



UNIVERSITY COLLEGE
OF ESTATE MANAGEMENT

UCEM Code of Practice

Learning, Teaching and Assessment

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1. Introduction

This chapter sets out the key principles that define UCEM's approach to learning and teaching for all of its higher education programmes. These principles align to the Quality Assurance Agency (QAA) Advice and Guide on Learning and Teaching.

The chapter should be read in conjunction with UCEM's Learning, Teaching and Assessment Strategy to 2025.

For UCEM's apprenticeship programmes it should also be read in conjunction with the Code of Practice chapter on Quality Assuring Apprenticeship Provision.

2. Learning, teaching and assessment is underpinned by strategy

Learning, teaching and assessment at UCEM is aligned to its Learning, Teaching and Assessment Strategy to 2025 which outlines the vision for UCEM's pedagogy and assessment. At the centre of this vision is UCEM's institutional vision and strategy 'To be the centre of excellence for built environment education' and within this to improve the student experience and student outcomes. This vision is underpinned by the institution's core purpose – 'to provide accessible, relevant and cost-effective education, enabling students to enhance careers, increase professionalism and contribute to a better Built Environment'.

UCEM's Learning, Teaching and Assessment Strategy sets out the following six priorities which underpin its approach to learning and teaching:

1. **Student Centred:** Putting students at the heart of everything we do
2. **Industry Excellence:** Creating built environment professionals of the highest calibre
3. **Widening Access and Participation:** Offering different pathways; welcoming more diversity; improving accessibility
4. **Student Outcomes:** Maximising every student's potential
5. **Student Satisfaction:** Providing a positive, engaging, and rewarding education
6. **Strategic use of Technology:** Using technology wisely to support our vision

UCEM regularly monitors the implementation of this strategy in line with the implementation plan via the Learning, Teaching and Enhancement Committee. Academic reviews including programme review and periodic review reflect upon the impact of the implementation of the strategy thereby assuring that programme level strategy is informed by institutional learning and teaching strategy.

3. Learning and teaching is focused on student outcomes

Learning and teaching at UCEM is focused on student outcomes to support students to achieve their maximum potential. UCEM's educational framework sets out to give all UCEM students the greatest chance of success by starting the learning design process with learning outcomes and assessment design and then selecting appropriate pedagogical approaches to support this.

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This includes providing tasks and activities that support students to develop the skills and knowledge they need to develop these outcomes and undertake assessment.

UCEM uses a range of assessment methods chosen to reflect the level of study and to ensure that the method is appropriate to assess whether the student has met the learning outcomes and to reflect the teaching activities undertaken. UCEM's procedures for assessment and marking are set out in the Assessment Handbook which contains guidance and good practice for students, assessment authors and markers.

Where appropriate, assessments are designed to provide students with an opportunity to draw in and reflect on examples from their workplace or professional practice, which helps to support students with their professional development.

4. A high-quality experience is provided to support all students

All UCEM modules are designed to provide a consistent quality learning experience. UCEM builds all modules in line with its [baseline standards](#) which provide a structured learning experience for UCEM students. This learning experience is supported by a number of specialist roles.

Module Leaders / Tutors deliver webinars and support asynchronous teaching on discussion forums by providing constructive and motivational feedback throughout the module teaching period.

Module markers work alongside Module Leaders / Tutors to mark assessments and to provide constructive developmental feedback to students.

Academic Facilitators support learning on modules by responding to non-subject specialist queries and making proactive contact with non-engaged students.

Academic Programme Support Tutors offer targeted individual learning support for students who require study skills support and support with academic writing.

Apprentices also have access to additional support and resources as outlined in the [Code of Practice chapter on Quality Assuring Apprenticeship Provision](#) for further information.

UCEM provides all students with access to an e-library which is supported by Library Services who is there to support students to access and find resources.

Students are also provided access to a range of careers and employability information. Further details are contained within the [Code of Practice chapter Careers Education, Information and Guidance](#).

5. Learning, teaching and assessment resources and support are accessible

UCEM staff work collaboratively to detail the type and sequence of module learning activities and resources to meet the module learning outcomes. A range of activities and medias are chosen to create an engaging learning experience. The resources are designed to support students to meet the module learning outcomes and will provide opportunities for students to test their understanding and receive formative feedback.

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Accessibility both in terms of technology and learning resources is embedded into UCEM's curriculum design at all stages to ensure inclusivity in module development and delivery. The selection and adoption of resources reflects an international and diverse student community adopting industry practices.

UCEM aims for learning materials and study experiences to be compliant to current accessibility legislation enabling students with disabilities and specific learning difficulties to access learning resources. Where this is not possible, alternative formats can be provided.

UCEM also applies reasonable adjustments and has Additional Support Plans to enable students with a disability to have equality of opportunity and access. Further information on this is provided with the [Code of Practice chapter on Neurodiversity, Disability and Wellbeing](#).

UCEM has an [Alternative Assessment Policy and Procedure](#) and a [Policy on Religious Observance](#) to ensure that assessments are accessible to all students.

6. Students are encouraged to take an active role in their studies and manage their own learning

UCEM encourages students to take a participatory and active role in their learning by including activities which include reasoning and reflection and opportunities to practice skills and consolidate knowledge.

UCEM supports students to develop their study skills from the outset of their studies through a review of their current study skills and looking to fill any gaps by utilising UCEM's study skills resources.

Through assessment, UCEM encourages the development of good academic practice and academic integrity and where relevant linking this to professional ethics and integrity.

7. Learning, teaching and assessment is informed by continuing professional development, reflective practice, review and enhancement

UCEM promotes the development of staff to ensure that their practice is informed by scholarship and engagement with professional networks. This is supported by UCEM's two research centres (the Property and Construction Research Centre and the Online Learning Research Centre) which champion staff involvement and sharing of research information. The [Code of Practice on Research and Scholarship](#) provides further information on how UCEM promotes and sustains research and scholarly activity.

UCEM recognises the important role that external engagement plays in academic development. Both the academic and Learning Technology teams are encouraged to engage with other providers as external examiners, reviewers and advisers and as validation panel members and to attend external conferences and professional events.

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They are also encouraged to engage with industry and gain accreditation for their subject practice through membership of professional bodies.

Members of the Digital Education team are encouraged to research, test and implement the best innovations in online learning. They are also expected to engage in relevant networks and to share best practice with colleagues across UCEM.

Opportunities are provided for academic staff to engage in reflection and evaluation of their practice through peer review and mentoring programmes and through the strategically planned Educational Development Programme.

UCEM uses in-delivery module monitoring, module evaluation, academic level review and programme review and from this sets enhancement actions to continually improve its learning and teaching provision. The [Code of Practice chapter on Programme Planning, Monitoring and Evaluation](#) sets out further information on the policy that supports these mechanisms.

Appendix A: Benchmarking

[UK Quality Code for Higher Education Advice and Guidance – Learning and Teaching, November 2018](#)