

# **Postgraduate Access Programme**

---

## **Programme Specification 2022- 2023**

Version: 5.00

Status: Final

Date: 16/09/2022

# Summary Programme Details

## Final Award

**Award:** Certificate of Personal and Professional Development (CPPD)

**Title of (final) programme:** Postgraduate 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:** June 2020

**Date of next periodic review:** September 2025

**Date of commencement of first delivery:** September 2020

**Duration:** 1 semester

**Maximum period of registration:** 1 year

**UCAS Code/ HECOS code:** N/A/ 100216

**Programme code:** UXXC

**Other coding as required:** UXXAPG

## 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 experienced practitioners in the built environment who do not meet the entry criteria for study on UCEM's MSc programmes or wish to take one module to see if they can manage degree-level study before committing to an MSc programme.

## Entry Requirements

Entrants to this programme normally are required to have:

- An ordinary degree or equivalent\*

Or

- A level 5 qualification or equivalent\*

Or

- A full membership of a built environment professional body (either UK or international) or an international professional qualification, plus three years relevant experience at a senior level

**In addition, all entrants are normally required to:**

- Be in relevant employment\*\*. 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. This will be assessed by the Recognition of Prior Learning panel to determine whether your work is commensurate with the relevant level.

And

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

\* Levels are defined by [Framework for Higher Education Qualifications for England, Wales and Northern Ireland \(FHEQ\) \(opens new window\)](#). For example, a Higher National Diploma (HND) is at Level 5. The academic level of international qualifications will be assessed using UKENIC. For more information on equivalent qualifications please contact: [admissions@ucem.ac.uk](mailto:admissions@ucem.ac.uk).

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

If an applicant does not meet the standard entry requirement, the applicant may 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. UCEM will consider the application on an individual basis. In these cases, the application will be assessed by the Programme Leader or the Recognition of Prior Learning panel who will give careful consideration to any professional and life experiences as well as any academic or vocational qualifications the applicant may hold.

Applications are assessed in accordance with the UCEM [Code of Practice: Admissions and Recognition of Prior Learning \(opens new window\)](#).

# Postgraduate Access Programme Specification

## 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:

- GCSE Grade C (or 4) 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) test administered by the British Council in the academic test.
- 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 Test of English as a Foreign Language (TOEFL).
- Grade C or above in English (Language or Literature) at A/S Level.
- Successfully undertaken a Level 5 cognate qualification that was taught and assessed in English.
- 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).

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

RPEL may be used to support an application for entry to the programme. RPCL or RPEL do not enable transfer of credit into this programme nor enable exemption from any component.

## Programme Progression

Students who are successful in completing the programme in their first attempt will be awarded a Certificate of Personal and Professional Development and will be offered entry to the UCEM MSc programme associated with their completed module. If a student wishes to enter a MSc programme that is not associated with the module, they have completed then they must first have a discussion with the relevant Programme Leader to ensure their success on the intended programme. With the relevant Programme Leader's agreement, students successful at the first attempt can be offered entry to any UCEM MSc programme.

Students who are unsuccessful in completing the programme in their first attempt will be offered a final resubmission attempt. If they complete the programme at the resubmission attempt, they will be awarded a Certificate of Personal and Professional Development. If available, they may apply to take a further CPPD or alternate access or bridging programme.

# Postgraduate Access Programme Specification

Note that the credit achieved upon successful completion of this programme is not transferrable to any other programme. It also is not designed to provide entry to any other institution's programmes.

## 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 MSc award undertaken on successful completion of this programme.

# Programme Aims

## Programme aims

This programme is aimed at providing an opportunity for experienced practitioners in the built environment who would otherwise not meet UCEM's entry requirements for the MSc programmes. This programme is an opportunity to study a degree-level module whilst receiving additional support. This should enable future successful study on a UCEM MSc 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 6	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>	
D6.1 Communicate in English appropriately and effectively using a variety of methods.	MAN6CPM
D6.2 Assess and develop their own learning and academic study skills (with some support).	LAW6CON
D6.3 Develop time management skills to enable future study	INV6IAP
D6.4 Develop digital literacy skills required to study online.	BSU6BSP
	PMA6CPM

# Programme Structure

## Module List

Related MSc programme	Code	Module	Level	Credits	Core/ Elective	Semester
MSc Building Surveying	MAN6CPM	Commercial Property Management	6	20	Elective*	Autumn
MSc Construction Management MSc Quantity Surveying	LAW6CON	Construction Law	6	20	Elective*	Autumn
MSc Real Estate	INV6IAP	Investment Appraisal and Portfolio Management	6	20	Elective*	Autumn
MSc Real Estate	BSU6BSP	Building Surveying Practice	6	20	Elective*	Spring
MSc Building Surveying MSc Construction Management MSc Quantity Surveying	PMA6CPM	Construction Project Management	6	20	Elective*	Spring

### Notes

\* Students will take a single module. The semester a student commences, and their intended MSc programme, determines which module they will take.

## Module Summaries

### MAN6CPM Commercial Property Management

This module aims to examine the role that commercial property plays for both an investor and an occupier; examine the management strategies of property owners and how the commercial property manager helps develop and implement these strategies; examine the breadth of responsibilities of the professional commercial property manager at both a strategic and a fundamental level.

### LAW6CON Construction Law

This module aims to provide students with an understanding of the major issues of law embraced by construction projects. It enables students to analyse professional liability and evaluate methods of extending/limiting liability, and to assess the extent of liability outside the contractual relationship. The module also aims to give students an in-depth

# Postgraduate Access Programme Specification

understanding of the issues related to construction disputes and the various commonly used methods of dispute resolution.

## **INV6IAP Investment Appraisal and Portfolio Management**

This module aims to develop the student's ability to understand and analyse investments. It will allow them to recognise property as an investment asset within the overall spectrum of other investment categories. Principles of investment, risk, investment appraisal and portfolio management will be considered to ensure the development of practical skills that enable informed investment decisions for clients.

## **BSU6BSP Building Surveying Practice**

This module focuses on building surveying practice. It comprises the following topics: building surveying, professionalism ethics and conduct, maintenance theory and practice; and building adaptation theory and practice. Legislation is based on England and Wales. The module will enhance the students' ability to recognise, analyse and remedy building maintenance issues and develop their ability to apply building surveying practice, maintenance and adaptation to different situations.

## **PMA6CPM Construction Project Management**

This module explores a range of strategic and operational issues in construction project management. The construction project manager (CPM) plays a key role at all stages of the construction process for diverse client organisations that operate in a dynamic environment. The fundamental need for clients to enhance value in their construction projects and, increasingly, to also engage stakeholders, means that the CPM has a critical contribution to make. This module therefore provides an opportunity to develop the knowledge, understanding and skills required to operate as a CPM in the context of the property and construction industries.

# **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.

# Postgraduate Access Programme Specification

## Subject practical skills

These will depend upon the module taken.

## 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 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. Individual projects in the final stage are assessed in accordance with their own guidelines and marking schemes.

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).

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:

- 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;

# Postgraduate Access Programme Specification

- 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.

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 MSc programmes. Studying at level 6 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 postgraduate 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

## Postgraduate Access Programme Specification

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.

Signed by:  .....

Helen Edwards

Chair of the Academic Regulations and Specifications Subcommittee

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