

Degree Outcomes Statement 2024-25

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YORK
ST JOHN
UNIVERSITY

Degree Outcomes Statements are part of a sector wide commitment to protect the ongoing credibility of Higher Education qualifications in England. This statement provides stakeholders with information about the way York St John University (YSJ) manages its academic standards and meets the requirements of the Office for Students' conditions of registration (B4 and B5).

As a university we remain committed to ensuring all students of all backgrounds can access and succeed within higher education.

Institutional degree classification profile

Our degree classification profile, seen below, sets out the percentage of degree classes awarded over the last five years for our undergraduate (level 6) degree programmes. It is provided at the University level because more granular data is aligned to our internal structures, which is not meaningful to an external audience.

The percentage of students achieving first class or upper-second class honours degree rose by 0.7% between 2023/24 and 2024/25. The proportion of first and upper second class awards has remained at a similar level over the last 3 years.

There was a further reduction in the attainment gap for black and minority ethnic students in 2024/25.

The Access and Participation Steering Group continues to closely monitor awarding gaps and works closely with programme teams from across the University to continue driving change and progress. Progress against the Access and Participation Plan is reported to Academic Board to assure effective monitoring and improved outcomes for students.

Year of award	Total awards	First Class	Upper Second Class	Lower Second Class	Third Class
2020-21	1,693	31.4%	50.4%	16.5%	1.6%
2021-22	1,393	30.7%	44.1%	22.3%	2.9%
2022-23	1,364	21.6%	43.6%	29.7%	5.1%
2023-24	1,451	20.9%	44.2%	29.2%	5.8%
2024-25	1,891	20.2%	45.7%	27.8%	6.3%

Figure 1: Total awards and degree classifications over time

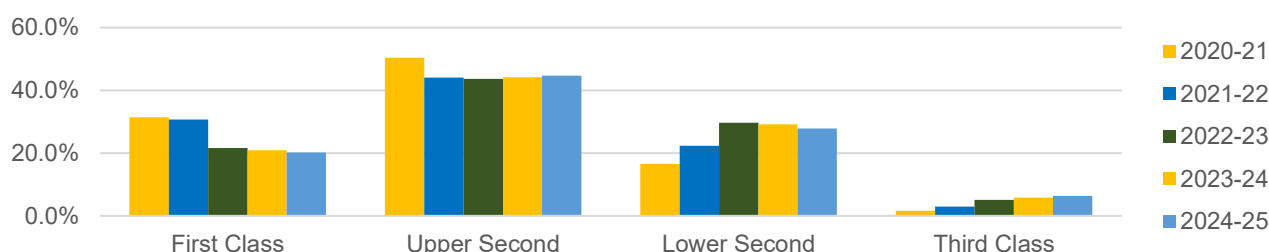


Figure 2: percentage classification of undergraduate (level 6) awards by academic year

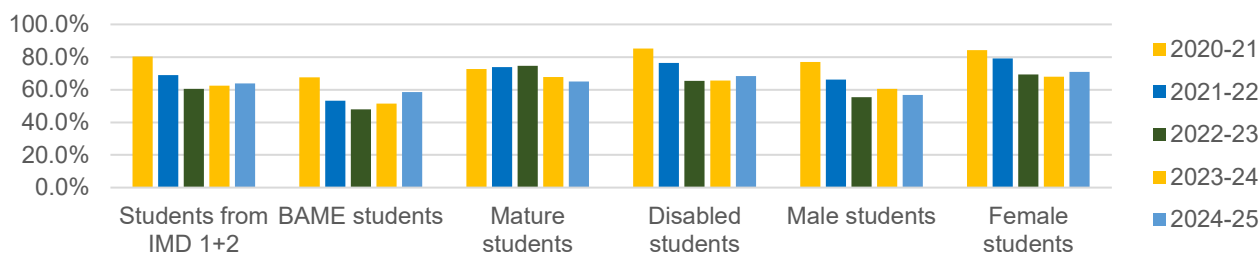


Figure 3: percentage of first and upper second-class degrees awarded to undergraduate (level 6) students by academic year
(IMD: Index of Multiple Deprivation)

Assessment and marking practices

YSJ's Learning, Teaching and Student Experience [Strategy](#) underpins programme design and establishes a clear and consistent academic direction for the University.

All our degrees undergo detailed scrutiny through our programme approval process. This ensures that assessment criteria and learning outcomes for all programmes are appropriately mapped to sector reference points and professional or regulatory body requirements. All programme proposals are considered at an approval event involving external representatives, which provides independent external scrutiny by subject experts.

External Examiners are appointed to all programmes of study and play a fundamental role in maintaining academic standards and enhancing quality. As independent professionals, External Examiners provide assurance regarding the comparability of the University's provision to standards within England.

Assessment and marking practices used across the University are described in the [Code of Practice for Assessment and Academic Related Matters](#). ("Code of Practice")

The University Assessment Board, with delegated authority from Academic Board, ensures that assessment procedures are properly conducted, and an experienced External Examiner sits on this Board. This consistent application of procedures and policies ensures the value of the University's qualifications awarded over time is protected.

The University Assessment Board oversees emerging themes and trends that are identified from university data relating to progression and award.

Academic governance

The University's academic governance framework is overseen by Academic Board and its committees. Academic Board safeguards the academic integrity of the University and is the custodian of its degree awarding powers. Academic Board provides the Vice Chancellor and the Board of Governors with assurance on the standards of the University's awards and the University's academic portfolio, including through the production of an Annual Quality Report.

The oversight of quality and standards is delegated to the Quality and Standards Committee (QSC), which is responsible for the University's Regulations, Academic Framework and Code of Practice which have been developed and reviewed with reference to the ongoing conditions of registration with the Office for Students and the Sector-Recognised Standards.

The annual review of programme performance (overseen by QSC) includes detailed programme level data through our Portfolio Performance Dashboard, a Portfolio Risk Profile and targeted enhanced monitoring.

Classification algorithms

Our approach to degree classification, which is reviewed annually, is described in the Code of Practice.

We recognise that some students do not achieve their full potential performance until their final level of study. Consequently, we award students on Bachelor's degrees the better of two calculations, an approach widely used across the sector. Level 4 marks are excluded from the calculation, credit-weighted level averages are calculated and rounded to the nearest integer, and two award mark calculations are made using different level-weightings:

- equal weighting of the final two levels (levels five and six)
- double weighting of the final level (six) and single weighting of the second level (five)

Students are awarded the better of the two calculations to determine their degree classification. Only credits gained at the University are used in the calculation.

Teaching practice and learning resources

The University has recently launched the YSJ Pedagogy, which articulates the ethos of our learning, teaching and assessment approaches. Further details about specific aspects can be found in the Work-Related Experiential Learning Framework, Inclusive Education Framework and Generic Assessment Descriptors.

The development of our approaches to [academic tutoring](#), and student engagement enable the University to offer pastoral and academic support when students need it the most.

Continued investment in physical and digital learning resources demonstrates our commitment to a high-quality campus experience.

Further information

[Code of Practice for Assessment and Academic Related Matters](#)

[Quality Gateway – Annual Monitoring, Programme Approval Process](#)

York St John [Regulations](#)

York St John [Academic Framework](#)

[Sector-Recognised Standards](#) (OfS)

[Higher Education Academy \(HEA\)](#)