Using the Foundation Year Handbook

Welcome to Lady Margaret Hall, and to what will hopefully be an enjoyable and rewarding year. This handbook is designed to help you to understand what you will be doing this year, how you will be assessed and what is expected of you as a student at LMH. The guide is split into a number of different sections, which are outlined in the contents.

Please make sure that you read the handbook carefully and keep it for reference throughout the year. The handbook does not cover every aspect of the course, and there will be occasions where changes will have to be made. These will be communicated to you via email. If you have any questions about any aspect of the handbook, or about anything that we have not mentioned then please talk to Esther Fisher, the Foundation Year Project Officer, or email foundation.admin@lmh.ox.ac.uk
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1. **Principal’s Welcome**

On behalf of everyone involved with the Lady Margaret Hall Foundation Year, I would like to welcome you to the LMH Foundation Year and to Oxford itself. You should be very proud of your achievements to date and we look forward to working with you over the coming academic year as you embark on an exciting new phase in your academic and personal development.

The LMH Foundation Year aims to include a broader range of students in the life of the college from all social and ethnic backgrounds. You are about to become part of that tradition by joining the growing LMH community of staff, students and graduates who have charted a pioneering and inspirational course with their lives. You can be inspired by the achievements of your predecessors and look forward to realising your own academic and personal potential and pursuing your dreams. You, too, can make your own unique contribution to this community of staff and students.

Just like any other incoming student, you will be confronted over the coming months with many different kinds of challenges: some academic, some personal. The motivation and determination that you have already demonstrated in getting this far, will stand you in good stead to confront these head on. Importantly, the LMH Foundation Year will provide you with the skills and confidence to deal with these challenges. Remember also that the LMH community will be there to provide support and advice.

Although the LMH Foundation Year is designed to equip you with the skills to study at undergraduate level, being a student is not just about spending long hours in the library, attending classes and engaging in private study. Yes, maintaining a focus on your academic work is the key to success, but make sure that you also participate in one of the many societies and clubs in LMH and beyond. Being involved in such extra-curricular activities develops important life skills, allows you to make new friends and to begin to build your own networks for the future.

We wish you all the very best as you begin what will be an exciting and enriching experience. The year will be full of opportunities: make sure that you make the most of them.

Alan Rusbridger,

Principal, Lady Margaret Hall
2. **Aims, Objectives and Learning Outcomes of the Course**

**Aim**
The aim of the LMH Foundation Year is to provide students with academic and personal preparation that will enable them to fulfil their potential on an undergraduate degree course.

**Objectives:**
- To provide students with the knowledge, understanding and values expected of an undergraduate student.
- To equip students with the skills needed to participate in and benefit from a third level course.
- To assist students to appraise realistically their academic abilities and potential.
- To build up students’ confidence in their academic abilities.
- To provide students with an opportunity to experience the satisfaction to be gained from learning in an academic environment.
- To prepare students to compete equally for entry to higher education.

**Learning Outcomes:**

**Knowledge and Understanding**
- Explain general principles and theories from their subject specialisms.
- Apply fundamental techniques; analyse and interpret data to produce meaningful conclusions.

**Abilities**
- Apply core academic skills required for undergraduate studies appropriately and in a competent manner.
- Work effectively as an individual and in teams.
- Communicate effectiveness in oral and written modes for academic purposes.

**Values and Attitudes**
- Employ flexibility, adaptability and independence in order to engage productively with undergraduate level studies.

**Appraise**
- Reflect on and critically manage their own learning in the context of constructive feedback.

**Confidence**
- Engage in university studies and life as confident and involved learners.

**Satisfaction**
- Engage in the pursuit of knowledge in greater depth and over time in support of lifelong learning.
3. **People: Who’s who at Lady Margaret Hall**

**The Principal**, Mr Alan Rusbridger, is the Head of the College and chairs the majority of College committees which make decisions about LMH’s activities.

**The Vice-Principal**, Prof Helen Barr, assists the Principal and is also the Tutor for Welfare.

**The Foundation Year Co-ordinator**, Dr Jo Begbie, runs the LMH Foundation Year and is the personal tutor for all Foundation Year students. She is also an undergraduate tutor on the Medicine course.

**The Foundation Year Director**, Ms Cliona Hannon, works at Trinity College Dublin and at LMH.

**The Senior Tutor** is responsible for overseeing undergraduate academic matters, and is also the Tutor for Admissions. Professor David Harris will be the Senior Tutor in Michaelmas Term 2018.

**The Bursar**, Mr Bart Ashton, is responsible for overseeing the College’s domestic and operational matters.

**The Treasurer**, Mr Andrew MacDonald, is responsible for overseeing financial matters.
### 3.1 Contact Information

<table>
<thead>
<tr>
<th>Position</th>
<th>Name/Contact Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>Mr Alan Rusbridger</td>
</tr>
<tr>
<td><strong>Principal’s PA</strong></td>
<td>Ms Carla Betts (on maternity leave) Ms Casey Charlesworth (maternity cover)</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:principals.pa@lmh.ox.ac.uk">principals.pa@lmh.ox.ac.uk</a></td>
</tr>
<tr>
<td>Vice-Principal</td>
<td>Prof Helen Barr <a href="mailto:helen.barr@lmh.ox.ac.uk">helen.barr@lmh.ox.ac.uk</a></td>
</tr>
<tr>
<td>Welfare Fellow</td>
<td>Prof Helen Barr <a href="mailto:helen.barr@lmh.ox.ac.uk">helen.barr@lmh.ox.ac.uk</a></td>
</tr>
<tr>
<td>College Nurse</td>
<td>Mrs Anne Harpin <a href="mailto:lmhnurse@nhs.net">lmhnurse@nhs.net</a></td>
</tr>
<tr>
<td>Welfare Advisor</td>
<td>Mrs Anne Harpin <a href="mailto:lmhnurse@nhs.net">lmhnurse@nhs.net</a></td>
</tr>
<tr>
<td>Senior Tutor</td>
<td>Prof David Harris (Michaelmas Term) <a href="mailto:senior.tutor@lmh.ox.ac.uk">senior.tutor@lmh.ox.ac.uk</a></td>
</tr>
<tr>
<td>Academic Registrar</td>
<td>Ms Catherine Boase-Davies (on maternity leave) Dr Sarah McHugh (maternity cover)</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:academic.registrar@lmh.ox.ac.uk">academic.registrar@lmh.ox.ac.uk</a></td>
</tr>
<tr>
<td>Tutorial and Graduate Officer</td>
<td>Ms Clare Charlesworth <a href="mailto:academic.office@lmh.ox.ac.uk">academic.office@lmh.ox.ac.uk</a></td>
</tr>
<tr>
<td>Undergraduate Officer</td>
<td>Dr Patrick Merricks <a href="mailto:academic.office@lmh.ox.ac.uk">academic.office@lmh.ox.ac.uk</a></td>
</tr>
<tr>
<td>Students’ and Fellows’ Assistant</td>
<td>Position vacant <a href="mailto:academic.office@lmh.ox.ac.uk">academic.office@lmh.ox.ac.uk</a></td>
</tr>
<tr>
<td>Tutor for Graduates</td>
<td>Dr Fiona Spensley <a href="mailto:director.visiting@lmh.ox.ac.uk">director.visiting@lmh.ox.ac.uk</a></td>
</tr>
<tr>
<td>Director of Visiting Students</td>
<td>Dr Fiona Spensley <a href="mailto:tutor.graduates@lmh.ox.ac.uk">tutor.graduates@lmh.ox.ac.uk</a></td>
</tr>
<tr>
<td>Chaplain</td>
<td>Dr Allan Doig (on sabbatical in MT18) Father Andrew Foreshew-Cain (during MT18)</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:chaplain@lmh.ox.ac.uk">chaplain@lmh.ox.ac.uk</a></td>
</tr>
<tr>
<td>Visiting Student Administrator</td>
<td>Mrs Clare Atkin <a href="mailto:visiting.students@lmh.ox.ac.uk">visiting.students@lmh.ox.ac.uk</a></td>
</tr>
<tr>
<td>Dean</td>
<td>Dr Aziz Aboobaker (MT: Michael Fraser) <a href="mailto:aziz.aboobaker@zoo.ox.ac.uk">aziz.aboobaker@zoo.ox.ac.uk</a></td>
</tr>
<tr>
<td>Junior Deans</td>
<td>Ms Vânia Pinto Ms Sapna Sinha</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:junior.dean@lmh.ox.ac.uk">junior.dean@lmh.ox.ac.uk</a></td>
</tr>
<tr>
<td>Academic Finance Manager</td>
<td>Ms Cathy Henderson <a href="mailto:academic.finance@lmh.ox.ac.uk">academic.finance@lmh.ox.ac.uk</a></td>
</tr>
<tr>
<td>Librarian</td>
<td>Mr James Fishwick <a href="mailto:librarian@lmh.ox.ac.uk">librarian@lmh.ox.ac.uk</a></td>
</tr>
<tr>
<td>Domestic Bursar</td>
<td>Mr Bart Ashton</td>
</tr>
<tr>
<td>Accommodation and Bursary Administrator</td>
<td>Ms Penny Hall</td>
</tr>
<tr>
<td>Bursary Assistant</td>
<td>Miss Charlotte Heavens</td>
</tr>
<tr>
<td>Lodge and Housekeeping Manager</td>
<td>Mrs Jaqueline de Oliveira Fiorelli</td>
</tr>
<tr>
<td>Harassment Advisors</td>
<td>Dr Sophie Ratcliffe Prof Amin Benaissa</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:sophie.ratcliffe@ell.ox.ac.uk">sophie.ratcliffe@ell.ox.ac.uk</a></td>
</tr>
<tr>
<td></td>
<td><a href="mailto:amin.benaissa@lmh.ox.ac.uk">amin.benaissa@lmh.ox.ac.uk</a></td>
</tr>
<tr>
<td><strong>Website Editor</strong></td>
<td>Miss Nabeelah Shabbir</td>
</tr>
<tr>
<td>-------------------</td>
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</tr>
<tr>
<td><strong>Senior Outreach Officer</strong></td>
<td>Miss Marrium Khan</td>
</tr>
<tr>
<td><strong>Treasurer</strong></td>
<td>Mr Andrew Macdonald</td>
</tr>
<tr>
<td><strong>Development Director</strong></td>
<td>Mr Tim Pottle</td>
</tr>
</tbody>
</table>

### Student Welfare Reps

<table>
<thead>
<tr>
<th><strong>JCR Welfare Officers</strong></th>
<th>Mr Daniel Kirby</th>
<th><a href="mailto:jcr.malewelfare@lmh.ox.ac.uk">jcr.malewelfare@lmh.ox.ac.uk</a></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Ms Elizabeth McNie</td>
<td><a href="mailto:jcr.femalewelfare@lmh.ox.ac.uk">jcr.femalewelfare@lmh.ox.ac.uk</a></td>
</tr>
<tr>
<td><strong>Peer Support Co-ordinator</strong></td>
<td>Mr Cameron Finlay</td>
<td><a href="mailto:cameron.finlay@lmh.ox.ac.uk">cameron.finlay@lmh.ox.ac.uk</a></td>
</tr>
</tbody>
</table>

#### 3.2 Who to contact for what?

<table>
<thead>
<tr>
<th><strong>What do you need help with?</strong></th>
<th><strong>Who you should contact</strong></th>
<th><strong>E-mail Address</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>General enquiries</td>
<td>Esther Fisher</td>
<td><a href="mailto:Foundation.admin@lmh.ox.ac.uk">Foundation.admin@lmh.ox.ac.uk</a></td>
</tr>
<tr>
<td>Timetable</td>
<td></td>
<td></td>
</tr>
<tr>
<td>UCAS Applications</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pre-admissions tests</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Academic Work</strong></td>
<td>Your subject tutor</td>
<td>Contact Esther Fisher for details</td>
</tr>
<tr>
<td><strong>Accommodation</strong></td>
<td>Penny Hall</td>
<td><a href="mailto:bursary@lmh.ox.ac.uk">bursary@lmh.ox.ac.uk</a></td>
</tr>
<tr>
<td><strong>Bod Card</strong></td>
<td>Student Finance</td>
<td><a href="mailto:studentfinanceofficer@lmh.ox.ac.uk">studentfinanceofficer@lmh.ox.ac.uk</a></td>
</tr>
<tr>
<td>Admission to Oxford – once you have submitted your application</td>
<td>Patrick Merricks</td>
<td><a href="mailto:academic.office@lmh.ox.ac.uk">academic.office@lmh.ox.ac.uk</a></td>
</tr>
<tr>
<td><strong>IT/Computer/Email</strong></td>
<td>LMH ICT Department</td>
<td><a href="mailto:It-support@lmh.ox.ac.uk">It-support@lmh.ox.ac.uk</a></td>
</tr>
<tr>
<td><strong>The library</strong></td>
<td>James Fishwick</td>
<td><a href="mailto:librarian@lmh.ox.ac.uk">librarian@lmh.ox.ac.uk</a></td>
</tr>
<tr>
<td><strong>First aid</strong></td>
<td>Anne Harpin, LMH Nurse Porters</td>
<td>lmhnurse@nhs.net01865 274300</td>
</tr>
<tr>
<td><strong>Illness</strong></td>
<td>Anne Harpin, LMH Nurse</td>
<td><a href="mailto:lmhnurse@nhs.net">lmhnurse@nhs.net</a> (01865 274319)</td>
</tr>
<tr>
<td>Welfare matters (e.g. anxiety, bereavement)</td>
<td>Welfare Advisor: <a href="mailto:lmhnurse@nhs.net">lmhnurse@nhs.net</a></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Welfare Fellow: <a href="mailto:helen.barr@lmh.ox.ac.uk">helen.barr@lmh.ox.ac.uk</a></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Chaplain: <a href="mailto:chaplain@lmh.ox.ac.uk">chaplain@lmh.ox.ac.uk</a></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Junior Welfare Deans: <a href="mailto:junior.dean@lmh.ox.ac.uk">junior.dean@lmh.ox.ac.uk</a></td>
<td></td>
</tr>
</tbody>
</table>

**Student Welfare Reps**

JCR Welfare Officers (see above)

Peer Supporters (see above)
Welfare Support – A Guide for Students

Do you require immediate medical attention?
- Yes: Call for a First Aider from the Porters’ Lodge or an ambulance.
- No: Are you experiencing significant distress?
  - Yes: Contact the College Nurse, Anne Harpin.
  - No: Are you experiencing a medical or mental health problem that does not require immediate medical attention? (This might include severe stress or anxiety)
    - Yes: See Dr Hornby, Dr McDonnell or the College Nurse, as soon as possible.
    - No: Have you been the victim of discrimination, harassment or a criminal offence?
      - Yes: Discrimination
      - No: Are you experiencing stress or anxiety related to any of the above?
        - Yes: Are you experiencing Financial Hardship?
          - Yes: Contact the Academic Registrar.
          - No: Would you like to talk to someone who is not University staff?
            - Yes: Contact the Junior Deans/UCRMCR Welfare Officers or a member of the Peer Support team.
            - No: Contact your Personal Tutor, College Advisor, College Nurse, Welfare Fellow or Chaplain.

Dr Hornby and Dr McDonnell, Banbury Road Medical Centre, 172 Banbury Road. Call 01865 819731 for appointments Monday to Friday or ask the College Nurse to book an appointment for you.
College Nurse: Anne Harpin is available 8.30am-3pm on weekdays. 01865 274339 or 07595 003239

The Dean – aziz.aboobaker@lmh.ox.ac.uk
Equality and Diversity unit – http://www.admin.ox.ac.uk/eod
The Dean – aziz.aboobaker@lmh.ox.ac.uk
Harassment Advisors: sophia.ratcliffe@all.ox.ac.uk or jochen.koengigmann@maths.ox.ac.uk
University Harassment Line – 01865 270760 or harassment.line@admin.ox.ac.uk

Thames Valley Police Non-Emergency Number - 101
The Dean – aziz.aboobaker@lmh.ox.ac.uk

Help available for stress and anxiety

Nightline: users.ox.ac.uk/~nightline/
See also links on LMH Intranet under Welfare

Academic Registrar - Sarah McHugh
academic.registrar@lmh.ox.ac.uk or 74321

Junior Deans: Junior.dean@lmh.ox.ac.uk
Bipna Sihna - 07922 979584 / Varia Rinto - 07478 666574
CR Female Welfare Officer – Elizabeth McVie or.femalewelfare@lmh.ox.ac.uk or 07400326010
CR Male Welfare Officer – Daniel Hy or.malewelfare@lmh.ox.ac.uk or 07845619135
MCR Male Welfare: eliadis.craig@philosophy.ox.ac.uk
MCR Female Welfare: charlotte.horningford@lmh.ox.ac.uk
Peer Support Coordinator: sfl.beyer-hunt@lmh.ox.ac.uk

Welfare Fellow - Helen Barr
01865 274376 or helen.barr@lmh.ox.ac.uk
Chaplain - Andrew Foresheaw-Cain
01865 274386 or chaplain@lmh.ox.ac.uk
4. The Foundation Year, Lady Margaret Hall and the University

Oxford University is made up of more than 30 different colleges. A College is an academic community, where students live, eat and have their tutorials. Every student in the University is part of an Oxford College. As a registered Foundation Year student you become a member of Lady Margaret Hall, and it is the college that will arrange for your tuition. Oxford University does not award the Foundation Year certification – this will be done by Lady Margaret Hall, and you will not be a matriculated student at the University of Oxford. However, you will have full access to the academic resources, and the clubs and societies of Oxford University.

5. Key Dates

5.1 Term dates:

<table>
<thead>
<tr>
<th>Term</th>
<th>0th Week</th>
<th>1st – 8th Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Michaelmas Term</td>
<td>Sunday 23rd September – Saturday 6th October</td>
<td>Sunday 7th October - Saturday 1st December</td>
</tr>
<tr>
<td>Hilary Term</td>
<td>Sunday 6th – Saturday 12th January</td>
<td>Sunday 13th January – Saturday 9th March</td>
</tr>
<tr>
<td>Trinity Term</td>
<td>Sunday 21st April – Saturday 27th April</td>
<td>Sunday 28th April – Saturday 22nd June</td>
</tr>
</tbody>
</table>

The LMH teaching calendar is divided into three terms, which are known as Michaelmas, Hilary and Trinity Term. Each term consists of 8 teaching weeks. Each week is referred to by number, so the first week of term is known as Week 1; the second week is known as Week 2 and so on. Students should not be away from College on weekdays during term time without the written permission of their Personal Tutor.

The week before term starts is called 0th Week. Students are expected to be in residence in college by Thursday of 0th weeks, as ‘collections’ (College Exams) are usually scheduled to take place on Thursday, Friday and Saturday of 0th Week in Hilary and Trinity Term. However, it should be noted that we may schedule exams at any time during 0th week, and so you should keep the whole period free until told otherwise (your accommodation will be available from the Sunday at the start of 0th week).

In Michaelmas Term of the Foundation Year you will be expected to start at LMH the week before 0th week. Your accommodation will be provided, free of charge, from the 24th September until the end of 8th week. In all other terms, accommodation will only be paid for by the college from the start of 0th week until the end of 8th week. Exceptions are made for students who have been in the Care of the Local Authority, for whom accommodation will be provided all year round. Exceptions may also be made for other students: please contact the Foundation Year Project Officer if you would like to explore this possibility.
5.2 Important dates in Michaelmas Term

UCAS Personal Statement draft due: 15th September 2018
UCAS Personal Statement due: 15th October 2018
Oxford admissions tests (where applicable): 31st October 2018
LNAT Admission test: Before 20th October 2018
Oxford admissions interviews: 4th – 15th December 2018

5.3 Important dates in Hilary Term (TBC)

Collections (college exams) and assignments due 6th January – 14th January

5.4 Important dates in Trinity Term (TBC)

Collections (college exams) and assignments due 21st April – 29th April
Foundation Year Graduation Ceremony (and date for leaving college) 22nd June

6. Academic Matters

6.1 How will you be taught?

As a Foundation Year student you will have two main types of lesson: seminar style sessions for the Core Course, and tutorials for the Subject Specific teaching. Attendance at all sessions is compulsory. Most sessions will be held in Lady Margaret Hall. A breakdown of the courses that you will study and the credit value assigned to each course is included in the Appendix 1.

6.1.1 Preparation for Undergraduate Course

Across all three terms of the Foundation Year you will a course in Preparation for Undergraduate studies alongside your subject specific tuition. The module descriptors for the course can be found in the Appendix 2. However, this is for guidance only and the topics that you study (and time scheduled for lessons) may vary from those described.
6.1.2 Subject Specific courses

Your subject specific teaching will be done each term by tutors from LMH, who will take you for tutorials that last for between one to two hours. You will be expected to complete work for each tutorial session. A module descriptor for your subject can be found in the Appendix 2. However, this is for guidance only and the topics that you study (and time scheduled for lessons) may vary from those described.

6.2 Timetabling

At the start of each term, you will receive your timetable from the Foundation Year Project Officer. This will contain the majority of your Core Course and Subject Specific tutorials. However, changes and additions often need to be made at the last minute, and so please make sure that you check your email regularly in case a new timetable has been issued. Furthermore, some of your subject specific tutorials will be arranged directly by your tutor – if you find that they are going to clash with your Core Course, you should politely inform the tutor that the proposed timing will clash with a Core Course, and ask to reschedule to a suitable time. If you schedule a tutorial directly with a tutor, you should contact the Foundation Year Project Officer to let them know of the time(s) and date(s). This will ensure that any changes to the Core Course or additions to the timetable do not clash with your pre-planned tutorials.

6.3 What is a tutorial like?

Tutorials will generally take place in your subject tutor’s teaching rooms, and you will be told in advance where their rooms are. They are not all in one place in college (and some may be held in a different college) so you need to check the location and how to get there in good time before the meeting. Tutors often refer to these ‘teaching rooms’ as their ‘rooms’. This is because they also use their room for private study and their academic research. Rooms vary in size, shape and layout. Some might look more like a sitting room; some might be more formal. Your subject tutors will make you feel comfortable in whatever style of room they teach you. If you’re not sure of anything, please just ask.

Tutorials are central to your education on the Foundation Year, and will take place once or twice a week. You are expected to do substantial preparation in advance of each tutorial – this may be reading books or articles from a reading list, or writing an essay. Your tutor will provide you with the work in good time for you to prepare for the tutorial.

It is acceptable to take a few notes in tutorials, but note-taking is not the objective and some tutors may prefer that you do not take notes. It is best to ask the tutor how they feel about note taking in tutorials before you start making notes. The aim of the tutorial is to stimulate you to think independently within your discipline, and you should engage in discussion of the material you have been studying and develop your own understanding. The tutor may ask you to explain the material you have prepared, and will question you to probe your understanding and to help you think more clearly. You will only be able to engage properly in the process if you have done enough preparation. This does not require you to be entirely clear about the material, or to fully
understand it – in fact, it is not unusual to find the tutorial work hard, so don’t worry if you do – the tutorial is an opportunity for you to raise any questions about it.

A tutorial should not be a ‘mini lecture’. If it becomes one, this can be due to a lack of preparation on your part, and it will be a missed opportunity. The more you put into your tutorial preparation, the more you will get out of it!

Tutors will differ in their requirements for the submission of tutorial work. Some will require it in advance, while others may want you to bring the work with you to the tutorial; some want work delivered to their pigeonholes, and others may want you to bring the work with you to the tutorial; some want work delivered to their pigeonholes, and others may accept emailed submissions. It is important to be clear about what your Tutor requires and to comply with this. If you fail to meet the requirements, the tutorial may be postponed or cancelled. If you have good reason not to complete the required work or cannot attend a tutorial, you should always contact the Tutor in advance, and email Foundation Year Project Officer to let them know too.

6.4 Academic Expectation

You are expected to take your academic work seriously and to perform to the best of your ability. We hope that we have selected students who will enjoy their academic work. You must always prioritise your academic work above your outside undertakings, whatever extra-curricular activities you may be involved in. You are expected to attend all classes, tutorials, timetabled events and ‘collections’. You are also expected to complete all work set to the best of your ability, and by the deadline set by the tutor.

6.4.1 Hours of work

Aside from the tutorials and classes in your timetables, there are no set times in which you must work. The majority of your work will be based on independent study. This does not mean that it has to be isolated study, and you are encouraged to discuss your academic work with others in the College, or to work in either the College library or one of the central University ones. A major challenge will be learning how to manage your time appropriately. Your Preparation for Undergraduate Study sessions will help you to learn how to manage your time, but if you are having any difficulty then do ask your Personal Tutor, Dr Jo Begbie, for help and advice.

6.4.2 Communication with teaching staff

Although tutors and staff will always expect you to prioritise your academic work over anything else, they will understand if you need to make any emergency changes because something important has occurred. If something has happened which means that you cannot come to a class or tutorial, or you cannot hand in the work on time then you must tell your subject tutor as soon as you can. Please ensure to CC the Foundation Year Project Officer into the email too. Your tutors will have spent a lot of time preparing the tutorial for you, and so you are advised to email them politely explaining why you cannot attend; simply stating that you cannot attend a class will not suffice. A tutor may find it helpful you can suggest a time for rescheduling the class. However, they are very busy, and so may not be able to reschedule for you. Cancellations or
reasons for late/non submission for work that are received after class has started, or after a piece of work is due, are not acceptable. It should also be noted that cancellations of classes or failure to submit work on time/at all should be a very rare occurrence, and due to only to illness or pressing personal reasons. Failure to plan or manage time correctly will not be an acceptable reason. Medical absences of more than three days must be supported by a note from the doctor.

6.4.3 Submission of work

You work must be submitted on time, and in the manner directed by your tutor. This will vary according to the tutor – for some it may have to be placed in their pigeon hole (letterbox in college), whilst others may require you to email them your work. If you are unsure, please check with the tutor. You must also submit work through Weblearn, prior to the deadline set by your tutor. This is a requirement, regardless of how your tutor has asked you to submit the work – you must do both. Instructions for how to submit a piece of work through Weblearn can be found in the Appendix 3.

6.4.4 Backing up Work

Loss of work due to a computer failure is not an acceptable excuse for non-submission of work. It is your responsibility to ensure that your work is appropriately backed up at all times – this could be done using a USB stick, an external hard drive or by using software such as Dropbox, the cloud or Google Drive. If you unsure of how best to back up your work, visit the IT Department in College for help, or email it-support@lmh.ox.ac.uk

6.4.5 Reporting absences

If something has happened which means that you cannot come to a class or tutorial, or you cannot hand in the work on time then you must tell your subject tutor as soon as you can. This must be done in advance of the tutorial – emailing just beforehand or whilst the tutorial is taking place is not acceptable. Please ensure to CC the Foundation Year Project Officer into the email too.

6.4.6 Punctuality

Punctuality is a vital component of the Foundation Year – not only is it courteous to the tutor, but it enables you and the other students in the session to get the most out of your hour. Students are expected to be ready to start their class at the time advertised on your timetable – this means that you should plan to be at the room five minutes before the scheduled start time. Turning up late means that you will lose ground, break the concentration of other students and the tutor, and is disrespectful to the tutors.
6.5 Plagiarism

Plagiarism is the presentation of someone else’s work without acknowledgement as if it were your own. Typically, this involves copying an essay from another student or from the internet, or copying passages from a book without quotation marks and a clear page reference. It is a very serious offence to plagiarise someone else’s work, and there are serious academic penalties which may include the offender being asked to leave the College and the University. Please be aware that poor academic work practices, such as copying sections directly from academic articles into your notes for information, might lead to unintentional plagiarism, but that unintentional offences will still be dealt with severely by the College as ‘reckless’ plagiarism. We will give you a session on Plagiarism as part of your Preparation for Undergraduate Study course, but it is not unusual for students to plagiarise by accident, and you should always ask for help from either your subject tutor or your personal tutor, Dr Begbie, if you are unsure of anything. They will be able to provide you with guidance before it becomes a bigger issue at undergraduate level.

Students sometimes share their academic work and notes with other students, and these can be good sources of information. However, the student who allows their work to be plagiarised will be penalised just as heavily as will the person plagiarising. Students are warned, therefore, to be discerning about sharing work. Any acceptable sharing will probably be on a reciprocal basis after both parties have completed the relevant assignment.

You should ensure that you are familiar with the University guidelines regarding plagiarism, which are available at: http://www.ox.ac.uk/students/academic/guidance/skills/plagiarism.

6.6 Behaviour

You will be expected to behave well and to follow the College regulations. You will not be able to stay on the course if your behaviour is disruptive to the learning or well-being of other students.

6.7 Review

You will be asked to complete an academic development journal and attend fortnightly tutor sessions to review your progress. You will also have a termly review with the course co-ordinator, to discuss the reports from the Tutors who are teaching you: this will give you a clear idea of how you are progressing. There is no guarantee of progression, but you will be told about any improvements that might be required to successfully complete the Foundation Year, and you will be given ample help and opportunity to improve if there are any problems.

6.8 Using Weblearn

You will be expected to use Weblearn (a virtual learning environment used by the University and Colleges) throughout the year to engage with the course. You must check Weblearn frequently during term-time, as it will be used to publish your timetable, to make announcements and for you to submit work. General course resources can also be found here.
6.9 Foundation Year graduation

Foundation Year certificates are conferred by the College at a graduation ceremony which is followed by a drinks reception and lunch. You will be able to invite four guests to the occasion which celebrates your time on the LMH Foundation Year, and marks the conclusion of the academic year. You will not wear a gown at the ceremony, as Foundation Year students are not matriculated members of the University.

7. What is the outcome of the Foundation Year?

Four criteria will be taken into account to determine your Foundation Year outcome.

1) Attendance at least 90% of the course sessions
2) Submission of at least 90% of work by the deadline set
3) Your weighted average mark across all course assessments
4) Your weighted average mark in subject specific assessments.

7.1 Foundation Year Classifications

Criterion for Progression from the Foundation Year

There are four different possible outcomes for a student on the Foundation Year. These are:

Participated: For a student who participated in the Foundation Year course, but did not finish the course.

To obtain this outcome, a student must meet the following criterion:

1) Attend the course

Completed: For a student who has taken part in the Foundation Year for the full three terms but who has not obtained an overall mark of 2

To obtain this outcome, a student must meet the following criteria:

1) Attend the course
2) Submit at least 90% of work by the deadline set

Pass: For a student who has completed the Foundation Year with an mark between 2 - 4.

To obtain this outcome, a student must meet the following criteria:

1) Attend the course
2) Submit at least 90% of work by the deadline set
3) Obtain a mark of between 2 – 4 across all course assessments

Merit: For a student who has completed the Foundation Year with a mark of at least 5 overall, but who has not obtained a mark of 6 or more in their subject specific course.
To obtain this outcome, a student must meet the following criteria:

1) Attend the course
2) Submit at least 90% of work by the deadline set
3) Obtain a mark of at least 5 across all course assessments

**Distinction**: For a student who has completed the Foundation Year with an average of at least 6 overall, and a mark of at least 6 in their subject specific course.

To obtain this outcome, a student must meet the following criteria:

1) Attend the course
2) Submit at least 90% of work by the deadline set
3) Obtain a mark of at least 6 across all course assessments
4) Obtain a mark of at least 6 in subject specific assessments.

*Conditional offers for Foundation Year students to study at Oxford University will typically require the student to achieve a Distinction in their Foundation Year course.*

### 7.2 Course Participation

#### 7.2.1 Attendance at tutorials and classes

In order to achieve any outcome other than ‘Participation’, you must attend at least 90% of course sessions. Course sessions should only be missed through illness or pressing personal reasons (e.g. bereavement). If you are going to be absent from a session, then you must email both the tutor concerned and the Foundation Year Project Officer in advance of the session. Your attendance is recorded centrally, and any student who is attending fewer than 90% of classes will not be on course to successfully complete the Foundation Year.

#### 7.2.2 Submission of work on time

In order to achieve any outcome other than ‘Participation’, you must submit at least 90% of work by the deadline set. Work must be handed in through WebLearn, which will run it through the ‘TurnItIn’ facility to ensure that there has been no plagiarism. Weblearn will provide the Foundation Year Project Officer with a submission time and date, so that any late submissions can be noted on your student record. Work should only be late through illness or pressing personal reasons (e.g. bereavement), and if this is the case then both the tutor and the Foundation Year Project Officer must be made aware of your inability to meet the deadline before the deadline arises.

### 7.3 Course Assessment

You will have assessments throughout the Foundation Year, which will take a number of different forms (explained in detail below). At the end of the year, we will calculate an average mark for your assessments, taking into account the different weighting that each assessment holds (see Appendix 1). As explained above, your performance in these assessments will be the major determinant in your final Foundation Year classification.
7.3.1 Assessment Types:

There are two different categories of assessment on the Foundation Year, which are referred to as ‘summative’ and ‘continuous’ assessments. The difference between the two, and what you will be expected to do for each, is explained here.

7.3.1.1 Continuous Assessments

Throughout the Foundation Year, your performance and participation in tutorials will be continually assessed, in a process known as ‘Continuous Assessment’. At the end of each term, you will receive an average grade for your performance across all tutorial sessions. This grade will be included in the calculation of your end of year final mark.

This continuous assessment of tutorial performance will be based on:

1) Contribution to discussions and performance in the tutorial  
2) Preparation for tutorials  
3) Tutorial work (e.g. essays, presentations)

Grade boundaries and the marking scheme for continuous assessments can be found in Appendix 1.

7.3.1.2 Summative Assessments

As well as the continual continuous assessments, you will also have summative assessment points. These will usually be held before the start of Hilary Term, before the start of Trinity Term and at the end of Trinity Term.

You will receive a percentage mark for each summative assessment that you sit, and these will count towards your final grade. Grade boundaries and the marking scheme for summative assessments can be found in Appendix 1.

The exact form of the assessments will depend on the subject that you are taking, but will be made up of one or more of the following:

7.3.1.2a Collections (College exams)

These College exams are likely to be held at the start of Hilary (Spring) term and Trinity (Summer) term and you will need to spend a significant amount of time revising for these during vacations. As well as forming part of your assessment, they are a good opportunity for practicing writing under timed conditions and to give you feedback on exam technique and your level of performance.

7.3.1.2b Extended Essay

You may be set an extended essay, either over the vacation or during term time. If an essay is to be formally assessed then you must not receive any help from any course tutor unless specifically told otherwise by the tutor setting the work. All work for an extended essay must be your own, and as usual the essay will be run through Turnitin to ensure that there is no plagiarism.
7.3.1.2c  Project Work

You may be asked to do an extended project. If so, then you must not receive any help from a tutor unless specifically told otherwise by the tutor setting the work. All project work must be your own.

7.4  Extenuating Circumstances

If you cannot submit a piece of assessed work on time, cannot sit an exam or feel that you have underperformed due to extenuating circumstances then you must contact your tutor and the Foundation Year Co-Ordinator, Dr Begbie. You must be prepared to provide evidence of your extenuating circumstances. These will then be discussed at an Examiners Board meeting. Depending on your circumstances, there are a number different outcomes. These may include, but are not necessarily restricted to: a) being awarded a grade that is concurrent with your performance throughout the rest of the year; b) taking another assessment to replace the one that you missed; c) no action.
8 UCAS admissions cycle

Progression from the Foundation Year to an undergraduate degree at Oxford is not guaranteed, and if you would like to progress to studying as an undergraduate at Oxford then you must make an application to Oxford University through UCAS, meeting the October 15th 2018 deadline. We will ensure that you are fully supported throughout the process, and you will receive an application pack with specific information on how to apply for the subject that you wish to study at undergraduate. It will also detail the support that you will receive, but if you ever feel worried about the application process or if you would like more advice then you should ask to see your Personal Tutor.

8.1 How do you apply?

Oxford applicants must submit a UCAS online form by 15th October 2018. Depending on which subject you wish to take there will also be an admissions test (or potentially two) and written work. A summary of what will be expected for your subject is indicated in the table below, but you should also refer to your subject specific application guide. You should have been provided with this guide, but if you need another copy please ask the Foundation Year Project Officer or download one from Weblearn. Please note that the information provided in the admissions document is for guidance only. You are strongly advised to give the Foundation Year Project Officer nominated access to your UCAS form – this will allow them to speak to UCAS and to other universities on your behalf should there be any issues with your application.

8.2 Writing the Personal Statement

We will start your UCAS applications with you before you start at LMH in September. Over the summer holidays you should be starting to write your new UCAS Personal Statement, and a draft of this must be submitted to your Personal Tutor, Dr Begbie, by the 15th September 2018.

8.3 Admissions Tests

Some subjects will require you to take an admissions test. These are sat on the 31st October 2018, although may differ for some subjects such as Law. We will book and pay for your admissions test for you. Your tutors will be in touch with you to start with preparation for this, but if you would like to get a head-start then you can refer to the past papers that are provided in your subject specific application guide.

8.4 Written work

Many subjects require you to submit written work on or before the 10th November. The content of this written work varies, and you must refer to your subject specific application guide and to the guidance you will receive from the department once you apply to ensure that you are submitting the correct work. As usual, if you have any questions or would like guidance on what to submit then please talk to your Personal Tutor.
8.5 Preparing for the interview

All Oxford degree courses require undergraduates to attend at least one interview – some of you may go to two or even three interviews at other colleges. During Michaelmas Term you will have designated interview practice sessions to ensure that you are confident and prepared by the time of your interviews in December. Alongside this, your Core Skills Course and Subject Specific tuition will also help you to feel more prepared. Resources for understanding more about what the interview will be like can be found in your subject specific application guide.

8.6 Where else should I apply?

This is not just an opportunity for you to apply for Oxford University, but also to apply for universities that you may not have previously considered. Alongside your Oxford application, you should consider applying for other leading universities in your subject – if you are unsure of what these are, then you should consult your tutor. You should ideally look to be applying – alongside Oxford – to at least two other leading Russell Group universities, although you are also advised to include one or two lower entry tariff options within your choices. Note that you do not have to make all of your university choices by the October 15th deadline.

8.7 Communication with LMH Undergraduate Admissions

Once you submit your UCAS application to Oxford, you will begin to receive communications from the LMH Undergraduate Admissions office regarding your application. From this moment on, communication about your Oxford application should go through the LMH Undergraduate Admissions Office rather than through the Foundation Year Project Officer. Any questions about the Admissions decision should be directed to the Undergraduate Admissions Office and will be dealt with by the LMH Senior Tutor.
9 Academic Resources

As a Foundation Year student you will have access to all the academic resources of the College and the University. Learning how to make use of them efficiently is a valuable tool for ensuring that you make the most of your study time here.

9.1 The College Library

The College has a large working library (around 70,000 books, nearly all on the open shelves). The Library is open to all members of the College 24 hours a day and is well stocked in all the major areas of study required by undergraduates, including multiple copies of key texts (particularly in the sciences), and a growing DVD collection. If you require a book which the Library does not hold, please recommend it to the Librarian for purchase. From the Library, students have full access to all the electronic resources (catalogues, databases, e-journals) provided by the University. There is a computer room in the Library, well equipped with computers, and printing and copying facilities.

You will only be able to borrow books once you have attended a Library induction session and familiarised yourself with the Library Rules (see Appendix 4). If you miss your scheduled session, you will need to contact the Librarian for the relevant information.

9.2 University Libraries

As well as the College library, you can also make use of the central University libraries. Most University libraries will have leaflets available to explain how to use their resources, and further information can also be found at http://www.bodleian.ox.ac.uk. There are also subject faculty and departmental libraries that you can use, but you will need to register at each library before you can use or borrow books – this can be done by visiting the library in question during office hours.

Other college libraries can normally only be used by appointment, to consult books not held in the Bodleian or faculty libraries.

9.3 Photocopying

A photocopying machine is available for your use in the LMH Library.

9.4 Print facilities

We have a chargeable print system which allows for mono and colour A4/A3 printing. A free quota is issued at the beginning of each year (150 A4 b&w pages for undergraduates) with further printing charged on a per sheet basis to battels. Printing can be done using the computing facilities (section 4.5) or through a website (https://print.lmh.ox.ac.uk). Please contact the LMH ICT Office for further details.

9.5 Computing facilities

If you have your own personal computer or laptop then on arrival you will need to register this with the LMH IT team. Note that the CM and wireless systems make use of the University
Remote Access credentials that are manageable from the University IT Services website (https://register.it.ox.ac.uk/self/index/). Acceptance on to the LMH network will only be allowed if your machine’s operating system is up-to-date with the latest patches and updates released from its provider. Your machine will also have to have an installed and up-to-date antivirus and anti-spyware application such as Microsoft Security Essentials, AVG, Sophos, McAfee, Norton, etc. As an Oxford University student, you are entitled to a free copy of Sophos Antivirus and Antispyware from the University IT Services (www.it.ox.ac.uk), available upon your arrival at the university. A document will be in your room in Freshers’ Week to demonstrate how to obtain this free copy of Sophos, connect and register your personal computer, and many more important details relating to ICT. It is very important that you read this carefully, as ICT will be a key part of your daily university life.

You are also entitled to a free copy of Microsoft Office for Students – to download this on your computer, visit: http://help.it.ox.ac.uk/sls/msl/index

There are also Windows installed workstations, complete with many of the tools you will need on a daily basis, located in the LMH Library. Ethernet points are installed in all College bedrooms, in addition to a wireless network that covers most College buildings.

The ICT department is here to help make your life easier. If you have any ICT related issues or problems then please let them know by emailing it-support@lmh.ox.ac.uk, or visiting them in their office located in Wolfson West.

9.6 Computing courses

The central University IT Learning Centre runs courses and workshops throughout the year that you may wish to explore. These range from use of Microsoft Office to using Photoshop or using coding programmes. Many of these are free for students to attend, and can be a valuable resource. A list of courses available can be found here: https://help.it.ox.ac.uk/courses/overview
10 Finance on the Foundation Year

The Foundation Year is fully-funded, and so your tuition fees and accommodation will be paid directly by the college. At the start of each term, you will receive an instalment of your stipend. This will be paid in two separate ways. One payment will be made into your bank account, and the other will be put onto your Bodleian Card. Your Bodleian Card – known as a Bod Card – is your university and college library card, and the card that identifies you as a student at LMH. It is also used to pay for food in college. The money on your Bod Card can then be used to buy food in the LMH dining hall at breakfast, lunch and dinner. If, at the end of the year, you still have money on your Bod Card then this can be transferred to your bank account.

<table>
<thead>
<tr>
<th>Approximate Payment Date</th>
<th>Paid into Bank</th>
<th>Paid onto Bod Card</th>
</tr>
</thead>
<tbody>
<tr>
<td>26/09/2018</td>
<td>£1300</td>
<td>£150</td>
</tr>
<tr>
<td>08/01/2018</td>
<td>£975</td>
<td>£150</td>
</tr>
<tr>
<td>22/04/2018</td>
<td>£975</td>
<td>£150</td>
</tr>
</tbody>
</table>

This stipend should be enough to allow you to concentrate on your studies without having to worry about finances. There will be some sessions about budgeting early in the Foundation Year Course. If you are finding it difficult to manage your finance then please talk to your Personal Tutor.

10.1 Applying for Student Finance for your undergraduate course

Once you graduate from the LMH Foundation Year, you will hopefully be going to become an undergraduate student either at the University of Oxford or at another top university. For these courses, you will need to apply for a student loan through the normal route. We will run a session with you in Hilary Term to go through the application process for student finance. We will also highlight any grants that you may be able to apply for.

11 Welfare and Support

There are many sources of help and support both within the College and the University. No problem is too large or too small to share with someone. You will find a flow chart with useful contact details at the front of the handbook. This chart will be updated regularly at:

www.lmh.ox.ac.uk/wellbeing-lmh

Information can also be found on the welfare noticeboards outside the Bursary.

In an emergency, always contact the Lodge, which is staffed 24 hours a day. Many students visit the Lodge staff for friendly support in a minor crisis as there is someone in the Lodge day and night. The Porters make a good cup of tea, and can offer common sense advice based on their life experience. They are not trained as counsellors and – if tea is not sufficient – they are encouraged to refer you to the most suitable professional (with your permission).
Students are often very good at supporting each other, and that is a wonderful feature of our College community. However, if you feel that another student needs more help and support than you can provide, either in terms of the severity of their problems or the frequency with which support is required, please contact the Welfare Advisor, the Welfare Fellow or one of the Junior Welfare Deans.

Everyone in a welfare position will treat anything you mention to them in strict confidence unless there is a perceived risk to you or to others.

Tutors and other College officers follow the College Code of Practice on Confidentiality (Appendix 6), as well as the LMH Code of Conduct on Professional Relationships (Appendix 4).

### 11.1 Personal Tutor

Your Personal Tutor is always willing to hear about any problem that is affecting your academic work. They are not trained counsellors, but will refer you on to suitable professionals if they cannot personally provide the support you require.

### 11.2 Welfare Advisor

Anne Harpin is our Welfare Advisor and College Nurse. She works full time at LMH during term. She is available 8.30am – 3pm every weekday in the surgery (Deneke East 17, tel: 01865 274319). Occasionally, she may not be in the surgery – for example, if she has had to accompany a student to hospital. In this case, a notice will be displayed on her door to indicate when she will return. Out of hours, in an emergency, she can be contacted on 07595 003239. Anne is available to see students for health related issues both physical and emotional. Anybody who wants to chat about any sort of problem will also be welcome. Students who see Anne do so in confidence, according to our confidentiality policy.

### 11.3 Welfare Fellow

Helen Barr (as part of her role as Vice Principal), oversees welfare provision in college. Helen is available to students if they need to talk about difficulties with their academic work and/or need guidance about referral to professional help for personal difficulties (helen.barr@lmh.ox.ac.uk or (2)74378).

### 11.4 Chaplain

Father Andrew Foreshew-Cain will serve as Chaplain in MT18, during Dr Allan Doig’s sabbatical. Dr Doig will return in HT19. The Chaplain is available to all members of College regardless of their religious beliefs. He can be consulted for a wide variety of issues - religious, spiritual, practical, counselling - you set the agenda. He operates under a strict professional code of confidentiality.

### 11.5 Peer Support
At any one time there will be six students (graduate and undergraduate) who have undergone intensive training as Peer Supporters. They will be able to listen to your issues and be able to point you in the right direction if you need more advice than they can offer. The names and contact details are available on the welfare noticeboard and from JCR/MCR welfare representatives. There is likely to be a Peer Supporter present at any JCR or MCR welfare tea.

There is also a Nightline service run by students. The Nightline flat is at 16 Wellington Square (tel. 01865 270270), and is open from 8 pm until 8 am every night during term and during the weeks immediately before and after each term.

11.6 Welfare Reps and Deans

**JCR Welfare Reps**

There is a male and female JCR Welfare Rep. They will be able to listen to you if you are experiencing difficulties and be able to point you in the right direction for further support.

**Junior Welfare Deans**

We have two Junior Welfare Deans. They are on call in the evenings and at weekends if you, or a fellow student, need some friendly or practical support (junior.dean@lmh.ox.ac.uk).

11.7 Harassment Advisors

Two Tutors, Dr Sophie Ratcliffe and Prof Amin Benaissa, are particularly responsible for dealing with issues of harassment (see Appendix 5 for the College's policy). It is often difficult to define harassment and when it starts. Initially, situations that make you feel uncomfortable may not seem as extreme as harassment, but this is exactly the stage to deal with any difficulties, so don’t hesitate to contact either Advisor with any concerns (see Contact Information).

11.8 Tea and Sympathy

Many students visit the Lodge staff for friendly support in a minor crisis as there is someone in the Lodge day and night. The Porters make a good cup of tea, and can offer common sense advice based on their life experience. They are not trained as counsellors and – if tea is not sufficient – they are encouraged to refer you to the most suitable professional (with your permission).

11.9 Welfare provision in vacations

11.10 Any student who is given permission to stay in College during the vacations for study purposes, including for the free study weeks, should be aware that normal term-time welfare provision is NOT available at these times. Personal Tutors will be asked to give permission for their tutees to stay, and this will be only given where they believe that the student is unlikely to require particular welfare support. Personal Tutors will not necessarily be available during vacations, however the Lodge will be able to contact either
the Welfare Fellow or the Tutor for Graduates who will deal with any emergency welfare situations. The Welfare Advisor will provide a list of vacation contacts for any student who is staying in residence **Useful welfare numbers**

**Aside from the numerous welfare avenues in College, you can always contact these external bodies for advice or help:**

**Student Advice Service**: Confidential, independent advice and information service – academic issues, general welfare, eating disorders, harassment, mental health issues, domestic violence, addiction and sexual abuse. 01865 288466; advice@ousu.ox.ac.uk OR Drop in: Monday 10am – 12 Noon; Wednesday 12-2pm; Friday 2pm-4pm

**Nightline**: Confidential listening, support and information service 01865 270270. Open 8pm – 8am, 0th-9th week. Can also be reached via skype by searching for username oxfordnightline

**Mind Mental Health Charity**: 0300 123 3393 – Mon-Fri, 9am-5pm or www.mind.org.uk

**Student Minds**: Student Mental Health charity www.studentminds.org.uk

**No Panic**: For panic attacks and anxiety 0844 967 4848 or www.nopanic.org.uk

**Enough!** For students with eating disorders. The group meets every Thursday from 7.00-8.30pm upstairs in the Art Café, 14 Bonn Square. Email: Oxford@studentminds.org.uk

**Oxford Sexual Abuse and Rape Crisis Centre**: Free and confidential service to women dealing with the effects of sexual violence, and anyone who is supporting them. Helpline: 01865 726 295 / Freephone 0800 783 6294 or website: www.oxfordrapecrisis.net

**Sexual Health Clinic**: Screening, treatment, advice and contraception (NHS) Rectory Centre, Rectory Road, Oxford, OX4 1BU Tel: 01865 226 969. Walk-in Clinic, Mon-Thurs 9.30-18.30

**ABC Anorexia and Bulimia Care** Helpline: 03000 11 12 13

**Positive Minds Course** Student run, email positiveoxford@studentminds.org.uk

**The Loss Foundation**: Support group for students providing bereavement support. Email: Kirsten@thelossfoundation.org or visit the website: http://thelossfoundation.org/oxford-student-support-groups/

**Samaritans**: for mental health concerns, call: 116 123 – open 24/7 every day of the year, the number is free to call.
12 Medical services

12.1 First Aid

Members of the Bursary and Lodge staff are all qualified to give first aid. A first aid kit is kept in the Lodge, and the Porters in the Lodge (01865 274300) should always be the first port of call in case of accidents (when the nurse is not on duty, see below). The Porters will call an ambulance if necessary; ambulances should NOT be called without first notifying the Porter's Lodge.

12.2 Doctors

The College doctors are part of an NHS partnership of 5 GPs, 3 women and 2 men based at 172 Banbury Road in Oxford. During term time, for the convenience of students, they hold two surgeries in College, in Deneke East 17 (tel: 01865 274319). A doctor comes in on Tuesday afternoons 4.30 – 5.30 pm and on Friday mornings 9 – 10 am. During the rest of the week, students are welcome to make appointments with any of the doctors in the main surgery (tel. 01865 515731 for appointments). They offer a full range of services – general medical, psychiatric/psychological, sexual health, contraception, travel advice and immunisation. Their relationship with students is completely independent of the College, with absolute confidentiality assured. An out-of-hours emergency service is also available through the surgery phone number.

All students must be registered with a doctor. If you wish to register with another doctor in Oxford, please inform the College Nurse of your decision, and give her your doctor’s contact details.

12.3 College Nurse

The College Nurse is Anne Harpin and is employed by LMH full time during term. She is available 8.30am to 3pm every weekday in the surgery (Deneke East 17, tel: 01865 274319). Occasionally, she may not be in the surgery – for example, if she has had to accompany a student to hospital. In this case, a notice will be displayed on her door to indicate when she will return. Out of hours, in an emergency, she can be contacted on 07595 003239. Although people usually see the nurse for health related issues, anybody who wants to chat about any sort of problem will also be welcome. Students who see the College Nurse do so in confidence, according to our confidentiality policy.

It is a legal requirement that students must be charged for any non-prescription medicines issued by the nurse, these will appear on your battels account.

12.4 Dentist

The College has an arrangement with Studental, who are happy to see LMH students for emergency appointments. You need to call by 8 am for a same day appointment. Studental are also happy for any students to register with their practice for routine checkups. Their address is
12.5 Contraceptive Services

The Welfare Advisor and college nurse is able to offer the full range of contraceptive services, including emergency contraception, during her normal office hours.

12.6 Students with Disabilities

The College has an Equal Opportunities Policy (see Appendix 7) and will endeavour to make all reasonable adjustments to ensure that students with disabilities can fulfil their academic potential. The Senior Tutor is the College’s disability contact, and she is happy to talk to any student about the support they need.

The College works with the University’s Disability Advisory Service, which is another source of information. If you have declared a disability, they should have been in contact with you directly before you arrive in College. They have a very useful website which details sources of support: http://www.ox.ac.uk/students/welfare/disability.

12.7 Dyslexia / Dyspraxia

Students who have a diagnosis of dyslexia or dyspraxia should make arrangements for extra time in examinations through the Foundation Year Project Officer. If you think you should have an assessment please contact the Project Officer.

12.8 Mental Health

We want to support anyone who is experiencing mental health difficulties. Please do disclose any issues you have or have had to the Welfare Advisor, or to your Personal Tutor so that we can try to ensure that you are well supported. There is a mental health policy for the Collegiate University available on the main University website at: http://www.ox.ac.uk/students/welfare.
13 Community Life

LMH is a community, but more specifically it is an Academic community. It is hoped that you will find out about what other students are studying and attend the various talks, performances and exhibitions that will be advertised in College from time to time. LMH prides itself on being a diverse and tolerant community. It maintains clear policies for equal opportunities (see Appendix 7) with which you should familiarise yourself.

13.1 House Rules

We try to keep rules about personal behaviour within College to a minimum. Our expectation is a standard of behaviour which does not disrupt the lives of others in the College, be they fellow students or academic and support staff. Standards and requirements of behaviour are outlined in the College Regulations (see Appendix 8), and notices of emergency procedures are posted in each room. Further details of the house rules will be found on the noticeboards. The Dean is responsible for seeing that the College runs smoothly in accordance with the standards and requirements of behaviour expected, and is able to impose financial and community service penalties. Members of the College are expected to familiarise themselves with the College Statutes, Bye-Laws, and Regulations.

13.2 Eating and Drinking

Meals are available from Sunday dinner at the start of 0th week until Friday lunch in 9th week each term. A choice is always available, including vegetarian options. Three meals are served each day in weeks 0-9 except on Saturdays (brunch only) and Sundays (dinner only). We use a cashless system – you will have £150 put onto your Bod Card at the beginning of each term, which can be used in the dining hall. If you don’t use this money over the course of the year, then it will be transferred to your bank account. Our Dining Hall is a very sociable place during term and most students take advantage of it to some degree.

If you have particular dietary requirements, ask to speak to a chef or arrange a meeting with the Head Chef (headchef@lmh.ox.ac.uk) so we can understand and agree how to meet your needs.

**Cookers and refrigerators** - Cooking facilities and refrigerators are provided in all of the pantries. The College cannot accept responsibility for food or other items left anywhere in pantries. Students are responsible for keeping cookers clean and fridges clean and defrosted. Pantries

All students will have a kitchen assigned to their room. This will be shared with other students, and can be used to cook all your meals. As this is a shared space please be respectful of other students – keep the area and equipment clean, and ensure to share fridge and cupboard spaces.
Vending machines & sundry items - Confectionery, cold drinks, and refrigerated snacks are available from the vending machines in Ground Floor Toynbee and in the Kathleen Lea building; an ATM cash dispenser and change machine are also located in Toynbee.

Talbot Bar - The bar is open 7pm – 11pm, 7 nights per week from Sunday of 0th week to Friday of 8th week.

13.3 Common Rooms

The College is made up of three Common Rooms:

Junior Common Room (JCR) – Undergraduate and Foundation Year members of College
Middle Common Room (MCR) – Graduate members of College
Senior Common Room (SCR) – Fellows and other Academic and Senior Administrative staff

‘Common Room’ refers both to the student/staff body and to a physical common room that is available for its members’ use. Both JCR and MCR organise activities for their members and also have elected representatives who serve on College committees.

Visiting undergraduate students and Foundation Year students are members of the JCR.

Certain undergraduates may make a formal application to the MCR president to join the MCR. This provision applies to mature (aged 21+) undergraduates and those taking a 2nd BA degree as well as undergraduates who are entering the 4th year of their undergraduate course.

13.4 College and the Law

Although the College may seem to be a closed community, it is not. Please be aware that the law of the land still applies in College, and the Police have access at any time, should they wish.

ANYTHING THAT IS ILLEGAL OUTSIDE COLLEGE IS STILL ILLEGAL INSIDE COLLEGE.

13.5 Booking rooms

There are several rooms of different sizes and styles in the College and these may be booked by students when they are not being used for tutorials, classes or other College events. Availability, event guidelines and booking restrictions can be checked on the Intranet and you will also find forms there to make booking requests. Bookings are approved and managed by the Bursary and are free of charge when the meeting/event is for College members. There will be a charge when our facilities are to be used by other members of the University.

13.6 Music

There are many opportunities to enjoy music making in the College and across the University. However, please consider your neighbours if you intend to practise in your room, or to play
recorded music. Several rooms in College, including Talbot Hall and the Old Library, are suitable for music practice and equipped with quality pianos. You can collect the key to these rooms when they are not being used from the Porters’ Lodge or practice times can be arranged in advance via the Bursary. The Chapel is not a bookable practice room, but if you would like to make music there, just ask the Chaplain.

13.7 Religious spaces

The College has a Prayer Room in Talbot Hall that is open 24/7. There is also a College Chapel, and during term time services are held here. These are open to everybody – members of all denominations, any religion or none.

13.8 Sport

ALL STUDENTS TAKING PART IN SPORTING ACTIVITIES DO SO AT THEIR OWN RISK. Many sporting activities are organised at the University level; see the JCR Guide for further information.

Punting: College punts are available for hire at a modest charge. The punt-house is behind the tennis courts. Please book through the Porters at the Lodge in advance. A deposit will be required.

Squash: The College has an arrangement with Wolfson College. See the Assistant to the Domestic Bursar for details.

Tennis and netball: Three hard courts are available on site.

Fitness Room: This is situated across the driveway behind Kathleen Lea.

Joint Sports Facilities: LMH shares a boathouse on the Isis and a sports field with Trinity College (rugby, football, lawn tennis, hockey, and cricket), situated in Marston Road.

13.9 Clubs and Societies

LMH has a number of in-house clubs and societies for its students to get involved in, from Cheese to Zumba. New or existing societies are able to make use of LMH’s excellent facilities, including the theatre and practice/meeting rooms, and are able to apply for funding. The range of clubs that you can join at LMH are shown online here: http://www.lmh.ox.ac.uk/prospective-students/student-life/societies-and-clubs, and if you can't find your interest covered, why not create a new club?! All LMH students can also join a wide-range of university-wide societies.
14 Living in College

14.1 Room Cleaning

Housekeeping staff, known as "scouts", undertake the general cleaning of rooms.

Scouts and the Housekeeping Team will:

- Clean kitchens and other communal areas
- Take out rubbish and recycling
- Clean your bedroom once a week
- Stock toilet rolls and hand towels

You are responsible for:

- Making your room accessible and keeping it tidy
- Washing up
- Sorting the rubbish into waste and recycling
- Clearing the kitchen at the end of the term or whenever you go away

Students should alert the Head Housekeeper of any mishaps e.g. spillages, accidental damage to furnishings, walls, windows, paintwork etc., as soon as these occur, so that remedial action can be taken immediately.

14.2 Recycling and Energy Use

Your co-operation in providing separated landfill waste and clean recyclable waste will help to reduce the residents’ impact on the environment as well as the running costs of the accommodation.

The College’s housekeeping staff will remove rubbish and recycling left in the proper containers in your pantry. Recycling containers are provided in all student pantries. These can be used to collect clean cans, glass, plastics, card and paper.

The City Council will collect directly from outside 1-8 Fyfield Road. (Check at http://www.oxford.gov.uk/PageRender/decER/Refuse_collection_days_occw.htm for up to date collection days.)

Please also be aware that although electricity and gas are not currently charged for separately, they are a significant element of cost covered by the charges you pay. It would benefit you, your successors and the wider community if you avoided wasting energy by turning off electrical appliances rather than leaving them on standby, using thermostatic radiator valves sensibly, turning off lights when not in use and so on.
14.3 Poster Display

The most reliable methods for displaying posters etc. in study bedrooms are via the picture rails using picture hooks or on noticeboards. You may also choose to use proprietary sticking products which do not mark the walls; we recommend Command Strips:

https://www.amazon.co.uk/Command-Medium-Picture-Hanging-Strips/dp/B000OF6X48

We intend to maintain a high standard of accommodation for future students and other visitors. If we need to redecorate rooms every year because of damage caused by items being attached to the walls, the costs of the rooms themselves will end up being unacceptably high. Please help us to keep these costs down; do not use Blu-Tack, or Sellotape, or drawing pins (except on your noticeboard).

We will create an inventory of most rooms at the start of the year and will use this as a record to assess damage at the end of the year. **Excessive damage of your room will lead to additional charges.**

14.4 TV Licence

Students with a television which runs off mains electricity in their College rooms should obtain a licence; otherwise they will be liable for any fines. If you use a live feed internet TV service or download or watch any BBC programmes on iPlayer (live, catch up or on demand) on any device, it is also your responsibility to pay for your licence fee.

14.5 Laundry

There are four laundry rooms – one in Kathleen Lea ground floor, one in Talbot, one between New Old Hall and Old Old Hall and one in the Clore Graduate Centre. You can check which machines are in use [here](#).

The machines all run from a card which you can top up on line. Acquire a card from the vending machine next to the Dining Hall, register it, and activate it at the machine in the Kathleen Lea laundry room. You can keep this card and top up as required for the rest of your stay.

If there are problems with any of the machines please let someone know straight away. You can call the number on display in the laundry rooms, complete a form on Circuit’s website, or email faults@lmh.ox.ac.uk.

14.6 Security

You should make yourself familiar with the security procedures as quickly as possible after arrival, and note the following:

**In general** - Be aware of the people around you; do not let anyone into the College if you are not sure who they are. Let the Porters know straight away if you see someone you are not sure about. It is better for everyone to be over cautious and keep the college safe.
Your Room - DO NOT LEAVE YOUR ROOM UNLOCKED, EVEN FOR SHORT PERIODS; it only takes a few seconds for your property to disappear. If you suspect that you have been robbed or thieves have been in your room, please report the facts at once to the Porter’s Lodge, as well as to the Dean. If your room is equipped with retractable window bars, please close them when you go to sleep or when out of your room.

14.7 Emergencies - You should read the notices posted in your room and on the noticeboards. In an emergency, contact the Porters on 01865 274300.

14.8 Perimeter gates - The main door and perimeter gates of College are locked at 7pm, but your electronic fob will give you access.

14.9 Visitors

You may have non-paying overnight guests to stay in your own room. You are responsible for their actions. FOR SAFETY AND FIRE REASONS IT IS COMPULSORY TO RECORD THE NAME OF ANY GUEST STAYING, EITHER IN A TEMPORARILY VACANT ROOM OR YOUR OWN ROOM, AT THE LODGE.

Visitors other than signed-in overnight guests are not allowed in College before 9am and must leave by midnight (or by 2am on Friday/Saturday nights).

As the entrances to the College are locked you will need to meet your guests and escort them out when they leave.

14.10 Absence from College overnight

For safety reasons, in case of fire or other emergency, all absences must be recorded at the Lodge. If your absence is due to illness, please tell your Personal Tutor or the Dean as soon as possible. If you are going to be out of College for the whole night you must sign out at the Lodge. For this reason it is important that you make sure we have your correct contact details by updating any changes on Student Self-Service.

14.11 Keys & Electronic Access Fobs

Electronic fobs for access to the College are issued with your room key on your first day. All undergraduates’ room keys & fobs must be returned to the Porters’ Lodge on the day of your departure at the end of each term. A REPLACEMENT CHARGE OF £50 WILL BE MADE FOR LOST KEYS OR FOBS AND IN THE EVENT THAT KEYS ARE NOT RETURNED FOR WHATEVER REASON. The loss of any College keys or fobs should be reported immediately to the Porter’s Lodge. **No keys or fobs should in any circumstances be lent to visitors.**

14.12 Cars & Motorcycles

Oxford City Council strongly discourages students from bringing cars into Oxford and prohibits residents of Pipe Partridge, the Clore Graduate Centre and Donald Fothergill Buildings from
bringing vehicles into the city. It operates a residents’ parking scheme in the roads leading to the College (Norham Manor). Metered parking is available for short periods and there is very limited free parking at weekends. Students with a room in houses in Fyfield Road may be able to apply to the Council for a permit under the Residents’ Scheme. There is no provision for student parking on College premises. Queries should be directed to the Domestic Bursar.

14.13 Bicycles

The College has a bike pool system which is expanding for this year. Once you are registered, a range of bikes can be booked by the hour. The bikes are managed and maintained by our partner Cycle.land.

If you would like to hire a bike for longer term use please contact the Bursary.

If you would like to bring your own bicycle, remember that an adequate lock is essential. Bicycles must only be kept in the racks provided. Bicycles are not to be kept in College rooms, hallways, or houses, without a permit from the Domestic Bursar. Lockable storage is available - see the Lodge Manager for details on arrival. All bicycles must be registered with Cycle.land and the registration tag displayed on the bicycle.

14.14 Keeping you safe

The College is concerned about your health and safety, and great efforts have been put into making your stay in College a safe one. Your safety is, however, dependent on the exercise of common sense by you and other residents at all times, whether or not alcohol has been consumed.

You may not bring candles into College, due to the fire risk.

You may not bring any weapons or drugs into College.

14.15 Fire

Fire needs three ingredients to start: fuel, oxygen and an ignition source. To prevent or stop fire, we need to take away one or more of these ingredients. So:

- Do not allow combustible waste to accumulate anywhere in the buildings
- Avoid flammable products where possible
- Keep fire doors shut at all times; bedroom doors, kitchen doors and doors in corridors and staircases all help to control fire
- Do not light candles or smoke, and be vigilant around heat sources: always watch when you are cooking.

Take the time to familiarise yourself with all relevant emergency escape routes as soon as possible and read the fire instructions carefully. If you don’t know where you should exit to, ask the Bursary.

Never tamper with fire detectors, fire alarm sounders or emergency lights.

If a fire alarm sounds, the alarm will not be silenced until the Fire Brigade or the responsible person in charge has decided it is safe to do so. The Porter is the responsible person in charge until the arrival of the Fire Brigade, and their authority must be respected and their directions followed. If there is a fire, then only the Porter on duty may phone the Fire Brigade.
If you discover a fire, break the nearest fire glass to sound the alarm. Leave the building by the nearest fire escape route. The correct escape route, exit and assembly point for every room in the College is displayed on a notice in each room. You should be aware of these, and the alternative escape routes for each room you use.

Do not collect personal belongings. Do not use lifts.

If you believe a resident or visitor is missing, then you should report this to the Porters’ Lodge. All evacuees must wait at their designated assembly point until the Fire Brigade Officer or other responsible person in charge informs them that it is safe to return to their building.

Only use a fire extinguisher if you have been trained to do so. Make sure you use the correct fire extinguisher for the type of fire you are tackling.

Do not compromise the fire safety of yourself or others. You should never tamper with fire detection or prevention equipment such as fire detector heads or extinguishers and you should always keep fire escape routes clear and fire doors in pantries and corridors closed. Failure to do this is not only extremely dangerous but is a criminal offence attracting a fine of up to £20,000. Incidents will be dealt with by the Dean.

In the interests of your safety and in order to comply with current legislation the College will hold at least two practice fire drills during the academic year.

Failure to participate properly in the drill will result in disciplinary action by the Dean’s Office.

14.16 Slips, Trips and Falls

The College site includes a variety of buildings of different ages. They are all used by different people for a range of activities. You should be aware of your surroundings and wary of steps or changes in level or floor covering until you are used to the surroundings. Also avoid undue clutter in your room, and never use the corridors or stairs as storage space. If lighting is insufficient or not operating correctly, report by email to faults@lmh.ox.ac.uk.

14.17 Electricity

Students using electrical appliances or installations in their daily routine could be at risk from electric shocks.

To minimise this risk, avoid the use of trailing leads or multiple socket adapters, make sure the electrical appliance has the correctly rated fuse, and carry out regular visual inspections of the equipment and cabling for signs of defects or fraying cables.

Never leave electrical appliances switched on and unattended.

NB. Different countries distribute electricity at different voltages. The UK mains supply voltage is 230V; you must make sure any electrical equipment is designed to run at the appropriate voltage.

14.18 Electrical Equipment

Under Health and Safety Regulations it is a statutory requirement that appliances are known to be maintained in a safe condition. Students are responsible for ensuring that their portable electrical appliances are safe to use. A portable appliance is defined as being powered by the mains and having a removable plug. This includes transformer-powered equipment and the mains cables themselves.

All electrical appliances belonging to members of the College and connected to the College electrical system must be known to be in a safe condition. If they are not new they must
undergo a PAT test to verify their safety. The College will provide a drop in day for this purpose on Wednesday of first week in Michaelmas term. The College retains the right to disconnect and remove any item of electrical equipment that fails to meet safety regulations or which has not passed a proper test.

To avoid over-loading the electrical system it is expressly forbidden to use adapter plugs. Mains electricity extensions cables that include fuses are acceptable.

No form of cooking apparatus (other than an electric kettle) and no irons may be used in individual rooms.

Students are advised to seek expert help with the repair of any electrical appliance which malfunctions.

If you suspect that any electrical appliance is unsafe, do not use it, but report the matter immediately by email to faults@lmh.ox.ac.uk.

14.19 Gas

If you suspect a gas leak, inform the Porters’ Lodge at once.

- Open all doors and windows
- Do not smoke or use matches
- Do not use electrical appliances or switches

14.20 Using computer and other screens

Advice on the ergonomics and the use of Visual Display Unit (VDU) equipment is on display in the Library. Always make sure that the workstation you are using is set up to minimise awkward movements and so that your body and limbs are well supported and not stressed. Frequent breaks of 2 to 10 minutes from the VDU are essential during prolonged use.

Further advice on this subject is available from the Bursary or the College Nurse.

14.21 Personal Safety

When you are socialising outside the College preferably go with a group of friends. Advise a friend of your whereabouts if you are going out alone, and endeavour to stay in familiar surroundings.

If you are returning alone late at night, keep to the main streets and take public transport or a taxi back to College if possible. The Porters keep a small amount of money in the Lodge to pay for taxis from town for those who have run out of cash. You must get a receipt; they will pay for the taxi and then charge the amount to your battels account.

14.21 Post & Deliveries

The correct postal address to give for incoming mail is:
Name of Student
JCR
Lady Margaret Hall
Oxford
OX2 6QA
Every student has a pigeonhole (possibly shared) in the Porters’ Lodge, and all incoming mail is put in these pigeonholes. Students who have deliveries that will not fit into a pigeonhole (e.g. parcels or flowers) will find the items in the larger space underneath the pigeonholes. You will receive an email asking you to collect items which the Porters have signed for.

External mail (stamped) should be put in the white box in the Porters’ Lodge for collection by 4.30pm (Mon–Fri). The Lodge has a limited supply of stamps which you can purchase through your battels account.
15 Feedback & Complaints

15.1 Complaints

We hope that your time at LMH will be enjoyable and problem-free. However, our complaints procedure can be found in Section 7 of the College Regulations (see Appendix 8). If, in the unlikely event that difficulties arise between a student and staff member we strongly recommend that the student speaks to the person directly and discusses the issues in an open and honest manner. It is in everybody’s interest that sincere effort is made to iron out differences at this level. If this is not possible and differences remain, the Course Co-ordinator should be asked to mediate the problem. Every attempt will be made to resolve the difficulty. If the problem is with the Course Co-ordinator or if the problem is not resolved satisfactorily, the Vice Principal will act as mediator. If the difficulty remains after these steps have been availed of, the Senior Tutor should be informed and College conflict resolution procedures are followed. We hope to assist you to resolve any difficulties you may encounter during the year.

15.2 Feedback

The LMH Foundation Year is a pilot course, and it is important that we receive feedback from our students so that we can make sure it is as effective as we would like it to be. As part of the course research process, you will be asked to complete surveys in each term, and to contribute to some focus group discussions. You will also be asked to complete an evaluation form at the end of the first term and at the end of the year. You will also be asked to attend an end of year course review session. These evaluations are fully confidential and provide us with information that is important to ensure the smooth running and continued success of the course.

There is also a confidential and anonymous feedback facility through which students can communicate issues of urgent importance to the Course Co-ordinator. Anonymous feedback forms are available to download from the Course Resources folder on Weblearn, and can be posted to the Course Co-Ordinator, Dr Begbie through the internal college mailing system.
Appendix 1: Credits and Assessments

The modules you study must be worth a minimum of 150 credits total. One credit is approximately equivalent to 10 hours of learning activity. Learning activity is not the same as contact time, but is an accumulation of different forms of learning whether tutor or self-directed. Credits are therefore equivalent to notional hours and do not indicate a definitive amount of work that needs to be done. The credits are useful in helping you to manage each of the modules in an effective way. They are used to calculate your end of year final mark, with the mark for each module being weighted according to the proportion of credits allocated to the module.

1. Foundation Year assessment

<table>
<thead>
<tr>
<th>Stream</th>
<th>Module</th>
<th>Core/Subject Specific</th>
<th>Credit Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Life Sciences (Stream A)</td>
<td>Prep for UG Study</td>
<td>Core</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>Biology</td>
<td>Subject Specific</td>
<td>45</td>
</tr>
<tr>
<td></td>
<td>Chemistry for Biology</td>
<td>Subject Specific</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>Mathematics for Biology</td>
<td>Subject Specific</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>Programming for Biology</td>
<td>Subject specific</td>
<td>5</td>
</tr>
<tr>
<td>Mathematical and Physical Sciences (Stream B)</td>
<td>Prep for UG Study</td>
<td>Core</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>Mathematics (if degree focus)</td>
<td>Subject Specific</td>
<td>85</td>
</tr>
<tr>
<td></td>
<td>Physics (if degree focus)</td>
<td>Subject Specific</td>
<td>60</td>
</tr>
<tr>
<td></td>
<td>Mathematics (if support to Physics)</td>
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<td>40</td>
</tr>
<tr>
<td></td>
<td>Physics (if support for Mathematics)</td>
<td>Subject specific</td>
<td>15</td>
</tr>
<tr>
<td>Social Science (Stream C): Law or Psychology</td>
<td>Prep for UG Study</td>
<td>Core</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>Law (if degree focus)</td>
<td>Subject Specific</td>
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</tr>
<tr>
<td></td>
<td>Psychology (if degree focus)</td>
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<td>55</td>
</tr>
<tr>
<td></td>
<td>Experimental Design &amp; Statistics (if Psychology degree focus)</td>
<td>Subject Specific</td>
<td>45</td>
</tr>
<tr>
<td>Humanities (Stream D1 D2 D3 and D4)</td>
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<td>Core</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>English (if degree focus)</td>
<td>Subject Specific</td>
<td>100</td>
</tr>
<tr>
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<td>Classics (if degree focus)</td>
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<td>French (if degree focus)</td>
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<tr>
<td></td>
<td>Music (if degree focus)</td>
<td>Subject Specific</td>
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<td>Module</td>
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<tr>
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<td><strong>Life Sciences (Stream A)</strong></td>
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<td>Core</td>
<td>Continuous</td>
</tr>
<tr>
<td>Biology</td>
<td>Subject Specific</td>
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<td>Summative</td>
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<tr>
<td>Chemistry for Biology</td>
<td>Subject Specific</td>
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<td>Continuous</td>
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<tr>
<td>Mathematics for Biology</td>
<td>Subject Specific</td>
<td></td>
<td>Continuous</td>
</tr>
<tr>
<td>Programming for Biology</td>
<td>Subject specific</td>
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<td>Continuous</td>
</tr>
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<td></td>
<td></td>
</tr>
<tr>
<td><strong>Mathematical and Physical Sciences (Stream B)</strong></td>
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<td>Core</td>
<td>Continuous</td>
</tr>
<tr>
<td>Applied Mathematics</td>
<td>Subject Specific</td>
<td></td>
<td>Continuous</td>
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<tr>
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<td></td>
<td>Continuous</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>Social Science (Stream C): Law or Psychology</strong></td>
<td>Prep for UG Study</td>
<td>Core</td>
<td>Continuous</td>
</tr>
<tr>
<td>Law (if degree focus)</td>
<td>Subject Specific</td>
<td></td>
<td>Continuous</td>
</tr>
<tr>
<td>Psychology (if degree focus)</td>
<td>Subject Specific</td>
<td></td>
<td>Continuous</td>
</tr>
<tr>
<td>Experimental Design &amp; Statistics (if Psych. degree focus)</td>
<td>Subject Specific</td>
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</tr>
<tr>
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</tr>
<tr>
<td><strong>Humanities (all streams)</strong></td>
<td>Prep for UG Study</td>
<td>Core</td>
<td>Continuous</td>
</tr>
<tr>
<td>Humanities (Stream D1)</td>
<td>English (if degree focus)</td>
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</tr>
<tr>
<td><strong>Stream D1 Total Credits</strong></td>
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</tr>
<tr>
<td>Humanities (Stream D2)</td>
<td>Music (if degree focus)</td>
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<tr>
<td><strong>Stream D2 Total Credits</strong></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Humanities (Stream D3)</td>
<td>French (if degree focus)</td>
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</tr>
<tr>
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<td></td>
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</tr>
<tr>
<td>Humanities (Stream D4)</td>
<td>Classics (if degree focus)</td>
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<td>Continuous</td>
</tr>
<tr>
<td><strong>Stream D3 Total Credits</strong></td>
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<td></td>
</tr>
<tr>
<td>Stream</td>
<td>Module</td>
<td>Core/Subject Specific</td>
<td>Assessment Type</td>
</tr>
<tr>
<td>---------------------------------------------</td>
<td>---------------------------------</td>
<td>-----------------------</td>
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</tr>
<tr>
<td>Life Sciences (Stream A)</td>
<td>Prep for UG Study</td>
<td>Core</td>
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</tr>
<tr>
<td></td>
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<td>Continuous</td>
</tr>
<tr>
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<td>Mathematics for Biology</td>
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</tr>
<tr>
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<td>Programming for Biology</td>
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<tr>
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<tr>
<td></td>
<td>Applied Mathematics (Maths and Physics students)</td>
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</tr>
<tr>
<td></td>
<td>Pure Maths (If Maths degree focus)</td>
<td>Subject Specific</td>
<td>Continuous</td>
</tr>
<tr>
<td></td>
<td>Physics (If Physics degree focus)</td>
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</tr>
<tr>
<td><strong>Total Credits</strong></td>
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<td></td>
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<tr>
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<tr>
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</tr>
<tr>
<td></td>
<td>Psychology (If degree focus)</td>
<td>Subject Specific</td>
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</tr>
<tr>
<td></td>
<td>Experimental Design &amp; Statistics (If Psych. degree focus)</td>
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</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
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</tr>
<tr>
<td>Humanities (all streams)</td>
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<td>Core</td>
<td>Continuous</td>
</tr>
<tr>
<td>Humanities (Stream D1)</td>
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</tr>
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<td>Module</td>
<td>Core/Subject Specific</td>
<td>Assessment Type</td>
</tr>
<tr>
<td>---------------------------------------------</td>
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<tr>
<td>Life Sciences (Stream A)</td>
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<td>Biology</td>
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</tr>
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<td>Summative</td>
</tr>
<tr>
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<td></td>
<td></td>
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<tr>
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<td>Summative</td>
</tr>
<tr>
<td></td>
<td>Pure Maths (if Maths degree focus)</td>
<td>Subject Specific</td>
<td>Continuous</td>
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<td></td>
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<td></td>
<td>Summative</td>
</tr>
<tr>
<td></td>
<td>Physics (if Physics degree focus)</td>
<td>Subject Specific</td>
<td>Continuous</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Summative</td>
</tr>
<tr>
<td>Total Credits</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Social Science (Stream C): Law or Psychology</td>
<td>Prep for UG Study</td>
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<td>Continuous</td>
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<tr>
<td></td>
<td>Law (if degree focus)</td>
<td>Subject Specific</td>
<td>Continuous</td>
</tr>
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<td></td>
<td></td>
<td></td>
<td>Summative</td>
</tr>
<tr>
<td></td>
<td>Psychology (if degree focus)</td>
<td>Subject Specific</td>
<td>Continuous</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Summative</td>
</tr>
<tr>
<td></td>
<td>Experimental Design &amp; Statistics (if Psych. degree focus)</td>
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<td>Continuous</td>
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<td></td>
<td></td>
<td></td>
<td>Summative</td>
</tr>
<tr>
<td>Total Credits</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Humanities (all streams)</td>
<td>Prep for UG Study</td>
<td>Core</td>
<td>Continuous</td>
</tr>
<tr>
<td>Humanities (Stream D1)</td>
<td>English (if degree focus)</td>
<td>Subject Specific</td>
<td>Continuous</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Summative</td>
</tr>
<tr>
<td>Stream D1 Total Credits</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Humanities (Stream D2)</td>
<td>Music (if degree focus)</td>
<td>Subject Specific</td>
<td>Continuous</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Summative</td>
</tr>
<tr>
<td>Stream D2 Total Credits</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Humanities (Stream D3)</td>
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<td>Subject Specific</td>
<td>Continuous</td>
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<td></td>
<td></td>
<td></td>
<td>Summative</td>
</tr>
<tr>
<td>Stream D3 Total Credits</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Humanities (Stream D4)</td>
<td>Classics (if degree focus)</td>
<td>Subject Specific</td>
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<td></td>
<td></td>
<td></td>
<td>Summative</td>
</tr>
<tr>
<td>Stream D4 Total Credits</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
3. Evaluation Scale for Foundation Year Assessment

Marks for assessments e.g. collections, vacation tasks, and the evaluation of academic performance over a term, will be given on the 1-10 scale below.

The verbal descriptors may also be used in end of term reports and in more general feedback.

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
<th>Approximate UMS Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Outstanding</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Excellent</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Very Good</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Good</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Satisfactory</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Promising</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Needs improvement</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Needs significant improvement</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Weak</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Poor</td>
<td></td>
</tr>
</tbody>
</table>

We would normally expect students who progress onto the Oxford undergraduate degree course to have achieved an overall mark of 6/Satisfactory at least in both their subject specific modules and as an overall average across all modules.
Marking Criteria

This marking framework is used to assess written work on the Foundation Year in all streams. It should be used by Tutors to determine how marks should be assigned and by students to set targets for their written work, to interpret their marks and to reflect on how they can improve these marks.

<table>
<thead>
<tr>
<th>FY MARK</th>
<th>CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Outstanding</td>
</tr>
<tr>
<td></td>
<td>➢ In addition to consistent evidence of the positive criteria outlined in 70 – 79, the following criteria are exhibited:</td>
</tr>
<tr>
<td></td>
<td>➢ Evidence of extensive reading and thought beyond course content</td>
</tr>
<tr>
<td></td>
<td>➢ Links material from other topics/subjects in an appropriate manner</td>
</tr>
<tr>
<td></td>
<td>➢ Exhibits excellent critical thinking</td>
</tr>
<tr>
<td>9</td>
<td>Excellent</td>
</tr>
<tr>
<td></td>
<td>➢ In addition to consistent evidence of the positive criteria outlined in the 70 – 74 grade, the following criteria are exhibited:</td>
</tr>
<tr>
<td></td>
<td>➢ Demonstrates insight, originality and wide knowledge</td>
</tr>
<tr>
<td></td>
<td>➢ Logical, accurate and concise presentation</td>
</tr>
<tr>
<td></td>
<td>➢ Evidence of extensive reading and thought</td>
</tr>
<tr>
<td></td>
<td>➢ Contains strong examples</td>
</tr>
<tr>
<td>8</td>
<td>Very Good</td>
</tr>
<tr>
<td></td>
<td>➢ Answers the question clearly and comprehensively in a focused way</td>
</tr>
<tr>
<td></td>
<td>➢ Excellent structure, organisation and writing style</td>
</tr>
<tr>
<td></td>
<td>➢ Demonstrates the ability to integrate information</td>
</tr>
<tr>
<td></td>
<td>➢ Lacks errors of any significant kind</td>
</tr>
<tr>
<td></td>
<td>➢ Exhibits sound critical thinking</td>
</tr>
<tr>
<td></td>
<td>➢ Demonstrates insight and originality of thought</td>
</tr>
<tr>
<td></td>
<td>➢ Key issues and framework for answering the question are given in the introduction</td>
</tr>
<tr>
<td></td>
<td>➢ Develops a logical argument which marshals the relevant ideas, their strengths and weaknesses.</td>
</tr>
<tr>
<td></td>
<td>➢ Gives evidence of wider relevant reading and connects evidence and the framework of the question.</td>
</tr>
<tr>
<td></td>
<td>➢ References accurate and complete</td>
</tr>
<tr>
<td></td>
<td>➢ Conclusion draws together the strands of the argument.</td>
</tr>
<tr>
<td></td>
<td>➢ Could demonstrate more critical thinking</td>
</tr>
<tr>
<td></td>
<td>➢ Could exhibit more independence of thought</td>
</tr>
<tr>
<td></td>
<td>➢ Could be more concise</td>
</tr>
<tr>
<td>7</td>
<td>Good</td>
</tr>
<tr>
<td></td>
<td>➢ Well written, clear and full answer</td>
</tr>
<tr>
<td></td>
<td>➢ Good structure, with a well-supported argument that addresses the question</td>
</tr>
<tr>
<td></td>
<td>➢ Very good understanding of concepts supported by broad knowledge of the subject</td>
</tr>
<tr>
<td></td>
<td>➢ Evidence of reading beyond lecture material</td>
</tr>
<tr>
<td></td>
<td>➢ Good synthesis of information</td>
</tr>
<tr>
<td></td>
<td>➢ Clearly explains relevant theory</td>
</tr>
<tr>
<td>Score</td>
<td>Description</td>
</tr>
<tr>
<td>-------</td>
<td>-------------</td>
</tr>
<tr>
<td>6</td>
<td>Satisfactory</td>
</tr>
<tr>
<td></td>
<td>- Accurate and logical with appropriate examples</td>
</tr>
<tr>
<td></td>
<td>- Includes highly relevant ideas</td>
</tr>
<tr>
<td></td>
<td>- Demonstrates the ability to apply learning to new situations</td>
</tr>
<tr>
<td></td>
<td>- Contains reasoned argument and comes to a logical conclusion</td>
</tr>
<tr>
<td></td>
<td>- Lacks errors of any serious kind</td>
</tr>
<tr>
<td></td>
<td>- Occasional lapses in detail</td>
</tr>
<tr>
<td></td>
<td>- Lack of originality</td>
</tr>
<tr>
<td></td>
<td>- Could exhibit more critical thinking</td>
</tr>
<tr>
<td>5</td>
<td>Promising</td>
</tr>
<tr>
<td></td>
<td>- Shows satisfactory knowledge of the topic</td>
</tr>
<tr>
<td></td>
<td>- Includes some relevant ideas and examples</td>
</tr>
<tr>
<td></td>
<td>- Reasonably written and presented</td>
</tr>
<tr>
<td></td>
<td>- Some errors, omissions or irrelevancies</td>
</tr>
<tr>
<td></td>
<td>- Does not include sufficient relevant examples</td>
</tr>
<tr>
<td></td>
<td>- Lacks synthesis of information or ideas</td>
</tr>
<tr>
<td></td>
<td>- Limited scope with some lapses in detail</td>
</tr>
<tr>
<td>4</td>
<td>Needs improvement</td>
</tr>
<tr>
<td></td>
<td>- Shows a basic understanding of the main concepts and knowledge</td>
</tr>
<tr>
<td></td>
<td>- Shows evidence of some relevant reading/research</td>
</tr>
<tr>
<td></td>
<td>- Adequate answer to question based largely on lecture material and required reading</td>
</tr>
<tr>
<td></td>
<td>- Significant omissions, errors and misunderstandings</td>
</tr>
<tr>
<td></td>
<td>- Descriptive answer based on course material alone</td>
</tr>
<tr>
<td></td>
<td>- Lacking in detail and depth</td>
</tr>
<tr>
<td></td>
<td>- Weakness in writing style</td>
</tr>
<tr>
<td></td>
<td>- No real development of argument</td>
</tr>
<tr>
<td>3</td>
<td>Needs significant improvement</td>
</tr>
<tr>
<td></td>
<td>- Adequate attempt to answer the question</td>
</tr>
<tr>
<td></td>
<td>- Shows modest evidence of understanding of the topic</td>
</tr>
<tr>
<td></td>
<td>- Shows modest evidence of relevant research/reading</td>
</tr>
<tr>
<td></td>
<td>- Includes small amount of relevant information and / or ideas</td>
</tr>
<tr>
<td></td>
<td>- Demonstrates limited understanding and knowledge of the topic</td>
</tr>
<tr>
<td></td>
<td>- Answer is incomplete, with serious omissions, errors and misunderstandings</td>
</tr>
<tr>
<td></td>
<td>- Insufficient evidence/information to support argument in places</td>
</tr>
<tr>
<td></td>
<td>- Poor written expression</td>
</tr>
</tbody>
</table>
Specific grades are allocated based on the presence of a substantial number of the criteria outlined for this grade in the piece of written work being assessed. Both positive and negative criteria are listed for each grade. Key elements to be considered when grading are: introduction, quality of argument, use of evidence, presentation and conclusions.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 Weak</td>
<td>Marginally adequate attempt to answer the question, Some relevant information and evidence of study of the appropriate materials, with no major error, Some understanding of issues but does not answer the question directly, Shows marginally adequate understanding, Poor answer, lacking substance, Superficial understanding of topic, Information may not be in context or well explained, Misses key points of information or contains irrelevant material, Assertions not supported by argument or evidence, Marred by poor organisation, written expression and/or presentation</td>
</tr>
<tr>
<td>1 Poor</td>
<td>Shows vague knowledge relevant to the question, Some evidence of relevant reading/research, Demonstrates an attempt to answer question, Inadequate answer, with no substance or understanding, Weak written expression, Does not contain a structured argument, Shows no or only very little evidence of reading or research, Answer does not relate to the question, Material misunderstood</td>
</tr>
</tbody>
</table>
## Appendix 2: Course Curriculum

### Core Course

Lady Margaret Hall Foundation Year 2018-19
Module Descriptor in: Preparation for Undergraduate Study

<table>
<thead>
<tr>
<th>Title</th>
<th>Terms</th>
</tr>
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<tbody>
<tr>
<td>Preparation for Undergraduate Study</td>
<td>Three</td>
</tr>
<tr>
<td>Status</td>
<td>Core Skills</td>
</tr>
<tr>
<td>Credits</td>
<td>50</td>
</tr>
</tbody>
</table>

**Course Tutor:** Jo Begbie, Margaret Coombe, Alan Rusbridger, Helen Barr

### Course Aims:
To prepare the students for the multifaceted aspects of life as an undergraduate at a highly-selective university.

### Syllabus Content: *(Topics covered)*

**Writing for Undergraduate Study**
- Academic writing especially with respect to different writing styles (MT)
- Making a written argument (MT)
- Dissecting a question (MT)
- Structuring essays (MT)
- Research skills (MT)
- Note taking (MT)
- Referencing and avoiding plagiarism (MT)
- In HT and TT emphasis will be on individual student requirements

**Study skills**
- Reflective learning (MT, HT)
- Relevant digital learning (MT, HT)
- Time management (MT, HT)
- Revision (MT)
- Exam Skills (MT)

**Communication skills**
- Presenting a verbal argument (MT)
- Interview skills (MT)
- Presentation skills (HT)
- Poster presentation (TT)

**Society and Culture (all 3 terms)**
- Non-academic writing
- Stretch thinking (in depth analysis of selected issues)
- Student directed topics
- In Conversations and other visiting speakers

**Personal development (throughout)**
- Building academic confidence
- Building resilience
### Modes of Learning:

| Tutorial and Independent Study |

### Michaelmas Term contact hours:

- **Writing for UG**: 1 hour group odd weeks; 45 min individual tutorial even weeks (Science and humanities students taught separately)
- **Study Skills**: 1 hour group even weeks
- **Communication Skills**: 2 hour group even weeks
- **Society and Culture**: 2 hour group odd weeks
- **Personal Development**: no specific time

### Hilary Term contact hours:

- **Writing for UG**: 45 min individual tutorial even weeks (Science and humanities students taught separately)
- **Study Skills**: 1 hour group odd weeks
- **Communication Skills**: 2 hour group even weeks
- **Society and Culture**: 2 hour group odd weeks
- **Personal Development**: no specific time

### Trinity Term contact hours:

- **Writing for UG**: 45 min individual tutorial even weeks (Science and humanities students taught separately)
- **Communication Skills**: 30 min group week 1; 30 min individual week 2
- **Society and Culture**: 2 hour group odd weeks
- **Personal Development**: no specific time

### Modes of Assessment

<table>
<thead>
<tr>
<th>Credits</th>
<th>(course work/assignments, essays, course assessments, portfolio, projects)</th>
</tr>
</thead>
<tbody>
<tr>
<td>50</td>
<td>Tutorial participation + preparation</td>
</tr>
</tbody>
</table>
Subject Specific Module Descriptors

1. Life Sciences
   a) Biology

2. Mathematical and Physical Sciences
   a) Mathematics
   b) Physics

3. Social Sciences
   a) Law
   b) Psychology

4. Humanities
   a) English
   b) French
   c) Classics
   d) Music
Module Descriptors for Life Science Courses

a) FY Biology students will be expected to take

**Subject Specific**

<table>
<thead>
<tr>
<th>Module</th>
<th>MT</th>
<th>HT</th>
<th>TT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology</td>
<td>Exam 10</td>
<td>Exam 10</td>
<td>Project 10</td>
</tr>
<tr>
<td></td>
<td>Continuous 5</td>
<td>Continuous 5</td>
<td>Continuous 5</td>
</tr>
<tr>
<td>Chemistry for biologists</td>
<td>Exam 7.5</td>
<td>Exam 7.5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Continuous 5</td>
<td>Continuous 5</td>
<td></td>
</tr>
<tr>
<td>Mathematics for biologists</td>
<td>Exam 7.5</td>
<td>Exam 7.5</td>
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<tr>
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<td>Continuous 5</td>
<td>Continuous 5</td>
<td></td>
</tr>
<tr>
<td>Programming for biologists</td>
<td>Continuous 2.5</td>
<td>Continuous 2.5</td>
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</tbody>
</table>

**Preparation for Undergraduate Study**

<table>
<thead>
<tr>
<th>Module</th>
<th>MT</th>
<th>HT</th>
<th>TT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Writing</td>
<td>Continuous 4.5</td>
<td>Continuous 4</td>
<td></td>
</tr>
<tr>
<td>Study Skills</td>
<td>Continuous 4</td>
<td>Continuous 3.5</td>
<td></td>
</tr>
<tr>
<td>Communication Skills</td>
<td>Continuous 4</td>
<td>Continuous 4</td>
<td>Continuous 4.5</td>
</tr>
<tr>
<td>Society and culture</td>
<td>Continuous 6.5</td>
<td>Continuous 6.5</td>
<td>Continuous 4.5</td>
</tr>
</tbody>
</table>

Overall this equates to:

**Subject Specific Modules:**
- Biology: 45 credits over 3 terms
- Chemistry for Biologists: 25 credits over 2 terms
- Mathematics for Biologists: 25 credits over 2 terms
- Programming for Biologists: 5 credits over 2 terms

**Core Course Modules:**
- Preparation for Undergraduate Study: 50 credits over 3 terms

**Total:** 150 credits over 3 terms
Title: Biology  
Terms: Three

Status: Subject Specific  
Credits: 45

Course Tutors: Aziz Aboobaker; Jo Begbie; Jesse van der Grient

Course Aims:  
This course aims to equip the student with the necessary competence and academic confidence to enter, and successfully participate in an undergraduate degree in Biology.

Learning Outcomes: (knowledge, skills, competences)  
By the end of the course the student will have explored aspects of biology but more importantly will have developed

- A good understanding of the scientific approach to enquiry.
- The discipline to deal with scientific problems/issues in a critical and analytical manner

Syllabus Content: (Topics covered)

MICHAELMAS AND HILARY TERMS  

SPECIES, INHERITANCE AND GENETICS  
- Develop an understanding of what constitutes a species, and what biological diversity is as a basis of ecology  
- Develop an understanding of basic concepts in genetics

SELECTION AND EVOLUTION  
- Develop an understanding of how selection mechanisms interact together to influence speciation, and to evaluate the current models of speciation that are present  
- Develop an understanding of how organisms interact by evaluating niche concepts and coexistence  
- Consider selection on ecological and evolutionary time scales

ENERGY TRANSFER IN AN ECOSYSTEM  
- Develop an understanding of the energy transfer in an ecosystem through food webs, and how nutrient cycles affect these network structures  
- Consider exchange between organisms and environment  
- Develop an understanding of the importance of body size using mass transport systems and energy and/or material exchange between an organism and its environment

CONSERVATION AND PHYLOGENETIC TREES  
- Develop an understanding of basic concepts used in conservation strategies  
- Develop an understanding of basic concepts of evolutionary relationships
CELLS
- Comparison of different cell types
- Intracellular organelles
- Visualising cells

MOLECULAR GENETICS
- Central dogma: DNA, RNA, protein
- Control of gene expression

SIGNALLING
- Develop an understanding of mechanisms of intercellular communication
- Develop an understanding of basic pathways of intracellular signalling
- Consider biochemical control of production of specific signalling molecule eg thyroid hormones

DEVELOPMENT
- Stem cells: endogenous vs therapeutic; differentiation vs pluripotency
- Develop an understanding of some basic concepts in developmental biology

TRINITY TERM
Tutorial topics will depend on student and tutor’s interests

PROJECT
Subject of project will depend on student’s interest
- time in lab if applicable
- utilise library research skills
- write up a cohesive academic report

Modes of Learning: Tutorial, project and independent study

<table>
<thead>
<tr>
<th>Term</th>
<th>Contact hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Michaelmas Term</td>
<td>For each topic, 2 introductory sessions of 45 minutes; 2 discussion tutorial sessions of 45 minutes</td>
</tr>
<tr>
<td>Hilary Term</td>
<td>For each topic, 2 introductory sessions of 45 minutes; 2 discussion tutorial sessions of 45 minutes</td>
</tr>
<tr>
<td>Trinity Term</td>
<td>Tutorials and Laboratory work</td>
</tr>
</tbody>
</table>

Students must expect to do significant independent study during term time, with additional independent study hours over the vacations.
<table>
<thead>
<tr>
<th>Modes of Assessment</th>
<th>Credits</th>
<th>(course work/assignments, essays, course assessments, portfolio, projects)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continuous assessment</td>
<td>15</td>
<td>- Tutorial participation + preparation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Tutorial essays</td>
</tr>
<tr>
<td>Summative assessment</td>
<td>30</td>
<td>- Collection papers in HT and TT</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Project</td>
</tr>
</tbody>
</table>

**Reading/Learning Resources:**
AS/A Level Biology book  
Title: Chemistry for Biology  
Terms: Two  
Status: Subject Specific  
Credits: 25  
Course Tutor: Alex Begbie

Course Aims:
- To give an understanding and broad knowledge of Chemistry with sufficient competence and confidence to use it in a Biology undergraduate degree.
- To improve the precision of written scientific communication.
- To give confidence in independent learning.

Learning Outcomes: (knowledge, skills, competences)
By the end of this course the student should be able to:
- Apply a scientific approach and address scientific questions in a critical, analytical and systematic manner.
- Explain, articulate and apply basic concepts, including equations, in chemistry.
- Display knowledge of the inter-relationships between chemical composition; molecular and atomic structures; physical and chemical properties.
- Explain basic ideas of organic chemistry. (e.g. identify, classify and name organic compounds (alkanes, alkenes, aldehydes and acids), draw simple carbohydrate structures and understand the various functional groups important in organic chemistry and appreciate the significance of chirality.
- Describe the role of thermodynamics in determining the direction and extent of natural change as illustrated by the application to chemical systems.
- Describe the characteristics of acids, bases, metal salts and buffers; solve problems based on their quantitative relationships.
- Use Redox chemistry in both acidic and basic conditions and perform calculations of electrochemical potentials and relate them to thermodynamic quantities.
- Explain concepts of chemical kinetics, and manipulate data to find useful variables, such as rate laws, reaction order especially in relation to catalysis.
- Understand the concept of half-lives and radioactive decay.
- Understand the complex chemistry of biologically significant D-block elements, and be able to apply the concepts of crystal field theory.
- Understand and apply the analytical methods used to identify organic materials.
- Apply strategies to develop learning skills required to understand the chemistry that comes up in biology at an undergraduate level.

Syllabus Content: (Topics covered)
These topics will be covered over MT and HT  
Intro/Basic concepts
Structure, Reactivity and Intermolecular Forces Organic Chemistry (carbon)
Thermochemistry
Equilibria
Rates of Reaction
Chemistry of Biologically Relevant Elements (Nitrogen, Phosphorus)
Ions and electrochemistry
Analytical Techniques and Macromolecules
(These may change as we learn about student need)

<table>
<thead>
<tr>
<th>Modes of Learning:</th>
<th>Tutorial and independent study</th>
</tr>
</thead>
<tbody>
<tr>
<td>Michaelmas Term contact hours:</td>
<td>12 hours (weekly 1.5 hour tutorials)</td>
</tr>
<tr>
<td>Hilary Term contact hours:</td>
<td>12 hours (weekly 1.5 hour tutorials)</td>
</tr>
<tr>
<td>Trinity Term contact hours:</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Students must expect to do significant independent study during term time, with additional independent study hours over the vacations.

<table>
<thead>
<tr>
<th>Modes of Assessment</th>
<th>Credits</th>
<th>(course work/assignments, essays, course assessments, portfolio, projects)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continuous assessment</td>
<td>10</td>
<td>- Tutorial participation + preparation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Tutorial essays</td>
</tr>
<tr>
<td>Summative assessment</td>
<td>15</td>
<td>- Exam papers at start of HT and TT</td>
</tr>
</tbody>
</table>

Reading/Learning Resources:

David Reed. Chemistry for Biologists. Pearson

Julie Fisher and John Arnold. BIOS Instant Notes Chemistry for Biologists 3rd ed Garland Science. [http://www.rsc.org/Education/Teachers/Resources/cfb/index2.htm](http://www.rsc.org/Education/Teachers/Resources/cfb/index2.htm)
**Title:** Maths for Biology  
**Terms:** Two  
**Status:** Subject Specific  
**Credits:** 25  
**Course Tutor:** Jesse van der Grient

**Course Aims:**  
This course aims to give the student a foundation in mathematics that will be beneficial in an undergraduate degree in Biology.

**Learning Outcomes:** *(knowledge, skills, competences)*  
Demonstrate abilities solving general problems using mathematical tools  
Describe and create biological phenomena using mathematical language  
Analyse and evaluate different biological problems with appropriate mathematical tools  
Debate the use of models in Biological Sciences

**Syllabus Content:** *(Topics covered)*

**MT**
- **Revisiting basic concepts of mathematics**  
  Why do we use mathematics?  
  The evaluation and solving of basic operations and formula  
  The use of tables and graphs  
- **Trigonometric functions**  
  Cyclic behaviours in biology  
- **Calculus**  
  Differentiation and integration  
- **Biological modelling**  
  Why do we model biological phenomena?  
  Simple population dynamic models  
  Matrices in population modelling

**HT**
- **Probability**  
  Random chance and sample selection  
- **Experimental design**  
  Principles and common problems  
- **Hypothesis testing**  
  The use of hypotheses, and statistical vs biological significance  
- **Statistics for categorical data**  
  Chi-square tests  
- **Statistics for numerical data**  
  t-tests and ANOVA
Modes of Learning:

Tutorial, project and independent study

Michaelmas Term contact hours:
8 hours, and a 30 minute drop in session every week

Hilary Term contact hours:
8 hours, and a 30 minute drop in session every week

Trinity Term contact hours:
N/A

Students must expect to do significant independent study during term time, with additional independent study hours over the vacations.

Modes of Assessment

<table>
<thead>
<tr>
<th>Credits</th>
<th>(course work/assignments, essays, course assessments, portfolio, projects)</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Summative assessment</td>
<td>15</td>
</tr>
</tbody>
</table>

Reading/Learning Resources:
Title: Programming for Biology  
Terms: Two

Status: Subject Specific  
Credits: 5

Course Tutor: Jesse van der Grient

Course Aims:
This course aims to give the student a foundation in programming that will be beneficial in an undergraduate degree. The main focus will be on the programming language Python.

Learning Outcomes: (knowledge, skills, competences)
- Demonstrate abilities to use the syntax and semantics of a programming language (Python)
- Demonstrate abilities to interpret code by stating expected outcomes and fixing bugs.
- Demonstrate abilities to create code for simple problems according with trade-offs for processing speed and complexity (thinking computationally).

Syllabus Content: (Topics covered)
- A brief overview of the history of computer development and coding languages.
- Covering basics of a computer language: aspects of languages; operators, expressions, and variables
- Iterations in a simple program: for and while loops
- Using decomposition, abstraction, and functions to deal with more complex problems
- Looking at tuples and lists

Modes of Learning:  
Tutorial, project and independent study

Michaelmas Term contact hours: 8 hours, and a 30 minute drop in session every week

Hilary Term contact hours: 8 hours, and a 30 minute drop in session every week

Trinity Term contact hours: N/A
Students must expect to do significant independent study during term time, with additional independent study hours over the vacations.

Modes of Assessment  
Credits  
(course work/assignments, essays, course assessments, portfolio, projects)

Continuous assessment 5
- Tutorial participation + preparation
- Tutorial essay
Reading/Learning Resources:
https://www.codecademy.com
http://www.pythontutor.com/
Lady Margaret Hall Foundation Year 2018-19  
Module Descriptors for Mathematical and Physical Sciences Course

a) **FY Maths** students will take

<table>
<thead>
<tr>
<th>Subject Specific Modules</th>
<th>MT</th>
<th>HT</th>
<th>TT</th>
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</thead>
<tbody>
<tr>
<td><strong>Applied Mathematics</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exam</td>
<td>10 credits</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Continuous</td>
<td>5 credits</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MT</td>
<td>Exam</td>
<td>15 credits</td>
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</tr>
<tr>
<td>Continuous</td>
<td>5 credits</td>
<td></td>
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</tr>
<tr>
<td>HT</td>
<td>Project</td>
<td>20 credits</td>
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</tr>
<tr>
<td>Continuous</td>
<td>5 credits</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MT</td>
<td>MAT prep</td>
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</tr>
<tr>
<td>HT</td>
<td>Exam</td>
<td>15 credits</td>
<td></td>
</tr>
<tr>
<td>Continuous</td>
<td>5 credits</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TT</td>
<td>Project</td>
<td>20 credits</td>
<td></td>
</tr>
<tr>
<td>Continuous</td>
<td>5 credits</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Pure Mathematics</strong></td>
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</tr>
<tr>
<td>MT</td>
<td>Exam</td>
<td>10 credits</td>
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<td>Continuous</td>
<td>5 credits</td>
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<tr>
<td>TT</td>
<td>Project</td>
<td>20 credits</td>
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<tr>
<td>Continuous</td>
<td>5 credits</td>
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<tr>
<td><strong>Physics</strong></td>
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<tr>
<td>MT</td>
<td>Exam</td>
<td>10 credits</td>
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</tr>
<tr>
<td>Continuous</td>
<td>5 credits</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HT</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>can attend tutorials if interested</td>
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<td></td>
<td></td>
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</table>

**Preparation for Undergraduate Study**

<table>
<thead>
<tr>
<th>MT</th>
<th>HT</th>
<th>TT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Writing</td>
<td>Continuous</td>
<td>4.5 credits</td>
</tr>
<tr>
<td></td>
<td>Continuous</td>
<td>4 credits</td>
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<tr>
<td></td>
<td>Continuous</td>
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</tr>
<tr>
<td>Study Skills</td>
<td>Continuous</td>
<td>4 credits</td>
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<tr>
<td></td>
<td>Continuous</td>
<td>3.5 credits</td>
</tr>
<tr>
<td>Communication Skills</td>
<td>Continuous</td>
<td>4 credits</td>
</tr>
<tr>
<td></td>
<td>Continuous</td>
<td>4 credits</td>
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<tr>
<td></td>
<td>Continuous</td>
<td>4.5 credits</td>
</tr>
<tr>
<td>Society and culture</td>
<td>Continuous</td>
<td>6.5 credits</td>
</tr>
<tr>
<td></td>
<td>Continuous</td>
<td>6.5 credits</td>
</tr>
<tr>
<td></td>
<td>Continuous</td>
<td>4.5 credits</td>
</tr>
</tbody>
</table>

*Overall this equates to:*

**Subject Specific Modules:**
- Applied Maths: 40 credits over 3 terms
- Pure Maths: 45 credits over 3 terms
- Physics: 15 credits over 1 term

**Core Course Modules:**
- Preparation for Undergraduate Study: 50 credits over 3 terms

**Total:** 150 credits
b) FY Physics students will take

Subject specific

<table>
<thead>
<tr>
<th>Subject</th>
<th>MT</th>
<th>HT</th>
<th>TT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physics</td>
<td>Exam 10 credits</td>
<td>Exam 15 credits</td>
<td>Project 20 credits</td>
</tr>
<tr>
<td></td>
<td>Continuous 5 credits</td>
<td>Continuous 5 credits</td>
<td>Continuous 5 credits</td>
</tr>
<tr>
<td>Applied Mathematics</td>
<td>Exam 10 credits</td>
<td>Continuous 5 credits</td>
<td>Continuous 5 credits</td>
</tr>
<tr>
<td></td>
<td>HT Exam 15 credits</td>
<td>Continuous 5 credits</td>
<td>Continuous 5 credits</td>
</tr>
<tr>
<td></td>
<td>TT Continuous 5 credits</td>
<td>Continuous 5 credits</td>
<td>Continuous 5 credits</td>
</tr>
</tbody>
</table>

Preparation for Undergraduate Study

<table>
<thead>
<tr>
<th>Subject</th>
<th>MT</th>
<th>HT</th>
<th>TT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Writing</td>
<td>Continuous 4.5 credits</td>
<td>Continuous 4 credits</td>
<td>Continuous 4 credits</td>
</tr>
<tr>
<td>Study Skills</td>
<td>MT Continuous 4 credits</td>
<td>HT Continuous 3.5 credits</td>
<td>TT Continuous 4.5 credits</td>
</tr>
<tr>
<td>Communication Skills</td>
<td>MT Continuous 4 credits</td>
<td>HT Continuous 4 credits</td>
<td>TT Continuous 4.5 credits</td>
</tr>
<tr>
<td>Society and culture</td>
<td>MT Continuous 6.5 credits</td>
<td>HT Continuous 6.5 credits</td>
<td>TT Continuous 4.5 credits</td>
</tr>
</tbody>
</table>

Overall this equates to:

Subject Specific Modules:
- Applied Maths 40 credits over 3 terms
- Physics 60 credits over 3 terms

Core Course Modules:
- Preparation for Undergraduate Study 50 credits over 3 terms

Total 150 credits
Title: Applied Mathematics
Terms: Three
Status: Subject specific
Credits: 40
Course Tutor: Niranjan Thatte

Course Aims:

- Achieve a level of mathematical ability that is needed to start the main course.
- Develop problem solving skills to a high level of competency
- Obtain a deep understanding of the rigour of mathematics, its concepts in their abstract and applied forms.
- Achieve sufficient understanding of the mathematical concepts outlined in the syllabus to be able to use them in tackling both abstract and real world problems. This requires being able to decide which mathematical concept is appropriate for the problem posed, as well as how to apply it.
- Learn interview skills (approaches to problem solving)

Learning Outcomes: (knowledge, skills, competences)

Students will consolidate their knowledge of key mathematical concepts such as vectors, differentiation, integration, complex numbers, and functions. They will gain the skills to be able to manipulate derivatives and integrals so as to provide solutions of abstract and real world problems in a quantitative manner. They will develop the intuition to map the abstract concepts of mathematics to problem solving skills.

Syllabus Content: (Topics covered)

Michaelmas Term:
- Equation of straight lines & planes in 2D & 3D
- Cartesian & polar coordinates
- Vectors
  - Operations
  - Dot product
  - Cross product
- Complex numbers
  - add, multiply, modulus, complex conjugates
  - Argand diagram
  - deMoivre theorem
  - Roots of unity

Hilary Term:
- Function derivatives & graph sketching
- Stationary points, turning points, inflection points
- Taylor expansion, polynomial approximations
- Hyperbolic functions
- Revise differentiation and integration
- Solving first order differential equations
- Solving second order differential equations
- Determinants & matrices

**Trinity Term:**
- Problem solving in
  - Differentiation
  - Integration
  - Line integrals
  - Series
  - Limits
  - Complex numbers

**Modes of Learning:**
- Tutorial, course work and independent study

**Michaelmas Term contact hours:**
- 24 hours per term. The weekly format will be one session on applied mathematics + additional problem solving session

**Hilary Term contact hours:**
- 24 hours per term as above

**Trinity Term contact hours:**
- 18 hours per term (6 weeks of teaching)

Students must expect to do significant independent study during term time, with additional independent study hours over the vacations.

<table>
<thead>
<tr>
<th>Modes of Assessment</th>
<th>Credits</th>
<th>(course work/assignments, essays, course assessments, portfolio, projects)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continuous Assessment</td>
<td>15</td>
<td>- Tutorial preparation and participation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Tutorial assignments</td>
</tr>
<tr>
<td>Summative Assessment</td>
<td>25</td>
<td>- One exam at start of Hilary (on MT material), and one at the start of Trinity (on HT material).</td>
</tr>
</tbody>
</table>

**Reading/Learning Resources:**

Applied Mathematics:

FLAP modules in Mathematics for Physics: Sections 1, 2, 3, 4 and 6.

Textbooks: Basic Mathematics for the Physical Sciences by Robert Lambourne & Michael Tinker
Further Mathematics for the Physical Sciences by Michael Tinker and Robert Lambourn
<table>
<thead>
<tr>
<th>Title: Pure Mathematics</th>
<th>Terms: Three</th>
</tr>
</thead>
<tbody>
<tr>
<td>Status: Subject specific</td>
<td>Credits: 45</td>
</tr>
<tr>
<td>Course Tutor: Rolf Suabedissen, Jochen Koenigsmann</td>
<td></td>
</tr>
</tbody>
</table>

**Course Aims:**
This course aims to prepare the student for studying Mathematics at an undergraduate level.

**Learning Outcomes:** (knowledge, skills, competences)
By the end of the course the student should be able to

- use A-level mathematics to solve non-standard problems efficiently
- understand the need for rigorous proof in mathematics, and be able to apply various different methods, including proof by induction and contradiction, to propositions in set theory and the theory of numbers;
- know the basic properties of the natural numbers, rational numbers and real numbers;
- understand elementary counting arguments and the properties of the binomial coefficients;
- be familiar with elementary number theory and be able to apply your knowledge to the solution of simple problems in modular arithmetic;
- understand the concept of countability and be able to identify typical countable and uncountable sets.

**Syllabus Content:** (Topics covered)

**Michaelmas Term (and summer vacation):**
- Independent review of A level material
- Review of the topics of the syllabus for the MAT (to be found at [http://www.maths.ox.ac.uk/study-here/undergraduate-study/maths-admissions-test](http://www.maths.ox.ac.uk/study-here/undergraduate-study/maths-admissions-test))
- Practice in applying known material to MAT style problems using 'Problem Solving MATters' and the past MAT papers

**Hilary Term:**
- Numbers and Sets ([https://www.dpmms.cam.ac.uk/study/IA/Numbers+Sets/](https://www.dpmms.cam.ac.uk/study/IA/Numbers+Sets/))
- Introduction to Number Systems and Logic
- Sets, Relations and Functions
- The Integers (Induction and well-ordering, Binomial Theorem)
- Elementary Number Theory
- The Real Numbers
- Countability and Uncountability

**Trinity Term:**
- Project depending on student’s and tutor’s interest, e.g. the axiomatic development of a
Learning Outcomes:
- be able to use LaTeX to write mathematics;
- be able to write a cohesive piece of formal mathematics;
- understand the axiomatic method in developing mathematics;
- be able to formalize everyday mathematical concepts and to apply formal mathematics to concrete problems.

Modes of Learning:
<table>
<thead>
<tr>
<th>Modes of Learning</th>
<th>Tutorial, course work and independent study</th>
</tr>
</thead>
<tbody>
<tr>
<td>Michaelmas Term contact hours:</td>
<td>4 hours (4 tutorials)</td>
</tr>
<tr>
<td>Hilary Term contact hours:</td>
<td>8 hours (if one tutorial per week)</td>
</tr>
<tr>
<td>Trinity Term contact hours:</td>
<td>6 – 8 hours (if one tutorial per week)</td>
</tr>
</tbody>
</table>

Students must expect to do significant independent study during term time, with additional independent study hours over the vacations.

Modes of Assessment

<table>
<thead>
<tr>
<th>Modes of Assessment</th>
<th>Credits</th>
<th>(course work/assignments, essays, course assessments, portfolio, projects)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summative assessment</td>
<td>10</td>
<td>Tutorial preparation and participation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Tutorial assignments</td>
</tr>
<tr>
<td>Summative assessment</td>
<td>35</td>
<td>HT and TT collection papers</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Project</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Presentation</td>
</tr>
</tbody>
</table>

Reading/Learning Resources:

http://www.maths.ox.ac.uk/study-here/undergraduate-study/maths-admissions-test

https://www.dpmms.cam.ac.uk/study/IA/Numbers+Sets/

(Note FY maths students have the option of taking Physics in HT but not being assessed beyond attendance).
Title: Physics  
Terms: Three  
Status: Subject specific  
Credits: 60  
Course Tutor: Todd Huffman, Penny Smith, Niranjan Thatte

Course Aims:
- Achieve a level of Physics understanding that is needed to start the main course.
- Develop problem solving skills to a high level of competency
- Obtain a deep understanding of the physical world.
- Achieve sufficient understanding of the physical concepts outlined in the syllabus to be able to make quantitative predictions of the future behaviour of such physical systems in ways that could be tested experimentally; whether in fact or in principle.
- Learn interview skills (approaches to problem solving)

Learning Outcomes: *(knowledge, skills, competences)*
- Able to translate physical descriptions within Newtonian physics into quantitative form ready for solution.
- Be able to complete said solutions using physical intuition and mathematical skills
- Represent and understand the relationships quantitatively
- Improve mathematical skills
- Improve Physics skills.
- Obtain the ability to translate physical systems outlined in the syllabus into quantitative mathematical models.

Syllabus Content: *(Topics covered)*

**MT Weeks 1-4:**
- Experiment and its role in Physics
- Forces, acceleration, velocity, Work and Energy
- Free body diagrams and physics problem solving
- Uniform circular motion
- Centripetal -good
- Centrifugal – bad (and why)
- Momentum, Energy, complex problem solving

**MT Weeks 5-8:**
- Description of oscillations (simple harmonic motion) using sin/cosine (*complex exponential notation*).
- Ideas of period, phase, frequency
- Forced oscillation, resonance and damping
- Relationship of SHM parameters to mechanical properties of spring
- Relationship between charge, electric field and potential. dc and ac currents
- Electrical oscillators
- Measurements of electrical signals in the body (EEG, EMG, ECG)

- *Mathematical description of travelling wave as sin(wt-kx)
- Qualitative description of sound and light waves
- Wavelength and wave velocity. Wave impedance and reflection, Resolution
- Ray theory for short wavelength waves (eg light). Lenses and focal length.

- Applications in medicine or biology
- Ultrasound (including contrast agents), MRI imaging
- Cell membrane potentials, action potentials
- Instrumentation: eg optical microscopes,
- Spectroscopy.

*May not be appropriate for all students.

**HT Weeks 1-8**

**Mechanics**
- Moment of Inertia
- Energy of rotating bodies
- combined energy/momentum problems

**Electromagnetism**
- AC and DC circuit theory
- Static electric fields
- Gauss’s law for simple configurations, simple uses of superposition.
- Electric currents and potentials.

**Maths**
- complex numbers, differential equations, basic integration techniques

**Trinity Term**
- Project work – a research-based project supervised by a member of the Physics dept.
- Project report
- 1st year Oxford Mechanics paper
- 1st year Oxford Calculus paper – implicit differentiation, series, differential equations, advanced integral techniques
- Continuing Electromagnetism – magnetic fields and Ampere’s law for simple configurations.
Modes of Learning: Tutorial, course work and independent study

Michaelmas Term contact hours: 16 hours per term. The format will be one “new concepts” earlier in the week and one “problems tutorial” later in the week.

Hilary Term contact hours: 16 hours per term. As above.

Trinity Term contact hours: 12 hours per term (6 weeks of teaching)

Students must expect to do significant independent study during term time, with additional independent study hours over the vacations.

Modes of Assessment

<table>
<thead>
<tr>
<th>Modes of Assessment</th>
<th>Credits</th>
<th>(course work/assignments, essays, course assessments, portfolio, projects)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continuous Assessment</td>
<td>15</td>
<td>- Tutorial preparation and participation</td>
</tr>
<tr>
<td>Summative Assessment</td>
<td>45</td>
<td>- Tutorial assignments</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Project work &amp; write-up in TT</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Sum total of HT collection, and TT collection (maths and physics)</td>
</tr>
</tbody>
</table>

Reading/Learning Resources:

Study Guide A2 1.4,1.5 (for mass on spring system). FLAP Simple Harmonic Motion module 2.1-2.6, first part of 2.7. Study Guide 2.2. FLAP Electric charge, field and potential module up to sec 4.2. Other material to augment. Study Guide 3.1-3.3. Part of 4.1
To augment: FLAP modules on sound waves sec 2 and light waves sec 2,3. “Fundamentals of Physics” by Haliday and Resnick will be a much-used text and is an excellent source of problems to attempt.

For ideas and some description see [http://hyperphysics.phy-astr.gsu.edu/hbase/health/healthcon.html#c1](http://hyperphysics.phy-astr.gsu.edu/hbase/health/healthcon.html#c1)
#### Module Descriptors for Social Science Courses

**a) FY Law** students will take

**Subject Specific**

<table>
<thead>
<tr>
<th>Law</th>
<th>MT Exam</th>
<th>15 credits</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Continuous</td>
<td>15 credits</td>
</tr>
<tr>
<td>HT Exa</td>
<td>25 credits</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Continuous</td>
<td>15 credits</td>
</tr>
<tr>
<td>TT Exa</td>
<td>10 credits</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ext essay</td>
<td>10 credits</td>
</tr>
<tr>
<td></td>
<td>Continuous</td>
<td>10 credits</td>
</tr>
</tbody>
</table>

**Preparation for Undergraduate Study**

| Academic Writing | MT | Continuous | 4.5 credits |
| Study Skills     | MT | Continuous | 4 credits   |
| Communication Skills | MT | Continuous | 4 credits   |
| Society and culture | MT | Continuous | 6.5 credits |

**Overall this equates to:**

**Subject Specific Modules:**

| Law | 100 credits over 3 terms |

**Core Course Modules:**

| Preparation for Undergraduate Study | 50 credits over 3 terms |

**Total** 150 credits
b) **FY Psychology** students will take

### Subject Specific

**Psychology**

<table>
<thead>
<tr>
<th>MT</th>
<th>Exam</th>
<th>10 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HT</td>
<td>Exam</td>
<td>10 credits</td>
</tr>
<tr>
<td>TT</td>
<td>Project</td>
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</tr>
<tr>
<td></td>
<td>Continuous</td>
<td>5 credits</td>
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<tr>
<td></td>
<td>Continuous</td>
<td>10 credits</td>
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<tr>
<td></td>
<td>Continuous</td>
<td>5 credits</td>
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</tbody>
</table>

**Experimental Design & Statistics**

<table>
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<tr>
<th>MT</th>
<th>Exam</th>
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</thead>
<tbody>
<tr>
<td>HT</td>
<td>Exam</td>
<td>10 credits</td>
</tr>
<tr>
<td>TT</td>
<td>Continuous</td>
<td>10 credits</td>
</tr>
</tbody>
</table>

**Critical Thinking**

| MT     | Continuous | 0 credits |

### Preparation for Undergraduate Study

**Academic Writing**

<table>
<thead>
<tr>
<th>MT</th>
<th>Continuous</th>
<th>4.5 credits</th>
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</thead>
<tbody>
<tr>
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<td>4 credits</td>
</tr>
<tr>
<td>TT</td>
<td>Continuous</td>
<td>4 credits</td>
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</table>

**Study Skills**

<table>
<thead>
<tr>
<th>MT</th>
<th>Continuous</th>
<th>4 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HT</td>
<td>Continuous</td>
<td>3.5 credits</td>
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</tbody>
</table>

**Communication Skills**

<table>
<thead>
<tr>
<th>MT</th>
<th>Continuous</th>
<th>4 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HT</td>
<td>Continuous</td>
<td>4 credits</td>
</tr>
<tr>
<td>TT</td>
<td>Continuous</td>
<td>4.5 credits</td>
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</table>

**Society and culture**

<table>
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<tr>
<th>MT</th>
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</tr>
</thead>
<tbody>
<tr>
<td>HT</td>
<td>Continuous</td>
<td>6.5 credits</td>
</tr>
<tr>
<td>TT</td>
<td>Continuous</td>
<td>4.5 credits</td>
</tr>
</tbody>
</table>

**Overall this equates to:**

**Subject Specific Modules:**

- **Psychology**: 55 credits over 3 terms
- **Experimental Design & Statistics**: 45 credits over 3 terms
- **Critical Thinking**: 0 credits over 1 term

**Core Course Modules:**

- **Preparation for Undergraduate Study**: 50 credits over 3 terms

**Total**: 150 credits
Module Descriptor in: Law

Title: Law
Terms: Three
Status: Subject specific
Credits: 100
Course Tutor: Sanja Bogojević, Helen Scott, Cian Ó Concubhair, Geneviève Helleringer

Course Aims

- Develop critical thinking skills as they relate to the study of law
- Develop strong academic writing skills
- Develop abstract reasoning and argument
- Develop skills in logic and legal argumentation
- Develop skills and confidence in how to approach essay and problem questions
- Establish a foundational understanding of the English legal system
- Prepare students for progression to an undergraduate law degree

Learning Outcomes: (knowledge, skills, competences)

Purpose of the law teaching in Michaelmas term – obtaining:

- An understanding of what a law degree in Oxford involves
- An understanding of the basic principles of the common law system, such as the separation of powers, parliamentary sovereignty, and judicial precedent
- An understanding of adversarial principles of justice in the English legal system, and alternative mechanisms of achieving justice
- An understanding of the structure and hierarchy of the courts system
- The ability to read, take notes, and critically analyse legal cases, articles and textbooks
- The ability and confidence to make sustained, coherent and cogent arguments in oral and written form
- The skills and confidence to write essays for tutorial setting teaching and learning

Purpose of the teaching in Hilary Term – obtaining:

- An increasingly sophisticated understanding of the core principles of judicial decision making in the English common law tradition
- An overview of the map or system of private law, with reference both to English law and to comparative and historical models
- An understanding of some philosophical justifications for the State and for law
- A working understanding of the difference between legal and moral norms
- An understanding of judicial review and how it may help secure accountability
- An enhanced set of skills and confidence to write essays for the tutorial setting teaching and learning
- The skills to analyse and tackle problem-based questions
- The skills and confidence to approach closed – book examination assessment in law

Purpose of the teaching in Trinity Term – obtaining:

- An introductory understanding of different areas of law, such as criminal law and media law
- An introductory understanding of some functional accounts of those different areas of law
- An understanding of the different sources of law and the hierarchies in which those sources are embedded
The skills to coherently combine and apply the variety of academic knowledge and intellectual skills developed in the earlier terms, in answering essay questions for tutorials.

<table>
<thead>
<tr>
<th>Syllabus content:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Michaelmas term:</strong></td>
</tr>
<tr>
<td><strong>Introduction to the UK Legal System</strong></td>
</tr>
<tr>
<td>The first term will set out the history and structure of the English legal system, and how the English system fits within and interacts with other relevant components of the State. It will map out the structure of the Courts, Parliament, the Executive, and the general rules and norms underpinning and constituting the common law legal system. The relationship between the Westminster and the devolved powers will be scrutinised. It will also examine the nature and sources of the constitution, and the different ways law is made and enforced.</td>
</tr>
<tr>
<td>Instruction and guidance on legal research and writing skills and methods will be woven throughout the entire term.</td>
</tr>
</tbody>
</table>

| **Hilary term:** |
| **Foundations of the Legal System** |
| The second term explores in detail some foundational concepts in modern legal systems, including the Rule of Law, the adversarial system of trial, and the idea of access to justice. The procedure and role of judicial review will be studied in detail and in terms of securing accountability. The role of the court will be critically scrutinised through public law and private law lenses, and private/public law divisions critically assessed. Students will consider how the basic building blocks of private law as a legal system fit together, asking what is meant by ‘system’ and what are the values that it seeks to enforce. |
| Instruction and guidance on more enhanced legal research and writing skills and methods will be woven throughout the term, developing more sophisticated critical analysis skills. |

| **Trinity term:** |
| **Functions of Law** |
| In the final term, we explore some functional accounts of different areas of law. By examining several key judgments in, for instance, criminal law, tort law and contract law, students will be encouraged to reflect on what courts are doing from a systemic perspective in those lines of legal authority. The students will be introduced to EU law and study its interaction with the UK legal system. From this context, law as a multilevel governance system will be analysed in detail. |
| Instruction and guidance on more enhanced legal research and writing skills and methods will be woven throughout the term, developing more sophisticated critical analysis skills. |
### Modes of Learning:
- Tutorial and independent study

### Michaelmas Term contact hours:
- 24 hours (3 hours weekly)

### Hilary Term contact hours:
- 24 hours (3 hours weekly)

### Trinity Term contact hours:
- 12 hours (3 hours weekly for the first four weeks of term)

Students must expect to do at least 20 hours independent study per week during term time, with additional independent study hours over the vacations.

<table>
<thead>
<tr>
<th>Modes of Assessment</th>
<th>Credits</th>
<th>Credits (course work/assignments, essays, course assessments, portfolio, projects)</th>
</tr>
</thead>
</table>
| Continuous assessment | 40      | - Tutorial preparation and participation  
|                      |         | - Tutorial assignments                                                            |
| Summative assessment | 60      | - MT, HT and TT Examinations  
|                      |         | - Extended essay                                                                 |

Module Descriptor in: Psychology

<table>
<thead>
<tr>
<th>Title: Psychology</th>
<th>Terms: Three</th>
</tr>
</thead>
<tbody>
<tr>
<td>Status: Subject specific</td>
<td>Credits: 55</td>
</tr>
<tr>
<td>Course Tutors: Dr Fiona Spensley, Jane Pollock, Saloni Krishnan</td>
<td></td>
</tr>
</tbody>
</table>

Course Aims:
This course aims to equip the student with the necessary competence and academic confidence to enter, and successfully participate in an undergraduate degree in Psychology.

Learning Outcomes: *(knowledge, skills, competences)*

By the end of the course the student will have explored aspects of psychology but more importantly will have developed:

- A good understanding of the range of approaches to psychology (e.g. cognitive, developmental, physiological, social)
- A good understanding of the use of experiments to test theoretical claims.
- The ability to evaluate opposing scientific viewpoints in a critical and analytical manner.

Syllabus Content: *(Topics covered)*

**MICHAELMAS TERM**

**INTRODUCTION TO PSYCHOLOGY (Week 1)**
- Develop an understanding of the range and types of explanations and levels of description within psychology
- Develop an understanding of the development of theories within psychology
- Develop an understanding of the scientific method

**MEMORY**
- SHORT TERM MEMORY (Week 2) & LONG TERM MEMORY (Week 3)
- Develop an understanding of information processing approaches to memory
- Develop and understanding of the use of brain damaged patients in the understanding of normal processes
- Be able to relate experimental evidence to models of processes.

**INDIVIDUAL DIFFERENCES**
- INTELLIGENCE (Week 4) & PERSONALITY (Week 8)
- Develop an understanding of continuities and variations within populations
- Develop an understanding of the strengths and weakness of psychological testing.
- Develop an understanding of how models develop from test data.

**BEHAVIOUR AND LEARNING (Week 5 & Week 6)**
- Develop an understanding of behaviourist approaches to psychology
- Develop an understanding theory development over time to more modern approaches
SOCIAL PSYCHOLOGY (Week 7)
- Develop and understanding of social influences on individual behaviour
- Develop an understanding of how models develop from group behaviour.
- Be able to relate social experimental evidence to models of processes.
- Be able to describe ethical issues in relation to social experiments

HILARY TERM

PERCEPTION
- Develop an understanding of visual perception and the interaction of physiological and psychological processes
- Develop an understanding of how data from perceptual errors relates to models of processes

DEVELOPMENTAL AND LANGUAGE DISORDERS
- Develop an understanding of how investigating disorders informs understanding of ‘normal’ functions
- To understand how a developmental approach informs understanding of adult functions.
- Develop an understanding of specific disorders, diagnostic criteria and spectrums of disorders

DEVELOPMENTAL PSYCHOLOGY: ATTACHMENT
- Develop an understanding of how work with other species informs understanding of human behavior
- Develop an understanding of how a qualitative concept can be turned into categorical data

PSYCHOLOGY IN THE WORKPLACE
- Develop an understanding of a practical application of psychological research

FURTHER TOPICS (tbc)

TRINITY TERM

Tutorial topics will depend on student and tutor’s interests

PROJECT

Subject of project will depend on student’s interest
- Design, execute and analyse a controlled experiment
- utilise library research skills
- write up a cohesive academic report

Modes of Learning: Tutorial, Projects, Independent Study

Michaelmas Term contact hours: For each topic 1 introductory session of up to 1 hr; 1 discussion tutorial session of up to 1 hr. 1 essay per week and short notes.

Hilary Term contact hours: For each topic 1 introductory session of up to 1 hr; 1 discussion tutorial session of up to 1 hr. 1 essay per week and short notes.
Trinity Term contact hours:

1 hour tutorials. Tutorial time to develop an experimental design, research the background and a piece of related written work.

For each hour of contact time you should be spending around 8 hours of independent study, with additional independent study hours over the vacations.

Modes of Assessment | Credits | (course work/assignments, essays, course assessments, portfolio, projects) |
--- | --- | --- |
Continuous assessment | 20 | - Tutorial preparation and participation  
- Tutorial assignments |
Summative assessment | 35 | - HT and TT Collections  
- Project (project report to be written in APA format) |
Lady Margaret Hall Foundation Year 2018-19
Module Descriptor in: Experimental Design and Statistics for Psychology

<table>
<thead>
<tr>
<th>Title: Experimental Design &amp; Statistics</th>
<th>Terms: Three</th>
</tr>
</thead>
<tbody>
<tr>
<td>Status: Subject specific</td>
<td>Credits: 45</td>
</tr>
<tr>
<td>Course Tutors: Dr Fiona Spensley</td>
<td></td>
</tr>
</tbody>
</table>

Course Aims:
This course aims to equip the student with the necessary competence and academic confidence to enter, and successfully participate in an undergraduate degree in Psychology.

Learning Outcomes: *(knowledge, skills, competences)*

- To understand descriptive statistics and graphical techniques and use them appropriately for a given data set
- To use basic statistical tests appropriately
- To understand experimental control and issues of validity
- To be able to design, conduct and analyse a simple experiment
- To be able to use a statistical calculator to calculate basic statistics

Syllabus Content: *(Topics covered)*

MICHAELMAS TERMS

DESCRIPTIVE STATISTICS (Week 1)
- Develop an understanding of types of measurement and data
- Develop an understanding of the appropriate summary statistics and graphical presentations
- Be able to use a statistical calculator to calculate the mean of a data set

MEASURES OF CENTRAL TENDENCY (Week 2)
- Develop an understanding of the merits of standard deviation relative to other measures
- Develop an understanding of the formula for calculating standard deviation
- Be able to use a statistical calculator to calculate the standard deviation of a data set

VARIABILITY (Week 3)
- Develop a basic understanding of samples and populations
- Develop a basic understanding of experimental control
- Develop and understand of statistical error

Z SCORES (Week 4)
- Develop an understanding of the normal distribution
- Develop an understanding of standardised scores

INTRODUCTION TO INFERENTIAL STATISTICS (Week 5)
- Develop a further understanding of samples and populations
- Develop an understanding of variables
- Develop a further understanding of experimental control
THE LOGIC & USE OF INFERENTIAL STATISTICS (Week 6)
- Central dogma: DNA, RNA, protein
- Control of gene expression

INTRODUCTION TO THE T TEST AND NON PARAMETRIC EQUIVALENTS (Week 7)
- Develop an understanding of between and within subjects designs
- Develop a further understanding of samples and populations
- Develop an understanding of when to use a parametric and a non-parametric test

HILARY TERM

T TEST & MANN WHITNEY TESTS FOR INDEPENDENT SAMPLES (Weeks 1 & 2)
- Develop a further understanding of the use parametric and a non-parametric tests
- Develop an understanding of the formula and calculation of each test
- Be able to use a statistical calculator to help calculate each statistics

T TEST & WILCOXEN TESTS FOR MATCHED SAMPLE (Week 3 & 4)
- Develop a further understanding of the use parametric and a non-parametric tests

ERRORS IN HYPOTHESIS TESTING (Week 5)
- Develop a basic understanding of types of error

STATISTICAL POWER (Week 6)
- Develop an understanding of the importance of power in experiment design

CORRELATION (Week 7)
- Develop a further understanding of correlational designs and the interpretation of the results of correlations
- Develop an understanding of the formula and calculation of each test
- Be able to use a statistical calculator to help calculate each statistics

REGRESSION (Week 8)
- Develop an understanding of the relationship between correlation and regression
- Develop an understanding of the formula and calculation of each test
- Be able to use a statistical calculator to calculate a regression line
- Be able to plot a regression line on a scatter plot

TRINITY TERM

ONE WAY ANALYSIS OF VARIANCE (Week 1)
- Develop an understanding of the relationship between correlation and regression
- Develop an understanding of the formula and calculation of each test
- Be able to use a statistical calculator to calculate a regression line
- Be able to plot a regression line on a scatter plot

CHI SQUARE AS A GOODNESS OF FIT TEST (Week 2)
- Develop an understanding of the use of Chi Squared as a goodness of fit test
- Develop an understanding of the formula and calculation of each test
- Be able to use a statistical calculator to calculate a regression line
- Be able to plot a regression line on a scatter plot

CONFIDENCE INTERVALS (week 3)
- Develop an understanding of the use of confidence intervals
- Be able to display confidence intervals graphically

CHI SQUARE AS A CONTINGENCY TEST (Week 4)
- Develop an understanding of contingency tables
- Develop an understanding of the use of Chi Squared as a goodness of fit test
- Understand the limitations on the use of this test.

Further Tutorial topics will depend on students’ progress and areas of difficulty and developing their project proposals

Modes of Learning: Tutorial, Projects, Independent Study

Michaelmas Term contact hours: For each topic 1 introductory session of 45mins; 1 discussion tutorial session of 45mins
There will be a double week in week 6 of MT and no class in week 8

Hilary Term contact hours: For each topic 1 introductory session of 45mins; 1 discussion tutorial session of 45mins

Trinity Term contact hours: For each topic 1 introductory session of 45mins; 1 discussion tutorial session of 45mins (first four weeks) up to 1 hour individual project related tutorials (second 4 weeks).

For each hour of contact time you should be spending around 8 hours of independent study, with additional independent study hours over the vacations.

Modes of Assessment  Credits  (course work/assignments, essays, course assessments, portfolio, projects)

Continuous assessment  20  - Tutorial preparation and participation
                      - Tutorial assignments – weekly problem sheets

Summative assessment  20  - HT and TT Collection
### Title: Critical Thinking

**Terms:** One  
**Status:** Subject specific  
**Credits:** 0  
**Course Tutors:** Dr Fiona Spensley

### Course Aims:
This course aims to equip the student with the necessary competence and academic confidence and a timing strategy to successfully complete the TSA entrance test.

### Learning Outcomes: *(knowledge, skills, competences)*
By the end of the course the student will have explored:

- A range of questions of critical thinking
- Have an understanding of their own strengths in relation to the types of questions asked.

### Syllabus Content: *(Topics covered)*

#### MICHAELMAS TERM

**INTRODUCTION TO THE TSA (Week 1)**
- Develop an understanding of the types of questions asked and the components of the test
- Understand the importance of a strategic approach to time management in test taking and preparation

**ANALYSING ARGUMENTS (week 2)**
- Develop an understanding of why the questions are correct
- Develop a strategy

**ANALYSING SPATIAL AND MATHEMATICAL PROBLEMS (week 3)**
- Develop an understanding of why the questions are correct
- Develop a strategy for answering these questions

### Modes of Learning:
Tutorial, Projects, Independent Study

### Michaelmas Term contact hours:
1 hour tutorial per week (1st 3 weeks only)

For every hour of contact time you should be spending around 8 hours on independent study.
Lady Margaret Hall Foundation Year 2018-19
Module Descriptors for Humanities Courses

a) FY English students will take

Subject Specific

<table>
<thead>
<tr>
<th>Subject</th>
<th>MT</th>
<th>HT</th>
<th>TT</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>Exam</td>
<td>Continuous</td>
<td>13 credits</td>
</tr>
<tr>
<td></td>
<td>Continuous</td>
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<td>Ext essay</td>
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<td>13 credits</td>
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</tbody>
</table>

Preparation for Undergraduate Study

<table>
<thead>
<tr>
<th>Subject</th>
<th>MT</th>
<th>HT</th>
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</thead>
<tbody>
<tr>
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<td></td>
<td>4.5 credits</td>
</tr>
<tr>
<td>Study Skills</td>
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<tr>
<td>Communication Skills</td>
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<tr>
<td>Society and culture</td>
<td>Continuous</td>
<td></td>
<td>6.5 credits</td>
</tr>
</tbody>
</table>

Overall this equates to:

Subject Specific Modules:
- English: 100 credits over 3 terms

Core Course Modules:
- Preparation for Undergraduate Study: 50 credits over 3 terms

Total: 150 credits
b) **FY French** students will take

### Subject Specific

**French**

<table>
<thead>
<tr>
<th>Mode</th>
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**Close Reading**

<table>
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### Preparation for Undergraduate Study

**Academic Writing**

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**Study Skills**

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<tr>
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**Communication Skills**

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<tbody>
<tr>
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**Society and culture**

<table>
<thead>
<tr>
<th>Mode</th>
<th>Type</th>
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<tbody>
<tr>
<td>MT</td>
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<tr>
<td>TT</td>
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</tbody>
</table>

*Overall this equates to:*

**Subject Specific Modules:**

**French**

100 credits over 3 terms

**Core Course Modules:**

**Preparation for Undergraduate Study**

50 credits over 3 terms

**Total**

150 credits
Lady Margaret Hall Foundation Year 2018-19
Module Descriptors for Humanities Courses

c) FY Classics students will take

<table>
<thead>
<tr>
<th>Subject Specific</th>
<th>MT</th>
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<tbody>
<tr>
<td>Ancient Latin</td>
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<tr>
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<tr>
<td>Core literary texts</td>
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<td>Exam</td>
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<tr>
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<tr>
<td>Greek and Roman art</td>
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<tr>
<td>Introduction to Plato</td>
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Preparation for Undergraduate Study

<table>
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<td>Study Skills</td>
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</tr>
<tr>
<td>Communication Skills</td>
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<td>4 credits</td>
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<tr>
<td>Society and culture</td>
<td>MT</td>
<td>HT</td>
<td>TT</td>
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<tr>
<td></td>
<td>Continuous</td>
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<tr>
<td></td>
<td>6.5 credits</td>
<td>6.5 credits</td>
<td>4.5 credits</td>
</tr>
</tbody>
</table>

Overall this equates to:

Subject Specific Modules:

| Ancient Latin    | 40 credits over 3 terms |
| Core Literary Texts | 20 credits over 3 terms |
| Greek and Roman art | 20 credits over 3 terms |
| Introduction to Plato | 20 credits over 3 terms |

Core Course Modules:

| Preparation for Undergraduate Study | 50 credits over 3 terms |

Total | 150 credits |
d) **FY Music** students will take

### Subject Specific

<table>
<thead>
<tr>
<th>Module</th>
<th>Type</th>
<th>YEAR 1</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction to Theory and Analysis</strong></td>
<td>MT</td>
<td>Exam</td>
<td>6 credits</td>
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<tr>
<td></td>
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<tr>
<td><strong>Issues in Music History</strong></td>
<td>HT</td>
<td>Exam</td>
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<td></td>
<td></td>
<td>Continuous</td>
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<tr>
<td><strong>Introduction to Musicology</strong></td>
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<tr>
<td><strong>Individual Project</strong></td>
<td>TT</td>
<td>Project</td>
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### Preparation for Undergraduate Study

<table>
<thead>
<tr>
<th>Module</th>
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<th>YEAR 1</th>
<th>Credits</th>
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<tbody>
<tr>
<td><strong>Academic Writing</strong></td>
<td>MT</td>
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<tr>
<td><strong>Study Skills</strong></td>
<td>MT</td>
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<tr>
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<td><strong>Communication Skills</strong></td>
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<td>TT</td>
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<td>4.5 credits</td>
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<tr>
<td><strong>Society and culture</strong></td>
<td>MT</td>
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<tr>
<td></td>
<td>HT</td>
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<td>6.5 credits</td>
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<tr>
<td></td>
<td>TT</td>
<td>Continuous</td>
<td>4.5 credits</td>
</tr>
</tbody>
</table>

*Overall this equates to:*

#### Subject Specific Modules:

- **Introduction to Theory and Analysis**: 20 credits over 1 term
- **Issues in Music History**: 30 credits over 1 term
- **Introduction to Musicology**: 25 credits over 1 term
- **Individual Project**: 25 credits over 2 terms

#### Core Course Modules:

- **Preparation for Undergraduate Study**: 50 credits over 3 terms

**Total**: **150 credits**
Title: English
Terms: Three
Status: Subject specific
Credits: 100
Course Tutors: Helen Barr, Sophie Ratcliffe, Lloyd Houston

Course Aims:

- To understand meaning in literary texts
- To develop literary critical vocabulary and response to texts
- To develop awareness of genre and literary conventions
- To enable awareness of language as a social medium
- To develop an understanding of the canon of English literature and its implications
- To develop an understanding of some aspects of literary theory.
- To develop the ability to examine the relationship of literary texts to intellectual ideas and issues
- To develop literary and intellectual curiosity.
- To develop awareness of the relationship between English literature and other academic disciplines.
- To develop ability to sustain an argument through synthesis of accumulated knowledge and critical ideas.
- To develop working in tutorial.

Learning Outcomes: (knowledge, skills, competences)

Close reading:

- Understand meaning in literary texts through close analysis of language and form
- Acquire and develop literary critical vocabulary
- Develop awareness of genre and literary conventions
- Enable independent critical response to literary texts
- Enable awareness of language as a social medium
- Develop working in small class/tutorial

The Canon of English Literature:

- Develop understanding of canon formation and its implications
- Develop understanding of historical literary English timeline in English
- Strengthen knowledge base of major literary texts and genres
- Develop intertextual relationships between English literature and key Anglophone texts e.g. biblical and classical
- Develop ability to examine the relationship of literary texts to intellectual ideas and issues
Develop capacity to form and sustain critical argument

**Literature and the Body:**
- Develop understanding of some aspects of literary theory
- Develop ability to examine the relationship of literary texts to intellectual ideas and issues
- Develop literary and intellectual curiosity
- Develop awareness of the relationship between English literature and other academic disciplines
- Develop ability to sustain an argument through synthesis of accumulated knowledge and critical ideas
- Develop working in tutorial
- Develop capacity to work independently and to deliver a project on time

**Syllabus Content: (Topics covered)**

**Close reading:**
- Analysis of poetic forms, rhyme and metre
- Analysis of key principles of narrative technique
- Analysis of relationship between literary and non-literary modes of writing
- Analysis of language as a social medium

**Understanding of the Canon of English Literature:**
- Study of selected canonical works from Old English Period to 21st century
- One text, or selection from longer works chosen for each class
- Comparison with non-Anglophone texts

**Literature and the Body**
- Selected texts from a wide range of 20th and 21st century writing
- Special author focus on works by Beckett and Joyce
- Critical/theoretical/philosophical approaches to the body and literature and related themes

**Modes of Learning:**

<table>
<thead>
<tr>
<th></th>
<th>Tutorial, project and independent study</th>
</tr>
</thead>
<tbody>
<tr>
<td>Michaelmas Term contact hours:</td>
<td>20 hours. Each tutorial (2 X 1.25 hours per week) based on short piece of text drawn from a variety of genres and modes: poetry, short fiction, drama, journalism.</td>
</tr>
<tr>
<td>Hilary Term contact hours:</td>
<td>20 hours</td>
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</table>
Trinity Term contact hours: 16 hours

Students must expect to do at least 13 hours independent study per week during term time, with additional independent study hours over the vacations.

<table>
<thead>
<tr>
<th>Modes of Assessment</th>
<th>Credits</th>
<th>(course work/assignments, essays, course assessments, portfolio, projects)</th>
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<tbody>
<tr>
<td>Continuous Assessment</td>
<td>53</td>
<td>Tutorial participation + preparation</td>
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<tr>
<td></td>
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<td>Tutorial essays</td>
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<tr>
<td></td>
<td></td>
<td>(MT) Short writing tasks e.g. blogs; One piece of close reading per week</td>
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<tr>
<td></td>
<td></td>
<td>(HT) six essays</td>
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<td></td>
<td>(TT) essay plans/short writing responses</td>
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<tr>
<td>Summative Assessment</td>
<td>47</td>
<td>Library paper (MT)</td>
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<td></td>
<td>Take-away Library paper exam. Choice of short passages set. Students to</td>
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<td></td>
<td></td>
<td>produce close reading of two passages focussing on relationship between</td>
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<tr>
<td></td>
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<td>style and content</td>
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<td></td>
<td></td>
<td>Collection paper (taken in TT for HT work)</td>
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<td></td>
<td></td>
<td>3 hour examination taken in Trinity Term. Two essay questions</td>
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<td>Extended essay (TT)</td>
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<td>2,500 word essay on a theme from the topic chosen in consultation with</td>
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<td>tutor(s)</td>
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</table>

Reading/Learning Resources:
To be provided during term time.
Title: French  
Terms: Three  
Status: Subject specific  
Credits: 100  
Course Tutors: Chimène Bateman + Language tutor(s)  

Course Aims:

- Increase fluency and accuracy in the target language.
- Understand meaning in literary texts in the original language, through close analysis of language and form.
- Acquire and develop awareness of cultural difference.
- Identify narrative strategies and effects on reader.
- Enable independent critical response to literary texts, plays and films.
- Develop working in small class/tutorial.
- Understand the relation between formal devices and thematic aspects in narrative fiction, film, theatre and poetry.
- Identify conventions and develop a sense of art form and genre.
- Acquire and develop awareness of different artistic and cultural traditions.

Learning Outcomes: (knowledge, skills, competences)  

Close reading:

- Understand meaning in literary texts through close analysis of language and form
- Acquire and develop literary critical vocabulary
- Develop awareness of genre and literary conventions
- Enable independent critical response to literary texts
- Enable awareness of language as a social medium
- Develop working in small class/tutorial

- Understand the conventions for writing academic essays.
- Practice in literary translation.
- Practice in preparing and delivering presentations.
- Understand the conventions for writing a commentary.
- Relate one extract/fragment to the whole.
- Acquire familiarity with specific terminology related to film/play criticism.
- Acquire familiarity with specific terminology related to poetry and verse.
Syllabus Content: *(Topics covered)*

**Close reading:**
- Analysis of poetic forms, rhyme and metre
- Analysis of key principles of narrative technique
- Analysis of relationship between literary and non-literary modes of writing
- Analysis of language as a social medium

**Lyric Voices: Poetry and Poets**
- Medieval (Charles d’Orléans, ‘Le temps a laissé son manteau’; François Villon, ‘Ballade des pendus’; Christine de Pizan, ‘Seulette suis’)
- Early Modern (Louise Labé, ‘Baise m’encor’; Pierre de Ronsard, ‘Quand vous serez bien vieille’ and ‘A sa maitresse’)

**Tellers and Tales**
- Two versions of Maupassant’s ‘Le Horla’
- Leïla Sebbar, ‘La jeune fille au turban’ and ‘La jeune fille aux pataugas’
- Marie de France, ‘Bisclavret’
- Anonymous, ‘Bérangier au lonc cul’

**Performing lives: Film and Theatre**
- Albert Camus, *Le malentendu*
- Molière, *L’école des maris*
- Marie Ndiaye, *Papa doit manger*
- Daniel Vigne, *Le retour de Martin Guerre*

**Modes of Learning:** Tutorial, project and independent study

**Michaelmas Term contact hours:**
- 24 Hours of tutorial study
  - 1 - 1.5 hours per week, based on a short piece of text or texts
  - 1.5 hours per week of language tutorials (1 hour of grammar per week and 1 hour of conversation per fortnight)

**Hilary Term contact hours:**
- 24 Hours of tutorial study
Trinity Term contact hours: 18 Hours of tutorial study

Students must expect to do at least 13 hours independent study per week during term time, with additional independent study hours over the vacations.

<table>
<thead>
<tr>
<th>Modes of Assessment</th>
<th>Credits</th>
<th>(course work/assignments, essays, course assessments, portfolio, projects)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continuous Assessment</td>
<td>66</td>
<td>Tutorial participation + preparation</td>
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<tr>
<td></td>
<td></td>
<td>Weekly writing tasks (commentaries and essays)</td>
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<td></td>
<td></td>
<td>Weekly language assignments</td>
</tr>
<tr>
<td>Summative Assessment</td>
<td>34</td>
<td>2 collections, one at the start of Hilary Term and one at the start of Trinity Term</td>
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<td></td>
<td>1 3-hour exam to be given at the end of Trinity Term</td>
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</table>

Reading/Learning Resources: To be provided during term time.
Title: Classics
Status: Subject specific
Credits: 100
Course Tutors: Amin Benaissa, Helen Kaufmann, Claudia Wagner

Course Aims:
- Develop knowledge and understanding of the ancient world through the interdisciplinary study of literature, artefacts, images and philosophy.
- Learn the rudiments of Ancient Greek or Latin and develop an understanding of grammatical concepts and terminology.
- Develop skills in assessing, summarising and making intelligent selections from volumes of diverse materials.
- Develop independent, critical responses to different forms of evidence for the ancient world.
- Foster an understanding of the interaction of ancient texts with their socio-historical context.
- Develop skills of critical thinking and the ability to sustain an argument.

Learning Outcomes: (knowledge, skills, competences)

Introduction to Ancient Greek or Latin (all three terms)
- Understanding and facility with grammatical concepts and terminology.
- Ability to talk about language and how it works.
- Knowledge of the basics of Greek or Latin to an advanced beginner's level.

Core Literary Texts in Greek and Latin Literature (Michaelmas)
- Knowledge and appreciation of a representative selection of canonical works of classical literature.
- A sense of the history of classical literature.
- Awareness of genre and ancient literary conventions.
- Skills of close reading and critical analysis of literary texts.
- Capacity to form and sustain critical argument when talking about literature.

Styles and Periods in Greek and Roman Art (Hilary)
- Knowledge and understanding of the different styles and developments of material culture.
- Understanding of the relationship between archaeological and historical methods.
- Familiarity with key principles of dating.

An Introduction to Plato (Trinity)

Syllabus Content: (Topics covered)

Introduction to Ancient Greek or Latin (all three terms)
- Introduction to key grammatical concepts and terms.
- Learning of Greek or Latin to an advanced beginner’s level through weekly lessons and exercises.

Core Literary Texts in Greek and Latin Literature (Michaelmas)
- Close study of a representative selection of canonical Greek and Latin literary works.
- Exploration of questions of genre and literary conventions.
- Exploration of relationship between literary texts and their socio-historical context.

**Styles and Periods in Greek and Roman Art (Hilary)**
- Analysis of the styles and developments of material culture.
- Analysis of the relationship between archaeological and historical methods.
- Analysis of key principles of dating.

**An Introduction to Plato (Trinity)**

<table>
<thead>
<tr>
<th>Modes of Learning</th>
<th>Tutorial and independent study</th>
</tr>
</thead>
<tbody>
<tr>
<td>Michaelmas Term contact hours:</td>
<td>16 hours (2 weekly tutorials of 1 hour)</td>
</tr>
<tr>
<td>Hilary Term contact hours:</td>
<td>16 hours (2 weekly tutorials of 1 hour)</td>
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<tr>
<td>Trinity Term contact hours:</td>
<td>16 hours (2 weekly tutorials of 1 hour)</td>
</tr>
</tbody>
</table>

Students must expect to do at least 13 hours independent study per week during term time, with additional independent study hours over the vacations.

<table>
<thead>
<tr>
<th>Modes of Assessment</th>
<th>Credits</th>
<th>(course work/assignments, essays, course assessments, portfolio, projects)</th>
</tr>
</thead>
</table>
| Continuous Assessment: | 46 | Tutorial participation + preparation  
Tutorial essays  
Language exercises |
| Summative Assessment: | 54 | Collections (at the start of HT and TT) |

**Reading/Learning Resources:**

Reading lists will be distributed in tutorials.
## Title: Music

### Terms: Three

### Status: Subject specific

### Credits: 100

**Course Tutor:** Joe Davies, Gascia Ouzounian, Susan Wollenberg

### Learning Outcomes: *(knowledge, skills, competences)*

#### Introduction to Theory and Analysis

- To develop awareness of a range of musical genres
- To be able to interpret stylistic, tonal, and structural features of music by J.S. Bach, Mozart, and Haydn
- To cultivate a nuanced vocabulary for discussing musical elements
- To develop the ability to write clear and concise analytical essays

#### Issues in Music History

- To adopt a critical stance towards periodization
- To show awareness of the role of ‘grand narratives’ in music history
- To develop an understanding of canon formation and its implications
- To show awareness of how music history has responded to gender

#### Introduction to Musicology

- To show awareness of recent scholarly trends in musicology
- To be able to think critically about musical meaning
- To develop an understanding of how music relates to broader aesthetic, cultural, and social contexts
- To develop the ability to present scholarly arguments with reference to relevant secondary literature

#### Individual project

**EITHER**

- To develop an individual compositional style
- To show awareness of compositional trends in contemporary art music

**OR**

- To acquire skills in extended essay writing
- To develop the ability to prepare a bibliography and undertake independent study on a topic chosen in consultation with the tutor
<table>
<thead>
<tr>
<th>Modes of Learning:</th>
<th>Tutorial, project and independent study</th>
</tr>
</thead>
<tbody>
<tr>
<td>Michaelmas Term contact hours:</td>
<td>12 hours contact time</td>
</tr>
<tr>
<td>Hilary Term contact hours:</td>
<td>12 hours of contact time plus 3 hours for the individual project</td>
</tr>
<tr>
<td>Trinity Term contact hours:</td>
<td>8 hours contact time</td>
</tr>
</tbody>
</table>

Students should do at least 13 hours independent study per week during term time, with additional independent study hours over the vacations.

<table>
<thead>
<tr>
<th>Modes of Assessment</th>
<th>Credits</th>
<th>(course work/assignments, essays, course assessments, portfolio, projects)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continuous Assessment</td>
<td>53</td>
<td>Tutorial participation, preparation, and tutorial essays MT: short writing tasks (including score annotation) and two analytical essays HT: four essays and weekly reading assignments TT: four essays and weekly reading assignments</td>
</tr>
<tr>
<td>Summative Assessment</td>
<td>47</td>
<td>Collection paper (taken in week 0 of HT for MT work) One essay question Collection paper (taken in week 0 of TT for HT work) Two essay questions Individual project (submitted in week 4 of TT) 2500-word essay on a topic chosen in consultation with a tutor OR a composition portfolio consisting of two short works</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reading/Learning Resources:</th>
</tr>
</thead>
<tbody>
<tr>
<td>To be provided during term time.</td>
</tr>
</tbody>
</table>
Appendix 3: Using Weblearn

We will use Weblearn throughout the year to publish weekly timetables, store course resources, submit work and participate in polls and surveys. You should try to make a habit of checking the page regularly.

How to login to the Foundation Year Weblearn Page

1. Type ‘Oxford Weblearn’ into your browser. Once you click on the link, you should be led to a login page and asked to enter your SSO (Single Sign-On) details). After doing this, you will be taken to your Weblearn Homepage, which should look this:

![Weblearn Homepage](image1)

2. In the top right hand corner of the screen, you should have an option named ‘Sites’ (see below). This will open up an option box, and you can select ‘Foundation Year’. This will take you to the Foundation Year Weblearn Homepage.

![Sites Option](image2)
Using the Foundation Year Weblearn site:

When you open the Foundation Year website, you should see a homepage that looks something like the one below. On the right you will see any announcements, and the calendar. On the left, you have the menu.

Finding resources:

To find course resources, select the ‘Resources’ tab on the left hand side of the page. This will open up a screen with all the course folders on. Resources are filed into three main folders: Core courses (this will include Academic Writing, Prep for Undergrad and Digital, Media and Society), General Resources and Subject Specialisms. Follow the folders through to find the resources that you need: they will then be available to download as a PDF or Word document.
Submitting an assignment:

If you have an assignment that has to be submitted to Weblearn, this will be visible both in the Calendar on the right hand side of the homepage, and in the Assignments page. There may be more than one assignment available, but they will be clearly labelled.

When you click on the assignment tab it will take you through to the submission page. This should include the assignment instructions, and an option to upload your assignment. When this has been done and you have pressed submit, you will receive a receipt in your Nexus email. If you do not receive this email, contact the Foundation Year Administrative Assistant.
Appendix 4: College Regulations (Foundation Year)

1. GENERAL

1.2 All students are members of the College and of the University, except foundation year students who are members of the college but not the University.

1.3 All members are required to observe the Statutes, Bye-Laws, and Regulations of the College. Copies of the Statutes, Bye-Laws, and these Regulations can be found on the LMH website on the link below:
http://www.lmh.ox.ac.uk/About-LMH/Documents-Publications.aspx

1.7 Members must observe College policies and codes of practice relating to, but not limited to, equality, harassment, confidentiality, and health and safety issues.

1.8 All members are required to observe the rules laid down by the College Officers to regulate their respective departments of the College.

1.9 All members are required to preserve the amenities of the College, its buildings and grounds. Members shall not, by their conduct or that of visitors and guests for whom they are responsible, involve the College in financial loss by deliberate damage or misuse of College services, equipment or premises.

1.10 All members of the College should be aware of their own individual responsibility to exercise care in relation to themselves or those associated with them.

1.11 They should bring to the attention of the College (via the Porters' Lodge, Domestic Bursar or Treasurer) any question of safety or security about which they are concerned.

1.12 To enable College Officers to account for the whereabouts of members and guests resident in College buildings or houses in Fyfield Road in case of fire or other emergency, students must record their own absence at night in the Dean’s Exeat Book and must also record the names of any overnight guests in the Dean’s Visitors Book; both books are kept in the Porters’ Lodge. This is for safety reasons, particularly in the event of fire.

1.13 Members of the College are advised of the dangers associated with sports and with activities on the river. Any serious injuries or accidents or near misses (defined as an incident which could have caused injury but fortunately did not on this occasion) must be reported immediately to the Porters’ Lodge. The College wishes to remind all students who take part in sport that they do so at their own risk.
1.14 No gun or ammunition or weapon may be brought into the College. This prohibition extends to pellet guns, air rifles, and all manner of replica firearms.

1.15 Please note it is against the law to smoke within all College buildings at all times.

1.16 Because of the dangers of the river, the risks associated with walking under trees in windy or stormy weather, and the dangers of extremely high voltages present within the electrical substation, students of the College must sign a form to show that they take responsibility for their own safety in College grounds.

2. DISCIPLINE AND BEHAVIOUR

2.1 Students should be acutely aware at all times that one person’s actions in a communal environment necessarily affect others. This consideration is a precursor to our expectation of behaviour which does not disrupt the lives of others in the College, be they fellow students, or staff, both academic and support staff. It should be regarded as a privilege to study and reside in the College, and with this privilege come responsibilities. The College reserves the right to remove these privileges if they are abused, and this is the principle underlying the procedures laid out in Bye-Law XI.5-11.

2.2 Members shall not by their conduct interfere with the teaching or study of other members of the College or obstruct College Officers in the execution of their duty.

Our agreement with you

2.3 We expect to offer you an environment in which you feel safe, and are supported in your study and in your personal lives. To do this we expect you to observe high standards in your own behaviour as outlined above, especially as it relates to others working and living in College, and to the reputation of the College, both within the University and more widely. We try to keep rules about personal behaviour within College to a minimum. Their aim is to reduce noise and disturbance to other College members, and to maintain as high a degree of security and safety as practicable. The Dean is responsible for seeing that the College runs smoothly in accordance with the standards and requirements of behaviour expected and is able to impose financial and community service penalties. All members of the College are bound by the College Statutes, Bye-Laws, and Regulations. Members of the College are expected to make themselves familiar with these documents, and to behave appropriately. On a day to day basis, the Dean is supported by Junior Deans who live on the College premises, and the Lodge Porters.

2.4 If a student is subject to investigation for any offence the student should be informed at the earliest opportunity of the guidance and support available. If a student is in doubt about whom to speak to, the Welfare Fellow or Welfare Advisor will ensure they speak to the right person. Both the JCR and MCR have elected student welfare officers. Guidance is also available from Personal Tutors, the Foundation Year Co-Ordinator, and the Tutor for Graduates.

College and the Law
2.5 Although the College may seem to be a closed community, it is not. Please be aware that all the Laws of the Land still apply in College, and the Police have access at any time, should they wish. Our students are generally adult and so responsible for their own conduct inside and outside College. NOTE THAT ANYTHING THAT IS ILLEGAL OUTSIDE COLLEGE IS STILL ILLEGAL INSIDE COLLEGE and, if appropriate, steps will be taken to inform the police of illegal behaviour. Any student who is not an adult will have signed an agreement allowing parents or guardians to be involved in any issues that arise.

2.6 If prosecution in a court of law is likely for a particular offence, the College will take no disciplinary action, except, if necessary, to ensure the safety of others in the College or wider community, unless they are satisfied either that any criminal proceedings in respect of that breach have been completed, whether by conviction or acquittal or discontinuance of the proceedings, or that prosecution is unlikely. Any action taken would be likely to follow the procedures for Major Offences in Bye-Law XI.7.

2.7 If a student member is the subject of criminal proceedings in respect of an alleged offence of such seriousness that an immediate term of imprisonment may be imposed on conviction, or if a student member has been convicted of a criminal offence of such seriousness that an immediate term of imprisonment might have been imposed (and whether or not such a sentence was in fact imposed on the student member), she shall promptly inform the Dean in writing.

3. ACADEMIC WORK

3.2 Foundation Year students are required to visit the tutors assigned to them at the times arranged, to satisfy their tutors about the quality and quantity of work, and to attend classes or tutorials with those to whom their tutors may send them.

3.3 Foundation Year students are expected to be in Good Academic Standing with the College

3.4 A Foundation Year student concerning whom there is evidence of insufficient progress in academic studies or lack of industry may be reported to the Foundation Year Co-Ordinator. Any student so reported will be fully informed of the academic deficiencies which are complained of, and will have access to the Foundation Year Co-Ordinator, to bring forward any special circumstances. The student has the right to appear before any committee which is set up to consider the case and the right to bring an appeal against the decision to the Foundation Year Exam Board.

3.5 Foundation Year students wishing to undertake paid employment during full term should have the consent of the Foundation Year Co-Ordinator. They must also have the consent of the Foundation Year Co-Ordinator before making arrangements to take part in any theatrical production in term or to stand for any major office in the Oxford Union Society, their Common Room or in any other College or University Society. Foundation Year students are advised to consult the Foundation Year Co-Ordinator before undertaking any paid or non-academic work in a vacation.
4. FEES AND PAYMENTS

4.2 College battels are payable in the first week of full term unless otherwise specified by the Treasurer. If all or part of the fees or charges remain unpaid, without a satisfactory arrangement having been agreed with and confirmed in writing by the Treasurer, the student will be suspended.

4.3 The College may charge interest, or an administration charge, on a termly basis, on any sums outstanding from College and University fees, charges, battels and fines.

5. RESIDENCE

5.1 Living accommodation is provided to students under accommodation agreements. Students living in such accommodation are required to observe the terms of the accommodation agreement; failure to do so may lead to termination of the agreement and to disciplinary action by the College.

5.3 Foundation Year students are normally required to live in buildings within the College perimeter including LMH houses in Fyfield Road during term time.

5.5 Anyone who wishes to hold a party in a public room in College, or in a room provided under an accommodation agreement within the College, or in College grounds, or in one of the Common Rooms, must ask permission of the Dean. Permission will not be given for parties to continue later than 12.00 midnight on Fridays and Saturdays or later than 11.30 p.m. on other nights. Once permission is given, actual arrangements must be approved by the Domestic Bursar. The holder of the party is responsible for seeing that it does not cause any disturbance.

5.6 The College Bar may be used by members of the College and their guests. It is subject to the Licensing Act and the rules laid down for the supply of alcohol by the Domestic Bursar and Treasurer must be observed.

5.7 Talbot Hall, the Simpkins Lee Theatre, the Monson Room, the Mary O’Brian Room, and the Old Library may be used for meetings or rehearsals only with the permission of the Domestic Bursar. Permission can be requested by completing the online booking request form on the Intranet.

5.8 No meeting may be held within the College without the permission of the Domestic Bursar. Permission for a meeting to be held must be obtained at least a week in advance except that in the case of a meeting to be addressed by a speaker who is not a present member of the College, permission must be obtained at least three weeks in advance. The Domestic Bursar is empowered to waive this requirement at his own discretion, but failure to obtain
permission within the time laid down is of itself a sufficient cause for permission to be refused.

6. **MEDICAL**

6.3 Students who are unwell may consult the College nurse, and should do so if confined to their room within College and are requiring treatment. In cases of slight illness students may, at the discretion of the College nurse, be treated in their rooms. If seriously ill, or not fit to engage in full-time study, the College will require that they be treated in hospital or at home, and they or their parents or guardians will be responsible for any expenses involved.

7. **COMPLAINTS**

**Our aim**

7.1 Lady Margaret Hall is committed to providing a good education for its students. It also aims to provide appropriate support services and facilities.

7.2 We endeavour to ensure that all students will experience:

- a high quality of academic tuition and guidance;
- appropriate educational resources such as library and ICT provision;
- appropriate pastoral support;
- a safe environment;
- good accommodation and catering services;
- easy access to relevant information.

7.3 Although living and working in protected historic buildings and grounds has many pleasant aspects, there are also practical difficulties and legal constraints. It is not always possible or even legal, to make apparently obvious improvements. But if you have suggestions for improving any aspect of the College’s services and facilities, we would like to know. Please do not hesitate to let us know about any suggestions. For minor problems about premises email faults@lmh.ox.ac.uk

**When things go wrong**

7.4 Sometimes things do not go as expected or as hoped. It is often sensible to ask for advice. Advice may always be sought from the people below (Table 1). Contact them by email, by a note in the College mail or by dropping into their office.

7.5 A member of the JCR or MCR Executive may be able to help too, or at least to direct you to an appropriate member of staff.
Making a complaint: Informal Procedure

7.6 If you consider that the advice you have received does not adequately address your problem, or if you feel that your problem warrants an immediate complaint, you should complain. Making a complaint is not a negative thing to do. It will help us keep our services under proper review and to make appropriate improvements as far as we can, both for you and for others.

7.7 The best way to resolve a problem is almost always to complain to the member of staff responsible (see Table 1). You may complain in writing, by email, or in person. If you wish to complain in person, you may bring another College member to support you.

7.8 The individual receiving the complaint will decide what to do and attempt to resolve your problem. Please be patient but do ask again if you feel that your complaint has not been dealt with adequately in a reasonable time.

Table 1: Areas of responsibility in College

<table>
<thead>
<tr>
<th>For:</th>
<th>Ask:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic matters</td>
<td>The Foundation Year Co-Ordinator</td>
</tr>
<tr>
<td>Administration relating to your course</td>
<td>Foundation Year Project Officer</td>
</tr>
<tr>
<td>Matters relating to the library</td>
<td>One of the assistant librarians or the Librarian.</td>
</tr>
<tr>
<td>Practical financial matters</td>
<td>Foundation Year Project Officer, the Student Finance Officer or the College Accountant.</td>
</tr>
<tr>
<td>Practical matters about accommodation</td>
<td>Your scout, or the Head Housekeeper, or the Estates Manager.</td>
</tr>
<tr>
<td>Catering and Meals</td>
<td>Catering Manager or the Head Chef.</td>
</tr>
<tr>
<td>Personal post, lost or stolen possessions or security</td>
<td>A Lodge Porter or the Lodge Manager.</td>
</tr>
<tr>
<td>ICT</td>
<td>A member of the ICT team including the ICT Manager.</td>
</tr>
<tr>
<td>Health</td>
<td>The College Nurse or the College Doctors.</td>
</tr>
<tr>
<td>Your welfare or the welfare of some other member of the College</td>
<td>The Welfare Fellow.</td>
</tr>
</tbody>
</table>

You will find a list of many of the current holders of the above posts in the Contacts and Who’s Who section of the Foundation Year student or Graduate Handbook. If in doubt, ask at the Porters’ Lodge.

Formal Procedure – stage one

7.9 If you consider that your complaint has not been handled adequately through the informal process, or if you feel that the complaint is serious, you may complain formally. Your complaint should outline the issue on which you are dissatisfied and, if possible, state the outcome you are looking for (e.g. refunding money, letter of apology, etc.).

7.10 A formal complaint should be made in writing, or by email, to:
- the Foundation Year Co-Ordinator on academic, health and welfare matters;
- the Treasurer for financial and ICT matters;
- the Domestic Bursar for security, catering, and accommodation matters.

If you prefer, you may speak to one of them first before writing or sending an email. If your complaint is about one of these three individuals, you should write to the Vice-Principal. If one of those individuals dealt with the complaint at the informal stage, you should address the formal complaint to the Vice-Principal.

7.11 Complaints about another student’s inappropriate behaviour should be addressed to the Dean who will deal with it under the Disciplinary procedure outlined in Bye-Law XI.5-11.

7.12 Complaints about a staff member’s inappropriate behaviour should be addressed to the Domestic Bursar or the Treasurer.

7.13 The individual receiving your complaint will investigate it, and may ask to see you to discuss the matter. You may be accompanied to any discussion by another member of College. The decision will be reported to you in writing.

7.14 Every effort will be made to ensure your complaint is dealt with promptly and efficiently.

7.15 If a complaint is found to be malicious, disciplinary action may be taken under the procedure outlined in Bye-Law XI.5-11.

**Formal Procedure – stage two**

7.16 If you feel that the response from the formal stage is unacceptable you may refer your complaint to the Principal within seven days of receiving the response.

7.17 This must be made in writing, or by email, setting out the reasons why you are not satisfied with the response, the remedy you are seeking, and the actions you would like the College to take.

7.18 The Principal will consider the case, and will decide what action to take, if any, and may, if necessary, convene a Complaints Review Panel. The Principal and/or the Complaints Review Panel may ask to see you to discuss the matter.

7.19 The Panel will consist of two members of Governing Body who have not been involved in the case, and one student from the common room to which the complainant belongs, and who is independent of the case. The Senior Fellow present will chair the Panel. The Panel will report to the Principal, who will decide what action to take.

7.20 The decision will be reported to you in writing. This letter will clearly state that all internal procedures are now exhausted.
Recording

7.22 The Principal’s PA will keep a record of all complaints, and will collate a summary of numbers, type of complaint, and the decisions taken for reporting to Equality Committee and Governing Body.

Appendix 5: Foundation Year Disciplinary Procedures

1. Every person admitted as a student of the College shall be sent a copy of the College Regulations in force at the time. Alterations to College Regulations shall be notified to students in residence annually.

GOOD ACADEMIC STANDING

3.

a) All students\(^1\) are expected to be in good academic standing with the College. A student shall be deemed to be in ‘good academic standing’ if he/she complies with all the following criteria:

i) Keeps the residence requirements laid down both by the University in the Examinations Regulations and by the College in the College Regulations. This includes gaining permission from the student’s Personal Tutor or the Senior Tutor for all absences from College during full term.

ii) Attends on time all tutorials, classes and other required academic engagements, except where permission on adequate grounds is obtained, normally in advance, from the tutor(s) concerned or from the Foundation Year Co-ordinator.

iii) Produces all assignments (essays, problem sheets, practical reports etc.) on time, except where permission on adequate grounds is obtained, normally in advance, from the tutor(s) concerned or from the Foundation Year Co-ordinator.

iv) Produces work (for tutorials, practicals and examinations) of an appropriate standard, given the student’s particular level of academic ability.

v) Sits Collections (College examinations) with the regularity required by the Foundation Year Co-ordinator, except where permission on adequate grounds is obtained, normally in advance, from the Foundation Year Co-ordinator.

vi) Has not engaged in academic dishonesty, which includes plagiarism and cheating in Collections. Plagiarism is clearly defined in the Proctors’ and Assessor’s Memorandum.

ACADEMIC DISCIPLINARY PROCEDURE

4.

\(^1\) These procedures apply to all undergraduate students including visiting students and senior status students. Graduate students are covered by University regulations.
a) If a student is not in good academic standing according to any of the criteria in 3, they may become subject to the Academic Disciplinary Procedure which has the stages set out in the following subsections and summarised in the flowchart in 4.d)

Stage 1: First Formal Warning

When academic concerns arise, these will be raised, typically by a subject tutor(s) and reported to the Personal Tutor. The Foundation Year Co-ordinator will meet with the student, and discuss the concerns and the required improvement. If any mitigating or complicating factors come to light, they should (with the permission of the student) be noted. The Foundation Year Co-ordinator will give advice, which may be academic advice, but may include reference to College welfare support and to professional services such as the College Doctor, the Counselling Service or the Disabilities Office. An email outlining the concerns, any advice offered and the improvement expected over a specified time period will be sent to the Foundation Year Co-ordinator and a copy sent to the student. At the end of the specified time period, if the expected improvement has been made, the student will be considered to be in good academic standing.

Stage 2: Second Formal Warning

If, having discussed the concerns with the student, the Foundation Year Co-ordinator (with reports from subject tutors) believe that the necessary improvement has not been made, the Foundation Year Co-ordinator will give the student a Second Formal warning. The Foundation Year Co-ordinator will call the student to a meeting. The student may meet with the Foundation Year Co-ordinator alone. The student may choose to be accompanied to this meeting by another student in the University, another member of the College, or an OUSU representative if he/she informs the Foundation Year Co-ordinator in advance of the meeting. In the latter case the Foundation Year Co-ordinator will invite a formal note-taker to record the meeting.

The Foundation Year Co-ordinator will specify to the student what is expected of them in the future (for example, attendance at tutorials, completion of assignments and/or attainment of appropriate levels in academic work or special Collections). Any special Collections set at this stage would be marked internally, but may differ from those set for other students.

The student will have the opportunity to raise any mitigating or complicating factors, including medical conditions. The Foundation Year Co-ordinator will give advice, which may be academic advice, but may include reference to College welfare support and to professional services such as the College Doctor, the University Counselling Service or the Disabilities Office.

The Foundation Year Co-ordinator will draw the student’s attention to these procedures and to the consequences of these procedures. Following the meeting, the Foundation Year Co-ordinator will write to the student as a Second Formal warning and record of the meeting, noting any recommendations and expectations of improvement in a specified time period and will note any mitigating factors raised. At the end of the specified time period, if the
expected improvement has been made, the student will be considered to be in good academic standing.

If a student fails to attend this meeting, it may be deemed to have happened and a Second Formal warning letter with academic conditions will be sent. In exceptional cases (see 4.b below), a student may be placed directly on a Second Formal warning.

**Stage 3: Academic Probation (Final Formal Warning)**

If the student fails to comply with any of the conditions set out in the Second Formal warning, the Foundation Year Co-ordinator will call the student to a further meeting. The student may meet with the Foundation Year Co-ordinator alone. The student may choose to be accompanied to this meeting by another student in the University, another member of the College, or an OUSU representative if he/she informs the Foundation Year Co-ordinator in advance of the meeting. In the latter case the Foundation Year Co-ordinator will invite a formal note-taker to record the meeting.

The Foundation Year Co-ordinator will issue a Final Formal warning which will place the student on Academic Probation. The Senior Tutor will set academic conditions (for example, attendance at tutorials, completion of assignments and/or attainment of appropriate levels in Penal Collections). The Foundation Year Co-ordinator will draw the student’s attention to these procedures and that failure to comply with any of these conditions may lead to suspension (rustication) or termination of the course (sending down). The student will have the opportunity to make known any mitigating factors, including medical conditions.

The Personal Tutor (with advice from subject tutors) will advise the Foundation Year Co-ordinator on the appropriate conditions and levels of attainment for the particular student, including target grades for any Penal Collections. These may be discussed by the Senior Tutor and the student during the meeting.

Following the meeting, the Foundation Year Co-ordinator will write to the student as a Final Formal warning and record of the meeting. This letter will detail the conditions of Academic Probation and performance targets set within a specified time period. Any mitigating factors which were raised will be recorded. At the end of the specified time period, if the expected targets or conditions have been met, the student will return to the Second Formal warning stage for a further specified period (normally four weeks in term time).

If a student fails to attend this meeting, it may be deemed to have happened and a Final Formal warning letter with academic conditions will be sent. In exceptional cases (see 4.b below), a student may be placed directly on Academic Probation without the preceding stages.

**Stage 4: Penal Collections**

Where Penal Collections are set as a condition of Academic Probation the student will be given at least 4 weeks’ notice of the date of these Collections. Penal Collections may be invigilated in a room apart from the standard termly Collections and may be set at any time during the term or vacation. If there are non-academic factors that a student feels will
adversely affect their performance on Penal Collections, they must inform the Foundation Year Co-ordinator (or other person nominated by the Foundation Year Co-ordinator) in advance of the start of the Collection. If the mitigating factors are accepted by the Senior Tutor, the date of the Penal Collection will be postponed. Where the factors are medical, these must be supported by a medical certificate. Any problems affecting performance during the course of the Collection must be reported to the invigilator. No mitigating factors reported after the end of the Collection will be considered.

Stage 5: Formal disciplinary hearing

In the event of non-compliance with any of the terms of Academic Probation, the Foundation Year Co-ordinator shall refer the matter to an Academic Disciplinary Committee.

An Academic Disciplinary Committee is composed of three members of the Governing Body, chosen from a panel of ten agreed by the Governing Body at its first meeting in Michaelmas term. The panel must include five members with at least 10 years seniority, and must not include the Principal, Vice-Principal, Senior Tutor, Foundation Year Co-ordinator or Dean. The three members will be chosen by lot, but must include at least one member with at least 10 years seniority. An Academic Disciplinary Committee will not include the student’s Personal Tutor, any of the student’s subject tutors nor any other member who has had any significant involvement with the student.

The Foundation Year Co-ordinator will be asked to present evidence to the Committee, but will withdraw prior to any decision being taken by the Committee. The Foundation Year Co-ordinator may recommend to the Committee that the student should be suspended (rusticated) or their course terminated (sent down).

The student has a right to appear at the formal disciplinary hearing and to bring one advisor or representative at their own expense. The student will be given at least two weeks’ notice of the meeting. The student will be given copies of all materials that will be presented to the Academic Disciplinary Committee and will be informed of the names of the members of the Committee. The student may submit a written case, which may include, but need not be confined to, evidence of medical conditions, to the Committee up to 48 hours before the meeting, and is encouraged to do so.

If the student chooses not to appear at the meeting, the Academic Disciplinary Committee will review the evidence presented by the Foundation Year Co-ordinator and any written case presented by the student and make a decision.

The Academic Disciplinary Committee may uphold Foundation Year Co-ordinator recommendation, modify the Foundation Year Co-ordinator’s recommendation, or it may reject the Foundation Year Co-ordinator’s recommendation and then either impose a lesser penalty or impose a further period of Academic Probation. Should a further period of Academic Probation be imposed, the Academic Disciplinary Committee would set the conditions. If a period of suspension (rustication) is imposed, the Academic Disciplinary
Committee may impose academic or non-academic conditions for a student to return to their course.

The Chair of the Academic Disciplinary Committee will ensure that a careful record is made of the proceedings and the Chair may invite a note taker to the hearing. The report will clearly set out the grounds for action, the factors that were taken into account, and the final decision. A written copy will be sent to the student and to the Governing Body.

**Stage 6: Governing Body**

The decision of the Academic Disciplinary Committee shall be reviewed by the Governing Body. This review shall afford the student the opportunity to appeal against the Committee’s decision. The Governing Body shall proceed as follows:

The Governing Body will consider procedural matters and will not question the academic judgement of the Academic Disciplinary Committee. It will review the Committee’s report, and ask questions of members of the Committee, the Foundation Year Co-ordinator, the and subject tutor(s) in order to verify the facts of the case. The members of the Committee, the Foundation Year Co-ordinator and subject tutor(s) shall then withdraw.

If the student chooses to accept the decision of the Academic Disciplinary Committee, the Governing Body will confirm or rescind the decision at this stage. The Governing Body may also vary the penalty. If any penalty recommended, such as suspension (rustication) or termination (sending down), is confirmed by Governing Body, the penalty will then have immediate effect, and the College procedure is considered closed.

If the student chooses to appeal, he/she will make a written submission to the Governing Body. The student may appear in person before the Governing Body, and may choose to be accompanied to this meeting by one advisor or representative at their own expense, if he/she informs the Governing Body in advance of the meeting. Alternatively, the student may ask a Fellow or other representative to speak on his/her behalf at the meeting. The Governing Body may question the student, if present, on the facts of the case. The student and his/her companion or representative shall then withdraw for the Governing Body’s final deliberations and decision.

The Governing Body will confirm or rescind the decision of the Academic Disciplinary Committee. The Governing Body may also vary the penalty. The decision of the Governing Body on the penalty will have immediate effect, and at this point the College procedure is considered closed.

The Principal will normally convey Governing Body’s decision in writing to the student within two days.

**Stage 7: Appeal to the Conference of Colleges’ Appeal Tribunal**

If the student wishes to appeal against the decision of the Governing Body, he or she may do so to the Conference of Colleges’ Appeal Tribunal within 5 days of the date of the decision.
The student may also apply for a review of the appeal to the Office of the Independent Adjudicator (OIA) within three months of the date of the decision.

b) Exceptional cases
In exceptional cases, the Foundation Year Co-ordinator, in consultation with the student’s Personal Tutor, may place a student directly on a Second Formal warning, or place a student directly on Academic Probation, or recommend directly to a formal disciplinary hearing that a student’s course be suspended or terminated.

Exceptional cases which will lead to the termination of a course will include any student who fails a University Examination which contributes to their degree classification, or fails to pass any other compulsory component of their degree course, or fails to complete any other compulsory requirements (e.g. practicals or fieldwork) laid down by the University as a necessary part of his/her course.

Any student who engages in academic dishonesty will be considered to have committed serious misconduct, and may be placed directly on Academic Probation or referred directly to a formal disciplinary hearing.

Any student who fails any examination within the First Public Examination at the first sitting (even if they pass overall) may be placed directly on Academic Probation.

c) Throughout these procedures, any letter delivered to a student’s College pigeonhole during term time, or message sent to a College email address will be deemed to have been received within 24 hours of being sent. Any letter outside term time sent to the home address held on the College database, will be deemed to have been received within 3 days of being sent. If a student does not attend any meeting, that meeting may be deemed to have happened or may proceed without the student in attendance.
d) Academic Disciplinary Procedure Flowchart
DISCIPLINARY PROCEDURE

5. All students are expected to observe good standards of behaviour. When a disciplinary offence has been committed, it will be dealt with appropriately. The Dean will decide which category of offence is appropriate.

6. Minor offences
   a) Minor offences include:
      • small-scale damage and vandalism;
      • noisy or unruly behaviour that might be disruptive but not threatening;
      • parking violations;
      • misuse of ICT (email and internet), or Library services;
      • smoking in designated non-smoking areas;
      • rudeness towards staff, visitors, members of the public, other students;
      • objectionable or insulting behaviour;
      • failure to abide by general health and safety rules and procedures.
      (Note that these are examples only and not an exhaustive list)
   Minor offences, if committed to a sufficient degree or repeatedly, may be deemed major.
   b) Minor offences would be normally brought to the attention of the Dean or, more usually in the first instance, the Junior Deans (the latter being on call), often via the Porters, who may have been alerted to a disturbance. If the matter can be peaceably resolved on the spot, no further action will be taken. For example, the student can be asked to reduce noise late at night.
   c) If an interview with the Dean is appropriate, the Dean will meet with the offender, in the presence of a Junior Dean. Details of the offence will be sought. The matter will be recorded in an email to the offender, copied to the Personal Tutor, and to other interested parties. No further record will be kept.
   d) The Dean, by delegation of powers from the Principal may impose community service, fines, restitution payments or restrictions on the use of College services and facilities by way of penalty. In these cases the matter would be brought to the attention of the Domestic Bursar and/or the Treasurer. Penalties will be proportionate and determined after discussion with the offender.
   e) Minor offences are not subject to appeal.

7. Major offences
   a) Major offences include:
      • serious vandalism;
      • harassment of others, bullying;
      • grossly indecent or offensive behaviour;
      • acts of unlawful discrimination;
      • violent or threatening behaviour, fighting or physical assault;
      • possession, supply or use of illicit drugs;
• theft, or unauthorised possession of money or property, whether belonging to the College, another student, or a third party;
• negligent destruction/sabotage of College property, or any property on the premises;
• serious breaches of health and safety rules that endanger the lives of or may cause serious injury to themselves or any other person;
• refusal to comply with reasonable requirements by the Porters, Junior Deans, or other members of staff to discontinue unacceptable behaviour and/or withdraw from the scene.

(Note that these are examples only and not an exhaustive list)

b) Major offences are referred to the Principal. Penalties include rustication, suspension, temporary exclusion from the premises of the College and, in the most serious cases, expulsion. The nature of the current offence together with the disciplinary record of the student will be taken into account in determining the penalty. Definitions are given after XI.10 below.

8. Process Followed for Major Offences
a) When the Dean considers that a serious disciplinary offence has been committed (that is one for which, if proved, rustication, suspension, temporary exclusion from the premises of the College, or expulsion would be an appropriate penalty) she shall inform the Principal in writing of the nature of the alleged offence. The Principal shall within three days write to the student concerned informing the student of the charges made and asking whether the student wishes to have the matter settled informally by the Principal or wishes to choose a formal hearing with the right of appeal to the Disciplinary Appeals Committee. The student shall reply in writing within 48 hours. If the student does not so reply, the informal procedure shall apply.

b) If the student opts for the informal procedure, the Dean shall supply the Principal and the student with a full written statement of the nature of the alleged offence and the Principal shall summon the student before her within three days of the receipt of the statement. The Principal alone shall hear the student’s explanation and immediately determine an appropriate penalty, except that if the statement submitted by the Dean contains evidence which might lead the student to reconsider the decision to choose the informal procedure the student shall be given the opportunity to do so. The Dean shall not be present at the interview with the Principal, but the Principal may at her discretion have with her a member of the College secretarial staff to keep a record. Any decision involving rustication or expulsion shall require ratification by Governing Body.

Notwithstanding a student’s decision to opt for the informal procedure, there shall always be a right of appeal to the Disciplinary Appeals Committee if in fact the Principal decides that expulsion is the appropriate penalty.

c) If the student elects to have the matter decided formally, the Principal shall ask the Dean to report in writing on the alleged offence with a statement of the available evidence. The Principal shall send a copy of these written statements to the student and indicate her intention to have a preliminary hearing within 7 days of the student’s receipt of the statements. The student must within that time submit to the Principal a written statement of the student’s case but may change it or add to it in the hearing before the Principal. At this hearing before the Principal, the student may bring either another student of LMH or a member of the Governing Body (who may be the student’s tutor) to help put the student’s case. Witnesses may be called or asked to submit written evidence at the discretion of the
Principal and the hearing may be adjourned at her discretion. The Dean and the student shall be present throughout the proceedings. Should she so wish, the Dean may elaborate upon her original statement or comment upon the other evidence presented. The Principal, when she is satisfied that she has heard all the evidence she needs, shall reach a decision which she shall communicate in writing to the student giving the reasons for the decision and any penalties which may attach to it.

In formal procedure cases resulting in rustication, expulsion, or suspension, the student has the right of appeal to the Disciplinary Appeals Committee. If the student wishes to appeal s/he must do so within 7 days. If the student does not so appeal, the decision shall be reported to the Governing Body for ratification.

9. Protective discretion

The Principal, in exercise of a protective discretion on behalf of other members and employees of the College, may require a student to leave the premises of the College, and not to re-enter them except on such terms and under such conditions as the Principal in her absolute discretion may impose, if, in the opinion of the Principal, the student’s health or conduct is such as to damage or put at risk the safety and welfare of the student or other members or employees of the College.

a) Without prejudice to the generality of the above, the following are examples of circumstances in which the Principal might need to exercise protective discretion:

i. if the student is charged with or convicted of a criminal offence and, in the opinion of the Principal, the circumstances are such that it would be inappropriate for the student to remain on College premises;

ii. if the student’s conduct is threatening to persons or property, or disruptive of the proper functioning or activities of the College, and, in the opinion of the Principal, is likely to continue to be so if the student remains in or enters College premises pending the completion of the appropriate disciplinary procedures;

iii. if the medical or psychological condition of the student is such as, in the opinion of the Principal, to present a risk to the safety and welfare of the student or of other members or employees of the College;

iv. if the medical or psychological condition of the student is such that the student requires supervision and/or care which, in the opinion of the Principal, is beyond that which the employees of the College are qualified or able to provide;

v. if the medical advice concerning the student is that the student should, in the interests of his or her physical or mental health, return home, engage in outpatient support incompatible with remaining of course, or seek admission to hospital;

vi. if the student refuses to see a doctor or medical specialist or other appropriate professional, such as a counsellor, when the Principal has reason to be anxious about the student’s physical or mental health or psychological condition.

b) The duration of any order made by the Principal under these procedures shall not extend beyond the end of the term in which the order was made, unless the Governing Body decides that it should be extended.

c) The Principal’s decision in exercise of her protective discretion under these procedures shall in any case be reviewed by the Governing Body for confirmation, modification or rejection, at its first meeting after the action in question has been taken.
d) Before the matter is considered by Governing Body, the Principal shall write to the student to invite him or her to bring forward any relevant matter for consideration by the Governing Body.

e) For the avoidance of doubt, the premises of the College include the buildings and grounds within the College perimeter and the houses and gardens of houses in Fyfield Road occupied by members and employees of the College.

10. Appeal

a) A student affected by a penalty of rustication, expulsion, or suspension may appeal to the Disciplinary Appeals Committee, and the penalty is subject to confirmation by the Governing Body, whose decision is final. A student expelled from membership of the College automatically loses her University membership. A student rusticated or suspended by the College is also rusticated or suspended by the University.

b) A Disciplinary Appeals Committee is composed of three members of the Governing Body, chosen from a panel of ten agreed by the Governing Body at its first meeting in Michaelmas term. The panel must include five members with at least 10 years seniority, and must not include the Principal, Vice-Principal, Senior Tutor, or Dean. The three members will be chosen by lot, but must include at least one member with at least 10 years seniority. A Disciplinary Appeals Committee will not include the student’s Personal Tutor, any of the student’s subject tutors nor any other member who has had any significant involvement with the student.

c) The Disciplinary Appeals Committee shall investigate the case as it thinks fit but must ensure that the student has an opportunity to state his or her case in person to the Committee. The student may bring either another student of LMH or a member of Governing Body (who may be the student’s Tutor) to help put the student’s case. The Committee shall review all the existing written evidence, and shall hear the Dean and the student concerned. It may also ask for other written statements and may call additional witnesses. It may propose any penalty it deems appropriate. Its decision shall be reported with reasons to the full Governing Body for ratification at the earliest opportunity.

d) If the student wishes to appeal against the decision of the Disciplinary Appeals Committee, he or she may do so to the Conference of Colleges’ Appeal Tribunal within 5 days of the date of the decision. The student may also make an appeal to the Office of the Independent Adjudicator (OIA) within three months of the date of the decision.

11. The College shall respect and concur in any decision of the University Proctors or of the Disciplinary Court of the University or of the Appeal Court of the University to rusticate or expel a student from the University, to the effect that the College shall be regarded for all purposes and in all respects as part of the University and the terms of the penalty of rustication or expulsion shall be interpreted accordingly. The College shall act mutatis mutandis to reflect at the College level decisions by the University to suspend a student. A student affected by any such decision shall have no right to appeal or submit a statement in mitigation to the Governing Body.

**DEFINITIONS**

- ‘Expel’ means deprive a member permanently of his or her membership of the College;
• ‘Rusticate’ means withdraw the right of access to all of the land, buildings and facilities of the College including teaching, examinations and all related academic services for a fixed period or until the fulfilment of specified conditions;

• ‘Suspend’ means withdraw the right of access referred to above for a fixed or in-determinate period or until the fulfilment of specified conditions where action is taken as an interim measure pending further investigation, or where action is taken under the LMH Statutes or Bye-Laws for non-disciplinary reasons.

• A penalty of suspension or rustication shall also apply to university land, buildings, facilities, or services (subject to a right of appeal to the Student Disciplinary Panel).

• ‘Temporary exclusion from the premises of the College’ applies only to College premises, not to University premises.
12. Disciplinary Procedure Flowchart

Good Standards of Behaviour

Minor offence
- Dealt with informally on the spot
- Interview with Dean & Junior Dean
- Recorded in email correspondence, copied to Tutor (and relevant parties)
- Sanction applied; Completed

Major offence
- Reported to Dean
- Informal procedure
  - Interview with Principal
  - Hearing with Principal
  - Appeal?
    - No
      - Outcome decided
      - GB to approve
      - Sanction applied; Completed
    - Yes
      - Disciplinary Appeals Committee
      - Exercise of protective discretion
      - GB to review
      - Expulsion (sending down)
Appendix to Bye-Law XI

CONFERENCE OF COLLEGES – APPEAL TRIBUNAL (“THE TRIBUNAL”)

REGULATIONS

(Revised February 2012)

1.1 The functions of the Tribunal shall be to consider appeals on disciplinary decisions imposing a substantial penalty, made by the body with final jurisdiction within any participating College (for these purposes the Visitor shall be deemed not to be such a body). Disciplinary decisions means the imposition of penalties for breach of College statutes, by-laws, regulations or rules relating to academic or any non-academic matters. Substantial penalty includes the penalties of expulsion, rustication or suspension, substantial fines, and other penalties of similar severity. Substantial penalty does not include measures such as the imposition of probation or specially assessed collections.

1.2 The Tribunal shall not have appellate jurisdiction in relation to decisions which are exclusively within the province of the University disciplinary organs.

2. Each member of the Conference of Colleges which is a College shall nominate no more than three persons from their own Governing Body to serve, if appointed to do so as provided herein, upon the Tribunal. Each member of the Conference of Colleges which is a Hall shall nominate one person from their own Governing Body to serve, if appointed to do so as provided herein, upon the Tribunal. A list of those persons so nominated (“the list”) shall be maintained at the Secretariat of the Conference of Colleges.

3. Conference of Colleges shall elect a chair (“the Chair”) and a deputy chair (“the Deputy Chair”) for such Tribunal, who will serve for three years from date of appointment. Such appointments can be renewed for a further term of three years only. The Deputy Chair will exercise the functions of the Chair if for any reason the Chair is unable to do so.

4. Any student member of a participating College (“an appellant”) who wishes to bring before the Tribunal an appeal shall file a written application with the Secretariat of the Conference of Colleges normally within 5 days of the date of the decision appealed against. The Chair shall have power to extend such time if he considers that there is good and sufficient reason for so doing.

5. The application shall include

   a) a copy of the decision being challenged
   b) a brief statement of the facts
   c) a statement of the arguments on which the application is based
   d) the appellant’s request for a remedy
   e) where applicable an application for a stay of the effects of the decision being challenged or for any other preliminary relief of an urgent nature
   f) the appellant’s address, telephone number and, where applicable, the electronic mail address at which he/she can be reached for the purpose of the proceedings.

6. Upon the receipt of the application the Chair shall constitute a Panel composed of three members appearing on the list (“the Panel”), and appoint a President of the Panel (“the President”), who thenceforth shall have responsibility for the proceedings of the Panel.
7. The President shall be the holder of a degree in law or a professional legal qualification. If no such person is available from among those on the list, the Chair shall, at his discretion, appoint (with his or her consent) such a person with such qualifications from among other senior members of Colleges.

8. No person sitting on a Panel shall be a member of, or have any direct connection with, the College against whose decision the appeal is brought.

9. Any defence of lack of jurisdiction of the Panel must be raised as soon as possible or at the latest at the start of the hearing. The question whether an appeal falls within the Panel’s jurisdiction can be considered by the Panel at a hearing, or by the President under regulation 12, even if it is not raised by either party.

10. Both the appellant and the College can challenge a Panel member (including the President) if circumstances give rise to legitimate doubts as to his or her independence or impartiality. The Chair is empowered to resolve any such challenge as soon as possible after giving the parties and the Panel member concerned, so far as circumstances permit, the opportunity to be heard. The challenge must be brought as soon as the reasons for the challenge become known.

11. In any case of extreme urgency the President may rule on any application for a stay of the effects of the challenged decision or for any other preliminary relief without hearing the College first. When deciding whether to award any preliminary relief the President shall consider whether the relief is necessary to protect the appellant from irreparable damage, the likelihood of success on the merits of the claim, and whether the interests of the appellant outweigh those of the College or other interested persons.

11. The President may summarily dispose of an appeal that does not fall within the Tribunal’s jurisdiction without consulting the other members of the Panel and without summoning the parties to a hearing. The President should invite the parties to make written observations on the matter before deciding whether it is appropriate to exercise this power. Where the President decides to dispose of an appeal under this provision the decision shall be written, dated and signed and immediately communicated to the parties, via the Secretariat. Brief reasons will be stated with or as soon as possible after communication of the decision. The decision and the brief reasons will be public documents unless, in the President’s judgment, the interests of justice or other compelling public or private interest otherwise require.

12. Except where it considers another form of procedure more appropriate, the Panel shall as soon as possible summon the parties to a hearing which normally should be held no later than 14 days from the Secretariat’s receipt of the application. The President shall arrange via the Secretariat for details of the date, time, and venue of the hearing, and any additional information required, to be conveyed to the parties. The parties should notify the Panel as soon as possible of their proposed witnesses.

It shall be the duty of the parties, to work together and produce no later than 48 hours before the hearing, an agreed bundle of relevant documents, (paginated) and an outline of each’s respective submissions (which should be no longer than 10 pages in length).

13. The Panel may, either before or at the hearing, require of its own motion the production of documents, information or other evidence. At the hearing the Panel shall hear the parties who shall produce their witnesses and introduce their other evidence. The Panel shall have complete discretion as to the evidence which it admits and will be the sole judge of the weight to be given to any such evidence.
14. Both the appellant and the College may be represented by a third party, including at the Panel’s discretion, by Counsel and/or a solicitor. The hearing itself (not including the Panel’s internal deliberations) shall be in public unless, in the Panel’s judgment, the interests of justice or other compelling public or private interest otherwise require.

15. The Conference Secretariat shall arrange for the hearing to be recorded, and arrange for transcription, if required, at a later stage. With the exception of cases where the hearing was not held in public the recording shall be made available to anyone upon request. Any costs of transcription shall be borne by those making such a request.

16. If one party or both parties fail to appear at the date fixed for the hearing, without reasonable excuse, the Panel may nevertheless proceed to determine the appeal.

17. The Panel shall have full power to establish the facts on which the application is based; but, it will normally assume that the facts as found by the body against whose decision the appeal is brought were correct.

18. The Panel shall rule on the dispute pursuant to the statutes, by-laws and other regulations or rules of the College, and any general principles of law applicable to the application which it deems appropriate.

19. The decision shall be taken by a majority of the Panel. It shall be written, dated and signed and immediately communicated to the parties, via the Secretariat. Brief reasons will be stated with or as soon as possible after communication of the decision. The President shall be responsible for ensuring that these tasks are performed. The decision and the brief reasons will be public documents unless, in the Panel’s judgment, the interests of justice or other compelling public or private interest otherwise require.

20. The Panel shall use its best endeavours to give a decision normally within 7 days of the hearing of the appeal.

21. The participating Colleges shall agree to give to the Tribunal and/or the Panel such assistance as either may require and to abide by the outcome of the decision of the Panel.

22. Except that where express provision is made herein, the Chair, the President and the Panel shall have discretion as to appropriate procedure. In all or any of their activities each shall be guided by the principles of natural justice.

Michael J Beloff QC, Nicholas Bamforth

Revised

Roderick Bagshaw, Alison Young

July 2005

February 2012
Appendix 6: Equal Opportunities Policy Statement
(currently in revision – you will find the latest version on the intranet)

Lady Margaret Hall was founded in 1878. It was because of the very success of the gender revolution, which LMH helped pioneer, that in 1978, one hundred years after its foundation, it decided it would serve the cause of equality better by no longer limiting its exceptional educational resources to women only. This was an example of the College’s characteristic ability to respond to the particular needs and new challenges of contemporary society. The College has a continuing commitment to inclusiveness, and believes that opportunity should be extended to all members of the College community, no matter an individual’s age, race, religion or belief, sex or gender, sexual orientation, disability, or position with respect to gender reassignment, marriage and civil partnership, pregnancy and maternity. These are all ‘protected characteristics’. In taking our commitment seriously, we aim to not only comply with the relevant legislation, but also to take whatever additional steps we can to ensure the equality of opportunity. To that end, we are committed to a programme of action to make this Policy fully effective. The College welcomes diversity amongst its fellows, students, employees, members and visitors, recognising the particular contributions to the achievement of its educational purposes that can be made by individuals from a wide range of backgrounds and experiences.

THE COMMITMENT - Equality and Diversity Policies

Whether we are employees or students, we all have a role to play in promoting diversity and making LMH a place where:

- a person’s individual characteristics are respected and catered for; and
- people are treated equally and fairly.

Supporting this document are appendices providing additional details.

We are required to have this and related policies by law. However, we think it is important to have them for other reasons, in particular, their alignment with the College’s history and values.

Our policies in this area are underpinned by the following legislation:

- Equal Pay Act 1970
- The Equality Act 2010 and Public Sector Equality Duty

The Public Sector Equality Duty has two main aims:

To promote equality of opportunity in relation to each of the ‘protected characteristics’ and

To eliminate discrimination, harassment and victimisation.

Lady Margaret Hall is committed to providing a learning, working and social environment in which the rights and dignity of all its members are respected, and which is free from prejudice, intimidation and all forms of harassment, including bullying. We seek to ensure that no-one suffers, either directly or indirectly, as a result of discrimination.

In order to realise these commitments, the College will:

- promote the aims of this Policy;
be proactive in eliminating discrimination, including harassment and bullying, and promoting equality of opportunity through training and publication of detailed guidance, available to all employees and students;  
have regard to its obligations under relevant legislation and to update our policies in accordance with any amendments to existing legislation or the introduction of new legislation; and  
regularly review the terms of this Policy and all associated codes of practice and guidance.

Student Body
In relation to students, the College aims to provide education of excellent quality for all its students, whatever their background. In pursuit of this aim, the College is committed to using its best endeavours to ensure that all of its activities are governed by principles of equality of opportunity, and that all students are helped to achieve their full academic potential. This statement applies to recruitment and admissions, to the curriculum, teaching and assessment, to welfare and support services, as far as the College takes the lead in these matters, and when it does not it will act in its support capacity to its best endeavour.

Employment, Recruitment and Selection
We aim, through appropriate training and supervision, to ensure that all employees who are responsible for recruitment and selection are familiar with this Policy and apply it in conjunction with our recruitment policy.

Selection criteria (job description and person specification) will be kept under constant review to ensure that they are objectively justifiable and essential for the effective performance of the job. Selection will focus only on applicants’ suitability for the job and their ability to fulfil the job requirements.

Reasons for the selection and rejection of applicants for vacancies are recorded.

Vacancy Advertising
Wherever possible, vacancies will be notified to job centres, careers offices and local media etc but will always be advertised, at least internally. All advertisements will state ‘Lady Margaret Hall is an equal opportunities employer’.

Personnel Records
In order to ensure the effective operation of the Equal Opportunities Policy (and for no other purpose) a record is kept of job applicants’ sex, race and disability (for those applicants who complete and return our monitoring form).

Training and Development
All non-academic employees are encouraged to discuss their career prospects and training needs with their manager at least annually. Opportunities for promotion and training are communicated and made available to all employees on a fair and equal basis.

Progression within employment will be determined only by personal merit and the application of criteria which are related to the duties of each particular post.

Terms and Conditions of Employment
We will ensure that all of our employment policies, including compensation and benefits, and any other relevant procedures associated with terms and conditions of employment, are formulated and applied without regard to the ‘protected characteristics’ or any other characteristic unrelated to the
performance of the job. These will be reviewed regularly to ensure there is no discrimination. Length of service as a qualifying criterion for benefits will not exceed five years, unless clearly justifiable.

Communication of this Policy

All employees and students will be made aware of this Policy and a copy of the Policy will be included in the Student Handbook and on the College website and Intranet and given to all students and employees on joining us.

Implementation, Monitoring and Review

The HR Manager is responsible for implementing and monitoring this Policy, which will be reviewed on a regular basis and may be changed from time to time.

In the event that the outcome of monitoring discloses a potentially adverse impact on a group or groups, the HR Manager or Senior Tutor will bring this to the attention of the next scheduled Finance Committee and/or Academic Policy Committee for consideration and action including further research, where appropriate.

Any queries or comments about this Policy should be addressed to the HR Manager, for non-academic employees, or to the Senior Tutor, for academic employees and students.

RESPONSIBILITY

Governing Body and its Committees

The overall responsibility for implementing and monitoring the effectiveness of this policy rests with the senior management and Fellows of Lady Margaret Hall. Direct responsibility rests with the College’s Equality Committee.

We will exercise the principles of proportionality and relevance. By this we mean that the weight we give to equality will be proportionate to its relevance to a particular function. The greater the relevance of a function to equality, the greater regard we will pay to it.

HR Manager

The HR Manager is responsible for the day-to-day operation and monitoring of the College’s Equal Opportunities Policy and for ensuring compliance with the relevant statutory framework. The HR Manager reports to the Treasurer and Governing Body and reports job application monitoring statistics annually to the Equality Committee.

Similarly, the Senior Tutor is responsible for the day-to-day operation and application of the College’s Equal Opportunities Policy for LMH students and academic staff. The Senior Tutor reports annually to the Academic Policy Committee and Governing Body concerning student admissions and progress.

Departments

Departmental managers within the College are also responsible for the day-to-day implementation and delivery of this Policy. The College will provide relevant training for all employees on their responsibilities and duties under this Policy.

All employees and students

We expect everyone who works and studies with us to be treated, and to treat others, with respect. All members of the College have an individual responsibility to ensure that they comply with this Policy.
COMPLAINTS

Lady Margaret Hall takes seriously any breach of this Policy. The College encourages any current student or employee who has a complaint concerning a breach or potential breach of this Policy to bring such a complaint to the College using the staff grievance procedure outlined in the Employee Handbook, the student complaints procedure outlined in the Student Handbook and Regulations, or where appropriate, the College Code of Practice on Harassment. Support is available from the student and staff Harassment Officers.

College members or employees who believe they are subjected to discrimination should be able to seek advice and support in confidence. The HR Manager or Staff Equality Advisors are available for employees for these purposes. Other College members may refer to the Senior Tutor or Academic Harassment Officers.

Allegations regarding a potential breach of this Policy will be treated in confidence and investigated in accordance with detailed procedures. Individuals who make such allegations in good faith will not be victimised or treated less favourably as a result. False allegations of a breach in this Policy which are found to have been made in bad faith will, however, be dealt with under the appropriate disciplinary procedures.

All individuals will be personally accountable for their behaviour, actions and/or lack of actions, in cases of complaint or harassment.

FURTHER INFORMATION

Full details of LMH’s Equal Opportunities Policy, with detailed appendices, are available on the College Intranet site (https://intranet.lmh.ox.ac.uk) for employees and students.

These policies need to be updated regularly. You can help by telling us what new things we may need to include and how they can be improved. We are always interested in good practice. If you can help us, please let us know.

If you would like this document in other formats such as large print, audio CD or in another language, please contact hrmanager@lmh.ox.ac.uk

Appendix 7: Policy on Harassment (including procedures)

Introduction

1. Lady Margaret Hall does not tolerate any form of harassment or victimisation and expects all members of the College community, its visitors and contractors to treat each other with respect, courtesy and consideration.

2. The College is committed to fostering an inclusive culture which promotes equality, values diversity and maintains a working, learning and social environment in which the rights and dignity of all members of the College community are respected.

3. The aims of the College as reflected in this Policy are to:
   a. Promote a positive environment in which people are treated fairly and with respect;
   b. Make it clear that harassment is unacceptable and that all members of the College have a role to play in creating an environment free from harassment;
   c. Provide a framework of support for staff and students who feel they have been subject to harassment; and
   d. Provide a mechanism by which complaints can wherever possible be addressed in a timely way.

4. Those in positions of authority within the College, such as the Principal, Vice-Principal (Welfare Fellow), Treasurer, Domestic Bursar, HR Manager and Senior Tutor, have formal responsibilities under this Policy and are expected to familiarise themselves with the Policy and Procedures on appointment. All members of Governing Body and People Managers of the College have a duty to implement this Policy and to make every effort to ensure that harassment and victimisation do not occur in the areas for which they are responsible and that, if they do occur, any concerns are investigated promptly and effectively.

5. All members of the College community have the right to expect professional behaviour from others, and a corresponding responsibility to behave professionally towards others. All members of the College community have a personal responsibility for complying with this Policy and Procedure and must comply with and demonstrate active commitment to this Policy by:
   a. Treating others with dignity and respect;
   b. Discouraging any form of harassment by making it clear that such behaviour is unacceptable; and
   c. Supporting any member of the College who feels they have been subject to harassment, including supporting them to make a formal complaint if appropriate.

6. This Policy and Procedures are designed to deal with harassment which occurs primarily within the environment of one or more colleges. Incidents of harassment that occur outside the College environment and/or solely within the University environment will normally be dealt with under the appropriate University procedure. If there is doubt as to whether the College or University

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2 [www.admin.ox.ac.uk/eop/harassmentadvice/policyandprocedure/](http://www.admin.ox.ac.uk/eop/harassmentadvice/policyandprocedure/)
procedure applies, you are advised to seek advice from the relevant College officers described in this Procedure, the Director of Student Welfare and Support Services or the University’s Harassment Line.

7. This Policy and Procedures should be read alongside other Lady Margaret Hall policies and procedures, including Equal Opportunities Policy, Code of Conduct on Professional Relationships and the relevant disciplinary rules and procedures and complaints/grievance procedures as detailed in the relevant staff/student handbook or for academic staff Statute XVIII. These can be found on the College intranet site.

8. Any member of the College community who feels they have been subject to harassment can also contact the University Harassment Advisory Service, or their local Harassment Advisor, for support. The Service is also available to those against whom an allegation of harassment has been made. Other sources of help and advice can be found at: www.admin.ox.ac.uk/eop/harassmentadvice.shtml

1 Definitions

9. A person subjects another to harassment where they engage in unwanted and unwarranted conduct which has the purpose or effect of:

- violating another person’s dignity, or
- creating an intimidating, hostile, degrading, humiliating or offensive environment for another person.

The recipient does not need to have explicitly stated that the behaviour was unwanted.

10. Freedom of speech and academic freedom are protected by law though these rights must be exercised within the law. Vigorous academic debate will not amount to harassment when it is conducted respectfully and without violating the dignity of others or creating an intimidating, hostile, degrading, humiliating or offensive environment for them.

11. Bullying is a form of harassment and may be characterised as offensive, intimidating, malicious or insulting behaviour, or misuse of power through means intended to undermine, humiliate, denigrate or injure the recipient.

12. The College seeks to protect any member of the College community from victimisation, which is a form of misconduct which may itself result in a disciplinary process. The College will regard as victimisation any instance where a person is subjected to detrimental treatment because they have, in good faith:

a) made an allegation of harassment, or
b) indicated an intention to make such an allegation, or
c) assisted or supported another person in bringing forward such an allegation, or
d) participated in an investigation of a complaint, or
e) participated in any disciplinary hearing arising from an investigation, or
f) taken any other steps in connection with this Policy and Procedure, or
g) is suspected of having done so.
2 Behaviours

13. Harassment may involve repeated forms of unwanted and unwarranted behaviour, but a one-off incident can also amount to harassment.

14. The intentions of the alleged harasser are not always determinative of whether harassment has taken place. The perception of the complainant and the extent to which that perception is in all the circumstances reasonable will also be relevant.

15. Being under the influence of alcohol, drugs or otherwise intoxicated is not an excuse for harassment.

16. Harassment can take a variety of forms:

   a) Through individual behaviour
      • face to face, either verbally or physically
      • through other forms of communication, including but not limited to, written communications and communications via any form of electronic media or mobile communications device: such behaviour may also amount to a breach of the rules set out by LMH and the University which can be found at http://www.it.ox.ac.uk/rules.
      • directly to the person concerned, or to a third party
   b) Through a prevailing workplace or study environment which creates a culture which tolerates harassment or bullying, for example the telling of homophobic or racist jokes.

17. Examples of behaviour which may amount to harassment under this Policy include (but are not limited to) the following:

   a) unwanted physical contact, ranging from an invasion of space to an assault, including all forms of sexual harassment, including:
      • inappropriate body language
      • sexually explicit remarks or innuendoes
      • unwanted sexual advances and touching
   b) offensive comments or body language, including insults, jokes or gestures and malicious rumours, open hostility, verbal or physical threats: these include all forms of harassment and abuse on the grounds of disability, race or sexual orientation
   c) insulting, abusive, embarrassing or patronising behaviour or comments
   d) humiliating, intimidating, and/or demeaning criticism
   e) persistently shaming at, insulting, threatening, disparaging or intimidating an individual
   f) constantly criticising an individual without providing constructive support to address any performance concerns
   g) persistently overloading an individual with work that they cannot reasonably be expected to complete
   h) posting offensive comments on electronic media, including using mobile communication devices
   i) threatening to disclose, or disclosing, a person’s sexuality or disability to others without their permission
   j) deliberately using the wrong name or pronoun in relation to a transgender person, or persistently referring to their gender identity history
   k) isolation from normal work or study place, conversations, or social events
   l) publishing, circulating or displaying pornographic, racist, homophobic, sexually suggestive or otherwise offensive pictures or other materials.
18. Stalking may also be a form of harassment and may be characterised by any of the following repeated and unwanted behaviours:

a) Following a person;
b) Contacting, or attempting to contact, a person by any means;
c) Publishing any statement or other material –
   • Relating or purporting to relate to a person, or
   • Purporting to originate from a person;
d) Monitoring the use by a person of the internet, email or any other form of electronic communication;
e) Loitering in any place (whether public or private);
f) Interfering with any property in the possession of a person;
g) Watching or spying on a person including through the use of CCTV or electronic surveillance.

3 Application of the Policy
19. Harassment is a serious offence. Any member of the College community who feels they have been subject to harassment can make a complaint via the appropriate Procedure: see Annexe A for the Procedure in relation to complaints about staff; and Annexe B for the Procedure in relation to complaints about students.

20. When a criminal offence may have been committed, the relevant harassment Procedure may not be appropriate. These cases will include, but not be limited to, serious assault or threat of serious assault. Student members can seek advice from an Harassment Advisors (Support Staff – Kate Hunt, Head Gardener and Sean Ryan, Estates Manager; Academic Staff – Prof Christine Gerrard and Dr Jochen Koenigsmann) or Welfare Fellow (Vice Principal) or the Director of Student Welfare and Support Services at the University and/or approach the Police directly; and staff members can seek advice from an Harassment Advisor (as detailed on the College intranet site) or the Human Resources Manager and/or approach the Police directly. Further guidance on dealing with cases of sexual assault or sexual violence is available from the University at Guidance for staff on handling cases of sexual assault or sexual violence.

21. Incidents of harassment that occur outside of the College environment and within the University environment will normally be dealt with under the appropriate University procedure. These procedures can be found at: www.admin.ox.ac.uk/eop/harassmentadvice/policyandprocedure/

22. If a complainant is deemed to have known or to have reasonably been expected to know that a complaint was unfounded, the allegation of harassment may be judged to be vexatious or malicious, and disciplinary action may be taken against them. No action will be taken if a complaint which proves to be unfounded is judged to have been made in good faith.

23. All parties involved in a complaint (including any witnesses who may be interviewed as part of any investigation, or trade union representatives supporting any of the parties) should maintain the confidentiality of the process. Those involved in advising complainants should, where possible, seek the consent of the individual for the onward disclosure of relevant information to those with a clear need to know. Where such consent is not forthcoming, the person entrusted with the information
should make it clear that, in exceptional circumstances, it may be necessary to disclose the information, taking account of the duty of care which may be owed to the individual and/or others.

24. This Policy and Procedure may be found at the College intranet site or are available in hard copy from the HR Manager or Senior Tutor’s Administrator. Copies in alternative formats are available on request.

25. This Policy and Procedure will be subject to regular review by the Colleges Equality Committee.

Annex A: Complaints of harassment against College staff

1. The Procedure below applies in all cases where the person who is the subject of the complaint is a member of College staff, or who has an association with a particular college, short of an employment contract. The Principal (Academic Staff) or Treasurer (Support Staff) will have oversight of all cases, and will take the lead as appropriate in liaising with other parts of the collegiate University according to specific circumstances. He/she may choose to delegate management of a complaint to a Case Lead who may be the relevant Head of Department or HR Manager or the Senior Tutor (or another suitable person) academic staff.

2. Where the complainant is a student, support during this process will be provided by the Welfare Fellow and, where relevant, the Director of Student Welfare and Support Services at the University.

3. This procedure may not be applicable where the allegations are of behaviours that may attract criminal sanction. These cases may include, but are not limited to, serious assault or threat of serious assault. This procedure therefore focuses on complaints of harassment that can be dealt with within the College environment. However, it also includes the procedure for informing and receiving support from the College in cases where there is police involvement.

Initial action

4. The Procedure below assumes that the individual has not been able first to resolve the issue through an informal approach. If a member of staff wishes to seek informal resolution, they should approach their Manager, the HR Manager, Head of Department or Treasurer (support staff) or Principal, Vice Principal or Senior Tutor (Academic Staff) or to ask for help in achieving a resolution of the problem. Students should seek support from the Welfare Fellow. At no time should a student or staff member feel obliged to approach an alleged harasser.

5. In some situations, it may be appropriate to ask the parties to consider entering into a mediation or conciliation process. Although mediation or conciliation may be attempted at any time before or after a formal investigation, it may be particularly helpful if it is considered at an early stage before the formal procedure is invoked.

6. In the case of a complaint involving two members of staff, an experienced mediator or conciliator acceptable to both parties will normally be nominated by the Principal (Academic Staff) or Treasurer (Support Support) or Case Lead, who may seek advice from the University’s Director of Human Resources if appropriate, for example, in the case of a joint appointment. In the case of a complaint involving a member of staff and a student, the Principal (Academic Staff) or Treasurer (Support Support) or Case Lead will consult the Welfare Fellow, who may seek advice from the Director of Student Welfare and Support Services as appropriate. The mediator or conciliator will meet with the parties separately and as soon as practicable to begin to seek a resolution. The normal expectation is that resolution would be achieved within 20 working days of the initial meetings with the parties (although this time limit may be extended by agreement). Any agreed outcome will normally be recorded in writing.
7. All those involved in the mediation or conciliation process must maintain appropriate confidentiality.

3.1 Complaints procedure

8. If informal action does not succeed in resolving the situation, or would not be appropriate given the nature of the complaint, the complainant should make a written complaint. If the complainant is a member of staff, the complaint should be submitted to the Principal (Academic Staff) or Treasurer (Support Staff). If the complainant is a student, the complaint should be submitted to the Welfare Fellow who will then communicate it to the Principal or Treasurer. On receipt of a complaint the Principal or Treasurer may choose to delegate management of the complaint to a Case Lead. A student complainant may also seek support as relevant from the Director of Student Welfare and Support Services. In cases where it is not immediately clear to whom a complaint should be addressed, or if the complainant feels it is not appropriate to approach the Principal or Treasurer, or wishes to make a complaint against the Principal or Treasurer advice may be sought from Harassment Advisors. Students and staff can seek support from College Harassment Advisors throughout the complaints process. If the student or staff member does not feel comfortable contacting a College Harassment Advisor, they can contact the Harassment Line for details of another advisor (Tel. 01865 270760 or e-mail harassment.line@admin.ox.ac.uk).

3.2 Submission of the complaint

9. In the submission to the Principal or Treasurer, the complainant should set out as clearly and succinctly as possible
   a) the nature of the behaviour that they are concerned about;
   b) the effect of this behaviour on them; and
   c) the resolution they are seeking.

The complaint should include dates and details of any witnesses to any incidents referred to in the complaint, together with any documentary evidence. The complainant should also explain what attempts, if any, have been made to resolve the difficulties and the outcome they are seeking.

10. Every effort will be made to achieve a prompt resolution to the complaint – the aim being to conclude the investigation within a period of no more than six weeks. Both the complainant and the person who is the subject of the complaint will be expected to co-operate with the College in achieving that result. In exceptional cases, an investigation may take longer than six weeks, and both parties will be kept updated about the progress of the investigation.

11. Both parties to the complaint have the right to be accompanied and supported by a trade union representative or by a colleague of their choice from within the College at any meeting held under this procedure. If the complaint involves a student they may be accompanied by another student member of the College or a member of the College’s welfare team, a senior member of the College, or a member of staff from OUSU’s Student Advice Service. These people must maintain appropriate confidentiality.

12. There may be circumstances in which an aggrieved party is not willing, or able, to make a formal complaint but the Principal, Treasurer, Case Lead or Welfare Fellow considers that the implications for the aggrieved person or others actually or potentially affected are serious. This may include cases where other parties, but not the aggrieved party, have made a complaint. In this case, the Principal or other senior member may initiate an investigation and make a decision on further action on the basis of such evidence as is available.
3.3 Action by the Case Lead on receipt of a complaint

13. On receipt of a complaint, the Case Lead will, in consultation with the Welfare Fellow in the event of a student complainant, take such steps as they think necessary or appropriate to understand the nature of the complaint and the outcome sought which may include:

   a) informing the person against whom a complaint has been made of the allegations against him or her;
   b) meeting separately with the complainant and the alleged harasser (at which meetings they should be provided with the right to be accompanied);
   c) speaking to other relevant people on a confidential basis; and/or
   d) obtaining further relevant information.

14. The Case Lead will then decide how to proceed and will inform the parties in writing. They may make such enquiries as are necessary to determine the complaint, or may commission an investigation, where circumstances preclude them from concluding the matter in a timely fashion.

15. The Case Lead may also determine that immediate interim action is necessary pending the outcome of a formal process.

3.4 Investigation

16. The purpose of an investigation is to establish the relevant factual evidence in connection with the allegation(s) made by the complainant.

17. As a general rule, the Investigator should not have had previous involvement with the issues in the case. The investigation should be concluded as soon as is reasonably practicable. The Investigator will prepare a report and may, if specifically requested to do so by the Case Lead, make recommendations on possible courses of action.

18. The Case Lead will inform the complainant and the person who is the subject of the complaint in writing (i) of the conclusions they have reached having reviewed the evidence, including any investigation report; (ii) of the action the Case Lead intends to take; and (iii) of the reasons for any such action.

19. The Case Lead will also inform any other parties who have been asked to participate in an investigation that the investigation has been concluded.

3.5 Investigation procedure

20. The procedure for an investigation will normally be as follows, but may be adapted by the Investigator to meet the needs of the case:

   a. The Investigator will meet the complainant to confirm the details of the complaint.
   b. The complaint as clarified will be forwarded to the person complained against together with any other relevant material that the Investigator has.
   c. The Investigator will interview, where reasonably practicable, individuals identified by the complainant as having relevant evidence.
   d. The Investigator will meet the person complained against to hear their response to the complaint and any further evidence that has come to light.
   e. The Investigator will interview, where reasonably practicable, individuals identified by the person complained against as having relevant evidence.
Having considered all the evidence, including any relevant documents, the Investigator will prepare a written report of their findings, in relation to which they may check relevant sections in draft with the parties before finalising.

g. The report will be forwarded to the Case Lead and, if the complainant is a student, normally a copy will be sent to the Welfare Fellow. In cases involving students, consent should be sought from the complainant to inform their department if appropriate. The Welfare Fellow will ensure that appropriate support is available to students following an investigation.

3.6 Possible outcomes of a complaint

21. Depending on the nature of the complaint and the evidence found, including the findings of any investigation report, the Case Lead, in consultation with relevant College Officer(s) and, in the event of a student complainant, the Welfare Fellow, will either:

a) Take no further action, other than, where appropriate, implementing or suggesting steps that would help to restore reasonable professional relationships between the parties.

or

b) Initiate resolution of the issues (e.g. by requiring that certain individuals undergo specific training, or implementing practical arrangements to improve professional relationships). If a successful resolution is achieved the case will be closed, but the situation will be monitored for an appropriate period.

or

c) Institute disciplinary proceedings where the Case Lead is reasonably satisfied that there is evidence to support allegations of harassment of a sufficiently serious nature that should be further examined through the disciplinary process. In this event, the Case Lead will determine what intermediate measures are necessary, including any re-allocation of duties, in consultation as appropriate with the relevant department.

or

d) In rare cases disciplinary action may be instituted against the complainant if the Case Lead is satisfied that the complaint of harassment is unfounded and not made in good faith.

3.7 Appeal from the Case Lead’s decision

22. If either party does not accept the outcome of the complaint (including any judgement that the complaint was vexatious), they may invoke the relevant grievance or complaint procedure within the time scales specified. For staff see the grievance procedure and for students see the complaints procedure as detailed in the undergraduate and post graduate handbooks. If the complainant is a student, a Completion of Procedures letter should be issued.

23. If a student complainant is not satisfied with the outcome following the investigation of the formal written complaint, they may be able to apply to the Office of the Independent Adjudicator for Higher Education (OIA) for a review of the case. They must do so within three months of the date of the Completion of Procedures letter.
3.8 Confidentiality

24. Information concerning allegations of harassment must so far as reasonably possible be held in confidence by those to whom it is divulged. Unnecessary disclosure of such allegations may attract disciplinary sanction. Information will be shared on a need-to-know basis, including as appropriate with the individual against whom a complaint is brought. Once a formal complaint is pursued, it is likely to be appropriate and/or necessary for certain information to be provided to others within the College, the University, or to external bodies.

25. Those to whom disclosure may be made outside the University include the police, the Office of the Independent Adjudicator ("OIA") and the civil and criminal courts. The College will not normally report a matter to the police without the complainant’s agreement, except in those rare circumstances where there is sufficient evidence to suggest that an individual poses an extreme risk.

3.9 Records

26. The College and all those involved in this process must comply with the principles of the Data Protection Act 1998. These include ensuring that personal data is kept accurate and up-to-date, held securely, and not kept for longer than necessary.

27. Those interviewed in the course of any investigation will be asked to review the notes of their individual discussions with the Investigator as soon as is reasonably possible in order to comment on any inaccuracies or omissions.

28. The Case Lead and if the student is a complainant, the Welfare Fellow, should be consulted about filing and retaining any notes and documents, all of which must be held in confidence. The HR Office and Academic Office will retain anonymous statistics of complaints and the outcome for monitoring purposes.

3.10 Annex B: Complaints of harassment against students

1. This Procedure is designed to deal with student complaints of harassment by other students that arise in a College context. Complaints of harassment brought by students against college-only staff will be dealt with under the staff Procedure above, and complaints by students against University staff will be dealt under the University Procedure. In all cases a student complainant will be supported by the Welfare Fellow and, if appropriate, the Director of Student Welfare and Support Services. If a student is unsure whether a particular instance of harassment falls under the University’s procedures or College procedures, they should seek advice from the Welfare Fellow, Director of Student Welfare and Support Services (DSWSS) at the University or a Harassment Advisor.

2. If a member of College staff wishes to make a complaint of harassment against a student, this will normally be considered as a disciplinary issue. In the first instance, a member of staff should seek support and guidance from the Principal (Academic Staff) or Treasurer (Support Staff), who should consult the Welfare Fellow and/or DSWSS as relevant.

3. The Welfare Fellow and Harassment Advisors can provide support to students, and to staff requiring advice on student cases. The Welfare Fellow will have oversight\(^3\) of all cases referred to them under this Procedure, and will take the lead as appropriate in liaising with other parts of the collegiate University. The Welfare Fellow will act as a source of information and advice for the College on student cases of harassment, and will make referrals as appropriate. They will also be responsible for recording and reporting of cases referred to their office under this Procedure.

\(^3\) Oversight in this context refers to the Welfare Fellow being aware of all cases so as to ensure the provision of appropriate support to students.
4. In serious cases, it is likely to be appropriate to proceed directly to stages 2 and 3 of this Procedure.

5. This complaints procedure may not be applicable where the allegations are of behaviours that may attract criminal sanction. These cases may include, but are not limited to, cases of serious assault or threat of serious assault. In the first instance such allegations will normally be a matter for police investigation and action. The complaints Procedure therefore focuses on complaints of harassment which can be dealt with within the College environment. However, it also includes the procedure for informing and receiving support from the College in cases where there is police involvement.

3.11 Stage 1 - Informal action

6. In some cases, a student who feels that they are being harassed by another student may feel able to approach the person in question to explain what conduct they find upsetting, offensive or unacceptable, and to ask that person to refrain from that behaviour. At no time should a student feel obliged to approach an alleged harasser, and the College does not wish to suggest that a student who feels that they have been harassed is responsible for rectifying the situation. It may often be appropriate to proceed directly to stages 2 and 3 of the procedure.

7. Before taking informal action, the student could discuss the situation with a College Harassment Advisor. If the student does not feel comfortable contacting a College Harassment Advisor, they can contact the Harassment Line for details of another advisor (Tel. 01865 270760 or e-mail harassment.line@admin.ox.ac.uk). Harassment Advisors will not approach the alleged harasser on behalf of an individual. Details of the role of the harassment advisor can be found at www.admin.ox.ac.uk/media/global/wwwadminoxacuklocalsites/equalityanddiversity/documents/harassment/role.pdf.

8. Other sources of advice when considering informal resolution include the Senior Tutor, Treasurer, JCR and MCR welfare representatives of officers, Student Peer Supporters, and OUSU’s Student Advice Service (Tel. 01865 288466 or e-mail advice@ousu.org).

9. These sources of support and advice are also available to students who have been accused of harassment.

3.12 Stage 2 - Student Welfare and Support Services

10. If informal action does not succeed in resolving the situation, or would not be appropriate given the nature of the behaviour, the Welfare Fellow and Harassment Advisors are available for support and advice to any student who feels that they are being harassed. Students can contact the Welfare Fellow by e-mail: [helen.barr@lmh.ox.ac.uk].

11. The Welfare Fellow will refer the student to a staff member trained in dealing with harassment cases, normally a Harassment Advisor. This staff member will be available to support the student throughout the process, including if they decide to move to stage 3 and make a formal complaint, and will also provide support following the outcome of any formal complaint. The Welfare Fellow will oversee all cases, and will advise and take action as appropriate. Actions taken will vary depending on the case. Actions taken by the trained staff member may include:
   a) Giving advice on options for ways to proceed, and helping the student to make decisions on the action they want to take
   b) Referring the student to appropriate support services (such as the Student Counselling Service, Harassment Advisors and OUSU Student Advice Service).

Actions taken by the Welfare Fellow may include:
c) Facilitating a mediation or conciliation process between the student and the alleged harasser, if both parties agree. An experienced mediator or conciliator acceptable to both parties will normally be nominated by the Welfare Fellow, who may seek advice from the University’s Director of Student Welfare and Support Services. The mediator or conciliator will meet with the parties separately and as soon as practicable to begin to seek a resolution. The normal expectation is that resolution would be achieved within 20 working days of the initial meetings with the parties (although this time limit may be extended by agreement). Any agreed outcome will normally be recorded in writing. All those involved in the mediation or conciliation process must maintain appropriate confidentiality.

d) Referring a case to the University, if it transpires that the alleged harassment did in fact take place outside of the College environment and within the University environment.

e) Ensuring that relevant members of staff within the collegiate University are informed of the case if appropriate, with the student’s consent, and having due regard for obligations of confidentiality owed to others.

12. Support from the Welfare Fellow and Harassment Advisors, or those designated by them is also available to students against whom complaints of harassment have been made. Actions taken will vary depending on the case, but the support will be equivalent to that available to a student who feels that they are being harassed by another student, including referral to appropriate support services, and facilitation of a mediation or conciliation process if both parties agree. The Welfare Fellow will ensure that, where a complainant and a student complained against are both seeking support, they will be dealt with by different members of staff, who will maintain appropriate confidentiality.

13. Support from the Welfare Fellow and Harassment Advisors is also available to students who wish to make or have made a complaint of harassment against a member of staff, under the staff Procedure in Annexe A.

14. Brief records will be kept of all meetings held and actions taken in relation to the case at this stage. These records will be managed in accordance with the principles of the Data Protection Act 1998. These include ensuring that personal data is kept accurate and up-to-date, held securely, and not kept for longer than necessary.

3.13 Stage 3 - Formal written complaint - Senior Dean

15. If action taken at stages 1 or 2 does not succeed in resolving the situation, or would not be appropriate given the nature of the complaint, the student should make a formal written complaint to the Senior Dean (Investigator). In some cases, it will be appropriate to proceed directly to this stage. In these cases, if the complainant has not already been offered appropriate support from a trained member of staff, this will happen.

16. The complaint should normally be made as soon as possible after the event(s) to which it refers, or normally within one month of the completion of any resolution attempts made at stages 1 and 2.

17. The complainant should set out as clearly and succinctly as possible
   a) the nature of the behaviour that they are concerned about;
   b) the effect of this behaviour on them; and
   c) where possible, the resolution they are seeking.

The complaint should include dates and details of any witnesses to any incidents referred to in the complaint, together with any documentary evidence. The complainant should also explain where appropriate any attempts that have been made to resolve the difficulties and, where possible, the
outcome they are seeking. If the complainant has already made a statement about the behaviour under stage 2, this may be sent as their formal written complaint, with the proviso that the Senior Dean (Investigator) may request further information.

18. The Senior Dean (Investigator) or another person appointed by them, the Investigator, will investigate the case to establish the relevant factual evidence and decide on any actions which should be taken. This may include:

   a) informing the person against whom a complaint has been made of the allegations against him or her;
   b) meeting separately with the complainant and the alleged harasser;
   c) speaking to other relevant people on a confidential basis; and/or
   d) obtaining further relevant information.

At all times both parties will have the right to be accompanied at meetings by another student member of the College, a member of the College welfare team, a senior member of the College, or a member of staff from OUSU's Student Advice Service.

19. Every effort will be made to achieve a prompt outcome to the complaint – the aim being to conclude the complaint within a period of one month. Both the complainant and the student who is the subject of the complaint will be expected to co-operate with the College in achieving that result. If it is not possible to resolve the issue within this timeframe, for example for reasons of complexity or the absence of relevant parties from Oxford, both parties will be kept informed.

20. At all times both the complainant and the student complained against will be kept informed of proceedings, and will be referred as appropriate to sources of support and advice. Both parties will be informed in writing of the outcome of the investigation of the complaint.

21. In some circumstances, in the interests of the complainant and/or the student complained about, it may be necessary for interim action to be taken, pending the outcome of the investigation. This may include making arrangements to limit contact between the parties concerned.

22. Investigation of a formal written complaint of harassment may result in:

- Deciding that the alleged harasser should face disciplinary procedures
- Taking actions in College, or recommending to a department/faculty actions to take, including making arrangements to limit contact between the parties concerned. The Principal or head of department will have responsibility for implementing and monitoring any actions. The Welfare Fellow and University Director of Student Welfare and Support Services will be available to advise
- Referring either or both parties to appropriate support services
- Referring a case to the University, if it transpires that the alleged harassment did in fact take place outside of the College environment and within the University environment.
- Taking no further action other than, where appropriate, implementing or suggesting steps that would help to restore reasonable relationships between the parties. This approach will usually be appropriate where the claim(s) of harassment are considered to be unfounded and where there is a continuing relationship between the parties
- In rare cases disciplinary action may be instituted against the complainant if there is evidence that the complaint of harassment is unfounded and not made in good faith.

23. If the complainant is not satisfied with the outcome following the investigation of the formal written complaint, they may be able to appeal this decision using the complaints procedure as detailed in the Undergraduate or Postgraduate handbook/Conference of Colleges Appeals Tribunal if applicable or, if they have exhausted all mechanisms of appeal within College, apply to the Office of the Independent Adjudicator for Higher Education (OIA) for a review of the case. The
complainant should seek advice from Welfare Fellow or a Harassment Advisor if they are considering taking this action. If applying to the OIA they must do so within three months of the date of the Completion of Procedures letter.

24. Following the outcome of the complaint, the Welfare Fellow will take such action, including informing others, and arranging for support for all parties following the outcome, as may be appropriate in the circumstances.

25. There may be circumstances in which an aggrieved party is not willing, or able, to make a formal complaint but the Welfare Fellow considers that the implications for the aggrieved person or others actually or potentially affected are serious. This may include cases where other parties, but not the aggrieved party, have made a complaint. In this case, the Head of House or other senior member may initiate an investigation and make a decision on further action on the basis of such evidence as is available.

3.14 Referrals

26. On occasion, complaints of harassment which should be considered under this Procedure may be made to staff other than the Welfare Fellow. In this situation, staff should explain the Procedure, and ask the complainant if they would like the case referred to the Welfare Fellow, so that they can receive support from a trained staff member, or submit a formal written complaint.

27. If a student does not wish to seek support and advice, or to make a complaint, under stages 2 or 3 of this Procedure, or if there are queries about the procedure to be followed, staff can contact the Welfare Fellow or DSWSS for advice on a confidential basis.

28. There may be occasions where a student does not wish to seek support and advice or to make a complaint under stages 2 or 3 of this Procedure, but where the Welfare Fellow considers that the implications for the individual and/or for others actually or potentially affected are serious. This may include cases where other parties, but not the aggrieved party, have made a complaint. In such circumstances the Welfare Fellow may initiate an investigation and make a decision on further action on the basis of such evidence as is available. The individual’s consent will normally be sought if disclosure is to be made, and a decision on disclosure would be made at a senior level.

3.15 Potentially criminal misconduct

29. This Procedure may not be applicable where the allegations are of behaviours that may attract criminal sanction. This would include, but not be limited to, cases of serious assault or threat of assault. Where the complaint is of potentially serious criminal behaviour by a student, the College should consider whether it would be appropriate for the University to investigate, given the University’s access to experienced external investigators. Further guidance on cases of sexual assault and sexual violence, including support available, is available from the University at www.admin.ox.ac.uk/eop/harassmentadvice/policyandprocedure/guidance/. Issues including but not limited to those around teaching, examinations and accommodation/social activity may need to be considered.

30. Support for any student affected by such an incident may be sought from the Welfare Fellow, Harassment Advisors or the DSWSS for advice on a confidential basis.

4 Any member of the collegiate University can also contact the Proctors for advice and information on any matter.
31. In addition the Welfare Fellow will consider whether it is appropriate to make recommendations to appropriate bodies regarding arrangements that would have the purpose of limiting contact between students for so long as may be considered reasonably necessary.

3.16 Confidentiality

32. Information concerning allegations of harassment must so far as reasonably possible be held in confidence by those to whom it is divulged. Unnecessary disclosure of such allegations may attract disciplinary sanction. Information will be shared on a need-to-know basis. Once a formal complaint is pursued, it is likely to be appropriate and/or necessary for certain information to be provided to others within the College, the University, or to external bodies.

33. Those to whom disclosure may be made outside the University include the police, the Office of the Independent Adjudicator ("OIA") and the civil and criminal courts. The College will not normally report a matter to the police without the complainant’s agreement, except in those rare circumstances where there is sufficient evidence to suggest that an individual poses an extreme risk.

3.17 Records

34. The College and all those involved in this Procedure must comply with the principles of the Data Protection Act 1998. These include ensuring that personal data is kept accurate and up-to-date, held securely, and not kept for longer than necessary.

35. Those interviewed in the course of any investigation by the investigator will be asked to review the notes of their individual discussions with the investigator as soon as is reasonably possible in order to comment on any inaccuracies or omissions. All notes will be preserved during the process and until such time as the College’s internal processes and any external processes are concluded.

36. The Welfare Fellow should be consulted about filing and retaining any notes and documents related to this Procedure, all of which must be held in confidence. The HR Office and Academic Office will retain anonymous statistics of complaints and the outcome for monitoring purposes.

Appendix 9: Code of Practice on Confidentiality

This document outlines College policy in two related areas:
i) confidentiality of information on the part of welfare advisers
ii) guidance as to how information about students should be circulated amongst College officers.

A. CONFIDENTIALITY

The term ‘adviser’ is used here to denote anyone whom a student consults for welfare advice in an official capacity.

These include JCR and MCR Welfare officers, Peer Supporters and Junior Deans; the Principal, Tutors/College Advisers, the Welfare Adviser, the Welfare Fellow, the College Nurse, the Chaplain, and other College officers.

Medical practitioners and counsellors (including those at the University Counselling Service) also have their own professional guidelines. For more detail on what follows, see Guidance on Confidentiality in Student Health and Welfare, https://www.ox.ac.uk/media/global/wwwoxacuk/localsites/studentgateway/documents/health/Guidance_on_Confidentiality_in_Student_Health_and_Welfare.pdf

1. The College complies with the statutory principles of privacy and respect for confidentiality most recently defined in the Human Rights Act 1998 and the Data Protection Act 1998. Accordingly, information given in confidence by a student to an adviser will not generally be disclosed to others.
2. The College’s duty of care for the welfare of all its members may make it necessary in exceptional circumstances for confidential information to be disclosed, but only to those who need to know such information in order to exercise that care.
3. Advisers will use their discretion to assess what information needs to be passed, to whom.
4. At the outset of any consultation by a student, an adviser should enunciate principles (1 and 2), and attempt to establish the extent of the confidentiality necessary in the particular case.
5. Consent for onward disclosure should always be sought from a student. The adviser should explain why others may need to know, or why it would be helpful for other advisers to be informed and for advisers to discuss the matter. They should explain that such third parties will also be bound by thesame principles.
6. If consent is not given, the adviser should explain that in exceptional circumstances, some disclosure and consequent action may be necessary because of the duty to protect the student or others from harm. Advisers must be able and prepared to justify any breach of confidentiality on the principle that others need to know to fulfil their duty of care. Examples are, that this or another student carries an infectious medical condition, is at risk of self-harm, has a tendency to violence, or may have committed a sexual assault.
7. Only in exceptional circumstances should families be contacted without the consent of a student.
8. In cases of uncertainty as to whether information should be passed on, or where advisers wish to consult others without betraying confidence, they may do so by outlining the general circumstances of a case to another adviser or officer, ensuring that no name is disclosed either in writing, or orally.
9. Advisers will follow relevant professional advice; for instance, from medical practitioners or the University Counselling Service.
10. Students must also respect privacy, including in e-mails and in more public communications such as the use of social media.
B. WELFARE INFORMATION CIRCUIT

1. Rationale
Information about the welfare of individual students may sometimes be circulated amongst an Inner Ring of College officers: (The Principal, Vice-Principal, Welfare Fellow, Welfare Adviser, College Nurse, Chaplain, Junior Welfare Deans, Senior Tutor, Tutor for Graduates) to enable the College to exercise its duty of care towards all its members.

2. Discretion
Officers will use discretion in circulating information, disclosing only the minimum that needs to be known, and only to those who need to know. (For instance, in explaining that someone has left College for a time, it will often not be necessary to explain precisely why, especially if it involves sensitive personal data.)

3. Guidelines
While the following offers guidelines to the circumstances in which information should be disclosed, these should not be taken as rigid or automatic routes. In each case, the person who first encounters the information, or the person in the inner ring to whom the information is given, should assess who else needs to know, and for what reasons.

E-mail must be used with care to ensure that no inadvertent disclosure takes place, for instance by failing to modify circulation lists and collective addresses, or using ‘Reply all’ thoughtlessly.

a) Medical & Psychological circumstances
In the circumstances listed below, The Inner Ring, Junior Deans, and Personal Tutor or College Adviser should normally be informed. The Tutor for Graduates will decide whether to inform the graduate’s Supervisor.

- Admission to hospital overnight. + College Doctor (message at practice), Lodge
- Emergency medical treatment in hospital. + College Doctor (message at practice)
- Emergency medical treatment in College. + College Doctor (message at practice), Lodge
- Illness leading to leaving College for a time. + Lodge
- Suicide attempts. + College Doctor
- Physical or psychological conditions affecting a student’s ability to work or otherwise function as a member of the community.

Considerable discretion will be necessary here.
- Circumstances affecting family or friends, such as bereavement, serious illness or other troubles, which disturb or distract a student, or cause frequent trips away from College.

Considerable discretion will be necessary.

NB. Students with medical conditions should always be encouraged to seek medical help.

b) Legal circumstances
In the circumstances listed below, The Inner Ring, the Dean, Junior Deans, and Personal Tutor or College Adviser should normally be informed. The Tutor for Graduates will decide whether to inform the graduate’s Supervisor.

- Arrest and detention in Police custody. + Lodge
- Arrest without detention.
- Serious criminal charges laid against a student.
- Student is victim of incident involving Police.
- Theft in College of which student is the victim. + Lodge
4. Information

Disciplinary incidents are normally dealt with by the Dean: information is not more widely circulated, except as follows:

• The Dean will keep the Principal informed of serious disciplinary problems, especially those affecting the public life of the College.
• Persistent or serious misbehaviour in College that could lead to a significant sanction such as being required to live out of college will cause the Dean to inform a student’s tutor.
• Disciplinary procedures will be invoked involving others where offences or procedures go beyond the Deans’ jurisdiction

The Lodge should also be informed in circumstances which involve a student being away from College accommodation for a night, and where there are security issues.

February 2017
Appendix 8: Library Rules

Use of the Library is restricted to members of the College. Visitors may work in the library by appointment, with permission and at the discretion of the Librarian.

All loans are the responsibility of the person whose card they are checked out on. College books should not be borrowed by members of College on behalf of non-members.

The Library is open 24 hours a day for members of the College, except when the College itself is closed. The Library is a quiet environment intended for study; talking should be in a low voice and kept to a minimum.

Books removed from the Library must be properly issued via the self-issue computer, or, if the self-issue computer is out of order, by filling in the borrowing form. Removing books from the Library without going through either of these procedures is theft, and is regarded by the College as a serious disciplinary offence.

Fines for overdue books are charged at 10p per day. These will be charged to your battels, as will be the cost of any book which has been lost (along with a set £10 fine per fine).

Personal possessions are not to be left on desks without dated notes for longer than 24 hours, and must always be left in tidy piles to allow others to use the desks. There will be a 9 a.m. clearance daily.

Smoking, and the bringing of food and drink into the Library is forbidden (with the exception of bottled water, which is allowed). Fines of up to £20.00 may be charged.

Mobile phones and laptops must be switched to silent before entering the Library.

Readers are required to abide by the University’s rules on computer use.

Persistent offenders (3 warnings) against any of the above rules will be referred to the Dean and may be banned from the Library.
Appendix 9: Fitness to Study Procedure

Students may be considered not fit to study if their mental, emotional, or physical state affects their own academic performance, the performance of other students, or presents threats to their own long term health. In these situations, students will be required to intermit their studies, to receive appropriate treatment, and to return only when they are judged fit to study. Where there is disagreement between a student and the College about the student’s fitness to study, the following procedure will be followed:

1. Where the Personal Tutor or the Senior Tutor, the College Adviser or the Tutor for Graduates does not believe that a student is fit to study, they will refer that student to the Welfare Fellow.

2. The Welfare Fellow will meet with the student, the student will be entitled to be accompanied to this meeting by another member of the University.

3. If the Welfare Fellow believes that a student is suffering from a serious problem arising from ill-health (mental, emotional or physical), such that the academic progress or the well-being of the Student or the academic progress or the well-being of other members of the College are being adversely affected, the Welfare Fellow shall refer the student to the College Doctor. Before any such reference is made, the student shall be given a reasonable opportunity to make representations to the Principal as to why such a reference should not take place. If the student is not registered with the College Doctor, then the College Doctor shall be responsible for seeking medical evidence from the student’s registered doctor and may recommend that the Student submit to an independent medical examination at the College’s expense. If a Student fails to co-operate reasonably with the College Doctor’s inquiry, or refuses to provide a medical report, or to attend for the purposes of a medical examination, the matter will be referred by the Welfare Fellow to a Committee of Inquiry (see below).

4. The College Doctor, having considered the evidence available including the background evidence that led to the referral, shall report her findings to the Welfare Fellow. If the Welfare Fellow is of the opinion that further action may be necessary, she shall advise the Principal who will convene a Committee of Inquiry which shall be composed of three members of Governing Body, chosen from the panel of ten agreed by Governing Body. Three members will be chosen by lot, but must include at least one member with at least 10 year seniority. The Committee of Inquiry will not include the student’s Personal Tutor, any of the student’s subject tutors nor any member who has had significant involvement with the student. The Welfare Fellow shall present the case regarding the student to the Panel.

5. In deciding how to proceed, the Committee of Inquiry may refer the student to the University’s Fitness to Study Panel. If such a referral is made, and a recommendation received from the Fitness to Study Panel, the Committee of Inquiry will then meet to decide whether to accept and implement the recommendation. If so, this will be undertaken without a further hearing.

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6 For the purpose of this regulation, the term ‘student’ is taken to cover Graduate, Undergraduate, Foundation Year and Visiting students.
6. If a referral to the Fitness to Study Panel is not made, or the Committee does not accept the recommendation of the Panel, the Committee of Inquiry will hold a hearing to consider all the evidence in the case. The Student shall be given one week’s notice of any hearing, and shall be entitled to legal or other representation before the Committee of Inquiry (at their own expense). Having considered the evidence, the Committee of Inquiry may proceed in one of the following ways:

   a. it may discharge the student (either subject to conditions, or unconditionally, as their discretion); or
   b. it may suspend the Student (whether or not subject to conditions) for a specified period, or for an indefinite period; or
   c. in any case where disciplinary proceedings have been adjourned, but the Committee is satisfied that the Student is not suffering from a serious problem relating to ill-health, it may order the resumption of those proceedings.

The fitness to study procedure may not result in the permanent expulsion of a student, so it is not necessary that the relevant committee must be satisfied ‘beyond reasonable doubt’ as to the case against the student. For this procedure, establishing the case on ‘the balance of probabilities’ is sufficient.

The Panel’s decision will be promptly communicated in writing to the Student, and will have immediate effect. The decision will be reported to Governing Body.

If the Student fails to attend or to make representations, the Panel may proceed in his or her absence.

7. A Student who has been suspended or expelled on the grounds of his or her state of health under Section 6 shall be entitled to invite the Committee of Inquiry to reconsider the case after the expiry of at least fourteen days from the date of the initial decision and on the production of medical evidence in support of his or her claim.

8. A Student may appeal against the Committee of Inquiry’s decision. Any appeal must be made and received in writing to the Principal within three days of the Student receiving written notification of the Committee’s decision or the reconsideration of the case under Section 7.

9. Where a Student’s conduct gives rise to a need for urgent action, the Welfare Fellow may suspend him or her with immediate effect, pending investigation, such suspension not to exceed fourteen days. The Student shall have the right of appeal to the Principal in respect of such an interim order.