



LMH

Lady Margaret Hall

**FOUNDATION YEAR
COURSE HANDBOOK 2020/21**



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

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 chartered 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

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 effectively 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.

People: Meet the Foundation Year team



The Principal: Mr Alan Rusbridger is the Head of the College but also makes time to teach on Society and Culture on the Foundation Year. Before coming to LMH, Alan was the editor of the Guardian newspaper, so he brings a wealth of interesting experiences to his teaching.



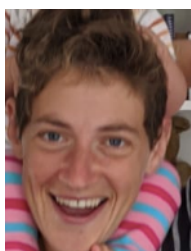
The Foundation Year Co-ordinator, Dr Jo Begbie, runs the LMH Foundation Year and is the personal tutor for all Foundation Year students. Jo was previously a Biochemist and taught Medicine undergraduate students. She still teaches on the Foundation Year, and also juggles her Foundation Year role at LMH with launching the university-wide Foundation Oxford programme.



The Welfare Fellow: Prof Helen Barr is an English tutor here at LMH, teaching Foundation Year, undergraduate and postgraduate students. She is also the Tutor for Welfare. She was a student herself at LMH, and is often seen with a small dog called Fergus.



The Senior Tutor: Anne Mullen is the Senior Tutor at LMH –she is responsible for undergraduate academic attainment and admissions for undergraduate study. During your Foundation Year your academic concerns and performance are dealt with by Jo (see above) but Jo works closely with Anne to ensure that if you progress to undergraduate study here you will be able to achieve your full potential.



The Project Officer, Esther Fisher, generally tries to make sure that you have everything you need to study and enjoy the Foundation Year. If you have any FY or LMH related question and are unsure of how to solve it...then she will help.

LMH is a big college made up of over one hundred staff members who all play a vital role in the running of the college. We can't introduce you to everyone here, but over the course of your time at LMH you will meet many of our friendly staff members, from academic tutors to maintenance and kitchen staff.

Contact Information: Helpful Email addresses

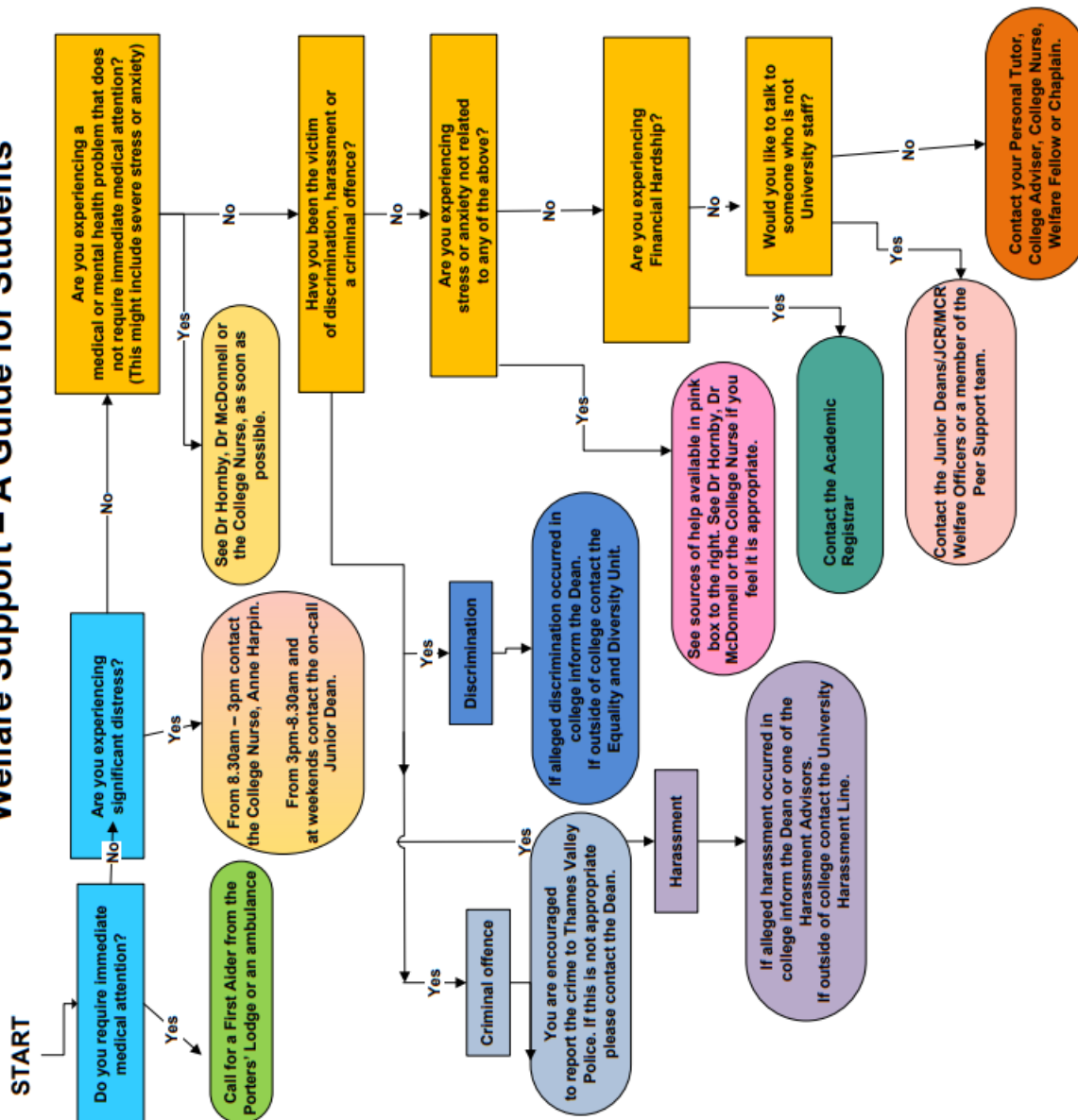
Principal	Mr Alan Rusbridger	principals.pa@lmh.ox.ac.uk
Principal's PA	Ms Emma Farrant	
Foundation Year Co-ordinator	Dr Jo Begbie	Jo.begbie@lmh.ox.ac.uk
Foundation Year Project Officer	Esther Fisher	Foundation.admin@lmh.ox.ac.uk
Welfare Fellow	Prof Helen Barr	helen.barr@lmh.ox.ac.uk
College Nurse / Welfare Advisor	Mrs Anne Harpin	lmhnurse@nhs.net
Senior Tutor	Dr Anne Mullen	senior.tutor@lmh.ox.ac.uk
Academic Registrar	Ms Catherine Boase-Davies	academic.registrar@lmh.ox.ac.uk
Tutorial and Graduate Officer	Ms Clare Charlesworth	academic.office@lmh.ox.ac.uk
Undergraduate Officer	Mr Chris Pigeon	academic.office@lmh.ox.ac.uk
Chaplain	Father Andrew Foresheew-Cain	chaplain@lmh.ox.ac.uk
Dean	Dr Michael Fraser	mike.fraser@it.ox.ac.uk
Junior Deans	Ms Vânia Pinto Ms Sapna Sinha	junior.dean@lmh.ox.ac.uk
Academic Finance Manager	Ms Cathy Henderson	academic.finance@lmh.ox.ac.uk
Librarian	Mr James Fishwick	librarian@lmh.ox.ac.uk
Domestic Bursar	Mr Bart Ashton	bursary@lmh.ox.ac.uk
Accommodation and Bursary Administrator	Ms Penny Hall	
Bursary Assistant	Miss Charlotte Heavens	
Lodge and Housekeeping Manager	Mrs Jaqueline de Oliveira Fiorelli	lodge.manager@lmh.ox.ac.uk
Harassment Advisors	Dr Sophie Ratcliffe	sophie.ratcliffe@ell.ox.ac.uk
	Prof Amin Benaissa	amin.benaissa@lmh.ox.ac.uk
Website Editor	Mr Tom Hughes	webadmin@lmh.ox.ac.uk
Senior Outreach Officer	Miss Marrium Khan	outreach@lmh.ox.ac.uk
Development Director	Mr Richard Hunt	development.director@lmh.ox.ac.uk

JCR Welfare Officers	These change every year – please consult the JCR handbook	jcr.malewelfare@lmh.ox.ac.uk jcr.femalewelfare@lmh.ox.ac.uk
Peer Support Co-ordinator		

Who to contact for what?

What do you need help with?	Who you should contact	E-mail Address
Any worries you have (personal or academic)	Jo Begbie	Jo.begbie@lmh.ox.ac.uk
General enquiries Timetable UCAS Applications Pre-admissions tests	Esther Fisher	Foundation.admin@lmh.ox.ac.uk
Academic Work	Your subject tutor	Contact Esther Fisher for details
Accommodation	Penny Hall	bursary@lmh.ox.ac.uk
Bod Card	Student Finance	studentfinanceofficer@lmh.ox.ac.uk
Admission to Oxford – once you have submitted your application	Chris Pidgeon	academic.office@lmh.ox.ac.uk
IT/Computer/Email	LMH ICT Department	it-support@lmh.ox.ac.uk
The library	James Fishwick	librarian@lmh.ox.ac.uk
First aid	Anne Harpin, LMH Nurse Porters	lmhnurse@nhs.net 01865 274300
Illness	Anne Harpin, LMH Nurse	lmhnurse@nhs.net (01865 274319)
Welfare matters	Welfare Advisor: lmhnurse@nhs.net Welfare Fellow: helen.barr@lmh.ox.ac.uk Chaplain: chaplain@lmh.ox.ac.uk Junior Welfare Deans: junior.dean@lmh.ox.ac.uk Student Welfare Reps JCR Welfare Officers (see above) Peer Supporters (see above)	

Welfare Support – A Guide for Students



Porters' Lodge – 01865 274300
Dr Hornby and Dr McDonnell, Banbury Road Medical Centre, 172 Banbury Road. Call 01865 515731 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 274319 or 07595 003239
The Dean – aziz.aboobaker@lmh.ox.ac.uk Equality and Diversity unit – http://www.admin.ox.ac.uk/eop
The Dean – aziz.aboobaker@lmh.ox.ac.uk Harassment Advisors: sophie.ratcliffe@ell.ox.ac.uk or jochen.koenigsmann@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 Student Counselling Service: http://www.ox.ac.uk/students/welfare/counselling OUSU Student Advice Service: ousu.org/advice/student-advice-service Nightline: users.ox.ac.uk/~nightlin/ 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 Sapna Sinha - 07392 978904 / Vania Pinto - 07478 656574 JCR Female Welfare Officer – Elizabeth McVie jcr.femalewelfare@lmh.ox.ac.uk or 07990032919 JCR Male Welfare Officer – Daniel Kirby jcr.malewelfare@lmh.ox.ac.uk or 07849619135 MCR Male Welfare: alasdair.craig@philosophy.ox.ac.uk MCR Female Welfare: charlotte.honnigfort@lmh.ox.ac.uk Peer Support Co-ordinator: sif.beyer-hunt@lmh.ox.ac.uk lmhjcrps@ox.ac.uk
Welfare Fellow - Helen Barr 01865 274378 or helen.barr@lmh.ox.ac.uk Chaplain - Andrew Foreshaw-Cain 01865 274386 or chaplain@lmh.ox.ac.uk

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.

Key Dates

Term dates:

Term	1st – 8th Week
Michaelmas Term	Sunday 11 th October – Saturday 5 th December
Hilary Term	Sunday 17 th January – Saturday 13 th March
Trinity Term	Sunday 25 th April – Saturday 19 th June

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 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 if you are Estranged from your family: please contact the Foundation Year Project Officer if you would like to explore this possibility.

Important dates in Michaelmas Term

Arrival day	27th September 2020
LNAT Admission test:	6th October 2020
Oxford admissions tests (where applicable):	5th and 6th November 2020
Oxford admissions interviews:	5th – 18th December 2020

Important dates in Hilary Term (TBC)

Collections (college exams) and assignments due	11th January – 17th January
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Important dates in Trinity Term (TBC)

Collections (college exams) and assignments due	19th – 24th April
Foundation Year Graduation Ceremony (and date for leaving college)	19^h June

Academic Matters

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; some may be held remotely. A breakdown of the courses that you will study and the credit value assigned to each course will be provided to you by the course co-ordinator at the start of the course.

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. This will take the form of three separate modules:

- Society and Culture
- Academic Writing
- Study Skills

This teaching will be a mix of individual and group sessions. All are compulsory to attend.

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. You will receive your syllabus at the start of term but please be aware that this is subject to change depending on what the tutors think will be best for your academic progress.

Timetabling

Your timetable can be found online on the Foundation Year Canvas website. If you are unsure of how to view this, please ask Esther (foundation.admin@lmh.ox.ac.uk). There may be occasions where changes and additions are made at the last minute, and so please make sure that you check your timetable regularly. Furthermore, some of your subject specific tutorials may 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.

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 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.

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.

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.

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.

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.

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 are 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

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 should be done in advance of the tutorial – emailing just beforehand or whilst the tutorial is taking place is not acceptable unless there is very good reason. Please ensure to CC the Foundation Year Project Officer into the email too.

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.

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>.

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. College regulations can be found at: <https://www.lmh.ox.ac.uk/lmh-regulations-procedures-and-policies>

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.

Disciplinary procedure

Your academic development sessions should be used to ensure that you are on target to progress through the Foundation Year successfully. If it becomes apparent that your progress is not satisfactory the following steps will be taken.

1. You will be given a verbal warning by the Foundation Year director. This may occur in your academic development session, or you may be called for a separate meeting to discuss. It is important that you use this first warning to bring up any circumstances that are interfering with your ability (although these should be mentioned in your routine academic development sessions when you first realise that they are impacting on you).

2. If your progress continues to cause concern, you will receive a written warning from the Foundation Year director. This written warning will contain steps that you have to show that you are taking to return to good academic standing. These steps will have been discussed with your subject tutor. A review meeting will be planned to check your progress.
3. If it is considered that you are still not making sufficient progress after this review meeting, you will receive a second written warning.

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.

What is the academic 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.

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.

Course Participation

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.

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.

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.

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.

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.

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:

Exams

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.

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.

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.

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.

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 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.

How do you apply?

Oxford applicants must submit a UCAS online form by the relevant deadline. This is your responsibility and we cannot help you if you miss the deadline. You *must* apply through your old school where possible. You will therefore need to contact your school ASAP and find out what the buzzword is. You should also ask a former teacher to be your reference, as they are best placed at this time to provide an academic reference for you.

Depending on which subject you wish to take there will also be an admissions test (or potentially two) and written work. **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.

Admissions Tests

Some subjects will require you to take an admissions test. These are sat on the 30th October 2019, 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.

Written work

Many subjects require you to submit written work. 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.

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.

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.

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.

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.

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.

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.

Photocopying

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

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.

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 anti-virus 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.

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 into your bank account

Approximate Payment Date	Paid into Bank
29/09/2019	£1450
18/01/2020	£1125
26/04/2020	£1125

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.**

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.

Feedback & Complaints

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 online). 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.

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.

Appendix 1: Evaluation Scale for Foundation Year assessment

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.

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.

Mark	Descriptor
10	Outstanding
9	Excellent
8	Very Good
7	Good
6	Satisfactory
5	Promising
4	Needs improvement
3	Needs significant improvement
2	Weak
1	Poor

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.

FY MARK	CRITERIA
10 Outstanding	<ul style="list-style-type: none"> ➤ In addition to consistent evidence of the positive criteria outlined in the 9 grade, the following criteria are exhibited: ➤ Evidence of extensive reading and thought beyond course content ➤ Links material from other topics/subjects in an appropriate manner ➤ Exhibits excellent critical thinking
9 Excellent	<ul style="list-style-type: none"> ➤ In addition to consistent evidence of the positive criteria outlined in the 8 grade, the following criteria are exhibited: ➤ Demonstrates insight, originality and wide knowledge ➤ Logical, accurate and concise presentation ➤ Evidence of extensive reading and thought ➤ Contains strong examples
8 Very Good	<ul style="list-style-type: none"> ➤ Answers the question clearly and comprehensively in a focused way ➤ Excellent structure, organisation and writing style ➤ Demonstrates the ability to integrate information ➤ Lacks errors of any significant kind ➤ Exhibits sound critical thinking ➤ Demonstrates insight and originality of thought ➤ Key issues and framework for answering the question are given in the introduction ➤ Develops a logical argument which marshals the relevant ideas, their strengths and weaknesses. ➤ Gives evidence of wider relevant reading and connects evidence and the framework of the question. ➤ References accurate and complete ➤ Conclusion draws together the strands of the argument. ➤ Could demonstrate more critical thinking ➤ Could exhibit more independence of thought ➤ Could be more concise
7 Good	<ul style="list-style-type: none"> ➤ Well written, clear and full answer ➤ Good structure, with a well-supported argument that addresses the question ➤ Very good understanding of concepts supported by broad knowledge of the subject ➤ Evidence of reading beyond lecture material ➤ Good synthesis of information ➤ Clearly explains relevant theory ➤ Accurate and logical with appropriate examples ➤ Includes highly relevant ideas ➤ Demonstrates the ability to apply learning to new situations

	<ul style="list-style-type: none"> ➤ Contains reasoned argument and comes to a logical conclusion ➤ Lacks errors of any serious kind ➤ Occasional lapses in detail ➤ Lack of originality ➤ Could exhibit more critical thinking
6 Satisfactory	<ul style="list-style-type: none"> ➤ Good understanding of issues ➤ Some synthesis of information or ideas. ➤ Mostly accurate and logical ➤ Well organised ➤ Uses relevant examples ➤ Limited scope ➤ Some lapses in detail ➤ Does not answer the question as fully as possible ➤ Information not always fully integrated with argument ➤ Insufficiently concise in places
5 Promising	<ul style="list-style-type: none"> ➤ Shows satisfactory knowledge of the topic ➤ Includes some relevant ideas and examples ➤ Reasonably written and presented ➤ Some errors, omissions or irrelevancies ➤ Does not include sufficient relevant examples ➤ Lacks synthesis of information or ideas ➤ Limited scope with some lapses in detail
4 Needs improvement	<ul style="list-style-type: none"> ➤ Shows a basic understanding of the main concepts and knowledge ➤ Shows evidence of some relevant reading/research ➤ Adequate answer to question based largely on lecture material and required reading ➤ Significant omissions, errors and misunderstandings ➤ Descriptive answer based on course material alone ➤ Lacking in detail and depth ➤ Weakness in writing style ➤ No real development of argument
3 Needs significant improvement	<ul style="list-style-type: none"> ➤ Adequate attempt to answer the question ➤ Shows modest evidence of understanding of the topic ➤ Shows modest evidence of relevant research/reading ➤ Includes small amount of relevant information and / or ideas ➤ Demonstrates limited understanding and knowledge of the topic ➤ Answer is incomplete, with serious omissions, errors and misunderstandings ➤ Insufficient evidence/information to support argument in places ➤ Poor written expression
2	<ul style="list-style-type: none"> ➤ 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

Weak	<ul style="list-style-type: none"> ➤ 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
1 Poor	<ul style="list-style-type: none"> ➤ 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

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 conclusion

