



UNIVERSITY COLLEGE  
OF ESTATE MANAGEMENT

# **MSc Quantity Surveying**

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## Programme Specification 2021- 2022

Version: 26.00

Status: Final

Date: 31/03/2021

# Summary Programme Details

## Final Award

**Award:** MSc

**Title of (final) Programme:** Quantity Surveying

**Credit points:** 180

**Level of award (QAA FHEQ):** 7

## Intermediate award(s)

**Intermediate award 1:** Postgraduate Diploma Quantity Surveying

**Credit points:** 120

**Level of award (QAA FHEQ):** 7

**Intermediate award 2:** Postgraduate Certificate Building and Property Studies

**Credit points:** 60

**Level of award (QAA FHEQ):** 7

## Validation

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

**Date of last validation:** February 2020

**Date of next periodic review:** February 2025

**Date of commencement of first delivery:** September 2014

**Duration:** 2 years or 2 years plus external end point assessment, if taken as part of an apprenticeship programme

**Maximum period of registration:** In accordance with the [Academic and Programme Regulations \(opens new window\)](#).

**UCAS Code/ HECoS Code:** N/A/ 100217

**Programming Code:** PMSC

**Other coding as required:** QSS

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## Professional accreditation / recognition

Accrediting/recognising body: **Royal Institution of Chartered Surveyors (RICS)**

Details of the accreditation/recognition: MSc accredited. RICS is also the End Point Assessment Organisation for the apprenticeship programme.

Date of last programme accreditation/recognition: November 2015

Date of next periodic review: 2021

Accrediting/recognising body: **Chartered Institute of Building (CIOB)**

Details of the accreditation/recognition: MSc accredited

Date of last programme accreditation/recognition: December 2020

Date of next periodic review: 2025

Accrediting/recognising body: **Chartered Association of Building Engineers (CABE)**

Details of the accreditation/recognition: MSc accredited

Date of last programme accreditation/recognition: June 2020

Date of next periodic review: 2025

Accrediting/recognising body: **Hong Kong Institute of Construction Managers (HKICM)**

Details of the accreditation/recognition: MSc accredited. Graduates with this award are academically acceptable for Member class of membership of HKICM. Please note that applicants for Member class must have reached the age of 25 and have had 4 years working experience in the construction field gained within the HKSAR.

Date of last programme accreditation/recognition: April 2021

Date of next periodic review: April 2026

Accrediting/recognising body: **Chartered Institution of Civil Engineering Surveyors (ICES)**

Details of the accreditation/recognition: MSc accredited

Date of last programme accreditation/recognition: March 2018

Date of next periodic review: March 2023

## Miscellaneous

### 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

This is a postgraduate non-cognate conversion programme delivered by supported online learning, which is designed to align students' skills to the educational requirements of the industry's professional bodies.

The programme gives an informed view of the key areas of knowledge required to develop quantity surveying skills, including measurement of construction works, cost management, contract practice and procedures, construction law, procurement and building economics. The programme also includes a postgraduate research project, which will provide an in-depth assessment of each student's chosen topic.

This is one of a suite of Master's non-cognate conversion programmes that enables graduates from disciplines unrelated to real estate and construction to obtain a RICS, CIOB, CABE, ICES and HKICM accredited degree, giving access to professional membership.

## Entry Requirements

Entrants to this programme normally are required to have attained one of the following:

- a Bachelor's Degree with honours at lower second standard (2:2), or equivalent;  
Or
- a Bachelor's Degree, or equivalent, plus experience in a relevant field;  
Or
- a Level 5 qualification as defined by Framework for Higher Education Qualifications for England, Wales and Northern Ireland (FHEQ) plus 5 years' relevant experience;  
Or
- a professional qualification plus 5 years' relevant experience;  
Or
- successfully completed the UCEM Postgraduate Access programme at the first attempt.

If an applicant does not meet the standard entry requirements UCEM will consider the application on an individual basis. In these cases, the application will be assessed by the Programme Leader, who will give careful consideration to any professional and life experiences as well as any academic or vocational qualifications the applicant may hold. The applicant may be asked to provide a detailed personal statement and/or a reference or letter of support from an employer or mentor to support the application.

Applications are assessed in accordance with the UCEM [Code of Practice: Admissions and Recognition of Prior Learning \(opens new window\)](#).

## English language requirements

All UCEM programmes are taught and assessed in English. The applicant will therefore be required to demonstrate adequate proficiency in the language before being admitted to a course\*:

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- GCSE Grade 4 (or C) or above in English Language or English Literature, or an equivalent qualification. For further information on equivalent qualifications please contact: [admissions@ucem.ac.uk](mailto:admissions@ucem.ac.uk).
- Grade 6.0 or above, with at least 6.0 in the reading and writing modules, in the International English Language Testing System (IELTS) academic test administered by the British Council.
- 88 or above in the Internet option, 230 or above in the computer-based option or 570 or above in the paper-based option, of the Teaching of English as a Foreign Language (TOEFL) test.
- Grade 4 (or C) or above in English (Language or Literature) at A/S Level.
- HKDSE (Hong Kong Diploma of Secondary Education) Grade 3, or HKALE (Hong Kong Advanced Level Examination – Advanced Level & Advanced Supplementary Level) Grade E, or HKCEE (Hong Kong Certificate of Education Examination) Grade 3-5\* or Grade A-D (Syllabus B only).

\* Applicants with a Bachelor's degree that has been taught and examined in the English medium can be considered for entry in the absence of the qualifications detailed above.

## Apprenticeship programme

Applicants to the apprenticeship programme must also:

- Have the right to work in England, meet Education and Skills Funding Agency residency status requirements, spend at least 50% of their working hours in England and be directly employed in a job role that will enable the requirements of the apprenticeship to be achieved.
- Have GCSE Grade 4 (or C) or above in Mathematics, or an equivalent qualification. For further information on equivalent qualifications please contact [admissions@ucem.ac.uk](mailto:admissions@ucem.ac.uk). Applicants for the apprenticeship programme that do not have accepted current or prior equivalent Level 2 maths and English qualifications on entry will be required to achieve these as part of the apprenticeship.

## Recognition of prior learning (RPL) 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 Learning (RPL) are set out in the UCEM Code of Practice: Admissions and Recognition of Prior Learning. This policy statement takes precedence in any such decision.

RPEL may be used to support an application for entry onto the programme in accordance with the entry requirements stated in the section above. However, RPEL and RPL do not normally enable transfer of credit into a level 7 programme nor enable exemption from any component on these programmes.

## Programme Progression

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

Successful completion of the MSc will enable the student to apply to the relevant professional body for membership, or to apply for a PhD/MPhil, or to conduct further research.

## Award Regulations

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

## Career Prospects

This programme will provide a route for both non-cognate and semi-cognate graduates into careers associated with membership of the CIOB, CABE, RICS, ICES and the HKICM.

This programme equips students with the essential subject knowledge and postgraduate skills and expertise to enable them to enter and work within the quantity surveying areas of practice within the property industry.

The opportunities available are fairly extensive, and include the following career prospects in professional practice:

- Cost consultancy;
- Project management;
- Contract administration;
- Commercial management of construction;
- Client quantity surveying;
- Contractor quantity surveying.

## Programme Aims

### Programme aims

The programme is designed for holders of a Bachelor's Degree or equivalent to study a Master's award that is focused on the core disciplines associated with quantity surveying.

It develops students' abilities to integrate interdisciplinary theory and practice, and to research and evaluate data in order to solve complex problems.

The programme also prepares students with a foundation for further professional development in professional practice and extension of their knowledge, in preparation for further academic study at PhD level.

### Market and internationalisation

This programme is aimed at a UK and broad international audience. However, it has as its basis UK law and regulatory controls.

The programme aims to utilise international case studies to further understanding and, where possible, international case studies are considered along with international codes and conventions.

## Learning Outcomes

Having successfully completed the programme, the student will have met the following learning outcomes.

## A – Knowledge and understanding

Learning Outcome	Relevant modules
A7.1 Define the roles of the commercial manager as a team leader in the context of international construction projects.	CON7CMC QSP7PCM
A7.2 Demonstrate awareness of contemporary and current quantity surveying issues in the built environment as informed by research and practice.	CON7CMC LAW7LFS QSP7PCM PRJ7PRA/ PRJ7PRS
A7.3 Give examples of the selection of the techniques for commercial management of construction projects, taking into account interaction with other areas of the organisation.	CON7CMC QSP7BEC QSP7CAP QSP7PCM QSP7SPT
A7.4 Interrelate knowledge of cost planning and management, bills of quantities production, value and risk management and dispute resolution, for the effective management and implementation of construction projects.	LAW7LFS QSP7BEC QSP7PCM

## B – Intellectual skills

Learning Outcome	Relevant modules
B7.1 Critically evaluate the rigour and validity of established research, enquiry and scholarship, to identify and develop new approaches to quantity surveying practice.	CON7CMC CON7SDC QSP7BEC QSP7CAP QSP7PCM QSP7SPT PRJ7PRA/ PRJ7PRS
B7.2 Acquire, synthesise and analyse a range of data and information, to evaluate their relevance and validity in the context of new situations.	CON7CMC CON7SDC LAW7LFS QSP7CAP QSP7PCM

## C – Subject practical skills

Learning Outcome	Relevant modules
C7.1 Acquire, analyse and evaluate data, judge its relevance and validity to a range of quantity surveying contexts and	CON7SDC QSP7BEC

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Learning Outcome	Relevant modules
communicate and advise effectively using a range of media (for example: verbally, in writing and through digital media).	QSP7CAP QSP7PCM QSP7SPT CON7CMC LAW7LFS PRJ7PRA/ PRJ7PRS
C7.2 Demonstrate an international perspective regarding the impact and responsibility of quantity surveying and quantity surveyors on business, societies and the environment.	CON7SDC QSP7BEC QSP7CAP QSP7PCM QSP7SPT CON7CMC
C7.3 Consistently apply subject-specific knowledge and integrate theory and practice, making informed decisions to deal with complex quantity surveying situations.	CON7SDC QSP7BEC QSP7CAP QSP7PCM QSP7SPT CON7CMC LAW7LFS PRJ7PRA/ PRJ7PRS

### D – Key / Transferable skills

Learning Outcome	Relevant modules
D7.1 Demonstrate professional communication appropriate for relevant stakeholders.	All modules
D7.2 Evaluate and apply subject-specific knowledge and integrate theory and practice to make informed decisions to deal with complex problems.	All modules
D7.3 Demonstrate proactivity and originality in problem-solving, and the ability to act autonomously in planning and implementing tasks at a professional level.	All modules
D7.4 Demonstrate independent, self-directed learning, as required for continuing professional development.	All modules
D7.5 Critically evaluate data and develop solutions that reflect a holistic approach to sustainability and the opportunities and constraints this presents.	CON7CMC CON7SDC QSP7PCM



# Programme Structure

## Module List

Code	Module	Level	Credits	Core/ Elective
CON7SDC	Sustainable and Innovative Construction	7	20	Core
LAW7LFS	Law for Surveyors	7	20	Core
QSP7CAP	Contract Administration and Practice	7	20	Core
QSP7BEC	Building Economics	7	20	Core
QSP7PCM	Professional Cost Management	7	20	Core
QSP7SPT	Procurement and Tendering	7	20	Core
CON7CMC	Management of Construction	7	20	Core
PRJ7PRA/PRJ7PRS	Postgraduate Project	7	40	Core

### Notes

Credits are part of the Credit Accumulation and Transfer System (CATS). Two UK credits are equivalent to one European Credit Transfer System (ECTS) credit.

## Delivery Structure

### Autumn (UK) Entry

#### Year 1, Semester 1

Module Code	Module Name	Credits
CON7SDC	Sustainable and Innovative Construction	20
QSP7CAP	Contract Administration and Practice	20

#### Year 1, Semester 2

Module Code	Module Name	Credits
LAW7LFS	Law for Surveyors	20
QSP7BEC	Building Economics	20

#### Year 2, Semester 1

Module Code	Module Name	Credits
QSP7PCM	Professional Cost Management	20

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Module Code	Module Name	Credits
CON7CMC	Management of Construction	20
PRJ7PRA/PRJ7PRS	Postgraduate Project	40

### Year 2, Semester 2

Module Code	Module Name	Credits
QSP7SPT	Procurement and Tendering	20
PRJ7PRA/PRJ7PRS	Postgraduate Project	40

### Spring (UK) Entry

#### Year 1, Semester 1

Module Code	Module Name	Credits
CON7SDC	Sustainable and Innovative Construction	20
QSP7BEC	Building Economics	20

#### Year 1, Semester 2

Module Code	Module Name	Credits
LAW7LFS	Law for Surveyors	20
QSP7CAP	Contract Administration and Practice	20

#### Year 2, Semester 1

Module Code	Module Name	Credits
QSP7SPT	Procurement and Tendering	20
CON7CMC	Management of Construction	20
PRJ7PRA/PRJ7PRS	Postgraduate Project	40

#### Year 2, Semester 2

Module Code	Module Name	Credits
QSP7PCM	Professional Cost Management	20
PRJ7PRA/PRJ7PRS	Postgraduate Project	40

## Module Summaries

### Core Modules

#### **CON7SDC Sustainable and Innovative Construction**

This module develops the principles of construction technology, including modern, innovative and traditional construction. Within the framework of a sustainable built environment, assessment methods and relevant codes and regulations are explored in providing for a sustainable agenda.

#### **LAW7LFS Law for Surveyors**

This module introduces an overview of English law, the legal system and the law-making process. Students are introduced to the law of contracts, from their formation, acceptance and validity, through to termination and remedies for breach and the enforceability of exclusion clauses. Students are then introduced to the law of tort which deals with 'civil wrong' (tort being the French for 'wrong') that causes harm or loss to one or more parties. In tort we will explore the concept of duty and standard of care, vicarious liability, and remedies and specific classes of tort.

#### **QSP7CAP Contract Administration and Practice**

This module examines Joint Contracts Tribunal (JCT), New Engineering Contract (NEC) and International Federation of Consulting Engineers (FIDIC) Standard Forms of construction contracts to enable students to interpret and analyse the key provisions for effective control and management of a contract. The module also examines the interactions of stakeholders and addresses impartiality and lack of bias within construction contracts.

#### **QSP7BEC Building Economics**

This module provides students with a comprehensive understanding of commercial aspects of a construction project during the pre-contract phase including costs, financing, value management and cost control and where applicable the profitability of development opportunities.

#### **QSP7PCM Professional Cost Management**

This module brings together various cost management subjects and allows the exploration of a range of issues and challenges which contribute to the development of the cost management aspects of the quantity surveying profession. Therefore, it develops the knowledge, understanding and skills in construction quantification/measurement and cost management required to operate in a dynamic and contemporary construction environment.

#### **QSP7SPT Procurement and Tendering**

This module examines the principles and applications of project procurement. It also develops understanding of the effects of risk allocation on procurement choice and the impact this has on subsequent phases of the project cycle.

#### **CON7CMC Management of Construction**

This module develops both the personnel and organisational issues of construction management, with a focus on the managers of construction projects. Comprehensive understanding and practice of skills in managing, planning and controlling the safe production of a construction project are investigated.

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## **PRJ7PRA/PRJ7PRS Postgraduate Project**

This module requires students to develop their research skills within the context of the built environment and is a key part of their wider professional development. It provides them with an opportunity to conduct a self-directed research project that reflects the culmination of their studies in the relevant programme. The topics selected are expected to reflect the current and critical issues that concern the built environment. For many students the development of case study research, often emanating within their own workplace or arising from their professional activity, will be an appropriate approach to demonstrate research and expertise in a specific area.

## **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 (Strategy (LTAS 2020-2025)). This ensures all programmes promote a logical learning journey for students. The approach adopted is student centred learning design that supports the educational needs of our diverse student community. Learning has been designed with flexibility in mind to support students to adopt their own learning experience best suited to their needs.

Students are taught through online learning resources available to them, including customised text material, study papers, learning activities and interactive media. These are complemented by a variety of Tutor-facilitated sessions and interactions, using a range of media for enhancement of the learning experience.

Module delivery follows a standard format, incorporating a range of subject appropriate resources suitable for the online learner. This may include, but is not limited to, audio-visual presentations, interactive case studies and online journals.

Students are encouraged to research beyond the material provided and undertake self-directed learning throughout their programme. In the Postgraduate Project module, self-directed learning and problem solving further enhances knowledge and understanding, focusing on students' own chosen research topic.

#### **Intellectual skills**

Learning and teaching methods are applied to enable the development of cognitive skills. These skills are aligned to those used by Quantity Surveyors, but also meet the needs of working in other industries. 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.

Students are encouraged to develop and apply their knowledge and understanding through a range of online activities and exercises. These require students to apply research and analysis to industry issues.

#### **Subject practical skills**

Students are encouraged to develop and apply their knowledge and understanding through a range of online activities and exercises. These require students to apply research and analysis within commercial and contractual situations.

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Key areas that are covered in the students' learning experience that are fundamental for their understanding of quantity surveying at Masters level include but are not limited to measurement and quantification of construction works, legislation, construction processes, technologies, management of the building process and people, economics and the contractual requirements associated with a building project.

Law for Surveyors at level 7 provides more advanced elements underpinning the student's understanding of the legal requirements relevant for Contract Administration and Practice.

The Building Economics module provides students with an understanding of the commercial aspects of a construction project during the pre-contract phase which includes for development appraisals.

The Management of Construction module considers both the personnel and organisational aspects of construction management, with a focus on the managers of construction projects. It provides a comprehensive understanding of the skills required in managing, planning and controlling the safe implementation of a construction project.

The Sustainable and Innovative Construction module develops the principles of construction technology, including modern, innovative and traditional construction. It enables students to critically assess appropriate, innovative construction technology within the framework of a sustainable built environment, taking account of relevant codes and regulations.

The administration of construction contracts from contract commencement through to final certification are taught via the Contract Administration and Practice module along with the investigation of various standard forms of construction contracts.

Students will consider the various ways in which construction projects can be procured and the consequent effects of procurement strategies on tendering.

The wide-ranging Professional Cost Management module explores a range of issues and challenges which contribute to the development of the cost management aspects of the quantity surveying profession. It develops the knowledge, understanding and skills in cost management and measurement / quantification of construction works.

## **Key/ Transferable skills**

The Induction Module sets out the importance of transferable skills. These skills are developed through the programme, utilising study and assessment. This can be via virtual learning environment (VLE) discussion, tuition discussion, problem-solving exercises – which are conducted individually or in groups – and coursework, which provides the ideal combination to internalise these aspects through different learning methods. The Study Skills area of the VLE is a further resource for support in developing these skills.

The learning activities in this programme require students to undertake research, evaluate their findings and develop solutions. The teaching of module topics requires students' engagement with a range of online activities that develop research and evaluation skills and cultivate a systematic approach to problem solving. Engagement with the UCEM learning community develops communication and collaboration skills. Additional support for transferrable skills is delivered via the joint programme webinars delivered to the student throughout the year. Students also have the opportunity to develop transferrable skills through formative and summative opportunities within the modules.

## **Assessment**

The assessment strategy for the programme is guided by the UCEM-wide Learning, Teaching and Assessment Strategy (LTAS 2020-2025). The aim of UCEM's assessments is to allow students an opportunity to demonstrate what they have learned using a range of

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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. Assessments are built that have direct application to industry standards, and that enable students to learn through real world scenarios and working practice. 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. All elements of assessments are discipline-specific for each programme as well as supporting the acquisition and promotion of transferable skills, including research skills development.

Formative assessment and feedback opportunities are provided throughout the programme in a variety of formats to motivate, guide and develop 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, what was done well and what could be improved for future assessments. Objective testing is also utilised in formative (including self-assessment) and summative assessment. Individual projects in the final stage are assessed in accordance with their own guidelines and marking schemes.

All assessment contributing to award is subject to moderation policies. Moderation at UCEM is designed to reflect the quality of the student submission and the benchmark standards for the various levels of undergraduate study. Moderation of marking accords with QAA recommended best practice to ensure that marking criteria have been fairly, accurately, and consistently applied during first marking.

## Assessment Diet

The types of assessments used on this programme will include coursework (such as essays, reports, portfolios, reflections, problem or short questions or video presentations), computer-based assessments, and computer marked assessments (CMAs). The exact combinations of assessment will vary from module to module. However generally each module has 2 assessments, both coursework (except for PRJ7PRA/S Postgraduate Project which has 2 assessments: a research proposal and the final project submission).

# 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

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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 VLE and academic facilitation and support is provided online giving students access to UCEM Tutors and other students worldwide.

The Learning and 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;
- working with academics to identify ways in which student success can be further facilitated;
- supporting both students and academic 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 at Master's level aimed at developing students' study skills.

## **Personal and professional development**

Students are undertaking vocational programmes that are intrinsically linked to the accrediting professional bodies. Students are encouraged and supported to understand the need for the recognition of these bodies and guided as to how to meet the professional membership requirements.

More generally, UCEM has a dedicated Careers Advisor to ensure students have appropriate access to careers education, information, advice and guidance.

## **Programme specific support**

Each programme has a Programme Leader, as well as Module Leaders, Module Tutors and Academic Support 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 e-Librarian during normal UK working hours.