



UNIVERSITY COLLEGE  
OF ESTATE MANAGEMENT

# **BSc Access Module**

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## Programme Specification 2019- 2020

May 2020 intake

Version: 6.00

Status: Final

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# Summary Programme Details

## Final Award

**Award:** Certificate of Personal and Professional Development (CPPD)

**Title of (final) programme:** BSc Access Module

**Credit points:** 20

**Level of award (QAA FHEQ):** N/A

## Intermediate award(s)

**Intermediate award 1:** N/A

**Credit points:** N/A

**Level of award (QAA FHEQ):** N/A

## Validation

**Validating institution:** University College of Estate Management (UCEM)

**Date of last validation:** December 2019

**Date of next periodic review:** December 2024

**Date of commencement of first delivery:** April 2019

**Duration:** 1 semester

**Maximum period of registration:** 1 year

**UCAS Code:** N/A

**Programme code:** UXXCAM

**Other coding as required:** N/A

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## Professional accreditation / recognition

Accrediting/recognising body: N/A

Details of the accreditation/recognition: N/A

Date of last programme accreditation/recognition: N/A

Date of next periodic review: N/A

## QAA benchmark statement

[UK Quality Code for Higher Education \(opens new window\)](#)

[The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies \(opens new window\)](#)

[Quality Assurance Agency \(QAA\) Subject Benchmark Statement: Land, Construction, Real Estate and Surveying October 2016 \(opens new window\)](#)

# Programme Overview

## Rationale

The May 2020 intake of this programme is for Year 13 students who may wish to continue their studies and progress to Higher Education now rather than wait until the autumn, or wish to take one module to see if they can manage this level of study. These students may or may not be employed in the industry.

This programme enables students to trial a single common module from UCEM's undergraduate degree programmes. Successful students can then use the credit towards the degree programme of their choice.

## Entry Requirements

This programme is specifically for current Year 13 students and the entry requirements are as follows:

You must:

1. Be expecting your A level (or equivalent) results in UK summer 2020 and be predicted to pass at least one A Level (or equivalent) qualification.
2. Have GCSE Grade C or above in English and Mathematics (Grade 4 for applicants holding newly reformed GCSEs in England) or an equivalent Level 2 qualification in English and Mathematics as defined by the Regulated Qualifications Framework (RQF) in England
3. Provide a personal statement, summarising your motivation for studying the programme and any academic or professional ambitions you have, and outlining your predicted grades issued by your school or college.
4. Provide a formal copy of your predicted grades produced by your school, teacher or tutor, within six weeks of commencing the programme.

## Recognition of prior certificated learning (RPCL) or recognition of prior experiential learning (RPEL) routes into the programme

UCEM policy and procedures for Recognition of Prior Experiential Learning (RPEL) and Recognition of Prior Certificated Learning (RPCL) are set out in the [Code of Practice: Admissions and Recognition of Prior Learning \(opens new window\)](#). This policy statement takes precedence in any such decision.

RPCL or RPEL do not enable transfer of credit into this programme nor enable exemption from any component. RPEL may be used to warrant entry to the programme.

## Programme Progression

Students who are successful in completing the programme in their first attempt will be offered entry to the UCEM BSc (Hons) degree programme of their choice. Their 20-credits achieved will be transferred and they will receive exemption from the module they have studied. Alternatively, they can choose to be awarded a Certificate of Personal and Professional Development.

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Students who are unsuccessful in completing the programme in their first attempt will be offered a final resubmission attempt. If they complete the programme at the resubmission attempt, they will be awarded a Certificate of Personal and Professional Development. If available, they may apply to take a further CPPD or alternate access or bridging programme.

## Award Regulations

For details of award arrangements, please view the [Academic and Programme Regulations \(opens new window\)](#).

## Career Prospects

Career prospects depend upon the main degree award undertaken on successful completion of this programme.

# Programme Aims

## Programme aims

This programme is aimed at providing an opportunity for Year 13 students at secondary schools and colleges who were expecting to be taking examinations for A levels or other qualifications in summer 2020, but whose studies have been halted due to cancellation of their exams. This programme is an opportunity to study a degree-level module whilst receiving additional support. This should enable future successful study on the degree programme.

## Market and internationalisation

This programme is available internationally, but there may be regional reasons why it is not available and/or marketed. Students can contact the UCEM Admissions and Enquiries team for more information.

# Learning Outcomes

Having successfully completed the programme, the student will have met the following Learning Outcomes.

Level 4	Relevant modules
<b>A – Knowledge and understanding</b>	Please see individual Module Learning Outcomes.
<b>B – Intellectual skills</b>	
<b>C – Subject practical skills</b>	
<b>D – Key / Transferable skills</b>	TEC4BSC
D4.1 Communicate appropriately and effectively using a variety of methods.	
D4.2 Assess and develop their own learning and academic study skills (with some support).	

Level 4	Relevant modules
D4.3 Develop time management skills to enable future study	
D4.4 Develop digital literacy skills required to study online.	

## Programme Structure

### Module List

Code	Module	Level	Credits	Core /Elective
TEC4BSC	Building, Environment, Technology and Simple Construction	4	20	Elective*

## Delivery Structure

### Summer Semester Start

Module Code	Module Name	Level
TEC4BSC	Building, Environment, Technology and Simple Construction	4

### Module Summary

#### Building, Environment, Technology and Simple Construction

This module provides an introduction to building, environment and technology based on simple construction, establishing a foundation of knowledge and understanding to be developed in later modules. It develops students' communication skills, enabling them to describe simple construction in a professional manner. Simple building examples are included, such as traditional masonry construction and roof construction typical in buildings of up to three storeys. Perspectives such as sustainability are considered.

## Learning, Teaching and Assessment

### Learning & Teaching

#### Knowledge and understanding

The teaching, learning and assessment strategy for the programme is guided by the UCEM-wide Learning, Teaching and Assessment (LTA) Strategy. The approach adopted is learner-centred, but supported and guided, as appropriate to supported online learning.

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Students acquire knowledge in the module through the online learning resources available to them, including customised text material, core texts, web-based material and media for communication. These are complemented by teaching sessions using various media.

Students are encouraged to research beyond the material provided and undertake self-directed learning.

## Intellectual skills

Learning and teaching methods are applied to enable the development of cognitive skills. These skills are developed through interaction with multi-media learning resources, self-directed learning and via participation in student-centred learning activities. The approach to assessment is tutor-guided and formative feedback on these skills is given appropriate emphasis.

## Subject practical skills

See the [module information sheet \(opens new window\)](#) for details.

## Key/transferable skills

The Induction Module sets out the importance of transferable skills. These skills are developed through the programme, utilising study and assessment. For further details see programme-specific support below.

## Assessment

The assessment strategy for the programme is guided by the UCEM-wide Learning, Teaching and Assessment (LTA) Strategy. The aim of UCEM's assessments is to allow students an opportunity to demonstrate what they have learned using a range of formats and which encourage critical self-reflection linked to personal development. To support this, assessments are clearly related to module learning outcomes and the activities within the module support students in achieving these.

UCEM's practice is to require assessments to be vocationally and professionally relevant. This involves the generation of tasks based on problems, scenarios or case studies from recent real-world situations that reflect and/or replicate the vocational requirements of the industry and the international nature of the subject matter.

Formative assessment and feedback opportunities are provided throughout the programme in a variety of formats to motivate and guide students through their learning. Students are required to complete various pieces of coursework in the modules which are assessed within set time frames. Detailed feedback is provided on tutor-assessed work, which explains how the mark was derived, and what could be improved for future assessments. Objective testing is also utilised in formative (including self-assessment) and summative assessment.

All assessment contributing to progression or award is subject to moderation policies.

## Assessment Diet

TEC4BSC has 2 assessments, both of which are coursework.

# Study Support

## Induction module

All students are expected to complete the non-credit bearing Induction module before the programme commences.

The purpose of the Induction module is to:

- begin to prepare the student for studying with UCEM;
- enable UCEM to identify further ways in which the Institution may be able to facilitate and support the student as they progress through their learning journey.

There are a variety of resources which will help the student to get started. These include tutorials regarding how to use the VLE, the UCEM e-Library and information regarding how to join a webinar. All of this information is key to having a successful start to supported online learning with UCEM.

There is a 'Writing in Your Own Words' e-learning resource and associated quiz. This resource aims to provide the student with relevant examples of referencing, and a clear understanding of what plagiarism is and how to avoid it. Additionally, the 'Readiness for Learning' questionnaire, prompts the student to consider the practicalities surrounding their studies.

This element of the Induction module is designed to provide feedback to the Institution in order to identify further ways in which UCEM may be able to facilitate and support the student as they progress. Further information relating to study skills support is also included.

## Student learning support

The programme is taught via UCEM's Virtual Learning Environment (VLE) and academic facilitation and support is provided online giving students access to UCEM Tutors and other students worldwide.

The Learning & Teaching team will guide and support students' learning. Furthermore, all students who do not engage with initial assessment or the VLE will receive additional support from the Programme Team. Other UCEM administrative teams provide support for assessments and technical issues including ICT. UCEM's 'Student Central' portal provides the main point of contact for students for these teams throughout the duration of their programme

Each student, wherever their location, will have access to a wealth of library and online materials to support their studies. International students are able to use their local context when writing their assessments.

The Learning and Teaching Enhancement Team works with departments to promote student retention, achievement and success. This work is achieved through a multi-faceted approach, which consists of:

- supporting learning on modules by responding to non-subject specific queries and assisting with synchronous learning delivery and making proactive contact with non-engaged students;
- identifying students who are at risk of interrupting their studies and/or withdrawing at specific points in the academic calendar;



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- working with the Learning & Teaching team to identify ways in which student success can be further facilitated;
- supporting both students and the Learning & Teaching staff through timely interventions which may include creating support materials and providing academic study skills support through academic skills surgeries.

Relevant research is also carried out to inform proactive interventions, and to develop policy and practice.

Additional Needs support is provided via a dedicated Disability and Wellbeing team at UCEM.

## English language support

For those students whose first language is not English, or those students who wish to develop their English language skills, additional support is provided through online resources on the VLE in the resource 'Developing Academic Writing'.

The resource includes topics such as sentence structure, writing essays and guidance for writing aimed at developing students study skills.

## Personal and professional development

The programme is a mixture of personal development and of professionalism, as the successful completion leads to entry to one of UCEM's professionally accredited degree programmes. Studying at level 4 provides students with transferrable skills and behaviours that will support their professional development. Throughout module students have access to subject matter experts including their Programme Leader. Furthermore, students have access to careers advice and support as required.

## Programme Specific support

The programme is designed to provide a suitable environment for students entering into undergraduate study. As such, each student will be provided with direct individual support. The support mechanisms will be provided by the Learning & Teaching Enhancement (L&TE) team and will consist of the following:

- How to study online;
- Diagnostic assessment on entry for basic mathematics and English language skills;
- Named link person – call in first week/week prior;
- Reflective practice support – how to, materials/assessment tools;
- Individual Learning Plan;
- Study Skill support materials;
- Group support sessions;
- Dedicated surgery during the week;
- Pre-assessment support webinars;
- Student support calls for students identified as needing additional support; and
- Careers check – to ensure each student chooses the right follow on programme for them.

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The student will be required to complete the Induction module, initial diagnostics and undertake individual reflective practice (supported by the above).

In addition, each programme has a Programme Leader, Module Leader and Module Tutors to support the students throughout their time with the programme. The UCEM staff are accessible during normal UK working hours, during which they also monitor the 24/7 forums asynchronously and provide encouragement, assistance and necessary tutor and student feedback services. Access to the UCEM e-Library is on a 24/7 basis and UCEM has a full-time librarian during normal UK working hours.