

External Examiner Annual Report 2024/25

External Examiner reports should be made available to students on the programme. Please ensure that any names (staff or students) and/or any information that may identify a student (for example a dissertation title) are redacted prior to making the report available to students.

You can also access this form through [External Examiner Annual Reports 2024/25](#), in a format which allows you to search and examine all of your department's reports at the same time.

External Examiner Details

To provide your annual report, please:

- comment freely and fully on the programme(s)/module(s) for which you are responsible
- support your commentary with appropriate evidence where relevant
- provide sufficient detail to aid departments in reviewing and enhancing their programmes.

If this is the end of your term of office, please also provide an overview of quality and standards covering your term when prompted.

Please note that reports are shared with student representatives. Individual staff and students should not be named and details should not be included which might identify a student (for example specifying a dissertation title).

A copy of your responses will be emailed to the address provided below on completion.

Please note:

If you need to return to a previous question to check or edit it, click BACK at the bottom of the Google Form, rather than the back button on your browser.

If you are logged into your York Google account, progress on the form will be saved for 30 days so you can complete it at your convenience by bookmarking the link.

You can access a summary of questions via the External Examiners web page if you wish to prepare your responses in advance.

Name	Luca Barlassina	Level of Study	UG
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Email address	I.barlassina@sheffield.ac.uk	York Department or School Please note: (i) External Examiners from CITY College should select CITY College, Greece (ii) External Examiners of York Online programmes should select either Computer Science - Online, Management - Online, or SPSW - Online.	Philosophy
Home Institution	University of Sheffield	If Department not listed above, write here	
Degree Programme/ Modules Examined	Philosophy		
Are you involved with Professional or Apprenticeship programmes? A Professional programme is defined as a programme which is regulated by a Professional, Statutory and Regulatory body and involves training on professional practice and work-based learning placements in order to enter a registered	No		

<p>profession (namely in initial teacher training, social work, nursing, midwifery, and medicine).</p> <p>An Apprenticeship programme is defined as a specific qualification defined and regulated by an Apprenticeship Standard which involves employment with a skills development programme and accompanying end point assessment</p>	
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Apprenticeship Programme Types	
<p>Do you cover Apprenticeship programmes which have additional assessment as their end point?</p> <p>This applies to the PG programme Advanced Clinical Practitioner only.</p>	

Apprenticeship Programmes which have additional assessment as their end point	
<p>Have you received a copy of the Independent Assessor Report from your Department?</p>	

<p>Please comment on the Independent Assessor's report.</p> <p>Please provide a holistic overview of all aspects included in the Independent Assessor's report and indicate if you are satisfied overall.</p>	
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<p>Professional Standards of Professional Programmes</p> <p>Please provide your judgement on the professional quality and standards of the professional programmes that you have reviewed, in the context of the respective Professional Statutory and Regulatory Bodies (PSRB) standards. (This is distinct from the academic quality and standards of the programmes, which will be addressed later in this form).</p>	
<p>Is the programme/module compliant with the relevant professional standards?</p>	
<p>Please provide any further comments here, particularly if you have answered no or partially.</p>	

<p>Term of Appointment</p>	
<p>How many years have you been acting as an external examiner for York?</p>	<p>This is my second year</p>

Induction: new examiners

(1) Were the departmental procedures for induction and preparation for your role effective?

(2) Was the University of York induction and preparation for your role effective?

Final Overview: outgoing examiners

This section is optional; click 'Next' if you have no comment

(1) As this is your final year, please provide an overview of quality and standards covering the duration of your term of appointment. For example, please indicate whether improvements have been made to the quality of provision.

Attendance	
(1) How did you participate in the Boards of Examiners meetings?	Virtually
2) Date of Examination Board: Please provide the date(s) of the examination board(s) you attended (dd/mm/yyyy) - this may include a Departmental Exam Board (aka Module Board) and a Programme Exam Board (aka Ratification Panel).	25 June 2025 ; 27 June 2025
(3) Please use the space below if you have any comment about opportunities to participate in these meetings and your preference for virtual or in-person boards. Please also explain if you indicated "Other" for your participation in Boards of Examiners meetings.	Preference for virtual

Standards

Please answer the following questions relating to standards:

(a) Course structure and content is appropriate to the level of the qualification and to the relevant subject benchmark statement.

This includes consideration of the appropriateness of the learning outcomes of the programme and all its elements to its educational aims, and, where relevant, whether the programme reflects additional Professional Statutory and Regulatory Body requirements.

Yes

(b) Is the marking scheme/grading criteria appropriate and has it been rigorously and consistently applied?

Yes

(c) Threshold standards have been met; the standard of students' performances in terms of their knowledge, skills and understanding reflect the level of the qualification.

Threshold academic standards are the minimum acceptable level of achievement that a student has to demonstrate to be eligible for an academic qualification (for example an honours degree or master's degree) or credit as defined by any relevant subject benchmark statement.

Yes

(d) Appropriate comparability of standards: the standard of particular degree classifications/distinctions/passes awarded are appropriate in comparison with those students on similar programmes of study in other UK degree-awarding bodies with which you are familiar.

In particular, please note if the distribution of classifications departs from relevant national patterns.

Yes

(e) Please provide any comments on how well the programme(s) you have examined prepare(s) students for careers and employability.

The modules I examined are all of extremely high quality and offer students to opportunity to acquire a wide set of important intellectual skills.

Exam Boards, Assessment, Teaching and Learning

Please reflect on the application and appropriateness of the exam boards, teaching, learning and assessment methods (for the subject, level of study and

learning outcomes) and, if applicable, how effectively the requirements of any relevant Professional Statutory and Regulatory Body have been addressed in the assessment process.

(f) Are the assessment methods (for the subject, level of study and learning outcomes) appropriate?

Yes

(g) Did the Board of Examiners conduct business in an appropriate manner and follow the necessary procedures? (Specifically: whether the University rules relating to assessment, progression and award and procedures governing exceptional circumstances affecting assessment and academic misconduct have been fairly and equitably applied)

Yes

(h) Were the external examining administrative arrangements to your satisfaction? (For example: the time available for reviewing scripts, availability of documentation needed to carry out the external examiner role).

Yes

(i) Is quality of teaching and learning appropriate and comparable to similar programmes in the sector?

Yes

(j) The University expects feedback provided to students to be understandable, unbiased, relevant to the task, linked explicitly to assessment criteria and descriptors, and to provide guidance on future learning.

Please comment on general patterns in the feedback you have observed - for example:

(i) the quality and consistency in relation to these expectations

(ii) any areas of good practice or concerns.

Where possible, please use specific (anonymous) examples.

We also welcome suggestions for improving feedback, based on practice that you are aware of at other institutions.

Feedback provided to students was of consistent high quality. I don't have recommendations

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Previous Issues	
(k) If you raised particular issues in your report last year, have they been considered and (where appropriate) addressed?	Yes
(l) Please comment on your response as required.	I made some suggestions about greater uniformity in using the high-end of the marking scale, and they have been successfully implemented

Additional Comments
<p>(m) Please highlight any problems or concerns regarding</p> <ul style="list-style-type: none">- academic standards- assessments- conduct of exam boards- administrative arrangements- quality of teaching and learning <p>where standards were not (or only partially) met. Please provide specific examples where possible.</p>

N/A

(n) Please highlight any areas of good practice regarding

- academic standards
- assessments
- conduct of exam boards
- administrative arrangements
- quality of teaching and learning.

Please provide specific examples where possible.

The essays I reviewed were of very high quality, indicating that lecturers are doing an excellent pedagogical job. Essays were fairly and clearly marked, and the provided feedback was invariably clear, helpful, and informative. The exam board was excellently run and gave ample opportunities for discussion. Overall, I am very satisfied with the performance of the Philosophy Department.

(o) Please provide any additional remarks not covered by previous questions.

N/A

Statements	Yes/No
p) The standards set for this/these award(s) are appropriate for qualifications at this level, in this subject.	Yes
q) The academic standards and the achievements of students are comparable with similar programmes or subjects in other UK degree-awarding bodies with which you are familiar.	Yes
r) The processes for assessment, examination and the determination of awards are sound and fairly conducted in line with the University's regulations and procedures.	Yes

Feedback regarding the report form

(s) This form is reviewed annually. Any feedback on this form is welcome and will be considered as part of the annual review.

