

Degree Outcomes Statement 2023-24

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.

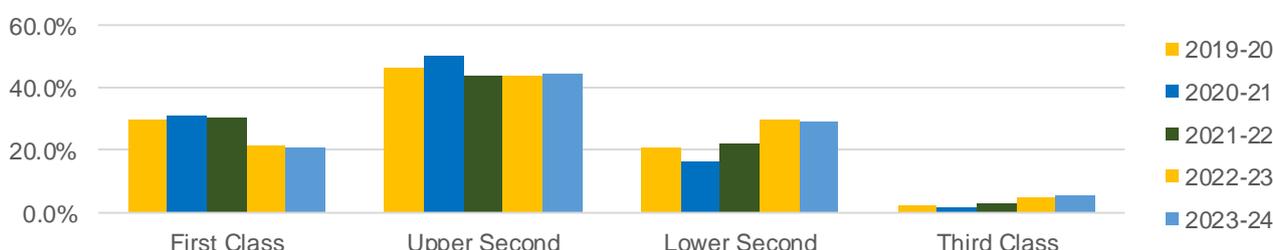
The percentage of students achieving first class or upper-second class honours degree fell by 0.1% between 2022/23 and 2023/24

YSJ is pleased to report a drop in the awarding gap for students from black and minority ethnic backgrounds and students from the most deprived areas.

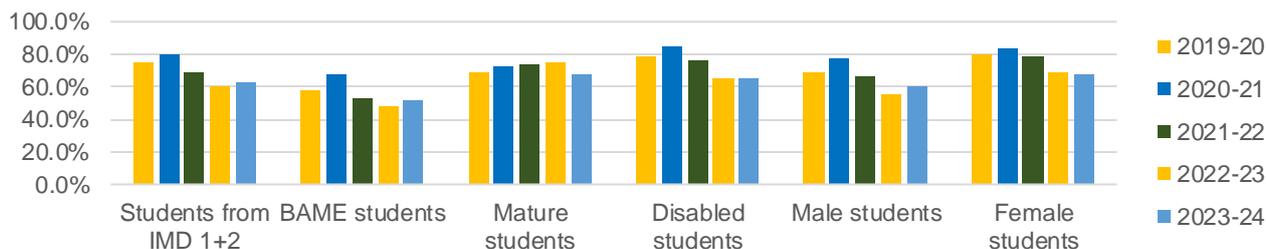
The Access and Participation Steering Group continues to closely monitor awarding gaps and works closely with programme teams from across the University to continue driving change and progress. Progress against the Access and Participation Plan is reported to Academic Board to assure effective monitoring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

Year of award	Total awards	First Class	Upper Second Class	Lower Second Class	Third Class
2019-20	1,729	30.0%	46.6%	21.1%	2.4%
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%

Total awards and degree classifications



Percentage classification of undergraduate awards by academic year



Percentage of first and upper second-class degrees awarded to undergraduate students with defined characteristics (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. Following an internal compliance review, 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, these examiners 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")

Assessments are designed to enable students to show they have met the learning outcomes associated with their programme of study. If students believe they are unable to perform to the best of their abilities, due to unforeseen circumstances, YSJ has procedures in place to support students.

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 the assurance on the standards of the University's awards and the University's academic portfolio.

The oversight of quality and standards is delegated to the Quality and Standards Committee, who are responsible for the University's Regulations, Academic Framework and Code of Practice which have been developed and reviewed with reference to the UK Quality Code for Higher Education.

A new approach (overseen to Quality and Standards Committee) to programme performance has been introduced which includes detailed programme level data through our Portfolio Performance Dashboard, a Portfolio Risk Profile and 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, level credit-weighted 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

We value, recognise and reward teaching excellence with 78% of our permanent staff (Academics and Academics Associates) holding a teaching qualification and 75% an HEA Fellowship.

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

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.

The University has recently introduced new frameworks to enhance our approach to a assessment, graduate outcomes and inclusivity. Details can be found within the Work-Related Experiential Learning Framework, Inclusive Education Framework and Generic Assessment Descriptors.

During the 2024-25 academic year further programmes of work will commence focussed on Student Experience, Wellbeing and Belonging and Assessment, Attainment and Feedback.

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](#)

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

[UK Quality Code](#)