



St Edmund Hall

University of Oxford

Queen's Lane, Oxford OX1 4AR

t: 44 (0)1865 279000

f: 44 (0)1865 279090

www.seh.ox.ac.uk

July 2017

Dear Registrar,

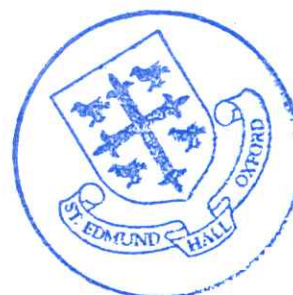
We are pleased to forward to you the transcript and Letter of Accreditation for one of your students, **LEI XIA** who was studying at Oxford as a non-graduating Visiting Student at St Edmund Hall.

A full explanation of the grades earned is included. As we provide all Visiting Students with copies of this report file, we have no objection to it becoming part of the student's permanent academic file and so open to the student's view (in accordance with U.S. Congress legislation, effective 1st January, 1975).

Any queries relating to this correspondence or to the academic record of this Visiting Student should be addressed to: *The Registrar, St Edmund Hall, Oxford OX1 4AR, U.K.*

Yours faithfully,

ASHLEY WALTERS
Registrar



11

11



St Edmund Hall

University of Oxford

Queen's Lane, Oxford OX1 4AR

t: 44 (0)1865 279000

f: 44 (0)1865 279090

www.seh.ox.ac.uk

July 2017

LETTER OF ACCREDITATION

(this letter is to accompany the Transcript of Record)

LEI XIA

Visiting Student is a status recognised and conferred by St Edmund Hall, one of the 38 self-governing colleges within the University of Oxford, and by the University of Oxford itself.

Visiting Students are either one-, two-, or three-term students, normally on leave from their home college where they are degree candidates. They are not, therefore, candidates for Oxford degrees. They do not matriculate but are registered with the University of Oxford as Visiting Students. Courses are based upon the tutorial system, in which students are taught not in large classes, but individually or in pairs. Visiting Students are taught by the same specialist tutors who teach Oxford degree candidates; they are taught by the same methods, and to the same standard.

Visiting Students also have full access to the College and University Libraries, and enjoy full Junior Common Room social facilities and dining rights in Hall. Graduate Visiting Students also become members of the Middle Common Room. Visiting Students are encouraged to represent their College in sporting and cultural activities.

In short, Visiting Students are offered, as fully as possible, the academic and self-improving opportunities of life at Oxford University. The course work undertaken by a Visiting Student is entirely arranged, supervised and evaluated by St Edmund Hall, and is recommended for credit-transfer, where appropriate, to North American colleges and universities.

ASHLEY WALTERS
Registrar





EXPLANATION OF THE TRANSCRIPT GRADING AND RECOMMENDED CONVERSION SCALE TO AMERICAN GRADES

St Edmund Hall Visiting Students are taught (generally singly or in pairs) and given termly assessments by their tutors. The approximate conversion scale below is provided for the interest of completed Visiting Students, and recommended to the Registrars and Faculty of interested academic bodies in the United States and Canada who may seek to transfer grades as well as credit. **Please note that the final translation into a U.S. grade is entirely up to the home institution's judgement, and the home institution is not bound by the approximate guidance below.**

The grades for termly work given by tutors to Oxford's own undergraduates do not themselves determine the class of degree the students will eventually earn. The degree classifications are based on examination papers (Finals) set usually at the end of their courses. Nevertheless the termly grades constitute regular, and usually highly accurate, assessments of the students' likely performance in the Final Examination. Tutors and students alike are entirely accustomed to this grading system. Visiting Students, not being candidates for Oxford degrees, do not sit Oxford Finals. However, they are still subject to termly reports and their tutors therefore make grade assessments according to the scales with which they are familiar.

In Oxford, lectures are offered during an intensive eight week period in each of three terms during the academic year, but almost all students will need to do academic work for at least ten weeks each term, including the planning of tutorials. The work done for an Oxford tutorial is usually regarded as equivalent to the work done for one semester credit.

The academic standard at Oxford is high, and only students of high ability are accepted as Visiting Students by St Edmund Hall. It is unlikely that the course of any Visiting Student performing consistently at or below the base grades set out on the conversion scale would be prolonged.

Recommended Conversion Scale

Degree Class	EPSC Exam Mark Scale	US Alphabetical Scale (approx equivalent)
I	80-100	A+
	70-79	A
II(i)	65-69	A-
	60-64	B+
II(ii)	55-59	B
	50-54	B-
III	45-49	C+
	40-44	C
Pass	30-39	C-
Fail	0-29	Fail – No Grade



Registered Charity No. 1137470

ACADEMIC REPORT Academic Year 2016-2017

This is to certify that :

LEI XIA **D.o.B. 8 January 1995**

was enrolled as a Visiting Student of St Edmund Hall and has completed those tutorial courses indicated below. Please refer to the *Explanation of the Transcript Grading and suggested Conversion Scale to American grades*.

COURSES STUDIED	PERSONAL TUTOR	OXFORD GRADE	NUMBER OF TUTORIALS
-----------------	----------------	--------------	---------------------

Michaelmas Term 2016 (October - December)

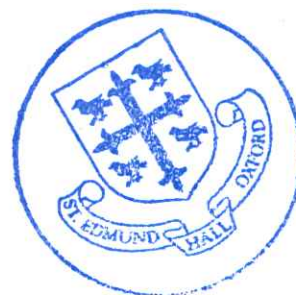
Economics of Industry	Dr A. Aarnio	58	8
General Management	Ms S. Littleton	57	4

Hilary Term 2017 (January - March)

Advanced Game Theory	Ms S. Vosooghi	72	9
General Management Part 2	Ms S. Littleton	68	4

Trinity Term 2017 (April - June)

Organisational Analysis and Behaviour	Dr I. Jones	65	8
Corporate Governance	Dr I. Jones	65	4





St Edmund Hall
University of Oxford

**Visiting Student
Report Form**

Michaelmas Term 2016

Name of student:	Lei Xia
Name of tutor:	Dr O Aarnio
Number of tutorials:	8

Mark: 58 TICK IF FINAL



(Please use only the numerical mark scale in line with the accompanying Guidance Sheet)

COURSE DESCRIPTION: Economics of Industry

The economics of industry course is concerned with the behaviour of firms. This course covers both theory and applications. The objectives of this course are to provide an understanding of

1. the theoretical foundations of firm decisions regarding pricing, product differentiation, advertising, entry, mergers and takeovers, innovation, and organization
2. strategic firm behaviour, its effects on other firms
3. the welfare implications of firm behaviour
4. inappropriate firm behaviour and the design of public policy responses
5. relevant case studies.

We covered eight topics in tutorials (in addition to 16 hours of lectures this term provided by the Department of Economics):

1. Monopoly and perfect competition (revision essay)
2. Oligopoly: quantity vs. price setting
3. Cartels and tacit collusion
4. Entry deterrence and predation
5. Product differentiation
6. Price discrimination
7. Innovation
8. Horizontal mergers.

REPORT:

Thomas (as Lei Xia wishes to be known) has found it challenging to adjust to Oxford style teaching and learning. Tutorial system is based on students preparing independent written work to be marked and discussed in tutorials.

In case of this course my plan was for him to write four tutorial essays (for tutorials in group of three students), and make four oral presentations, supported by a written handout (in classes of five students). Right from the start, he himself expressed doubts whether he is well-equipped for such work, specifically he doubted whether he is capable of writing any essays.

It is not possible to change the Oxford system as a whole to fit needs of a single visiting student so my decision was to design an alternate course for Thomas, and give him tutorials on his own. In addition he was advised to attend the Economics of Industry lectures (16 hours) given at the Department of Economics.

My hope was this alternate teaching arrangement would fit his particular skills set better, which clearly is far more problem solving orientated than rehearsed in making clear economic arguments verbally.

His subsequent written work has demonstrated this clearly: some of the mathematical modelling he has explored has been basically correct. The problem usually has been lack of clear explanation of the results and critical assessment of the theory. He has also found it difficult to relate the theories explored to real life examples, or case studies available from the readings. I believe he has gained some understanding of industrial organisation through his study this term, and I hope he feels the same, too.

Date: 01/12/2016



St Edmund Hall
University of Oxford

**Visiting Student
Report Form**

Michaelmas Term 2016

Name of student:	Lei Xia
Name of tutor:	Ms S Littleton
Number of tutorials:	4

Mark:	57	TICK IF FINAL	<input checked="checked" type="checkbox"/>
-------	----	---------------	--

(Please use only the numerical mark scale in line with the accompanying Guidance Sheet)

COURSE DESCRIPTION: General Management 1

The General Management Part 1 course examines management from the perspective of organisational economics and organisation and management theory.

Lei Xia (Thomas) has had tutorials in four topics including; From the Growth of Modern Capitalism to the Rise of the Modern Corporation, the development of Managerial Hierarchy: from Industrial Management to Human Resource Management as well as Competitive and Corporate Strategy.

REPORT:

In order to teach Thomas I have had to make major adjustments to the General Management course as it does not suit his skill set. Moreover, Thomas has clearly expressed that he does not like the content of the material or how it is assessed. Thomas does not come from an essay writing background and has not demonstrated a flexibility or willingness to engage in new styles of assessment. 2 essays were completed. The marks on these essays were 60 & 55, but I note that these marks were made on an adjusted scale to account for his lack of experience in writing essays and his effort to undertake a task he had clearly stated he did not want to do. I provided extensive feedback to help move his work along. After two essays in order to limit the amount of reading and writing necessary I created an assignment where Thomas would use ONE particular reading that focused on a famous managerial framework and asked him to undertake a practical assessment of a real business. Whilst the course is supposed to be theoretical Thomas has expressed his disdain for theory, on the flip side seems to have greatly enjoyed and had a much better appreciation of practical applications of management. Whilst tutorial discussion on previous occasions had not proven fruitful, he was able to talk extensively and substantively about the Semi-conductor industry when I asked him to use the tutorial time to make a presentation on his application of the managerial framework.

Overall mark 57 - based on performance in tutorial and written work. I also note it is on a scale adjusted to accommodate changes made to the course to suit his skill set and effort.

Effort: Satisfactory

Achievement: Satisfactory

Date: 02/12/2016



Name of student:	Lei Xia
Name of tutor:	Ms S Vosooghi
Number of tutorials:	9

Mark:	72	TICK IF FINAL	<input checked="" type="checkbox"/>
-------	----	---------------	-------------------------------------

(Please use only the numerical mark scale in line with the accompanying Guidance Sheet)

COURSE DESCRIPTION: Advanced Game Theory

Strategic-form games and extensive-form games. Solution concepts. Games with incomplete information. Applications and topics which may (but not necessarily) include bargaining, auctions, global games, evolutionary games, learning, games in political science.

Outline of the course (by week):

1. Strategic form games, dominance, best-reply functions, (mixed) Nash equilibrium.
2. Rationalizability. Bayesian games and Bayesian Nash equilibrium. Purification of mixed equilibria.
3. Global games. Behavioral game theory and experimental testing.
4. Dynamic games with incomplete information, perfect Bayesian equilibrium.
5. Repeated games.
6. Reputation games. Communication games.
7. Bargaining.
8. Learning and evolution.

REPORT:

Lei is a good student and I am pleased with his performance in the game theory course. His pre-course assignment (the vacation work) had a good standard, although over the game theory course he has learnt far beyond the pre-requisites. Lei's homework over the term was competent and organised. In particular, his work on Strategic-Form Games, Rationalizability, Bargaining, Evolutionary games and Auctions were impressive. He gains from a strong maths background, and I am convinced that he spends sufficient amount of time on his work.

On some topics, including Bayesian Games, and Dynamic games there are room for improvement. Furthermore, to improve his work in general, I would encourage him to include more economic interpretations and intuitions to his answers. Fortunately, perhaps the main characteristic of Lei that I would always remember is that he would never leave a problem unless he learns it perfectly. He puts his maximum effort to learn as much as possible. Overall, I believe Lei has learnt the game theory up to a very good level, and I wish him all the best in his future.

Effort – Very good

Date: 04/03/2017



St Edmund Hall
University of Oxford

**Visiting Student
Report Form**

Hilary Term 2017

Name of student:	Lei Xia
Name of tutor:	Ms S Littleton
Number of tutorials:	4

Mark:	68	TICK IF FINAL	<input checked="checked" type="checkbox"/>
-------	----	---------------	--

(Please use only the numerical mark scale in line with the accompanying Guidance Sheet)

COURSE DESCRIPTION: General Management Part Two

Thomas covered material on Professionals, corporate and national culture as well as marketing.

REPORT:

Thomas had a much better term in Hilary. Having found a way to engage him by using real companies as a focal point for his written work and tutorial work he was able to produce good work. Whilst he still struggled at times to fully expand on academic aspects of the reading his application to real companies was fruitful.

By tailoring the coursework to his strengths I believe he was both more successful and happy this term.

Overall, based on written work, presentations and ability to interact in tutorial his grade for the term is 68.

Effort – Very good

Achievement – Very good

Date: 08/03/2017



St Edmund Hall
University of Oxford

**Visiting Student
Report Form**

Trinity Term 2017

Name of student:	Lei Xia
Name of tutor:	Dr I Jones
Number of tutorials:	8

Mark:	65	TICK IF FINAL	<input checked="checked" type="checkbox"/>
-------	----	---------------	--

(Please use only the numerical mark scale in line with the accompanying Guidance Sheet)

COURSE DESCRIPTION: Organisational Analysis and Behaviour

This course, built around the Said Business School the undergraduate course with all the associated reading material, has covered key issues such as the nature of work, management and leadership, performance related pay, bounded rationality, organisational culture, managing family and work, innovation, and organisation design. the nature of work, of remuneration approaches, leadership and management,

REPORT:

Thomas writes well. He is very good at summarizing the complex material which typifies this subject. Many of his essays have been very good indeed. He contributes vigorously to tutorials and makes good points. He asks himself tight clear questions. In some ways, he may have learnt to listen during the tutorial course and to embrace unfamiliar ideas. One can be sure that he has developed a solid understanding of the course material.

Effort – Very Good

Achievement - Excellent

Date: 05/06/2017



St Edmund Hall
University of Oxford

**Visiting Student
Report Form**

Trinity Term 2017

Name of student:	Lei Xia
Name of tutor:	Dr I Jones
Number of tutorials:	4

Mark:	65	TICK IF FINAL	<input checked="checked" type="checkbox"/>
-------	----	---------------	--

(Please use only the numerical mark scale in line with the accompanying Guidance Sheet)

COURSE DESCRIPTION: Corporate Governance

This course has addressed governance from aspects of ownership, board systems and structure, Process of challenge between non-executive and executive directors for effective decision making process, and how ownership and board structural differences across countries impact governance outcomes.

REPORT:

This course has been valuable to the student who has grasped the basic principles. He has been thorough in his preparation. The practical aspects of governance have proved a bit confusing for him. I hope that in time, when he encounters governance issues in his own career, this course will have produced the background and language for him to interpret the situation he finds himself in and as a result to outperform those without the same understanding.

Effort – Very Good
Achievement - Good

Date: 05/06/2017

