

Academic Infrastructure: Further Education Programmes – An Introductory Overview

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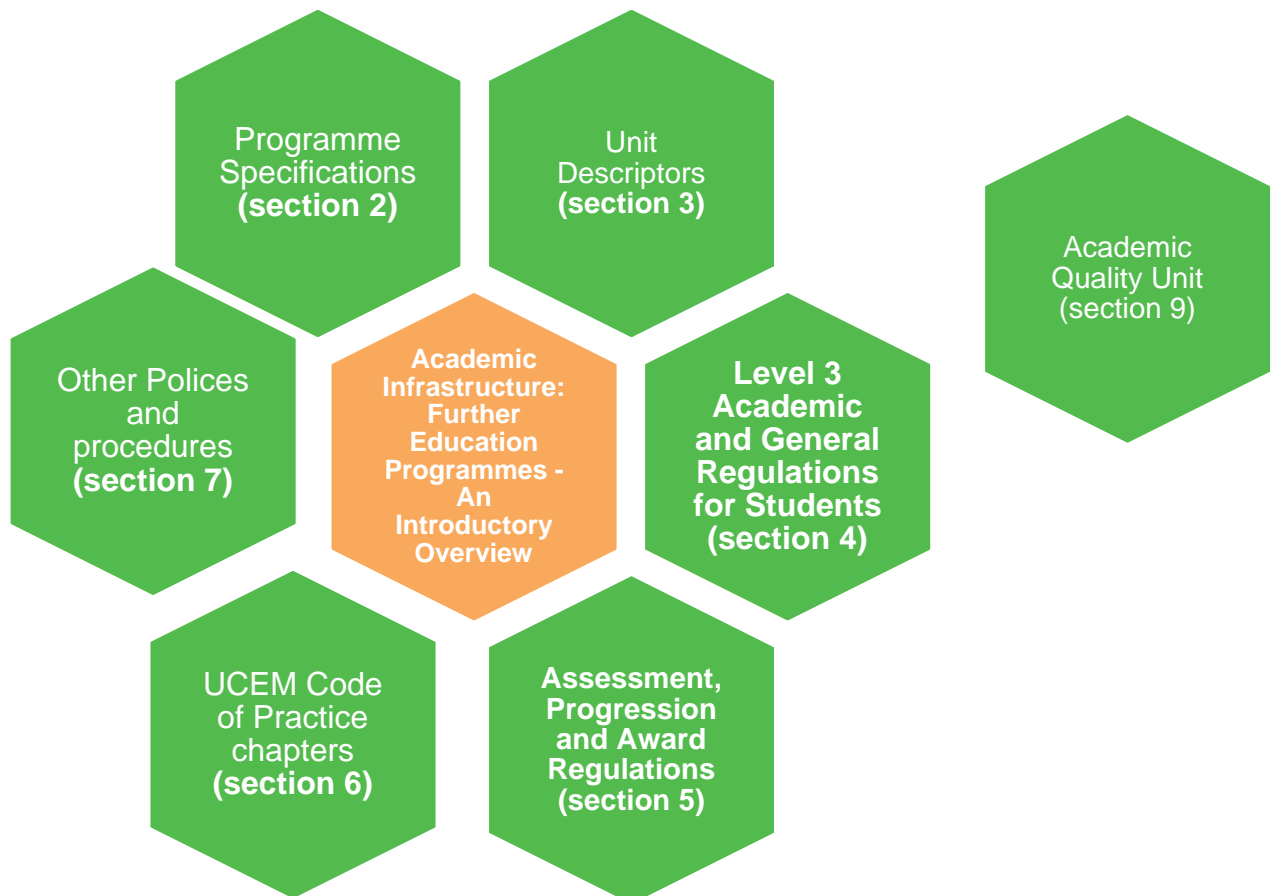
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1. Introduction

The purpose of this document is to set out the academic infrastructure for UCEM's further education programmes that are aligned with the Regulated Qualification Framework (RQF) at level 3 (see **section 2** for further information). Alongside this overview, appropriate links are provided to other UCEM documentation, regulations and policy. This content complements the information about the quality framework for higher education awards at levels 4 – 7 set out in the [Academic Infrastructure: An Introductory Overview](#)

For programmes delivered at level 3, UCEM is subject to external quality review by the Office for Standards in Education, Children's Services and Skills (Ofsted) (see **section 3** for further information).

Alongside this document, those summarised in the following sections make up the Academic Infrastructure – Further Education Programmes (see **sections 4 to 11**):



This is a working document and is subject to regular review and updating. The latest version is available on the UCEM website.

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1.1 Regulated Qualifications Framework (RQF)

The awards that UCEM delivers at level 3 are aligned with the Office of Qualifications and Examinations Regulations Ofqual [RQF](#). RQF is a system used to document qualifications as to the difficulty and complexity of the knowledge and skills associated with the qualification and the qualification size, and therefore the amount of time it will take to complete the qualification. The RQF replaces both the Qualifications and Credit Framework (QCF) and the National Qualifications Framework (NQF).

1.2 Apprenticeship Standards

The apprenticeship programmes that UCEM delivers are aligned with the relevant government's approved apprenticeship standards in terms of meeting the knowledge, skills and behaviours. Details of the applicable apprenticeship standards are contained within Appendix A.

1.3 Ofsted

The Office for Standards in Education, Children's Services and Skills (Ofsted) is a government inspection body that regulates the services providing education and skills for learners up to the age of 16 within England. It is responsible for inspecting education institutions and programmes that fall outside the scope of higher education and for publishing reports of their findings in order to improve the overall quality of education and training. UCEM's programmes at level 3 fall within the scope of Ofsted and UCEM is therefore subject to inspection by Ofsted for its provision at this level.

Institutions are normally notified up to 48 hours prior to the inspection, and the visit normally lasts between 2 to 5 days on site. During the visit inspectors, will spend most of their time collecting first-hand evidence by observing workshop sessions and other delivery methods and assessment, and are also likely to review case studies of learners. Inspectors will assess UCEM against [The common inspection framework: education, skills and early years](#), which covers the followings areas:

- effectiveness of leadership and management;
- quality of teaching, learning and assessment;
- personal development, behaviour and welfare; and
- outcomes for learners.

Against these four areas inspectors will provide a graded judgement as follows:

- grade 1: outstanding
- grade 2: good
- grade 3: requires improvement
- grade 4: inadequate

In order to ensure compliance with *The common inspection framework: education, skills and early years*, UCEM prepares an annual self-assessment report (SAR), with associated action planning.

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1.4 Working with collaborative partners

In order to deliver apprenticeship activities, UCEM currently has two collaborative partners relating to the delivery of its level 3 apprenticeship programmes. These are with the Chartered Surveyors Training Trust (CSTT) and Eastleigh College.

UCEM's collaboration with CSTT involves the provision of the following services to CSTT in relation to apprenticeships:

- Delivery of the Surveying Technician Diploma
- Review of referrals from CSTT of declarations from students in relation to a health condition, learning difficulty and/or disability.
- Development of additional support plans as required in relation to a confirmed health condition, learning difficulty and/or disability.

UCEM's collaboration with Eastleigh College is as a sub-contractor and as such UCEM manages and delivers all aspects of the apprenticeships including:

- Recruitment of apprentices
- Enrolment
- Monitoring each apprentice's overall progress in both the workplace and during off-the-job learning
- And, where applicable, provision of counsellor services in relation to the workplace competency requirements or AssocRICS and other items (case studies etc.) required for end-point assessment.

2. Programme Specifications

All UCEM programmes / awards have a Programme Specification and is subject to annual review and updating.

Programme Specifications are public documents that set out the intended learning outcomes of a programme leading to an academic award and how these outcomes can be achieved and demonstrated.

UCEM Programme Specifications detail key information, including, but not limited to:

- Programme rationale
- Entry requirements
- Awards
- Study support
- Programme aims and learning outcomes
- Unit summaries and assessment methods

Updated Programme Specifications should be available normally eighteen months prior to the commencement of the new programme year. It is the responsibility of the Programme Leader to ensure that the Programme Specification is reviewed and updated and presented to the relevant Board of Study for approval. It is also the Programme Leaders' responsibility to make any changes requested by the Board of Study, and to finalise the document for sign-off by the Chair of the Board.

UCEM Programme Specifications are available on the [UCEM Website](#) and on the VLE.

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3. Unit Descriptors

Each UCEM unit has a Unit Descriptor, which describes in detail what is covered in the unit of study in question.

UCEM Unit Descriptors normally provide information on:

- Unit Leader
- Credit tariff
- Unit level learning outcomes
- Indicative unit content
- Forms of assessment
- Unit learning resources

Unit Descriptors are made available on the VLE. UCEM also maintains a definitive archive of all Unit Descriptors on its internal SharePoint site.

The Unit Leader must review the Unit Descriptor annually to ensure that it continues to accurately reflect the content of the unit. If there are any changes required, the Unit Leader should liaise with the Programme Leader to update the Unit Descriptor by following the programme amendment procedure set out in the UCEM Code of Practice on Programme Monitoring, Amendment, Review and Discontinuation.

4. Level 3 Academic and General Regulations for Students

The 'Level 3 Academic and General Regulations for Students' is a document that sets out UCEM regulations that apply to students studying a level 3 programme. These regulations represent a key means by which UCEM assures the standards of its awards and ensures fair and equitable treatment of all students throughout their studies.

The Level 3 Academic and General Regulations for Students represent the highest written authority influencing the design, development and management of UCEM level 3 awards.

The regulations are subject to annual monitoring and re-approval by the Academic Board and may be varied in respect of individual programmes (as indicated in the programme specification) only with the express agreement of the Academic Board or one of its sub-committees. All students are expected to familiarise themselves with these regulations as they will govern their dealings with UCEM at all times.

A copy of the Level 3 Academic and General Regulations for Students can be found on the UCEM VLE and on the [UCEM website](#).

5. Assessment, Progression and Award Regulations

The Assessment, Progression and Award Regulations form an appendix to the Level 3 Academic and General Regulations for Students and provide the detailed programme assessment, progression and award regulations for level 3 diploma programmes

The Assessment, Progression and Award Regulations include information on:

- Unit pass marks;
- Grade and award classifications;
- Number of attempts;
- Compensation and condonation; and
- Maximum registration periods.

Assessment, Progression and Award Regulations are reviewed annually and should be available on the VLE at least one month prior to the programme start date.

All Assessment, Progression and Award Regulations will be presented to the Academic Regulations Subcommittee for approval. The approval of regulations is reported to QSEC and to the relevant Board of Studies. Proposals to amend the regulations should be discussed with External Examiners and other relevant stakeholders prior to presentation for approval.

If there are any significant changes to the Assessment, Progression and Award Regulations, it is the responsibility of the Programme Leader to arrange for a message to be posted on relevant areas of the VLE to notify students of the amendment and the reason(s) for it.

The regulations relating to each programme can be found on the VLE. UCEM also maintains a definitive archive of regulations on its internal Academic Quality Assurance and Enhancement drive.

6. UCEM Code of Practice

The UCEM Code of Practice sets out UCEM's academic policies and procedures that underpin the quality and standards of UCEM awards. It is modelled on the QAA UK Quality Code for Higher Education and is regularly reviewed to ensure that it remains in line with both QAA guidance and proposed changes to UCEM policy and practice.

The custodian of UCEM's Code of Practice is UCEM's Head of Quality and Enhancement, who ensures that the sections are maintained and scheduled for review at regular intervals. The Code is a dynamic document that is constantly under review. QSEC is the key review group for the Code and all sections are subject to approval by UCEM's Academic Board prior to their adoption.

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The UCEM Code of Practice primarily is written for UCEM's Higher Education offer (awards level 4-7). However, the Code of Practice seeks to achieve certainty and consistency for all those engaged in the relevant processes within UCEM and transparency and accountability for the benefit of external stakeholders. Thus, where appropriate, reference will be made to specific chapters that are also applicable to UCEM's provision at level 3. This section covers the areas included within the Code of Practice and highlights the information that is applicable to UCEM's level 3 delivery, as itemised below.

6.1 Admissions and Recognition of Prior Learning

UCEM is committed to promoting equal opportunities for all students. UCEM's Code of Practice chapter on Admissions and Recognition of Prior Learning is not applicable to students studying on UCEM level 3 programmes, instead there is a separate Admissions Policy for level 3 apprenticeship programmes. This divergence is in order to reflect the different requirements around deferral of entry, safeguarding and the work undertaken with partner institutions.

The policy aims to ensure that:

- Applicants are treated fairly and consistently
- Applicants are appropriately supported and guided through the application process
- Applicants are able to make appropriate informed choices
- UCEM strategic objectives are recognised

The policy also sets out the arrangements for recognition of prior experiential learning for non-standard admission.

The current Admissions Policy -Level 3 Apprenticeship Programmes can be accessed via the UCEM website <https://www.ucem.ac.uk/about-ucem/code-of-practice/>

6.2 Disability and Additional Needs

UCEM is committed to equal educational opportunities for all, regardless of specific needs or requirements. UCEM will endeavour to meet any such needs in order to give all students with disabilities an equal opportunity in education. The UCEM Code of Practice on Disability and Additional Needs outlines UCEM's commitment to this provision and to the promotion of disability equality. The chapter on Disability and Additional Needs is applicable to all levels of UCEM's provision including level 3 provision and sets out the policies and procedures for disabled students and students with additional education needs.

The UCEM Code of Practice chapter on Disability and Additional Needs can be accessed via the UCEM website <https://www.ucem.ac.uk/about-ucem/code-of-practice/>

6.3 Learning, Teaching and Assessment

UCEM's Learning, Teaching and Assessment Strategy is a high-level planning document identifying the principal objectives and priorities for these areas at UCEM for all levels of delivery. The current strategy covers the period 2016 – 2020 and is centred around the key strategy objectives of

- placing students at the centre of UCEM's learning teaching and assessment strategy;
- providing learning, teaching and assessment that is accessible;

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- creating outstanding online learning, underpinned by research and at the forefront of educational technology;
- designing and providing learning, teaching and assessment that actively reflects and responds to the demands of the built environment, land and real estate industry and its associated professional bodies.

The Code of Practice Chapter Learning, Teaching and Assessment provides operational guidance and policy for the implementation of this strategy.

The UCEM Learning, Teaching and Assessment Strategy and Code of Practice Learning, Teaching and Assessment is available on the UCEM website at <https://www.ucem.ac.uk/wp-content/uploads/2016/12/Learning-Teaching-and-Assessment-Strategy-v1.00.pdf>

6.4 Collaborative Arrangements

UCEM does not currently engage in its own collaborative arrangements for academic delivery of any of its programmes due to its model of supported online learning delivery. UCEM does however work with a number of delivery partners to support the apprenticeship programmes as detailed in section 1.4 above.

The UCEM Code of Practice on Collaborative Arrangements can be accessed via the UCEM website: <https://www.ucem.ac.uk/about-ucem/code-of-practice/>

6.5 Programme Development and Validation

All UCEM's academic programmes at level 3 are developed and validated in line with the principles of UCEM's Code of Practice on Programme Development and Validation.

Through the process of validation UCEM ensures that proposed new programmes of study meet institutional and national academic standards, and that the proposed content and delivery will provide UCEM students with a good quality learning experience.

The UCEM Code of Practice chapter sets out the process for programme development in detail and can be accessed via the UCEM website at <https://www.ucem.ac.uk/about-ucem/code-of-practice/>

6.6 Programme Monitoring, Amendment, Review and Discontinuation

The Code of Practice on Programme Monitoring, Amendment, Review and Discontinuation sets out the broad principles and procedures that guide the monitoring, periodic review, re-approval and withdrawal of UCEM programmes, and is also applicable to UCEM's level 3 programmes.

6.6.1 Programme Monitoring

This is the mechanism for checking that the standards of UCEM units and programmes are maintained, that opportunities for enhancement are identified and implemented and that aspects of good practice are disseminated. It includes:

- Unit review
- In-delivery monitoring of units

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- Annual Programme Review, including the:
 - Annual Programme Report and Quality Enhancement Plans (monitored by the relevant Board of Studies)
- Annual unit resources review
- Boards of Studies annual reports

6.6.2 Programme amendment

Proposed amendments to programmes may be in response to student feedback or to reflect changes in the requirements of Ofsted, a PSRB and /or developments in professional practice or related apprenticeship standards. Enhancements to a programme may be identified through the annual monitoring process.

If any changes are proposed to the delivery of a programme of study, including the unit diet, changes in delivery patterns and changes to study regulations, in addition to liaison with External Examiners, students also will be consulted over the changes, and their prior agreement will be sought.

6.6.3 Periodic review and revalidation

The standard period of validation for UCEM units and programmes is five years. Consequently, towards the end of this period of approval these units and programmes are subject both to periodic review and to revalidation. This process seeks to ensure that the learning outcomes for the unit or programme are still appropriate to the content and academic level, that the learning opportunities provide the appropriate support to students, and that the curriculum is valid and up-to-date. As with proposals for new programmes, revalidation is undertaken by a panel comprising expertise from academia and professional practice and representation from the student or alumni community.

6.6.4 Programme discontinuation

Authority to discontinue programmes of study either for a temporary period or permanently rests with either the Academic Board, in terms of the academic viability of the programme, or the Principal, in terms of financial viability or resource availability. Before any decision to discontinue a programme is made, consideration will be made as to how the interests of remaining students will be protected and the relevant Board of Studies will approve the appropriate means of support to be provided. Typically, if a student is already registered on a programme which is being discontinued, they will be allowed to continue their studies consistent with the maximum number of individual attempts allowed within the regulations. UCEM will make necessary arrangements to enable students to complete their studies within an appropriate period of time. Where feasible, provision may be made for students to transfer to relevant alternative units or programmes.

The UCEM Code of Practice on Programme Monitoring, Amendment, Review and Discontinuation can be accessed via the UCEM Website: <https://www.ucem.ac.uk/about-ucem/code-of-practice/>

The Code of Practice and related forms and guidance are also available internally via the intranet.

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6.7 External Examiners

The UCEM Code of Practice on External Examining is applicable to UCEM's level 3 programme. It sets out the principal responsibilities of External Examiners appointed to units and academic programmes and outlines UCEM; procedures relating to their appointment; induction; reporting and other duties; their involvement with Boards of Examiners; their remuneration; and circumstances relating to the termination of their appointment.

The QAA defines External Examiners as external experts '*appointed to provide each institution with impartial and independent advice, as well as informative comment on the institution's standards and on student achievement in relation to those standards*' (QAA 2011, p4).

The appointment of External Examiners helps UCEM to monitor and maintain the standards of its awards. It should be noted that no qualification arising from a programme offered by UCEM will be awarded without the participation of at least one External Examiner in the assessment process. The number of External Examiners appointed to each programme will reflect the numbers of component units and elements of assessment, plus any additional requirements of any Professional Statutory and Regulatory Bodies that recognise or accredit the programme.

Further details of External Examiners' principal responsibilities, their nomination, and appointment, reporting and other duties are set out in the UCEM Code of Practice on External Examining, which can be accessed via the UCEM Website:

<https://www.ucem.ac.uk/about-ucem/code-of-practice/>

UCEM supplementary documents:

- External Examiner Interim Report Form
- External Examiner Report Form
- Response to External Examiner's Report Template
- External Examiner Handbook
- External Examiner Appointments Subcommittee Terms of Reference

The forms and templates listed above are appended to the Code of Practice and are also available internally via the UCEM Word template library. The External Examiner Handbook is available to External Examiners via the VLE.

6.8 Complaints and Appeals

The UCEM Code of Practice on Student Appeals and Complaints applies to all UCEM programmes including UCEM's level 3 provision. It sets out the separate procedures for dealing with complaints and appeals.

UCEM aims to treat all complaints and appeals appropriately, fairly and with regard to applicable law, and in line with UCEM's Equality and Diversity Policy and Disability and Additional Needs Policy. Both UCEM's academic appeals and student complaints procedures give due consideration to students' need to raise issues of concern with the assurance that such issues will be treated in confidence and with impartiality.

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6.8.1 Student complaints

UCEM defines a complaint as ‘an expression of dissatisfaction by one or more students about UCEM’s action or lack of action, or about the standard of services provided by, or on behalf of UCEM’. UCEM is committed to resolving complaints in a timely manner and encourages the resolution of complaints at source prior to escalation to the Complaints Officer. The UCEM Complaints Officer is responsible for offering students advice and guidance on the complaints process.

6.8.2 Student Appeals

UCEM defines an appeal as ‘a request for a review of a decision taken by an individual or academic body charged with making decisions about students’ progression, assessment, and awards’. Appeals normally are related to decisions on admissions or decisions made by a Board of Examiners, Mitigating Circumstances Committee or Academic Misconduct Committee. All queries relating to decisions from these bodies should be raised with the relevant department in the first instance. These matters can be raised to appeal only where agreement cannot be reached. The UCEM Head of Assessment is responsible for offering advice and guidance on the UCEM appeals processes.

The UCEM Code of Practice on Student Appeals and Complaints can be accessed via the UCEM Website: <https://www.ucem.ac.uk/about-ucem/code-of-practice/>

UCEM will not get involved in any appeals in relation to the apprenticeship end point assessment conducted by the Royal Institution of Chartered Surveyors (RICS). All appeals should be sent directly to the RICS.

6.8.3 Employer complaints

Employers of apprentices on UCEM programmes are also entitled to raise complaints in relation to the delivery of services provided by UCEM. To make a complaint an employer should put the matter in writing to UCEM by email to apprenticeships@ucem.ac.uk copying in the Lead Provider as appropriate. UCEM will investigate in line with its complaints policies and procedures. Any matters relating to fees and funding should be addressed to the Lead Provider directly.

UCEM supplementary documents:

- [Student Complaints Policy and Procedure](#)
- [Appeals Guidance Notes](#)
- [Independent Appeals Board Terms of Reference](#)

6.9 Academic Misconduct

The Code of Practice on Academic Misconduct sets out UCEM’s procedures relating to Academic Misconduct, which UCEM defines as cheating, attempts to cheat, plagiarism, collusion and any other attempts to gain an unfair advantage in assessments. Assessments include, but are not limited to, coursework, Computer Marked Assessments (CMAs) and portfolios. Academic Misconduct is a disciplinary offence under the Terms and Conditions of Contract, and a range of sanctions can be applied in these circumstances.

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Academic practice and academic integrity are central to the values promoted by UCEM. It is important that all UCEM students are assessed on their own ability and that no student is allowed to gain an unfair advantage over others, or to diminish the quality or academic standing of a UCEM award.

UCEM also has other documents containing information about general student discipline and conduct and the Academic Misconduct Code of Practice chapter should be read in conjunction with the following documents:

UCEM supplementary documents:

- Apprenticeship Terms and Conditions of Contract
- [Level 3 Academic and General Regulations for Students](#)
- Academic Misconduct Committee Terms of Reference.

The UCEM Code of Practice on Academic Misconduct can be accessed via the UCEM Website: <https://www.ucem.ac.uk/about-ucem/code-of-practice/>

6.10 Student Engagement

The Code of Practice on Student Engagement is applicable to UCEM's level 3 programmes. It provides information on policy and procedural issues in relation to how it engages with the student body.

UCEM values the contribution of students and is committed to working in partnership with the student community to develop the student experience. In order to ensure that UCEM provides a high-quality learning experience, it needs to engage with students through both informal and formal mechanisms to collect feedback.

UCEM appoints Programme Student Representatives for each level of each programme to collect feedback from their year group and also appoints Student Representatives to sit on each of UCEM's academic deliberative committees.

In addition to this, UCEM engages with students during the design phase of new or revised curriculum, and there is a student or alumni member at UCEM validation and periodic review and re-validation events.

UCEM also ensures that student feedback is disseminated effectively and that feedback is provided to students on actions taken as a result, for example via:

- the UCEM Student Newsletter;
- a summary based on the results programme surveys;
- Student Representatives;
- feedback to individuals via email;
- the sharing of External Examiners reports and reports from PSRBs.

The UCEM Code of Practice on Student Engagement can be accessed via the website: <https://www.ucem.ac.uk/about-ucem/code-of-practice/>

UCEM supplementary documents:

- [Student Representation Handbook](#)
- [Student Charter](#)

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6.11 Development Policy for Academic Staff

The Code of Practice on the Development Policy for Academic Staff sets out UCEM's commitment to the development of its employees, including those working on UCEM's level 3 award. UCEM recognises that its academic staff are a valuable resource and their expertise and capacity to change is essential to the institution in its pursuit of current and future goals. Accordingly, the institution recognises its responsibility to work with academic staff to encourage and support their personal and professional development. In the context of the Code of Practice the academic staff includes both full- and part-time internal tutors and associate tutors.

The UCEM Code of Practice on Development Policy for Academic Staff can be accessed via the website: <https://www.ucem.ac.uk/about-ucem/code-of-practice/>

6.12 Career Education, Information and Guidance

The UCEM Code of Practice Career Education, Information and Guidance sets out UCEM policy and procedure in relation to its aim to ensure that all UCEM students have access to appropriate career education, information, advice and guidance and are provided with opportunities to develop career related knowledge and skills. This Code of Practice chapter is applicable to UCEM's level 3 provision.

The UCEM Code of Practice on Career Education, Information and Guidance can be accessed via the UCEM Website: <https://www.ucem.ac.uk/about-ucem/code-of-practice/>

6.13 Research and Advanced Scholarship

The Code of Practice Research and Scholarship is applicable to UCEM's level 3 provision. It presents a framework for UCEM's management, support and development of Research in line with UCEM's Research Strategy. It also outlines the forms of research and scholarly activity within UCEM.

UCEM recognises the value of research and scholarly activity in supporting academic excellence. It promotes and sustains research and scholarly activity that is consistent with the mission and strategic objectives of UCEM.

The UCEM Code of Practice on Research and Advanced Scholarship can be accessed via the website: <https://www.ucem.ac.uk/about-ucem/code-of-practice/>

6.14 Boards of Examiners

The Code of Practice on Boards of Examiners applies to UCEM's level 3 programmes. It presents all matters relating to the scope and operation of boards of examiners applying to units and programmes leading to an award by UCEM. The purpose of the Code is to make explicit UCEM's expectation for the conduct of boards of examiners taking into account external expectations, including defining the roles and responsibilities of all staff involved.

UCEM is responsible for the standards of its awards. Academic Board discharges this responsibility by delegating relevant powers to make decisions on marks, progression and awards to boards of examiners. For UCEM programmes there are two levels of boards of examiners: Unit Boards and Progression and Awards Boards, both of which have distinct responsibilities.

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6.14.1 Unit Boards

Unit Boards are held annually, once all unit assessment is undertaken and prior to the meeting of the Progression and Awards Board. Their remit is to confirm and agree unit grades awarded for summative assessment tasks. The Unit Boards will receive moderation reports, consider recommendations from the Mitigating Circumstances Committee for the right to resubmit without penalty, review borderline candidates and also ensure that candidates with special educational needs have been dealt with appropriately.

6.14.2 Progression and Awards Boards

Progression and Awards Boards for level 3 awards are also held annually. The Progression and Awards Boards verify progression through a programme to award, and where appropriate the classification of awards. The Board also makes decisions in relation to discontinuation from a programme following expiry of all permitted attempts.

The Code of Practice chapter on Boards of Examiners can be accessed via the website: <https://www.ucem.ac.uk/about-ucem/code-of-practice/>

UCEM supplementary documents:

- Boards of Examiners Terms of Reference
- Mitigating Circumstances Committee Terms of Reference

6.15 Equality and Diversity

The UCEM Code of Practice sets out UCEM's Equality and Diversity Policy and the information contained within it is relevant to UCEM's level 3 provision. UCEM is committed to securing equal opportunities for all individuals; recognising diversity and eliminating unfair discrimination in the pursuance of its mission. UCEM recognises that all people are individuals, and it respects diversity and values all students, staff and alumni. It believes individuals' different experiences, cultures and perspectives better enable UCEM to understand and add value to what it does. UCEM extends this commitment through a policy of widening participation across a diverse cohort of students and alumni from different cultures and backgrounds.

In exercising its policies, procedures and other functions, UCEM will have due regard to its duties under the Equality Act 2010. UCEM values equality and diversity, and believes that excellence will be achieved through recognising the value of every individual.

UCEM regularly reviews its compliance in this area as part of the student progress review process where students discuss academic and workplace practice. This process also checks that students are being treated in line with the Equality Act within their workplace.

The UCEM Code of Practice on Equality and Diversity can be accessed via the website: <https://www.ucem.ac.uk/about-ucem/code-of-practice/>

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6.16 Public Information

The Code of Practice Public Information outlines how UCEM ensures that its public information is fit for purpose, accessible and trustworthy. The information within the Code of Practice chapter is applicable to UCEM's provision at level 3 and covers the publication of information to a range of stakeholders, including those interested in the public information published by Higher Education Institutions, prospective students, students, employers and professional bodies. UCEM also takes account of the requirements of the Competition and Markets Authority (CMA) in the provision of information on customer protection law as it relates to applicants and students.

The UCEM Code of Practice on Public Information can be accessed via the website:

<https://www.ucem.ac.uk/about-ucem/code-of-practice/>

7. Policies and procedures

7.1 Student Facing Policies

7.1.1 Safeguarding

Safeguarding relates to action taken to promote the welfare of children and vulnerable adults and to protect them from harm. UCEM is committed to safeguarding and promoting the welfare of all students, staff, visitors and guests, and acknowledges its particular responsibilities to young people and vulnerable adults accessing education.

UCEM is expected to comply with the government inter-agency statutory guidance *Working together to safeguard children: A guide to inter-agency working to safeguard and promote the welfare of children (March 2015) under section 175(4) of the Education Act 2002*¹. The term safeguarding within the statutory guidance is defined as:

- Protecting children from maltreatment
- Preventing impairment of children's health and development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care and
- Taking action to enable all children to have the best outcomes

How UCEM complies with this statutory guidance is set out in the UCEM Safeguarding Policy which is available on the website at <https://www.ucem.ac.uk/wp-content/uploads/2017/01/Safeguarding-Policy-V1.pdf>

¹ Section 175(4) of the Education Act 2002 states that governing bodies of maintained schools (including maintained nursery schools), further education institutions and management committees of pupil referral units must have regard to any guidance given by the Secretary of State.

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7.1.2 Prevent

Under the UK Government Counter-Terrorism and Security Act (2015) it is mandatory for all UK Higher Education Institutions 'to have due regard to the need to prevent people from being drawn into terrorism'. UCEM recognises and takes seriously its responsibility and in order to comply with this all UCEM internal staff are required to undertake prevent training.

UCEM's Policy on Prevent is available on the policies page of the UCEM website at <https://www.ucem.ac.uk/about-ucem/ucem-policies/>

Guidance to students on how to raise concerns has also been issued on the VLE.

7.1.3 Freedom of speech

UCEM is committed to the freedom of speech for the benefit of students and staff of the institution. It is applicable for UCEM events held on UCEM premises or through the VLE, as well as for external events and workshops. However, the institution recognises that in practice this involves striking a balance between concerns around extremism and concerns around censorship. To address this challenge, UCEM is addressing the UK government expectations relating to the promotion of British Values² and also institutional values around equality and diversity.

UCEM's Freedom of Speech policy can be accessed on the website:

<https://www.ucem.ac.uk/wp-content/uploads/2016/07/UCEM-Freedom-of-Speech-Policy-FINAL.pdf>

7.1.4 Mitigating circumstances

UCEM has established an open, fair and accessible Policy on Submission and Approval of Mitigating Circumstances in order to encourage prompt and consistent decisions on mitigating circumstances. The policy provides detailed information on what mitigating circumstances are, how to submit them to UCEM and how UCEM will make decisions on whether a mitigating circumstance is valid.

Additional support relating to the mitigating circumstances process is available to students via Student Central.

UCEM's Policy on Submission and Approval of Mitigating Circumstances is available in the policies section of the VLE.

7.2 Other policies and procedures

7.2.1 Engaging with industry representatives and employers

Due to the vocational nature of the programmes delivered by UCEM it is important that the institution maintains close links with industry representatives and employers.

UCEM collects feedback from employers of apprenticeship students by online survey at three points in the programme. The first survey is issued to employers after the admissions

² British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs.

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process in order to collect feedback on the recruitment and admissions processes, the second survey is issued at the end of the programme year and the final survey is issued as an exit survey upon the students' completion of the RICS End Point Assessment. The outcomes of these surveys all feed into the Programme Review process and the Programme Quality Enhancement Plans.

UCEM also collects feedback from employers and industry representatives via an annual Professional Engagement Forum (PEF) and employer forums. Both of these inform the development of UCEM's curriculum to ensure that it remains in line with industry expectations.

7.2.2 Engaging with parents

For parents of students under the age of 18, UCEM provides parents with access to UCEM's apprenticeship management system OneFile and makes it clear that parents can contact the Apprenticeship Team if they have any queries or concerns. The Apprenticeship Team will also contact parents if they have any concerns over a student's performance or wellbeing relating to the programme.

7.2.3 Student progress review process

UCEM is responsible for monitoring and supporting the overall progress of apprentices for UCEM apprenticeship programmes delivered via its subcontract with Eastleigh College.

Each apprentice is allocated an Apprenticeship Officer, who undertakes a progress review with the apprentice and employer at ten week intervals. Progress reviews include a review of the apprentice's academic progress, their participation and engagement in learning, their health, safety and welfare and their progress in the workplace (including their overall employability). Progress reviews are recorded within the OneFile system that UCEM uses to monitor and track apprentice progress.

For students studying with UCEM through its partnership with CSTT, the progress review process is undertaken by CSTT.

7.2.4 Recording student attendance

In order to meet the requirements of the Skills Funding Agency's funding rules, UCEM must keep a record of students' attendance at all workshops sessions. A separate register should be taken at the start of each workshop session, and any explained absence or reasons for lateness noted. Attendance should be recorded on both a hard copy and electronic copy register. The electronic copy should be emailed to apprenticeships@ucem.ac.uk (UCEM/EC apprentices only) or ucem@cstt.or.uk (CSTT apprentices only) as appropriate within the first 20 minutes of the session in order to comply with safeguarding requirements. Students should sign the hard copy register before leaving the session, and copies of these registers retained by the Apprenticeship Team for audit purposes.

7.2.5 Self-Assessment Review (SAR) process

The Self-Assessment Review (SAR) process is an important part of how UCEM assures and enhances the quality of its level 3 awards. It is structured around the Ofsted Common Inspection Framework and the grade descriptors, with the assessment focusing on the following key areas:

- Effectiveness of leadership and management
- The Quality of Teaching, Learning and Assessment
- Personal development, behaviour and welfare of learners

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- Outcomes for learners

It is designed to promote self-reflection and enhancement at both programme and institutional level.

Details of the self-assessment process are located on the AQU SharePoint site.

7.2.6 Schemes of learning

Each individual unit has a scheme of learning which sets out how the unit will be taught and assessed. Learning schemes are reviewed on an annual basis by the Unit Leader.

7.2.7 Workshop session plans

A session plan should be produced for every workshop session scheduled using the relevant UCEM template. Copies of all lesson plans should be stored in the relevant folder on SharePoint.

7.2.8 Learning and teaching review process

The learning and teaching review process is an important opportunity to share best practice and to identify development needs both for individuals and institution wide. There are two main aspects to UCEM's learning and teaching review process: peer review and workshop observation. Both of these processes are overseen by the Head of Apprenticeship Enhancement who will produce a schedule of when these reviews will be undertaken. All staff involved in these processes will receive training so that they can effectively fulfill their responsibilities.

UCEM's delivery partners (Eastleigh College and CSTT) may also undertake their own learning and teaching review process or undertake joint observations with UCEM. UCEM may also share evidence from the learning and teaching review process with its delivery partners or with Ofsted.

Further information of the learning and teaching review process is contained in the *Observation sampling and review policy and procedure* available on SharePoint.

8. Academic Governance

The governing documents of UCEM are its Royal Charter and Bye-Laws. The former sets out the objects and purposes for which UCEM is constituted, and the latter make arrangements for the governance and control of UCEM.

UCEM is governed and controlled by its Board of Trustees. The Principal, who is an ex-officio Trustee, acts as UCEM's Chief Executive and has overall responsibility for policy implementation, and for leading and directing UCEM's academic activities and internal management. In addition to this, UCEM has a well-established framework of committees to undertake academic decision making and apply academic standards to students' work across all courses.

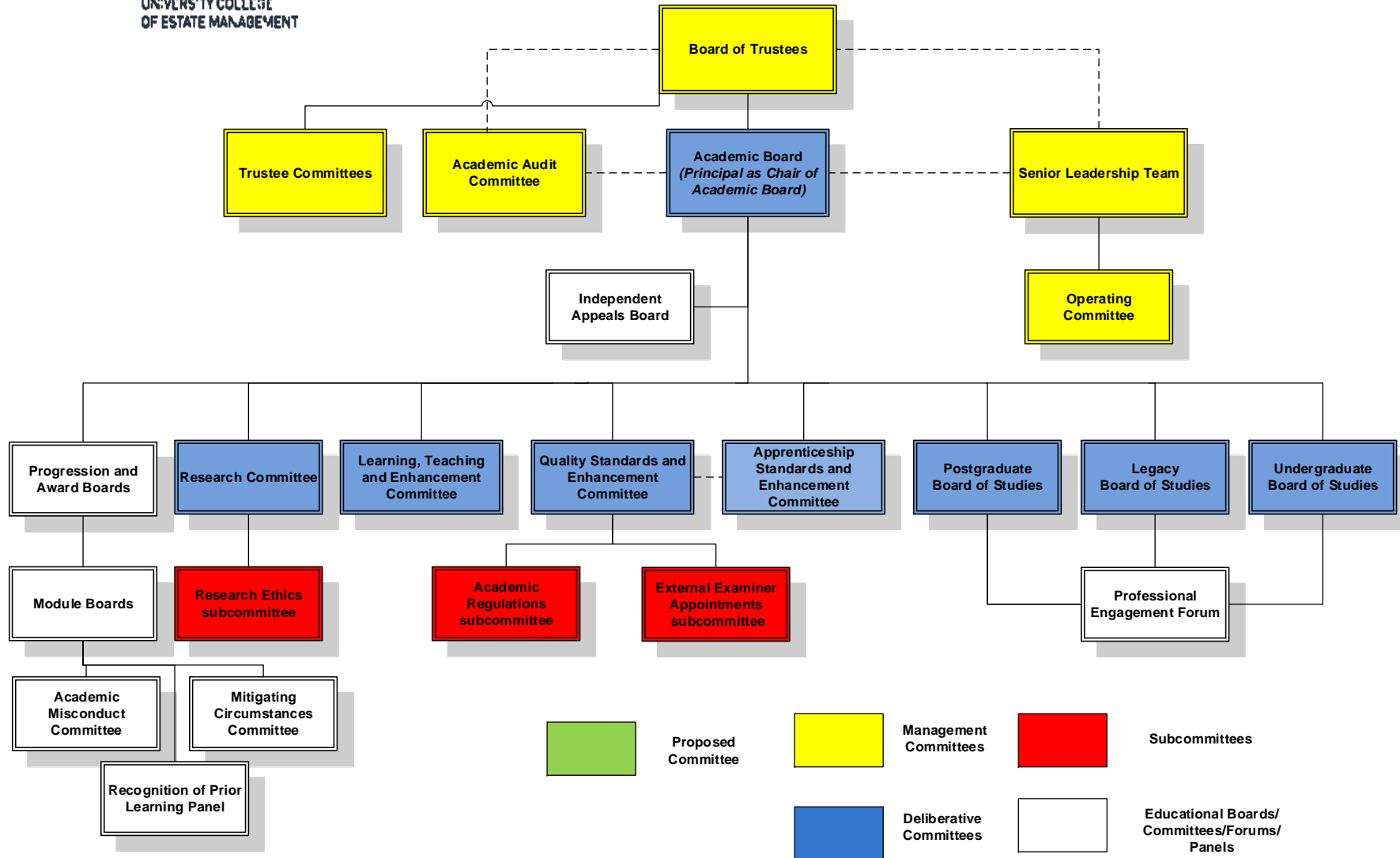
UCEM maintains a definitive archive of the full terms of reference for all of its deliberative committees on an internal intranet site:

<https://theucem.sharepoint.com/learningteaching/SitePages/Academic%20Operations%20-%20Secretariat%20and%20Deliberative%20Committees.aspx>

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Updated Academic Governance Structure



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8.1 Board of Trustees

The Board of Trustees' main functions are to determine the educational character and mission of UCEM; to approve long-term plans for the development of UCEM; and to approve annual operating plans and budgets for expenditure. The **Academic Audit Committee** functions as a subcommittee of the Board and undertakes an annual Academic Audit. The purpose of this is to enable the Board to be able to verify that the expectations of all stakeholders that UCEM is continuing to function as *'a well-founded, cohesive and self-critical academic community that can demonstrate firm guardianship of its standards'* (QAA, 2008) are being met.

8.2 Academic Board

The Academic Board is UCEM's supreme academic authority and guardian of the academic quality and standards of its higher education awards. The Academic Board is a standing committee of the Board of Trustees and exercises powers vested in it by the Bye-Laws and Regulations, or as delegated by the Board of Trustees. The Academic Board monitors the work of six subcommittees: **Quality Standards and Enhancement Committee (QSEC)**, **Apprenticeship Standards and Enhancement Committee (ASEC)**, **Learning, Teaching and Enhancement Committee (LTEC)**, three **Boards of Studies** (postgraduate; undergraduate and Legacy) and the **Research Committee**.

8.2.1 Quality Standards & Enhancement Committee

QSEC has responsibility for securing the standards of UCEM awards and reviewing the effectiveness of the appropriate strategies, policies and procedures. This includes the development and enhancement of the UCEM Code of Practice and supporting strategies, policies and procedures relating to academic standards. QSEC also has responsibility for the appointment of External Examiners, and for the appointment of external panellists from academia and professional practice and student or alumni representatives for validation and periodic review and re-validation events. The authoring, review and approval of regulations and the appointment of External Examiners are the respective responsibility of two subcommittees reporting to QSEC: the Academic Regulations Subcommittee and the External Examiner Appointments Subcommittee.

8.2.1.1 The Academic Regulations Subcommittee

The key purpose of this subcommittee is to produce, amend, review and evaluate all academic regulations. These regulations assure the academic quality of all programmes and ensure that all students are treated consistently and equitably; providing the processes for assessment, progression and achievement.

8.2.1.2 The External Examiner Appointments Subcommittee

The key purpose of this subcommittee is to review and approve nominations for appointment as External Examiners to programmes offered by UCEM by reference to the criteria laid down in the UCEM Code of Practice.

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8.2.2 Apprenticeship Standards and Enhancement Committee

ASEC has responsibility for securing the standards of UCEM's apprenticeship programmes, benchmarking, reviewing and enhancing policies and procedures relating to the quality and enhancement of UCEM's apprenticeship programmes at levels 3-7. It also has responsibility for the management and operational oversight of the Self-Assessment Review (SAR) and Quality Improvement Plan (QIP) processes.

8.2.3 Learning, Teaching & Enhancement Committee

LTEC oversees the development and implementation of the teaching and learning and assessment strategies across all programmes. The Committee provides advice on issues of curriculum enhancement. Examples of such advice include strategy selection, study design, assessment, programme delivery, internationalisation, tutoring and learning support.

8.2.4 Boards of Studies

The Undergraduate, Postgraduate and Legacy Boards of Studies govern the key academic decisions relating to individual programmes. Their role is to evaluate and approve initial proposals for new programmes and amendments to content or regulations for existing programmes; to receive and approve reports arising from annual monitoring of programmes, units / modules and Continuing Professional Development (CPD) and corporate training courses to review responses from validating university partners; and to monitor liaison with PSRBs in respect of individual programmes.

8.2.5 Research Committee

The Research Committee provides focus, leadership and monitoring for all UCEM's research activities. In this capacity, its role is to develop a research strategy; to facilitate, monitor and record all research; and to update UCEM's research policy. The Committee also has a key role in the reporting of the output from all UCEM research activity to a range of external stakeholders, who may include accrediting bodies, funding bodies and validating partners. The Research Ethics Subcommittee reports into the Research Committee.

8.2.5.1 Research Ethics Subcommittee

The key purpose of this subcommittee is to oversee, promote and enforce good ethical practice in research undertaken by both UCEM staff and students.

9. Role of the Academic Quality and Unit (AQU)

The AQU is responsible for supporting the oversight of the quality and standards of UCEM awards and the student experience. It does this via co-ordinating the development of a framework of documentation detailing the processes and procedures as signposted within this document. AQU is also responsible for managing external quality assurance relationships with validation partners, Ofsted and PSRBs, working with appropriate UCEM departments and sections.

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In order to undertake its role, AQU recognises that it needs to work closely with colleagues across the organisation, and is therefore committed to providing support to all staff involved in quality processes to ensure that UCEM's quality and standards are maintained and where possible enhanced.

As part of this, AQU provides sessions targeted at all staff providing an introduction to quality assurance in higher education, and also arranges bespoke training, involving external presenters where relevant. AQU is also open to suggestions of any quality assurance/enhancement-related training that colleagues feel is required; any requests should be sent to AQU@ucem.ac.uk

The AQU also provides training information and other useful resources on its internal intranet site at:

<https://theucem.sharepoint.com/learningteaching/SitePages/Academic%20Operations%20-%20AQU.aspx>

Appendix A Apprenticeship Standards

[Apprenticeship Standard for Surveying Technician \(England\)](#)

[Assessment Plan Level 3 – Surveying Technician](#)