BSc Access Module

Programme Specification 2018-2019

Version: 2.00

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):	Level 4
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)
Subject	N/A
Date of last validation:	December 2018
Date of next periodic review:	August 2020
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
Miscellaneous	
QAA benchmark statement	[UK Quality Code for Higher Education](#) [The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies.](#)
Date of commencement of first delivery	April 2019
Duration	1 semester
Maximum period of registration	1 semester
UCAS Code	N/A
Programme code	UXXCAM
Other coding as required	N/A

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. Although this programme does not require that students have successfully studied at Level 3, it requires that they be working at that level in their employment.

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

- Applicants are normally expected to be 18 years old or over. Applicants under the age of 18 will be considered on a case by case basis by the Recognition of Prior Learning panel.

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

- 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

AND must either;

1. Have successfully completed Level 3 study:

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

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 C/4 and/or Level 2/3 vocational qualifications, as well as a company endorsement.

    In both instances, the prospective student 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.

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

The academic level of international qualifications will be assessed using UK NARIC. For more information on equivalent qualifications please contact admissions@ucem.ac.uk.

Applicants must meet UCEM's minimum English language requirements in addition to the programme entry requirements listed above. For English language requirements please go to: How to meet the language requirements.

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Recognition of prior certified 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 UCEM Code of Practice: Admissions and Recognition of Prior Learning. This policy statement takes precedence in any such decision. RPCL or RPEL do not enable transfer of credit into this CPPD 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. If either advised or desired, further study prior to joining the degree programme might be a more appropriate route. Support and guidance on the best options available will be provided. Students who are unsuccessful in completing the module will not have the opportunity to retake it. If available, they may apply to take a further CPPD or alternate access or bridging programme.

Award Regulations
For details of the award, please view the Undergraduate Programme Assessment, Progression and Award Regulations, and the Academic and General Regulations for Students.

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 the 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.

	Level 4	Relevant modules
A – Knowledge and understanding B – Intellectual skills C – Subject practical skills	Please see individual Module Learning Outcomes.	
D – Key / Transferable skills	Additional to the module undertaken: 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). D4.3 Develop time management skills to enable future study D4.4 Develop digital literacy skills required to study online.	MAN4POM and TEC4BSC

Programme Structure

Module List

Code	Module	Level	Credits	Core /Elective
MAN4POM	People and Organisational Management	4	20	Elective*
TEC4BSC	Building, Environment, Technology and Simple Construction	4	20	Elective*

Notes
*If a student commences the programme in the autumn semester, they take MAN4POM. If a student commences the programme in the spring semester, they take TEC4BSC.

Delivery Structure
Autumn Semester Start

People and Organisational Management.

Spring Semester Start

Building, Environment, Technology and Simple Construction.

Module Summaries

Elective Modules.

People and Organisational Management

This module explores the question of "what is management?" and seeks to distinguish it from leadership. It explains the role and function of management within organisations in the construction and the built environment. It also considers the role of change as a central theme as organisations seek to come to terms with issues that are constantly impacting, both positively and negatively, on the people, management and the structures of organisations.

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.

Students acquire knowledge in the modules 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

These will depend upon the module taken. See the module information sheets 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 modules chosen for this CPPD are both assessed through assignments.

Assessment Diet.

See module information sheets for details of the assessments for each.

Study Support

All students are expected to complete the non-credit bearing Induction Module before the programme commences. The Induction Module is designed to equip students with the skills they need to study at UCEM. 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 is a variety of resources which will help the student to get started. These include tutorials regarding how to use the VLE (Virtual Learning Environment), the VitalSource Bookshelf, 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 compulsory, '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, it is essential to complete the compulsory 'Readiness for Learning' questionnaire, which will prompt 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 delivered via UCEM's Virtual Learning Environment (VLE) and academic teaching and support is provided online giving student's access to UCEM tutors and other students worldwide.

UCEM's 'Student Central' function will act as the main point of contact for students throughout the duration of their programme.

The academic 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 coursework and technical issues including ICT. Each student, wherever their location, will have access to a wealth of library and online materials to support their studies.

Special Needs support is provided via a dedicated Disability and Wellbeing team at UCEM. The Learning and Teaching Enhancement Team work across the school and departments to promote student retention, achievement and success. This work is achieved through a multi-faceted approach, which consists of:

- identifying students who are at risk of deferring, suspending and/or with-drawing at specific points in the academic calendar,

- working with Subject Heads, Programme Leaders and tutors 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.

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Student learning support:

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

See the programme-specific support section below for details of additional support.

English language support:

English is the common language for all programmes. It is appreciated that some students will need additional 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 professionality, as the successful completion leads to entry to one of UCEM's professionally accredited degree programmes. If required, students have access to careers advice and support.

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 Support Plan;
- Study Skill support materials;
- Group support sessions;
- Dedicated surgery hours during the week;
- Pre-assessment support webinars;
- Student support calls for students identified as needing additional support;
- Careers check – to ensure each student chooses the right follow on programme for them.

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 Leaders 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

Programme Specific support:
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.

Benchmarking

QAA Subject Benchmark Mapping
N/A

PSRB Benchmark Mapping
N/A