EU students will need to complete a Self-Certification communication
  - more than one week, they need to provide a doctor`s note.
  - any period of absence, attend a "return to Academy interview" with Head of Academic Administration.

- make arrangements to catch up with any course work missed during absence with relevant lecturer.

Actions Against Poor Attendance

Students may be denied access to classes if they are more than 15 minutes late, unless there are good reasons. The same rule applies for online sessions at distance learning. Students may be required to wait until the class lecturer signals the student may enter the room (or online session on the platform used) at a point which does not disrupt learning for other students.

Thereafter for any unauthorised attendance from the start of term the following procedures will be followed for each term: (Each Session is 3 hrs)

Warning 1: **> 10%** unauthorised absence = 2 days (4 sessions / 12 hrs) from the start of term
Warning 2: **> 15%** unauthorised absence = 3 days (6 sessions / 18 hrs) from the start of term
Final Warning: **> 20%** unauthorised absence = 4 days (8 sessions / 24 hrs) from the start of term

If a student's attendance is less than 90% without good reason, the Academy may give the student the first formal warning in writing. If the student's attendance falls below 85% without good reason, the student may receive a second warning letter. If the student's attendance falls below 80%, the student will receive a final written warning and the Academy may take the decision to withdraw or defer the student from the programme.

Students must have a minimum in-class attendance rate of 80% in order to meet the requirements of their courses. Failure to adhere to the attendance requirements:

- will lead to failure in the course
- may result in:
  - exclusion from the programme or being withdrawn following formal interview at the discretion of the Academy.
  - expulsion for international students where they will be reported to UKVI. We are required to inform the UKVI if you are frequently absent and do not provide a doctor's certificate or other acceptable reason. This may affect your visa status.

We can only authorise absence from classes with a signed English medical note or valid dated letters and/or appointment details.

Students should attend classes. Missing your class means wasting your money and missing a great learning opportunity. If you fail to attend to a sufficient level, you will receive warning letters and if you continue missing classes, you may be withdrawn from the programme. Student loans for Higher Education students may be affected if your attendance is too low. If you are absent due to illness more than seven days, you should provide a doctor's note.

Please try to arrive on time for your lesson. You will not be able to enter the classroom more than 15 minutes late and accepted as absent. If you have any questions or are unhappy about anything, please tell your teacher or you can speak to any other member of staff you like, and they will do their best to help you. You may also use our **online feedback form** if you prefer: ***https://docklandsacademy.net/forms/***

How to Appeal

Introduction to appeals

You have the right to appeal for the following:

- **Academic Appeals** against a decision related to assessment result made by the assessor and/or Academic and Advisory Committee.
- **Status Appeals** against a decision related to withdrawal from programme, suspension of studies, changes to academic status etc. due to poor attendance or engagement, academic progress, failure to pay fees etc.
- **Disciplinary Appeals** against a formal disciplinary action (warnings, suspensions, or exclusions) imposed by the Academy.

A candidate may not lodge an appeal on the grounds of dissatisfaction with the design, curriculum or delivery (teaching, departmental support, etc.) of a course. The Academy's Complaints procedure (2.5) exists in part to deal with such issues. However, the investigation of a complaint from a student may reveal issues that would have formed grounds for an appeal under the Appeals procedure. When this is the case, a student must not be prevented from exercising the right to appeal subsequent to the findings of the complaint's investigation on the grounds of its being 'out of time'. In such instances, the deadlines set out in this procedure must be calculated from the date at which the complainant received the information as an outcome of the complaints investigation that might form the basis of her/his appeal.

The Principal is empowered to refer the matter as an appeal to whichever is the appropriate forum for its consideration. Equally, if a student submits as a complaint, which is wholly or partly an appeal on one of the four grounds, it is an obligation of the Academy to ensure that the issue is considered under the Appeals procedure.

Grounds for appeal

An academic appeal (e.g., a request for a review of an assessment decision) may be made on one or more of the following grounds:

- that candidate had submitted evidence of mitigating circumstances as specified in Academy documents, but these were not considered by the assessor or the Academic and Advisory Committee.
- that the assessor or the Academic and Advisory Committee was not aware of mitigating circumstances affecting the candidate's performance because the candidate had been unable, or for valid reasons, unwilling, to divulge them before the decision was reached.
- that the assessment procedures were not followed in accordance with the regulations resulting in an error in the candidate's assessment.
- that some other material irregularity had led to a breach of the procedures or regulations resulting in a decision detrimental to the student.

These are the only grounds for appeal. There is no right of appeal against assessment decisions which are matters of academic judgement. A status or disciplinary appeal may be submitted only if one or more of the following grounds apply:

- **Procedural Irregularity**: There is evidence that the Academy did not follow its own policies or procedures, and this has materially affected the outcome.
- **New Evidence**: Relevant evidence has become available that was not previously submitted and could not reasonably have been provided at the time of the original decision.
- **Disproportionate Outcome**: The decision or penalty imposed is considered excessive or not proportionate to the circumstances.
- **Mitigating Circumstances**: Significant personal circumstances (e.g., medical, psychological, or exceptional hardship) were not adequately considered.

Appeals based solely on disagreement with the decision, without supporting evidence under the above grounds, will not be accepted.

The procedure for appeal

Please refer to DAL Procedure 2.4 Appeals for the detailed procedure.

The function of the Assessment Appeals Panel

The Assessment Appeals Panel will consider appeals against assessment decisions of assessors. The Assessment Appeal Panel reports to the Academic and Advisory Committee.

It will establish whether there is, prima facie, a justified case of appeal and if so to consider whether:

- to uphold the decision of the Academic and Advisory Committee,
- to overturn the decision of the Academic and Advisory Committee,
- to require the Academic and Advisory Committee whose decision has been challenged, to reconsider that decision.

The constitution of the Assessment Appeals Panel

The membership of the Assessment Appeals Panel shall be:

- a senior manager or her/his nominee who has not previously been involved in the assessment decision and is a member of the senior management team,
- any Head of Department who has not previously been involved in the assessment decision,
- a member of teaching staff, not directly concerned with the course/ programme, in which the course and the appellant are based,
- the secretary to the Panel.

Any potential member who has been involved in teaching, assessing, counselling or advising an appellant will be ineligible to serve on the committee hearing the case of that appellant. A quorum of the Assessment Appeals Panel is all three members, plus the Secretary.

Convening of Assessment Appeals Panel

The Secretary shall convene a meeting of the Academic Appeals Panel on the first convenient date, which shall not normally be more than twenty working days after the request has been lodged. Ten working days' notice of any meeting of the Academic Appeals Panel shall be given to the members, the appellant and any other persons being required to attend.

The appellant must be present and may be accompanied by one person of his/her choosing. If the appellant does not appear and the Panel is satisfied that notice of the appeal hearing was duly sent to him/her, the appeal lapses. The Assessment Appeals Panel and/or the appellant may summon to appear any other person(s) whom they may reasonably consider to be material witnesses.

Conduct of Assessment Appeals Panel hearings

Prior to the hearing, all parties to the appeal will have been circulated with written statements setting out the appellant's grounds for appeal and any written statements of those responsible for the assessment decision which is being appealed against.

The Panel will start by hearing an opening statement from the appellant, or the appellant's representative, on the grounds for the appeal. The Chair of the Panel must ensure that witnesses are only questioned about matters germane to the case of the appellant on the grounds permitted by the Procedure. After all witnesses have been heard, the appellant or her/ his representative may make a concluding statement, summarising what has been presented to the Panel.

The Assessment Appeals Panel is not empowered to consider any appeal on grounds other than those lodged by the appellant at time of giving notice of the appeal. The Panel will then deliberate in private and announce its decision publicly to the appellant and the appellant's representative.
The Panel's decision will also be communicated in writing to:

- the appellant
- the appellant's representative (if there is one)
- the Chief Executive Officer
- the Head of Academic Administration
- the Chair of the Academic and Advisory Committee which made or recorded the decision against which the appeal has been made

Decisions of the Assessment Appeals Panel

The Assessment Appeals Panel shall consider the appeal and if it finds that the appellant has

established a case, will either overturn the decision of the Academic and Advisory Committee or require the Academic and Advisory Committee whose decision has been challenged, to reconsider that decision.

Where the Assessment Appeals Panel finds that the appellant has not established a case for a review of the decision, it will uphold the Academic and Advisory Committee's decision. There is no further right of appeal within the Academy.

When a decision has been referred back to the Academic and Advisory Committee, it shall reconsider, within three calendar months, the appellant's case, giving due consideration to the comments and recommendations of the Assessment Appeals Panel. The Committee will either confirm their decisions or make such adjustments as in the circumstances they deem just. The Chair of the Academic and Advisory Committee will inform the appellant and take any further necessary action.

In cases of procedural or other irregularity the Appeals Panel has the power to annul a decision of an Academic and Advisory Committee. If an error or irregularity is found to have affected more than one candidate, the Appeals Panel may annul the whole assessment or any part of it. The decision of the Appeals Panel shall be final.

Intermission of Studies / Deferral and Exceptional / Mitigating Circumstances

The Academy recognises that a student in good academic standing may need to take a break from their studies for non-academic reasons. The Academy may permit a student to intermit/defer. However, there is a presumption that students must try to complete their programmes of study by the original end date.

Deferred Assessment (course-unit) Request Procedure

- It is the student's responsibility to demonstrate that there are sufficient grounds to grant permission to intermit/ defer. However, permission will not be granted on more than two occasions, one of which may not immediately succeed another. The duration of a period of intermission/ deferral shall not exceed one academic year at a time within a single period of registration, with no less than one semester and no more than two semesters requested.
- Requests for intermission/ deferral must be made in writing to the Head of Administration. The request must include a reason for the intermission/ deferral and the intended date of return to the programme of study, together with any relevant supporting documentation.
- It should be submitted for consideration no less than six weeks before the effective date and be presented to the next Academic and Advisory Committee.
- Deferred Assessment will not be allowed in any circumstances where prior planning could have made it unnecessary
- Deferred Assessment shall normally be in the same format as the missed examination (ie. if the examination was by unseen written paper, the deferred assessment should also be by unseen written paper). Where this is not possible, an explanatory statement should be submitted with the application form
- Deferred Assessment on non-medical grounds is only permissible on the following grounds: (a) Bereavement of a close relative (during or immediately preceding the relevant examination) e.g. parent, partner, sibling, or grandparent; (b) Illness of dependents (nature of dependency and medical certification must be provided)
- Straightforward deferred assessment applications can be approved at Faculty level. A log of cases should be kept for quality assurance purposes.
- Applications for the following type of complex deferred assessment cases will be sent to the Academic Head for approval:
    - All non-medical cases
    - "Weak" medical certificates
    - Medical cases with no certification, self-certification, retrospective certification and certification from any non- recognised practitioner
    - Cases that could have been foreseen by the student and therefore planned for in advance
    - All cases where the proposed method of assessment differs from the original assessment that was missed

- Any other case on which the Faculty Tutors would like to seek further advice

Mitigating Circumstances Claim Procedure

Further, the Academy recognises and accepts that in rare instances, student performance will be affected by circumstances beyond their control. This may, for example, include a sudden or long-term illness that has prevented or impeded the assessment of student work through absence, the non-submission of work or poor performance.

The purpose of mitigating circumstances is to offer eligible students the opportunity to be assessed or reassessed on equal terms with other students. Students who believe that their assessed performance was affected by such circumstances should apply for mitigating circumstances using the procedures set out below. Claims for mitigation in respect of poor performance shall not be valid.

It is clearly not possible to list all possible mitigating circumstances due to their individual nature. However, serious medical problems, the death of a close family member, serious ill health or injury to a partner or child will fall into this category. These examples are not intended to be exhaustive. Pre-existing, long-term medical conditions should be made known to the Head of Academic Administration at the earliest opportunity, and medical certification should be provided to cover the coursework deadline.

Serious Adverse Circumstances will not be granted for minor illness (such as colds, sore throat etc. and the student should not approach his/her doctor for certification), everyday stress and strain (such as building work in the home), financial pressures, work pressures, emotional pressure caused by study, matters of personal preference that clash with the Academy timetable, last minute computer failure and other similar circumstances.

Decisions on short-term (up to five working days) mitigating circumstances will be taken by the Academic Head. Requests for longer than five working days will be considered by the Principal. The Principal will act in accordance with the Academy regulations when making judgements on students who have claimed serious mitigating circumstances for any part of the unit due to illness or other causes.

If you submit your assignment, you declare that you are 'fit to sit'. This means that you cannot, at a later date, claim that your performance was seriously affected by adverse circumstances.

A student may submit a claim seeking mitigation for a particular item of assessed work on two occasions only. A mark/ grade of zero will then be awarded for that item of assessed work, if it is not attempted at the next opportunity there will be no further opportunity for reassessment.

Students who wish to claim mitigation must submit an Exceptional/ Mitigating Circumstances form to the Administration Department. It is the student's responsibility to complete and submit the form. In exceptional circumstances, the student may nominate another person to submit the form on her/ his behalf. Members of the Academy's staff may not initiate mitigation claims.

Relevant supporting evidence must be attached to the form. This evidence must be appropriate and independent. Any medical certification must be dated and cover the relevant dates. All supporting evidence must be written in English.

Academic and Advisory Committee action

Having received a claim for mitigating circumstances, the Academic and Advisory Committee may (1) deny the claim and allow the current mark(s) to stand; or (2) support the claim and recommend one of the following actions:

If it supports the claim, then it will make one of the following recommendations:

- to award a mark/grade on the basis of works (complete or partially completed) prepared in fulfilment of module requirements. Credit awarded in this way will be recorded as a Mitigated Pass (MP) on the grade sheet.
- to seek to assess and mark/grade the student's learning through whatever means they believe is appropriate. This may include additional assessment tasks or the review of previous

work.

- to allow an examination to be taken or coursework to be resubmitted to a new timetable. The marks/grades gained from this will be recorded as if taken for the first time. Where the assessment was itself a second attempt, the process of retrieval will also be allowed to be retaken without further penalty. Where this is the outcome, the Academic and Advisory Committee grade sheet will be marked as Deferred (D).
- to recommend that credit is awarded but no mark/grade is entered. In this case, the aggregated end-of-level mark/grade will be based on a corresponding number of fewer modules. A maximum total of 30 credits in any single level of a programme, may be awarded in this way.

The Academic and Advisory Committee retains the right to exercise discretion in determining the validity of any claim and any actions or compensation that may be offered as a result of the claim. Where there is enough evidence of the student's achievement (or it is subsequently obtained), the Academic and Advisory Committee may recommend that the student is offered an appropriate award.

Right of appeal to an awarding organisation

If an appeal is rejected, the appellant is informed at the time s/he is given the decision that s/he has the right to request the awarding organisation or Office of the Independent Adjudicator (OIA) to review the Academy's implementation of its assessment appeals process. In such circumstances, the appellant is provided with the address and contact name to which to send her/his request.

Awarding bodies will normally only consider appeals when they are satisfied that an institution`s internal appeal processes have been exhausted: this places the onus upon all those involved with the Academy Appeals procedure to ensure that everything is formally recorded in a systematic and comprehensive manner.

How to complain

We welcome your comments and suggestions about the Academy's policies or services, either academic or non-academic (only in areas that are fully within the control of the Academy). You can do so informally by:

- at the point where the service is provided,
- by contacting the person in charge of the relevant area (your Lecturer, the Academic Head or Chief Executive etc.)
- raising the matter with your Student Representative
- telling any other member of staff such as the Welfare Officer

No student will be disadvantaged due to having raised a complaint, but the Academy also expects that students will not make frivolous, vexatious, or malicious complaints.

Where the issues raised affect a number of students, those students can submit a complaint or academic appeal as a 'group complaint' or a 'group appeal'. In such circumstances, the Academy can ask the group to nominate one student to act as group representative.

What is a complaint?

For the purpose of this framework, a student complaint is defined as *"An expression of dissatisfaction by one or more students about a provider's action or lack of action, or about the standard of service provided by or on behalf of the Academy."*

The Complaints Policy should not be used:

- to request a review of an academic progress decision, such as an assessment mark, a degree classification, fitness to practice, research methodology or course content/outcomes, a progression decision such as failing a module or the year, or the calculation of your degree. These matters should be raised through the DAL Procedure 2.4 Appeals.
- for complaints of staff misconduct (which will be considered under the Policy for investigating student complaints of Procedure 2.1 Academy Staff Misconduct).
- for matters relating to Student Loan Company.

The Complaints Policy can be used for:

- the quality and standards of a service provided by the Academy, including learning and teaching provision, advice, resources and facilities,
- the admissions process or its outcomes,
- failure to apply an administrative or academic process,
- concerns about the impact of an Academy policy, even if it has been correctly applied,
- failure by the Academy to meet obligations including those outlined in student handbooks,
- misleading or incorrect information in prospectuses or promotional material and other information provided by the Academy,
- poor quality of facilities,

A decision about assessment, will normally involve academic judgment. However, the following areas do not involve academic judgment and also can be considered under Complaints procedure:

- decisions about the fairness of related assessment procedures, whether they have been correctly interpreted,
- how the Academy has communicated with the student,
- whether an opinion has been expressed outside the area of an academic's competence,
- the way the evidence has been considered whether there is evidence of bias or maladministration.

For academic matters, responsibility for dealing with complaints about academic matters lies with the Academic Head. If students have any comments or complaints relating to supervision, these should be addressed either to the lecturer concerned or Head of Academic Administration or to the Academic Head. If they wish to make comments about lectures, seminars, etc, organized by curriculum teams, they should raise the issue with the Academic Head.

Time Scales

An initial response to any complaint can be expected within two (2) weeks of its receipt, and a full and considered response to a complaint should be completed within a further two (2) weeks at most, with any subsequent remedy implemented with minimum delay in line with OIA and UK Quality Code Guidelines. If complainants are not consent with the outcome, they can proceed to the next stage by submitting for a further complaint within two (2) weeks after they receive the Outcome Form.

Former students who have left the Academy also have the right to complain although they may only be able to raise issues of complaint or academic appeal within an explicitly defined period of 12 months after the end of their studies.

Confidentiality

Every attempt related to Complaints Procedure will be made to maintain the confidentiality of a complainant. However, where a complaint is of a personal nature against an individual, it is likely that the complainant's identity would have to be revealed at some stage in all, but the most exceptional cases in order to allow a fair investigation. For example, where a complaint is made against an individual, that person has the right to know who is complaining against them and what the nature of the complaint is. The Academy will endeavour to inform of a complainant of the extent to which their identity is likely to be revealed at each stage of the procedure.

Throughout the formal complaints procedure, a written record of the complaint will be taken and made available on request to anyone involved in the matter (subject to the protocols on confidentiality noted above). At Stage 1, the written record will be maintained by the Head of Academic Administration; at Stage 2 it will be the responsibility of the Academic Head to keep a written record and to send a copy to the CEO / Principal. Please refer to the DAL Procedure 1.7 Data Protection.

The Complaints Procedure Stages

Below is provided a summary of the complaints procedure. **For further details, please refer to DAL Procedure 2.5 Complaints.**

Informal Complaint Procedure *(Early Resolution)*

The Academy expects complaints to be dealt with informally in the first instance (ideally within 2 weeks) quickly and effectively in order to address concerns immediately and locally before they escalate to formal complaints by providing, where appropriate, information of what will be done to prevent a similar situation happening again, (alternative) solution(s) or an apology.

Formal Complaints Procedure

Stage One *(Initial Submission)*

If the matter cannot be resolved satisfactorily via Informal Complaint Stage, the complaint should be made in writing to the Head of Academic Administration by completing *Formal Complaint Submission Form - Stage 1* within two weeks after the student receives the *Informal Complaint Outcome Form*, in which full details of the complaint and any relevant documentation should be provided.

The Head of Academic Administration will acknowledge receipt, but before the Formal Complaint Process is initiated, s/he might reject the complaint, might lead the student to another procedure depending on the criteria and conditions or otherwise, starts the process as soon as possible. In addition, complaints requiring immediate action as listed below are dealt with swiftly.

- involving a threat of serious harm,
- which has detrimental consequences for the student's mental health or where the student displays significant distress,
- relating to disability support issues of serious and repeated service failure and/or significant delay,
- of a highly sensitive nature.

In the case of a racist, discriminative, abusive or extremist behaviour, a different procedure is followed. For further details about handling such a very sensitive issue, please refer to DAL Procedure 6.16 Prevent Duty (Racist, Discriminatory, Abusive and Extremist Behaviour).

Based on their investigation, the Head of Academic Administration or a member of academic staff / the investigator will produce a report by completing a *Formal Complaint Outcome Form - Stage 1* which along with other details outlines:

- the actions taken,
- the outcome / decision, and the reasons for the decision taken,
- how and when it will implement any remedy,
- the student's rights to take the complaint to Stage 2 (Internal Review)
- where and how to access support.

Stage Two *(Internal Review)*

It is hoped that very few complaints would remain unresolved after Stage 1. However, the student can request a review, if

- the complaint remains unresolved,
- the student is dissatisfied with the outcome,
- new material evidence which the student was unable, for valid reasons, to provide earlier in the process is now available,

The request for review should be made in writing to the Academic Head within 2 weeks by completing *Formal Complaint Internal Review Request Form - Stage 2*, in which full background details of the complaint until then and any relevant documentation should be provided.
The Academic Head will allocate the request for review to a designated member of staff or (where appropriate) a panel of investigators not involved at any previous stage to undertake an independent assessment of the case and come to a conclusion on the matter.

If the student is required to attend in person as part of the investigation into a complaint, they are entitled to be accompanied at any stage by a member of the Academy: this could be a lecturer or

other senior member, or a student including a class representative or Academy Student Representative.

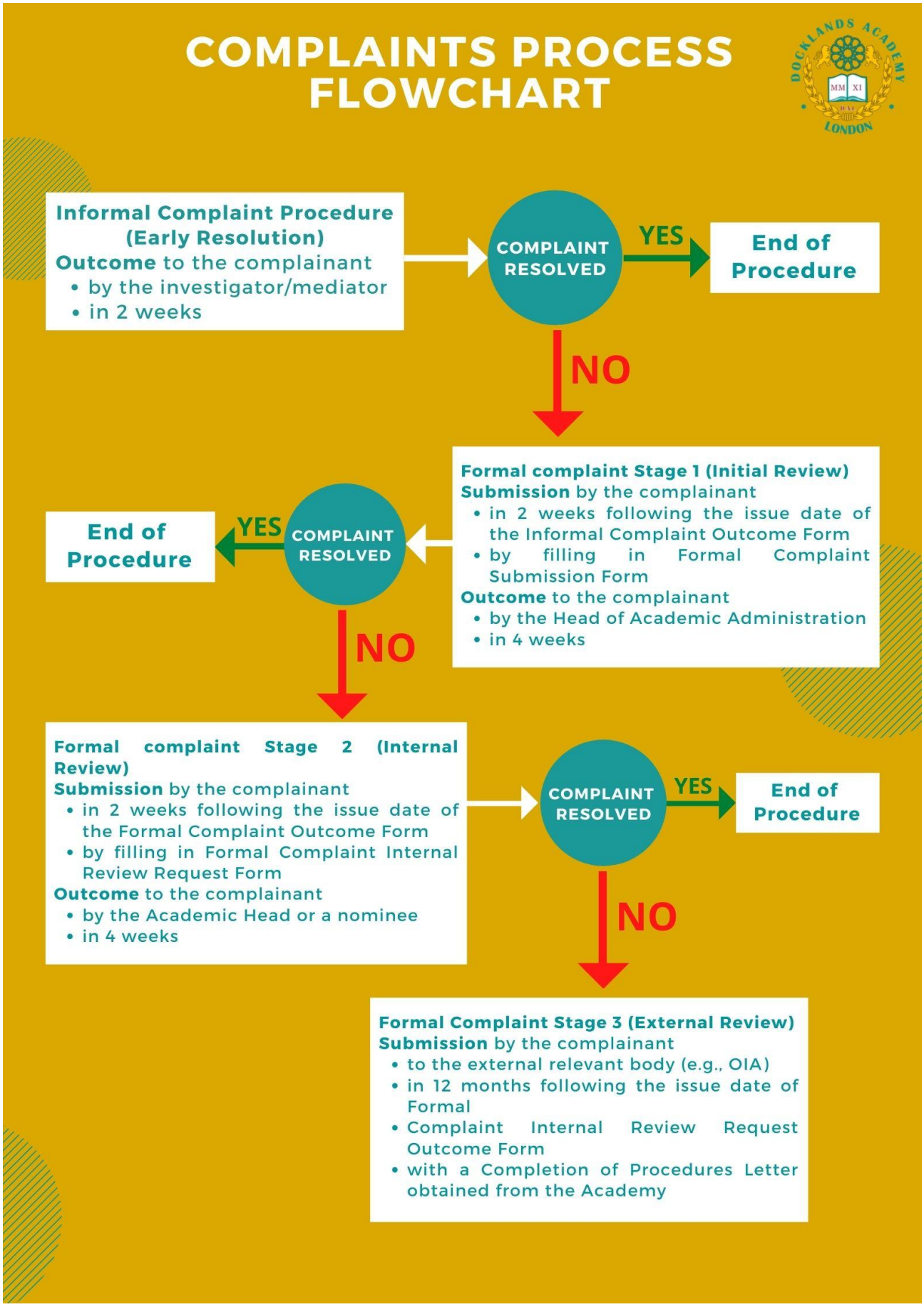
Based on their investigation, the Academic Head and the investigator(s) will produce a report by completing *Formal Complaint Internal Review Outcome Form - Stage 2.* The student(s) is also informed that if they are not satisfied with the result and want to appeal to the relevant body, they can ask for a *Completion of Procedures Letter (**COP**)* within 2 weeks following the issue date of the form, and the letter must be delivered to the student within 28 days.

Stage 3 *(External Review)*

The Academy rules provide for an independent review of appeals and complaints through the independent ombudsman service OIA or other routes, such as BC, BAC and Pearson since the Academy is also a member of these awarding bodies. If the complainant remains dissatisfied, having followed all the appropriate appeal or complaints procedures, it may be open to them ultimately to refer the matter to the related awarding body and/or OIA. The complaint should be submitted to the OIA within 12 months of the date of the *Completion of Procedures Letter.*

The students are fully informed during their induction process that they are able to raise complaints through Office for the Independent Adjudicator (OIA), Pearson, British Accreditation Council (BAC) and British Council (BC).

- OIA → https://www.oiahe.org.uk/students/how-to-complain-to-us/
- BAC → https://www.the-bac.org/bac-complaints-procedure/
- Pearson →https://qualifications.pearson.com/en/contact-us/feedback-and-complaints.html
- British Council → https://www.britishcouncil.org/contact/complaints


COMPLAINTS PROCESS FLOWCHART
DOCKLANDS ACADEMY LONDON
Informal Complaint Procedure (Early Resolution)
Outcome to the complainant
• by the investigator/mediator
• in 2 weeks
COMPLAINT RESOLVED
YES
End of Procedure
NO
Formal complaint Stage 1 (Initial Review)
Submission by the complainant
• in 2 weeks following the issue date of the Informal Complaint Outcome Form
• by filling in Formal Complaint Submission Form
Outcome to the complainant
• by the Head of Academic Administration
• in 4 weeks
COMPLAINT RESOLVED
YES
End of Procedure
NO
Formal complaint Stage 2 (Internal Review)
Submission by the complainant
• in 2 weeks following the issue date of the Formal Complaint Outcome Form
• by filling in Formal Complaint Internal Review Request Form
Outcome to the complainant
• by the Academic Head or a nominee
• in 4 weeks
COMPLAINT RESOLVED
YES
End of Procedure
NO
Formal Complaint Stage 3 (External Review)
Submission by the complainant
• to the external relevant body (e.g., OIA)
• in 12 months following the issue date of Formal
• Complaint Internal Review Request Outcome Form
• with a Completion of Procedures Letter obtained from the Academy

Things to do in London

Write to the **Academy Social Programme Coordinator** for trips:
Paul Vincent / pvi@docklandsacademy.co.uk

Museums and galleries

British Museum. FREE entry.
Address: 44 Great Russell St, London WC1B 3DG. Tube: Tottenham Court Rd.
Opening hours: daily 10am-5.30pm

V&A Museum. FREE entry
Address: Cromwell Rd, London SW7 2RL. Tube: South Kensington. Opening hours Mon-Thu, Sat, Sun 10am-5.30pm, Fri 10am-10pm.

Natural History Museum. FREE entry
Address: Cromwell Rd, London, SW7 5
Tube: South Kensington.
Opening hours: Mon-Sun 10am-5.50pm

Science Museum FREE entry
Address: Exhibition Rd, London, SW7 2DD.
Tube: South Kensington.
Opening hours: Mon-Sun 10am-6pm

National Gallery FREE entry
Address: Trafalgar Square, London, WC2N 5DN.
Tube: Charing Cross.
Opening hours: Mon-Thu, Sat, Sun 10am-6pm, Fri 10am-9pm

Royal Museums Greenwich. FREE entry
Address: Romney Rd, London, SE10 9NF
Transport: Cutty Sark DLR.
Opening hours: Daily 10am-5pm

Tate Modern. FREE entry
Address: Bankside, London, SE1 9TG; Tube: Southwark/Blackfriars.
Opening hours: Mon-Thu, Sat, Sun 10am-6pm, Fri 10am10pm

Museum of London. FREE entry
Address: 150 London Wall, London EC2Y 5H Tube: St Paul's.
Opening hours: Mon-Sun 10am-6pm

Madame Tussauds Museum
Address: Marylebone Rd, London, NW1 5LR;
Opening hours: check the website Link Markets and bazaars

Covent Garden
Address: The Piazza, London, WC2
Tube: Covent Garden.
Opening hours: daily 9am-5pm

Greenwich Market
Address: College Approach, London SE10 9HZ Transport: Greenwich Railway station.
Opening hours: Tue-Sun 10am-5.30pm

Borough Market/ London South Bank
Address: Borough High Street, London SE1
Tube: London Bridge
Opening hours: Fri noon-4.30pm, Sat 9am-4pm

Sightseeing tours

- London City cruises/ Sightseeing tour on the Thames (*check the website Link*
- Hop-on Hop-off London tours *(check the website Link)*

Parks and gardens

- St James's Park (Address: London, SW1A 2BJ; Tube: St James's park)
- Green Park (Address: London, SW1A 2BJ; Tube: Green park)
- Hyde Park (Address: London, W2 2UH; Tube: Hyde park corner/ Marble Arch)
- Kew Gardens (Address: Kew, Richmond, TW9 3AB; Tube: Kew Gardens)
- The Regent's Park (Address: Chester Rd, London NW1 4NR; Tube: Regent's park)
- Greenwich Park (Address: London SE10 8QY; DLR: Greenwich)
- Kensington Gardens (Address: London, W2 2UH; Tube: Queensway/ Lancaster Gate)

Squares and plazas

- Trafalgar Square (Tube: Charing Cross)
- Piccadilly Circus (Tube: Piccadilly Circus)
- Covent Garden Piazza (Tube: Covent Garden)
- Leicester Square (Tube: Leicester Square)

Castles, palaces and places of interest

- Big Ben (Tube: Westminster)
- Buckingham Palace (Tube: Green Park)
- Hampton Court (How to get there: Link)
- House of Parliament (Tube: Westminster)
- Kensington Palace (Tube: High Street Kensington)
- London Eye (Tube: Waterloo/ Embankment/ Westminster)
- London Zoo (How to get there: Link)
- Royal Albert Hall (How to get there: Link)
- Shakespeare's Globe Theatre (Tube: St. Paul's)
- St. James's Palace (Tube: Green park)
- St. Paul's Cathedral (Tube: St. Paul's)
- The Emirates Air Line (Tube: North Greenwich)
- The O2 Arena (Tube: North Greenwich)
- The Shard (Tube: London Bridge)
- Tower Bridge (Tube: Tower Hill)
- Tower of London (Tube: Tower Hill)
- Wembley Stadium (Tube: Wembley)
- Westminster Abbey (Tube: Westminster)

You can access our policies and procedures on the desktops of all computers in the library on the top floor, on our website www.docklandsacademy.co.uk and by emailing us at info@docklandsacademy.co.uk during remote learning.

2026-2027

ACADEMIC CALENDAR

DOCKLANDS ACADEMY LONDON

HE Autumn
HE Spring
HE Summer
Term holiday
Bank Holiday

	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We
SEP 2026	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	1	2	3	4	5	6	7
OCT 2026	29	30	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	1	2	3	4
NOV 2026	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	1	2	3	4	5	6	7	8	9
DEC 2026	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	1	2	3	4	5	6
JAN 2027	29	30	31	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	1	2	3
FEB 2027	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	1	2	3	4	5	6	7	8	9	10
MAR 2027	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	1	2	3	4	5	6	7
APR 2027	30	31	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	1	2	1	2	3
MAY 2027	27	28	29	30	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	1	2
JUN 2027	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	1	2	3	4	5	6	7
JUL 2027	29	30	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	1	2	3	
AUG 2027	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	1	2	3	4	5	6	7	8

Date	Bank Holidays
25/12/26 - Fri	Christmas
28/12/26 - Mon	Boxing Day
01/01/27 - Fri	New Year's Day
26/03/27 - Fri	Good Friday
29/03/27 - Mon	Easter Monday
03/05/27 - Mon	Early May Bank Holiday
31/05/27 - Mon	Spring Bank Holiday
30/08/27 - Mon	Summer Bank Holiday

Date		Autumn Term / 27.09 - 01.12
	27/09/2026	Induction & Enrollment (All Groups /on-site / 09.00-15.00)
W1	28/09/2026	Start of Term - Hybrid Groups
	28/09/2026	Start of Term - Weekday Groups
W2	28/09/2026	Assignment Hand-Out
W3	12/10/2026	Student Committee
	13/10/2026	Webinar 1 - Hybrid & Weekday Groups
W5	26/10/2026	ILP Tutorials
W6	03/11/2026	Webinar 2 - Hybrid & Weekday Groups
W7	09/11/2026	Well-Being Day
W8	16/11/2026	Career Progression Day
W9	24/11/2026	Webinar 3 - Hybrid & Weekday Groups
W10	30/11/2026	Assignment Hand-In / SUB
		End of Term - Hybrid Groups
	01/12/2026	End of Term - Weekday Groups

Date		Spring Term / 06.12 - 02.03
	06/12/2026	Induction (All Groups /on-site)
W1	06/12/2026	Start of Term - Hybrid Groups
	07/12/2026	Start of Term - Weekday Groups
W2	07/12/2026	Assignment Hand-Out
	16.12-02.01	Christmas Break
W3	04/01/2027	Student Committee
	05/01/2027	Webinar 1 - Hybrid & Weekday Groups
W5	18/01/2027	ILP Tutorials
W6	26/01/2027	Webinar 2 - Hybrid & Weekday Groups
W7	01/02/2027	Well-Being Day
W8	08/02/2027	Career Progression Day
	10.02-20.02	Reading Week
W9	23/02/2027	Webinar 3 - Hybrid & Weekday Groups
	26/02/2027	Assignment Hand-In / SUB
W10	01/03/2027	End of Term - Hybrid Groups
	02/03/2027	End of Term - Weekday Groups

Date		Summer Term / 07.03-25.05
	08/03/2027	Induction (All Groups /on-site)
W1	07/03/2027	Start of Term - Hybrid Groups
	08/03/2027	Start of Term - Weekday Groups
W2	08/03/2027	Assignment Hand-Out
W3	22/03/2027	Student Committee
	23/03/2027	Webinar 1 - Hybrid & Weekday Groups
	24.03-10.04	Easter Break
W5	19/04/2027	ILP Tutorials
W6	27/04/2027	Webinar 2 - Hybrid & Weekday Groups
W8	10/05/2027	Well-Being Day
		Career Progression Day
W9	18/05/2027	Webinar 3 - Hybrid & Weekday Groups
W10	21/05/2027	Assignment Hand-In / SUB
	24/05/2027	End of Term - Hybrid Groups
	25/05/2027	End of Term - Weekday Groups