Postgraduate Diploma in Strategy and Innovation

Course Handbook 2019

1. Foreword

1.1.   Statement of Coverage

This handbook is for students starting the Postgraduate Diploma in Strategy and Innovation in March 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 programme will be Canvas.

1.2.   Version

Version	Action	Date
Version 1.0.0	First Handbook Version	March 2019

1.3.   Disclaimer

The Examination Regulations relating to this programme are available at the following website:

Diploma-in-Strategy-and-Innovation-Exams-Regs

If there is a conflict between information in this handbook and the Examination Regulations, then you should follow the Examination Regulations. If you have any concerns, please contact the programme administrator at DipSI-Admin@sbs.ox.ac.uk.

The information in this handbook is accurate as of January 2019, however it may be necessary for changes to be made in certain circumstances, as explained at 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.

The University Student Handbook – known for many years as the Proctors' and Assessor's Memorandum forms part of your contract with the University. Proctors' and Assessors' Memorandum

1.4.   List of contents

1.5.   Welcome

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

Director, Executive Degree Programmes

The Post Graduate **Diploma in Strategy and Innovation (DipSI)** Course Handbook provides definitive information about your studies and life at Saïd Business School (Oxford Saïd). You will find here the key dates for your diary, regulatory requirements for examinations, guide to student conduct, information about our facilities, key contacts at the School and University and other information useful to completion of the Diploma in Strategy and Innovation (DipSI), hereinafter referred to as the "**DipSI**". We welcome the opportunity to discuss with you any of the information presented here.

Further information can be found on the Oxford Saïd Website: http://www.sbs.ox.ac.uk/, and the University of Oxford Website: www.ox.ac.uk.

Examinations Regulations
Diploma-in -Strategy-and Innovation-Exams-Regs[1]

Examination conventions
Specific conventions regarding the DipSI course are available through Canvas:

Oxford Students website
www.ox.ac.uk/students

Canvas
Canvas is an online learning platform that serves to highlight course information, reading lists, timetables and the handbook itself. You can access Canvas here: DipSI 2019 Canvas Site

This site will provide you access to pre-arrival materials and to the syllabus information and materials throughout the year. The programme administrator will provide more information on how to access this site when you start the course.

1.6. Useful department contacts

For detailed information about the members of staff referred to below, please see the relevant sections of the handbook.

Teppo Felin, DipSI Programme Director

Teppo can be contacted by email at Teppo.Felin@sbs.ox.ac.uk

DipSI 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. A list of faculty located at Saïd Business School can be found here

The following faculty members will teach on the related modules:

Course	Teaching Faculty*
Module 1 – Strategy	Teppo Felin
Module 2 – Innovation Strategy	Marc Ventresca & Victor Seidel
Module 3 – Globalisation and Strategy	Akshay Mangala
Module 4 – Strategy in Action	Tom Lawrence

* Teaching staff is subject to change

Programme Administration

The Programme Administrator is your first point of contact for student administrative queries not related to assessments. Some of the Programme Administrator responsibilities include timetabling, pre-reading, suspending studies, acting as a liaison between students and faculty. The Programme Administrator is responsible for ensuring the smooth running of the non - academic logistics of the programme.

Emma Rusher
DipSI-admin@sbs.ox.ac.uk
+44 (0)1865 610099

Examinations Administrator

The Examination Administrator is the main point of contact for assessment related queries and act as an intermediary between students and the examiners. They are responsible for: the administrative process relating to writing exam and assignments; releasing marks to students, and providing transcripts: DipSI-S2Exams@sbs.ox.ac.uk or +44 (0)1865 610050

Student Welfare

Student Welfare is provided within the Student & Programme Services (SPS) unit at the Business School. For urgent enquiries, contact welfare@sbs.ox.ac.uk or the Programme Administration team DipSI-admin@sbs.ox.ac.uk

Students Representatives

At the beginning of the course, students elect two student representatives to act on behalf of the class who are invited to raise issues, or put forward proposals to the course committee. For details on the role of the rep, please read the detailed guidance which can be found on the DipSI 2019 Canvas Site.

Disability

Information about the school's disability equality scheme can be found on the intranet here

Reception

The Reception Team consists of the Reception Manager and the daytime, evening and weekend receptionists. The Main Reception number is **01865 288800**, reception@sbs.ox.ac.uk.

The business school is open Monday through Friday from 7:30 – 12 midnight, and on Saturday and Sunday from 8:00- 12 midnight. **Please note:** everyone must be off the premises by 12 midnight prompt to allow the alarms to be set.

IT Support

The Saïd Business School IT Support Team are here to help you with any technical problems you may have. Report a problem to the IT Service Desk by calling 01865 288868 or emailing it@sbs.ox.ac.uk. You can also visit the Service Desk located behind the East Wing main reception, from 08:00 until 18:00, but the staff may be out on a call so we ensure that the Service Desk is staffed between: 10:15 - 10:45 and 12:15 - 13:15.

Library

The **Sainsbury Library** is Saïd Business School's own dedicated resource. Experienced library staff are available for advice and help on how to use advanced search tools to carry out research for course projects. Open Monday – Friday 7:30 - Midnight & Saturday – Sunday 8:00 - Midnight. The main reception number is 01865 288880.

Oxford email

You will receive an Oxford Saïd lifelong email address. This email address is used as the primary means of communication with students and all students are reminded that they must check this regularly.

There is also a **group e-mail address** for the Diploma in Strategy and Innovation which you can use to contact all members of the class. This is dipsi2019@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.

Floor Plans for Park End Street can be found here.

Accessibility

Please contact the Schools Health and Safety Team for accessibility requirements: 01865 422704, HealthandSafety@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.

Strategy	Module 1 – 27th – 30th March 2019
Strategy	Exam – 8th May 2019
Innovation Strategy	Module 2 – 8th – 11th May 2019
Innovation Strategy	Exam – 17th July 2019
Globalisation and Strategy	Module 3 – 17th – 20th July 2019
Globalisation and Strategy	Exam – 27th November 2019
Strategy in Action	Module 27th – 30th November 2019
Strategy in Action	Module 4 Integrative Written Assignment
November 2020	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 strategy and innovation. 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 Strategy & Innovation** equivalent FHEQ Level 7. The relevant Quality Assurance Agency benchmark statement can be found at http://www.qaa.ac.uk/en/Publications/Documents/SBS-Business-and%20Management-15.pdf

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 PGDip in Strategy & Innovation may qualify for a fee reduction, and an exemption toward their equivalent core or elective components of the EMBA.

2.2. Course aims

Strategy is what elevates truly extraordinary leaders above merely ordinary ones. Oxford's Diploma in Strategy and Innovation will build your capacity to operate at a senior level in a strategic environment and develop your skills for effective strategic decision-making and advocacy.

Knowledge gained, skills learned, and relationships made on the programme will elevate your career potential and directly benefit the organisations that you work with now, and in the future. It will also equip you with the knowledge to compete globally for senior management roles. The educational aims of the programme are:

- To provide students with education and training in strategy and innovation.

- 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 of their organisation.

- To develop their ability to apply knowledge and understanding of key concepts relating to strategy and finance

- 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 outcome

Students will develop a knowledge and understanding of strategy, entrepreneurship and innovation, globalisation and how to implement strategy, 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 Strategy and Innovation 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. 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 the business climate in different countries

- Understand how innovation-intensive markets function

- Develop strategic approaches to encouraging and nurturing entrepreneurial management

- Problem solving

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 Business project 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 written 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 and a business project 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 is posted on the course WebLearn site.

2.5. Syllabus

Module 1 – Strategy:

Strategy is concerned with the long-term success of the organisation as a whole, defining its direction and scope to gain competitive advantage. This module is designed to equip you with a sound understanding of the principles of both competitive and corporate strategy.

The module will cover:

- Competitive strategy
- Strategy for the multi-business enterprise
- Decision-making analysis
- Strategy processes

Assessment:

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

Module 2 – Innovation Strategy

Innovation strategy takes shape at the interface of the dynamics of new markets, organisational capabilities for innovation, and the strategic management of new technologies. This module provides a detailed understanding of value creation and capture in the 21st Century, focusing on the critical role of emerging technologies and markets.

The module will cover:

- Emergent markets and technologies
- Thinking entrepreneurially
- Partnering for innovation
- Strategies to sustain innovation
- Tools to capture value.

Assessment:

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

Module 3 – Globalisation & Strategy

Appreciation of the global context is a pre-requisite for managing and leading at a strategic level in any sector. This module develops understanding of the critical trends in global business, and the factors which underlie these trends.

The module will cover:

- Global trends
- Successful expansion strategies
- Managing the global value chain
- Global value creation: adding value scorecard
- Strategies for capturing global value: aggregation, adaptation, arbitrage
- Integrated strategy.

Assessment:

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

Module 4 – Strategy in Action

Strategy in principle without effective practice offers little in the way of sustainable advantage. With a clear focus on practical application, this module draws the programme together to examine how you will execute strategy effectively in your organisational context.

The module will cover:

- Building organisational capabilities
- Dealing with complexity
- Re-shaping business models
- Tools for implementation
- Delivering success.

Assessment:

For this module the assessment is by written 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 consisting of four modules and a business project. The modules are taught in four blocks of four days, scheduled over approximately ten months. A further four months are allowed for the completion of the business project. 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 assessment, all of which must be completed within the twelve 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 integrative assessment. 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 integrative assessment 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 Programme Director has overall responsibility for the academic progress of the students. Concerns

and queries about academic matters should be addressed to the Programme 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.

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, pregnancy.

Applications for suspension of status should be made via your Programme Administrator. 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 Administrator 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 exceptional cases.

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 2017-18 (Postgraduate Diploma in Strategy and Innovation)

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 Teaching Audit Committee.

Rubrics for individual papers

The Diploma consists of four components:

Four core courses

(i) Strategy

Examination (2 hours, a case study based examination answering specified questions) Wednesday 24 April 2019

(ii) Innovation Strategy

Examination (2 hours, a case study based examination answering specified questions) Wednesday 26 June 2019

(iii) Globalisation & Strategy

Examination (2 hours, a case study based examination answering specified questions) Wednesday 9 October 2019

(iv) Strategy in Action

Final Integrative assessment (6,000 words)

Word counts for the assignment includes footnotes, appendices, tables and figures but exclude the full list of references at the end of the document.

Submission deadline – 12 noon Monday XXXXXX 2019, submitted via "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.

Marking conventions

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

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 Weblearn site, 4 weeks prior to the examination/submission date.

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, 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 assessment, 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

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'.

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.

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.

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 seriously 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).

Classification conventions

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.

Final outcome rules

The Diploma is awarded to candidates who pass all four 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.

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.

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 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.

Factors affecting performance

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 final board of examiners meeting to adjudicate on the merits of candidates. 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.

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 Said 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).

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 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.

Details of examiners and rules on communicating with examiners

The External Examiner for the Postgraduate Diploma in Strategy & Innovation for 2018-19 is Professor Patrick Reinmoeller (Cranfield).

The Chair of Examiners is Professor Steve New (Chair). The Internal Examiner is Doctor Felix Reed-Tsochas.

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

	Mark band	MARKING CRITERIA
DISTINCTION	80-100	*Superb work.* 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.
	75-79	*Excellent work.* 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.
	70-74	*Fine work.* 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.
PASS	65-69	*Strong pass.* 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.
	55-64	*Good pass.* 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.
	50-54	*Pass.* 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.

FAIL	40-49	*Marginal fail.* Attempts to answer 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.
	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.

	Mark band	MARKING CRITERIA
DISTINCTION	80-100	*Superb work.* 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.
	70-79	*Fine/Excellent work.* 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.
PASS	65-69	*Strong pass..* Demonstrates thorough knowledge of standard formulae and techniques, their application in unfamiliar settings, and their limitations. Calculations are presented with adequate explanation of method.
	55-64	*Good pass.* Demonstrates good knowledge of standard formulae and techniques, and their application in unfamiliar settings. Calculations are presented with an adequate explanation of method.
	50-54	*Pass.* Demonstrates satisfactory knowledge of standard formulae and techniques. Calculations are presented with an adequate explanation of method.
FAIL	40-49	*Marginal fail.* Attempts to answer the question set, but fails to demonstrate satisfactory knowledge of standard formulae and techniques.
	0-39	*Outright fail.* Fails to address the question set, and/or fails to demonstrate knowledge and understanding of critical quantitative ideas.

	Mark band	MARKING CRITERIA
DISTINCTION	80-100	*Superb work.* 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.
	75-79	*Excellent work.* 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.
	70-74	*Fine work.* 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.
PASS	65-69	*Strong pass.* 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.
	55-64	*Good pass.* 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.
	50-54	*Pass.* 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.
FAIL	40-49	*Marginal fail.* 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.
	0-39	*Outright fail.* 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.

MARKING CRITERIA D: **FOR INTEGRATIVE ASSESSMENT**

DISTINCTION (70% or more) will be awarded to integrative assessments 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, e.g. human, financial, etc. they may face. To merit distinction integrative assessments 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 integrative assessments (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 integrative assessments (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.

4.5. 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?

Checks submitted documents against a vast database of both current and archived material, which includes previously submitted student papers.

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.

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. 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?

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).

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 other HE institutions

If a report generated by another institution identifies a match to your work the report will only show the extent of the match and the contact details of the University's Turnitin®UK Administrator. If approached, the Turnitin®UK Administrator will attempt to contact you about the matter. The contents of your work will not be revealed to a third party outside Oxford without your express permission.

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

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.

The Declaration Form will cover any and all coursework and practical work submitted for screening.

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.

4.6. 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

4.7. Examination dates

Refer to the Examining Conventions, section 2.

4.8. 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

4.9. 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.

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 Administrator.

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 Programme Director, who is one of the department's faculty members. The Programme Director can assist with the many aspects of academic life at Oxford.

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

7. Student Life and Support

7.1. Whom to contact for help

Our aim is to ensure that your time with us at Oxford Saïd is an exciting and enjoyable experience. The University and Saïd Business School take student welfare seriously and offer a wide variety of support, both academic and pastoral, in the form of Academic Supervisors and College Advisors, as well as your Programme Director, Administrators and Head of Student Welfare.

If your concern relates to your programme or fellow students, you may contact your Programme Director or Programme Administrator who will present themselves to you during Induction. These are your main points of contact during your studies and, in many cases, for many happy years to come.

The Head of Student Welfare, Maxine Hewitt is a dedicated staff member responsible for dealing with student welfare issues across all programmes and is available to support you on any issue related to your wellbeing.

If in doubt about whom to contact at your college or the Business School on welfare issues, please contact welfare@sbs.ox.ac.uk the confidential email account managed by the, Student Programme Services (SPS) Executive Officer & Disability Coordinator, Gemma Sheppard.

Overview of Health and Welfare at Oxford University

There are a number of services available to provide support to you during your studies at the University, full details are available on the University's Student Welfare. Further advice is available from your college, SBS welfare office, central University services, peer supporters and the Student Union.

Health

We have information on accessing medical advice and guidance for staying healthy while studying at the University. From registering with your college doctor or Oxford General Practitioner, to medical emergencies, information on dentists, opticians and other health services, and supportive resources, you can find all the necessary contacts on the University's Student Health Website. For emergency contact details and a wide selection of support services are available on the help section of this website.

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 Peer Support 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

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.

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 organizing disability-related study support. Your disability contacts at Saïd Business School are Gemma Sheppard, Disability Coordinator and Maxine Hewitt, Disability Lead.

7.2. Complaints and Appeals

You may raise issues and concerns informally within Saïd Business School. Programme related issues should be raised with your relevant Programme Director or Administrator in the first instance. Conduct related issues should be brought to the attention of the Head of Student Welfare & Conduct at Saïd Business School.

You may make a formal complaint to the Proctors Office who will follow the University Academic Appeals Procedure.

Complaints and academic appeals within the faculty/department of Saïd Business School
The University and the Saïd Business School department all hope that provision made for students at all stages of their course of study will result in no need for complaints (about that provision) or appeals (against the outcomes of any form of assessment).

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 colleges, faculties/departments and bodies like the Counselling Service or the Oxford SU Student Advice Service, which have extensive experience in advising students. You may wish to take advice from one of those 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 the Director of Graduate Studies (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 (Kathy Harvey).

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

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 informally 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

This Procedure is designed to deal with student complaints of harassment by other students that arise in a University context. Also available is an easy to follow flow chart on student harassment procedures.

Complaints of harassment against students which arise purely within the college environment will normally be dealt with under appropriate college procedures, while reflecting the principles of the University harassment Policy.

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 General

Data Protection Regulation (May 2018). 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

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

7.3. Student societies

Oxford University Student Union membership
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:

www.ox.ac.uk/students/selfservice/ousu

College Membership
As a student of the University of Oxford, you will be a member of the University and be an associate member of St Edmund Hall.

Oxford is a collegiate university, consisting of the central University and colleges. The 38 colleges are self-governing and financially independent institutions, which are related to the central University in a federal system.

Colleges are academic communities where you will meet other students and faculty from across different academic disciplines. Each college has its own dining hall, bar, common room and library, and lots of college groups and societies that you can join.

Further details on the individual colleges can be found here:

www.ox.ac.uk/admissions/undergraduate/colleges/college-listing

Oxford Business Alumni Network

Upon completion of the DipSI, you will be given the opportunity to join the Oxford Business Alumni (OBA) Network. The OBA Network brings together individuals who share a common interest in business, ensuring an active network of emotionally and intellectually engaged alumni who support and further the School's vision, and serve as proud ambassadors around the globe.

Among the benefits you will receive as an alumnus/a are; a lifelong OBA email address, access to career development information, regular contact from the Alumni Relations Office with news updates, and invitations to academic, social and networking events.

It is recommended that current DipSI students join the 'Oxford Business Alumni Network' LinkedIn group.

As a member of the Oxford Business Alumni, students on the DipSI will have access to a range of services, details of which can be found at the OBA website.

7.4. 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

Lost items
If access cards or name plates are lost we can provide one free replacement for access cards and badges only. If an item has been stolen rather than lost/broken we are able to provide a free replacement if we receive a Crime Reference Number.

Access cards
A card can be replaced free of charge if essential information on the card requires updating

A loss of an access card must be reported to the programme administrators immediately so that the access of the card can be suspended. We will provide you with a replacement access card as quickly as possible but cannot guarantee delivery times. You can request a temporary card from the main reception until your new card is ready.

For more than one replacement, a charge of £10.00, is payable and can be ordered via the online store.

Policy on Lecture Recordings
Policy on the recordings of lectures and other formal teaching sessions can be read on the Oxford Said Canvas site.

8. Facilities

8.1. Social spaces and facilities

The Pyramid Room
The Pyramid Room in the West Wing is where your breakfast, lunch and dinner will be served on the days you are attending the modules. These meals are included within your programme.

The Skoll Foundation Club Room
The Skoll Foundation Club Room in the West Wing 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
The Dining Room in the East Wing 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 individually priced 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

Executive Suite
On the third floor in the West Wing there is an Executive Suite for students. The keycode to enter this room is changed on a regular basis. The new code is available from West Wing Reception and you will be updated on this before each module via the App.

Seminar Rooms
Students may book small seminar rooms for academic related activity by contacting the reception team, where keys to the room(s) in question can be collected in exchange for your University Card. Please keep these rooms tidy and do not occupy any rooms without booking first; these rooms are often required as meeting rooms for faculty and staff members, as well the business school's external clients.

Room bookings for students may only be made in person and cannot be done via telephone or e-mail.

Please note that seminar rooms can be booked between 8am and 11pm, for a maximum of 4 hours and no more than 1 week ahead. Should the key not be collected within 30 minutes of the start of the booking, the room may be released should it be required by another user. If you have any queries relating to the booking of seminar rooms, please contact the Reception Manager, Janice King, on extension (2)88496.

If additional facilities are required for a seminar room booking, such as AV set-up, please contact the Conference Office on (2)88846. If you need to plan a student-organised event, please contact the Programme Administration team.

Charges will be levied for seminar room hire and facilities which can be advised at the time of booking.

8.3. Library and Information Services

The Sainsbury Library offers a modern and spacious study area and an information support service with a strong emphasis on electronic resources and delivery. It comprises of two floors, with Wi-Fi, PCs, Macs, docking stations, copiers and printers throughout. The Lower Reading Room contains copies of books on reading lists, and may be used for group work, while the Upper Reading Room is dedicated to silent study and houses the careers collection and additional books.

As well as the print collections, the library provides a dedicated webpage with an extensive collection of electronic resources, including access to business databases, financial and economic data, industry, market research, and analyst reports, e-journals and e-books. Course reading lists are provided with direct links to online readings and case studies. As the Sainsbury Library is one of the Bodleian Libraries, you also have access to the range of resources purchased for all the subjects taught at Oxford.

The library website and most of 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. As you are a member of the business school, your Saïd Business School access card will allow you entry into the library until midnight every day.

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. During your Induction week the IT team will be available in the Seminar room opposite the Pyramid dining Room at breakfast and lunch times for individual set-up advice.

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 www.it.ox.ac.uk

You will receive an OXFORD SAÏD email address in addition to your college email address. This email address is used as the primary means of communication with students. If you would prefer to use another address, please remember to set up mail forwarding.

'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**