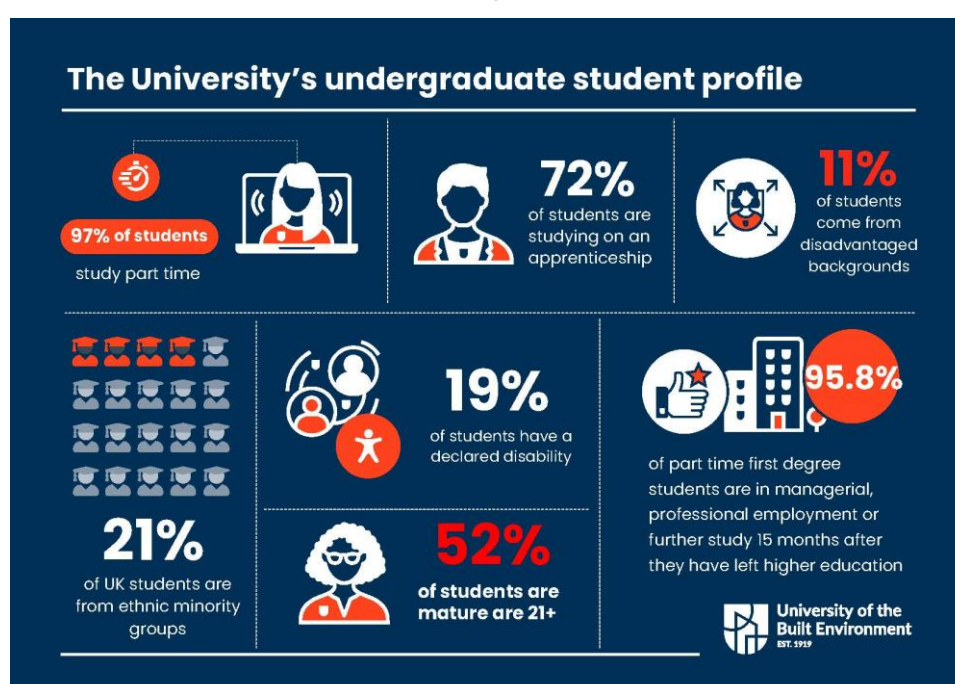


Degree Outcomes Statement 2026

Institutional degree classification profile

The University of the Built Environment is the leading provider of online education solely for the built environment, with over 100 years' experience of providing learning opportunities of the highest quality.¹ The University's undergraduate degree programmes are industry-accredited and are delivered through supported online education, accessible from anywhere in the world. The majority of students study part-time whilst in employment. Students are supported to balance their study alongside work and personal commitments. More than half of the University undergraduate students are apprentices.



Year	Number of awards (rounded to nearest 10)	Upper second class	First class honours	Good Honours
2024/25	390	47%	41%	88%
2023/24	290	47%	32%	79%
2022/23	350	53%	24%	76%
2021/22	340	54%	21%	75%
2020/21	480	52%	25%	77%

Table 1: University of the Built Environment student attainment rates 2020/21 to 2024/25²

An analysis of the data reveals the following:

- The proportion of students achieving good honours remained relatively stable between 2020/21 and 2023/24 (75%–79%), before increasing to 89% in 2024/25. During this period the University has not

¹ This built environment focus means that University of the Built Environment has a very narrow subject offer. Accordingly, analysis by subject is not presented.

² This data is derived from an analysis of the University of the Built Environment's Higher Education Statistics Agency (HESA) Student return. All of the University's programmes are delivered online, which means our international students study outside of the UK and are therefore excluded from the Student return (the return is collected from students registered at the reporting provider and studying within the UK; students studying wholly outside of the UK for the duration of their programme are excluded). Due to some small population sizes these numbers have been rounded to the nearest 10.

made any changes to degree algorithms. This improvement is driven by a combination of enhancements in learning and teaching practices (see Section 5) and shifts in cohort composition, notably a continued increase in Apprenticeship students. This group has consistently achieved higher attainment rates than the wider population, contributing to the overall uplift. The University's attainment rate has risen from 78.8% in 2023/24 to 88.5% in 2024/25. This improvement runs counter to wider sector trends, where attainment among UK-domiciled, full-time first-degree graduates has marginally decreased from 77.6% to 77.2%³. The University recognises that the populations are not directly comparable;

- Similarly, the proportion of students awarded a First-Class degree increased from 31.9% in 2023/24 to 41.4% in 2024/25;
- Attainment rates for students entering with qualifications ranging from Level 2 to Level 7 are all above 76.5%. This indicates that all students on the University's BSc programmes have a strong opportunity to achieve a good honours degree, suggesting that entry requirements are appropriately set;
- The number of students with an Additional Support Plan (ASP) more than doubled between 2023/24 and 2024/25 (32 to 70). Over the same period, the proportion of these students achieving good honours increased from 81.3% to 85.7%;
- There is a gap in the attainment rate in 2024/25 between the following groups of students:
 - Young (90.5%) and Mature (86.5%). This contrasts with 2023/24, where Mature students outperformed their Young⁴ counterparts (79.5% to 77.3%);
 - Female (93.1%) and Male (86.2%). This is consistent with 2023/24 (86.0% to 76.1%), though the gap has closed to 6.9pp;
 - Ethnic Minority (90.3%) and White (88.6%). This follows last year (82.1% to 78.0%) and shows the continued improvement of minority students at UBE. However, it is important to note that Ethnic Minority students represent only 18.4% of the overall population;
 - Index of Multiple Deprivation⁵ (IMD) quintiles 4-5 (90.8%) and quintiles 1-2 (87.2%). Students from higher quintile areas continue to outperform their counterparts, though the gap has narrowed substantially to 3.6pp, compared to 14pp in 2023/24;
 - The attainment rate in 2024/25 is higher amongst students with no known disability (89.0%), compared to those who have declared a disability (86.7%). This contrasts with 2023/24, where students who have declared a disability outperformed those without by 1.4pp (80.0% to 78.6%). Among students with a declared disability, those without a support plan (88.2%) outperformed those with a plan (86.4%). However, those with a support plan achieved a greater proportion of First-Class degrees (45.5% to 41.2%).

1. Assessment and marking practices

The University's assessment strategy is based on using a range of assessment formats that encourage self-reflection and the opportunity to make linkages to key academic literature and the incorporation of experiential learning and industry practice. The types of approaches to assessment used are coursework, computer-based, portfolio, practical and project. The University ensures that assessment meets sector

³ This data is taken from <https://www.officeforstudents.org.uk/media/ldfioztn/analysis-of-degree-classifications-over-time-2010-11-to-2023-24.pdf>

⁴ Consistent with HESA grouping 'young' here includes all students aged under 21 on entry whilst 'mature' is any student that is aged 21 or over.

⁵ The English IMD measures relative deprivation for small areas (Lower Super Output Areas, LSOAs) in England and ranks LSOAs in England from 1 (most deprived area) to 32,844 (least deprived area). Further information about the English IMD is available on the Ministry of Housing, Communities & Local Government website. Available at www.gov.uk/government/statistics/english-indices-of-deprivation-2019 and www.gov.uk/government/statistics/english-indices-of-deprivation-2015

standards by:

- using contextualised grading descriptors, informed by Office for Students (OfS) Sector Recognised Standards and The Frameworks for Higher Education Qualifications (FHEQ) of UK Degree-Awarding Bodies (The Quality Assurance Agency for Higher Education (QAA) 2024);
- setting assessments informed by QAA Subject Benchmark Statements and the requirements of the University's accrediting Professional Statutory and Regulatory Bodies (PSRBs);
- ensuring assessments are scrutinised at authoring stage by External Examiners;
- ensuring that appropriate assessment direction and support is provided, including guidance on the use of AI and, particularly, in respect of what a threshold, good and excellent assessment should look like;
- ensuring that there is appropriate consideration of student mitigating circumstances, support for students with disabilities through additional support plans and there is a clear procedure for consideration of student appeals; ensuring that marking criteria have been fairly, accurately, and consistently applied during first marking;
- ensuring all assessments are moderated (including statistical analysis of markers against the marking team, and External Examiner review) in line with QAA best practice;
- allocating markers appropriate to the subject discipline being assessed and ensuring that they complete mandatory training prior to marking;
- using Module Leaders reports to provide detailed analysis across the modules that feeds into level review and programme review.

The University appoints External Examiners with reference to the criteria laid down in the [External Examining Policy](#), to ensure they are suitably qualified and have relevant subject experience.

For degree programmes the University appoints both an academic and industry practitioner External Examiner which has the advantage of encouraging the symbiosis of theory and practice knowledge. The University's External Examiners consistently agree that the marking and classification criteria are set at the appropriate level, that marking/grading criteria are properly and consistently applied, and that marking and grading is fair and reliable. The University has reviewed its external examining practices to ensure that they align with the UK Standing Committee for Quality (UKSCQA) External Examiners Principles.

2. Academic governance

The University governance structures provide assurance that the value of qualifications is protected over time and that marking practices are adhered to. The Board of Examiners, reporting into the Academic Board, manages the scrutiny of results, utilising External Examiner critical review. Academic Board receives annual reports summarising the feedback received from the University External Examiners. Academic Board is the guardian of the academic quality and standards of the University's awards and, through its subcommittees, oversees the programme review and approval processes and the wider review of [academic regulations](#), policies and procedures. Academic Board reports to the [Board of Trustees](#), which receives reports on the maintenance of academic quality and standards including data on student achievement. There are student members on the University's main deliberative committees including Academic Board and on the University's Board of Trustees.

The University reviews its governance arrangements to provide assurance that they are robust. It participated in the Advance HE Academic Governance Benchmarking Collaborative Project in 2023, followed by a further external review of both academic and corporate governance. Both reviews were positive and helped to ensure that governance systems and processes are efficient, appropriate to institutional scale, enable appropriate controls and support a culture of effective planning and decision making.

The University has made use of external assistance in assuring the validity of the degree outcomes statement through the external representatives on the deliberative committees at which the statement has been reviewed and through the specific review by an External Examiner.

There is governance oversight of the University's compliance with the OfS conditions of registration through regular reporting and engagement with OfS publications.

3. Classification algorithms

The University operates a single, institution-wide degree classification algorithm to ensure fairness, consistency and transparency, in line with its Academic Regulations. Degree classifications are currently determined using an exit-velocity approach focused on Level 6 performance, with a defined zone of consideration at classification boundaries. Uplift within this zone is not automatic and occurs only where academic judgement, applied through established moderation and Board of Examiner processes, confirms sustained performance consistent with the higher classification.

The University recognises the importance of ensuring that classification processes are transparent and clearly understood by students and stakeholders. Further clarity will be provided through the development of a formal position statement covering rounding conventions and the operation of degree classification algorithms, alongside enhanced guidance on moderation and decision-making at Boards of Examiners. In line with sector expectations, resubmission and retake opportunities remain available, with capped marks applied where appropriate to protect the integrity and comparability of awards.

In response to recent changes in degree outcomes and wider sector scrutiny, the University is undertaking a review of its classification approach. This includes consideration of algorithm design, zones of consideration and rounding practices, and comparison with alternative sector models, as well as alignment with QAA expectations around award credibility over time. Internal modelling is being used to assess potential impacts, and any future changes will be subject to appropriate governance and approval to ensure the continued maintenance of academic standards and public confidence in the University's awards.

4. Teaching practices and learning resources

The University continues to review and enhance its teaching practices and learning resources. These enhancements:

- enabled teaching and assessment approaches to be co-developed with learning designers and editors and student representatives. The introduction and implementation of Module Development Enhancement (MoDE) for 2024/25 modules; improved student success by enhancing the structure, clarity and accessibility of learning across all programmes. These changes led to increases in module success rates and reductions in interruption and withdrawal rates;
- include the creation of two new landing modules that introduce fundamental concepts in the Built Environment and Sustainability, helping students contextualise programme-specific learning within wider industry frameworks;
- strengthen module monitoring and evaluation, through analysis of performance against agreed module Key Performance Indicators (KPI) and weekly feedback from students reviewed by the Module Leader. This allows for more timely responses to student needs as they develop through the semester;
- promote the role of Academic Support Tutors (AST), facilitating a rigorous approach to monitoring engagement and providing targeted additional study skills support where needed.

More recent enhancements impacting on 2024/25 outcomes include:

- a more focused promotion of academic integrity including a focus on promoting good practice and offering more one-to-one support for students. This includes a developing strategy relating to the use of generative artificial intelligence tools;

- closer alignment of modules to programme learning outcomes as part of revalidation;
- further integration of emerging technologies to strengthen student outcomes and authenticity and support greater use of real-life scenarios to help students contextualise their assignments and apply knowledge more meaningfully;
- increased diversity of assessment types, including broader use of presentations, posters, and short answer questions to improve authenticity and inclusivity;
- improvements in the marking feedback mechanisms, including more explicit signposting to academic support, helping students to gain better marks in subsequent assignments.

The University continues to use weekly in-delivery feedback and formal module evaluation surveys to inform ongoing enhancements at module and programme level.

The University has a well-established delivery model to support apprentices to successful degree completion and onto completion of their EPA. This includes support from an Apprenticeship Outcomes Officer to support and monitor academic and work-based progress and development. Moreover, a minimum 20% of apprentices working hours are statutorily spent on off-the-job studies. Apprentices also have professional practice workshops delivered by the University and employers, providing wrap-around support.

Accordingly, apprentice students consistently out-perform the wider population at module level and are more likely to achieve good honours. The University is anticipating a further increase in good degree classifications linked to the numbers of apprentices on programme and their access to contextualised support and additional time to study. The University is also considering any good practice that can be learnt from the success of its apprenticeship programmes that could support students that are studying with the University on a standard part-time route.

The University underwent inspection by Ofsted in March 2026 providing further validation of the quality of the provision for apprentices.

5. Identifying good practice and actions

Areas of good practice identified include:

- External Examiners continuing to express confidence in academic standards, noting the: alignment with national benchmarks; industry relevance of programmes and assessment; high standard of student work; and the structure and quality of assessments that reflect a commitment to maintaining high academic standards.
- Academic and Programme Regulations and Moderation Policies are reviewed annually to ensure that they remain fit for purpose and any changes are clearly communicated with students.
- (Re)-validation panels commending the: passion for excellent student outcomes; strong support structures for apprentices through the Apprenticeship Outcomes Officers, authentic understanding of a variety of student backgrounds and demographics through considered module and programme to inform a coherent student journey; industry responsive provision; and programme alignment to professional competencies to support student achievement.
- Professional accrediting bodies commending the:
 - commitment to quality assurance, high quality education and responsiveness to External Examiner feedback (Chartered Association of Building Engineers, CABE. 2025)
 - excellent employer engagement, quality of the VLE and the embedded, wrap-around student support (Chartered Institute of Building, CIOB, 2026).
- Communities of Practice where academic staff discourse is focussed around seven QAA themed

areas where a programme focus can be brought to support and develop student skills in each themed area.

- A proactive, cross-institutional approach to student support. Regular data-driven interventions coordinated centrally, delivered by student support teams, ensures referrals are made to appropriate resources and support staff.
- The re-introduction of the University Teaching Excellence Awards for 2025/26, to recognise the impact of outstanding teaching and student support and help share best practice.
- Achievement rates across modules have improved, reflecting the positive impact of scaffolded pedagogy, early assessment briefing, structured templates, exemplars, and personalised 1:1 academic support. The Intake Retention Improvement Plan (IRIP), has made it possible to identify early indicators of non-engaging or lower-performing students. Through co-ordinated and targeted interventions, the academic team, professional services and ASET Support Staff have further strengthened engagement, progression and alignment with OfS degree outcomes expectations.

Areas of further action identified:

- Introduce the role of Institutional External Examiner alongside the existing programme External Examiners to strengthen oversight of institutional degree classification trends and academic standards.
- Undertake a review of institutional rounding practices and borderline zones of consideration.
- Continue to undertake an annual institutional review of degree classification profiles comparing outcomes against sector-level benchmarks.

The University has a culture of continuous improvement with all teams across the institution regularly reflecting on performance of all groups of students and acting upon student and stakeholder feedback. These actions are captured on the institutional scorecard and action plans, which are reviewed regularly by the deliberative committees, senior leadership and those in governance roles. This review and analysis in turn informs the annual review of the Degree Outcomes Statement.