

External Examiner Annual Report 2022-23

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 2022-23](#), in a format which allows you to search and examine all of your department's reports at the same time.

External Examiner Details			
Name	Dr Luca Barlassina	York Department	Philosophy
Email address	l.barlassina@sheffield.ac.uk	If Department not listed above, write here	
Home Institution	University of Sheffield	Level of Study	UG
Degree Programme/ Modules Examined	BA Philosophy BA Philosophy and Linguistics BA Philosophy and Sociology		

Term of Appointment	
How many years have you been acting as an external examiner for York?	This is my first year

Induction	
(1) Were the departmental procedures for induction and preparation for your role effective?	I did not attend induction
(2) Was the University of York induction and preparation for your role effective?	I did not attend induction

Final Overview	
(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?	In person
2) Date of Examination Board: Please provide the date(s) of the examination boards you attended (dd/mm/yyyy) - this may include Departmental Exam Board (aka Module Board) and Programme Exam Board (aka Ratification Panel).	15/06/2023
(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.	I am happy to participate in these meetings. I think that in person is best

Standards

Please comment on the following:

(a) The course structure and content are appropriate to the level of the qualification and to the relevant subject benchmark statement.

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 in reflecting the level of the qualification.

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.

Yes

(e) Please highlight any problems or concerns regarding programme/module structure, marking and standards where standards were not or only partially met. Please provide specific examples where possible.

I didn't encounter any problems.

(f) Please highlight any areas of good practice regarding programme/module structure, marking and standards here. Please provide specific examples where possible.

The course offers a wide variety of modules. Students at York have the opportunity to explore a broad range of philosophical areas. Marking is done spectacularly well: feedback is encouraging and highly informative; procedures for second marking are excellent as well. Standards are very high: I am pleased to say that philosophy students at York receive an excellent education and produce high-quality essays.

Exam Boards, Assessment, Teaching and Learning

Please comment on the following:

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

Yes

(h) 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

(i) 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

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

Yes

(k) Please highlight any problems or concerns regarding assessments, conduct of exam boards, administrative arrangements or quality of teaching and learning where standards were not or only partially met. Please provide specific examples if possible.

N/A

(l) Please highlight any areas of good practice regarding assessments, conduct of exam boards, administrative arrangements or quality of teaching and learning. Please provide specific examples where possible.

I received all the relevant material well in-advance of the board meeting. The material was very well put together, clear, and informative. The atmosphere during the board meeting was both congenial and rigorous. I found it a particularly productive meeting.

Previous Issues

(m) If you raised particular issues in your report last year, have they been considered and (where appropriate), addressed?

No

(n) Please comment on your response as required.

N/A. This is my first year.

Additional Comments

(o) Vision for York: The University has identified four principles for our University Vision for York - Strategy 2030: A University for Public Good.

- 1) Environment and sustainability
- 2) Collaboration across multidisciplinary boundaries
- 3) Internationalism
- 4) Equality, diversity and inclusion

Please articulate ways in which the programmes/modules you have examined are connected to these principles and/or suggest ways to improve the link of any of the principles to the modules and programmes you examine.

The philosophy modules taught at York tackle issues pertaining to 1) and 4). Moreover, many modules in philosophy cut across traditional academic boundaries, and combine ideas and methods from the humanities, the social sciences, and the natural sciences.

(p) Please provide any other remarks not covered by the above, such as examples of good/ innovative practice identified, opportunities to enhance the quality of learning opportunities based on your experience, any issues to be drawn to the attention of the Board of Examiners or the University; or other thoughts.

n/a

Statements	Yes/No
q) The standards set for this/these award(s) are appropriate for qualifications at this level, in this subject.	Yes
r) 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
s) 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	Yes/No
(t) This form is reviewed annually and any feedback on this form is welcome and will be considered as part of the annual review.	