



2019-20 access and participation plan monitoring

Provider impact report

This impact report summarises the progress made by University College of Estate Management against targets, objectives and written commitments set out in its 2019-20 access and participation plan. This document is a summary of information submitted by the provider to the OfS. This document is a self-report by the provider only and does not indicate any OfS assessment of compliance.

1. Ambition and strategy

University College of Estate Management's ambition and strategy as detailed in the 2019-20 access and participation plan:

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 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.

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 are over 21 years and seeking to learn whilst in full-time employment. UCEM continues 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. Supporting widening participation is thus fundamental to UCEM.

Key target groups are as follows:

- Mature students

UCEM's core educational activity focusses on mature students and this will remain the essential heart of its activities. UCEM will continue to develop its support for mature students.

- Ethnicity

UCEM will evaluate feedback from Black, Asian and Minority Ethnic (BAME) students to identify actions to reduce drop-out rates and increase success. Planned improvements to data collation and management will also help the institution to understand the reasons for this gap in success.

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 seeks 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.

- Disability

UCEM promotes its Disability and Wellbeing service to all new and existing 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 aims to see an increase in the number of disabled students enrolling and to achieve a reduction in the non-continuation rate for the number of disabled students who cease to participate in their studies.

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

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.

- 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, undertaking suitable data collection to inform future actions.

Monitoring and Evaluation

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. UCEM will embed quarterly monitoring events into our usual processes to look at progress on the objectives and targets set out in the Plan. UCEM's Academic Board will also monitor and review progress.

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.

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. Self-assessment of targets

The tables that follow provide a self-assessment by University College of Estate Management of progress against the targets approved in its 2019-20 access and participation plan.

Please note the tables contain only a summary of target milestones approved in 2019-20 access and participation plans. Full information can be found in **Table 8a – statistical targets and milestones** and **Table 8b – Other milestones and targets** of University College of Estate Management’s 2019-20 [access and participation plan](#).

Any optional commentary provided against the targets is given in [Annex B](#).

Statistical targets and milestones

Reference Number (lifecycle stage)	Description	Baseline year	Baseline data	2018-19 milestone	2019-20 milestone	Units of target	Comparison year	Actual performance in comparison year	Target self-assessment
T16a_01 (Access)	Implementation of a Hardship Fund to support students who require additional funding for assistive technologies as part of the Disabled Students Allowance application. The funds will provide increased access to education to those students with disabilities. UCEM will monitor the effectiveness of this initiative during the year of commencement.	2016-17	10.6%	10.6%	11%	Percentage	2019-20	13	Expected progress
T16a_02 (Access)	Implementation of bursaries and a Hardship Fund, to support students who require additional funding either with their tuition fees, or other costs such as child care. The funds will provide increased access to education to those from lower-socio economic groups and will be monitored for effectiveness. To support increased access UCEM will collaborate with BuildingPeople and start to build relationships with FE Colleges. In addition UCEM will commence collection and monitoring of data for this area.	Other (please give details in Description column)	None	Data gathering	Data gathering	N/A (see description / commentary)	2019-20		Expected progress

T16a_03 (Access)	Implementation of bursaries and a Hardship Fund, to support students who require additional funding either with their tuition fees, or other costs such as child care. The funds will provide increased access to education to those from ethnic groups and will be monitored for effectiveness. To support increased access UCEM will collaborate with BuildingPeople and start to build relationships with FE Colleges.	2016-17	15.4%	15.4%	16%	Percentage	2019-20	12	Limited progress
T16a_04 (Success)	Analysis to understand the reasons why some mature students do not choose to continue on UCEM full-time courses. This will include data analysis and work with student focus groups to obtain qualitative feedback.	2016-17	13.9%	13.9%	13.5%	Percentage	2018-19	13	Expected progress
T16a_05 (Success)	Analysis to understand the reasons for the non-continuation rate amongst ethnic students on UCEM full-time courses, including intersections with our mature student data as well as working with a student focus group. UCEM will implement a student ambassadors scheme to create role models and support.	2016-17	19.1%	19.1%	18.5%	Percentage	2018-19	15	Expected progress
T16a_06 (Success)	Analysis to understand the reasons for the lower non-continuation rate amongst disabled students on UCEM full-time courses. Identified good practice will be implemented for other student groups.	2016-17	8.2%	8.2%	7.5%	Percentage	2018-19	20	Limited progress
T16a_07 (Progression)	Provide enhanced and more frequent careers webinars to support the professional body requirements, and enable students to progress successfully in their careers.	2016-17	100%	100%	100%	Percentage	2016-17		No progress

Other milestones and targets

Reference Number (lifecycle stage)	Description	Baseline year	Baseline data	2018-19 milestone	2019-20 milestone	Units of target	Comparison year	Actual performance in comparison year	Target self-assessment
T16b_01 (Success)	Carry out surveys of students and further data analysis of BAME experience to understand reasons for non-continuation.	2018-19	0	0	1	N/A (see description / commentary)	2019-20	1	No progress
T16b_02 (Multiple)	Development of role models through appointment of student ambassadors	2018-19	0	0	4	N/A (see description / commentary)	2019-20	4	Expected progress
T16b_03 (Multiple)	Development of staff role models in under-represented groups	2018-19	0	0	2	N/A (see description / commentary)	2019-20	0	No progress
T16b_04 (Success)	Staff training to support additional numbers of disabled students.	2018-19	2	2	3	N/A (see description / commentary)	2019-20	3	Expected progress
T16b_05 (Multiple)	To commence collecting and analysing data by POLAR groupings and for care-leavers.	2018-19	0	data gathering	data gathering	N/A (see description / commentary)	2019-20		Expected progress
T16b_06 (Access)	Work with Building People to hold collaborative events to encourage those from low socio-economic and ethnic backgrounds to access education.	2018-19	1	1	1	N/A (see description / commentary)	2019-20	0	No progress
T16b_07 (Progression)	To provide careers support webinars for all mature students to progress and prepare for their professional assessment.	2018-19	1	1	2	N/A (see description / commentary)	2019-20	3	Expected progress
T16b_08 (Multiple)	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.	2018-19	0	0	1	N/A (see description / commentary)	2019-20	0	No progress
T16b_09 (Access)	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.	2018-19	0	0	2	N/A (see description / commentary)	2019-20	5	Expected progress

T16b_10 (Multiple)	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.	2018-19	0	0	1	N/A (see description / commentary)	2019-20	2	Expected progress
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3. Investment commitments

3.1. Access and participation investment for the last audited year

Please note that some differences in predicted vs actual spend may be due to reporting differences between academic and financial years.

Financial year	2019-20		
	Predicted spend (£)	Actual spend (£)	Difference (ppt)
Access investment	£1,958.61	£64,000.00	3168%
Financial Support	£2,937.92	£10,000.00	240%

4. Action plan

Where progress was less than expected University College of Estate Management has made the following commitments to increase the rate of progress against their targets.

Reference Number	Steps that will be taken in the future to make expected progress against target
T16a_03	Work undertaken in 2019-20 has emphasised the importance of role models, and this is an area of focus for us for 2020-21 and beyond. Work with employers to recruit apprentices from underrepresented groups. Work to be undertaken to further promote financial support available to underrepresented students.
T16a_06	We are confident that work already undertaken during 2019-20 will support the achievement of this target in future years. For example, the establishment of the Widening Participation Working Group, implementation of the new mental health strategy and enhancements to the Disability and Wellbeing team, including an additional student Adviser.
T16a_07	Work has already commenced to ensure Progression rates remain as high as possible, including the launch of a more bespoke mentoring scheme and the introduction of employability skills training sessions. We are also hosting more professional body advice sessions (for example, from institutions like the RICS, CABE and CIOB).
T16b_01	This work has identified the importance of role models, and this is an area of focus for us for 2020-21 and beyond.
T16b_03	Re-launch of the staff ambassador project in 2020-21.

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Provider impact report

T16b_06	To adopt a joined-up approach with Building People through the UCEM Widening Participation Working Group.
T16b_08	A refreshed pilot mentor programme launched in 2020-21.

5. Confirmation

University College of Estate Management confirms that:

Student engagement	
Have you worked with your students to help them complete the access and participation plan monitoring student submission?	
No	
Have you engaged with your student body in the design, evaluation, and monitoring of the plan?	
Yes	
Verification and sign off	
University College of Estate Management has confirmed that the information included in this impact report is accurate, that it has been compiled in line with OfS guidance, and that it is being submitted on behalf of the governing body of the provider.	
Yes	
Accountable officer sign off	
Name	Ashley Wheaton
Position	Principal

Annex A: Commentary on progress against targets

University College of Estate Management's commentary where progress against targets was less than expected.

Target reference number: T16a_03
How have you met the commitments in your plan related to this target?
Appointed a Student Ambassador (BAME). Staff: Student Focus Group held to consider the experiences of BAME students in accessing higher education and career success. Findings informed UCEM's Learning, Teaching and Assessment Strategy and institutional Widening Participation strategy in 2020/21.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
A review of internal data and activities undertaken to support this target in each of the two intakes was undertaken. Additional focus was placed on converting applications from underrepresented students in the spring semester.

Target reference number: T16a_06
How have you met the commitments in your plan related to this target?
Student focus group held to examine reasons for non-continuation amongst this group of students. Findings helped inform UCEM's Learning, Teaching and Assessment strategy and internal Widening Participation strategy. Appointed Student Ambassador (Welfare) to encourage a supported student community.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
Activities include: - Listening skills training provided to members of the academic and support teams. The Disability and Wellbeing team has offered a dictation service for students submitting mitigating circumstances. - Student engagement in modules and with assessments is monitored, and disabled students with higher needs have regular check-ins. - UCEM has adopted a comprehensive approach to make all learning materials more accessible. Staff are trained to consider the accessibility of all materials made available to students. - Where possible, learning resources are made available in advance. - Formation of the UCEM Widening Participation Working Group to support access, success and progression for all underrepresented students.

Target reference number: T16a_07
How have you met the commitments in your plan related to this target?

No data is available in the OfS data dashboard to measure success against this target. Increased provision of professional body information evenings and increased one-to-one career support sessions for students.

Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?

Career resilience session focusing on those students particularly affected by the Covid-19 pandemic.
We undertook a thorough review of our mentoring scheme ready for re-launch in September 2020.

Target reference number: T16b_01

How have you met the commitments in your plan related to this target?

Instead of conducting a survey we formed a focus group with representatives of the BAME student community at UCEM. Feedback from the focus group, together with analysis of information available in students' withdrawal forms, is being used to inform our strategy in future years.

Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?

No additional steps undertaken, as the aim of this activity was achieved via a focus group rather than a survey.

Target reference number: T16b_03

How have you met the commitments in your plan related to this target?

Three members of academic staff were recruited to this role; however, all three have since left UCEM. The speed of this action was also affected by the impact of the pandemic, which meant that more academic staff time had to be devoted to more general student support.

Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?

A review of the issues encountered in 2019-20 in relation to this milestone and a plan for re-launch in 2020-21.

Target reference number: T16b_06

How have you met the commitments in your plan related to this target?

It was not possible to hold a collaborative event due to the pandemic.

Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?

The UCEM Widening Participation Working Group was established in 2019-20, with representation from the founder of Building People.

Target reference number: T16b_08

How have you met the commitments in your plan related to this target?

The UCEM mentoring programme was established for all students at UCEM. Some students did volunteer to take part but none of these students were within the scope of the access and participation plan.

Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?

A review of this programme was undertaken in 2019-20. A refreshed pilot programme was launched in 2020-21, again made available to all UCEM students.

Annex B: Optional commentary on targets

University College of Estate Management's commentary on any of the targets listed in [Section 2](#).

Reference Number	Optional commentary
T16a_01	
T16a_02	
T16a_03	
T16a_04	
T16a_05	
T16a_06	
T16a_07	
T16b_01	
T16b_02	
T16b_03	
T16b_04	
T16b_05	
T16b_06	
T16b_07	
T16b_08	
T16b_09	
T16b_10	