

Access and Participation Statement 2017-2018

1. Introductory Statement

The University College of Estate Management (UCEM) was founded in 1919 by Royal Charter to deliver education and training to the property and construction sector. UCEM was founded to enable entry into the profession from a wider section of society, the founding principle of widening participation remains with us to this day, with over 70% of our students currently studying at UCEM aged over 21. The majority of our students are in employment, and study alongside their work and personal commitments, we provide a non-traditional route to achieve academic qualifications.

UCEM provides undergraduate, postgraduate and continuing professional development courses to the sector, all offered by online supported education. In addition, UCEM has developed a Level 3 apprenticeship programme to offer an additional route to qualification to those who may not have normally accessed education. The different entry points allow students with different levels of educational qualification and experience to study and progress, by supported online learning to achieve their goals.

UCEM's 2014-2019 strategic plan covers the period leading up to a significant milestone in the Institution's history, when UCEM will reach its centenary year in 2019. To support the clarity of vision during this period UCEM has developed a core purpose statement, which interprets the objects set out in its Royal Charter:

'To provide truly accessible relevant and cost-effective education, enabling students to enhance careers, increase professionalism and contribute to a better Built Environment.'

This statement reflects UCEM's continued commitment to access and participation, by providing education that is accessible to all, to enable students to achieve and develop in their careers.

UCEM is committed to securing equal opportunities for all individuals; celebrating 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 staff, students 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 to its students through a policy of widening participation and access across a diverse cohort of students and alumni from different cultures and backgrounds. UCEM currently has students studying in over 100 countries, reflecting the diversity of its student body.

In exercising its policies, procedures and other functions UCEM has due regard to its duties under the Equality Act 2010, more details of which can be accessed in our Code of Practice: Equality and Diversity <https://www.ucem.ac.uk/wp-content/uploads/2016/11/Code-of-Practice-chapter-Equality-and-Diversity-Policy-v2.00.pdf>

2. The Student Lifecycle

UCEM is committed to attracting applicants and enrolling and retaining students from all backgrounds. Our entry requirements recognise the value of work experience as well as academic qualifications, and our programmes are designed working closely with the Professional Bodies, as well as employers to meet the needs of the sector. We value diversity and the range of experiences and perspectives that come from a

diverse community. Our virtual learning environment (VLE) provides the opportunity for students to share these perspectives as part of their learning and teaching. The supported online learning model is designed by UCEM to provide a universally accessible platform of educational delivery, with a consistent student experience nationally and internationally.

UCEM provides student services that support our widening participation aims and the broader diversity agenda. Our admissions arrangements aim to assess applicants from all backgrounds fairly, so that we may admit those most able to benefit from studying with us. Support services at UCEM are informed by, and appropriate to, a diverse student community. Our generous bursary scheme aims to be fair and clear.

One of UCEM's strategic objectives is the retention and success of our students, and this is monitored through Institutional Key Performance Indicators. Performance is monitored on a quarterly basis by the Senior Leadership Team, and the target is subject to annual review. Since 2015 UCEM has operated an enhancement strategy entitled 'No Student Left Behind' of which the objective is to increase retention of all students. This strategy is supported by the Learning, Teaching and Enhancement Team, working closely with Programme Leaders, Module Tutors, the Apprenticeship and Student Service Teams.

UCEM in the last 18 months has also been implementing a strategic approach to collecting and analysing data with regards to retention and success, using a new Data Warehouse, and the use of learning analytics. This work will continue to inform decisions made on module design, delivery and interventions to students to enable them to succeed.

3. Learning, Teaching and Assessment Strategy (LTA)

UCEM's Learning, Teaching and Assessment Strategy 2016-2020 has the following strategic objectives to support access and widening participation:

- To place students at the centre of the LTA – which includes the personalisation of learning
- To provide learning, teaching and assessment that is accessible
- To create outstanding online learning underpinned by research and at the forefront of educational technology, which will support the development of individualised learning.

4. Supporting disabled students

UCEM provides a dedicated service to applicants and students with a disability or special educational need. As part of access and participation UCEM's objective is to:

- Implement appropriate support based on an applicant or student needs assessment
- Provide information and signpost to enable applicants and students to access funding available to support their study.

5. Access and participation priorities for 2017-2018

UCEM has always provided opportunities for all students to enter a programme of study with us, whether at sub-degree level, through to postgraduate study. The average age of our students is 31, reflecting that we are providing a non-traditional learning experience to those who wish to gain a qualification in the sector as part of their professional development.

UCEM access and participation priorities during 2017-2018 are:

- To offer Level 3, Level 6 and Level 7 apprenticeship programmes, as well as additional apprenticeship routes on existing validated programmes as part of widening the diversity of students entering the profession through the offer of vocational programmes.
- To work with employers in the sector following the introduction of the Employer Levy in May 2017 to provide educational opportunities to all as part of the apprenticeship offering
- To retain students in their study, by ensuring the provision of information at Induction prepares those who are either not used to academic study, or have not studied for a period of time. This includes the development of a 'Readiness to Study' Quiz with supporting interventions.
- To retain students in their study by reviewing the assessment model within modules to ensure assessment is accessible
- To retain students in their study through enhancements to the programme delivery as part of our Institutional Strategy 'No Student Left Behind'.
- To develop the student community at UCEM by the appointment of a 'Student Outreach Manager'
- To support the professional bodies in the property and construction sector to increase diversity within the profession. As part of this our data will be reviewed against the available data for the property and construction sector, to benchmark our progress in widening access and participation against the current sector profile

6. Monitoring and Review

The Access and Participation Statement is reviewed on an annual basis, with supporting data monitored by the Academic Deliberative Committees within the Institution.

January 2018

Version 1.0