



2021 REPORT

Dr Jo Begbie & Esther Fisher

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LMH FOUNDATION YEAR: 2021 REPORT

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*Box and Whisker charts used in Figures 7, 8 9 and 10 show the spread of the data. The box represents the interquartile range with the top line of the box being the 1st quartile, and the bottom line being the 3rd quartile – this is where the majority of the values lie. The mean of the data is represented by x and the median by the line inside the box. The whiskers show the full spread of the data with the highest horizontal line being the maximum value and the lowest being the minimum value. Outliers in the data set are shown as dots.

Executive Summary

Background

- The LMH Foundation Year was launched in 2016 to equalise access to the University of Oxford for socio-economically disadvantaged students. The programme is designed for students who do not have the academic grades at GCSE or A-Level expected of a direct-entry Oxford Undergraduate, but who have the potential to succeed at undergraduate given the right support.

Foundation Year Outcomes

- Thirteen former Foundation Year students have now graduated from the University of Oxford with Bachelor degrees: Two graduated with a First Class degree; ten graduated with an Upper Second (2:1), and one with a Lower Second (2:2).
- Of the Foundation Year students who have graduated, three have completed a Masters degree, including one at Harvard University.
- Since 2016, 43 former Foundation Year students have matriculated at the University of Oxford. Their academic results in Public Examinations suggest that the level of academic tuition and support they receive on the Foundation Year is suitable for progression into a successful undergraduate degree at Oxford.
- Whilst former Foundation Year students perform in a similar manner to direct-entry students at undergraduate level, they are more likely to take a re-sit and more likely to need additional welfare and financial support than direct-entry students. This is not unexpected, due to the socio-economic backgrounds of Foundation Year students.
- Across the duration of their undergraduate degree, ex-Foundation Year students show greater progression in terms of average examination grades than direct-entry students, suggesting the 'value-added' of University tuition for them is greater.

Foundation Year Applications

- The Foundation Year attracts a high volume of applications relative to the applicant pool, and entry is more competitive than direct-entry undergraduate courses at the University of Oxford.

Introduction

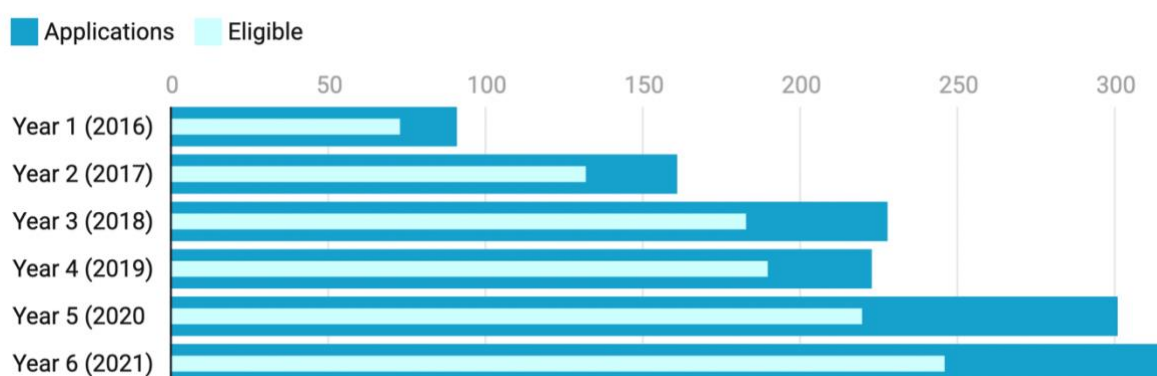
The LMH Foundation Year was launched in 2016 as a four-year pilot project but was extended to seven years to ensure continued provision of Foundation Year study at Oxford until the start of the University-wide Foundation Oxford programme in 2023. This report provides an update to the Mid-Pilot Internal Evaluation (2018)¹, with information on application statistics and processes for the Year 5 and 6 cohorts (2020 & 2021 entry); information on the on-course progress of Foundation Year cohorts 4 and 5 (2019 and 2020 entry), as well outcomes for Cohorts 1 and 2 and a comparison between ex-Foundation Year undergraduates at Oxford and their direct-entry peers. The report does not cover the rationale for the Foundation Year, nor the academic evidence into either why we are running the programme or how we select our students: for information on this the Mid-Pilot Internal Evaluation (2018) should be consulted.

Section One: Applications

2020 & 2021 Application summary

Applications to the Foundation Year increased from the previous years in both 2020 and 2021 (Figure 1). Each year, a small proportion of applications are ruled ineligible (Table 1): for full information on eligibility criteria refer to the Mid-Pilot Internal Evaluation. For the Year 5 (2020/21) and Year 6 (2021/22) cohorts a reduced number of places had been agreed by the LMH Governing Body (eight students, down from twelve) and our offers reflect this (Table 1). The course has always proved to be popular, and demand is indicated by the fact that we are more heavily oversubscribed than undergraduate entry to Oxford in terms of the applications:places ratio (Figure 2)².

Figure 1: Applications and eligibility to the Foundation Year 2016 – 2021



Law consistently attracts the most applicants each year, and Philosophy, Politics and Economics (PPE) has also proved popular since its introduction in Cohort 4 of the course (Table 2). Tutors are encouraged to shortlist five students per place (up to a maximum of two

¹ [LMH Mid-Pilot Internal Evaluation \(2018\)](#)

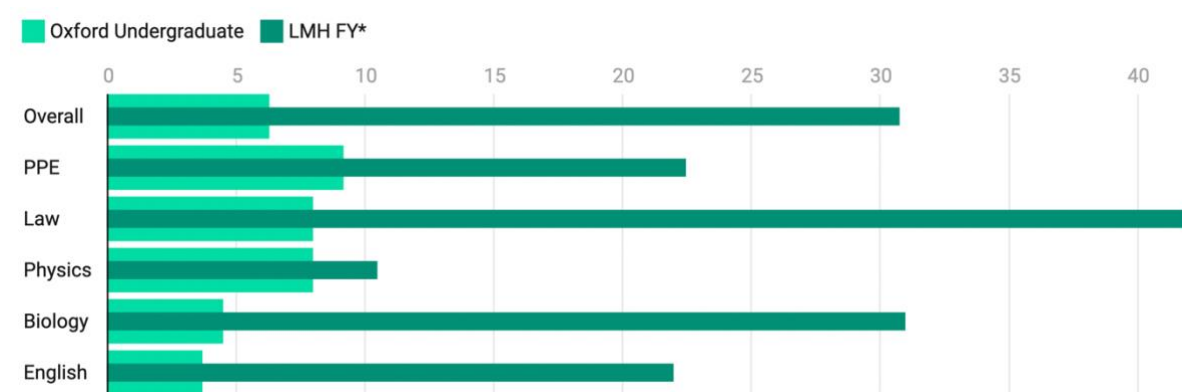
² <https://www.ox.ac.uk/sites/files/oxford/AnnualAdmissionsStatisticalReport2021.pdf> (page 4)

places per subject): Due to the varying number of applicants to each subject this results in highly variable shortlisting proportions (See Tables 3 and 4)

Table 1: Applications, offers and accepts to the Foundation Year 2016 – 2021

	Cohort 1	Cohort 2	Cohort 3	Cohort 4	Cohort 5	Cohort 6
Applications	91	161	228	223	301	318
Eligible	73	132	183	190	199	246
Shortlisted for interview	27	42	61	41	56	31
Made first choice offer	12	12	12	12	8	8
Made reserve choice offer	0	3	9	4	6	2
Total accepts	10	11	11	11	8	8

Figure 2: Applications per place for Oxford Undergraduate (2020) and LMH FY (2020)



*LMH FY shows *eligible* applications per place

Table 2: Distribution of applications to the Foundation Year by subject, Cohorts 1 – 6

	Cohort 1	Cohort 2	Cohort 3	Cohort 4	Cohort 5	Cohort 6
Biochemistry	16%	7%	5%	8%	5%	7%
Biology	8%	10%	10%	6%	13%	13%
English and French	-	-	-	<1%	<1%	N.O
English Lang & Lit	7%	5%	8%	7%	7%	9%
Law	25%	28%	30%	25%	25%	34%
Maths	5%	10%	10%	6%	7%	10%
PPE	N.O	N.O	N.O	19%	22%	18%
Physics	5%	7%	8%	4%	5%	9%
Psychology	3%	6%	8%	9%	5%	N.O
Spanish	1%	1%	2%	1%	2%	N.O
CAAH	5%	5%	N.O	N.O	N.O	N.O
Classics/Classics & English	1%	1%	1%	2%	N.O	N.O
Engineering	11%	11%	7%	5%	N.O	N.O
Music	1%	2%	2%	1%	N.O	N.O
Theology & Philosophy	11%	6%	6%	6%	N.O	N.O

- = No applications

N.O = Not offered

Table 3: Subject applications, Cohort 5 (2020)

	Eligible	Shortlisted	Accepted	% Eligible Shortlisted	% Eligible Accepted
Biochemistry	10	0	0	0%	0%
Biology	28	5	1	18%	4%
English and French	R	R	R	R	R
English Lit & Lang	16	4	2	25%	13%
Law	54	10	2	19%	4%
Maths	16	4	1	25%	6%
PPE	48	9	1	19%	2%
Physics	11	5	0	45%	0%
Psychology	11	2	1	18%	9%
Spanish	4	2	0	50%	0%
Total	199	41	8	20%	4%

R = Redacted if number of applications is equal to or less than 3.

Table 4: Subject applications, Cohort 6 (2021)

	Eligible	Shortlisted	Accepted	% Eligible Shortlisted	% Eligible Accepted
Biochemistry	18	2	0	11%	0%
Biology	31	3	1	10%	3%
English and French	0	N/A	N/A	<1%	0%
English Lit & Lang	22	4	1	18%	5%
Law	84	6	2	7%	2%
Maths	24	4	0	17%	0%
PPE	45	7	2	16%	4%
Physics	22	5	2	23%	11%
Psychology	N.O	N.O	N.O	N.O	N.O
Spanish	N.O	N.O	N.O	N.O	N.O
Total	246	31	8	13%	3%

N.O = Not offered

Shortlisting process:

Eligibility for the Foundation Year is determined by using individual-level indicators that are evidenced to impact educational attainment (Table 5). These indicators have been developed following an extensive review of the academic research into the impact of socio-economic characteristics on education, and have changed at times during the pilot programme in accordance with this research. Since 2018 we have been using the same criteria: our Mid-Pilot

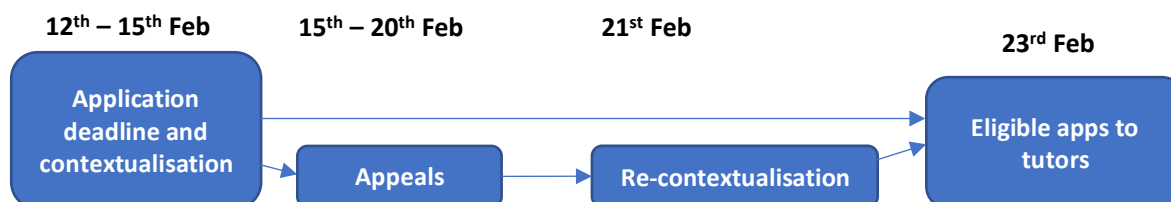
Internal Evaluation³ contains full information on what each indicator shows, as well as the academic research supporting its usage and an explanation of changes from 2016 – 2018.

Table 5: Eligibility criteria for LMH Foundation Year 2018 – 2021

	Eligibility Criteria	Must also meet:
1	Income below £42,850 ⁴	2; or 3 <i>and</i> 4
2	Socio-economic group of parent(s) ⁵ = 4-8	1
3	Socio-economic group of parent(s) = 3	1 <i>and</i> 4
3	Parental education = Level 3 or lower ⁶	1 <i>and</i> 3
4	Care experienced or estranged	N/A

To categorise students according to the above criteria, applicants use an online application form to answer a series of detailed questions on their household income, parental education and parental occupation⁷. These questions account for the diversity of families, including two-parent, single-parent or shared-parenting (e.g. in two separate households). We also account for *when* a parent achieved a certain level of education, as well as overseas qualifications. Any applicant who is categorised as ineligible is given the opportunity to appeal. We communicate our decision to each student with a detailed reason as to why we believe they are not eligible, and provide instructions on how they may appeal this decision (see Figure 3 for appeals timeline).

Figure 3: Application contextualisation and appeals timeline (dates illustrative)



Once a student is deemed eligible for the programme, we further contextualise⁸ their applications using the metrics outlined in Table 6. No student is ruled ineligible as a result of any of this additional information, but it can be used by tutors to better understand the context of a student's application. As with our eligibility criteria, we review the body of academic literature into the use of contextual indicators each year and if appropriate we adjust the metrics used, and/or the manner in which we use them. For Cohort 6, for example, we moved away from using postcode indicators entirely because the body of evidence was

³ [LMH Mid-Pilot Internal Evaluation \(2018\)](#)

⁴ Income is set at the level at which the Oxford Bursary is granted at undergraduate level. This higher limit also ensures that we do not exclude students with large families who live in London, and who may have a income higher than the national poverty level but who still sit *below* the Minimum Income Standards (www.minimumincome.org)

⁵ We use the NS-SEC groupings of parental occupation: see references for full details

⁶ Level 3 or lower corresponds with any education *below* degree level: see <https://www.gov.uk/what-different-qualification-levels-mean/list-of-qualification-levels> For full categorisations. Note that non-UK qualifications are taken as the treated as equivalent.

⁷ For NS-SEC categorisation we use the reduced method: www.ons.gov.uk/methodology/classificationsandstandards/otherclassifications/

⁸ Contextualised admissions is the practice of facilitating a greater understanding of an application by better understanding the environment/context in which grades were achieved and an application written.

such that there was no longer any academic justification for their usage⁹. We also changed the way in which we visualise contextualisation metrics for tutors: Each year we use 'Cover Sheets' to foreground relevant information for shortlisting tutors on an applicants' disadvantage. For Cohort 5 we used a method that showed how disadvantaged a student was relative to other applicants (Figure 4, page 9). For cohort 6, we developed a *cumulative score of disadvantage* that enabled shortlisting tutors to understand the relative impact of a students' disadvantage both in relation to other applicants and as a stand-alone impact. We did this by weighting each indicator according to academic research into the likely impact of that indicator on a student's educational attainment (Figure 5, page 10). A full explanation of the cumulative score of disadvantage is provided in Appendix A.

Table 6: Contextual indicators used in Foundation Year admissions: 2020 - 2021

	Contextual Indicator	Used for cohorts
1	A Level admissions policy	5 and 6
2	GCSE admissions policy	5 and 6
3	% of students achieving AAB at A Level in school	5 and 6
4	Average grade at A Level in school	5 and 6
5	% of students in receipt of FSM in GCSE school	5 and 6
6	School applications to Oxford	5 and 6
7	Average GCSE score of pupils in school (Attainment 8)	6
8	% of students achieving 5A*-C at GCSE	5
9	ACORN Category (socio-economic deprivation of area)	5
10	POLAR Quintile (participation rates at university, by area)	5
11	Income Deprivation Affecting Children Index (IDACI)	5
12	Index of Multiple Deprivation (socio-economic deprivation of area)	5

Data fields 1 – 5 and 7-8 are obtained from publicly available statistical downloads from the Department for Education. Field 6 is obtained from the University of Oxford SDMA. Field 9 is obtained from CACI, who own the ACORN dataset. Field 10 is obtained from the Office for Students and fields 11 and 12 from the Office for National Statistics.

Alongside the Cover Sheets tutors are also sent the applicant's Key Stage 4 (GCSE or equivalent) and Key Stage 5 (A Level and equivalent) results; their Foundation Year essay; their UCAS Personal Statement and a maximum of two teacher references. For Cohort 6 we altered the teacher references to include a section on the impact of Covid-19.

Pre-screening of applications

Based on feedback from tutors regarding the volume of applications they were required to shortlist, a further change to the shortlisting procedure was implemented for Cohorts 5 and 6: To assist tutors, the Foundation Year Co-ordinator reviewed every eligible application and grouped each applicant into one of four categories: those with evidence of significant academic potential, unfulfilled for concrete reason; those already fulfilling their academic potential despite disadvantage; those not predicted to achieve the required grades; and those

⁹ Stephen Gorard, Vikki Boliver, Nadia Siddiqui & Pallavi Banerjee (2019) Which are the most suitable contextual indicators for use in widening participation to HE?, Research Papers in Education, 34:1, 99-129, DOI: 10.1080/02671522.2017.1402083

whose application was weak. Although tutors were free to shortlist students from any category, the Foundation Year Co-ordinator recommended that tutors should shortlist primarily from the first category. In providing this overview of candidates for each subject it was hoped that the workload of tutors would be lessened, and feedback suggests that this was the case (whilst still recognising that tutors put in a significant amount of work for the Foundation Year during this period).

Figure 4: Cohort 5 Cover Sheet (2020)

ELIGIBILITY CRITERIA MET?			
Income	Socio-Economic Group	Parental Education	Care/Estranged
Yes	Yes	Yes	No

Income	Occupation	Parent/Guardian 1	Parent/Guardian 2
£		Administrative Assistant	Builder
	Socio-economic Group	3	4
	Education Level	Level 2 DIP/NVQ/CERT	Ship's Navigator Diploma

SCHOOL INFORMATION		
A Level School admissions policy	Selective	
GCSE School admissions policy	Non-selective	
	SCHOOL	NATIONAL
% of students achieving AAB+ at A Level		16.5%
Average point score as a grade (A Level)	D-	C+
Attainment 8 score at GCSE	37.6	46.7
% of students receiving FSM (GCSE)	11.9%	14.1%
	Applications	Offers
Oxford Applications and offers		0

Applicant context in relation to cohort (blue to left indicates more relative disadvantage)

Education Level of Parent/Guardian 1			
No qualification	GCSEs (or equiv.)	A Levels (or. Equiv.)	University + (or equiv.)
	Student		

Education Level of Parent/Guardian 2			
No qualification	GCSEs (or equiv.)	A Levels (or. Equiv.)	University + (or equiv.)
	Student		

Quintile 1 = highest relative disadvantage within cohort; Quintile 5 = lowest relative disadvantage within cohort

Income				
≤£16,000	£16,001 - £20,000	£20,001 - £25,000	£25,001 - £30,000	£30,001 - £42,875
		Student		

School Attainment 8 score (GCSE)				
Quintile 1	Quintile 2	Quintile 3	Quintile 4	Quintile 5
Student				

% of students on Free School Meals at GCSE School				
Quintile 1	Quintile 2	Quintile 3	Quintile 4	Quintile 5
			Student	

School applications to Oxford 2016-2018				
Quintile 1	Quintile 2	Quintile 3	Quintile 4	Quintile 5
			Student	

Figure 5: Cohort 6 Cover Sheet (2021)

INDIVIDUAL LEVEL SOCIO-ECONOMIC INFORMATION			
Low Household Income	Parents/guardians in under-represented employment group	Parents/guardians with no experience of higher education	Student is care experienced or estranged
Yes	Yes	Yes	No
		Parent/Guardian 1	Parent Guardian 2
Highest Qualification		No qualifications	No qualifications

SCHOOL INFORMATION		
A Level admissions policy		
GCSE admissions policy	Non-Selective	
	SCHOOL	NATIONAL
% of students achieving AAB at A Level	1%	16.5%
Average grade at A Level in school	D+	C+
Average GCSE score of pupils in school (Attainment 8)	58.6	46.7 (Wales: 354)
% of students in receipt of FSM (GCSE)		27.7% (Wales: 9%)

	Applications	Offers	Offer rate
Applications to Oxford in past 5 years	7	3	43%

CUMULATIVE DISADVANTAGE SCORE
35

PARENTAL OCCUPATION		
10	9	8
STUDENT		

PARENTAL EDUCATION		
20	10	0
STUDENT		

SCHOOL PROGRESSION TO OXFORD									
10	9	8	7	6	5	4	3	2	1
					STUDENT				

AVERAGE PERFORMANCE OF PUPILS AT GGCSE SCHOOL (GCSE LEVEL)				
QUINTILE 5	QUINTILE 4	QUINTILE 3	QUINTILE 2	QUINTILE 1
				STUDENT
% OF STUDENTS IN RECEIPT OF FREE SCHOOL MEALS (GCSE SCHOOL)				
QUINTILE 5	QUINTILE 4	QUINTILE 3	QUINTILE 2	QUINTILE 1
				STUDENT

Socio-economic background of applicants and accepted candidates

Of the eligible applicants to Cohorts 5 and 6, 66% and 58% respectively met all three indicators of disadvantage (income <£42,500, low socio-economic group *and* no parental experience of HE) (Table 7). In the same years, 14% and 10% of applicants were care experienced or estranged from their parents. The remaining eligible candidates were all from households with incomes lower than £42,500 *and* either had no parental experience of HE or were from a low socio-economic group (Table 7). In Cohort 5, 14% of accepted students were care experienced and 50% are from a low socio-economic group and with no parental experience of Higher Education (Table 7). For Cohort 6, 50% of students are care experienced; 38% met all three indicators of individual educational disadvantage (Table 7).

Table 7: Socio-economic background of eligible candidates Cohorts 5 and 6

	Cohort 5			Cohort 6		
	Applied	Shortlisted	Accepted	Applied	Shortlisted	Accepted
Care experienced/Estranged	14%	10%	25%	10%	26%	50%
Income <£42,500; 1st to HE <i>and</i> low SEG	66%	54%	50%	58%	55%	38%
Income <£42,500; 1st to HE <i>or</i> low SEG	20%	36%	25%	31%	19%	13%
Average income	£21,780			£19,387		

As with previous years, our students are not necessarily identified as disadvantaged when they apply to the University of Oxford as undergraduates. This is because until the 2021 application cycle, the University used group level indicators of disadvantage based on a student's postcode and school rather than individual indicators such as Free School Meals eligibility, parental income or parental education levels. We continue to use individual-level indicators only due to fears of wrongly excluding disadvantaged students if we incorporate school or postcode-based indicators^{10,11}.

How did students find out about the course?

From October through to February in each application year we raise awareness of the course amongst our target audience. We do this through three principal methods:

1. We use information from the Department for Education schools database and application data from the University of Oxford to identify schools that have high proportions of students on low-household incomes, low progression rates to Oxford or are situated in an area with high levels of income deprivation amongst children (as indicated by the IDACI measure). This gives us a 'pool' of schools that are likely to have a high proportion of our target students, but who may not otherwise hear about the programme. We contact these schools directly.

¹⁰For further information on our work on indicators of disadvantage refer to [Fisher, E and Begbie, J \(2019\) Using Individual-level contextual indicators to identify disadvantaged applicants: Evidence from the Foundation Year at Lady Margaret Hall](#)

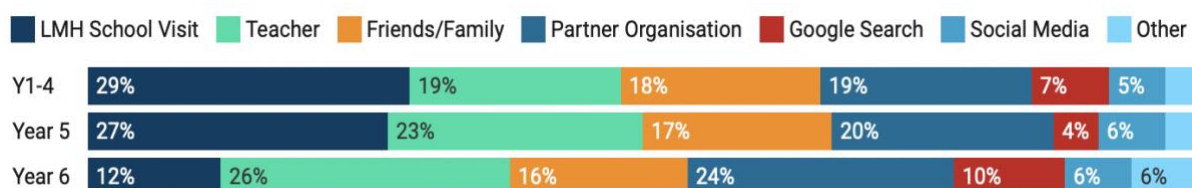
¹¹ Stephen Gorard, Vikki Boliver, Nadia Siddiqui & Pallavi Banerjee (2019) Which are the most suitable contextual indicators for use in widening participation to HE?, *Research Papers in Education*, 34:1, 99-129, DOI: 10.1080/02671522.2017.1402083

2. We make use of the Uni Connect programme (formerly the National Collaborative Outreach Programme, NCOP) to reach other state secondary schools or colleges.
3. We work with over 30 organisations such as the Social Mobility Foundation and The Access Project to ensure that their students are made aware of the opportunity.

In the majority of cases, schools and organisations send out communications on our behalf (written by us but tailored by the school or organisation), but we also do a limited number of school visits and talks both to students and staff (pre-covid these were in person; since the return of students to schools they have been online).

To evaluate our marketing we ask each applicant how they found out about the course, and this data suggests that our traditional methods work: Across Years 1 – 4, an average of 67% of applicants found out about the programme through either a school visit, a teacher or a partner organisation (Figure 6). The 2020 application cycle was not affected by Covid-19 until the interviews, and applicants again found out about the course in the main through our work with schools, our contacts with teachers and through partner organisations (Figure 6). In 2021 we can see the impact of Covid-19 coming through: no school visits were carried out as schools were closed, and we see a corresponding drop in applicants finding out about the course in this manner. A small percentage did still find out about the programme through a visit in 2020, when they were Year 12 students (Figure 6). We also saw an increase in the number of students finding out about the programme through teachers and partner organisations: this corresponds with a minor change in emphasis in terms of our marketing strategy, as we focussed more on communicating directly with teachers and organisations such as the Social Mobility Foundation (SMF), The Access Project and the Virtual School Heads.

Figure 6: How do applicants find out about the Foundation Year?



Although we do also see a small number finding out through social media channels (such as the work of our former student, Varaidzo Kativhu), these are not found to increase the numbers of students making an application to the Foundation Year. Instead, anecdotal evidence from interviewees and accept students suggests that social media is helpful in the post-offer stage, i.e. by increasing the likelihood that a student will accept their place on the course.

Interviews

For both Cohorts 5 and 6 interviews were held online due to Covid-19: Cohort 5 interviews (initially due to be held in the last week of March 2020) were postponed and held in Summer 2020 online, whilst Cohort 6 interviews took place in March 2021, also online. To ensure equality in interviews we asked all tutors to refrain from using questions that would require any equipment other than a standard computer/laptop/phone and internet connection. We also surveyed all students prior to their interviews to check internet connection/equipment, and we were prepared to provide assistance if required. In 2020 we did not need to provide any assistance, and in 2021 three students indicated that they would have issues (either over equipment or a quiet space) and so opted to have their interviews in their school. To replicate some of the 'traditional' interview experience we employed current Foundation Year students as 'runners' to hold Q&A sessions for shortlisted candidates in the week before interviews, and to host a virtual meeting immediately prior to their interview. This not only gave candidates the chance to meet students and find out about the interviews, but it enabled us to ensure that all candidates were present, on time and had sufficient bandwidth for the interview to take place.

Post-Offer Stage

Once a student has been made an offer on the Foundation Year and has accepted that offer, they are given the option to join an offer-holders communication group operated by a former Foundation Year student. They are also sent a series of emails by the Foundation Year team from April – September (e.g. pre-arrival) to maintain a constant link to LMH. For more details see Page 16.

Section Two: Year 4 and 5 course overview

The subjects that Foundation Year students took in Cohorts 4 and 5 are shown in Table 8. All students also took a *Preparation for Undergraduate Studies* course. Full information on the course layout and marking scheme can be found in the Mid-Pilot Internal Evaluation¹².

Table 8: Subjects studied by Foundation Year students (student numbers in brackets)

Cohort 4 Subjects	Cohort 5 Subjects
Philosophy, Politics and Economics (2)	Philosophy, Politics and Economics (1)
English (2)	Maths (1)
Physics (2)	English (2)
Engineering (1)	Law (2)
Music (1)	Psychology (1)
Psychology (1)	Biology (1)
Law (2)	

Impact of Covid-19

Both Cohorts 4 and 5 were affected by Covid-19 with students experiencing significant amounts of teaching online (Table 9). The first national lockdown (March 2020) coincided with the Easter Vacation, and staff and tutors took this time to move tutorials online such that all teaching could be offered for Cohort 4 in Hilary and Trinity Terms. Cohort 5 started their course at LMH (socially-distanced) but were taught remotely in Hilary Term before returning to LMH for Trinity Term (Table 9). For both cohorts, all examinations have occurred remotely and the yearly trip to Ireland was cancelled.

Table 9: Teaching methods due to Covid-19

	Cohort 4 (2019/20)	Cohort 5 (2020/21)
Michaelmas Term	In-person (pre-Covid)	In-person, distanced
Hilary Term	Online	Online
Trinity Term	Online	In-person, distanced

Although teaching provision continued the impact of Covid-19 should not be underestimated: a number of students were either personally affected by the virus or had a family member affected. Many also experienced significant difficulties in learning remotely during lockdown due to poor internet facilities, poor computer facilities, crowded housing or caring responsibilities. At the start of any period of lockdown/online teaching, we surveyed all of our students to ascertain their working conditions and whether they needed any additional resources and/or support. We provided noise-cancelling headphones and tablets (to enable online teaching of science courses) to those who needed it, and also purchased internet data packages to help with poor connectivity. However, during the first lockdown (affecting Cohort

¹² [LMH Mid-Pilot Internal Evaluation \(2018\)](#)

4 students) we were unable to help with issues related to caring responsibilities and space. As a result, our students had differential learning experiences. In Trinity Term of 2020 and throughout 2021 LMH remained open to some students even during periods of lockdown: Many of our students stayed at LMH during these times due to difficult home circumstances.

Despite the difficulties faced by many students, student outcomes were consistent with previous years: in Cohort 4, all students successfully passed the course and continued through to undergraduate study at Oxford. It should be noted, however, that tutors have also reported additional challenges presented by remote-teaching, as assessment of the standard at which a student was working was found to be harder. This may in part have been due to summative assessment type: Rather than the timed, closed-book examinations used for previous Cohorts 1-3, Cohorts 4 and 5 had some or all assessments that were remote, and many were done as 'open book' papers in-line with University exams at the time. Participation in tutorials was also often harder to judge too, either as a result of poor internet connect or the challenges of interaction via online platforms.

In Cohort 5, one student was not made an offer for undergraduate study at Oxford, but successfully completed the Foundation Year and has progressed through to a highly-selective university. One student has suspended status on the Foundation Year, and their undergraduate place has been deferred for a year (Table 10).

Table 10: Foundation Year student outcomes, Cohorts 4 and 5

	Cohort 4 (2019/20)	Cohort 5 (2020/21)
Total students	11	8
Distinction on the Foundation Year	11	7
Progressed to Oxford University	11	6*
Progressed to another highly-selective university	0	1

*One student had suspended-status, with deferred entry to Oxford for 2021/22: subsequently withdrew.

Section Three: Student Support

Post-Offer/Pre-Arrival Support

Once a student has accepted their place on the Foundation Year they are offered support in a variety of formats. From April through to A-Level results day in August, the focus is on communication: All offer holders have a named point of contact (the Foundation Year Project Officer) who they are encouraged to email with any questions or concerns relating to the Foundation Year. They are also sent a series of emails detailing what they can expect in the coming months (e.g. what will happen on results day; information on any necessary admissions test preparation). Students are also invited to participate in an offer-holders 'group', facilitated by two former Foundation Year students. The aim of this communication is both to introduce students to the LMH community and assuage any fears or concerns they may have about accepting their offer.

After a student has received their A-Level results and confirmed their place on the Foundation Year, we contact them with information on what they need to bring to college. Due to the financial constraints that many of our students face, we clearly communicate what they *do not* need to purchase: Kitchen items (pots, pans & cutlery) and bedding. For Cohort 6 we introduced a pre-arrival 'check-in' with the Foundation Year Project Officer, where students could raise any concerns and receive relevant support. If needed, we offer students an advance on their stipend to help cover essential costs.

Academic Support

Alongside their subject-specific tuition, all Foundation Year students receive additional academic support through the Preparation for Undergraduate Studies course modules. These modules are designed to facilitate the transition from school-level study to university by building their academic confidence and developing the necessary skills to thrive at undergraduate level. We split this programme into five modules: Study Skills; Academic Writing (Humanities and Science streams); Communication Skills; Society and Culture; and Academic Development. The Academic Development module requires the students to meet with the Foundation Year Co-ordinator at least eight times a term (MT) and fortnightly (HT and TT) to discuss any academic or personal issues that affect their studies. This provides a bridge between Academic and Welfare support, and enables the Foundation Year Co-ordinator to maintain oversight of students' progress.

Each year we also provide additional bespoke support to students as required. This naturally varies according to need and can be academic, financial, or personal in nature.

SpLD Support

Each year, a proportion of our Foundation Year students are identified as having a previously undiagnosed Specified Learning Difference (SpLD) such as Dyslexia, Dyspraxia or ADHD. This is unsurprising, given that a 2019 report by the All Party Parliamentary Group for Dyslexia and other Specified Learning Disabilities estimates that up to 80% of dyslexic people leave school without a diagnosis¹³, with students from socio-economically deprived backgrounds highlighted as more likely to be undiagnosed, due to a combination of structural and financial barriers¹³.

Catching SpLD's early is essential in order to ensure that students are receiving the right level of support, and all Foundation Year students are now asked to complete an SpLD screening assessment prior to commencing study. Any student flagged as having a potential SpLD is subsequently referred for a full assessment. In Cohort 5, one student out of five tested was found to have an undiagnosed SpLD. In Cohort 6, three out of eight students were found to have an undiagnosed SpLD.

As the Foundation Year students do not have access to the Disability Advisory Service, we organise all necessary support for them. Any Foundation Year student with an identified SpLD is provided with the necessary equipment (e.g. computer software/visual aids) as recommended in their assessment. We further employ an SpLD specialist support tutor (who also works at the University of Oxford Disability Advisory Service, for continuity) to provide one-to-one study skills tuition for any student with an SpLD. We are guided by the professional in this instance, and where they recommend weekly sessions we cover this financially. On average, students with an SpLD have fortnightly one-to-one sessions throughout the year. As these students progress through to undergraduate-level study they are strongly encouraged to apply for the Disabled Students' Allowance, and on receipt to use this government funding to continue with the academic support that they have received on their Foundation Year. In most instances students have continued working with the same professional that they had during the Foundation Year.

Financial Support

All Foundation Year students receive a £3,700 stipend across the academic year, rising to £4,200 in 2021. Their tuition and accommodation fees are also covered by LMH. All care experienced or estranged students are offered 365-day accommodation at LMH, and we cover the additional cost of this. However, each year a small amount of additional financial support is given to some students in exceptional circumstances. For Cohorts 4 and 5, additional financial support was given to cover the cost of accommodation at LMH during lockdowns for students who did not have home environments that were conducive to learning. We also have a Hardship Fund (separate to the University/JCR/MCR Hardship Fund)

¹³ Appg, October 2019, Educational cost of dyslexia [Accessed via: <https://cdn.bdadyslexia.org.uk/uploads/documents/Educational-cost-of-dyslexia-APPG-for-Dyslexia-and-other-SpLDs-October-2019.pdf?v=1632303330>] (DfE data, 1.82% of school aged children in January 2018 in England were identified as having any form of SpLD compared to NHS data, dyslexia affects one in ten people. See also: <https://www.bbc.co.uk/news/uk-england-50095218> - 8.7 million school children in England, 870,000 are dyslexic, fewer than 150,000 diagnosed with SpLD)

that FY students can use to apply for cash grants. Each application is reviewed by the Foundation Year Management Team, and any grants are paid out of the Foundation Year budget: In Cohort 4, two students applied to the hardship fund to cover lost earnings due to an extension in their teaching and this was granted at a total cost of <£1,500. In Cohort 5, no students applied for the Hardship Fund.

Welfare Support

Foundation Year students are encouraged to make use of the LMH welfare system where necessary, and they meet with key members of the welfare team in their first week at LMH. Our students do not have access to welfare support from the central University and so where necessary and if recommended by the student's GP, we cover the cost of counselling or specific treatments for mental health related issues affecting study. Averaged across cohorts 1-6, we have covered the cost of some form of counselling/treatment for one student each year. We do not cover the cost of any physical medical treatments, but we do cover the costs of some treatments for mental health conditions that might otherwise be funded by the NHS *if* it is clear that urgent treatment is required for the welfare of the student, and *if* the NHS cannot provide that treatment within a reasonable timeframe.

Changes made to the LMH Foundation Year to facilitate the transition of students into Undergraduate courses

- All tutors at the end of the year are asked to identify any possible areas in which the student might benefit from additional support
- At the end of each academic year a formal handover takes place between the Foundation Year Co-Ordinator and the Senior Tutor, where any known issues are flagged (including those highlighted by tutors, see above)
- An end-of-year progression questionnaire (Appendix C) that will be used to identify any potential areas of support that we may not previously have been aware about.
- Welfare and Academic Support questionnaire at the start of their Foundation Year course to identify any issues not previously known at school (Appendix D)
- Improvement of Academic Good Standing procedures on the Foundation Year to limit the possibility of a student passing the course without having the requisite academic ability and aptitude to succeed at undergraduate level.

Section Four: Graduate Outcomes for Ex-Foundation Year students

As of October 2021, 13 former Foundation Year students have graduated with degrees from Oxford University including two with First Class Honours (Table 11). Ten students achieved an Upper Second (2:1). One student achieved a Lower Second (2:2). Of those who studied an undergraduate degree elsewhere, one has graduated to date with a 2:1 classification.

Although we do not routinely collected data on graduate outcomes beyond degree classification, we are aware through contact with our alumni that three students have completed a Masters (including one at Harvard), with one subsequently making a PhD application. One student is undertaking a Law conversion degree, whilst at least 6 are in employment. One student from Cohort 1 is due to publish their first book in December 2021 with the publisher Penguin.

Table 11: Final Oxford degree of ex-Foundation Year students (Matriculating 2017 & 2018)

Degree outcome	Cohort 1 (Mat: 2017)	Cohort 2 (Mat: 2018)
1 st Class	1	1
2:1	5	5
2:2	-	1

Section Five: Ex-Foundation Year students at undergraduate

To date, 43 former Foundation Year students have matriculated at the University of Oxford of their grades to date suggests that former Foundation Year students are likely to achieve the standard of degree that we would expect: Of those who have graduated, two achieved First Class degrees; ten achieved a 2:1 and one a 2:2 (Table 11). Two students in the first cohort suspended their studies for a year and have returned to successfully complete their degrees. One student from the first cohort has suspended their studies until 2022 (Table 12). One student in the second cohort has suspended their studies at the end of their second year of undergraduate and is now due to complete their degree in 2022 (Table 12). As of March 2022, two former Foundation Year student have withdrawn fully from their undergraduate study at Oxford (Table 12).

Table 12: Degree completion period for ex-Foundation Year students (Mat. 2017 and 2018)

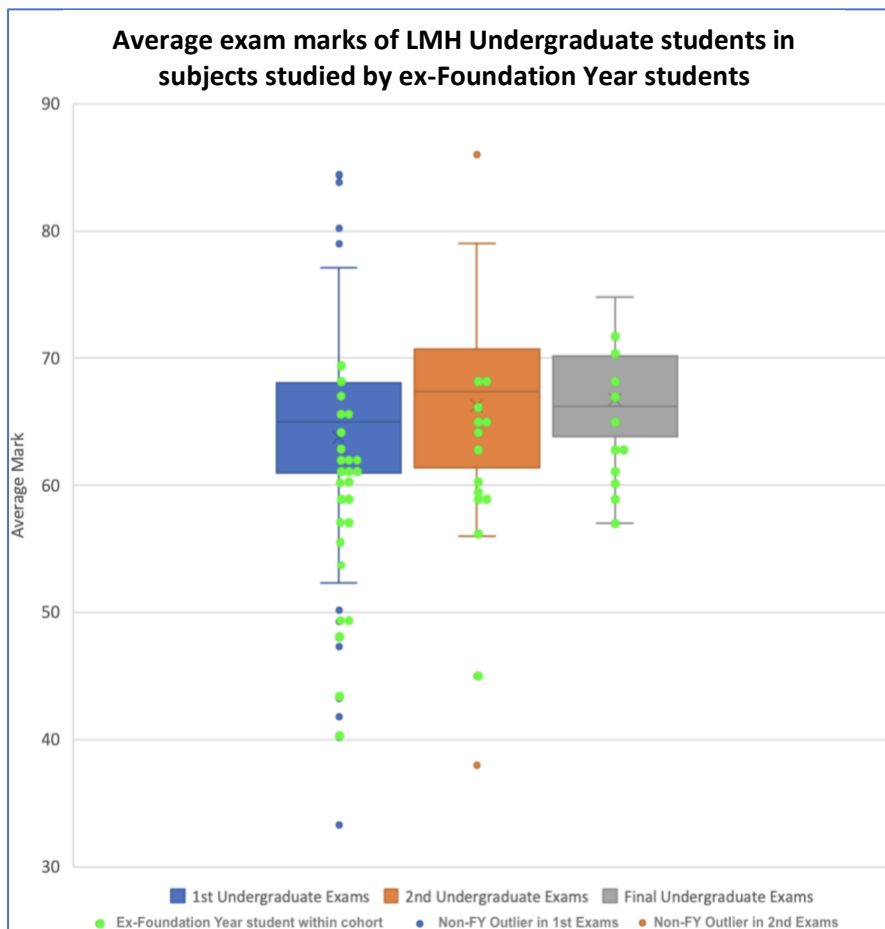
Degree duration	Cohort 1	Cohort 2	Cohort 3	Cohort 4
Completed in expected period	4	7	N/A	N/A
On course for standard duration	N/A	N/A	10	10
Suspended and completed	2	N/A	N/A	N/A
Suspended still on course	1	1	1	1
Withdrawn	0	1	0	0

Academic performance of LMH ex-Foundation Year students in comparison to LMH direct-entry students

By looking at the average examination grades of ex-Foundation Year students and direct-entry students at undergraduate level in subjects studied by ex-Foundation Year students, we can gain some insight into how ex-Foundation Year students compare in terms of their academic performance. Foundation Year students are more likely to achieve lower average first examination grades than direct-entry students (Figure 7), but they are also more likely to see greater improvement in their average exam grades from First Year to Final Year (Figure 8). This suggests that Foundation Year students have better ‘value-added’ to their education by LMH than direct-entry students (Figure 8).

Analysed by matriculation year (data not shown to protect confidentiality), it is evident that the biggest attainment gap between ex-Foundation Year students and direct entry students was in Cohort 1 (2017), and this subsequently narrowed in 2018 and 2019. The narrowing attainment gap may in part be due to improvements in teaching and admissions procedures on the Foundation Year itself, as significant changes were made for Cohort 2 onwards. There is a subsequent drop in average first year exam grades for FY students in 2020, though this corresponds with the year most affected by the Covid-19 closures. However, both of these changes may also be attributable to our small and varied student pool.

Figure 7 Comparison of exam marks of LMH ex-Foundation Year students and LMH direct-entry cohort, 2017 – 2020 (pre re-sits)



Note: Figure 7 shows all LMH undergraduate students who have taken a university exam, in the subjects studied by ex-Foundation Year students. The ex-Foundation Year students are represented by the green dot, but are also included within the overall box-and-whisker calculations: the green dot simply highlights their position within the cohort. The number of ex-FY students decreases through 1st to Final exams as we have only had two graduating cohorts. Averages are taken from raw marks, i.e. are not weighted by paper. See Page 2 for an explanation of the box and whisker chart.

1st Undergraduate Exams: FY n=26;
Direct Entry n=92

2nd Undergraduate Exams: FY n=13
Direct Entry n=37

Final Undergraduate Exams: FY n=13; Direct Entry n=39

Figure 8: Change in the average examination mark: Comparison between LMH undergraduate cohort and ex-Foundation Year students

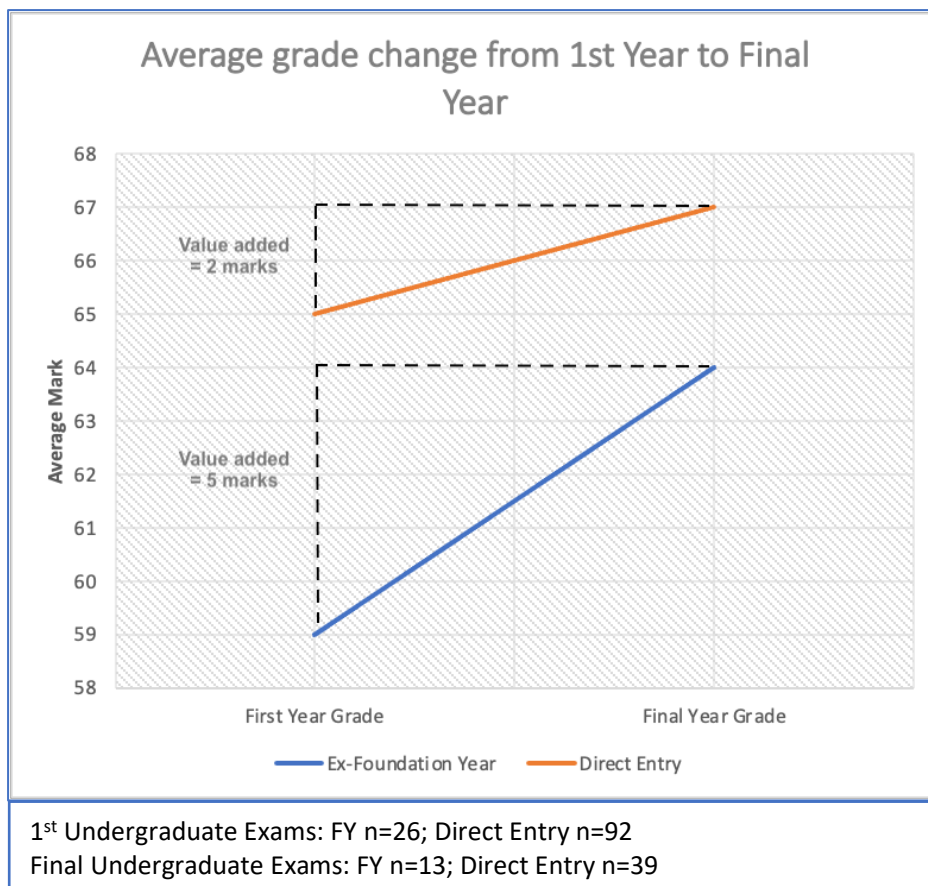
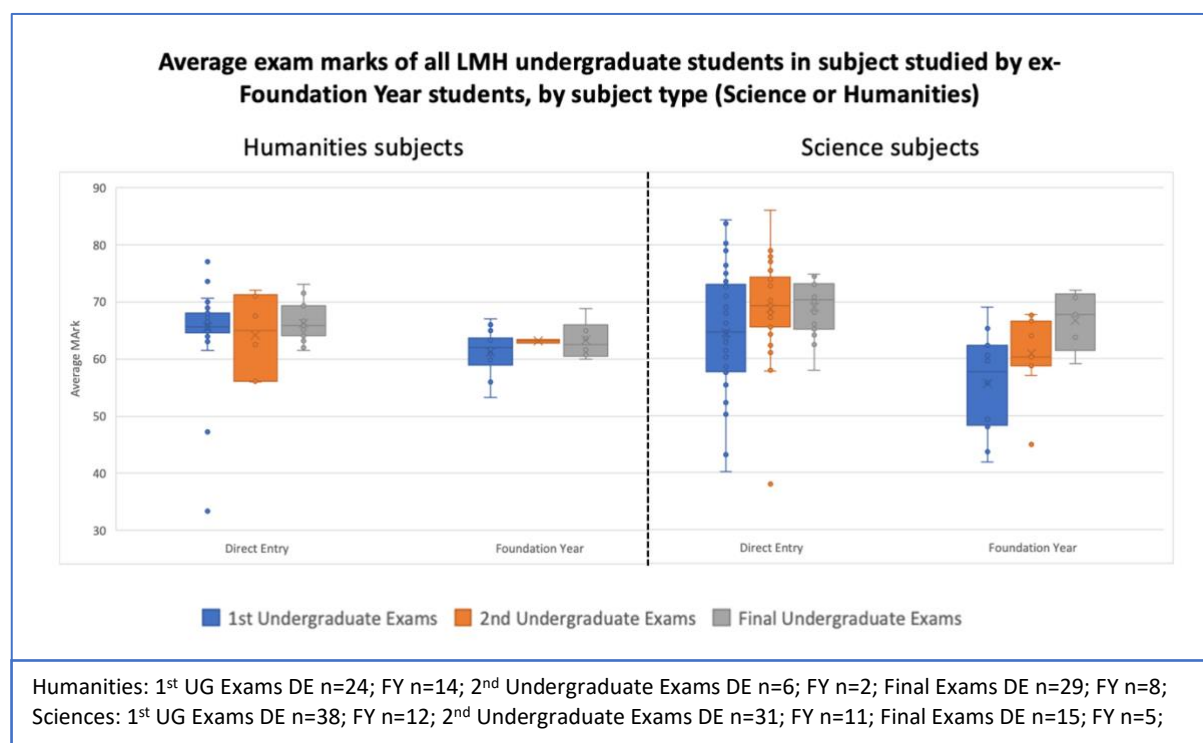


Figure 9: Comparison of ex-Foundation Year and direct-entry undergraduate student exam results, by subject type (pre re-sits)



Variation in FY undergraduate results relative to their direct-entry peers is also evident between Science subjects and Humanities subjects¹⁴ (Figure 9). The difference in attainment between ex-Foundation Year Humanities students and their direct-entry peers is less pronounced than in the Sciences, although ex-Foundation Year Science students show greater improvement than Humanities students (Figure 9).

Although we have presented results above, care should be taken with interpretation as in all cases, the total numbers of students represented are low. In any given year we have a maximum of 11 ex-Foundation Year students, and in total across the dataset there are 30 ex-Foundation Year students across 13 different subjects. Furthermore, in many subjects students within the same cohort have not studied the same papers (particularly in years 2 and 3 of their study). As a result, it is difficult to draw any conclusions from our datasets as to the on-course performance of ex-Foundation Year students relative to their direct-entry peers. See Appendix B for full information on numbers.

¹⁴ **Science:** Biochemistry, Biology, Engineering, Maths, Physics, Psychology. **Humanities:** English, Law, CAAH, Classics, Music, PPE

Ex-Foundation Year students are more likely to re-sit their preliminary examinations than direct-entry students (Table 13), but to date have always passed.

Table 13: Comparison of exam re-takes, ex-Foundation Year and direct-entry

Subject*	Matriculation Year	Foundation Year		Direct-Entry Undergraduate	
		No. of students retaking	No. of papers re-sat**	No. of students retaking	No. of papers re-sat
Science 1	2017	1	2	0	0
Science 2	2017	0	-	2	6,1
Science 2	2018	1	1	0	-
Science 3	2018	1	1	0	-
Science 3	2019	2	3,4	0	-

* To protect the identity of individual students we have redacted the exact subject. Subjects that are the same (e.g. English in 2016 and English in 2017) would be shown as Humanities 1 in each year.

** Under 'No. of paper re-sat', if there are 2 or more students re-sitting a paper then the number re-taken by the first student will be shown first, followed by the number taken by the second student, separated by a comma.

*** Data sourced from eVision

Do ex-Foundation Year students require additional support at undergraduate compared to direct-entry students?

Across UK Higher Education there is clear evidence to suggest that the Foundation Year demographic – students from low income households; those with no parental experience of HE; those from under-represented socio-economic groups and care leavers or estranged students – are more likely to drop out of their degrees and more likely to take longer to complete an undergraduate course than non-disadvantaged students¹⁵. This is mirrored in the additional support that Foundation Year and ex-Foundation Year students require at LMH. However, as detailed below the additional support is not above and beyond what would be expected of this demographic.

Academic Support

Whilst examination grades suggest that ex-Foundation Year students are performing well at undergraduate, the LMH Academic Office report that some individuals are more likely to need support than direct-entry students. Data from the LMH Welfare Team suggests that direct entry students are more likely to access LMH Welfare Services for reasons related to academic performance than Foundation Year or Ex-Foundation Year students (see Figure 10). Conversely, anecdotal evidence from the Academic Office suggests that ex-Foundation Year students are more likely to approach a member of the office for support than direct-entry students. Given that Foundation Year students are encouraged, whilst on the FY, to ask for help when needed it is positive to see that students are indeed seeking help before issues have time to escalate.

¹⁵ https://www.officeforstudents.org.uk/media/3948d9a3-84b5-409b-8b11-760a9e94c997/differences_in_student_outcomes_further_characteristics_november_2020.pdf;

Additional learning needs

Of the 42 Foundation Year students who have continued into undergraduate study at LMH, five reported SpLDs on their UCAS forms. A further 10 students have subsequently sought assessment whilst on their undergraduate course. From Cohort 5 onwards, all incoming Foundation Year students have been encouraged to take a diagnostic SpLD screen (unless already declared), and a full assessment if any possible SpLD is identified. From Cohort 6 on, this has been a requirement. Screening for SpLDs at the start of the Foundation Year facilitates early intervention, and any student who is diagnosed with an SpLD receives the relevant support (up to a maximum of one hour per week) from a trained SpLD support specialist. The support specialist that we have used for the past three years is also employed by the University DAS, and students are offered the chance to continue working with the same specialist once they progress to undergraduate.

Welfare Support

To examine the extent to which current and ex-Foundation Year students access LMH Welfare support, and the extent which they do so in comparison to direct-entry undergraduate students, we have analysed data from the LMH Welfare Team tracking interactions with all direct-entry or Foundation Year students from the start of the 2020 academic year until February 2022 (the dataset extends back to October 2020). An intervention in this dataset is defined as a time where a student is given welfare support by the Junior Welfare Dean, the Assistant Dean the Welfare Dean or the College Nurse. This support may come in the form of an 'emergency (i.e. immediate) visit'; a follow-up or a case meeting with the Welfare team.

There are clear limitations to the dataset: Firstly, the dataset includes the period of the Covid-19 pandemic, in which the LMH site was closed to the majority of students. This period has also been associated with higher incidences of 'welfare' or mental health issues across the UK population¹⁶. The data therefore does not necessarily reflect a 'standard' academic year, if standard is taken to mean 'pre-pandemic'. Secondly, the Welfare Team have assigned a reason for each visit, but this reason has been defined by the Welfare Team rather than the student. Further, only one reason is given per intervention, although one may reasonably expect that a number of interventions will have had more than one reason. Where support may have in fact been provided for multiple reasons, only the reason deemed the most 'dominant' is given in the dataset. The dataset also does not cover any incidences where a student accesses support from the central University welfare services without the knowledge of LMH., or where a student needed the support of the welfare team but did not contact them. It should furthermore be noted that it is not possible to infer levels of severity from the dataset, and that no assumption should be made that two interventions within the same category are of the same level of severity.

Our analysis of this dataset relates only to the extent to which current and ex-Foundation Year students access LMH Welfare support, and how this compares to direct-entry undergraduate students. To that end, we have investigated two principal questions:

¹⁶

<https://www.ons.gov.uk/peoplepopulationandcommunity/healthandsocialcare/conditionsanddiseases/articles/coronaviruscovid19latestinsights/wellbeing>

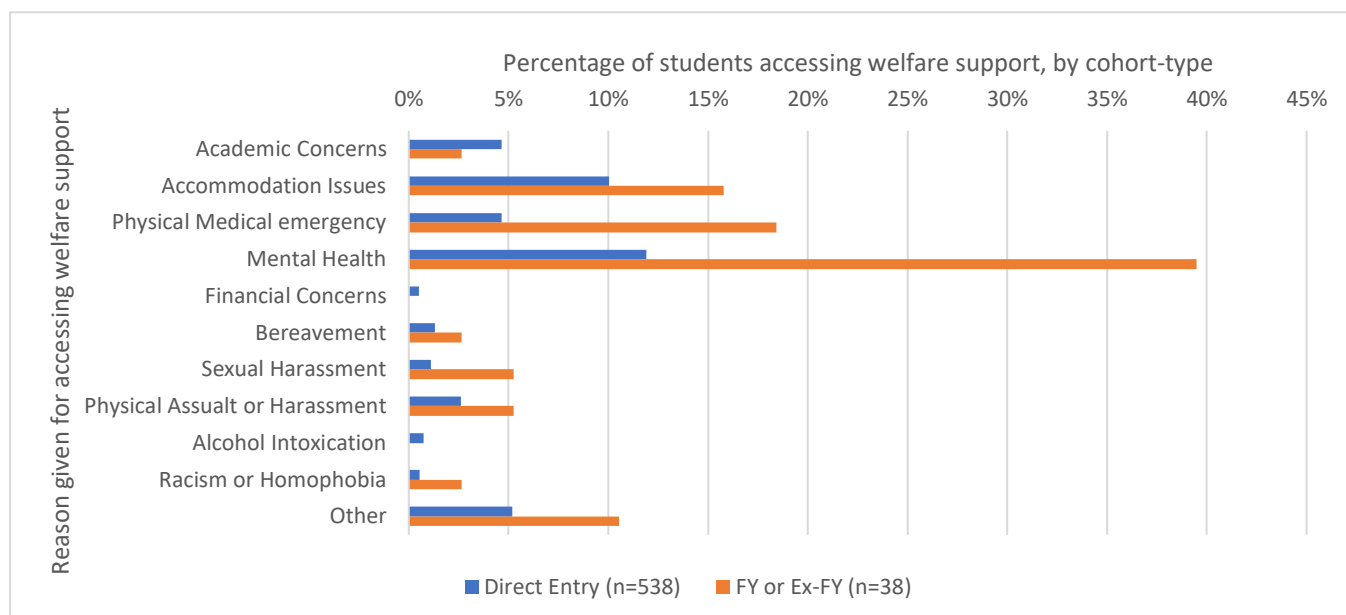
1. What proportion of Foundation Year and ex-Foundation Year students are likely to access LMH Welfare Services, and for what particular reason?
2. What proportion of the LMH Welfare Team time/resource is likely to be taken up by Foundation Year or ex-Foundation Year students, and does this vary by reason for support?

For each question we have then compared this to the direct-entry undergraduate body. For methodology and full limitations please refer to Appendix E.

What proportion of Foundation Year and ex-Foundation Year students are likely to access LMH Welfare Services, and for what particular reason?

Figure 10 shows the percentage of students within a particular cohort-type (in this case Foundation Year/ex-Foundation Year and direct-entry students) who access welfare support. The information is provided broken down into categories. To calculate these figures we first established that Foundation Year students make up 8% of the total JCR body included in the dataset, with direct-entry students forming the other 92% (excluding visiting students). We then looked at the total number of students within each cohort (e.g. Foundation Year/ex-Foundation Year or direct-entry undergraduate) who had accessed the LMH Welfare Services between October 2020 and February 2022, and then calculated the proportion of the total number of students who had accessed the service, by cohort type. We did this for each category of intervention. As Figure 10 shows, Foundation Year students are more likely to access the support of the Welfare Team than a direct-entry student with three notable exceptions where direct entry students were more likely to access welfare services (academic concerns, financial concerns and alcohol intoxication) (Figure 10). Repeat interventions are excluded from this calculation: we have instead looked only at whether an individual student has accessed Welfare Support.

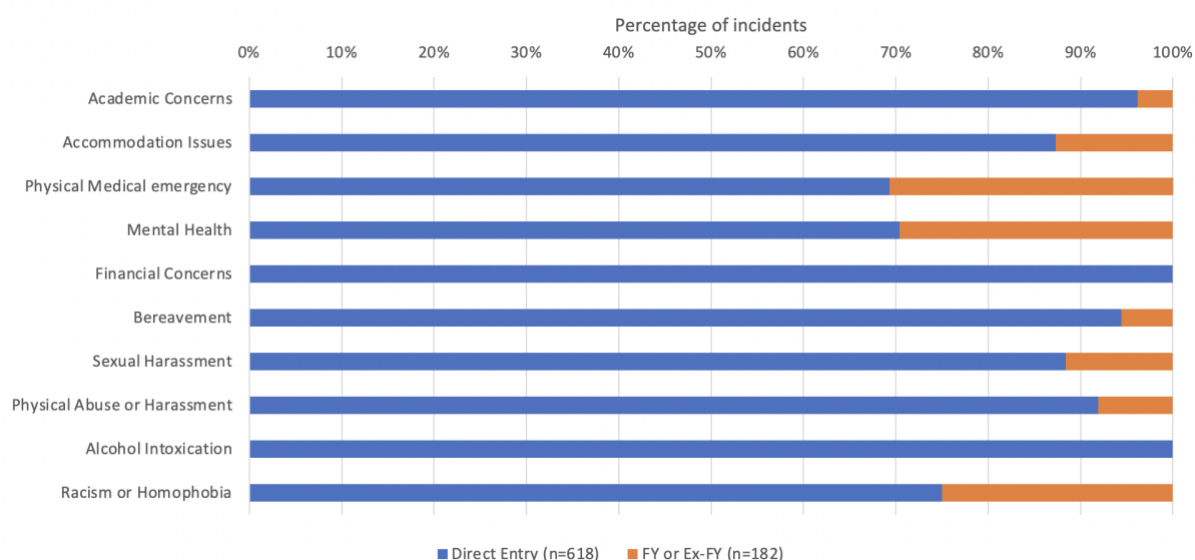
Figure 10: Students accessing LMH Welfare Support as a Percentage of their Cohort-type *e.g. Foundation Year/ex-Foundation Year or direct-entry, 2020 - 2022)



What proportion of the LMH Welfare Team time/resource is likely to be taken up by Foundation Year or ex-Foundation Year students, and does this vary by reason for support?

Figure 11 shows the proportion of welfare incidents within each category of incident (e.g. Academic Concerns; Bereavement etc) that relate to a Foundation Year/ex-Foundation Year students and direct-entrance students. To answer this question we again looked at the proportion of Foundation Year and ex-Foundation Year students who make up the JCR (8%). We then looked at the *number* of interventions that we made in each category (e.g. Academic Support, Bereavement), and within this we looked at the proportion of interventions that were made in order to support a Foundation Year or ex-Foundation Year student. We then looked at the proportion of interventions that were made in order to support a direct-entry undergraduate student (Figure 11). In terms of overall usage (e.g. number of interventions), Foundation Year students were disproportionately higher users of the welfare services than undergraduate students (Figure 11), but not to an extent higher than anticipated based on what we know of the experience of their demographic in higher education.

Figure 11: The proportion of welfare incidents within each category of incident type that relate to a Foundation Year/ex-Foundation Year students and direct-entrance students (2020 – 2022)



Financial Support

Of the 44 students who have progressed to undergraduate level study at LMH, 38% have made a Hardship Fund request, totalling £28,350 (Table 14). It is important to note that hardship funding is additional to any grant a student may have received from the University or Student Finance England.

Table 14: Hardship Funding granted to ex-Foundation Year students between September 2018 and December 2021 (Cohorts 1-4)

Hardship Fund: Amount received	Number of students
<£400	3
£401 - £700	2
£701 - £1000	2
£1001 - £1500	2
£1500 - £2000	5
£2000 - £3000	1
£3000 - £4000	
£4000 - £5000	1
£5000 - £6000	1

*note that Care Experienced or estranged students are eligible for the 365-day accommodation guarantee but do not automatically receive funding for their accommodation: requests are therefore made and granted through the Hardship Fund.

Appendix A: Foundation Year Application Cover Sheet Explainer

Please read this document carefully before starting your shortlisting.

Today you should have received the applications in PDF format. Later this week you'll also be sent an excel spreadsheet compiled by Jo that gives her overview of all your applicants. It may take some time before the excel spreadsheet comes through as Jo is working through 300+ applications. This document explains what the information on the application forms means, and what the spreadsheet from Jo shows.

The application form:

Page One

This page provides you with information that will enable you to understand the performance of this candidate in relation to all others in the applicant cohort. Please bear in mind that *all* students you will see for shortlisting have been screened and are classified as 'educationally disadvantaged'. What the cover sheet does is provide you with insight into the extent of this disadvantage in comparison to other applicants.

Section A:

Section A tells you how the candidate is eligible for the programme – e.g. whether they are care experienced; low income + low socio-economic group or low income + no parental experience of higher education.

INDIVIDUAL LEVEL SOCIO-ECONOMIC INFORMATION			
Low Household Income	Parents/guardians in under-represented employment group	Parents/guardians with no experience of higher education	Student is care experienced or estranged
Yes	Yes	Yes	No
Highest Qualification		Parent/Guardian 1 A-Level (or equivalent)	Parent Guardian 2 N/A - No contact whatsoever

Section B

Section B provides some further information on the candidate's school. This is also visualised at the bottom of the page where we give the GCSE school information for the candidate in relation to that of other FY applicants. Whilst we have provided this information here, we do not recommend that you use it to judge the relative disadvantage of the student – we have incorporated relevant measures into our 'cumulative disadvantage score' (see Section C).

SCHOOL INFORMATION		
A Level admissions policy	Non-Selective	
GCSE admissions policy	Non-Selective	
	SCHOOL	NATIONAL
% of students achieving AAB at A Level	3.1%	16.5%
Average grade at A Level in school	D+	C+
Average GCSE score of pupils in school (Attainment 8)	44.4	46.7 (Wales: 354)
% of students in receipt of FSM (GCSE)	33.9%	27.7% (Wales: 9%)

	Applications	Offers	Offer rate
Applications to Oxford in past 5 years	9	1	11%

AVERAGE PERFORMANCE OF PUPILS AT GGCSE SCHOOL (GCSE LEVEL)				
QUINTILE 5	QUINTILE 4	QUINTILE 3	QUINTILE 2	QUINTILE 1
	STUDENT			
% OF STUDENTS IN RECEIPT OF FREE SCHOOL MEALS (GCSE SCHOOL)				
QUINTILE 5	QUINTILE 4	QUINTILE 3	QUINTILE 2	QUINTILE 1
		STUDENT		

Section C

This is the most relevant section for understanding the relative disadvantage of your applicants. Using only the measures that are shown by academic research to have a causative impact on educational attainment, we have weighted the relative disadvantage of candidates. Those who have experienced more disadvantage that is likely to have impacted on their education will have a higher score (maximum 40). Visually, this may be represented by the blue boxes being to the left of the page. However, we caution against only using this visual indicator as the weightings given to each measure are different: for example, parental education is more heavily weighted than school progression scores, as parental education is shown to have more of an impact on a student's attainment. Further details on weighting etc. can be obtained from Esther.

CUMULATIVE DISADVANTAGE SCORE	
38	

PARENTAL OCCUPATION		
10	9	8
STUDENT		

PARENTAL EDUCATION		
20	10	0
STUDENT		

SCHOOL PROGRESSION TO OXFORD									
10	9	8	7	6	5	4	3	2	1
		STUDENT							

Pages two – six

These pages provide you with the academic information on your applicant, including their UCAS application history, grades; foundation year essay and their UCAS personal statement (where relevant).

Pages seven – ten

Are references: not all students managed to find two referees, which was not always the fault of the student themselves.

Jo's Excel Spreadsheet

Jo will also compile an excel spreadsheet that contains an overview of all of your applicants. In it, she will give you her thoughts on the suitability of the candidate for the course. Although she won't be judging their subject specific aptitude, she looks at factors such as their educational trajectory and whether or not they are over or under-qualified for the course. Overall, she puts a 'flag' next to each candidate recommending whether or not they should be considered. We would urge you to look at this spreadsheet when putting together your final list as it is a result of Jo's experience over the past four years.

FAQs

Why don't you provide the candidate's income, or specific job titles of their parent(s)?

We have removed these as we have no legitimate reason to share this personal information. During our screening process we have converted the job titles of parent(s)/guardian(s) into a socio-economic group as defined by the National Statistics Socio-economic classification. This has then been used to determine eligibility as it is these socio-economic groups that are used as a proxy for disadvantage rather than the job title itself. This removes subjectivity that may be tempting if, for example, comparing a 'cleaner' against a 'teaching assistant'. Similarly with income, we do not want people to use income to judge relative disadvantage - although it may be tempting to do so. This is simply because we are currently able to factor in things like household dependents or cost of living (e.g. location). Bear in mind that all of the students are classified as from 'low income' households (eg. below £42,850).

Where has the postcode information gone?

In general undergraduate admissions, postcode data is used as a proxy for disadvantage, and we provide you with the IDACI score to refine the more crude measures used by the central university. However, even IDACI is still relatively crude, and we have enough personal information on our forms to be sure of the candidate's individual educational disadvantage.

Why do you provide the school information if it is not used in the cumulative disadvantage score?

We provide the school information in part for continuity with the undergraduate admissions, and in part for continuity with the previous years. The academic research on the impact of a school on the attainment of a student is conflicting, such that we can't say for sure that a student who went to a poorly performing school is going to be affected by that school. For that reason we have not included it in our cumulative disadvantage score, but we *have* left it on the cover sheets.

Cumulative Disadvantage Score

The Cumulative Disadvantage Score is an overall assessment of the extent to which a student's circumstances may have affected their education. The higher the score is, the more likely they are to have experienced challenges in their education in comparison to other candidates.

The score is calculated by taking three individual-level metrics of disadvantage that are shown by academic research to have a causative effect on either educational attainment or progression to Oxbridge:

1. Parental Education [1]
2. Socio-economic group of parent(s) [2]
3. School progression rates to Oxford [3]

These metrics are then weighted, according to the severity of impact as described in the actual research. In this first year we have used a relatively simple calculation:

Parental Education: 0 points if both parents (or the only parent) has a degree
10 points if one parent has no degree and the other has a degree
20 points if both parents (or the only parent) has no degree

We have used the binary degree/no degree with no sliding scale as this is the principal measure used in academic research

Socio-economic group: 4 points for each parent that is in socio-economic group 3
5 points for each parent that is in socio-economic groups 4-8
If a student only has one parent their score is doubled.

We do not have any eligible students who are in socio-economic groups 1 or 2.

School progression rates: We have allocated points to students based on two factors: the number of applicants to Oxford in the previous 5 years, and the success rate of these applicants. The table below shows how many points are awarded – boundaries were calculated by 'quintiling' the school application/offer rate of all applicants.

Points	Applications	Offer rate
5	0-4	0-5%
4	5-12	6-14%
3	13-35	15-18%
2	36-71	19-29%
1	>71	>28%

Omissions:

We have not included household income in our measure because we do not think that we have enough contextual information on income to judge the relative household disadvantage – e.g. we would also need to know the number of dependents and the cost of living in their specific home region.

References

- [1] Chowdry, H., et al (2013) 'Widening participation in higher education: analysis using linked administrative data' Journal of the Royal Statistical Society A 176, Part 2, pp 431-457; Davis-Kean, P. E. (2005) The influence of parent education and family income on child achievement: The indirect role of parental expectations and the home environment, Journal of Family Psychology, 19(2), 294-304; Dearden, L., Sylva, K. and Sibiet, L. (2011) The socio-economic gradient in early child outcomes: evidence from the Millennium Cohort Study. Longitudinal and Life Course Studies, 2(1):19-40
- [2] Bukodi, E., & Goldthorpe, J. H. (2012). Decomposing 'social origins': the effects of parents' class, status, and education on the educational attainment of their children. European Sociological Review, jcs079; Dearden, L., Sylva, K. and Sibiet, L. (2011) The socio-economic gradient in early child outcomes: evidence from the Millennium Cohort Study. Longitudinal and Life Course Studies, 2(1):19-40
- [3] Dunne, M., King, R., and Ahrens, J., (2013) Applying to Higher Education: comparisons of independent and state schools Studies in Higher Education, 2013; Caroline Oliver & Nigel Kettle (2010) Gatekeepers or facilitators: the influence of teacher habitus on students' applications to elite universities, British Journal of Sociology of Education, 31:6, 737-753, DOI: 10.1080/01425692.2010.515105; Diane Reay, Miriam David and Stephen Ball (2001) 'Making a Difference?: Institutional Habituses and Higher Education Choice'

Appendix B: Examination Results of Ex-FY students and their undergraduate peers, 2017 - 2021

This document presents the University Examination results of all ex-Foundation Year students and their subject peers at LMH, with the exception of any who have not taken a public examination yet.

Due to the Covid-19 pandemic, the examinations taken by students can differ within subject according to Matriculation year. Please refer to Table 1 for an overview of which examinations have been taken.

These results were sourced from e-Vision in August 2021, and we have subsequently taken an average of the raw scores for all papers taken in an examination period by the students. We have not weighted any papers, and as a results the grades cannot be equated with the First Class/2:1 Results scale.

We have highlighted any Foundation Year student who has suspended status, withdrawn or extended a year of study (see Table 1). However, we have not done the same for their undergraduate counterparts as we did not have their full information.

On each graph, a green dot represents an ex-Foundation Year student. Note that these have been superimposed and so are an approximation of the average mark. Each blue, orange or grey dot represents a non-FY student who is an 'outlier'. The Box-and-Whisker charts were calculated *including* the scores of the ex-Foundation Year, and so they are represented in the minimum, maximum, median and mean values etc. The use of the green dot is simply to highlight them within the dataset.

NOTE: FOR CONFIDENTIALITY PURPOSES, EXTERNAL REPORTS WILL NOT SHOW RESULTS BY SUBJECT PER YEAR, AND WILL REDACT COMMENTS THAT MAY IDENTIFY INDIVIDUAL FY STUDENTS. WHERE THE NUMBER OF STUDENTS STUDYING A SUBJECT IS <3, THIS WILL BE REDACTED.

Table 1: Exams taken by subject and matriculation year:

Subject	Matriculation Year	Exams in Year of study*	Comments on FY students
Biochemistry	2017	1,2,3,4	REDACTED
Biology	2018	1,2,3	
	2019	2	No exams in Y1 due to Covid-19
CAAH	2017	1,3	
	2018	1,3	
Classics	2018	2	
Engineering	2019	2	No exams in Y1 due to Covid-19 Ex-FY student studied Physics on FY
	2020	1	
English	2017	1,3	REDACTED
	2018 NEED TO DO		
	2019		
Law	2017	1,3	REDACTED
	2018	1,3	
	2019	N/A	No exams in Y1 due to Covid-19
	2020	1	
Maths	2017	1,2,3	
	2018	1,2,3	
	2019	2	No exams in Y1 due to Covid-19
French	2019	-	No exams in Y1 due to Covid-19. Y2 not assessed
Music	2017	1,2	
	2018	-	No exams in Y1 due to Covid-19. Y2 not assessed
	2019	1	
Physics	2019	1,2	REDACTED
	2020	1	
PPE	2019	1	REDACTED
Psychology	2018	1,2,3	
	2019	1,2	
	2020	1	FY Student changed to Biomed. Sci

Table 2: Total student numbers per subject, with average mark in undergraduate exams (Y1,2,3 as taken)

Subject	Total Students	Average of 1st Undergraduate Exams	Average of 2nd Undergraduate Exams	Average of Final Undergraduate Exams
Biochemistry	5	69	70	
Direct Entry	4	74	83	
Foundation Year	<3	49	45	
Biology	11	63	69	68
Direct Entry	9	63	71	67
Foundation Year	<3	62	62	71
CAAH	5	63	67	63
Direct Entry	3	65	71	64
Foundation Year	<3	60	64	60
Classics	3		62	
Direct Entry	<3		62	
Foundation Year	<3		63	
Engineering	10	58	57	
Direct Entry	8	60	57	
Foundation Year	<3	48	59	
English	19	63		66
Direct Entry	15	64		67
Foundation Year	4	59		63
Law	29	65		65
Direct Entry	24	65		65
Foundation Year	5	63		62
Maths	14	62	64	68
Direct Entry	11	63	65	70
Foundation Year	3	56	60	61
Music	7	68		70
Direct Entry	5	70		71
Foundation Year	<3	62		69
Physics	15	59	71	
Direct Entry	12	62	72	
Foundation Year	3	47	67	
PPE	8	66		
Direct Entry	7	67		
Foundation Year	<3	61		
Psychology	8	68	67	71
Direct Entry	4	73	70	73
Foundation Year	4	64	65	70
Grand Total	134	64	66	67

Appendix C: End-of-year transition questionnaire for outgoing Foundation Year students

1. Next year you will have a personal tutor who is not Jo. In order for that tutor to support you in your studies we would ideally share with them your Foundation Year personal statement and your Foundation Year references. Do you consent to us sharing these with them?

Yes

No

IF NO: Is there any information that you *would* like us to share with them, that you think is relevant for them to best support you in your studies?

IF YES: Is there any other information that you would like us to share that you think is relevant for them to best support you in your studies?

2. If you have an SpLD or Disability, have you made the Disability Advisory Service aware of this?

Yes

No

N/A

If no – DO IT NOW! See email from Chris Pigeon dated 16/06/2021

3. STUDY SKILLS ARE THE OPPORTUNITY OXFORD OR ANYTHING ELSE??
4. Thinking about your **academic writing skills** how confident do you feel that your skills are at the right level for undergraduate study?
Very confident
Somewhat confident
Not very confident
Not at all confident

If anything other than 'very confident')
What additional support do you think you could benefit from?
5. Thinking about your **reading skills** how confident do you feel that your skills are at the right level for undergraduate study?
Very confident
Somewhat confident
Not very confident
Not at all confident

If anything other than 'very confident')
What additional support do you think you could benefit from?

6. Thinking about your **note taking skills** how confident do you feel that your skills are at the right level for undergraduate study?

Very confident

Somewhat confident

Not very confident

Not at all confident

If anything other than 'very confident')

What additional support do you think you could benefit from?

7. Thinking about your **time management skills** how confident do you feel that your skills are at the right level for undergraduate study?

Very confident

Somewhat confident

Not very confident

Not at all confident

If anything other than 'very confident')

What additional support do you think you could benefit from?

Appendix D: Welfare and support survey for incoming Foundation Year students

Study Support:

1. Do you have a physical disability or health issue that we should be aware about (e.g. that may impact upon your ability to study, or that may require accessibility arrangements in order for you to study to the best of your ability)?

Yes

No

If yes, please provide further details

2. Have you been diagnosed as having Specific Learning Difficulty (SpLD) such as Dyslexia, Dyspraxia, Dyscalculia etc.?

Yes

No

If yes, please provide further detail here and share your assessment to Esther.fisher@lmh.ox.ac.uk

If no, please take this preliminary assessment by no later than XXXX.

3. Are there any personal circumstances that you worry might affect your studies? If so, please provide details (you don't need to go into great detail, but if there is something you think we should be aware of then please let us know)
4. Are there anything else that you think might affect either your ability to study well or your wellbeing whilst you are at LMH? If so, please provide some information here.
5. On the Foundation Year you will have a Personal Tutor *and* the Foundation Year Co-ordinator (Jo Begbie) who you can talk to about any issues that might be worrying you or affecting your studies. They may need to share these issues with the Academic Office or the college Welfare Team in order to best support you. Do you consent to your Personal Tutor or the Foundation Year Co-ordinator sharing this information with the Welfare Team, Academic Office or your tutors in order to support you in your studies? (Note: It would only be shared for these purposes and would be strictly confidential)

Yes

No

6. In some instances, students have mentioned things in their Foundation Year application form that would be useful to share with relevant staff members in order for them to support you in your studies. Do you consent to us sharing your Foundation Year essay, Personal Statement and Teacher References with the Welfare Team, Academic Office or your tutors in order to support you in your

studies? (Note: It would only be shared for these purposes and would be strictly confidential)

Yes

No

- 7.** Do you consent to us sharing the information you have provided here with the Welfare Team, Academic Office or your tutors in order to support you in your studies? (Note: It would only be shared for these purposes and would be strictly confidential)

Yes

No

Appendix E: LMH Foundation Year & Undergraduate Welfare Analysis – Methodology Notes

To examine the extent to which current and ex-Foundation Year students access LMH Welfare support, and the extent which they do so in comparison to direct-entry undergraduate students, we have analysed data from the LMH Welfare Team tracking interactions with all direct-entry or Foundation Year students from the start of the 2020 academic year until February 2022 (the dataset extends back to October 2020). An intervention in this dataset is defined as a time where a student is given welfare support by the Junior Welfare Dean, the Assistant Dean the Welfare Dean or the College Nurse. This support may come in the form of an 'emergency (i.e. immediate) visit'; a follow-up or a case meeting with the Welfare team.

There are clear limitations to the dataset: Firstly, the dataset includes the period of the Covid-19 pandemic, in which the LMH site was closed to the majority of students. This period has also been associated with higher incidences of 'welfare' or mental health issues across the UK population¹. The data therefore does not necessarily reflect a 'standard' academic year, if standard is taken to mean 'pre-pandemic'. Secondly, the Welfare Team have assigned a reason for each visit, but this reason has been defined by the Welfare Team rather than the student. Further, only one reason is given per intervention, although one may reasonably expect that a number of interventions will have had more than one reason. Where support may have in fact been provided for multiple reasons, only the reason deemed the most 'dominant' is given in the dataset. The dataset also does not cover any incidences where a student accesses support from the central University welfare services without the knowledge of LMH., or where a student needed the support of the welfare team but did not contact them. It should furthermore be noted that it is not possible to infer levels of severity from the dataset, and that no assumption should be made that two interventions within the same category are of the same level of severity.

Our analysis of this dataset relates only to the extent to which current and ex-Foundation Year students access LMH Welfare support, and how this compares to direct-entry undergraduate students. To that end, we have investigated two principal questions:

1. What proportion of Foundation Year and ex-Foundation Year students are likely to access LMH Welfare Services, and for what particular reason?
2. What proportion of the LMH Welfare Team time/resource is likely to be taken up by Foundation Year or ex-Foundation Year students, and does this vary by reason for support?

For each question we have then compared this to the direct-entry undergraduate body.

To answer each question we first ascertained total student numbers, both for Foundation Year and direct-entry students. The total number of Foundation Year students comprises who have studied at LMH as undergraduates at LMH since 2018, and those who have studied either as undergraduates *or* only Foundation Year level from 2020 onwards. For the

1

<https://www.ons.gov.uk/peoplepopulationandcommunity/healthandsocialcare/conditionsanddiseases/articles/coronaviruscovid19latestinsights/wellbeing>

undergraduate direct-entry body, it was not possible to ascertain an exact figure of how many students were in college (and therefore had access to the Welfare Services) between 2020 – 2022 as students will withdraw, suspend status or return to study at different times in the year and we did not have this information to hand. Instead, we have taken the known number of undergraduates in LMH in 2022, and removed from this the total number of ex-Foundation Year students who are currently studying at LMH. We have then added to that the number of students who were accepted into LMH in 2018 (and would be covered in the dataset but not currently be in college). We have then removed those who matriculated in 2016 or 2017 and are still at LMH in their 4th or 5th year of study, who would otherwise have been double-counted. We have also removed the number of Foundation Year students who matriculated in in 2017 and 2018. In this, we have an estimation of the total number of direct-entry students who will have had access to the Welfare Team support.

Evidently there are limitations to this methodology: Our estimation of numbers may be incorrect; we have not accounted for the fact that some students are in this dataset for 3 years whilst others are in it for 1; we have not accounted for Care Leavers or estranged students who live in college 365 days of the year and would therefore be more likely to access support across the year than a term-time resident; we have also not accounted for students who live off-site and are therefore less likely to access LMH Welfare Services (particularly for emergency situations). We have further not accounted for the different residency patterns of students during the Covid-19 college closures. Any conclusions made should therefore take into account these limitations, along with those noted above.