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YORK  
ST JOHN  
UNIVERSITY

# York St John University **Business Courses Strategic Plan**



# Welcome from the Deans of York Business School and London Campus

We are delighted to present this strategic plan for our business courses, focused on providing inclusive and sustainable business education that has tangible social impact. This strategic plan aligns our University for Social Impact Strategy with our business courses and demonstrates the connection and cohesion between our two schools, in York and London, in their provision of business education.

Our business courses share a unified vision to extend the transformative power of education, to create positive change in business and society. We are committed to developing thoughtful, creative, and curious leaders of the future.

Our mission is driven by the University's commitment to social justice, to support the transformation of individuals, enhancing their capacity and capability. We recognise that this involves building and sustaining a purposeful, life-long learning community through innovative, future-focused teaching and research.

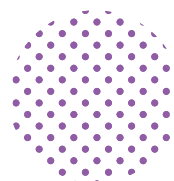
Our joint vision and mission are championed across both campuses to ensure that our business provision not only reflects but actively contributes to the University's vision to be a catalyst for positive change, fostering a fairer future through excellent education and research.



Professor Brendan Paddison  
Dean of York Business School



Louise Donaghy PFHEA  
Dean of London Campus



# Introduction and context

York St John University is committed to providing business education that enables thoughtful, creative and curious leaders of the future. Business education is delivered across both York and London campuses, with complementary strengths shaped by differing student profiles, portfolio structures, and regional contexts. Business education across both campuses and partnership contexts operates within a single institutional governance and quality assurance framework. Both the Dean of York Business School and the Dean of London Campus are Academic Board members. Course approval, monitoring, assessment regulations, external examining, student feedback, and enhancement planning are managed through shared university processes, ensuring parity of academic standards while enabling local responsiveness.

Across York and London, we currently have 50 unique courses, 6491 students and 400 academic staff, with an additional 541 students taught through our global partnerships in the United Arab Emirates, Sri Lanka and Malaysia.

Our academic portfolio spans academic level 3 (foundation), level 4-6 (undergraduate) and levels 7-8 (postgraduate), covering the following discipline areas – Accounting and Finance; Business Computing; Business Law; Business Management; Economics; Health Management; Marketing; Research Methods and Tourism, Hospitality and Events.

In York, business courses are delivered through York St John University's York Business School, founded in 2016 and currently the largest of the University's five academic schools. The London Campus was established in 2019 initially to expand postgraduate

provision and has since experienced rapid growth, with business courses forming the majority of its academic portfolio (76.9%), and student enrolment increasing significantly from 114 students in 2019 to 3071 in 2025/26. Together, the two campuses reflect complementary strengths shaped by differing student profiles, portfolio structures, and regional contexts.

We are proud of our diverse student profile, with 78% of our undergraduate (UG) students having one or more demographic characteristics significantly underrepresented in the English HE sector (October 2022). Across a four-year period for full-time (FT) UGs, and compared with sector averages, a substantially higher proportion of students report a disability. 34.3% of our FT students have come from areas with historically low participation in higher education, compared with the 22.3% national average. We have seen a year on year increase in mature student entrants, from 129 in 2017/18 to 797 in 2024/25, for FT UGs. We have had a targeted campaign to increase the proportion of our intake from a Black, Asian, or Minority Ethnic (BAME) background, leading to an improving position of 14.22% FT BAME intake (2022/23).

Our London Campus benefits from the diversity of international students from more than 65 different countries since its launch in 2018/19. The largely postgraduate portfolio attracts applicants of varied backgrounds and stages of life; in 2024/25, 65% of the Campus population was classed as 'Mature' per HESA's categorisations, and 99% reported their ethnicity as Black, Asian, or Minority Ethnic (BAME).

# Survey results and statistics

## Postgraduate Taught Experience Survey (PTES) 2025

### Satisfaction Rate:

- Overall Experience  
LON: 91.5% YBS: 91.8%
- Teaching and Learning  
LON: 90.4% YBS: 90.7%
- Organisation and management  
LON: 88.7% YBS: 90.7%
- Assessment and Feedback  
LON: 87.5% YBS: 88.2%

**All four areas have increased since 2024.**

## York St John Experience Survey (YES) 2025 (London Campus not applicable)

### Satisfaction Rate:

- Teaching on my course  
YBS: 85.5%
- Academic Support  
YBS: 91.4%
- Organisation and Management  
YBS: 84.9%

## The National Student Survey (NSS) 2025, for YBS Business Management related courses

### Agree Rate:

- “How good are staff at explaining things?”  
90.6%
- “How well have teaching staff supported your learning?”  
88.8%
- “How fair has the marking and assessment been on your course?”  
86.0%

**In the Business Management NSS 2025 we scored 89/100 for Academic Support, which is above sector average.**

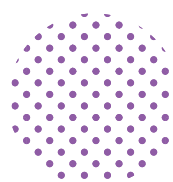


## International Student Barometer (ISB) 2024

### Satisfaction Rate:

- Overall  
LON: 89.2% YBS: 92.0%
- Learning Satisfaction  
LON: 93.7% YBS: 94.6%
- Value for Money  
LON 91.1% YBS: 92.7%

**York St John University had second-largest response rate to ISB in 2024 – 48%.**





### Progression:

Undergraduate progression has remained consistently above 70% in most years. We have maintained a solid progression profile, recording **73.4% in 2023/24** before the most recent figure of **70% in 2024/25**. This sustained performance reflects the school's commitment to academic support, student engagement, and inclusive learning practices.

#### York Business School – Business Management related courses (UG FT):

- B3 Continuation: **83** (OfS threshold 80%)
- B3 Completion: **85** (OfS threshold 75%)
- B3 Progression: **65** (OfS threshold 60%)

#### York Business School – Business Management related courses (PGT FT):

- B3 Continuation: **93** (OfS threshold 80%)
- B3 Completion: **88** (OfS threshold 80%)
- B3 Progression: **86** (OfS threshold 70%)

#### York Business School – Business Management related courses (PGT FT):

- B3 Continuation: **97** (OfS threshold 80%)
- B3 Completion: **95** (OfS threshold 80%)
- B3 Progression: **33** (OfS threshold 70%) – Key context of low rate of Graduate Outcomes responses from international graduates.

### Employability

#### Satisfaction Rate:

- Employability and Skills (PTES)  
LON: 88.1% YBS: 87.0%
- Placements (PTES) –  
LON: 90.3% YBS: 87.1%
- Employment/Careers Support (ISB)  
LON: 85.7% YBS: 86.6%
- Careers (ISB)  
LON: 92.4% YBS: 94.0%
- Careers (YES)  
YBS: 75.5%

### International satisfaction

#### Satisfaction Rate:

- Arrival Satisfaction (ISB)  
LON: 93.5% YBS: 93.8%
- Internationalised Experience (ISB)  
LON: 94.8% YBS: 95.4%
- Visa and Immigration (ISB)  
LON: 94.6% YBS: 96.0%
- Diversity (PTES):  
LON: 91.3% YBS: 92.2%

### Research impact REF

#### UoA 17 (Business and Management Studies) at York St John University, REF 2021:

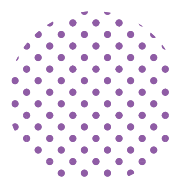
- 11.51 staff FTE submitted; 30% of eligible staff
- Overall: 4\* = 2%, 3\* = 31%, 2\* = 55%, 1\* = 12%
- Combined 4/3 = 33%\*\*
- Outputs: 4\* = 3.4%, 3\* = 41.4%
- Impact: 3\* = 25%, 2\* = 75%
- Environment: 2\* = 62.5%, 1\* = 37.5%

# What distinguishes our business courses?

Our business education provision is distinguished by a shared commitment across York and London to inclusive, socially responsive and applied learning. What sets us apart is not simply what we teach, but how we create educational environments in which students from diverse backgrounds can develop the confidence, capability and agency to influence organisations, communities and society. Across both campuses, we seek to develop graduates who are professionally capable, socially aware and prepared to lead responsibly within the complexities of the 21st century.

Across both campuses, we prioritise:

- Inclusive learning environments that support students from diverse backgrounds to succeed, develop confidence and exercise agency in their professional and personal lives.
- Social justice, responsibility and social impact as core principles underpinning the design and delivery of our business education.
- Work-Related and Experiential Learning (WREL) embedded within curriculum design, enabling students to critically apply knowledge to real-world contexts and professional practice.
- Professional, digital, analytical and interpersonal capabilities that prepare graduates for contemporary business, leadership and societal challenges.
- Research and inquiry-led learning that encourages critical thinking, curiosity and engagement with complex global issues
- Distinctive campus contexts and partnerships, drawing on York's civic and regional connections and London's international, diverse and postgraduate environment.



# Partnerships and affiliations

Professional body accreditation from a number of professional bodies, including:

- Chartered Management Institute
- Chartered Institute of Marketing
- Chartered Institute of Personnel and Development
- Chartered Institute of Management Accountants
- Institute of Chartered Accountants in England and Wales
- Chartered Institute for Securities and Investments
- Association for Project Management
- The Institute of Hospitality
- The Tourism Management Institute (TMI)

These accreditations demonstrate the quality and professional relevance of our provision, while enabling students and graduates to pursue additional professional qualifications within their chosen fields and employment sectors.

- Member of the Association of Chartered Business Schools.
- Member of the UN's Principles for Responsible Management Education (PRME) since 2014, actively engaging in initiatives and opportunities focused on responsible business practices and sustainability.
- Business partnerships enable us to connect academic learning with professional practice, ensuring students benefit from current industry insight, applied learning opportunities and enhanced employability. These partnerships support students to develop the skills, confidence and experience required to succeed within contemporary workplaces.



# Partnerships and affiliations

Our campuses in York and London are strengthened by a diverse network of industry, publicsector, cultural and community partners who help us create meaningful opportunities for students, deepen our regional impact, and ensure our provision remains professionally relevant. Through these collaborations, we expand access to realworld learning, support innovation and knowledge exchange, and work alongside organisations that share our commitment to social value and inclusive economic growth.

## York Campus

- The Grand Hotel, York
- Nestlé
- Humberside Police Force
- Forum of the Future
- People’s History Museum
- National Football Museum
- York City Football and Rugby League’s LNER Community Stadium
- Enterprise Rent-a-Car
- Make It York
- The York and North Yorkshire Combined Authority
- City of York Council
- LNER
- The West and North Yorkshire Chamber of Commerce
- IBM
- Royal Mail
- Castle Howard
- Aesthetica Magazine
- HSBC
- Local IQ

## London Campus

- BDO
- Barclays
- Harrods
- Havering Council
- Howden Group Ltd
- Sir Robert McAlpine
- Church & Dwight UK
- The Lewisham Care Partnership
- Tower Hamlets Council
- Blue Orchid Hospitality Group
- Southall Black Sisters
- NIA Project
- Survivors UK
- Ambrose King Centre

## Franchise Partners

- Lincoln University of Business and Management (UAE)
- Imperial College of Business Studies (Sri Lanka)
- IEG (Malaysia)

London Campus work-related experiential learning includes live consultancy projects with SMEs, our partners include VERCIDA, Market & Me, It Started With A Trip.

Our **London Advisory Board (LAB)** comprises of 13 senior industry leaders who provide strategic insight, strengthen industry alignment, and support student employability and course relevance.

This currently includes representation from:

- Santander
- Donmar
- Mastercard
- Ford Family Foundation
- Pain Association Scotland
- IBM
- Barclays Innovation Banking
- Integrity International Group
- Settlr
- Know Can Will Do
- Health Systems Global
- Marcliffe
- Arc Management Consulting

## York Business School Advisory Board

This currently includes representation from:

- Hatmill Ltd
- North Yorkshire Council
- Assetiam Business Consultancy
- Make it York & Visit York
- YO1 Media
- VetPartners
- Pagabo Group
- Abundance Foods
- Believe Solutions & TU Consulting
- Wallace Consulting Ltd
- York Bid and Fabler & co - Event Shed - THOR’S events
- Norman Broadbent plc
- TAITCSG

# Vision and mission

Our vision is to be an inclusive, values-driven community that expands access to high-quality business education and extends its transformative power to create positive change in business and society.

Across our York and London locations, we champion education as a force for social mobility, ethical leadership, and societal impact. We seek to develop thoughtful, creative, and future-ready leaders who bring integrity, curiosity, and lived experience to the challenges facing organisations and communities worldwide.

Our mission is to transform lives and communities through inclusive business education, impactful research, and meaningful engagement, grounded in social justice, integrity, and ethical practice.



We deliver this mission by:

- Widening access to business education for students from diverse, under-represented, and often disadvantaged backgrounds, including many first-generation learners, and supporting them to succeed through an inclusive education framework that values potential, resilience, and aspiration.
- Providing practice-focused, portfolio-based learning that integrates theory with real-world application, enabling students to develop professional capability, confidence, and social impact regardless of prior advantage.
- Building a strong, connected community across our York and London campuses and internationally, where belonging, diversity, and mutual respect are central to the student and staff experience.
- Embedding ethics, responsibility, and sustainability across curricula, research, and partnerships, including through our commitment to the Principles for Responsible Management Education (PRME) and regionally grounded engagement that links local and global challenges.
- Advancing impactful and engaged research that reflects our institutional mission, informs practice and policy, and addresses issues of inequality, inclusion, and the Sustainable Development Goals (SDGs).
- Investing in an inclusive and developmental staff culture, shaped by Athena Swan and Race Equality Charter principles, coaching and mentoring, and a commitment to professional growth, wellbeing, and collaborative leadership.
- Innovating continuously in teaching, research, and operations through interdisciplinary working, flexible delivery models, and responsiveness to a changing global and VUCA environment.

# Strategy development process

This business education strategy draws on the individual school roadmaps developed for York and London. The development of these documents was highly consultative, involving multi-stakeholder engagement across academic and professional services colleagues, students, partners, and regional businesses. Our school roadmaps are structured high-level planning documents that define school-level ambitions and priorities against the University strategic framework, tailored to disciplinary and operational context. This strategy brings those two planning documents together under a unified set of strategic goals. While the overall process followed a shared institutional framework, consultation also reflected the distinct operational contexts of York and London, including differing staff structures, student profiles, and external stakeholder engagement.



The consultative process for the development of school roadmaps and this strategic plan are as follows:

- School leadership teams introduced the roadmaps through whole-school away days and town hall forums, inviting staff contributions on emerging priorities linked to teaching, research, and student support.
- Individual away days were then used to refine and develop those priorities further.
- Draft roadmaps were reviewed through committee structures to ensure alignment with University strategy, wider institutional priorities, and coherence across academic schools.
- Local consultation then continued to refine roadmaps in response to feedback ahead of approval.
- Roadmaps were circulated to University directorates to support the development of enabling roadmaps, showing how services such as marketing, recruitment, and learning enhancement would underpin delivery.
- Cross-school analysis identified areas of synergy and alignment across York and London business provision.
- Two joint workshops brought together colleagues from York and London to shape a shared business education strategy. As we implement our strategy, we will continue to collaborate with key internal and external stakeholders, whilst routinely monitoring and evaluating our progress against established goals and priorities through the annual operational planning process.

# Strategic Goals

Our University for Social Impact Strategy drives our core objectives across the University and therefore define the strategic goals for our business courses in York and London.

We have defined five strategic goals, four of which directly stem from the University Social Impact Strategy. These are outlined and mapped on table 1.

Number	Goals	Alignment with our University Social Impact Strategy
1	Financial sustainability	✓ Maintain a resilient financial position.
2	Learning, teaching and student experience	<ul style="list-style-type: none"> <li>✓ Provide all students with a personalised learning journey underpinned with technology.</li> <li>✓ Offer a future-focused, high-quality academic portfolio with distinctive learning and teaching.</li> <li>✓ Be a sector leader in environmental sustainability with a whole- university approach.</li> <li>✓ Produce conscientious graduates who fulfil future skills requirements, both domestically and internationally.</li> </ul>
3	Research, Innovation and Knowledge Exchange	<ul style="list-style-type: none"> <li>✓ Enrich our research and the experience of students, staff and communities through transformational partnerships.</li> <li>✓ Collaborate with confident, authentic, resilient, enterprising and professional students and staff.</li> <li>✓ Demonstrate local, national and international social impact.</li> <li>✓ Innovate through impactful research and knowledge exchange.</li> </ul>
4	Equality, Diversity and Inclusion	✓ Be a truly inclusive and equitable organisation.
5	AACSB accreditation	✓ All of above.

*Table 1: Alignment of our Business Strategic Goals with our University for Social Impact Strategy*

# Goal 1:

## Financial Sustainability

### Short description:

Our primary strategic objective is to attain financial sustainability through the expansion of key markets while reducing reliance on tuition fees. Achieving this will necessitate maintaining an efficient academic portfolio, fostering continuous improvement, and engaging staff in contributing to the long-term sustainability and resilience of our business provision. Financial analytics will guide both decision-making and strategic investment. The long-term viability and resilience of our business courses will be assessed using university-level financial KPIs.

### Longer description:

Financial sustainability is a core strategic priority underpinning our business education strategy, aligned to the University Financial Sustainability Framework.

**Delivery across York and London requires differentiated approaches to sustainability, reflecting distinct student markets, portfolio structures, and operating models across the two campuses.**



- We aim to grow our core markets, including home undergraduate and international postgraduate provision, recognising the differing market profiles and recruitment patterns across York and London. We are dedicated to reducing our reliance on tuition fees. To achieve this, we will operate an efficient academic portfolio and embed continuous improvement cultures for our business courses, aligned with the University's strategic ambitions.
- We design and deliver short courses, professional certificates, and bespoke leadership programmes that expand student opportunity, support lifelong learning, and strengthen relationships with employers and alumni to generate nontuition revenue, and deepen employer relationships.
- We form strategic alliances with industry, public sector and other education providers to codeliver courses, share resources, and unlock collaborative funding and commissioning opportunities.
- We offer applied consultancy and advisory support from academic staff and research centres to organisations locally, regionally and nationally, helping translate academic expertise into social value, and converting expertise into fee earning activity.
- We support staff and student entrepreneurship through incubator services and commercialisation pathways that foster innovation, and create sustainable income streams and regional economic impact.
- We embed realworld projects, contract research and workbased learning into curricula to enhance student employability, strengthen employer partnerships, and generate courselinked income.
- We recognise that all staff contribute to the longterm sustainability, quality and resilience of our business provision.
- We intend to enhance our financial insights to inform robust decisionmaking and invest strategically based on business need.
- We will monitor performance against Universitylevel financial KPIs to support longterm viability and sustainability.

## Goal 2:

### Learning, Teaching and Student Experience

#### Short summary:

Learning, teaching and student experience is our second strategic goal, focused on our commitment to providing a high-quality, distinctive and personalised experience for every student across both York and London. This includes delivery models that respond to differing student profiles, including undergraduate and postgraduate pathways, international transition, coaching-informed practice, and varied forms of experiential learning. We will achieve this through embedding our distinctive, values-led pedagogy and evolving curricula, designed to prepare our students for the business world. We will work in partnership with our students and communities to deliver inclusive, experiential and impactful learning, equipping all students to succeed and make meaningful contributions to business and society.

#### Longer description:

Our second strategic goal is to provide an effective student experience, aligned to our Learning, Teaching, and Student Experience Framework. London Campus is explicitly positioned as a postgraduate learning community; York Business School has a broader undergraduate population. The York St John University pedagogy and the Teaching and Learning Enhancement team provide the institutional framework that ensures consistent learning principles across locations. Although the student experience may differ across campuses, academic quality, assessment standards and student support are aligned through shared institutional expectations and frameworks.

- We will embed the distinctive YSJ Pedagogy throughout our business courses to ensure each student benefits from a high-quality, personalised learning journey that continuously evolves in response to changing professional landscapes.
- We commit to recruiting and retaining professionally qualified staff, with prior experience of business and research, to ensure our business education provision is current, relevant and applied.
- Our curriculum will be designed to reflect the core values and practices of York St John, tailored specifically to prepare our business students for the challenges and opportunities of the modern business world.
- We will forge transformational partnerships with students, employers and communities to enrich learning through live projects, coaching-informed support, placements and civic engagement.
- We will continue to develop inclusive and flexible approaches to learning through digital engagement, embedded academic support and delivery models that empower students and staff to confidently engage with evolving technologies and learning environments.
- We will continue to take an inclusive approach, recognising differing student needs across widening participation, international, mature, and postgraduate cohorts, ensuring that students from all backgrounds and at every level of study receive the support and opportunities they need to succeed.
- Ultimately, we aim to equip our students with the skills and experience to be able to have a meaningful impact on the businesses and communities where they live and work, strengthening our reputation for inclusive, high-quality and socially responsive business education.



## Goal 3:

### Research, Innovation and Knowledge Exchange

#### Short summary:

Research and innovation is our third strategic goal, focused on empowering staff, students, and partners to engage in impactful research and applied innovation across York and London. This includes both disciplinary research excellence and practice-based knowledge exchange shaped by differing staff profiles, student cohorts, and regional opportunities. Shared knowledge exchange approaches support YSJ in strengthening institutional performance while contributing to the development of businesses and communities across both locations.

We aspire for our business courses to be informed by research that is socially responsive, professionally relevant and impactful. We will strengthen our postgraduate research community, promote knowledge exchange and skills development, and ensure equality, diversity, inclusion, and environmental sustainability remain integral to business education and research activity.

#### Longer description:

Research and innovation is our third strategic goal, aligned to our University Research and Innovation Framework.



- We aspire to ensure that our staff, students, global partners and external collaborators have meaningful opportunities to engage in research and innovation, including applied research, pedagogic innovation, and knowledge exchange linked to professional practice
- We are committed to cultivating and sustaining an inclusive, collaborative, and supportive culture that fosters high-quality, socially engaged, and impactful research and innovation, contributing to both academic excellence and real-world relevance in business education.
- We aim to develop a strong reputation for research and innovation that is socially engaged, professionally relevant and impactful within business and management education. To support this, we will continue to nurture an environment that encourages innovation, knowledge exchange and skills development across our business courses.
- We will strengthen and diversify our postgraduate research community, supporting students and staff to develop as researchers, professionals and leaders, while embedding equality, diversity and inclusion across all research and innovation activity.
- Collaboration and partnerships, locally, nationally, and internationally, will continue to drive excellence in research and innovation. We are also committed to ensuring that our research and innovation initiatives deliver tangible economic, social, and cultural benefits for our stakeholders and communities, and that environmental sustainability is integrated into every aspect of our work.

# Goal 4:

## Equality, Diversity and Inclusion

### Short description:

Our fourth strategic goal is to embed Equality, Diversity and Inclusion across our business courses, ensuring these principles are integral to curriculum, pedagogy, and operations across both York and London.

Across both campuses, this includes responding to highly diverse student communities with differing educational, cultural, and professional starting points. We want students, staff, and partner institutions to feel they belong and are empowered to contribute to an inclusive academic community. We will embrace diverse perspectives through an intersectional approach, ensure compassion shapes our culture, and strengthen EDI-focused research that generates social value. We aim to be sector-leading in inclusive business education, preparing socially conscious graduates who make meaningful impact through their future careers.

### Longer description:

We are strategically committed to embedding Equality, Diversity, and Inclusion (EDI) across the design and delivery of our business courses. EDI is experienced differently across the York and London campuses due to the distinct demographic, cultural and structural contexts in which students learn. Guided by social models of inclusion, we ensure that EDI is not merely an aspiration but a demonstrable and integral part of our curriculum, pedagogy, and operational practices.

- We prioritise initiatives that foster inclusion, belonging, confidence and representation among our business students, staff and partners, cultivating an academic environment where every member feels valued and empowered to contribute.
- We are dedicated to building diverse and inclusive workplaces that leverage different perspectives, experiences and backgrounds to strengthen learning, collaboration and innovation across our business courses.
- We will take a coordinated, prioritised and intersectional approach to EDI to maximise the positive outcomes and impact we deliver for our students, staff and wider professional communities.
- Our approach ensures that EDI considerations are embedded in every decision and activity, from curriculum design to student engagement and staff development.
- Compassion is a cornerstone of our culture, shaping our communications, policies, and processes to support and uplift our business courses.
- Furthermore, we actively promote and expand our EDI-focused research, amplifying its impact to create enhanced social value and foster positive change within the business sector.
- Through these actions, we aim to strengthen our reputation for inclusive and socially responsive business education, preparing graduates who are professionally capable, socially conscious and able to contribute positively to their communities and professions.



## Goal 5:

### AACSB accreditation

#### Short description:

Our pursuit of AACSB accreditation reflects our commitment to academic and research excellence, global outlook and impactful student outcomes. We believe that attaining this recognition will strengthen opportunities for students and staff, enhance international visibility, and reinforce our reputation for innovative, socially engaged business education. This milestone will position the University as a leader in preparing future-ready graduates who are conscientious, skilled, and equipped to drive positive change within their professions and communities worldwide.

#### Longer description:

Our strategic goal to achieve AACSB accreditation for our business courses reflects our unwavering commitment to academic and research excellence, global outlook, and impactful student outcomes.

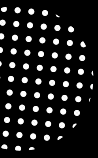
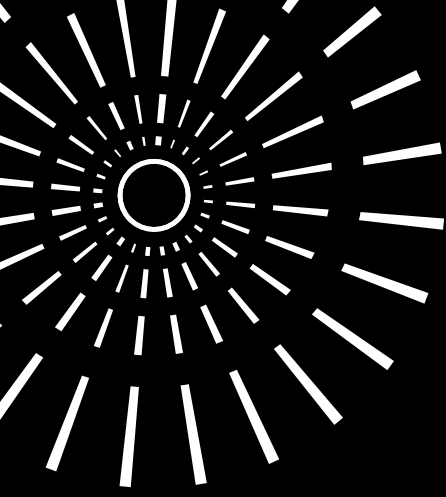
- This pursuit aligns with our ambition to strengthen our international reputation for high-quality, socially engaged and innovative research and learning across our business courses.
- AACSB provides a shared quality framework through which strategic priorities across York and London can be aligned, evidenced and continuously enhanced. Through this process, we will strengthen global partnerships and build on the complementary strengths of both campuses to support high-quality, internationally connected business education.
- Securing AACSB accreditation will directly benefit our students by enhancing the value of their degrees, expanding their access to a worldwide network of business schools, and opening doors to new professional and academic opportunities.
- Our focus on providing a personalised, future-focused learning journey, underpinned by technology and enriched by diverse experiences, ensures that our graduates are well-equipped to meet the evolving needs of employers both domestically and internationally. This strategic milestone will empower our students to become conscientious leaders who make a positive impact on the communities in which they live and work.
- AACSB accreditation will reinforce our commitment to excellence, inclusion and continuous enhancement, strengthening our international reputation and supporting our ambition to provide high-quality, socially responsive business education.



# Monitoring and evaluation

Monitoring and evaluation of the strategic plan will operate as a continuous annual cycle, embedded within the normal business of each academic year across both York and London. Progress against roadmaps and KPIs will be reviewed regularly through established quality assurance processes, scheduled Senior Leadership Team and committee reporting, and the systematic use of student, staff, and partner feedback, with attention to differing operational contexts across the two campuses. Risks, outcomes, and impact will be tracked termly, with clear ownership of actions and timely adjustments where performance falls short, ensuring that strategic priorities continue to inform decisions, resource allocation, and ongoing improvement throughout the year.





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