

# **Postgraduate Single- module Study for Continuing Professional Development (CPD)**

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Programme Specification 2022-  
2023

Version: 13.00

Status: Final

Date: 16/09/2022

# Summary Programme Details

## Award

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

**Title of (final) Programme:** Single-module study for Continuing Professional Development (CPD)

**Credit points:** up to 40 credits

**Level of award (QAA FHEQ):** 7

## Available upon accumulation of credit

**Award 1:** Postgraduate Certificate Built Environment Studies

**Credit points:** 60 i.e., students can choose to be awarded upon accumulation of 60 credits through multiple registrations on the Single Module Study programme

**Level of award (QAA FHEQ):** 7

**Award 2:** Postgraduate Certificate Building and Property Studies

**Credit points:** 60 i.e., students can choose to be awarded upon accumulation of 60 credits on a single pathway through multiple registrations on the Single Module Study programme. See sections on Programme Progression and Award Regulations for more information.

**Level of award (QAA FHEQ):** 7

## Validation

**Validating institution:** University College of Estate Management (UCEM)

**Date of last validation:** February 2020

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

**Date of commencement of first delivery:** September 2017

**Duration:** 1 semester

**Maximum period of registration:** 3 years

**UCAS Code/ HECoS Code:** N/A/ 100150

**Programming Code:** PXX

**Other coding as required:** CPD

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## 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 \(QAA\) Characteristics Statement: Master's Degree September 2015 \(opens new window\)](#)

# Programme Overview

## Rationale

The programme is designed for students wishing to undertake a single module, or a selection of modules, from the UCEM postgraduate provision for the purposes of Continuing Professional Development (CPD). This provision is primarily aimed at experienced employees in professional practice seeking to gain additional specialist knowledge or to gain knowledge in new areas. A wide range of subjects are covered by the modules that are suited to various professional disciplines.

## Entry Requirements

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

- a Bachelor's Degree with honours at lower second standard (2:2), or equivalent;  
Or
- a Bachelor's Degree, or equivalent, plus experience in a relevant field;  
Or
- a Level 5 qualification as defined by Framework for Higher Education Qualifications for England, Wales, and Northern Ireland (FHEQ) plus 5 years' relevant experience;  
Or
- a professional qualification plus 5 years' relevant experience.

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

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

## English language requirements

All UCEM programmes are taught and assessed in English. The applicant will therefore be required to demonstrate adequate proficiency in the language before being admitted to a course\*:

- 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 6.0 or above, with at least 6.0 in the reading and writing modules, in the International English Language Testing System (IELTS) academic test administered by the British Council.
- 88 or above in the Internet option, 230 or above in the computer-based option or 570 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.

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- 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 UCEM Code of Practice: Admissions and Recognition of Prior Learning. This policy statement takes precedence in any such decision.

RPEL may be used to support an application for entry onto the programme in accordance with the entry requirements stated in the section above. However, RPEL and RPL do not normally enable transfer of credit into the programme nor enable exemption from any component on the programme.

### **Programme Progression**

Students may progress onto any postgraduate programme from UCEM's full postgraduate offer. Credit transfers onto a specific Master's programme will only be given for applicable modules successfully completed from the selected pathway.

Alternatively, upon the accumulation of 60 credits through multiple registrations on the Single Module Study programme, students can choose to be awarded the Postgraduate Certificate Built Environment Studies (no pathway) or Postgraduate Certificate Building and Property Studies (specified pathway).

This programme is not professionally accredited and cannot be used on its own for meeting the requirements for membership of the Royal Institution of Chartered Surveyors (RICS), or the Chartered Institution of Building (CIOB). However, it may be used for meeting the Continuing Professional Development (CPD) requirements for professional membership.

### **Award Regulations**

For details of award arrangements, please view the [Academic and Programme Regulations \(opens new window\)](#).

Successful completion will result in the participant receiving a UCEM Certificate of Personal and Professional Development (CPPD), as well as confirmation of completion of the 200 hours of study completed in compliance with the pre- or post-qualification CPD requirements of relevant professional bodies.

Upon the accumulation of 60 credits (i.e., 3 modules) through multiple registrations on the Single Module Study programme, students can choose to be awarded the Postgraduate Certificate Built Environment Studies (no pathway) or Postgraduate Certificate Building and Property Studies (specified pathway). To be awarded a Postgraduate Certificate, credits must have been accumulated on the Single Module Study programme within the last 7 years, in line with UCEM's Code of Practice Admissions and Recognition of Prior Learning

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on maintaining relevance of learning. If this option is taken, UCEM will not require CPPD certificates to be returned in order to grant the Postgraduate Certificate.

## Career Prospects

This programme supports students in furthering their professionalism within industry and will enhance their career path opportunities.

This programme enables students to decide whether to progress to a UCEM's fully accredited Master's programme.

## Programme Aims

### Programme aims

The Programme is designed for holders of a professional qualification and/or a non-cognate or semi-cognate Bachelor's Degree to study a postgraduate module that is focused on the core disciplines associated with a range of built environment pathways. It develops a student's ability to integrate interdisciplinary theory and practice and to research and evaluate data in order to solve complex problems. The programme also prepares students with a foundation for further professional development and extension of their knowledge in preparation for further academic study, including completion of a Postgraduate Certificate or Master's award at UCEM.

### Market and internationalisation

This programme is aimed at a UK and broad international audience; however, it has as its basis UK law and regulatory controls. The programme aims to utilise international case studies to further understanding and where possible, international construction and surveying is considered along with international codes and conventions.

## Learning Outcomes

Having successfully completed the programme, the student will have met the following learning outcomes.

### A – Knowledge and understanding

Learning Outcome	Relevant modules
A7.1 Demonstrate a critical awareness and systematic understanding of issues and the wider business context in the built environment sector as informed by research and practice.	All outcomes are tested in each module.
A7.2 Evaluate theories and techniques utilised in the built environment sector relevant to the selected module.	

### B – Intellectual skills

Learning Outcome	Relevant modules
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B7.1	Synthesise a range of information and solve complex problems involving the creative application of built environment knowledge relevant to the selected module.	All outcomes are tested in each module.
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### C – Subject practical skills

Learning Outcome	Relevant modules	
C7.1	Acquire, analyse, and evaluate data and judge its relevance and validity to a range of built environment situations relevant to the selected module.	All outcomes are tested in each module.

### D – Key / Transferable skills

Learning Outcome	Relevant modules	
D7.1	Demonstrate a structured approach to research and decision making.	All outcomes are tested in each module.
D7.2	Communicate and collaborate effectively with relevant stakeholders within a built environment context.	
D7.3	Evaluate and apply subject-specific knowledge and integrate theory and practice to make informed decisions to deal with complex problems.	
D7.4	Demonstrate proactivity and originality in problem-solving, and the ability to act autonomously in planning and implementing tasks at a professional level.	
D7.5	Demonstrate independent, self-directed learning, as required for continuing professional development.	

Learning Outcome	Relevant modules	
D7.6	Demonstrate professional communication appropriate for relevant stakeholders.	May be met depending on module choice.
D7.7	Critically evaluate data and develop solutions that reflect a holistic approach to sustainability and the opportunities and constraints this presents.	

## Programme Structure

Please note that the Postgraduate Single Module Study programme consists of a selection of individual modules taken from UCEM's validated programmes.

### Module List

Code	Module	Level	Credits	Core/ Elective	Semester*	Pathway
CON7CMC	Management of Construction	7	20	Elective	Both	BS, CM, MBA, QS

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Code	Module	Level	Credits	Core/ Elective	Semester*	Pathway
CON7SDC	Sustainable and Innovative Construction	7	20	Elective	Both	BS, CM, QS, RE
LAW7LFS	Law for Surveyors	7	20	Elective	Both	BS, CM, QS, RE
PLN7PLD	Planning and Development	7	20	Elective	Both	BS, MBA, RE
PTY7PRM	Property Management	7	20	Elective	Both	BS, MBA, RE
VAL7AVL	Applied Valuation **	7	20	Elective	Both	RE
BSP7CAC	Costing and Contracts	7	20	Elective	Autumn	BS
INT7CON	International Construction	7	20	Elective	Autumn	CM
INV7REV	Investment Appraisal and Portfolio Management****	7	20	Elective	Autumn	MBA, RE
MAN7MLP	Leading and Managing People	7	20	Elective	Autumn	CM, MBA
MAN7SMC	Strategic Management of Change	7	20	Elective	Autumn	MBA
QSP7CAP	Contract Administration and Practice	7	20	Elective	Autumn	CM, QS
QSP7PCM	Professional Cost Management	7	20	Elective	Autumn	QS
TEC7BPA	Building Pathology and Maintenance	7	20	Elective	Autumn	BS
VAL7SVA	Statutory Valuations	7	20	Elective	Autumn	RE
VAL7VAE	Valuations and Ethics	7	20	Elective	Autumn	MBA, RE
MAN7AIM	Principles of Marketing	7	20	Elective	Spring	MBA
MAN7MFI	Management Finance and Science	7	20	Elective	Spring	MBA



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Code	Module	Level	Credits	Core/ Elective	Semester*	Pathway
MAN7MMA	Maintenance Management	7	20	Elective	Spring	CM
PTY7PRT	Property Transactions	7	20	Elective	Spring	MBA, RE
QSP7BEC	Building Economics	7	20	Elective	Spring	QS
QSP7SPT	Procurement and Tendering	7	20	Elective	Spring	CM, MBA, QS
TEC7MAB	Analysis and Adaptation of Buildings	7	20	Elective	Spring	BS

### Notes

\*Please note that the availability of modules and their delivery semester may vary year to year and will be confirmed on the UCCEM website.

\*\* It is strongly advised that you study VAL7VAE Valuation and Ethics or have a firm understanding of the topics covered in VAL7VAE Valuation and Ethics, before attempting VAL7AVL Applied Valuation.

\*\*\* It is strongly advised that a student attempting INV7REV Investment Appraisal and Portfolio Management should already have a firm understanding of the concepts, such as the time value of money, which underpin the traditional and modern methods of commercial property valuation. Students should also have experience in the use of Microsoft Excel.

Credits are part of the Credit Accumulation and Transfer System (CATS). Two UK credits are equivalent to one European Credit Transfer System (ECTS) credit.

## Module Choices

Students can choose to study whichever modules interest them. However, students are advised to choose a module from the pathway that is relevant to their professional specialism.

- BS = Building Surveying (Related to: RICS Building Surveying Pathway).  
To follow this pathway, you cannot take both CON7CMC Management of Construction and PTY7PRM Property Management, you must choose only one.
- CM = Construction Management (Related to: RICS Project Management Pathway).
- QS = Quantity Surveying (Related to: RICS Quantity Surveying Pathway).
- MBA = Master of Business Administration (Related to: RICS Management and Consultancy Pathway)

To follow this pathway, you cannot take more than 2 of the following modules: PTY7PRT Property Transactions, CON7CMC Management of Construction, QSP7SPT Procurement and Tendering, INV7REV Investment Appraisal and Portfolio Management, PTY7PRM Property Management and VAL7VAE Valuation and Ethics.

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- RE = Real Estate (Related to: RICS Valuation Pathway and Commercial Real Estate Pathway).

To follow this pathway, you cannot take more than 2 of the following modules: CON7SDC Sustainable and Innovative Construction, PLN7PLD Planning and Development, INV7REV Investment Appraisal and Portfolio Management, VAL7AVL Applied Valuation, VAL7SVA Statutory Valuations.

The choice of VAL7AVL Applied Valuation follows APC Valuation pathway whereas the choice of INV7REV Investment Appraisal and Portfolio Management follows APC Commercial Real Estate pathway (should this be a determining factor for a student).

This choice may be dictated by the CPD requirements specified by some professional bodies. Choosing from a pathway also allows progression with full credit transfer onto our postgraduate programmes.

The choice of 'No pathway' allows a choice to be made from all modules but limits possibilities of progression onto subsequent postgraduate programmes, with potentially only some of the credit transferred.

## Module Summaries

### **CON7CMC Management of Construction**

This module develops both the personnel and organisational issues of construction management, with a focus on the managers of construction projects. Comprehensive understanding and practice of skills in managing, planning, and controlling the safe production of a construction project are investigated.

### **CON7SDC Sustainable and Innovative Construction**

This module develops the principles of construction technology, including modern, innovative, and traditional construction. Within the framework of a sustainable built environment, assessment methods and relevant codes and regulations are explored in providing for a sustainable agenda.

### **LAW7LFS Law for Surveyors**

This module introduces an overview of English law, the legal system, and the law-making process. Students are introduced to the law of contracts, from their formation, acceptance, and validity, through to termination and remedies for breach and the enforceability of exclusion clauses. Students are then introduced to the law of tort which deals with 'civil wrong' (tort being the French for 'wrong') that causes harm or loss to one or more parties. In tort we will explore the concept of duty and standard of care, vicarious liability, and remedies and specific classes of tort. An introduction to conflict avoidance, dispute resolution and, particularly, Alternative Dispute Resolution is provided, which includes considering when and how ADR is commonly used in a built environment context.

### **PLN7PLD Planning and Development**

This module provides an introduction to planning law and the planning process relevant to property development. The property development process, site selection and financial appraisal of development sites and their funding are considered. The module blends the basic knowledge of planning law with the real estate implementation of a development project.

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## **PTY7PRM Property Management**

The module develops the principles of law and practice appropriate to the effective and efficient management of commercial property both in the UK and globally. The focus is principally on the landlord and tenant relationship within legal and regulatory frameworks, but also encompasses property held for owner occupation. In business planning terms, this module also examines key issues, such as the strategic use of property, property performance evaluation, positive tenant management and life cycle planning, and evaluates how these issues inform the development of strategic advice. Accounting principles are addressed in the context of service charge management.

## **VAL7AVL Applied Valuation**

This module aims to advance the knowledge, understanding, research and analytical skills so that students are able to undertake complex and specialist valuations in both a UK and international context.

## **BSP7CAC Costing and Contracts**

This module provides students with a comprehensive understanding of the role of a building surveyor in relation to project cost control and contract administration. This will be considered from the point of the Client. The module covers inception of a construction project, through both pre- and post-contract phases. The importance of considering life-cycle costs and the impact of design and specification are considered.

## **INT7CON International Construction**

This module focuses on the global construction arena. The module comprises the following topics; health and safety, culture, business, resource management, and constructing in tropical climates. The module will enhance the student's ability to recognise, analyse and develop many aspects of international construction and apply this in the international construction arena.

## **INV7REV Investment Appraisal and Portfolio Management**

This module focuses on key principles underpinning commercial property investment in international markets. Detailed 'Discounted Cashflow' appraisal models using Microsoft Excel are applied to 'real world' scenarios to determine the viability (NPV/IRR) of both multi-tenanted commercial property investments and mixed portfolios. In the context of business planning, the module also focuses on key considerations of commercial property portfolio management, including the styles of portfolio management (i.e., core, core plus, value-added, opportunistic) and portfolio restructuring techniques used to protect and improve the risk/return profile of the property portfolio. Sustainability is key theme at property and portfolio levels in this module.

## **MAN7MLP Leading and Managing People**

This module seeks to develop understanding and insight into what a manager is, and what they do; and to distinguish leadership from management. It requires students to interrogate issues and contexts relating to managing people, and how to get the best out of people, in an environment of constant change.

## **MAN7SMC Strategic Management of Change**

The rationale for this module is to provide an integrated approach to corporate strategy and the management of change and innovation in a complex and uncertain business environment in construction and real estate. Initially, consideration is given for frameworks to

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manage the long-term strategic direction of organisations within a construction and real estate setting. The remaining focus is then on enhancing students' understanding of, and response to organisational change through leadership and associated factors. The determination of appropriate policies and strategies are explored within different cultural contexts to meet stakeholder interests.

## **QSP7CAP Contract Administration and Practice**

This module examines Joint Contracts Tribunal (JCT), New Engineering Contract (NEC) and International Federation of Consulting Engineers (FIDIC) Standard Forms of construction contracts to enable students to interpret and analyse the key provisions for effective control and management of a contract. The module also examines the interactions of stakeholders and addresses impartiality and lack of bias within construction contracts.

## **QSP7PCM Professional Cost Management**

This module brings together various cost management subjects and allows the exploration of a range of issues and challenges which contribute to the development of the cost management aspects of the quantity surveying profession. Therefore, it develops the knowledge, understanding and skills in construction quantification/measurement and cost management required to operate in a dynamic and contemporary construction environment.

## **TEC7BPA Building Pathology and Maintenance**

The module investigates building pathology and maintenance in the context of professional practice. It develops students' ability to recognise, analyse and remedy building defects in a range of scenarios, and provides an understanding of inspection, testing and monitoring techniques to ensure that the most appropriate diagnosis and reporting of building defects and planning is appropriate maintenance planning.

## **VAL7SVA Statutory Valuations**

The aim of this module is to equip the student with the knowledge and skills to carry out valuations for statutory purposes, specifically for compulsory purchase, planning compensation and rating. The module demonstrates how valuation principles and practice are applied to an artificial statutory context. It underlines the importance of using relevant case law and established practice within assessments, and the principles that underpin these disciplines.

## **VAL7VAE Valuations and Ethics**

The module explores the traditional and modern methods of valuation. A central theme to this module is the RICS' 5 Global Professional and Ethical standards of (1) always acting with integrity, (2) providing a high standard of service, (3) acting in a way that promotes trust in the profession, (4) treating others with respect and (5) taking responsibility. The module encourages students to consider the practical application of these standards in their area of practice, so that they can demonstrate their commitment to the RICS Rules of Conduct, ethics and RICS professional and ethical standards.

## **MAN7AIM Principles of Marketing**

This module considers the application of marketing within construction and real estate contexts. It highlights challenges posed by diverse business environments together with implications on marketing professional practice. In this module appropriate professional marketing strategies are appraised within a diverse, complex, and changing construction and real estate environment. Negotiating practical and ethical considerations are explored and analysed within different cultures.

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## **MAN7MMA Maintenance Management**

This module aims to develop understanding of, and practice in, the skills associated with managing, planning, and controlling the maintenance of buildings. It focuses on the skills required by the construction manager who is involved in buildings maintenance on a day-to-day basis. It will allow students to develop their understanding of the theory of both management and building technology from earlier modules and to apply these theories to practical situations.

## **PTY7PRT Property Transactions**

This module introduces students to the practice of estate agency, focusing on the commercial property market in the UK. It deals with the relationship between a client and agent during the contract for property agency and looks at the logic of location theory for commercial uses for leasing and sale. Students are introduced to the analysis of company accounts (profit and loss statements, cash flow statements and balance sheets) in order to establish the covenant strength of a prospective tenant in the letting process. The module also seeks to explain, firstly, how the sale (price and/or rent) is determined, and, secondly, to introduce students to the dynamics of various property markets as key functions of business planning. In selected module topics international students draw comparison between arrangements in the UK and their own jurisdictions.

## **MAN7MFI Management Finance and Science**

This module is concerned with understanding how quantitative concepts, methods and skills can help managers in their planning and decision-making process. It enables students to model solutions to financial and business planning problems and thereby understand how more effective decisions can be made that achieve corporate objectives. In part one of the module, the role and content of financial processes, internal and external, are introduced to enable better understanding of this key aspect in decision-making. In part two, the module concentrates on the role that statistical concepts can aid decision makers and stakeholders within a construction and real estate setting.

## **QSP7BEC Building Economics**

This module provides students with a comprehensive understanding of commercial aspects of a construction project during the pre-contract phase including costs, financing, value management and cost control and where applicable the profitability of development opportunities.

## **QSP7SPT Procurement and Tendering**

This module examines the principles and applications of project procurement. It also develops understanding of the effects of risk allocation on procurement choice and the impact this has on subsequent phases of the project cycle.

## **TEC7MAB Analysis and Adaption of Buildings**

This module investigates the wider context and technical issues regarding both the analysis and adaptation of existing buildings. The module covers the history of architecture enabling the student to identify different ages and key feature that make up existing buildings. This allows the student to make informed decisions about the alteration and adaptation of building with in-module developed skills of drawing and design theory.

# 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 are taught through online learning resources available to them, including customised text material, study papers, learning activities and interactive media. These are complemented by a variety of Tutor-facilitated sessions and interactions, using a range of media for enhancement of the learning experience.

Module delivery follows a standard format, incorporating a range of subject appropriate resources suitable for the online learner. This may include, but is not limited to, audio-visual presentations, interactive case studies and online journals.

Students are encouraged to research beyond the material provided and undertake self-directed learning throughout their study.

### Intellectual skills

Learning and teaching methods are applied to enable the development of cognitive skills. These skills are aligned to those used by industry professionals, but also meet the needs of working in other industries. 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.

Students are encouraged to develop and apply their knowledge and understanding through a range of online activities and exercises. These require students to apply research and analysis to industry issues.

### Subject practical skills

Students are encouraged to develop and apply their knowledge and understanding through a range of online activities and exercises. They acquire, analyse, and evaluate data and judge its relevance and validity to a range of built environment situations relevant to the selected module.

### Key/Transferable skills

The Induction Module sets out the importance of transferable skills. These skills are developed through the programme, utilising study, and assessment. This can be via virtual learning environment (VLE) discussion, tuition discussion, problem-solving exercises – which are conducted individually or in groups – and coursework, which provides the ideal combination to internalise these aspects through different learning methods. The Study Skills area of the VLE is a further resource for support in developing these skills. Modules require students' engagement with a range of online activities that develop research and evaluation skills and cultivate a systematic approach to problem solving. Engagement with the UCEM learning community develops communication and collaboration skills.

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The transferrable soft skills will be taught via the joint programme webinars delivered to the student throughout the year. The transferable soft skills will be tested through the summative and formative module assessments.

## 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 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 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 VLE and academic facilitation and support is provided online giving students access to UCEM Tutors and other students worldwide.

The Learning and 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 and Teaching staff 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.

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.



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## 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 at Master's level aimed at developing students study skills.

## Personal and professional development

Students are undertaking vocational programmes that are intrinsically linked to the accrediting professional bodies. Students are encouraged and supported to understand the need for the recognition of these bodies and guided as to how to meet the professional membership requirements.

More generally, UCEM has a dedicated careers advisor to ensure students have appropriate access to careers education, information, advice, and guidance.

## Programme specific support

Each programme has a Programme Leader, as well as Module Leaders, Module Tutors and Academic Support 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 e-Librarian during normal UK working hours.

Signed by:



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Helen Edwards

Chair of the Academic Regulations and Specifications Subcommittee

Date:

16/09/2022.....