



PPE with Foundation Year

Course Handbook

2023/2024

1 Introduction

1.1 Statement of coverage

This handbook applies to students starting PPE with Foundation Year at the University of Oxford in Michaelmas 2023.

Please note that this handbook applies to 2023 entry, the information in this handbook may be different for students starting in other years.

This document only contains information about the PPE Foundation Year course, not the undergraduate course it can lead into. For information about the undergraduate course see the [PPE undergraduate handbooks](#).

1.2 Version

This is version 1.2. Published on 06/11/23.

1.3 Disclaimer

The Examination Regulations relating to this course are available on the [University's Exam Regulations website](#), please note you will need to read both the General Regulations and the regulations for the *Certificate of Higher Education in Philosophy, Politics and Economics*. If there is a conflict between information in this handbook and the Examination Regulations found on the website above, then you should follow the Examination Regulations. If you have any concerns, you should contact the Foundation Year Team at contact@foundationyear.ox.ac.uk.

The information in this handbook is accurate as of 06/11/23, however it may be necessary for changes to be made in certain circumstances, as explained on the [University website](#). If such changes are made the Astrophoria Foundation Year Team will publish a new version of this handbook together with a list of the changes and students will be informed.

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1.5 Welcome

Message from the Director of the Astrophoria Foundation Year

Hello, and welcome to the Astrophoria Foundation Year programme. I am very excited that you are joining us here as part of the very first cohort of students.

The aim of this handbook is to provide you with information to help you navigate your Foundation Year Course. Please make sure that you are reading the correct handbook for your specific course and that you also read the handbook given to you by your College. Entering this new, complex learning environment can be daunting, and while the information given here tries to make processes as clear as possible you may still have questions. If this is the case, the handbook gives links for other key sources of information, but the Foundation Year team is also here to support you so please do not hesitate to ask if you need help.

The Astrophoria Foundation Year programme has been designed thinking about the different skills that will benefit you in the transition to studying your subject at university level. Obviously, this will include a lot of academic skills, but we also recognise that this is a transition away from something familiar to the new and quite unique environment of Oxford University. We have therefore thought hard about what other skills might be involved and tried to incorporate them. We may have missed some! If there are skills that you think that we could include for future years, please let me know. Your course tutors are here to support you in your learning whether it is on your subject course or on the Preparation for Undergraduate Studies course, so please don't hesitate to talk to them.

One of the traits that I am particularly keen to encourage on the Foundation Year is curiosity: when you ask questions about the world this tends to be reflected in asking questions about your academic work too. Being here on the Foundation Year programme will present you with many opportunities for having different experiences and for asking questions. Please make the most of all of these opportunities, and enjoy your year: I'm really looking forward to seeing you all getting the programme going!

Dr Jo Begbie

Message from the PPE Foundation Year Course Lead

As Course Lead for the PPE Foundation Year, I'm delighted to welcome you and excited to be embarking on this first year of the programme with you.

My PPE colleagues and I have designed a course that will give you the opportunity to explore fascinating topics of real-world importance in Philosophy, Politics and Economics, while building the academic skills needed to thrive as an undergraduate student of PPE. We hope that the knowledge and skills that you gain in the coming year will prove helpful, not only in your continuing undergraduate studies but also in your future life and career.

PPE is a demanding course and you will have to work hard to fully benefit from the Foundation Year programme, but the rewards from doing so are great. I and all of your PPE tutors are here to support you, so please do not hesitate to reach out to us should you have any questions or need any support with academic matters.

Dr Natalie Quinn

1.5.1 Purpose of this handbook

This handbook contains useful information about the Foundation Year (year 0) of PPE with Foundation Year, which is part of the University of Oxford's Astrophoria Foundation Year. The Handbooks for PPE Prelims (year 1) and Finals (years 2-3) are [published separately](#).

1.5.2 Other key sources of information

On the Current Students section of the [Astrophoria Foundation Year website](#) you will find a list of contact details for academic and administrative staff.

On Canvas you will find lecture lists, reading lists, and other course materials. You will be able to access your Canvas account at <https://canvas.ox.ac.uk>.

The Examination Regulations are the formal rules that govern your examinations for the PPE Foundation Year; they are available on the [University's Exam Regulations website](#). Please note you will need to read both the General Regulations and regulations for the *Certificate of Higher Education in Philosophy, Politics and Economics*.

The Examination Conventions set out how examined work will be marked and how the resulting marks will be used to arrive at a final result and classification of an award. The Conventions for the PPE Foundation Year can be viewed on the [Astrophoria Foundation Year website](#) and will also be posted on the PPE Foundation Year Canvas site at <https://canvas.ox.ac.uk/courses/195203>.

The Oxford Students website provides information about the services and resources available to students across the University: www.ox.ac.uk/students.

For general information and guidance and formal notification and explanation of the University's codes, regulations, policies and procedures, refer to the University student handbook: www.ox.ac.uk/students/academic/student-handbook.

For college regulations, refer to your college handbook.

1.6 Useful contacts

The Foundation Year Team can help with queries relating to the Astrophoria Foundation Year programme as a whole. They can also assist with administrative queries related to bursaries and grant payments. Students can reach them via email at contact@foundationyear.ox.ac.uk.

The Foundation Year Welfare Lead is Cat Purtell. She can help with queries relating to welfare, disability and access requirements. Students can reach her via email at welfare@foundationyear.ox.ac.uk.

The PPE Course Lead is Natalie Quinn. She can help with queries relating to subject specific learning. Students can reach her via email at ppe@foundationyear.ox.ac.uk.

The Preparation for Undergraduate Study Course Lead is Helen Webster. She can help with queries relating to the Preparation for Undergraduate Study units which form part of the course. Students can reach her via email at pugs@foundationyear.ox.ac.uk.

Once appointed, student representatives will be listed on the Current Students section of the [Astrophoria Foundation Year website](#) and can also be reached by contacting the Foundation Year Team.

1.7 Buildings, locations, maps and access

Most lectures and classes will take place across the University of Oxford, more detail can be found on the Canvas course pages.

As a Foundation Year student, you will have access to libraries and study spaces in the University of Oxford's [Department of Continuing Education](#) and in your own college. You may also wish to visit the Manor Road Building on Manor Road (which houses the Politics and Economics Departments and the Social Science Library) and the Radcliffe Humanities building on the Woodstock Road (which houses the Philosophy Faculty and Library).

If you are visiting the Foundation Year Team, they have offices on the basement floor of the Careers Service Building which can be found at 56 Banbury Road, Oxford, OX2 6PA.

The access guide website provides interactive maps, floor plans, and access information for all University buildings: www.admin.ox.ac.uk/access.

1.8 Important dates

The Oxford year is divided into three terms and three vacations. Within each term, a full term of eight weeks is the main teaching period. Please note that whilst the terms are labelled week 1-8 there may be activities that take place in weeks 0 and week 9. Astrophoria Foundation Year students are expected to arrive earlier in their first term for an Orientation Week which is then followed by Freshers Week. Week 1 of Michaelmas Term will be an Academic Induction Week. These first three weeks will help Foundation Year students settle into the University and the city.

The teaching dates of term for this academic year are below:

Orientation Week (Week -1)

Sunday 24 September 2024 – Saturday 1 October 2024

Freshers Week (Week 0)

Sunday 2 October 2024 – Saturday 7 October 2024

Michaelmas Term (Weeks 1 -8)

Sunday 8 October 2023 – Saturday 2 December 2024

(Academic Induction Week taking place Sunday 8 October 2023 – Sunday 15th October)

Hilary Term (Weeks 1 -8)

Sunday 14 January 2024 – Saturday 9 March 2024

Trinity Term (Weeks 1 -8)

Sunday 21 April 2024 – Saturday 15 June 2024

Examination and assessment dates

Examinations for this course take place in week 0 of Hilary Term as well as week 0 and week 8 of Trinity Term. Assessed coursework submission will take place in week 9 of Michaelmas Term, week 9 of Hilary Term and week 5 of Trinity Term.

Assessments for the PPE Course will take place in the following weeks:

Michaelmas Term Week 9 (4th – 8th December) – Submission of assessment

Hilary Term Week 0 (8th-12th January 2024) – Examinations

Hilary Term Week 9 (11th – 15th March) – Submission of assessments

Trinity Term Week 0 (15th – 19th April 2024) – Examination

Trinity Term Week 5 (20th – 25th May 2024) – Submission of assessments

Trinity Term Week 8 (10th – 14th June) - Examinations

2 Course Content and Structure

2.1 Course overview

The *PPE with Foundation Year* course pathway is designed to help students bridge the gap between pre-university study and the challenging undergraduate PPE degree at Oxford. It will also enable students to thrive at another high tariff university, should progression to the Oxford undergraduate PPE programme not be possible or desirable.

Students who pass the one-year Foundation Year course (Year 0) will be awarded a Level 4 Certificate of Higher Education (CertHE) qualification. Students who pass the course at the required level will, should they wish, automatically progress to the undergraduate programme in PPE at Oxford, without the need to re-apply.

PPE at Oxford is a course that encourages students to think about the challenges of the modern world from three different but complementary perspectives. The PPE Foundation Year course will offer students the opportunity to develop the academic skills needed to thrive as a student of PPE at Oxford, through the study of subject-specific units across Politics, Philosophy and Economics as well as a Maths for PPE unit.

In addition to this, students take part in Preparation for Undergraduate Study Course. Units in this course provide support in building general academic skills including academic writing, communication skills to support verbal discussion, and broader personal development.

2.2 Course aims

The course aims to enable its students to:

- Achieve the level of academic competence and confidence necessary to thrive in their chosen undergraduate degree - ideally at Oxford, or at another highly-selective university
- Acquire the subject-specific knowledge and skills that are necessary for undergraduate study in PPE, in particular to develop their:
 - Capacity for sustained study; motivation and interest; independent and reflective approach to learning
 - Ability to analyse and solve problems using logical and critical approaches; ability to assess relevance; capacity to construct and critically assess arguments; flexibility and willingness to consider alternative views
 - Willingness and ability to express ideas clearly and effectively in English on paper and orally; ability to listen; ability to give considered responses.
- Develop skills in independent thought, writing for academic purpose and critical analysis
- Develop confidence in their academic self to foster academic exploration

2.3 Intended learning outcomes

All students who successfully complete an AFY course will be able to:

- Apply the methodological approaches relevant to the study of their chosen field
- Interpret and evaluate sources critically in a manner relevant to their chosen field
- Discuss key issues within their field in an academic context
- Construct persuasive arguments and understand how to respond to alternative views
- Undertake research and construct independent opinions in their chosen field
- Confidently express their academic ideas

Intended learning outcomes specific to the PPE subjects and Preparation for Undergraduate Studies units are outlined in the following subsections.

2.3.1 Subject-specific intended learning outcomes

Students who successfully complete the **Foundations in PPE** unit will be able to:

- Understand the methods and practice of close reading, and offer specific and accurate references to a text;
- Understand the way in which a long text may be interpreted as sustaining a single argument, recognise the core components of this argument and provide a brief evaluation of the argument's strengths and weaknesses;
- Propose and assess alternative arguments with peers in an open-minded and respectful exchange of views.

Students who successfully complete the two **Philosophy** units will be able to:

- Reconstruct arguments presented in philosophical and non-philosophical prose.
- Analyse, evaluate, and formulate responses to different kinds of argument.
- Read philosophical texts charitably and critically, distinguish and assess competing interpretations of such texts, and compare and contrast the arguments being presented in them.
- Set out important philosophical problems or questions in ethics, metaphysics, and political philosophy, explain their significance, and describe some possible philosophical responses.
- Produce an argument in defence of an answer to a philosophical question, in the distinctive form of a philosophical essay.
- Discuss arguments, positions, theories, objections with peers, engaging respectfully and open-mindedly and showing understanding of different possible sources of disagreements.

Students who successfully complete the two **Politics** units will be able to:

- Identify and understand questions in political theory, recognise major contributions from five key thinkers (command of material);
- identify and understand questions in comparative political science and their application to six countries (command of material);
- Recognise and evaluate concepts, theories, methods and approaches, and data (analysis);
- Present clear oral and written answers to questions (exposition);
- Identify ideas that are relevant and irrelevant to addressing a question (judgement); and

- Come up with their own ideas to solve new problems (independence).

Students who successfully complete the two **Economics** units will be able to:

- Independently discern and synthesise information about economic concepts and topics from a variety of sources including accessible academic journal articles (learning skills);
- Write appropriately-structured and analytical prose that demonstrates good command of the key economic concepts and topics covered in the units (writing skills);
- Apply problem solving skills, mathematical skills and knowledge of key economic concepts to analyse economic problems within the scope of the units' content (problem solving skills);
- Accurately interpret economic data represented in tables and charts (data interpretation skills);
- Identify and apply appropriate tools to visualise and analyse economic data in order to respond to questions posed (data analysis skills);
- Identify appropriate economic concepts and models from among those covered in the units and apply them to analyse everyday situations (application skills).

Students who successfully complete the **Maths for PPE** unit will be able to:

- Demonstrate competency with all of the mathematical methods covered in the core topics, through their accurate application to solve straightforward problems.
- Identify and apply appropriate mathematical methods from among those covered in the core topics to analyse simple economic models and solve applied problems.
- Communicate their mathematical reasoning clearly and precisely, using appropriate conventions of language and notation.
- Demonstrate comprehension of definitions and concepts in the advanced topics through their application to solve simple problems (seen and unseen) and prove simple standard results

2.3.2 Preparation for Undergraduate Study intended learning outcomes

The Preparation for Undergraduate Study Course will provide a range of opportunities for students to develop and practise skills that will support undergraduate level study:

- general academic skills
- communication skills
- reflective approaches to academic and personal development

2.4 Course structure

The *PPE with Foundation Year* course pathway is a four-year programme. Its first year (Year 0) is the PPE Foundation Year. Years 1-3 are the undergraduate programme in PPE.

The PPE Foundation Year (Year 0) comprises eight compulsory subject units, covering *Foundations in PPE*, *Philosophy* (two units), *Politics* (two units), *Economics* (two units) and *Mathematics for PPE*.

Students also take three compulsory *Preparation for Undergraduate Study* units which run alongside the subject units.

For students who progress to the Oxford undergraduate programme in PPE, Year 1 will comprise three compulsory papers: Introduction to Philosophy, Introduction to the Theory and Practice of Politics and Introductory Economics, all examined at the end of the year.

Years 2 and 3 of the undergraduate programme are more flexible. Students may choose to specialise in two of the three subjects, or to continue with all three. Within each route there are a small number of compulsory core papers and a wide variety of optional papers amongst which students may choose, with certain restrictions on the combinations that may be taken. All students take eight papers in total; most are examined at the end of Year 3.

2.4.1 Outline of course structure

Year 0				
Foundations in PPE				Preparation for Undergraduate Studies (MT)
Philosophy 1 (MT)		Economics 1 (MT)	Maths for PPE (MT)	
<i>Examination</i>				
	Politics 1 (HT)	Economics 2 (HT)	Maths for PPE (HT)	Preparation for Undergraduate Studies (HT)
<i>Examination</i>				
Philosophy 2 (HT-TT)	Politics 2 (HT-TT)		Maths for PPE (TT)	Preparation for Undergraduate Studies (TT)
<i>Examination</i>				

Year 1		
Introduction to Philosophy	Introduction to the Theory and Practice of Politics	Introduction to Economics
<i>Examination: PPE Prelims</i>		

Years 2 and 3			
Bipartite: Philosophy and Politics	Bipartite: Philosophy and Economics	Bipartite: Politics and Economics	Tripartite: Philosophy, Politics and Economics
Core and optional papers	Core and optional papers	Core and optional papers	Core and optional papers
<i>Examination: PPE Finals</i>			

2.5 Syllabus

Detailed syllabus information can be found on the Canvas site for each unit. Once you have your Oxford Single Sign On you will be able to access your Canvas account at <https://canvas.ox.ac.uk>. The content covered in each unit is briefly summarised below.

2.5.1 Michaelmas Term subject units

Foundations in PPE

This one-week unit introduces the course in PPE. It focuses on a single accessible text that is of relevance and interest to all three subjects. To begin, there will be a short interactive lecture on reading skills in relation to the text. Students will then be asked to read and reflect on the text, developing their note-taking skills. There will be a mid-week seminar in which students will make presentations in pairs based on their reading of the book. In the second half of the week, students will focus on particular themes from the book, working in groups to develop their own ideas to address the challenges raised in the book, from the perspectives of Philosophy, Politics and Economics. The week will end with a seminar in which students will present and discuss these ideas. Students will develop their reading and critical thinking skills in preparation for later units.

Philosophy 1: Introduction to Philosophical Analysis

This unit provides students with an introduction to philosophical modes of writing, reasoning, and analysis. Using brief, relatively simple philosophical texts as a focus, it aims to make students comfortable with critical discussion of philosophical questions and to provide them with the tools to analyse philosophical arguments. It familiarises them with important and common patterns of argument, teaches them to identify common errors and gaps in argumentation, and trains them to distinguish the argumentative content of a piece of philosophical writing from other aspects, such as its style and provocativeness, in order to extract and critically assess it. The unit also introduces students to the notions of a philosophical position and a philosophical theory and the way in which such positions and theories bear on particular philosophical questions.

Economics 1: Economic Development, Inequality and the Environment

The overall purpose of this unit is to build Foundation Oxford PPE students' core skills in economic reasoning and communication, and data visualisation and analysis, through an overview of some of the 'big picture' questions in Economics. Specifically, the unit will cover:

- Economic development and inequality, and their co-evolution in recent decades.
- Engines of economic growth: economic/political institutions and technological change.
- Economic growth and environmental sustainability.
- Interpretation of economic data presented in tables and in charts (time series, histograms, centile charts, scatterplots).
- Visualisation of economic data using a variety of charts.
- Calculation and interpretation of simple descriptive statistics (mean, median, other percentiles, correlation coefficient).

Mathematics for PPE (MT)

This unit will run throughout the academic year. Its overall purpose is to provide students with the mathematical skills and confidence that they will need to access and succeed in the first year of the PPE undergraduate programme. Specifically, the course will cover:

- Core topics: key mathematical methods that students are assumed to command in the Introductory Economics course.
- Applications of these methods to simple economic models and problems, to start to build the modelling and problem-solving skills that will be further developed in the undergraduate programme.
- Selected topics in more advanced mathematics (sets and probability) to start to build the abstract reasoning skills that will be required for the first year Logic course (Philosophy).

These topics will also lay strong foundations for quantitative methods courses in the undergraduate programme (Politics and Economics) and are relevant for certain Philosophy finals options.

The core topics will be familiar to students who have studied A-level mathematics, but new to those who have not, while the economics applications and advanced topics will be new to all students. Where students are already familiar with a topic, the objectives will be (1) to strengthen their understanding and thus ability to apply the methods appropriately in unfamiliar contexts, and (2) to improve their skills in communicating their mathematical reasoning.

The specific topics covered in Michaelmas Term will include algebra, equations, graph-sketching and descriptive statistics.

2.5.2 Hilary Term subject units

Politics 1: Theory of Politics

This unit provides students with an introduction to some of the major debates in political theory, through engagement with a range of political thinkers. The aim is to increase familiarity with some of the core concepts that will inform a student's studies throughout their degree, as well as to introduce a range of significant, canonical figures who have shaped the discipline of political theory.

Economics 2: Economics of Society and Public Policy

The overall purpose of this unit is to build students' economic reasoning, problem-solving and communication skills to the point where they are ready to engage successfully with the undergraduate programme in Economics. Specifically, the unit will cover:

- Elementary game theory as a tool for understanding and modelling social interactions
- Types of social interactions including 'social dilemmas', the canonical game models that represent them and the efficiency (or otherwise) of their equilibria
- The roles of social preferences, punishment strategies and institutions to resolve social dilemmas
- Empirical evidence about social preferences in different locations
- Fairness and efficiency as objectives of public policy
- Implementation and evaluation of public policy: causal inference and unintended consequences; an introduction to experimental and quasi-experimental evaluation methods

Mathematics for PPE (HT)

This unit will continue in Hilary Term. The specific topics covered will include sequences and limits, differential and integral calculus.

2.5.3 Trinity Term subject units

(Teaching for Philosophy 2 and Politics 2 will start at the end of Hilary Term.)

Philosophy 2: Problems of Philosophy

This unit introduces students to some important philosophical problems and arguments, giving them the opportunity to deploy the concepts and skills they have learned in application to genuine philosophical research (both historical and contemporary), as contrasted with the bespoke texts used in the earlier Philosophy unit. In each of three two-week blocks, students read, analyse, discuss, and assess philosophical texts in which competing arguments and positions are defended, before writing an essay in answer to a question on which the arguments they have been studying bear. The three two-week blocks cover topics in ethics, metaphysics, and political philosophy. Students who have completed this unit are comfortable extracting arguments from complex philosophical texts, assessing them and comparing them to competing arguments extracted from other such texts, identifying lines of objection and argument, and defending one position over another. In addition, they have some familiarity with important problems and arguments across three domains of philosophical inquiry.

Politics 2: Practice of Politics

This unit assesses how power is used around the world. Students will be able to compare different countries to test their ideas. Linking the six topics will be a theme of sustainable power – in the sense of how and why power lasts at some times, in some places, and for some purposes. This is relevant for other uses of the word sustainable, such as sustainably living with our environment.

Students will build on the writing, reasoning and critical thinking skills developed in the previous Politics unit. This unit will also entail critical analysis of quantitative data in political science, with a lecture, tutorial and problem sheet looking to assess the relative development of OECD countries.

Mathematics for PPE (TT)

This unit will continue in Trinity Term, covering the advanced topics on sets and probability.

2.5.4 Preparation for Undergraduate Study units

Preparation for Undergraduate Study units will run throughout the academic year alongside the subject specific units. Below are descriptions of the different units included in the Preparation for Undergraduate Study course.

General academic skills

This module aims to provide a foundation in the general academic skills required for success at undergraduate level. There will be opportunities to discuss the differences between learning in a school environment to a university setting and how to approach the new challenge. This will include discussion of issues relating firstly to transition to university in the context of the foundation year course, then in relation to progression to full undergraduate status.

Students will be encouraged to share ideas and strategies, and to test different approaches to identify those that work best for them as individuals. Students will be expected to reflect on their progress and to become active participants in learning rather than simply being recipients of information.

Students will be given individual support in academic writing to facilitate development of that skill to a level suitable for first year undergraduate. They will also have one-to-one academic mentoring to discuss their progress throughout the course.

This will cover:

- Transition to a university setting and university level learning
- Different approaches to learning
- Where to find academic information
- How to use resources effectively
- How to effectively question sources
- How to read effectively for an academic purpose
- Note taking for academic purposes
- Good academic practice (including appropriate citation and referencing)
- Academic integrity and sound academic practice
- Plagiarism
- Building academic vocabulary
- How to write for different academic audiences
- How to critically analyse sources and ideas
- How to use feedback to improve work
- Time management
- Reflective learning
- Group working

Communication skills

This unit aims to enable students to develop additional communication skills alongside their academic writing development (which happens as part of the general academic skills module). In particular, focus will be on building students' confidence to articulate their ideas verbally, enabling them to contribute to academic discussion in different situations.

Over the course of the year students will explore how they might present academic ideas verbally in a number of different formats as usually required during an undergraduate course and beyond. It is

intended that in the first term students will work on finding their academic voice verbally and having the confidence to begin to express their ideas in a group setting. In the second term the aim is to work more specifically on presenting an academic concept orally using visual aids, this enables students to bring in things they have learnt in the academic writing and see how they can be applied to other forms of communication – e.g. structuring a presentation, being specific and concise. In the third term there would be an opportunity to take part in a poster session together with peers and use a poster format to present an academic concept to members of their academic community.

This module will cover:

- Presenting a verbal argument (Michaelmas Term)
- Presentation skills (Hilary Term)
- Poster presentation (Trinity Term)

Students will be working to develop skills in:

- How to present a verbal argument
- How to effectively listen and engage with a verbal argument and academic presentations
- How to structure an academic presentation
- How to present an academic topic verbally using visual aids
- How to generate an academic poster
- How to verbally present an academic poster

Society and Culture

This unit aims to introduce students to a wide variety of topics and experiences that will underpin the successful navigation of undergraduate life and beyond. Whilst other units will address the clear academic aspects required to thrive at university, this unit provides a forum for students to engage with new and varied forms of knowledge outside that studied in their subject or school life. Through a series of curated talks from leading experts; seminar discussions; external visits and career programmes, students will be encouraged to broaden their knowledge and experience base in ways that are relevant to successful study at and progression from a highly-selective university.

This module will include

- Talks and presentations from invited speakers from different occupations and positions in society
- Exploration of student directed topics
- External visits to museums, heritage sites, galleries and theatres
- Career development opportunities

3 Teaching and Learning

3.1 Organisation of Teaching and Learning

PPE Foundation Year teaching will take place through a mixture of lectures, seminars, classes and tutorials. Each of these modes of teaching will contribute to your learning and to your performance in assessments, alongside substantial amounts of independent study. Your study time will be spent both on academic work for PPE subject units, including the maths unit, and work related to the Preparation for Undergraduate Study units.

If you have any issues with your teaching or with any of your lecturers or tutors, please raise these as soon as possible so that they can be addressed promptly. Details of who to contact are provided in section 7.1 (*Who to contact for help*) and section 7.2 (*Complaints and appeals*).

3.1.1 Teaching patterns

The exact pattern of teaching will vary over the course of the year and between different units; for example, in Week 1 of Michaelmas Term you will have much greater contact time for Preparation for Undergraduate Study. Detailed information is available on Canvas to help you know what to expect: <https://canvas.ox.ac.uk/courses/195203>. Teaching patterns across the course of the year are summarised in the table below.

Term	Weeks	Philosophy	Politics	Economics	Maths for PPE	Prep for UG Study	
MT	W1				Maths (MT) 1 seminar & 1 tutorial each week	12 classes & seminars	
	W2	Foundations: 1 lecture & 2 seminars					
	W3 – W8	Philosophy 1: 1 lecture & 1 class each week		Economics 1: 1 lecture, 1 tutorial & 1 computer class each week			
HT	W1 – W6		Politics 1: 1 lecture & 1 tutorial each week	Economics 1: 1 lecture & 1 tutorial each week, 1 computer class each fortnight	Maths (HT) 1 seminar & 1 tutorial each week	Variable teaching activities	
	W7 – W8	Philosophy 2: 2 lectures, 1 individual and 1 paired tutorial each fortnight					
TT	W1 – W4		Politics 2: 1 lecture & 1 tutorial each week		Maths (TT) 1 seminar & 1 tutorial each week		
	W5 – W6						

3.1.2 Modes of teaching

Teaching for most of the subject units is delivered in two different modes each week: a lecture or a seminar, and a class or a tutorial.

Lectures typically last for one hour and will be delivered to the whole PPE Foundation Year cohort together. They are a teaching mode in which the lecturer can impart a lot of information about a topic to students and will include some, but limited, opportunities for interaction. It is important for you to engage actively in learning before, during and after the lecture, to get the most benefit from it; you are unlikely to learn much if you just sit passively in a lecture. Your subject and Preparation for Undergraduate Study tutors will advise you on good strategies for active learning during lectures.

Seminars typically last for 1.5 hours and will be delivered to the whole PPE Foundation Year cohort together. Like lectures, they are a teaching mode in which the lecturer (seminar leader) will impart information to students, but they will include more structured activities for student participation and interaction than a lecture.

Classes typically last for 1.5 hours and will be delivered to the whole PPE Foundation Year cohort together. They will primarily consist of structured activities for student participation and interaction, facilitated by the class tutor. In many cases, you will have to prepare and submit a structured assignment ahead of the class, and the class will provide an opportunity for discussion of and feedback on that assignment. In other cases, you will build skills during a class that you will apply to subsequent assignments. For example, during the computer classes which form part of the two Economics units, you will develop and extend your skills in using standard software (Excel) to visualise, analyse and interpret empirical data on economic topics covered in these units.

Tutorials typically last for 1 hour and are for smaller groups of students, typically two students and occasionally a single student with a tutor. They provide the opportunity for highly interactive and student-centred teaching and learning. They are a distinctive element of teaching and learning at the University of Oxford, differentiating it from most other universities around the world. You will typically write an essay or complete a structured assignment ahead of a tutorial, submitting it in advance so that the tutor can prepare the tutorial. Tutorials provide the opportunity for deep discussion of a topic with your tutorial partner and tutor, focussing on the students' particular interests and individual strengths and weaknesses.

3.2 Expectations of study and student workload

Please note that this handbook should be read alongside the [University of Oxford Student Handbook](#) and the relevant college handbook. These three documents give a full explanation of the expectations of students.

The PPE Foundation Year is a full-time course and you are expected to treat it like a full-time job. During full term, you will be expected to devote at least forty hours per week to your studies. You may not undertake paid work during full term except under exceptional circumstances and in consultation with the Director of the Astrophoria Foundation Year.

During the foundation year you will spend time on both academic work for your PPE subject units and work related to the Preparation for Undergraduate Study (PUGS) course.

For the PPE subject units, you may have around 2 hours of lectures, 2-4 hours of seminars and classes, and 2-3 hours of tutorials in a typical week during full term.

For the PUGS course there will be classes spread across each term that cover general academic skills, communication skills and broader aspects of the university academic environment. These classes will usually take between two to three hours a week, but there may be occasions where there is an external visit (which may also be in the evening). You will have a regular one-to-one 30-minute meeting with your academic development tutor to discuss your reflective journal and progress. This will be weekly in Michaelmas Term, reducing to fortnightly in the later part of Hilary Term and for Trinity Term.

The rest of your time will be devoted to independent study, including reading and other ways of accessing information, and completing essays and assignments in preparation for classes and tutorials. Each week you will be expected to submit 2-3 assignments, each of which may be an essay or a structured assignment, including assignments that are preliminary to writing an essay. You will be given guidance on independent study and time management within the Preparation for Undergraduate Study units; your subject tutors will also advise and support you.

While there is no formal teaching during the university vacations, 'vacation' is not synonymous with 'holiday'. Vacations should include some holiday time, and we recognise that for most students vacations will include money-earning time and/or home obligations. However, it is also essential to devote substantial time during the vacations to independent study, especially consolidation of the units covered in the previous term and preparation for examinations taking place on your return to Oxford.

General expectations

You are expected to attend **all** teaching sessions. In the event that you are unable to attend you must email the member of teaching staff taking the session as well as the Foundation Year Team at contact@foundationyear.ox.ac.uk in advance of the start of the session to explain your absence. All staff will keep a record of attendance and students who show a pattern of non-attendance will be flagged to the Foundation Year Team.

You are expected to arrive in good time for **all** teaching sessions (by this we mean arriving at the room to be ready for teaching before the session is scheduled to start). All staff will keep a record of punctuality and students who show a pattern of repeated lateness will be flagged to the Foundation

Year Team. Students are reminded that lateness affects the learning of other members of the cohort, and shows disrespect for the teaching staff.

You are expected to complete **all** assignments set in the time allocated. In cases where it is unavoidable that a piece of work may be late you must contact the member of teaching staff in good time to ask for an extension. The tutor has the right to refuse depending on the situation. Staff will keep a record and students who show a pattern of repeated failure to submit, or to submit on time will be flagged to the Foundation Year Team.

You are expected to respond to individual correspondence in a timely fashion. Where correspondence is to or from a mailing list a response is not expected (unless one is specifically requested). It is expected that students check their Oxford email and Canvas at least once every day.

Should concerns be raised by academic staff about any aspect outlined above, you can expect correspondence from the Foundation Year Director. The Director may inform the your college which may lead into their disciplinary procedure related to “good academic standing” (as outlined below).

While the course is designed to help students prepare for pursuing study of their chosen subject at university, it is recognised that sometimes students may need some additional support. You are expected to ask for clarification in cases of uncertainty, and to ask for support if necessary (welfare@foundationyear.ox.ac.uk).

Good academic standing

Each College has its own disciplinary procedure which will include information about what is required of a student to be in “good academic standing”. Foundation Year students are first members of their College, and then members of the Foundation Year, therefore each student is expected to remain in “good academic standing” as defined by their College (see College Handbook).

Academic behaviour whilst on the Foundation Year is expected to reflect the general principles of good academic standing as follows:

- You are expected to attend all teaching sessions punctually
- You are expected to participate fully in all teaching, making active contributions to the sessions
- You are expected to complete all work for teaching sessions to a good standard, having spent an adequate amount of time in preparation
- You are expected to respond promptly to correspondence from staff whether teaching or administrative staff
- Students are expected to take assessments as appropriate

In all of these cases, these expectations may be excused with permission of the teaching staff or Foundation Year Director.

4 Assessment

The Examination Regulations are the formal rules that govern your examinations for the PPE Foundation Year. You can find the Regulations for this course at <https://examregs.admin.ox.ac.uk>. The Examination Conventions set out how examined work will be marked and how the resulting marks will be used to arrive at a final result and classification of an award. The Conventions for the PPE Foundation Year can be viewed on the [Astrophoria Foundation Year website](#) and will also be posted on the PPE Foundation Year Canvas site: <https://canvas.ox.ac.uk/courses/195203>.

4.1 Assessment structure

The PPE Foundation Year is a modular course and each subject unit is assessed separately. All assessments are marked on a 100-mark scale and your overall result will depend on a weighted average of your marks for the different assessments. The marking criteria for the PPE Foundation Year are specified in the Examination Conventions (see section 4.3 below).

The structure, types and weighting of assessments for each subject unit are summarised below and are set out in full detail in the Examination Regulations and the Examination Conventions.

- There is no formal assessment for the *Foundations in PPE* unit.
- The *Philosophy 1: Introduction to Philosophical Analysis* unit accounts for 9% of the final grade. Assessment: closed book examination in week 0 of Hilary Term.
- The *Philosophy 2: Problems of Philosophy* unit accounts for 21% of the final grade. Assessment: submission of a revised tutorial essay (20%) in week 5 of Trinity Term and closed book examination (80%) in week 8 of Trinity Term.
- The *Politics 1: Theory of Politics* unit accounts for 9% of the final grade. Assessment: submission of a revised tutorial essay (20%) in week 9 of Hilary term and closed book examination (80%) in week 0 of Trinity Term.
- The *Politics 2: Practice of Politics* unit accounts for 21% of the final grade. Assessment: submission of a revised tutorial essay (20%) in week 5 of Trinity Term and closed book examination (80%) in week 8 of Trinity Term.
- The *Economics 1: Economic Development, Inequality and the Environment* unit accounts for 9% of the final grade. Assessment: submission of a data analysis report (20%) in week 9 of Michaelmas Term and closed book examination (80%) in week 0 of Hilary Term.
- The *Economics 2: Economics of Society and Public Policy* unit accounts for 21% of the final grade. Assessment: closed book examination in week 0 of Trinity Term.
- The *Mathematics for PPE* unit accounts for 10% of the final grade. Assessment: three closed book examinations in week 0 of Hilary Term (25%), week 0 of Trinity Term (25%) and week 8 of Trinity Term (50%).

The Preparation for Undergraduate Study course assessments are mandatory for progression through the course but do not contribute towards the final mark. Throughout the academic year students will be required to complete the following:

- Two revised tutorial essays
- One written report
- Two oral presentations
- One reflective learning journal

4.1.1 Assessment outcomes

The precise requirements for award of the Certificate in Higher Education (CertHE) and progression to the undergraduate programme in PPE at Oxford are set out in the Examination Regulations and Examination Conventions.

In summary, in order to pass the course and be awarded the CertHE, you will be required to attain a passing mark of 40 or more in every assessment. A Pass will not be sufficient for progression to Oxford undergraduate study. In order to progress to Year 1 of the undergraduate programme in PPE at Oxford, you will be required to attain an overall mark of 60 or more, including subject marks of 60 or more in at least two of Philosophy, Politics and Economics, with no subject mark (including Mathematics for PPE) below 50.

During the Foundation Year you will be supported to apply to other universities through UCAS, in case you do not achieve the progression requirements or you decide that you would prefer to complete your undergraduate degree elsewhere.

4.2 Feedback on learning and assessment

Feedback on your work is an important part of the learning process. During the PPE Foundation Year you will receive feedback from your tutors in several different forms. The feedback that you receive will focus on the academic skills that you are developing as much as your command of the subject content.

It is essential that you seek to understand this feedback and put your tutors' recommendations into action in subsequent learning activities: the students who thrive most academically at Oxford are those who do this. If there is anything that you find confusing in the feedback that you receive, you should discuss this with your subject tutor or a member of the Preparation for Undergraduate Study team. We are here to support you academically and will always be happy to help students who are eager to improve their academic performance.

For each subject unit, one of the teaching sessions each week (typically a class or tutorial) will focus on an essay or structured assignment that you have completed. In many cases, you will submit this essay or assignment in advance, and the tutor will give written feedback (for example, marking comments) as well as verbal feedback in the class or tutorial. In some cases, the feedback will primarily be given in one form or the other (written or verbal). You will also have regular meetings with a Preparation for Undergraduate Study mentor who will help you to keep a reflective journal of your progress so that you can take charge of your own learning.

Your subject tutors will not typically give feedback on assignments in the form of numerical marks. However, they may give you an indication of the broad level at which your work would be assessed, to help you focus your efforts for improvement. This may include the use of particular words or *descriptors*, which indicate broad levels of achievement. The table below will help you to interpret the feedback that you receive.

TMS Descriptor	Numerical mark band		CertHE result	Notes
<i>Excellent</i>	High Distinction	80 – 100	Distinction	Marks of 60 or more are required for progression to the undergraduate programme (see section 4.1.1)
<i>Very Good</i>	Distinction	70 – 79		
<i>Good</i>	Merit	60 – 69	Merit	
<i>Improvement required</i>	High Pass	50 – 59	Pass	CertHE awarded but progression is not possible
<i>(Poor)</i>	Pass	40 – 49		
<i>Very poor</i>	Fail	0 – 39	Fail	CertHE not awarded

Note: *Poor* is not available on TMS but will be used as a feedback descriptor.

Formal feedback will be provided at the end of each term through the TMS reporting system. Tutors for each of your subject units will summarise your progress and their recommendations for improvements in their TMS report. They will use descriptors similar to those used for feedback on assignments. You will have an opportunity to discuss your TMS reports in a termly meeting with the PPE Foundation Year course lead.

You will also have the opportunity to complete practice or mock examinations (called *collections* in Oxford jargon) for many of your subject units. Your subject tutors will give a numerical mark and return the script to you with written comments.

Feedback on University examinations is given via marks and information on generic cohort performance published by the examiners, but individual scripts are not commented on or returned, in line with standard University policy.

If you have any concerns about your academic progress or about other issues which might affect your academic fitness to study, you may raise them at any time with your tutors, the PPE Foundation Year course lead, the Foundation Year Welfare Lead as appropriate.

4.3 Examination conventions

Examination Conventions are the formal record of the specific assessment standards for the course or courses to which they apply. They set out how your examined work will be marked and how the resulting marks will be used to arrive at a final result and classification of your award. They include information on: marking scales, marking and classification criteria, scaling of marks, progression, resits, use of viva voce examinations, penalties for late submission, and penalties for over-length work.

The Examination Conventions for the PPE Foundation Year can be viewed on the [Astrophoria Foundation Year website](#).

They will also be published on Canvas: <https://canvas.ox.ac.uk/courses/195203>.

4.4 Good academic practice and avoiding plagiarism

The Astrophoria Foundation Year will abide by the [University of Oxford's guidelines relating to plagiarism](#). All staff setting and marking assessments will also be made aware of these guidelines.

Please note the Preparation for Undergraduate Study Course also contains a unit relating to plagiarism and you will be expected to attend this.

Students can also benefit from taking an [online course](#) which has been developed to provide a useful overview of the issues surrounding plagiarism and practical ways to avoid it.

4.5 Entering for University examinations

Exam entry: Students must enter themselves for Foundation Year examinations online, via Student Self Service. Students will be sent an email invitation to login in order to complete their examination entry in Michaelmas Term, this email will contain a deadline by which students must complete their entry. Entries that are completed after this date will be subject to late entry fee.

For more information, see: www.ox.ac.uk/students/academic/exams and www.ox.ac.uk/students/selfservice

If you need exam adjustments (for example, extra time or rest time), you must apply for them after matriculation and no later than Friday of Week 4 of the term before the exam is due to take place. It is your responsibility to request exam adjustments and to provide any supporting evidence required. Requests may, for urgent reasons, be considered nearer to the date of your exam. Further information is at <https://www.ox.ac.uk/students/academic/exams/examination-adjustments>.

4.6 Examination dates

Assessments for the PPE Course will take place in the following weeks:

Michaelmas Term Week 9 (4th – 8th December) – Submission of assessment

Hilary Term Week 0 (8th-12th January 2024) – Examinations

Hilary Term Week 9 (11th – 15th March) – Submission of assessments

Trinity Term Week 0 (15th – 19th April 2024) – Examination

Trinity Term Week 5 (20th – 25th May 2024) – Submission of assessments

Trinity Term Week 8 (10th – 14th June) - Examinations

Should they be needed re-assessment opportunities will take place in four different weeks within the academic year:

Hilary Term – Week 9 (for assessments taken in MT week 9)

Trinity Term – Week 9 (for assessments taken in HT week 9 or TT week 0)

September 2024 - (for assessments taken in TT week 6 or 8)

Michaelmas Term 2024 – Week 9

4.7 Sitting your in-person examinations

All assessed subject units will be assessed through an in-person closed-book examination, in some cases alongside a coursework submission. Some examinations will be handwritten while others will be typed.

Practical information and support for sitting in-person exams is provided on the Oxford students website (www.ox.ac.uk/students/academic/exams/guidance). The Preparation for Undergraduate Study units will include practical information and support for sitting exams, including the opportunity to sit practice papers under the same conditions as your formal examinations.

Dress: When attending Foundation Year examinations students must wear academic dress, as specified in the Examination Regulations (i.e. subfusc, gown and mortar board).

Conduct: Full details of how to sit Oxford examinations and the relevant guidelines can be found at www.ox.ac.uk/students/academic/exams/guidance

4.8 Submitted coursework

Some assessed subject units will be assessed through a coursework submission as well as an in-person examination. The provisional submission dates for the 2023-24 academic year are as follows:

- Economics Paper 1 report submission: 12 noon on Wednesday of week 9 of Michaelmas Term (6 December 2023)
- Politics Paper 1 essay submission: 12 noon on Wednesday of week 9 of Hilary Term (13 March 2024)
- Philosophy Paper 2 essay submission: 12 noon on Friday of week 5 of Trinity Term (24 May 2024)
- Politics Paper 2 essay submission: 12 noon on Friday of week 5 of Trinity Term (24 May 2024)

These assessments are normally submitted online via Inspira. You should ensure that you are familiar with the online submission process in advance of any deadline. Full information is provided on the Oxford Students website (www.ox.ac.uk/students/academic/exams/submission).

4.9 External examiners and examination reports

As this is the first year of the Astrophoria Foundation Year, examiners' reports from previous years are not available.

The name, position and institution of the external examiner for the PPE Foundation Year may be found in the Examination Conventions. Students are strictly prohibited from contacting external examiners directly. If you are unhappy with an aspect of your assessment you may make a complaint or appeal (see section 7.2, *Complaints and Appeals*).

4.10 After the exams

Results: Following each assessment period the Examiners will process interim results and those who have failed will be offered the opportunity of a resit.

The Examiners expect to finalise results for the programme as a whole by Wednesday 7th August (this is an estimate and not a guarantee). Candidates will be emailed when the results are ready which will enable them to log on to Student Self Service. The Foundation Year team cannot give results over the telephone or by email.

Reassessment opportunities: Within the Course Exam Regulations and Conventions every student who fails at the first attempt has an opportunity to re-sit or re-submit in the next available re-assessment window.

5 Skills and Learning Development

5.1 Academic Progress

Your academic progress will be monitored by your subject tutors and by the PPE Foundation Year course lead. Feedback will be given in tutorials and classes, through termly TMS reports and via termly meetings with the PPE Foundation Year course lead.

If you have any concerns about your academic progress, do not wait for termly reports or meetings to raise them. You are encouraged to reach out to your subject tutors, the PPE Foundation Year course lead or your Preparation for Undergraduate Study mentor as soon as any concerns arise. The earlier we know about your concerns, the better we can work with you to address them.

5.2 Learning development and skills

The core purpose of the PPE Foundation Year course is to offer students the opportunity to develop the academic skills needed to thrive as a student of PPE at Oxford. These include subject-specific skills, which are developed through the study of subject-specific units across Politics, Philosophy and Economics as well as Mathematics for PPE. They also include general academic skills, which are predominantly covered in the Preparation for Undergraduate Study units that run throughout the Astrophoria Foundation Year programme. A summary of each of these units and their intended learning outcomes may be found in section 2, *Course Content and Structure*.

5.3 Induction

Foundation Year students take part in an orientation week (week -1) and an academic induction week (week 1) at the beginning of Michaelmas Term.

An introduction to general academic skills will be given in the orientation week (Michaelmas Term week -1) with a series of classes and activities designed to get the students to think about the transition to working in a university setting. The academic induction week (Michaelmas Term week 1) will provide a series of interactive seminars designed to enable students to develop a “tool-kit” of academic and study skills for them to apply during their subject pathway teaching. The general academic skills unit will continue throughout the year, giving the student the opportunity to continue this development.

5.4 Opportunities for skills training and development

As noted above, the core teaching and learning activities on the PPE Foundation Year focus on specific and general skills development.

If you wish to explore further resources, a wide range of information and training materials are available to help you develop your academic skills – including time management, research and library skills, referencing, revision skills and academic writing – through the Oxford Students website <http://www.ox.ac.uk/students/academic/guidance/skills>.

5.5 Employability and careers information and advice

The academic and college environment at Oxford University is rich with opportunities for you to develop many transferable skills that are eagerly sought by employers. Undertaking an intellectually demanding academic course will equip you for the demands of many jobs.

During the foundation year you will develop skills, self-belief and academic confidence. The course will prepare you for a challenging undergraduate course at a high tariff university, whether at Oxford or elsewhere, which could be the next step towards your desired career.

In college and university sports teams, clubs and societies within and outside the University, you will have the chance to take the lead and play an active part.

Surveys of employers report that they find Oxford students better or much better than the average UK student at key employability skills such as problem solving, leadership, and communication. Hundreds of recruiters visit the University each year, demonstrating their demand for Oxford undergraduate and postgraduate students, fewer than 5% of whom are unemployed and seeking work six months after leaving.

Comprehensive careers advice and guidance is available from the Oxford University Careers Service, and not just while you are here: our careers support is for life. We offer tailored individual advice, job fairs and workshops to inform the job search and application process, whether next steps are within academia or beyond. You will also have access to thousands of UK-based and international internships, work experience and job vacancies available on the Careers Service website at www.careers.ox.ac.uk. Further information can be found at www.ox.ac.uk/students/life/experience.

6 Student Representation, Evaluation and Feedback

Consultation of students takes a number of forms. It is important that you give us your views and feel free to do so, in order that we may deal with problems that arise both relating to you personally and to the course. Confidentiality is preserved when we seek feedback and will be maintained if you wish it when you discuss issues of concern to you. We will seek and welcome your feedback in various ways.

6.1 Department representation

Once a term, student representatives will have the opportunity to feed into the PPE FY Academic Leadership Team. Agenda items for the meeting will typically include course developments, teaching arrangements and the facilities available to students. The Course Leadership Team will look to the student representatives for comments and suggestions which may bring beneficial changes for current and future students. This is also the forum in which you should raise any matters of concern to you relating to the organisation, content and delivery of the course.

The PPE FY Academic Leadership Team will act directly on the suggestions made by the student representatives, or feed their views into the relevant subject departments and Astrophoria Foundation Year department for further discussion and consideration, as appropriate.

In addition, student representative views will be submitted to the Foundation Year Steering Group via the Oxford Students Union representative on the group.

6.2 Division and University representation

The Foundation Year is governed by the Foundation Year Steering Group. The Oxford Student Union is represented on this board through either the President or the Vice President UG Education and Access.

In relation to Divisional Boards, student representatives are selected through a process organised by the Oxford University Student Union (Oxford SU). Details can be found on the SU website www.oxfordsu.org along with information about student representation at the University level.

6.3 Opportunities to provide evaluation and feedback

The feedback which you provide to lecturers and tutors is valued and is taken seriously. It has an important role in maintaining the quality of the education you receive at Oxford.

You are welcome to provide feedback informally in person or via email to your subject lecturers and tutors or the PPE FY Course Lead at any point during the course.

More formally, as a Foundation Year student you will be given the opportunity to provide termly evaluation and feedback via questionnaires that you receive via email. This feedback will be reviewed by the PPE FY Academic Leadership Team and the Astrophoria Foundation Year department, and will be considered during future development of the programme. The AFY Director

and/or PPE FY Course Lead are responsible for ensuring that any problems reported through the questionnaires are addressed.

Students on full-time and part-time matriculated courses are surveyed once per year on all aspects of their course (learning, living, pastoral support, college) through the Student Barometer. Previous results can be viewed by students, staff and the general public at:

www.ox.ac.uk/students/life/student-engagement?wssl=1.

7 Student Life and Support

7.1 Who to contact for help

The Foundation Year Team can help with queries relating to the Astrophoria Foundation Year programme as a whole. They can also assist with administrative queries related to bursaries and grant payments. You can reach them via email at contact@foundationyear.ox.ac.uk. The team are located in the basement floor at the Oxford University Careers Service on 56 Banbury Road, OX26PA.

The Foundation Year Welfare Lead is Cat Purtell. She can help with queries relating to welfare, disability and access requirements. You can reach her via email at welfare@foundationyear.ox.ac.uk.

The PPE Course Lead is Natalie Quinn. She can help with queries relating to subject specific teaching and learning. You can reach her via email at natalie.quinn@economics.ox.ac.uk or ppe@foundationyear.ox.ac.uk.

The Preparation for Undergraduate Study Course Lead is Helen Webster. She can help with queries relating to the Preparation for Undergraduate Study units which form part of the course. You can reach her via email at pugs@foundationyear.ox.ac.uk.

Every college has their own systems of support for students, please refer to your own college handbook or website for more information on who to contact and what support is available through your college.

Details of the wide range of sources of support available more widely in the University are available from the Oxford Students website (www.ox.ac.uk/students/welfare), including in relation to mental and physical health and disability.

7.2 Disability Advisory Service

Students are encouraged to register with the Disability Advisory Service in advance of commencing their studies at Oxford. The Disability Advisory Service are able to offer advice, support and guidance, as well as support in the registration for a Student Support Plan to enable academic staff to make appropriate reasonable adjustments to support students. More information can be found here: <https://www.ox.ac.uk/students/welfare/disability>

7.3 Complaints and appeals

The University has procedures for students should they believe a formal [complaint or appeal](#) is required. The Astrophoria Foundation Year Programme will follow the guidance as set out by the University. Before embarking on any formal procedure, students are advised to approach a relevant senior figure with their concern and discuss it informally as soon as they think there is a problem.

7.4 Student societies

There are a number of student societies at the University of Oxford. See the full list of non-sport societies at the University of Oxford at <https://www.ox.ac.uk/students/life/clubs/list>. In addition, a list of registered sports clubs can be found at <https://www.sport.ox.ac.uk/sports-a-to-z>.

7.5 Policies and regulations

The University has a wide range of policies and regulations that apply to students. These are easily accessible through the A-Z of University regulations, codes of conduct and policies available on the Oxford Students website www.ox.ac.uk/students/academic/regulations/a-z.

Please also be aware of the [University's policy](#) regarding the recording of lectures or classes at the University of Oxford. There is also a [form](#) students are required to complete if they wish to record a lecture or class.

8 Facilities

8.1 Workspace

There are a wide variety of workspaces available to you in Oxford which can be used for studying outside of teaching contact hours. There are University, department and college libraries. First-year student rooms typically come with a desk and chair should you wish to work in their room. There are many outdoor spaces including parks and college gardens to make the most of during warmer weather. There are also numerous cafes across Oxford which some students choose to work in during the day.

8.2 Libraries/museums

A list of museums that you may wish to visit while you are in Oxford can be found at www.ox.ac.uk/visitors/visiting-oxford/visiting-museums-libraries-places. A comprehensive list of all libraries associated with the University of Oxford, their locations, subject areas, and opening hours is at www.bodleian.ox.ac.uk/subjects-and-libraries/libraries. The blue University Card provides students with access to the libraries. If this card is lost, stolen, or damaged, you should inform their college. They will advise on how to replace it.

8.3 IT

A wide range of IT facilities and training is available to you as an Oxford student. For further information see www.ox.ac.uk/students/life/it.