

**Annex A - 2019-20 access and participation plan provider
template**

**University College of Estate Management
2019-20 access and participation plan**

1. Assessment of current performance

1.1 University College of Estate Management

University College of Estate Management (UCEM) is the leading provider of supported online education for the built environment, with over 95 years' experience of providing learning opportunities of the highest quality. UCEM was founded in 1919 and incorporated by Royal Charter (RC000125) on 22 August 1922 and has been a registered independent charitable institution in England and Wales since 24 May 1963.

The purposes of UCEM, as outlined in its Charter, are to provide education and training in vocations relating to land, property and construction.

UCEM's core purpose statement, which is an articulation of the Royal Charter, is:

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

UCEM currently has approximately 4,000 students worldwide, and the average age of its students on entry is 31. Higher Education Statistics Agency (HESA) data from 2016/17 shows that 90.8% of UCEM students are aged 21 or over.

UCEM is committed to delivering programmes that are accessible to all students, regardless of age, location, or protected characteristics, as well as to enhancing and supporting the longer-term employability of its graduates. The institution provides educational programmes from Level 3 to Level 7, in alignment with the Framework for Higher Education Qualifications (FHEQ) and Regulated Qualifications Framework (RQF).

UCEM achieved Taught Degree Awarding Powers (TDAP) with effect from 1 January 2013 and awards for all programmes launched since 2013 have been conferred by UCEM.

In addition, UCEM's programmes are accredited by the relevant professional bodies, i.e. the Royal Institution of Chartered Surveyors (RICS) and the Chartered Institute of Building (CIOB).

On 11 November 2015 The College of Estate Management was granted University College title by the Privy Council. Shortly thereafter "The College of Estate Management" was named as "University College of Estate Management", or "UCEM" for short.

UCEM offers and awards 13 programmes, all of which are delivered online and therefore are accessible to students worldwide. UCEM's Online Education Department works closely with subject matter experts to continually develop the resources provided to students to ensure materials are relevant, interactive and engaging.

As part of UCEM's core mission to support accessibility and provide affordable BSc programmes, the institution has set the total programme fee at £19,125 for all BSc programmes (full- or part-time) starting in the academic year 2019/20. This total programme fee is based on students studying 17 modules on the programme, which would take between 3 years -4.5 years dependent upon if a student completed the standard route either full or part time. This compares favourably to most other higher education institutions, where fees are generally set at around £27,750 for a full-time three- year degree.

UCEM programmes are designed to be flexible to meet the needs of mature students, many of whom are studying alongside full- or part-time work commitments.

The full time BSc programme assumes that full-time students take six modules per year, which is the standard full-time route. The part time BSc programme assumes that students take four modules, which is the standard part-time route. All UCEM students on any degree programme may opt to reduce or increase the number of modules they study at any one time (up to a maximum of three modules per semester). Should employment demands or other circumstances change for any students, UCEM's flexible study options allow students to continue to study and ultimately to be successful. Precisely because of this flexibility, it can be difficult to predict UCEM students' study patterns. However, it is equally important that UCEM can charge above the OfS base fee rate to be able to continue to invest in, and develop, the support it provides for students who need the flexibility offered by part-time study.

In assessing UCEM's current performance in relation to access and participation it is important to note that the majority of students who fall within the data sets defined in UCEM's Access and Participation Plan are studying UCEM's BSc programmes on a full-time basis. This data set amounts to approximately 3.5% of the UCEM student community.

However, a small percentage of UCEM's part-time student community also falls within the data sets defined in the Access and Participation Plan. Internal data sets show that 2% of part-time students at UCEM may increase the number of modules they study to three at some point in their studies, rather than follow the standard route of two modules per semester. In the interests of also supporting its part-time students who require flexible study options, UCEM has also included a 2% allocation for part-time students in the institution's Access and Participation Plan.

UCEM degree apprenticeship students, who represent 17% of the student community, do not form part of this data set as funds for these students are received directly through the Education and Skills Funding Agency.

UCEM's first Access and Participation Plan therefore currently focusses on a very small subset of students; however, the assessment of both current performance and plans for future performance is designed to increase access and participation to all programmes for all students. UCEM also plans to calibrate the work it does to increase access and participation

for students on the full-time BSc programme against access and participation levels for students on comparable programmes/modules of study.

UCEM will also continue, outside of this plan, to invest strategically in the provision of both Level 3 and Level 6 apprenticeships to provide greater access to education and training, and to enable individuals to advance their careers within the Built Environment.

1.2 Data sets and UCEM

UCEM has submitted the HESA Alternative Provider Data Return since 2015/16, and opted to take part in the Teaching Excellence Framework (TEF) Year Two award in January 2017.

As at May 2018, UCEM was eligible to receive only a provisional TEF award because of completing only the HESA Alternative Provider Return for 2015/16 and 2016/17.

The majority of UCEM students apply directly to UCEM to study, with only a few applying through UCAS. For this reason, UCEM currently holds only a limited amount of external data on students. In completing an assessment of current performance, the HESA data (which does not include Level 3 students) has therefore been used to benchmark UCEM's current position against comparable sector programmes.

1.3 Mature students

UCEM delivers and exceeds the benchmark data in the provision of education to mature students.

The majority of UCEM students are aged 21 or over and the average age of all its students is 31. This is because the core provision of flexible and accessible higher education courses attracts students for whom full-time study would not be possible: most UCEM students are already in the workplace and may be unable to afford the time or any loss of income associated with studying full time on a conventional university programme.

In terms of understanding intersections between data sets, the intersection of mature students occurs across all categories of other under-represented groups. Data collection across all under-represented groups has only commenced recently at UCEM, which limits its ability to meaningfully and effectively analyse data trends currently. Such analysis will improve as more data is collected, although, as with all institutions, it will always be constrained by whether students are prepared to divulge the relevant standard information.

Table 1 below shows the proportion of young and mature students on entry to UCEM full-time programmes (students included in UCEM's HESA returns only) and the non-continuation rates amongst each group in 2015/16 and 2016/17. The data shows that 85% of UCEM full-time students were over the age of 21 in 2015/16, rising to 91% in 2016/17. A comparison with national data for UCEM subject areas of 43.9% (in 2015/16), and 42.4% (in

2016/17), shows that UCEM is exceeding the national benchmark in providing access to mature students.

Table 1 also shows that the non-continuation rates at UCEM amongst both sets of students were higher in 2016/17 than in the previous academic year. At the current time, there is no suitable comparator data which can be used to evaluate the institution's progress, either by mode of study or by sector.

Table 1: UCEM full-time courses – non-continuation rates by age on entry (based on UCEM's HESA returns)

	Number of students	Proportion of students	Non-continuation (number)	Non-continuation (%)
2015/16				
Under 21	59	14.5%	5	8.5%
21 and above	347	85.5%	39	11.2%
2016/17				
Under 21	53	9.2%	7	13.2%
21 and above	525	90.8%	73	13.9%

Table 2 shows that 100% of UCEM full-time students who completed their studies in 2016/17, progressed either to full-time work or further study with work. This compares with a 74.8% national rate for progression in these two areas. UCEM is therefore exceeding the national benchmark for progression within its sector. UCEM's students frequently complete their academic qualifications before going on to satisfy the relevant professional body requirements to advance their career progression in the built environment sector.

Table 2: UCEM full-time students – progression rates (based on UCEM’s Destination of leavers from higher education (DLHE) returns)

UCEM DLHE 2016/17		
	Totals	As a % of total full-time
Total full-time students	21	100
Total ethnic	1	Not enough baseline data
Total disability	1	Not enough baseline data
Progression		
	21	100
Working full-time	9	42.9
Working part-time	0	0
Work and further study	12	57.1
Due to start a job in the next month	0	0
Engaged in full-time further study, training or research	0	0

1.4 Disabled students

As shown in Table 3 below, in 2015/16 UCEM enrolled 40 full-time students with a stated disability. This equated to 9.9% of the total full-time intake of 406. In 2016/17 this figure increased slightly to 10.6% of students who commenced their studies with UCEM with a declared disability. UCEM is therefore achieving just below the national average figures of 11.5% for enrolment for architecture, building and planning courses.

The reduced gap in the number of disabled students enrolling with UCEM from 2015/16 to 2016/17 compares favourably with national data and is viewed positively by the institution. Nevertheless, UCEM’s strategy for 2019/20 and beyond includes plans to further improve access for disabled students. In the past, the institution has seen that students can be reluctant to disclose a disability immediately they apply or commence their studies.

In 2015/16, 5% of UCEM’s disabled full-time students (equating to two students) did not continue their studies. This compares well to the 11.5% of full-time students who were not registered as disabled (equating to 42 students) who did not continue their studies. In 2016/17, 8.2% of the institution’s disabled student body on full-time courses (equating to five students) did not continue their studies compared to 14.5% of full-time students who were not disabled (equating to 75 students) who did not continue (see Table 3). It should be noted that this is only a limited data set, and any small changes in drop-out numbers will have a relatively large impact on the percentage.

Table 3: UCEM full-time courses – non-continuation rates by disability (based on UCEM’s HESA returns)

	Number of students	Proportion of students	Non-continuation (number)	Non-continuation (%)
2015/16				
Registered as disabled	40	9.9%	2	5.0%
Not registered as disabled	366	90.1%	42	11.5%
2016/17				
Registered as disabled	61	10.6%	5	8.2%
Not registered as disabled	517	89.4%	75	14.5%

Regarding non-continuation, analysis and evaluation of disability support services to all students at UCEM is ongoing and may identify whether there is anything specific that the institution should be doing to enable full-time disabled students to be successful, which may in turn be of benefit to other protected groups.

Surveys and exit interviews conducted by UCEM seek to identify the reasons for discontinuance among all students. Responses broadly fall into three categories: pressures of work, personal reasons and financial difficulties. From the feedback received to date, no reason has been cited that would have affected disabled students in particular.

As referred to above, interpretation of progression data specifically for disabled students is constrained by low numbers of students. However, as previously noted, progression rates for all UCEM full-time students show that in 2016/17, 100% of the students who completed their studies progressed to full-time work or work combined with further study.

1.5 Lower socio-economic groups

UCEM has not previously monitored data relating to lower-socio economic groups, so data collection and analysis of this group of students is in its infancy. Internal data shows that just over 50% of UCEM students are self-funding, compared to the 7% of students who access Student Loan Funding and the remaining 43% of students who are sponsored by their employer or funded through the ESFA funding for apprenticeships. UCEM will need to collect and analyse the POLAR data sets to identify its position compared to national benchmarked data.

1.6 Ethnicity

As part of UCEM’s drive to increase monitoring of key data sets, the institution has recently started to monitor students’ ethnic backgrounds, and more analysis of this group of

students will be undertaken as they progress through their studies. UCEM's HESA return for 2015/16 (see Table 4) shows that 13.8% of full-time students identified as non-white, and in 2016/17 this figure increased to 15.4% for full-time students. This compares to 22.0% (2015/16) and 25.8% (2016/17) according to HESA data for students studying architecture-, building- and planning-related courses overall.

Table 4: UCEM full-time courses – non-continuation rates by ethnicity (based on UCEM's HESA returns)

	Number of students	Proportion of students	Non-continuation (number)s	Non-continuation (%)
2015/16				
Ethnic	56	13.8%	8	14.3%
White/Unknown	350	86.2%	36	10.3%
2016/17				
Ethnic	89	15.4%	17	19.1%
White/Unknown	489	84.6%	63	12.9%

The HESA return data, in Table 4, shows a higher non-continuation rate amongst Black, Asian and Minority Ethnic (BAME) students compared to white students. The reasons for this are not clear and will be explored during the 2019/20 academic year so that actions can be identified to increase success for these students.

In examining the interventions that are possible, it is recognised that ethnic diversity appears to be a challenge for the built environment industry as a whole. The principal professional body, RICS, published its first biannual report on diversity in 2016 (the latest available data): Of the 26 firms who responded to the survey, 69% appeared to have a less ethnically diverse workforce than the national average. A report from BuildingPeopleⁱ cites just 1% of workers in the construction industry come from BAME groups. Since all UCEM degrees are accredited by RICS and/or CIOB it is viewed as positive that both professional bodies are actively working to promote the profession to a wider range of entrants. UCEM will need to mirror and support this work by widening access to its degrees.

1.7 Care leavers

Currently, UCEM does not monitor care leavers and has no data available in this area. This data does not form part of the HESA Alternative Provider return.

2. Ambition and strategy

2.1 General

- 2.1.1 Historically, UCEM's strategy has focussed on providing flexible and accessible higher education to distance-based students. This model has proved to be successful for our students, the majority of whom, as previously stated, are over 21 years and seeking to learn whilst in full-time employment. There are no plans to adjust this successful model and UCEM will continue to offer opportunities to all who wish to enter the built environment profession and who do not seek to (or who are unable to) study at a campus-based institution.
- 2.1.2 Supporting widening participation is thus fundamental to UCEM but the scope of interventions, in relation to an access and participation plan, is conditioned by the small percentage of students who are part of this Plan and consequently the finances that are available to UCEM to support the development of its data collection. Given that the number of students who will fall under this Plan for the 2019/20 intake is predicted to be 75, and that their programme fees are set at £6,750, i.e. £585 above the base fee, it seems likely that UCEM will have c. £10K to deploy in 2019/20. Being a specialist institution and having access to a limited budget through this Plan, the focus for activities needs to be on working efficiently, creatively and collaboratively to ensure that UCEM's ambitious targets can be met. However, much other work to widen participation is being undertaken through other institutional initiatives and by building relationships with relevant external organisations.
- 2.1.3 In 2019/20 UCEM will continue to develop and widen its apprenticeship offer to provide increasing opportunities at sub-degree and degree level to aspiring surveyors from all areas of the UK, irrespective of location, age on entry, ethnicity and background. In particular, the Level 3 Surveying Technician apprenticeship, for which UCEM is currently the sole provider, is a platform that will be used to enable access to, and progression into, higher education. Those students who successfully complete this apprenticeship are eligible to transfer on to BSc programmes and commence their Level 6 Chartered Surveying apprenticeships. In 2017/18, UCEM registered over 670 students on to the two apprenticeship (Surveying Technician and Chartered Surveying) schemes.
- 2.1.4 This Access and Participation Plan has been prepared with due regard of UCEM's obligations under the Equality Act 2010.

2.2 Strategic targeting of under-represented groups

2.2.1 Mature students

As previously noted, UCEM's core educational activity focusses on mature students and this will remain the essential heart of its activities. In this context also, UCEM makes very careful judgements regarding the fee level that it charges, and the institution chooses not to operate at the highest end of the possible banding in recognition of the sources of funding open to students and their employers. UCEM will continue to develop its support for mature students, but the focus of the initial Access and Participation Plan is

on the intersections where particular sub-groups within UCEM's student community are not achieving comparable outcomes.

2.2.2 Ethnicity

As previously indicated, the existing HESA data shows that Black, Asian and Minority Ethnic (BAME) students experience higher drop-out rates than white students. Again, the reasons for this are unclear at the current time and need to be researched. UCEM will also evaluate feedback from students in this group to identify any actions that can be taken to increase success. Planned improvements to data collation and management will also help the institution to understand the reasons for this gap in success.

As can be seen from the professional body data above, the professions with which UCEM works suffer from poor diversity rates. In relation to other institutions offering courses in the built environment, it is clear also that UCEM needs to improve the opportunities it provides for BAME students. Anecdotal feedback from those already in the profession indicates that one reason for these low levels of diversity is a lack of role models for BAME graduates.

UCEM will seek to address this apparent lack of role models for its students and graduates, and the institution will actively promote the successes achieved by its staff and students from BAME backgrounds to illustrate the opportunities available to potential students. UCEM will also develop its outreach service based on the experience of existing BAME students to connect with and inspire future students.

Through various initiatives, UCEM aims to see an increase in the number of students enrolling in 2019/20 to 16%, from the baseline data of 15.4%, and a decrease in the number of full-time students from BAME backgrounds who discontinue their studies from the baseline data from 19.1% to 18.5% in 2019/20.

2.2.3 Disability

In the past, UCEM has seen that students can be reluctant to disclose a disability immediately they apply to UCEM or commence their studies. As noted previously, the institution promotes its Disability & Wellbeing service to all new students, and data indicates that this has supported a positive trend, with fewer disabled students ceasing their studies compared to non-disabled students. Further analysis and evaluation of this is needed to identify whether there is anything specific that the institution is doing which enables these students to be successful. The institution will examine what can be done to further increase retention and success levels for this group.

UCEM aim to see an increase in 2019/20 in the number of disabled students enrolling to 11% and to achieve a reduction in the non-continuation rate from 8.2% in the baseline data to 7.5% in 2019/20 for the number of disabled students who cease to participate in their studies.

2.2.4 Low-participation and low-income (POLAR) students

Internal data at UCEM shows that its student community includes only a small percentage of students from POLAR 1 and POLAR 2 UK classification group areas. Given the lack of data on UCEM students from lower income families at present, the institution's focus will be on improving data collection/analysis and, where possible, including this group in relevant interventions with subsequent monitoring. Priority will also be given to developing relevant relationships with appropriate bodies, informed where appropriate by POLAR data.

2.2.5 Care leavers

Given the lack of data UCEM has on care leavers, at present the institution will not make this group its first priority, but rather will seek to develop an understanding of the opportunities to engage care leavers and establish relevant relationships with carers' support organisations, undertaking suitable data collection to inform future actions.

2.3 University College context for Access, Success and Progression

- 2.3.1 UCEM has, over the last 18 months, been working closely with the Chartered Surveyors Training Trust (CSTT) whose mission is to provide a route into education and employment for students from lower-socio economic and disadvantaged groups. CSTT's work particularly focusses on the provision of apprenticeships in surveying, supporting their mission to widen diversity and opportunity in the surveying sector. In December 2017 UCEM acquired CSTT's apprenticeship delivery business as part of UCEM's strategy for developing a successful apprenticeship offer to the surveying profession.
- 2.3.2 Whilst the institution acknowledges that the UCEM apprenticeship offer does not fall within the scope of the Access and Participation Plan, it nevertheless forms a significant part of UCEM's drive to improve access and participation in higher education. UCEM delivers the Level 3 Surveying Technician Apprenticeship, which provides access to those who do not meet the entry requirements for a degree programme. This apprenticeship programme enables apprentices to enter the profession and work towards entry onto the apprenticeship degree programme. At the end of both the Surveying Technician Apprenticeship (Level 3) and the Chartered Surveying Apprenticeship (Level 6), students become associate or full members respectively of a professional body and are employed in the industry. UCEM has also invested significantly in the provision of degree apprenticeships, and in the 2016/17 academic year the institution was delivering 10% of the entire degree apprenticeship provision in all disciplines in England, based on data published by the FE Data Library.
- 2.3.3 CSTT also continues its work to promote the surveying profession to schools as part of its charitable mission. During 2019/20 and on an ongoing basis, UCEM will seek to continue and develop this vital work as part of its close partnership with CSST, raising the profile of the surveying profession and encouraging more students to consider a career in the built environment.

2.4 Collaborative work and partnerships

- 2.4.1 In 2019/20, UCEM will seek other collaborative opportunities with other groups and organisations who strive to widen access to higher education and the built environment. Organisations which focus on school's outreach, BAME groups and low socio-economic groups will be prioritised as part of UCEM's access strategy. UCEM will seek to form a strong and joined-up approach to these relationships so that access for any student is made as straightforward as possible.
- 2.4.2 Collaboration with employers and professional bodies informs UCEM programme design and this will continue in 2019/20, working with the professional bodies and relevant employer Trailblazerii groups to identify opportunities to widen the apprenticeship offer.
- 2.4.3 Close collaboration and engagement with employers has been key to the success of the accessible higher education offered by UCEM. Its business development team has forged strong relationships with many large- and medium-sized employers within the sector, working with them to offer apprenticeships or sponsorship for UCEM students. UCEM's Careers Advisor also works closely with employers to keep its online Job Shop relevant and up to date. The Job Shop is available 24/7 through the virtual learning environment and UCEM's website, and advertises suitable vacancies for students and graduates.
- 2.4.4 A more formal part of collaboration with employers takes place through UCEM's twice-yearly Professional Engagement & Advice Forums with employers where discussions and feedback are gathered on industry needs and the appropriateness of the study resources UCEM provides. This ensures the content of its programmes meet the needs of the built environment industry. This work will continue in 2019/20.
- 2.4.5 UCEM will continue to work collaboratively with the professional bodies (RICS and CIOB) to ensure its programmes meet the necessary academic requirements for professional body accreditation. Regular partnership meetings are held with the professional bodies to review the suitability and quality of its programmes. All programmes are mapped to the relevant professional standards required by RICS and CIOB. Advice and guidance will be provided to students, which helps ensure they can progress onto and prepare for their professional assessments.
- 2.4.6 BuildingPeople is a social enterprise that is developing a technology platform to connect those seeking learning/work experience/mentoring opportunities across the built environment with educational institutions, employers and industry bodies. UCEM is working closely with BuildingPeople to enable a more diverse body of people to access knowledge and learning at UCEM, and at other educational/training and industry bodies. BuildingPeople also has a strong relationship with the Department of Work and Pensions, which allows for the development of initiatives to target and engage with potential students across the UK, encouraging and supporting them into learning opportunities.

2.5 Monitoring and Evaluation

- 2.5.1 UCEM is aware of the limitations of some of its data and is committed to addressing this. Analysis from this will help the institution propose future indicators which can be used to measure performance and create wider opportunities for study and success.
- 2.5.2 Data analysed so far shows that work is needed to help the institution to understand the patterns of non-continuation among its BAME groups of students. Improvements in data collection and monitoring activities will help UCEM understand the causes.
- 2.5.3 UCEM will continue to develop collation and management of data in relation to different groups of students so that their success can be monitored, tracked and analysed.
- 2.5.4 With the relevant data collated, UCEM will embed quarterly monitoring events into our usual processes to look at progress on the objectives identified above. Monitoring will take place during the recruitment period to ensure we are attracting students from the identified groups. A further monitoring exercise will take place mid-semester when we identify and work with at risk students so that we can take appropriate supportive action. The end of year results will be a further monitoring opportunity to ensure we have supported successfully and retained the monitored students. For those students who have not been successful, we will work with them individually to support them in their retakes and progression.
- 2.5.5 UCEM will commence collecting, monitoring and analysing data on the two key groups for whom the institution currently does not have information: care leavers; and students from lower socio-economic groups. In the first instance, the admissions process will be amended to ensure that this data is captured.
- 2.5.6 As UCEM develops its interventions, it will use surveys, student focus groups and data on participation to understand the effects of the activities that have been put in place.
- 2.5.7 The institutional monitoring and evaluation of this Plan and its measures will be embedded in existing UCEM Committees that monitor and track progress of activities. This will be through UCEM's Academic Board, which meets quarterly, as well by the Operating Committee which meets monthly to track progress on key institutional initiatives. The UCEM Operating Committee (OC) is the senior management team responsible for all aspects of the overall management of operational activities at UCEM. The Operating Committee is responsible for ensuring that UCEM executes the agreed objectives and goals within the Strategic Plan, delivering on the Core Purpose and realising the UCEM Vision. The Access and Participation Plan will form part of the agreed objectives that sit within the remit of this Committee. The Committee is responsible for monitoring, delivery and agreeing corrective action where necessary to meet objectives.

UCEM Academic Board will monitor and evaluate the success of the institution in providing access, success and progression to the identified groups of students from an academic perspective.

2.6 Equality and diversity

2.6.1 UCEM is committed to securing equal opportunities for all individuals, celebrating diversity and eliminating unfair discrimination in the pursuance of its mission, including how UCEM has due regard to the Equality and Diversity Act 2010 in its policies and procedures. UCEM recognises that all people are individuals, respects diversity and values all its staff, associate staff, students and alumni. This commitment is reflected in the UCEM Code of Practice: Equality and Diversity. Individuals' different experiences, cultures and perspectives better enable UCEM to understand and add value to what the institution does. This is reflected in the UCEM Student Charter where staff and students commit to:

'communication that is based on mutual respect, courtesy and professionalism, recognising the equality of all and promoting diversity within the student community.'

The Code of Practice is monitored on an annual basis. In future years, success in this area will be measured and monitored as data collation and management strategies are developed and as the actions highlighted in this plan are implemented.

2.6.2 This work will also inform the development of annual equality impact assessments of the support and activities provided by UCEM for students with protected characteristics, using further information and guidance from appropriate organisations such as the Equality Challenge Unit. Such an assessment will measure the success of these initiatives and set out the actions for improvement. The outcomes of the assessment will be overseen by the Academic Board.

2.7 Student consultation

2.7.1 UCEM is not campus-based and does not have a students' union, the institution therefore believes that the best way of involving its students in the development and implementation of this Plan is through consultation with UCEM's student representatives.

2.7.2 Student representatives have been consulted from all UCEM programmes and deliberative committees in preparing this Plan. The institution has also consulted with the UCEM Lead Student Representative. Student representatives were asked whether the focus of the Plan was appropriate and suitably addressed UCEM's aims of improving access amongst under-represented groups. This feedback has been carefully considered and, where possible and appropriate, incorporated into the Plan. This feedback is part of an ongoing dialogue with the students to continuously improve the UCEM offer and ensure that successful accessibility and participation levels increase.

2.7.3 Feedback from these communications will be used by UCEM to monitor, amend and develop the Plan on a year-round basis.

- a. Student ambassadors will play a particularly important role in monitoring the Plan as they will represent the key focus groups. UCEM will work with the ambassadors to gain feedback from students within the focus groups, ensuring that the impact of the access and participation initiatives can be evaluated and that UCEM can improve and enhance them when required (see also 3.2.2 and 3.2.4). The Student

Ambassadors will be appointed from a range of backgrounds, and will be representative of the target groups identified within this plan.

- b. Student representatives will be required to draw attention to the Plan and will be supported in obtaining feedback and comment from the student body on the projects contained therein. UCEM's responses and actions arising from this feedback, as well as the findings from its monitoring and evaluation activities, will be fed back to the student representatives and summarised on the virtual learning environment (VLE).
- c. Updates to this Plan, actions taken and improvements made will be communicated to students via the VLE and the Student Newsletter. Student ambassadors and student representatives will be supported in encouraging students to give UCEM feedback.
- d. UCEM will continue to consult and engage with its student body through its Student Representatives Network and the UCEM Student Engagement Group.
- e. UCEM will work to ensure feedback from students from a range of backgrounds is evaluated and incorporated within all feedback received.
- f. Additionally, UCEM will continue to analyse the feedback from its annual Student Experience Surveys and the NSS to help inform improvements and enhancements to the student experience.

3. Access, student success and progression measures

Access, student success and progression measures

The ambition and scope of the specific activities within this Plan are proportionate to the budget available through the Access and Participation Plan (£10,881) in 2019/20. As a specialist institution working with the relatively small budget made available through this Plan, activities need to be cost-effective, clearly directive and collaborative to ensure that the institution's ambitious targets can be met. In addition to the specific measures already being undertaken in relation to access, success and progression, activities to increase the collection and analysis of data for under-represented groups during 2019/20 will also be undertaken.

3.1 Access

- 3.1.1 UCEM's work on improving access seeks to raise the profile of careers in the built environment in schools, as well as among groups that are currently under-represented in the industry.

In the short term, UCEM will seek relationships with schools and FE colleges who already deliver introductory level courses in the built environment, talking to their students about progression onto UCEM degree courses. This will take the form of a programme of visits to school and college events. In this way, UCEM will be able to demonstrate future career development possibilities to those who have already decided to enter the built environment profession. This initiative will be attractive to those who wish to progress to a professional qualification from entry level courses. The success of this access initiative

will be measured by the numbers of new students who enrol with the institution because of having attended these visits and events. During 2019-20 the focus will be on building relationships with schools and FE Colleges, with the aim that through these relationships UCEM will include an outcome focused target for raising attainment in schools and FE colleges for 2020-21 as part of the ongoing development of this Plan.

3.1.2 A bursary fund will be set up to target support to those from lower socio-economic and BAME backgrounds to remove barriers which may prevent access to higher education, and to provide support with the cost of tuition fees.

3.1.3 To further remove barriers to higher education, UCEM will also launch a hardship fund aimed at those students who are facing financial difficulties which prevent them from accessing higher education or who are seeking additional support to study successfully. The institution has anecdotal evidence from students that low income affects their studies in other ways: for example, in their ability to afford additional childcare whilst undertaking work experience or paying the £200 assistive technologies deposit required as part of the Disabled Students Allowance application. This fund will have clear criteria which students must meet to apply for funding and will be in addition to tuition fees.

3.1.4 This funding will be aimed at under-represented students from lower socio-economic and BAME groups and those with a disability.

3.1.5 The allocation of the Bursaries and the Hardship Fund will be agreed at the UCEM Bursaries Working Group. The Bursaries Working Group is Chaired by the Principal, and meets twice a year to agree the bursary awards, from the various bursaries that UCEM offers to students. The Bursary Fund that is allocated through this plan and the Hardship Fund will be awarded by this Working Group. Bursary awards are usually made for up to 50% of module fees for the academic year, but in certain circumstances the group have the discretion to award up to 100% of module fees for the academic year. The total Bursary Fund available through this plan is £2438, so the Working Group will be looking to award up to 50% of the module fees for the academic year, so the fund can support several students.

The criteria for the awards will include that students must be from lower-socio economic background, based on both POLAR data and income information provided by the student, or that the applicant is from a BAME background and seeking to progress in education. To be eligible for this Fund the student must be applying to study the BSc accelerated programme and be domiciled in England. As part of the criteria for the award the Working Group will also seek evidence that the applicant has the time available to study the programme full time.

The criteria of the award from the Hardship Fund will also include that the student is domiciled in England and is applying for the BSc accelerated programme. The student must provide evidence of their income, and the Working Group will be looking to support particularly disabled students who require support to enable them to pay for the assistive technology, or those who need financial support with child care. As the total Hardship Fund for 2019-20 is £500 it is likely that a maximum of 4 awards could be made from this fund, dependent upon the level of additional financial support a student requires.

3.1.6 The success of both the hardship fund and the bursary scheme will be measured through the numbers who are in receipt of such funding, as well as by monitoring their success on their programme of studies. Additionally, qualitative feedback will be obtained from these students on the effect this funding has had on their studies. The institution's target for the number of students who seek such support in 2019/20 is at least five.

3.1.7 To widen access to UCEM programmes and increase collaboration with related organisations in the sector, UCEM has developed a strong partnership with BuildingPeople, which will enable a wide reach into diverse communities. BuildingPeople will act as the enabler and facilitator, connecting UCEM to relevant organisations and extending the reach of UCEM to individuals from a disadvantaged youth and/or BAME background. UCEM will deliver specific engagement exercises to promote opportunities for study with UCEM and to encourage a more diverse range of applicants to enrol at the Institution.

3.1.8 The first activity that BuildingPeople will undertake with UCEM is to map and engage with all relevant potential referral partners across the UK, with a specific focus on diverse and disadvantaged young people and those from BAME backgrounds. These organisations will range from third-sector and charitable bodies that deliver employment and skills support to specific communities, to FE colleges and training organisations, as well as local and central government via the Department for Work and Pensions.

3.1.9 The impact of this work will be an increasing awareness among a more diverse group of people of the benefits of working in the built environment and participating in higher education courses to become qualified in the profession. Impact will be monitored through feedback obtained from UCEM student focus groups.

3.2 Participation and success

3.2.1 To ensure the ultimate success of UCEM students, the institution will recruit student ambassadors who will act as role models for all its students, including under-represented groups. The aim of the ambassador role is to encourage and inspire students, leading to improved continuation and success. Student ambassadors will be expected to support and inspire students to encourage them to enrol on UCEM programmes and graduate successfully with good employment prospects.

3.2.2 UCEM will target the recruitment of up to four student ambassadors representing target groups of students in 2019/20: mature, disabled, BAME and low socio-economic representatives, promoting their student journey, career aspirations and work experiences.

3.2.3 The success of this project will be evidenced through the willingness of students to become ambassadors. The success will also be measured by the impact the ambassadors have on other students by engaging with them by phone and through online discussions. This data will be qualitative in nature.

3.2.4 UCEM will set up a student focus group, to understand and gain qualitative feedback on the UCEM student experience, and how it can improve participation and success for students whilst they are studying. The focus groups will initially review the student experience at induction and during the first six weeks of study on a programme. UCEM will

seek to ensure that focus groups include students from a range of backgrounds who can provide us with robust and wide-ranging evidence.

3.2.5 UCEM will identify two staff role models during 2019/20 to engage with, encourage and inspire students in their study and career options.

3.2.6 UCEM will undertake further data analysis, including student surveys, to understand the reasons behind non-continuation rates for BAME students and lower socio-economic groups.

3.2.7 UCEM will undertake qualitative feedback and further analysis of the reasons why students with a disability have lower non-continuation rates.

3.2.8 UCEM will provide further training to staff on supporting students with a disability.

3.2.9 To develop the UCEM mentoring service so that at least one student under this plan is being actively mentored during 2019-20. UCEM mentors are sourced from our alumni network, and enable our students to build their professional network, as well access additional support from our alumni who can empathise and understand the challenge of working and studying concurrently. The mentors provide support with their study as well as career options, and the mentoring can continue after graduation. At present only, our part time students access this service.

3.3 Progression

3.3.1 Feedback from UCEM students shows they require more professional advice and guidance once they have graduated. Students seek advice on their next steps to achieving professional qualifications, as well as on future career routes. Whilst the assessment of professional suitability is not the responsibility of UCEM, the institution will work collaboratively with RICS and CIOB to provide advice and guidance for students preparing for these professional assessments. Students will have access to webinar information sessions, as well as asynchronous question and answer sessions. UCEM will also provide advice and information notes on best practice in preparing for assessment.

3.3.2 UCEM progression rates for full-time students who completed their studies and continued to either full-time work or working with further study stood at 100% in 2016/17, and the institution will aim to maintain this figure in 2019/20.

3.4 Evaluation

Data to evaluate these measures will be collated in several ways:

- a. Through the formation of student focus groups concentrating on target groups to be able to collate and analyse qualitative data on UCEM initiatives.
- b. Through the use of JISC Online Surveys (formerly BOS) and appropriately worded questions based on the Sheffield Hallam toolkit from OFFA and UCEM's own student survey work, quantitative data will be gathered for evaluation purposes on these projects.

4. Investment

- 4.1 It is important to highlight again that through the continued provision of all programmes (including Level 3 and degree apprenticeships) UCEM continues to invest in access and participation for all its students, the majority of whom, as mature students, are from a key under-represented group.
- 4.2 From the income that UCEM will receive for charging above the basic fee limit, UCEM plans to allocate 28% (£10,881) of the total access and participation plan investment directly towards access and participation activities to support access, success and progression on BSc full-time programmes. The decision to allocate 28% is based on the data that evidences that UCEM is exceeding the sector norm for mature learners, but is below the benchmark for students from an ethnic background, and those with a disability. UCEM does not yet have data on lower socio-economic groups or care leavers. On this basis 28% is, in our view, initially an appropriate allocation.
- 4.3 Ninety per cent of the allocated 28% will be used to support access and success (split equally between the two). This decision has been taken because UCEM is already providing 100% progression for mature learners who are successful on these programmes, and the institution does not yet have a viable data set to evaluate the progression rates for the other groups that have been identified.
- 4.4 UCEM therefore plans to allocate 45% (£4,897) of the investment to access, which will be split between activities designed to increase access to education by working collaboratively with others, and financial support through the provision of bursaries and a hardship fund. £1959 will be allocated to access activities, and £2,938 to the provision of financial support.
- 4.5 UCEM will use a further 45% (£4,897) of the allocated 28% to improve the success of its students from ethnic backgrounds and lower socio-economic groups, as well as to continue to support its mature students.
- 4.6 The remaining 10% (£1,088) of the allocated 28% will be devoted to progression activities.
- 4.7 A limited contribution will be taken from the whole to recognise the necessary work in all areas in relation to data collection and analysis.

5. Provision of information to students

This Access and Participation Plan will be communicated to students in four ways.

- a. For prospective students, this Plan will be available on the UCEM website.
- b. Prospective students will be provided with information on the fees for the duration of their programme in their UCEM Offer Letter, which includes a detailed fee schedule for the entire programme. Enquiries are provided with fee information on the relevant programme pages of the website.
- c. Prospective and Current students can access information on financial support available on the UCEM website <https://www.ucem.ac.uk/fees-and-funding/bursary-and-financial-support/> These pages will include information on the new Bursary Fund and Hardship Fund for 2019-20 from 1 September 2018. In addition, the UCEM Offer Letter, and information that is issued to current students inviting them to re-register signposts students to financial support options.
- d. For current students, UCEM will summarise its plans in its biannual Student Newsletter which is sent to all students in the summer and winter.
- e. A full version of the Plan will also be made available to all current students on UCEM's virtual learning environment.
- f. UCEM will ensure its student ambassadors understand the Plan, so they can provide feedback in due course and support others who wish to take up opportunities.
- g. UCEM will ensure that staff are receiving specific training and information sessions on this Plan and key actions, and their role in delivering its success. This is to ensure there is common purpose and strategic focus across all UCEM teams.

ⁱ BuildingPeople is a social enterprise that is developing a technology platform to connect those seeking learning/work experience/mentoring opportunities across the Built Environment with educational institutions, employers and industry bodies. UCEM is working closely with BuildingPeople to enable more diverse people to access knowledge and learning at UCEM, and at other educational/training and industry bodies.

ⁱⁱ Trailblazer: A Trailblazer is made up of a group of employers who work together to design new apprenticeship standards for occupations within their sectors

* course type not listed.

Full-time and part-time course fee levels for 2019-20 entrants.

Please enter inflationary statement in the free text box below.

The module fee remains the same throughout students' time on the course. Any changes to module/course fees only apply to new starters.

Full-time course type:	Additional information:	Course fee:
First degree		£6,750
Foundation degree		*
Foundation year / Year 0		*
HNC / HND		*
CertHE / DipHE		*
Postgraduate ITT		*
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		*
Franchise full-time course type:	Additional information:	Course fee:
First degree		*
Foundation degree		*
Foundation year / Year 0		*
HNC / HND		*
CertHE / DipHE		*
Postgraduate ITT		*
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		*
Part-time course type:	Additional information:	Course fee:
First degree		£6,750
Foundation degree		*
Foundation year / Year 0		£4,500
HNC / HND		*
CertHE / DipHE		*
Postgraduate ITT		*
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		*

Table 8b - Other milestones and targets.

Reference Number	Select stage of the lifecycle	Main target type (drop-down menu)	Target type (drop-down menu)	Description (500 characters maximum)	Is this a collaborative target?	Baseline year	Baseline data	Yearly milestones (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
								2018-19	2019-20	2020-21	2021-22	2022-23	
T16b_01	Success	Ethnicity	Other (please give details in Description column)	Carry out surveys of students and further data analysis of BAME experience to understand reasons for non-continuation.	No	2018-19	0	0	1	1	1	1	We will issue one student survey directly to the BAME group during each academic year. This is set at 1 so we do not over-survey our students, which would lead to a low response rate.
T16b_02	Multiple	Other (please give details in Description column)	Other (please give details in Description column)	Development of role models through appointment of student ambassadors	No	2018-19	0	0	4	4	5	6	The number reflects the number of student ambassadors.
T16b_03	Multiple	Ethnicity	Other (please give details in Description column)	Development of staff role models in under-represented groups	No	2018-19	0	0	2	2	3	4	The number reflects the number of staff ambassadors.
T16b_04	Success	Disabled	Student support services	Staff training to support additional numbers of disabled students.	No	2018-19	2	2	3	4	4	4	The number reflects the number of staff training sessions.
T16b_05	Multiple	Other (please give details in Description column)	Other (please give details in Description column)	To commence collecting and analysing data by POLAR groupings and for care-leavers.	No	2018-19	0	data gathering	data gathering				To define a data collection process during 2018-2019 for POLAR and Care Leavers and implement for 2019-20.
T16b_06	Access	Other (please give details in Description column)	Outreach / WP activity (collaborative - please give details in the next column)	Work with Building People to hold collaborative events to encourage those from low socio-economic and ethnic backgrounds to access education.	Yes	2018-19	1	1	1	At least 1	At least 1	At least 1	The number reflects the number of events held with Building People.
T16b_07	Progression	Other (please give details in Description column)	Student support services	To provide careers support webinars for all mature students to progress and prepare for their professional assessment.	No	2018-19	1	1	2	3	3	3	The number reflects the number of careers webinars held to students on our full time programmes.
T16b_08	Multiple	Other (please give details in Description column)	Other (please give details in Description column)	To increase the number of full time students accessing and receiving mentoring as part of the UCEM mentor service. This supports success and participation of our students as well as progression.	No	2018-19	0	0	1	1	2	3	This number reflects the number of full time students in a mentor relationship.
T16b_09	Access	Other (please give details in Description column)	Strategic partnerships (eg formal relationships with schools/colleges/employers)	To establish relationships with FE Colleges and schools with the purpose of promoting access to higher education, which will be done through a series of visits and participation at college and school events.	Yes	2018-19	0	0	2	3	4	5	This number reflects the number of Colleges we have established a relationship with, and are now providing regular visits with the aim to increase access.
T16b_10	Multiple	Other (please give details in Description column)	Other (please give details in Description column)	To set up focus groups to understand the experience of mature students, particularly those from our targeted unrepresented groups. The aim will be to identify areas where further activities can be undertaken to support admission and non-continuation, with a specific focus on the first 6 weeks of study.	No	2018-19	0	0	1	2	2	3	We will deliver a small number of face to face focus groups as well as our online student engagement programme, recognising that are students are not campus based and are mostly in employment.

Optional commentary on milestones.

This box is character-limited to 1000 characters; however, we are happy for you to upload additional 'supporting information' as a separate Word/pdf document.

The milestones set out in Table 8a reflect the increasing budget projected to be available each year (due to the increasing number of students that are projected to be above the basic fee cap), and of the increasing amount of time for support put in place to have an impact.