

# **BSc Access Module**

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## **Programme Specification 2022- 2023**

Version: 10.00

Status: Final

Date: 16/09/2022

## 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:** December 2019

**Date of next periodic review:** December 2024

**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 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 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

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adequate proficiency in the language before being admitted to a programme. Therefore, you must possess one of the following:

- 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.

## 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. Students are advised to speak to their Programme Leader who will discuss the options available to them in relation to the resubmission as follows:

1. Complete the resubmission and if successful 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). Or alternatively, they can choose to be

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awarded a Certificate of Personal and Professional Development. If they are unsuccessful in their resubmission they will be withdrawn from the programme.

or

2. They can undertake their resubmission alongside applying for an alternative Access module being delivered in the next semester (for example registering on the spring semester Access module where they are resubmitting for an autumn semester Access module). Students that are successful with the resubmission attempt can transfer onto the UCEM BSc (Hons) degree programme of their choice with their achieved credits at the start of the next semester. Or alternatively, they can choose to be awarded a Certificate of Personal and Professional Development. Students that are unsuccessful at their resubmission can continue to study on the Access Module and if successful on this module can apply to transfer onto a BSc (Hons) programme of their choice: however, it will be at the Programme Leaders discretion as to whether they are admitted based on their potential to succeed on the programme. Alternatively, they can choose to 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.

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Level 4	Relevant modules
<b>A – Knowledge and understanding</b>	Please see individual Module Learning Outcomes.
<b>B – Intellectual skills</b>	
<b>C – Subject practical skills</b>	
<b>D – Key / Transferable skills</b>	MAN4POM and CON4TE1
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.	

## Programme Structure

### Module List

Code	Module	Level	Credits	Core /Elective
MAN4POM	People and Organisational Management	4	20	Elective*
CON4TE1	Construction Technology 1	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 CON4TE1.

## Delivery Structure

### Autumn Semester Start

Module Code	Module Name	Level
MAN4POM	People and Organisational Management	4

### Spring Semester Start

Module Code	Module Name	Level
CON4TE1	Construction Technology 1	4

## **Module Summaries**

### **MAN4POM 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.

### **CON4TE1 Construction Technology 1**

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 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 modules 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 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**

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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 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 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.

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, 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. In general, there will be 2 assessments per module. The first assessment is usually either coursework or a CMA. The second assessment is usually coursework. Some modules may have up to a maximum of 4 assessments.

## 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:



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- 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 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 Virtual Learning Environment (VLE), and academic facilitation and support is provided online giving students access to UCEM Tutors and other students worldwide.

The Learning & 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 the Learning & Teaching team to identify ways in which student success can be further facilitated;
- supporting both students and the Learning & Teaching 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.

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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 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 Learning & Teaching Enhancement (L&TE) 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;
- 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 Induction module and undertake individual reflective practice (supported by the above).

In addition, each programme has a Programme Leader, Module Leader 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 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.

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Signed by:  .....

Helen Edwards

Chair of the Academic Regulations and Specifications Subcommittee

Date: 16/09/2022.....