



UNIVERSITY COLLEGE  
OF ESTATE MANAGEMENT

# **BSc Access Module**

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## Programme Specification 2024- 2025

Version: 12.00  
Status: Final  
Date: 19/04/2024

# 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:** February 2024

**Date of next periodic review:** February 2029

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

**Duration:** 1 semester

**Maximum period of registration:** 1 year

**UCAS Code/ HECoS Code:** N/A/ 100216

**Programme code:** UXXCAM

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

## 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 Guidance

[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 April 2024 \(opens new window\)](#)

# Programme Overview

## Rationale

This programme is primarily designed to support students who do not meet the entry criteria for study on UCEM's BSc (Hons) programmes 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 who require additional support 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

Students are required to be 18 years or over at the start of their programme.

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

GCSE Grade 4 (or C) or above in English and Mathematics or an equivalent Level 2 qualification in English and Mathematics as defined by the Regulated Qualifications Framework (RQF) in England.

### AND must either;

1. Have successfully completed Level 3 study:

The applicant must have successfully completed Level 3 study but have insufficient UCAS points to meet the entry criteria for a full BSc (Hons) programme. Applicants in this instance might not be in relevant work.

### OR

2. Be in relevant employment\*:

- a. For mature candidates (over 21):

Have work experience that is commensurate with Level 3. This will be assessed by the Recognition of Prior Learning panel.

- b. For those under 21:

Have three other GCSEs at grade 4 (or C) and/or Level 2/3 vocational qualifications, as well as a company endorsement.

\* Relevant employment is employment in a job role that will support the applicant in developing the required skills, knowledge and behaviours.

In both instances, the applicant will 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. For mature candidates, these will also be used to assess whether your work is commensurate with Level 3.

The academic level of international qualifications will be assessed using UK ENIC. For more information on equivalent qualifications please contact [admissions@ucem.ac.uk](mailto:admissions@ucem.ac.uk).

## English language requirements

All UCEM programmes are taught and assessed in English. In addition to the programme entry requirements listed above, all applicants will therefore be required to demonstrate adequate proficiency in the language before being admitted to a programme. Therefore, you must possess one of the following:

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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 5.5 or above, with at least 5.5 in the reading and writing modules in the International English Language Testing System (IELTS) academic test administered by the British Council.
- 79 or above in the internet option, 213 or above in the computer-based option or 550 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.
- Holders of a cognate sub-degree (Level 5) qualification taught and assessed in English from the University of Hong Kong or City University of Hong Kong.
- 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 if applying for a non-apprenticeship programme.

### **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 [Code of Practice: Admissions and Recognition of Prior Learning \(opens new window\)](#). This policy statement takes precedence in any such decision.

RPL or RPEL do not enable transfer of credit into the 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.

Students who are unsuccessful in completing the programme in their first attempt will be offered a final resubmission attempt. If the resubmission is successful, students will need to wait to join the UCEM BSc (Hons) programme of their choice in the subsequent semester. This will mean that they will have a gap in their studies while waiting for the next semester to commence (for example will receive the result of the resubmission in June and will need to wait to recommence studying in the autumn). If they are unsuccessful in their resubmission they will be withdrawn from the programme. All students who successfully complete the programme will be awarded a Certificate of Personal and Professional Development.

## 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 students who would otherwise not meet UCEM's entry requirements for the degree programmes. 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.

## A – Knowledge and understanding

### Learning Outcomes

B4.1 Recognise the basic principles that underpin the theory and practice of the property and construction industries.

B4.2 Explain the basic principles of property construction and associated technologies.

## B – Intellectual skills

### Learning Outcomes

B4.1 Demonstrate the ability to write in a range of formats.

B4.2 Develop an awareness and ability to evaluate and appraise information.

## C – Subject practical skills

| Learning Outcomes |   |
|-------------------|---|
| C4.1              | Recognise the uses of technology in the built environment.                |
| C4.2              | Illustrate an understanding of the development and use of digital skills. |

## D - Key / Transferable skills

| Learning Outcomes |  |
|-------------------|--|
| D4.1.             | Develop and plan individual learning to achieve successful outcomes.   |
| D4.2.             | Demonstrate the development of written, numeric and communication skills using various methods of communication.     |
| D4.3.             | Collect and organise ideas and information by producing material in an appropriate format with acknowledged sources. |
| D4.4.             | Identify and solve problems within guided scenarios.   |

## Module List

| Code    | Module                                  | Level | Credits | Core /Elective |
|---------|---|-------|---------|----------------|
| INT4BE1 | Introduction to the Built Environment 1 | 4     | 20      | Core           |

## Delivery Structure

### Autumn and Spring Semester Start

| Module Code | Module Name                             | Level |
|-------------|---|-------|
| INT4BE1     | Introduction to the Built Environment 1 | 4     |

## Module Summary

### INT4BE1 Introduction to the Built Environment 1

This module provides an overview of the built environment sector and the role of the construction industry within the UK economy. Students will gain an appreciation of how legal, political, and social issues have shaped and continue to influence the sector. Students will gain an understanding of the project lifecycle and the development process with reference to the RIBA Plan of Work. The module introduces the key stakeholders and professions within the industry. It will enable students to identify with their chosen profession and understand that profession's key responsibilities in meeting the client objectives.

As this is the first module students will study regardless of their programme, it will provide signposting to future modules where the knowledge and skills introduced by this module will be examined in further depth. It will also introduce the opportunities for wider learning provided at UCEM, through the cross-portfolio guest lecture events and the academic skills development provision. Students will also be encouraged to enrol as student members with the appropriate professional body. The content described in this paragraph is not assessed.

## 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 acquire knowledge in the module through the online learning resources available to them, including customised text material, study papers, 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 lecturer-guided and formative feedback on these skills is given appropriate emphasis.

#### Subject practical skills

Please see the INT4BE1 Introduction to the Built Environment 1 Module Descriptor.

#### Key/transferable skills

The BE Ready Orientation 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 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 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 module which are assessed within set time frames. Detailed feedback is provided on lecturer-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.

All assessment contributing to progression or 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, reflections, problem questions or presentations), computer-based assessments (CBAs), portfolio, practical and project assessments. The exact combinations of assessment will vary from module to module; please refer to the Introduction to the Built Environment 1 module descriptor for more information.

## **Study Support**

### **BE Ready Orientation**

The purpose of BE Ready is to prepare students for online learning with UCEM but also to support students throughout their learning journey. Students are expected to visit BE Ready every semester for updates, welcome back week activities as well as advice specific to their level of study.

There are a variety of resources which will help students to get started. These include how to use the VLE, how to navigate a module, the UCEM e-library and how to join a webinar. BE Ready also provides practical advice such as how to manage independent study, where to find our Study Skills resources and how to access academic or pastoral support. All this information is key to having a successful start to supported online learning with UCEM.

Resources are available to support students with referencing and how to develop good academic practice to avoid academic misconduct. A range of study skills support materials are available to apprentices.

### **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 Lecturers and other students worldwide.

The Education 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.



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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 Academic Support & Enhancement (ASET) team works with departments to promote student retention, achievement and success. This work is achieved through a multi-faceted approach, which consists of:

- delivering support tutorials to students identified as academically at risk to develop the academic skills needed for success;
- developing 'self-serve' support resources to enable students to develop their academic skills;
- delivering teaching webinars and drop-in sessions on academic skills;
- working with the Education team and other support teams to identify ways in which student success can be further facilitated.

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

Disability, neurodiversity, and wellbeing related support is provided via a dedicated Disability and Welfare 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 the 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 Academic Support & Enhancement (ASET) Team and members of the module team and will consist of the following:

- How to study online;
- Named link person – call in first week/week prior;
- Reflective practice support – how to, materials/assessment tools;
- Individual Learning Plan;
- Study Skill support materials;

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- Group support sessions;
- Regular Access specific drop-in sessions;;
- Pre-assessment support webinars;
- Student support calls for students identified as needing additional support; and
- The student will be required to complete the BE Ready Orientation and undertake individual reflective practice (supported by the above).

In addition, each programme has a Programme Leader, Module Leader and Module Lecturers 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 lecturer 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.