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# Postgraduate Diploma in Global Business

Course Handbook 2019



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# Foreword

## 1.1. Statement of Coverage

This handbook is for students starting the Postgraduate Diploma in Global Business in January 2019. The information in this handbook may be different for students starting in other years.

This handbook contains information specific to your programme. Your primary source of information during the progress of the programmes will be Canvas.

## 1.2. Version

Version 1.0.1	First Handbook Version	18/01/2019

## 1.3. Disclaimer

The Examination Regulations relating to this programme are available on Canvas.

If there is a conflict between information in this handbook and the Examination Regulations, then you must follow the Examination Regulations. If you have any concerns, please contact the Programme Manager at [DipGB-Admin@sbs.ox.ac.uk](mailto:DipGB-Admin@sbs.ox.ac.uk). The most recent version of the examination regulations is available on Canvas Info page.

The information in this handbook is accurate as at January 2019, however it may be necessary for changes to be made in certain circumstances, as explained at [www.graduate.ox.ac.uk/coursechanges](http://www.graduate.ox.ac.uk/coursechanges). If such changes are made, the department will publish a new version of this handbook together with a list of the changes and students will be informed. In particular, the exam conventions are subject to change during January; please refer to Canvas for the most up-to-date version.

[University Student Handbook](#)

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## 1.5. Welcome/Introduction



ON BEHALF OF EVERYONE at the Saïd Business School, I would like to welcome you to Oxford for the start of what I am sure will be an exciting, stimulating and, at times, exhausting programme. You will be covering a wide range of topics which will introduce you to a huge variety of new ideas, techniques and skills. Your programme will combine academic rigour with business relevance. The programme will demand a lot of you academically, and you should expect to have to work very hard. The key to success on this course is hard work combined with effective time management. The class is a highly talented group, with a wide variety of skills, and you can learn immense amounts from each other. Oxford Saïd encourages a culture of cooperation and support - in the classroom, in study groups and in project teams: the responsibility for learning at Oxford Saïd is shared

by both faculty and students.

We realise that arriving on a new course, for many of you in a new country, at an ancient, wonderful and idiosyncratic university may create huge challenges for you. Not only are you part of the Saïd Business School, but you are fully integrated in the wider community of the University of Oxford, and we expect you to make the most of this opportunity. You are also encouraged to use the School's communal facilities outside of the scheduled modules, where possible.

You may well suffer information overload in the first few days, and we want to do everything we can to help you. You will be provided with an online course handbook, which is designed to give you all the essential information you need to ensure you are at the right place at the right time to do the right things. There will also be a range of induction sessions in the first few days, which are designed to introduce you to the people who will play an important role in your experience. There are bound to be things that we do not cover, or you need further advice on, and our advice to you is simple: ask us! You will find the programme course office, on the ground floor of the Thatcher Business Education Centre (TBEC), a good place to start. But throughout Oxford Saïd - in the library, the administration and the faculty - we want to help and expect you to have questions.

This Student Handbook provides essential information about your programme and the Saïd Business School. Please read through this carefully and let us know if you have any questions.

We all look forward to meeting you and getting to know you during the programme. We want you to make your mark on the course and contribute wherever you can. We want you to take advantage of the huge range of opportunities that exist at Oxford. Above all we want you to have one of the best, and most transformational, experiences of your life.

Kathy Harvey

Associate Dean for MBA and Executive Degrees

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## 1.6. Useful department contacts

### Oxford Saïd Business School Faculty

The Oxford Saïd faculty includes established leading academics and high-potential younger faculty members recruited from top institutions from around the world. All are engaged in boundary-extending research on key management issues.



**Professor Mari Sako**  
DipGB Programme Director

Mari can be contacted by email at [mari.sako@sbs.ox.ac.uk](mailto:mari.sako@sbs.ox.ac.uk).

The following faculty members will teach on the related modules:

Course	Teaching Faculty
Module 1 – Global Strategy	Mari Sako
Module 2 – Risk and Reputation	Mari Sako
Module 3 – Corporate Diplomacy	Mari Sako
Module 4 – Emerging Markets	Marc Szepan

A full list of faculty can be found on the School website: [www.sbs.ox.ac.uk/community](http://www.sbs.ox.ac.uk/community)

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## Student and Programme Services Team



**Jayne Finn**  
Head of Executive Degrees

Jayne heads up the Executive Degrees team managing four EMBA cohorts, the Masters in Major Programme Management and five postgraduate Diplomas in Strategy and Innovation, Global Business, Organisational Leadership and Global Business.

Jayne has over 30 years of experience in both higher education and corporate management. Prior to joining SBS, Jayne was a faculty member teaching undergraduate Business and Management programmes for 7 years at Oxford Brookes University. She is a Fellow of the Higher Education Academy (HEA) a member of the Chartered Institute of Personnel Development (CIPD) and a Fellow of the Institute of Travel & Tourism. Before entering Higher Education, Jayne had a successful business in HR Management and Development, which included designing and delivering bespoke corporate training and development programmes. Jayne's early career laid a foundation in sales, marketing and retail management with the Thomas Cook Group and British Airways plc. Jayne also completed an EMBA while working full-time and so, fully understands the challenges of juggling study, family and life!

Jayne is located on the first floor in the Student Programme Services Office and you can reach her on extension (2)14588 or by email at: [Jayne.Finn@sbs.ox.ac.uk](mailto:Jayne.Finn@sbs.ox.ac.uk)



**Maxine Hewitt**  
Head of Student Welfare, Conduct & Discipline

As one of the senior leaders of the Student & Programme Services unit, Maxine provides guidance and support for student life issues, working closely with other senior SPS leaders, Programme Directors, Faculty and her counterparts in the Colleges and the central University. Maxine is located on the 1st floor in the Student Programmes Services Office and you can reach her on extension (2)88842 or at [maxine.hewitt@sbs.ox.ac.uk](mailto:maxine.hewitt@sbs.ox.ac.uk).



**Susan Su**  
Programme Manager

First point of contact for student administrative queries not related to summative assessment e.g. formative assignments, pre-reading, suspending studies. Acts as a liaison between students and faculty. Responsible for ensuring the smooth running of the non-academic logistics of the programme. You can reach her on extension (2)14669, or at [DipGB-Admin@sbs.ox.ac.uk](mailto:DipGB-Admin@sbs.ox.ac.uk).

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## DipGB 2019 Cohort Fellow DipGB Students

There is a **group e-mail address** for the Diploma in Global Business which you can use to contact all members of the class. This is [DipGB2019@maillist.ox.ac.uk](mailto:DipGB2019@maillist.ox.ac.uk)

### 1.7. Buildings/Locations/Maps/ Access

#### Map

A map can be downloaded in [PDF format](#).

#### How to find us

Directions to the Park End Street building can be found [here](#).

#### Accessibility

Please contact **Martin Boyt** for accessibility requirements: 01865 610079, [martin.boyt@sbs.ox.ac.uk](mailto:martin.boyt@sbs.ox.ac.uk).

### 1.8. Important dates

At Oxford University, there are three academic terms: Michaelmas [MT], Hilary [HT] and Trinity [TT]. The official University term dates can be found here: <http://www.ox.ac.uk/about/facts-and-figures/dates-of-term>

The Saïd Business School Diploma Programmes are unique amongst the University's programmes in terms of their delivery model which spans two academic years and some modules may be delivered outside of term times. The Diploma Programmes starting in Hilary Term of the 2018-19 Academic Year will be taught throughout 2019 and will be completed in the 2019-20 Academic Year. These will be referred to as the 2019 cohort. The precise dates are found below.

30 January – 2 February 2019	Module 1 – Global Strategy
20 March 2019, 9:30AM	Exam – Global Strategy
20 – 23 March 2019	Module 2 – Risk and Reputation



05 June 2019, 9:30AM	Exam – Risk and Reputation
05 – 08 June 2019	Module 3 – Corporate Diplomacy
16 October 2019, 9:30AM	Exam – Corporate Diplomacy
16 – 19 October 2019	Module 4 – Challenges of Business
27 January 2020, 12:00 noon	Module 4 Integrative Written Assignment due on SAMS
October/November 2019	End of Course Ceremony

## 2. The course content and structure

### 2.1. Overview

Drawing on Oxford's experience of educating leaders for 800 years, the Diploma combines the highest standards of academic rigour with a practical understanding of conducting business in a global environment. It will equip you with the knowledge you need to compete globally for senior management roles, and deliver effectively in those roles.

Students who successfully complete this programme will be awarded a Postgraduate Diploma in Global Business equivalent FHEQ Level 7. The relevant Quality Assurance Agency benchmark statement can be found at [https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/sbs-business-and-management-15.pdf?sfvrsn=1997f681\\_16](https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/sbs-business-and-management-15.pdf?sfvrsn=1997f681_16)

Successful students may be eligible to progress to the Oxford Executive Masters in Business Administration (EMBA). The EMBA is a 21-month part-time modular general management programme designed to help senior professionals realise their leadership potential, whilst delivering new ideas, energy and understanding to their organisations.

The four modules studied for the Diploma in Global Business may qualify for a fee reduction, and an exemption toward their equivalent core or elective components of the EMBA.

### 2.2. Course aims

The Diploma in Global Business provides its graduates with the insights of an international economist, the skills of a

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corporate diplomat and the business acumen of a global entrepreneur.

- Knowledge gained, skills learned, and relationships made on the programme will elevate your career potential and directly benefit the organisations that you work for now, and in the future. The educational aims of the programme are:
- To provide students with education and training in global business.
- To extend the knowledge of students and broaden their skill base in preparation for more senior roles, where they will have an input into the strategic direction and leadership of their organisation.
- To develop their ability to apply knowledge and understanding of key concepts relating to Global Strategy, Risk and Reputation, Corporate Diplomacy in a Global Context and Business Challenges in the BRIC economies.
- To enhance lifelong learning skills and personal development so as to be able to work with self-direction and originality and to contribute to business and society at large in professional institutions.

## 2.3. Intended learning outcomes

Students will develop a knowledge and understanding of Global Strategy, Risk and Reputation, Corporate Diplomacy in a Global Context and Business Challenges in the BRIC economies in order to equip students to take on more responsibilities in their own or other organisations.

### **Related teaching/learning methods and strategies:**

The programme will be delivered in lectures and classes. Lectures will be interactive requiring students to undertake some advance preparation work as well as self-directed reading both to supplement and consolidate what is being taught and to broaden their individual knowledge and understanding of the subject. Students will have university supervisors to provide specific guidance and advice relating to students' business projects.

### **Assessment:**

The Diploma in Global Business will adopt an assessment regime that will require students to take four courses and satisfy the examiners in the assessment associated with each core course. Students will also submit a project not exceeding 10,000 words, and satisfy the examiners in the assessment associated with the project. Assessment will be a combination of written examinations, and individual assignments. Marking conventions, assessment, re-submission and viva criteria are included in Section 4.

### **Skills and other attributes**

Students will have the opportunity to develop the following skills during the course:

#### **Intellectual skills:**

- Analytical skills: skills of problem definitions; problem-solving;
- Quantitative skills: the ability to manipulate and interrogate quantitative data in business contexts
- Qualitative skills: the exercise of judgment, the weighing of evidence, and the development of reasoned argument

**Practical skills:**

- Ability to analyse key issues in strategic decision-making
- Applying frameworks for analysing how to motivate teams and understand management structures in a variety of organisations
- Understand how organisations work and how to lead change
- Develop strategic approaches to leading others

**Transferable skills:**

- Development of autonomous learning
- Critical analysis
- Communication and report writing skills
- Resource and time management skills
- Development of team working skills

**Teaching/learning methods and strategies used to enable students to gain the above skills are:**

- Lectures – a carefully organized programme of lectures to highlight key areas and guide students in their independent learning
- Case study preparation – to provide practical examples and illustrations
- Syndicate group discussions to facilitate learning
- Examinations and individual assignments: to allow students to demonstrate their ability to synthesise and interpret what they have learned, and to produce clear and reasoned arguments
- The Integrative Assignment allows students to apply their knowledge to the in depth study of a topic

## 2.4. Course structure/description

The Diploma is built on four core courses that are completed module by module within one year and an integrative assignment.

Each module begins on a Wednesday and concludes on Saturday afternoon, allowing students to combine work with study. All four modules are assessed by a mixture of examinations and assignments. Students must pass all four modules in order to be awarded the Diploma. Students who pass and are awarded the Diploma are offered the opportunity to receive their Diploma at a traditional Oxford University ceremony.

The elements included in each of the modules are outlined in summary below. The specific dates can be found in section 1.8 Important dates above and the examiner's feedback at the end of each exam are posted on the course Canvas site.

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## 2.5. Syllabus

### **Module 1 – Global Strategy:**

This module develops understanding of the critical trends in global business, and the factors which underlie these trends. Students will evaluate the opportunities and risks of international expansion in this semi-globalised world, and the tools available to implement global strategy.

#### **The module will cover:**

- Market and non-market strategies
- Managing the global value chain
- Global value creation: adding value scorecard
- Strategies for capturing global value: aggregation, adaptation, arbitrage.

#### **Assessment:**

For this module the assessment is by formal examination. Please see Section 4 Assessment for details.

### **Module 2 – Risk and Reputation**

The focus of this module will be the challenges of managing international business in situations of high organisational risk. This module examines foreign direct investment, strategies and the rules of engagement at both national and local levels in order to give students an overview of the dynamics of global business management.

#### **The module will cover:**

- How to globalise: aligning organisational structures and strategies for global expansion
- Managing the dynamics of the global firm
- The challenges of cross-border mergers and acquisitions
- Power and influence in cross cultural management
- Managing knowledge intensive professional service organisations globally
- Innovation in the multinational enterprise: globalisation of R&D
- Stakeholder interaction and engagement.

#### **Assessment:**

For this module the assessment is by formal examination. Please see Section 4 Assessment for details.

### **Module 3 – Corporate Diplomacy in a Global Context**

The relationship between corporations, states, and Non-Governmental Organisations will be the focus of this module and students will gain a deeper understanding of the political complexity of global management.

#### **The module will cover:**

- Business relations with states and NGOs

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- Corporate diplomacy: business as a political actor
  - Measuring and mitigating risks
  - Corporate social responsibility as risk management strategy
  - Crisis management and the news media.

**Assessment:**

For this module the assessment is by formal examination. Please see Section 4 Assessment for details.

**Module 4 – The Challenges of Business in Emerging Markets**

The size of the world's emerging economies makes them a magnet for foreign businesses, yet they have proven to be immensely difficult places in which to do business, not least because the business landscape can be in a constant state of flux. This module will offer you a framework for understanding the rapidly changing business context of emerging markets and equip students with the tools to do business in them.

**The module will cover:**

- The rise of state capitalism and its impact on business-government relations
- Dynamics of competition between local and foreign firms in emerging markets
- Inclusive innovation at the bottom and the middle of the pyramid
- Rise of BRICs and the future of global economic order.

**Assessment:**

For this module the assessment is by written integrative assignment. Please see Section 4 Assessment for details.

## 3. Teaching and Learning

### 3.1. Organisation of teaching and learning

#### Overall length of the course and students' attendance in Oxford

The diploma taught programme consists of four modules and an integrative written assignment. The modules are taught in four blocks of four days, scheduled over approximately ten months. A further three months are allowed for the completion of the integrative assignment. Students are registered as 'students' at the University of Oxford for the whole of the fourteen month period. Although the University of Oxford has three terms called Michaelmas Term (October to December), Hilary Term (January to March) and Trinity Term (April to June), some of these modules may occur outside the usual term times of the University.

#### Pattern of lectures, classes, seminars, tutorials and self - directed work for this

## course

The diploma is a part-time, modular programme taught through four modules of study and an integrative written assignment, all of which must be completed within the fourteen months. Each module is formally assessed and students receive pre-course and inter-modular reading in addition to the taught courses in Oxford. During the course of the programme, students will also be required to undertake some research for their assignment. It is a fundamental principle of the Oxford educational system that students engage in individual reading and study in order to broaden and deepen their knowledge, and students will be expected to show initiative and effort in exploring literature in their project work.

## Group Teaching

The diploma does not provide for one-to-one teaching, however students often work in small groups of 5 or 6 for group study purposes and students may arrange teleconferences and group meetings between themselves to discuss reading lists before and after their lectures.

## Overall responsibility for the individual student's progress

The Academic Director has overall responsibility for the academic progress of the students. Concerns and queries about academic matters should be addressed to the Academic Director in the first instance.

## Study Skills and access to research seminars

The subject-specific academic areas and specialist research centres at the School, and other departments within the University, hold research seminars throughout the year in term-time. These are generally open to those Diploma students who wish to attend, though the part-time nature of the programme means this may not be possible for the majority of students. A session on the use of Library resources for research is included in the first module, and a follow up session is scheduled for later in the programme as a reminder.

## Feedback from students on provision and responding to student concerns

Students are asked to evaluate each taught module both quantitatively and qualitatively, and these evaluations, along with feedback from the teaching faculty, are reviewed by the Diplomas and Accredited Programmes Committee.

Concerns regarding individual academic welfare should be directed to the Academic Director, who is one of the department's faculty members. The Academic Director can assist with the many aspects of academic life at Oxford.

Practical and administrative concerns should be directed to the Programme Manager.

## Suspension of Status

If you cannot complete your studies for a particular reason, then you can apply for suspension of status. Your studies may, at the discretion of the University's Education Committee, be suspended for not less than one and not more than three terms but the suspension would normally be for three terms allowing you to rejoin the programme with the next cohort.

Reasons for suspension typically include medical conditions, financial stress, family situations and pregnancy.

Applications for suspension of status should be made via your Programme Manager. However, before applying for suspension of status, you should discuss with the Programme Director the reasons for your application for suspension and whether there are any alternatives. If your Programme Director supports your application, you should submit your application along with supporting evidence to your Programme Manager who will process the application for you. Applications for suspension must be approved by the Programme Director before being submitted to the Education Committee for their consideration.

Applications for suspension cannot be made retrospectively unless under extreme circumstances. Applications for suspensions must be made prior to module 4.

## 4. Assessment

### 4.1. Expectations of study

Students are responsible for their own academic progress, including managing their time. When not attending the taught sessions in Oxford, students are expected to study 4 to 5 hours per week.

### 4.2. Assessment structure

Information on the examinations and assessment process at the University can be found at the following link: [Examinations & Assessment - Central University](#)

Examination Conventions are the formal record of the specific assessment standards for the course or courses to which they apply. They 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 supervisory body responsible for approving the examination conventions is the Social Sciences Board's Teaching Audit Committee.

Assessment information will be issued at the beginning of each term in which the teaching is delivered and will contain more detailed guidance. The Diploma Chair of Examiners and Diploma Director must approve assessment of all courses and projects.

Modules 1 to 3 are assessed by formal examination; module 4 is assessed by integrative written assignment. All these four components are equally weighted.

## 4.3. Feedback on learning and assessment

### Summative assessment

Feedback on examinations and formal submissions takes the form of written reports by the course teacher or lead assessor on, a) the general performance of students on the questions posed in the assessment (this report goes to all students) and b) a separate report, if required, just for those students facing a re-sit/submission (and to only go to such students). This second report is to address the difficulties encountered by those students failing the assessment.

Students will receive individual feedback on their integrative assignment

## 4.4. Examination Conventions 2019 - 2020 (Postgraduate Diploma in Global Business)

### 1. Introduction

Examination conventions are the formal record of the specific assessment standards for the course or courses to which they apply. They 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 supervisory body responsible for approving the examination conventions is the Social Sciences Board's Quality Assurance Committee.

### 2. Rubrics for individual papers

The Diploma consists of four components:

Four core courses

(i) Global Strategy

*Examination (2 hours, a case study based examination answering specified questions)*

**Wednesday 20<sup>th</sup> March 2019, 9:30am.**

(ii) Risk and Reputation

*Examination (2 hours, a case study based examination answering specified questions)*

**Wednesday 05<sup>th</sup> June 2019, 9:30am.**

(iii) Corporate Diplomacy in a Global Context

*Examination (2 hours, a case study based examination answering specified questions)*

**Wednesday 16<sup>th</sup> October 2019, 9:30am.**

Word count includes footnotes, appendices, tables and figures but excludes indices and references.

Submission deadline: **12 noon on Monday 27<sup>th</sup> January, 2020** via the Saïd Business School Student Assessment Management System (SAMS).



A statement must be submitted with all assignments, stating that the work is solely that of the candidate. (Please note: this statement is part of the Upload System process.)

All materials taken from published or transmitted sources must be clearly referenced by standard academic methods so that the examiners will be able to trace the sources without difficulty.

### 3. Marking conventions

#### 3.1 University scale for standardised expression of agreed final marks

Agreed final marks for individual papers will be expressed using the following scale:

70-100	Distinction
50-69	Pass
0-49	Fail

#### 3.2 Qualitative criteria for different types of assessment

The available marking criteria are listed under Appendix 1. The marking criteria chosen for each course will be published on the assessment information sheet and made available to candidates via the course related Canvas site, 4 weeks prior to the examination/submission date.

#### 3.3 Verification and reconciliation of marks

Assessed work that has model solutions will be single marked and subject to an administrative check.

All other forms of assessment will be blind double marked. The average mark between the two assessors will be taken as the final mark, unless the difference is greater than 10. If the difference is greater than 10, or if the assessors' marks cross a grade boundary, the assessors will be asked to agree a final mark.

If the assessors cannot reach an agreed mark, they may instead assign revised marks, which must lie within the range of the two initial marks (they may confirm their original mark). Revised marks supersede the original mark. A third examiner will consider the explanation for disagreement provided by the assessors, read the script, or integrative assignment and assign it a mark. The mark assigned must lie within the range of the existing marks and it shall supersede all existing marks for that subject.

#### 3.4 Scaling

Re-scaling of marks is not normally considered unless the marks of an assessor are outside the range of variation experienced across other courses, and there is no acceptable explanation for the divergence. Any decision to rescale marks will follow the guidelines set out in the document 'Policy and Guidance for Examiners and Others Involved in University Examinations'.

#### 3.5 Short-weight convention and departure from rubric

A mark of zero shall be awarded for any part or parts of questions that have not been answered by a candidate, but which should have been answered.

In the case of overweight papers, where a candidate answers more questions than the rubric requires, it is left to the discretion of the two assessors to decide which of the material to disregard. Assessors should agree this between themselves and report it to the Chair of Examiners.

#### 3.6 Penalties for late or non-submission

Late submission of assignments are normally penalised according to the following scale, if the Proctors so authorise and depending on the circumstances:

Lateness	Cumulative mark penalty
Up to 24 hours late	Normally a deduction of 5 marks (out of 100)
Up to two weeks late	Normally a deduction of additional 1 mark per day (out of 100) E.g. from 24 hours to 48 hours late is normally a penalty of 5+1=6 marks etc., up to a maximum deduction of 5+13=18 marks
More than 14 calendar days	Normally a fail i.e. a mark of 0 (zero)

Any action taken will be reviewed at the appropriate examiners' meeting.

Non-submission of assignments will be reported to the University's Proctors and may (at the Proctors' discretion) result in the student being failed for that particular assignment. Failure to submit an assessment within 14 days of the deadline will result in a 0. Failure to submit a required element of assessment will result in failure of the whole examination. In such cases, the candidate will be given the right to re-sit the appropriate assessment.

Subject to the provisions given in these notes, a candidate who fails to appear at the time and place appointed for any part of his or her examination without the written agreement of the Proctors' Office shall be deemed to have failed the Diploma.

### 3.7 Penalties for over-length work and departure from approved titles or subject-matter

Where a coursework assignment has a set maximum word length, a penalty of 5 marks (out of 100) will be deducted for not including the word length. Any such action taken will be reported to the next examiners meeting.

No candidate shall receive an advantage from exceeding the word limit. The examiners also reserve the right to impose a penalty of up to 20 marks where a stated word limit is exceeded. Normally, this will mean a deduction of 1 mark (out of 100) for every 1% in excess of the maximum (e.g. a 10% excess would result in a deduction of 10 marks out of 100).

## 4. Classification conventions

### 4.1 Qualitative descriptors of Distinction, Pass, Fail

**Distinction:** Demonstrates overall excellence, a strong knowledge based and wide-ranging secure command of material.

**Pass:** Demonstrates overall a good standard of knowledge and familiarity with material, and the ability to apply it effectively.

**Fail:** Fails overall to demonstrate a sufficient range of knowledge, or fails to apply it appropriately.

All marks will appear on transcripts (including failing marks). There is no compensation between courses for failing marks.

### 4.2 Final outcome rules

The Diploma is awarded to candidates who pass all four core courses.

The examiners may award Distinctions to candidates for excellence in the Diploma course at their discretion. Distinctions normally accrue to candidates achieving marks of 70% in two or more of the four components, and who have an average for the whole programme of at least 65%. When calculating the overall course average, each of the four components are equally weighted.

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### 4.3 Use of vivas

The examiners may choose to examine any candidate viva voce. Vivas will only be used in exceptional circumstances, and when used they will be used to verify any mark awarded.

### 5. Re-sits

Candidates are permitted to re-submit or re-take failed assessment items in which they fail to obtain a mark of 50%. In any such case the resubmission will normally be marked 'pass' [i.e. 50%] or 'fail'. Candidates shall have the opportunity to retake an examination or re-submit an assignment only once. Teachers will set a different assignment for the re-submission. The form of the re-sit assessment (assignment or examination) may differ from the original.

Re-sits or resubmissions of assessed course components must take place within one year of the original assessment due date. Specific timing of re-submission dates for courses failed will be notified after the due date of the submission and will normally be on the next occasion on which the assessment is offered.

Candidates who have initially failed any element of the examination will not be eligible for the award of a Distinction.

### 6. Mitigating Circumstances (FAPs)

Where a candidate or candidates have made a submission, under Part 13 of the Regulations for Conduct of University Examinations, that unforeseen factors may have had an impact on their performance in an examination, a subset of the board will meet to discuss the individual applications and band the seriousness of each application on a scale of 1-3 with 1 indicating minor impact, 2 indicating moderate impact, and 3 indicating very serious impact. When reaching this decision, examiners will take into consideration the severity and relevance of the circumstances, and the strength of the evidence. Examiners will also note whether all or a subset of papers were affected, being aware that it is possible for circumstances to have different levels of impact on different papers. The banding information will be used at the relevant board of examiners' meeting to adjudicate on the merits of the candidate. Consideration may also be given at the final examination board meeting to consider whether there was any impact on the overall classification of the candidate. Further information on the procedure is provided in the *Policy and Guidance for examiners, Annex B* and information for students is provided at [www.ox.ac.uk/students/academic/exams/guidance](http://www.ox.ac.uk/students/academic/exams/guidance).

### 7. Permitted absences from exams and extensions on assignments

Candidates requiring an excusal from examinations or an extension for written assessment based on reasons of illness or disability must make a prior application to the Proctors' Office via the Saïd Business School Examinations Office. The Proctors' rules concerning arrangements in cases of illness, disability, etc. are detailed in the Examination Regulations (Regulations for the Conduct of University Examinations: Part 14) and in the University Student Handbook (Section 8).

### 8. Plagiarism

The Examination Board shall deal wholly with cases of poor academic practice where the material under review is small and does not exceed 10% of the whole.

Assessors should mark work on its academic merit with the board responsible for deducting marks for derivative or poor referencing.

Determined by the extent of poor academic practice, the board shall deduct between 1% and 10% of the marks available for cases of poor referencing where material is widely available factual information or a technical description that could not be paraphrased easily; where passage(s) draw on a variety of sources, either verbatim or derivative, in patchwork fashion (and examiners consider that this represents poor academic practice rather than an attempt to deceive); where some attempt has been made to provide references, however incomplete (e.g. footnotes but no quotation marks, Harvard-style references at the end of a paragraph, inclusion in bibliography); or where passage(s) are 'grey literature' i.e. a web source with no clear owner.

If a student has previously had marks deducted for poor academic practice or has been referred to the Proctors



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for suspected plagiarism the case must always be referred to the Proctors. Also, where the deduction of marks results in failure of the assessment and of the programme, the case must be referred to the Proctors. In addition, any more serious cases of poor academic practice than described above should also always be referred to the Proctors.

### **9. Details of examiners and rules on communicating with examiners**

The External Examiner for the Postgraduate Diploma in Global Business for 2019-20 is Professor Kenneth Amaeshi.

The Chair of Examiners is Doctor Howard Jones. The Internal Examiner is Professor Teppo Felin.

Candidates should not under any circumstances seek to make contact with individual internal or external examiners.

The examiners may suggest amendments to these conventions and any such modifications must be approved by the supervisory body responsible for the course and the examination. Modifications will be published to prospective candidates not less than one whole term before the examination takes place or, where assessment takes place in the first term of the course, at the beginning of that term.

## **APPENDIX 1**

**MARKING CRITERIA A : COMPREHENSION AND APPLICATION**

	<b>Mark band</b>	<b>MARKING CRITERIA</b>	<b>STEP MARKS</b>
<b>DISTINCTION</b>	80-100	<i>Superb work.</i> Directly answers the question set. Draws on an extensive range of material, and/or demonstrates a complete knowledge of standard and advanced formulae and techniques. The answer demonstrates the ability to critique the underlying concepts, and/or shows total grasp of the relevant frameworks.	93 85
	75-79	<i>Excellent work.</i> Directly answers the question set. Draws on a very wide range of material and/or demonstrates excellent knowledge of standard and advanced formulae and techniques. The answer demonstrates the ability to critique the underlying concepts, and/or shows an excellent grasp of the relevant frameworks.	78
	70-74	<i>Fine work.</i> Directly answers the question set. Draws on a wide range of material, and/or demonstrates fine knowledge of standard and advanced formulae and techniques. The answer demonstrates the ability to critique the underlying concepts, and/or shows a fine grasp of the relevant frameworks.	73
<b>PASS</b>	65-69	<i>Strong pass.</i> Addresses the question set. Draws on a range of material, and/or demonstrates thorough knowledge of standard formulae and techniques. The answer demonstrates a strong grasp of concepts and frameworks.	68 65
	55-64	<i>Good pass.</i> Addresses the question set. Draws on the main material, and/or demonstrates good knowledge of standard formulae and techniques. The answer demonstrates good but not complete understanding of concepts and frameworks.	62 58
	50-54	<i>Pass.</i> Addresses the question set. Draws on a limited range of material and/or demonstrates satisfactory knowledge of standard formulae and techniques. The answer demonstrates satisfactory knowledge of some of the key concepts and frameworks.	53
	40-49	<i>Marginal fail.</i> Attempts to answer the question set.	48

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<b>FAIL</b>		Fails to draw on the key material, and/or fails to demonstrate satisfactory knowledge of standard formulae and techniques. The answer fails to demonstrate satisfactory knowledge of the key concepts and frameworks.	45
			42
	0-39	Outright fail. Fails to address the question set. Fails to draw on the key material, and/or fails to demonstrate satisfactory knowledge of standard formulae and techniques. The answer fails to demonstrate satisfactory knowledge of the key concepts and frameworks.	35
			25
			0

**MARKING CRITERIA B: QUALITATIVE, FOUNDATIONAL**

	Mark band	MARKING CRITERIA	STEP MARKS
<b>DISTINCTION</b>	80-100	<i>Superb work.</i> Demonstrates a complete knowledge of standard and advanced formulae and techniques, their application in unfamiliar settings, their limitations, and the limitations of the underlying theory. The answer demonstrates the ability to critique the underlying concepts. Calculations are presented with adequate explanation of method.	93 85
	70-79	<i>Fine / Excellent work.</i> Demonstrates thorough knowledge of standard and advanced formulae and techniques, their application in unfamiliar settings, their limitations, and the limitations of the underlying theory. Calculations are presented with adequate explanation of method.	78 73
<b>PASS</b>	65-69	<i>Strong pass.</i> Demonstrates thorough knowledge of standard formulae and techniques, their application in unfamiliar settings, and their limitations. Calculations are presented with adequate explanation of method.	68 65
	55-64	<i>Good pass.</i> Demonstrates good knowledge of standard formulae and techniques, and their application in unfamiliar settings. Calculations are presented with an adequate explanation of method.	62 58
	50-54	<i>Pass.</i> Demonstrates satisfactory knowledge of standard formulae and techniques. Calculations are presented with an adequate explanation of method.	53
<b>FAIL</b>	40-49	<i>Marginal fail.</i> Attempts to answer the question set but fails to demonstrate satisfactory knowledge of standard formulae and techniques.	48 45 42
	0-39	<i>Outright fail.</i> Fails to address the question set, and/or fails to demonstrate knowledge and understanding of critical quantitative ideas.	35 25 0

**MARKING CRITERIA C: FOR ASSIGNMENTS**

	Mark band	MARKING CRITERIA	STEP MARKS
DISTINCTION	80-100	<i>Superb work.</i> Directly answers the question set, drawing on a very wide range of relevant material and literature (including exemplary citing / referencing of material/literature used). Develops a coherent and analytical answer, drawing on a range of examples/empirical work to support the argument. Critically comments on the literature and shows outstanding originality.	93  85
	75-79	<i>Excellent work.</i> Directly answers the question set, drawing on a wide range of relevant material and literature (including exemplary citing/referencing of material and literature used). Develops a coherent and analytical answer, drawing on examples / empirical work to support the argument. Critically comments on the literature and develops some original ideas or arguments	78
	70-74	<i>Fine work.</i> Directly answers the question set, drawing on a wide range of relevant material and literature (including exemplary citing / referencing of material and literature used). Develops a coherent and analytical answer, drawing on examples/empirical work to support the argument. Critically comments on the literature. Demonstrates some originality in analysis.	73
PASS	65-69	<i>Strong pass.</i> Addresses the question set, drawing on a range of relevant material and literature (correctly citing/referencing material and literature used). Develops a coherent and analytical answer drawing on examples/empirical work to support the argument. Demonstrates a very good grasp of the key issues but does not reflect critically on the literature used.	68  65
	55-64	<i>Good pass.</i> Addresses the question set, drawing on the main material and literature (correctly citing / referencing material and literature used). Develops a reasonably coherent and analytical answer and discusses the key issues. Incorporates some examples / empirical material in the argument.	62  58



	50-54	<i>Pass.</i> Addresses the question set and draws on some of the relevant material and literature (correctly citing / referencing material and literature used). Develops a reasonably coherent answer and discusses the key issues. Shows some limited analytical reasoning.	53
<b>FAIL</b>	40-49	<i>Marginal fail.</i> Attempts to answer the question set but fails to draw on the key material and literature. Answer is lacking in coherence and is short on analysis but shows some relevant – if limited – knowledge of the topic under discussion.	48 45 42
	0-39	<i>Outright fail.</i> Fails to address critical aspects of the question set. Demonstrates little or no appreciation of the relevant material and literature. Answer is lacking in coherence and analysis.	35 25

### MARKING CRITERIA D: FOR INTEGRATIVE ASSIGNMENT

**DISTINCTION** (70% or more) will be awarded to assignments which demonstrate depth and breadth of analysis and evaluate a range of evidence, primary research, market data etc. to support their findings. They will demonstrate an understanding of the relevant literature, contain a balanced discussion of organisational strategies and will exhibit sensitivity to the context within which the organisation operates including an awareness of any constraints, eg. human, financial, etc. they may face. To merit a distinction, assignments should also be very clearly written and structured, use and interpret evidence in a comprehensive way and arrive at well justified conclusions that are relevant for the organisation.

**PASS** grade assignments (50%-69%) will range from those that just fail to meet the distinction criteria (a strong pass) to those that draw on a limited range of relevant material, explore the contextual factors satisfactorily rather than expertly, provide an adequate but not comprehensive discussion of the different and relevant strategies and whose structure and presentation is acceptable but flawed (a pass grade).

**FAIL** grade assignments (below 50%) will range from those just failing to meet the pass criteria detailed above (marginal fail) to those outright fails which will combine a number of the following faults: failure to draw on the relevant material, an inability to locate the topic in a feasible organisational and academic context, overlooking the appropriate strategies, lacking an adequate structure, is poorly written and presented

- **Good academic practice and avoiding plagiarism**

#### **University Definition of Plagiarism**

Plagiarism is presenting someone else's work or ideas as your own, with or without their consent, by incorporating it into your work without full acknowledgement. All published and unpublished material, whether in manuscript, printed or electronic form, is covered under this definition. Plagiarism may be intentional or reckless, or unintentional. Under the regulations for examinations, intentional or reckless plagiarism is a disciplinary offence.

Further details on Plagiarism can be found here: <http://www.ox.ac.uk/students/academic/guidance/skills/plagiarism>

#### **Guidelines**

Advice on academic good practice including avoiding plagiarism, managing your time, reading, note taking, referencing and revision can be found here: [Academic Good Practice](#)

#### **Training**

Advice on what Plagiarism is and how to avoid it can be found at: [Plagiarism Tutorial](#)

#### **Turnitin Electronic Plagiarism Detection Software**

##### **Student Information Sheet**

Throughout your course, the *Turnitin* electronic plagiarism detection software will be used to check your formal coursework and practical work.

##### **What is *Turnitin*?**

Turnitin®UK is part of the JISC Plagiarism Advisory Service (JISCPAS). *Turnitin* is the global leader in electronic plagiarism detection, is a tried and trusted system and over 80% of UK universities have adopted it. The role of *Turnitin* is to educate students in the accepted methods of using and building on the work of others.

##### **What does it do?**

1. Checks submitted documents against a vast database of both current and archived material, which includes previously submitted student papers.
2. Submitted papers are then compared with documents in the Turnitin®UK database. After an extensive search of content of internet sources, books, newspapers and journals from both academic and professional sources, an originality report is created from the number of matches found to these documents and the percentage of matching text is calculated. *Turnitin* uses a colour code system to indicate a high or low percentage of matching text. It can take 24 hours for an originality report to be produced.
3. The software makes no judgement as to whether a student has plagiarised. In most cases this text will have been correctly cited. Many instances of poorly referenced material are not a result of a deliberate intention to cheat on the student's part.

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Examiners will carefully review all originality reports to determine whether the work does contain plagiarism.

**What will happen if matches are identified between my work and another source?**

4. If *Turnitin* detects matches between your work and another source, the Examiners will review the resulting originality report to judge whether the matches are innocent, or whether you have appropriately referenced these matches (if not, this may constitute plagiarism), and/or whether you have made excessive use of material from other sources (which may be poor academic practice).
5. If the Examiners consider a piece of work to be plagiarised the student(s) will be reported to the Junior Proctor. In such cases the originality report may be used as evidence.

**Will my personal data be retained by Turnitin@UK?**

Material submitted to Turnitin@UK will be identified by your examination number, course details and institution: personal data will not be used.

**What will happen if text submitted by another student matches that in my work?**

**Matches to text submitted from within the University**

If a match is found to material submitted from within the University, the Examiners can obtain the full text without approaching you.

**Who will submit the coursework to *Turnitin*?**

The Exams Office will upload the coursework to *Turnitin* on behalf of the Examiners.

**How do I apply for my work to be removed from *Turnitin*?**

Work submitted to *Turnitin* will be stored indefinitely on the Turnitin@UK database unless you specifically ask that it be removed. To maximise the effectiveness of the software it is hoped that such requests will be kept to a minimum. However, once examinations have been concluded, you may at any time contact the exam coordinator and ask for your work to be removed from *Turnitin*.

In some cases, commercial sensitivity (or other such reason) might mean that a candidate's work cannot, or should not, be transmitted over the internet for screening by *Turnitin*. In such cases, the candidate should apply in writing to the Proctors with the support of his or her supervisor (in the case of a research degree) or of his or her College (in the case of any taught course) for dispensation from electronic screening. The examiners will be notified of any such cases so that they can use other tests for plagiarism at their discretion.

***Turnitin* Tutorial and the Declaration Form**

6. Students will be asked to sign a Declaration Form stating that they have completed the plagiarism software tutorial and that they attended the briefing session on plagiarism.
7. The Declaration Form will cover any and all coursework and practical work submitted for screening.

8. Checks will be made of such declarations and dishonesty will be treated as an attempt to cheat in the examination.

### **Copyright**

The copyright for submitted work remains wholly with the original owner. The service will help to protect your work from future plagiarism and thereby help maintain the integrity of any qualification you receive.

### **Dip GB Chair of Examiners**

**January 2019**

## **4.5. Entering for University examinations**

Please refer to the Oxford student's website for examination entry and alternative examination arrangements.

[www.ox.ac.uk/students/academic/exams](http://www.ox.ac.uk/students/academic/exams).

You are automatically entered for your examinations and assessments. If you require alternative arrangements, please contact Maxine Hewitt or the Examinations team as soon as possible and at least one week prior to your exam.

## **4.6. Examination dates**

Refer to the Examining Conventions, section 2.

## **4.7. Sitting your examinations**

Information on (a) the standards of conduct expected in examinations and (b) what to do if you would like examiners to be aware of factors that may have affected your performance before or during an examination (such as illness, accident or bereavement) are available on the Oxford Student website <https://www.ox.ac.uk/students/academic/exams/guidance?wssl=1>.

## **4.8. External examiner and Examiners' reports**

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.

Internal and External Examiners reports can be found at the bottom of the assessment information page on Canvas.

## 5. Skills and learning development

### 5.1. Induction

Students are sent joining instructions and pre-course reading approximately four weeks before the start of the programme. Specific information is provided about the rules of the University of Oxford and the examination arrangements as well as more general information, including use of the School's computer systems, library services, and alumni office. An 'intranet' website gives students access to information about modular timetables, course reading, exam dates and key staff. The School hosts a 'welcome' social event for all students on the first day of the first module, and one dinner in an Oxford College during each module.

### 5.2. Careers information and advice

The Careers Centre is provided primarily for the use of students on full-time Degree Programmes, however careers advice is available for Diploma students through the Oxford Business Alumni Network.

The Oxford Business Alumni (OBA) Network was established in 1998 and exists to provide a focus for Oxonians who have a special interest in the world of business. As a member of the Oxford Business Alumni, students on the Diploma will have access to a range of services, details of which can be found at the [OBA website](#).

## 6. Student representation, evaluation and feedback

### 6.1. Department representation

Student feedback on all components of the programme is taken seriously. Our aim is to encourage positive and constructive involvement, and to facilitate discussion and effective management/resolution of issues. Student feedback is vital to the ongoing planning and development of the programme. Each Diploma class is invited to nominate 2 course representatives to liaise with the Programme Director and other relevant staff on behalf of the class.

If appropriate, any matters raised can be referred to the Diploma Course Committee, which is held 3-4 times annually. Diploma Course Representatives will be invited to join the Course Committee meeting which may be outside of the module dates and therefore representation by telephone or video conferencing can be arranged.

Nomination and selection of the course representatives takes place between the first and second module of the programme. Interested students will represent the class and will nominate themselves for consideration. The rest of the class will then vote to elect their choice of class representatives. This process will be administered by the Programme Manager.

### 6.2. Division and University representation

Student representatives sitting on the Divisional Board are selected through a process organised by the [Oxford University Student Union \(OUSU\)](#). Details can be found on the [OUSU website](#) along with information about student representation at the University level.

### 6.3. Opportunities to provide evaluation and feedback

Feedback from students on provision and responding to student concerns

Students are asked to evaluate each taught module both quantitatively and qualitatively, and these evaluations, along with feedback from the teaching faculty, are reviewed by the Diplomas and Accredited Programmes Committee.

Concerns regarding individual academic welfare should be directed to the Academic Director, who is one of the department's faculty members. The Academic Director can assist with the many aspects of academic life at Oxford.

Practical and administrative concerns should be directed to the Programme Manager.

## 7. Student life and support

### 7.1. Who to contact for help

#### Introduction from Head of Student Conduct, Welfare, and Discipline

Our aim is to ensure that your time with us at the Saïd Business School is an exciting and enjoyable experience.

Both the University and the Saïd Business School take student welfare extremely seriously and offer a wide variety of support, both academic and pastoral in the form of SBS supervisors and College supervisors, as well as support from your Programme Director.

My role is to provide you with additional support and guidance should you need it. From time to time students will experience difficult and challenging times, so if you do need someone to talk to, whether it is about a personal or academic matter, I am available at any time. You can reach me at [welfare@sbs.ox.ac.uk](mailto:welfare@sbs.ox.ac.uk) or telephone 01865 288842. Please note, all discussions are completely confidential.

The University of Oxford is an ancient and idiosyncratic place, and I am here to guide you through the appropriate channels in order to achieve the best outcome for you, especially during challenging times. I am also responsible for dealing with student complaints, and I always welcome suggestions from you on how we can improve our service to you.

Within the Student Handbook you will find a section on all of the student support services that are available to you, both within the school and the wider University, it is important that you take time to review this information.

Gemma Sheppard assists me with supporting the students, and is happy to arrange meetings or phone calls for us.

I look forward to getting to know all of you throughout the year, and I wish you a very enjoyable year of study!

Maxine Hewitt

Head of Student Welfare, Conduct & Discipline

### Overview

There are a number of services available to provide support to you during your studies at the University. Advice is available from your department, central University services, fellow students and the Student Union.

Full information on all the services that university offers can be found [here](#).

### Health

We have information on accessing medical advice and guidance for staying healthy while studying at the University. From

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registering with your Oxford General Practitioner, to medical emergencies, information on dentists, opticians and other health services, and supportive resources, you can find all the necessary contacts [here](#).

## Emergency Contacts

From emergency services, to non-emergency health, welfare and academic support, [this page](#) provides you with details for a selection of the help services available to you.

## Peer Support

Student Peer Supporters are available in colleges and departments to talk with you informally about anything that is concerning you. All Peer Supporters have been carefully selected and trained to take up this role and receive ongoing support and supervision from the University Counselling Service.

The Peer Support Programme was developed in recognition of the essential role students play in supporting and encouraging one another on a day-to-day basis throughout their time at university. Students are likely to look to each other first for help in thinking through issues and for emotional support, but there are times when this can leave friends feeling out of their depth, unsure how best to help but anxious about seeking advice for fear of betraying trust.

The Programme seeks to better equip students for this role, enabling them to feel more confident in supporting their peers and more aware of the professional support networks available to them. Since its launch it has been embraced by an Oxford University review as an integral part of its welfare provision.

Full specifics of the peer support network can be found [here](#).

## Student Counselling Service

The University has a professionally staffed confidential Student Counselling Service for assistance with personal, emotional, social and academic problems. The Service is available free to all matriculated undergraduate and graduate members of the University.

You may find that it is helpful to talk things through first with a friend, family member, tutor, supervisor, chaplain or your college doctor or nurse – often problems can be resolved by talking to someone like this. But if you don't feel that these people could help you, you are welcome to try the Student Counselling Service for confidential help and advice. There are times when it may be right to seek help away from the familiar daily environment and the Student Counselling Service was set up to meet just such a need.

The Service has a team of professionally trained and widely experienced female and male counsellors, psychotherapists, psychologists and a psychiatrist, who are accustomed to helping people from many different backgrounds and cultures and with a wide range of personal issues.

You can access the full details of their services [here](#).

## Disability Support

The University offers a range of support to help those with a disability to maintain their track record of academic success as they pursue their studies. The Disability Advisory Service provides information and advice for students with disabilities including sensory or mobility impairments, health conditions, specific learning difficulties, autistic spectrum conditions or mental health difficulties, and can assist with organising disability-related study support.

The full details of the support they offer can be found [here](#).

## 7.2. Complaints and appeals

Complaints and academic appeals within the department of Saïd Business School The University, the Social Sciences Division and the Saïd Business School department all hope that provision made for students at all stages of their course of study will make the need for complaints (about that provision) or appeals (against the outcomes of any form of assessment) infrequent.

Where such a need arises, an informal discussion with the person immediately responsible for the issue that you wish to complain about (and who may not be one of the individuals identified below) is often the simplest way to achieve a satisfactory resolution.

Many sources of advice are available from faculties/departments, and bodies like the Counselling Service or the OUSU Student Advice Service, which have extensive experience in advising students. You may wish to take advice from one of these sources before pursuing your complaint.

General areas of concern about provision affecting students as a whole should be raised through Joint Consultative Committees or via student representation on the faculty/department's committees.

### Complaints

If your concern or complaint relates to teaching or other provision made by the faculty/department, then you should raise it with the Director of Graduate Studies (Professor Jonathan Reynolds, ) as appropriate. Complaints about departmental facilities should be made to the Departmental Administrator. If you feel unable to approach one of those individuals, you may contact the Head of Department/Faculty. The officer concerned will attempt to resolve your concern/complaint informally.

If you are dissatisfied with the outcome, you may take your concern further by making a formal complaint to the Proctors under the University Student Complaints Procedure: <https://www.ox.ac.uk/students/academic/complaints>.

If your concern or complaint relates to teaching or other provision made by your college, you should raise it either with your tutor or with one of the college officers, Senior Tutor, Tutor for Graduates (as appropriate). Your college will also be able to explain how to take your complaint further if you are dissatisfied with the outcome of its consideration.

### Academic appeals

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An academic appeal is an appeal against the decision of an academic body (e.g. boards of examiners, transfer and confirmation decisions etc.), on grounds such as procedural error or evidence of bias. There is no right of appeal against academic judgement.

If you have any concerns about your assessment process or outcome it is advisable to discuss these first with your subject or college tutor, Senior Tutor, course director, director of studies, supervisor or college or departmental administrator as appropriate. They will be able to explain the assessment process that was undertaken and may be able to address your concerns. Queries must not be raised directly with the examiners.

If you still have concerns you can make a formal appeal to the Proctors who will consider appeals under the University Academic Appeals Procedure (<https://www.ox.ac.uk/students/academic/complaints>).

### **Complaints of harassment against students**

This Procedure is designed to deal with student complaints of harassment by other students that arise in a University context. Complaints of harassment against students which arise purely within the college environment will normally be dealt with under appropriate college procedures (see [www.admin.ox.ac.uk/eop/harassmentadvice/collegeharassmentpolicies](http://www.admin.ox.ac.uk/eop/harassmentadvice/collegeharassmentpolicies)), while reflecting the principles of the University harassment Policy. Complaints of harassment brought by students against University staff will be dealt with under the staff Procedure, but with the students supported by the Director of Student Welfare and Support Services.

If a member of staff wishes to make a complaint of harassment against a student, this will normally be dealt with through Statute XI. In the first instance, a member of staff should seek support and guidance from his/her head of department or line manager.

All references within this Procedure to the Director of Student Welfare and Support Services should be understood to refer to the Director or her/his nominee. The Director of Student Welfare and Support Services' office can provide support to students, and to staff requiring advice on student cases. The Director will have oversight of all cases referred to her/his office under this Procedure, and will take the lead as appropriate in liaising with other parts of the collegiate University. The Director will act as a source of information and advice for the collegiate University on student cases of harassment, and will make referrals as appropriate. S/he will also be responsible for recording and reporting of cases referred to her/his office under this Procedure.

Full details of the policy and procedures can be found [here](#).

### **Confidentiality**

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

Those to whom disclosure may be made outside the University include the police, the Office of the Independent Adjudicator ("OIA") and the civil and criminal courts. The University will not normally report a matter to the police without the

complainant's agreement, except in those rare circumstances where there is sufficient evidence to suggest that an individual poses an extreme risk.

### Records

The University and all those involved in this Procedure must comply with the principles of the Data Protection Act 1998 [5]. These include ensuring that personal data is kept accurate and up-to-date, held securely, and not kept for longer than necessary.

Those interviewed in the course of any investigation by the Proctors will be asked to review the notes of their individual discussions with the investigator as soon as is reasonably possible in order to comment on any inaccuracies or omissions. All notes will be preserved during the process and until such time as the University's internal processes and any external processes are concluded.

The Director of Student Welfare and Support Services should be consulted about filing and retaining any notes and documents related to this Procedure, all of which must be held in confidence.

Oversight in this context refers to the Director of Student Welfare and Support Services being aware of all cases so as to ensure the provision of appropriate support to students.

The University's Data Protection policy is available at: [www.admin.ox.ac.uk/councilsec/dp/policy.shtml](http://www.admin.ox.ac.uk/councilsec/dp/policy.shtml)

Any member of the University can also contact the Proctors for advice and information on any matter.

The powers of the Proctors in relation to action pending the outcome of criminal proceedings are laid down in Statute XI: University Discipline.

The University's Data Protection policy is available at: [www.admin.ox.ac.uk/councilsec/dp/policy.shtml](http://www.admin.ox.ac.uk/councilsec/dp/policy.shtml)

## 7.3. OUSU and societies

Your University registration constitutes your application for membership to the Oxford University Student Union (OUSU), and your undertaking to contribute £1 towards meeting the liabilities of OUSU should it be dissolved. Follow the link for more information: <http://www.ox.ac.uk/students/selfservice/ousu>

## 7.4. Policies and regulations

### Equal Opportunities and Welfare Policies

The University of Oxford and its colleges aim to provide education of excellent quality at undergraduate and postgraduate level for able students, whatever their background. In pursuit of this aim, the University is committed to using its best endeavours to ensure that all of its activities are governed by principles of equality of opportunity, and that all students are helped to achieve their full academic potential. This statement applies to recruitment and admissions, to the curriculum, teaching and assessment, to welfare and support services, and to staff development and training.

## Recruitment and admissions

Decisions on admissions are based solely on the individual merits of each candidate, their suitability for the course they have applied to study (bearing in mind any requirements laid down by any professional body), assessed by the application of selection criteria appropriate to the course of study. Admissions procedures are kept under regular review to ensure compliance with this policy.

We seek to admit students of the highest academic potential. Except in respect of the college admitting women only, all selection for admission takes place without reference to the sex of the candidate. ALL colleges select students for admission without regard to marital status, race, ethnic origin, color, religion, sexual orientation, social background or other irrelevant distinction. Applications from students with disabilities are considered on exactly the same academic grounds as those from other candidates. We are committed to making arrangements whenever practicable to enable such students to participate as fully as possible in student life. Details of these arrangements can be found in the University's Disability Statement, and information will be provided on request by colleges or by the University Disability Co-coordinator.

In order to widen access to Oxford, the University and colleges support schemes which work to encourage applicants from groups that are currently under-represented.

None of the above shall be taken to invalidate the need for financial guarantees where appropriate.

## The curriculum, teaching and assessment

Unfair discrimination based on individual characteristics (listed in the statement on recruitment and admissions above) will not be tolerated. University departments, faculties, colleges and the central quality assurance bodies monitor the curriculum, teaching practice and assessment methods. Teaching and support staff have regard to the diverse needs, interests and backgrounds of their students in all their dealings with them.

Further details of these services are included in the Proctors' and Assessor's handbook, available [here](#).

## Visas

If you need a visa to be in the UK for your course, you must be careful to keep to any conditions linked to the visa, for example registering with the police if required, not remaining in the UK beyond the time limit or working without permission, which includes self-employment. Visa arrangements and conditions can change suddenly: the most up-to-date information can be found [here](#).

## 8. Facilities

### 8.1. Social spaces and facilities

#### Reception

The Reception Team consists of the Reception Manager and the daytime, evening and weekend receptionists. In the offices behind Reception you will find representatives of other support departments including MBA Student Services and IT. The Main Reception number is **01865 888000**.

The business school is open Monday through Friday from 7.30am – 12 midnight, and on Saturday and Sunday from 8am - 12 midnight. Your attention is drawn to the requirement for everyone to be off the premises by 12 midnight prompt to allow the alarms to be set.

#### Parking

The School has very limited parking facilities which are not available to students.

#### Access cards

The Programmes Office will issue you with a swipe card for access in and around the building. If your card is lost or stolen, please advise someone at reception or your relevant Programme Manager immediately. It typically takes 2-3 days to make new cards. There will usually be a charge for the replacement of lost cards.

#### Outgoing Mail

University messenger post is picked up in the afternoon and delivered to Colleges and other university departments the following day. We have a fax machine available for use in reception. The incoming number is **01865 288805**.

#### First Aid

In accordance with regulations, the business school has a team of staff members who are certified to administer first aid. A list showing these names and contact telephone numbers is posted in **Reception, Library, Common Room, and Restaurant**. The School has an automated external defibrillator (AED) which is located in the main reception on the health and safety noticeboard. **If you have a serious injury/emergency, please call 999 and advise Reception.**

#### Lost property

Lost property is kept in reception. Items found will be held for at least two weeks and then donated to charity. If you have misplaced an item, please let a member of reception know so that you can be contacted if it is recovered. Items left in the

Library will be held at the Library Enquiry Desk so please check there as well as Reception.

## Catering

### The Pyramid Room

The Pyramid room in the West Wing is where your complimentary lunch will be served on the days you are attending the modules.

### The Skoll Foundation Club Room

In the West Wing, the Skoll Foundation Club Room is available during and between modules and is especially utilised for coffee breaks during modules. The Skoll Foundation Club Room is a beautiful relaxed space with a bar, lounge space, terrace and views down to the garden. These are spaces where those important, informal conversations take place to create a continuous learning experience.

### The Common Room

The Common Room in the East Wing is available during and between modules. The common room is a large, contemporary semi-circular space with floor to ceiling windows overlooking the School's landscaped grounds. It is open from 8am until 8pm (Mon-Fri) and 9am until 5pm (Sat/Sun) in term time, and from 8am until 6pm (Mon-Fri) and 9am until 5pm (Sat/Sun) outside term offering a varied selection of drinks, cakes, pastries and freshly made sandwiches to eat while socializing with fellow students and faculty.

### The Dining Room

In the East Wing, the Dining Room is available during and between modules and is a more formal setting with views out to the landscaped grounds. On offer are a wide variety of hot and cold meals, soups, salads and desserts. The Dining Room also offers themed days where the menu is designed around a particular country or subject; these are advertised outside the dining room next to the weekly menu and on the school intranet.

The Saïd Business School gardens contain the **Fellows' Garden**, a place for quiet reflection, which marks the site of Rewley Abbey, the very first seat of learning in Oxford. During the summer students can also relax in the large internal courtyard or sit in the 300-seat amphitheatre, which allows excellent views of the surrounding countryside.

## 8.2. Workspace

### Lecture Theatres

Most classes take place in a lecture theatre, with desks arranged in a horseshoe pattern to facilitate open discussion. These theatres contain dual screens to enable simultaneous use of a range of visual media, and adjoining them are numerous seminar and project rooms for small group work.

## Workspace

The following spaces are available throughout the year on a first come first served basis:

- Pods in the Founders Room for small group work or individual study.
- The Sainsbury Library Lower Reading Room may be used for group work.
- The Sainsbury Library Upper Reading Room is available for individual quiet study.
- Soundproof booths are available for making private mobile phone calls and are situated next to the Nelson Mandela Lecture Theatre.
- Shared spaces such as the Dining Room, Common Room and Courtyard Marquee can be used for individual or group work and some of these spaces have power and network points.

## Room Bookings

During the week of the taught modules, seminar rooms may be booked for group study, subject to availability. Please contact the Diploma Programme Administration team to find out the arrangements for booking.

### 8.3. Libraries/Museums

The Sainsbury Library offers a modern and attractive study area and an innovative information support service with a strong emphasis on electronic resources and delivery. It comprises of two floors, both of which are wireless-enabled, as well as networked study desks, PCs, copiers and printers. The Lower Reading Room contains copies of books and articles on reading lists, and may be used for group work, while the Upper Reading Room is dedicated to quiet study and research and houses the research collections, as well as additional study space.

In addition to the print collection, the library provides a dedicated gateway to an extensive collection of electronic resources accessible from the School's Intranet, which includes access to business databases, financial and economic data, industry and market research reports, e-journals, e-books, and course reading lists with direct links to online readings. The library's web portal also provides a gateway to the additional information products provided by the combined Bodleian Libraries.

The library gateway and its databases are accessible to students from anywhere in the world. Experienced library staff members are available for in-depth help with finding and using more complex information sources for research, course projects and theses, as well as general advice and information support. A tutorial on using the library and IT facilities is provided during induction. Swipe card access is required in order to enter the library. As you are a member of the business school, your Saïd Business School swipe card will allow you entry into the library until 12 midnight.

As a Diploma student, you are a part of the Saïd Business School community and are entitled to the School's support services. You are also a member of a College and the University, and able to use resources available in both. Support for



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you in your studies, career and personal life is widely available. We hope that you find in this handbook all of the information that you require, but all of the contacts listed in this book are available to answer any questions you may have.

## 8.4. IT

Saïd Business School has an in house IT Team which provides support to the School's Students, Faculty, Staff, Course Participants and Alumni across 3 sites. The **IT Tech Bar** and **Help Desk** are open Monday to Friday 08:00-18:00 and located to the right hand side of the main reception area. This is a 'drop in' service (no appointment needed) to provide help, support and advice with your technology needs.

The School provides a modern network with extensive wireless access. Through this and the School's systems (including the Student 'App') students can access:

- Electronic course materials including; timetables, reading lists, lecture notes, examination preparation, seminars, projects and other course-specific information.
- Our Careers site with news, events and employment information.
- Links and guidelines for computer usage, email, network status, search engines, telephone/email lists, maps, news, local information, etc.
- Links to relevant websites including MYSBS, Canvas, GOTO and OBA.

Students also have the use of IT facilities provided by their College, although these are provided and supported by our colleagues in the Central University IT Services Team. Visit <http://www.it.ox.ac.uk>

'We look forward to serving and supporting your technology needs during your time with us, and please do feel free to feedback either directly or via your IT Rep your experiences (good or bad) of the School's IT and IT Service.' **Mark Bramwell, CIO/IT Director**

### Will I have an Oxford email address?

Yes. When your programme starts you will be provided with a University email address; [firstname.surname.DipGB2019@said.oxford.edu](mailto:firstname.surname.DipGB2019@said.oxford.edu)

Within the University, the School is unique in being able to offer an .edu email address. We do so in recognition that .edu is internationally recognised as the defacto standard for world leading business schools and academic institutions.

You will also be provided with another alternative email address; [firstname.surname@sbs.ox.ac.uk](mailto:firstname.surname@sbs.ox.ac.uk)

This alternative address, also referred to as an alias, is provided to ensure you have a consistent email identity with your diploma peers alongside a traditional departmental address, common to all Oxford students.



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Importantly your two Oxford email addresses will be linked together, any emails sent to any one of them will route to your own Oxford mailbox. Our IT team ensure this linking of addresses is setup and remains in place for the duration of your programme.