

## University of the Built Environment

### Summary of 2024-25 to 2027-28 access and participation plan

#### What is an Access and Participation Plan?

The University of the Built Environment's Access and Participation Plan sets out its most significant risks to equality of opportunity for its current and prospective students, and how these particular risks can be addressed and countered. The particular groups of students covered by the Plan are from UK domestic households on Undergraduate programmes or studying the MArch Designing Architecture programme, from a range of underrepresented groups. The Office for Students approves and monitors all Access and Participation Plans.

You can see the full Access and Participation Plan via the [policies section of the University website](#).

#### Key points

The University's core purpose is: *"to provide truly accessible, relevant and cost-effective education, which enhances careers, increases professionalism and contributes to a sustainable built environment."* This purpose drives the University's commitment to equality of opportunity and delivering programmes that are accessible to all students, regardless of age, location, or protected characteristics, as well as ensuring its online education model is flexible. In May 2025, University of the Built Environment merged with the London School of Architecture (LSA), incorporating its model of in-person teaching with real world professional practice.

University of the Built Environment will look to address key risks to equality of opportunity across the duration of this Plan. Four key objectives have been identified to mitigate these risks:

- Intervention Strategy One: to enhance the curriculum and training of teachers for KS3 Geography and Level 1 and 2 "Design Engineer Construct!" in order to raise attainment of secondary school pupils across Berkshire, Buckinghamshire and Oxfordshire by 2028.
- Intervention Strategy Two: to increase the representation of pupils from ethnic minority backgrounds across all Part 0 programmes by 2028, thereby enhancing the diversity and inclusivity of future professionals in the built environment sector.
- Intervention Strategy Three: to ensure mature students are supported to continue with their studies and succeed on programme, resulting in a reduced gap in continuation of 5.5 percentage points by 2028.
- Intervention Strategy Four: to ensure female students are supported to continue with their studies and succeed on programme, resulting in a reduced gap in continuation of 2 percentage points by 2028.

See pages 2-17 of the Access and Participation Plan for more information.

#### Fees we charge

University of the Built Environment's published annual fee information can be found via the [policies section of the University website](#). For 2024-25, full-time course fees (programme fees) are set at £9,000 and part-time at £6,750. For 2025-26, full-time course fees (programme fees) are set at £9,270 and part-time at £6,955. For 2026-27, all full-time course fees (programme fees) are set at £9,522 (except the MArch Designing Architecture programme fee which is set at £9,522) and part-time at £7,140.

#### Financial help available

Female and mature students who have dependents will be able to apply for in-kind financial support for childcare during assessment periods. This childcare support will be with an approved OFSTED learning provider and allow students to apply for funding to enrol dependents on online

learning courses. The funding will cover one month of tuition during assessment periods in autumn/spring so parents have more time for their studies.

See pages 10 to 17 of the Access and Participation Plan for more information.

### **Information for students**

A copy of University of the Built Environment's Access and Participation Plan is available via the [policies section of the University website](#). The University's Student Representatives and Officers are required to draw student attention to the Plan and supported to obtain feedback and comment from the student body on Plan activities. University of the Built Environment's responses and actions arising from this feedback, as well as the findings from its monitoring and evaluation activities, will be fed back to the Student Officers and Representatives and summarised on University of the Built Environment's Virtual Learning Environment. Students are made aware of fees and the financial support available in their offer/re-registration letter and emails.

See pages 25 to 28 of the Access and Participation Plan for more information.

### **What we are aiming to achieve**

As part of working to address its raising attainment objective in Intervention Strategy One, the University will work across Berkshire, Buckinghamshire and Oxfordshire to support schools develop Geography and additional qualifications at pre-16 age levels. For Intervention Strategy Two, the University will drive to increase the representation of pupils from ethnic minority backgrounds across its Part 0 programmes at pre-16 and post-16, particularly in London.

For Intervention Strategy Three, University of the Built Environment will look to further reduce the gap for mature apprentices by supporting them to succeed throughout their studies at key times in the academic cycle (transition, first year, and around assessment periods). Intervention Strategy Four will look to support female apprentices to succeed on programme at key times in the academic cycle.

See pages 2-17 of the Access and Participation Plan for more information.

### **What we are doing to address keys risks to equality of opportunity**

Each intervention strategy details how the University will address its identified risks to equality of opportunity.

For Intervention Strategy One, the University will collaborate with secondary schools across the Berkshire, Buckinghamshire and Oxfordshire regions to develop a Geography curriculum for school teachers, recruiting and placing school governors, as well as committing to funding an in-school programme that supports specialist teacher training.

For Intervention Strategy Two, the University will ensure that 80% of London-based pupils participating in three Part 0 outreach programmes are from ethnic minority backgrounds through in-school activities as well as independent qualifications young people undertake with LSA.

For Intervention Strategy Three, the University will support its mature students through a variety of different activities across the length of the programme including providing specific childcare-based in-kind financial support, peer learning opportunities, representation, and dedicated spaces to study (both in-person and online).

For Intervention Strategy Four, the University will support its female students through a number of activities, including peer learning opportunities, dedicated spaces to learn (both in-person and online), accessing in-kind financial support for childcare, representation, and safe spaces to talk, network, and share experiences with other female students.

See pages 5-17 and 38-47 of the Access and Participation Plan for more information.

### **How students can get involved**

University of the Built Environment's Student Ambassadors and Student Representatives were consulted in preparing the Plan through regular meetings and reviewing Plan activities. Student Officers and Representatives will play a key part in the ongoing monitoring of the institution's targets and activities, as well as identifying future action as necessary.

See pages 25-28 of the Access and Participation Plan for more information.

### **Evaluation – how we will measure what we have achieved**

As part of an annual cycle of review, the University will use relevant evidence to develop and report on the impact of this Plan. The University's regular reporting cycle will encourage reflection on the success of activities, as well as the opportunity to investigate more effective solutions and to develop further evaluation methodologies.

University of the Built Environment plans to evaluate its intervention strategies using a variety of methodologies throughout the period of this plan. The types of evaluation that will be used will include surveys and reflective feedback, so as to consistently enhance and establish the impact activities have had. In addition, lessons learned will be drawn out and documented.

These lessons – alongside the activity evaluation results – will determine whether a certain activity should continue in its current format, and the appropriacy of the evaluation measures will be reviewed. Plan evaluations will be shared on the University webpages from 2025. These results will also be communicated via knowledge sharing at built environment and higher education conferences, and submitting to relevant journals. It is intended for these evaluation activities to raise awareness, enhance understanding and engagement, produce action, and ultimately to lead to lasting overall change.

See pages 6-7, 9-10, 12-13, 15-17, 26-28 of the Access and Participation Plan for more information.

### **Contact details for further information**

Please contact [enquiries@ube.ac.uk](mailto:enquiries@ube.ac.uk) for more information.