



Master of Laws with Specialisation in International Tax Law and Digital  
Transformation

Handbook

April 2026

## Introduction

# Master of Laws with Specialisation in International Tax Law and Digital Transformation

The Master of Laws program caters to individuals at various stages of their legal education and careers. The generic program is designed for those new to the legal field or aspiring to enter it, offering both foundational knowledge and advanced insights. This pathway suits recent graduates, professionals transitioning into law, or those seeking to enhance their understanding of legal principles and apply them in professional contexts.

The specialised Master of Laws in International Tax Law and Digital Transformation targets professionals aiming to specialise in the complex and evolving fields of international taxation and the legal implications of digital transformation. It is specifically designed for those pursuing careers in international law firms, corporate tax advisory, government agencies, and multinational corporations.

Both programs prepare students to engage with advanced studies at the doctoral level in law or other related fields. Throughout the degree, emphasis is placed on developing hands-on experience through interactive workshops, case analyses, and simulated scenarios designed to help participants build skills in globally transferable legal frameworks, human rights law, legal philosophy, and economics. In the specialisation, students also develop expertise in tax strategy, compliance policies, and dispute management, with exposure to real-world applications through guest lectures from industry professionals.

## Entry requirements

### Education Requirements

- **EQF 6 qualification:** A degree at EQF 6 level in any field
- **Recognition of Prior Learning (RPL):** Students with relevant experience or other forms of learning may apply for RPL at the time of admission

### Language Requirements

- **English Language:** IELTS 6.5 or equivalent proficiency required for all applicants
- **Digital Competency:** Fundamental proficiency in operating digital devices such as laptops, desktop computers, and smart devices is necessary to complete and submit assignments on various learning platforms

## Instructional design

Teaching: The program combines asynchronous and synchronous delivery methods: lecture videos, scholarly articles, study materials via the Virtual Learning Environment, and assignments (asynchronous); live sessions with instructors, interactive workshops, case analyses, and simulated scenarios via video call

(synchronous); activities under the direction and supervision of instructors, communication through chat forums, and engagement with real-world applications; and guest lectures from esteemed professionals in the field.

Assessment: Each module includes formative assignments throughout, and one summative assignment per module. The final module is a 15 ECTS dissertation. Assessments evaluate students' ability to apply theoretical knowledge to practical scenarios, develop innovative legal strategies, and conduct thorough research on complex legal issues.

## Degree structure

The degree consists of 21 modules totalling 90 ECTS (75 ECTS core coursework + 15 ECTS dissertation).

<b>Module</b>	<b>ECTS</b>	<b>Level</b>
Foundations of International Law	3	EQF 7
Introduction to Legal Writing and Advocacy	3	EQF 7
Introduction to Legal Thought and Legal Theory	3	EQF 7
Leadership and Personal Development: Building Vision and Inspiring Others	3	EQF 7
Comparative Legal Systems	5	EQF 7
Ethics, Governance, and Legal Philosophy	5	EQF 7
Law and Society	5	EQF 7
Legal Research and Writing	5	EQF 7
Mergers, Acquisitions, and Corporate Restructuring	6	EQF 7
Introduction to International Business Law	6	EQF 7
Taxation of Financial Instruments and Transactions	6	EQF 7
Corporate Social Responsibility and International Tax Law	6	EQF 7

Corporate Sustainability Due Diligence Directive (CSDDD)	6	EQF 7
VAT and Indirect Taxes	6	EQF 7
International Sanctions and Anti-Corruption Law	6	EQF 7
International Tax Law and Policy	9	EQF 7
Transfer Pricing	9	EQF 7
International Commercial Arbitration	9	EQF 7
Comparative Corporate Law and International Corporate Governance	9	EQF 7
Tax and Technology	9	EQF 7
LLM Dissertation	15	EQF 7

# Module Descriptions

## 1. Foundations of International Law

This course provides an essential introduction to the principles and frameworks that underpin the modern international legal order. It offers students a comprehensive understanding of the origins, sources, and key concepts of international law, such as sovereignty, jurisdiction, and state responsibility. The course examines the structure and role of international institutions, including the United Nations, the International Court of Justice, and regional organisations, in maintaining global order and resolving disputes. Students will explore foundational areas of international law, including treaty law, customary international law, and the principles governing international relations. Key topics include human rights, the law of the sea, international trade, and environmental law, providing a broad overview of the field's scope and application.

### Learning Outcomes

1. Guide legal professionals and policymakers in understanding and applying principles of international law.
2. Collaborate with international teams to address complex legal challenges in a globalised context.
3. Contribute to academic or professional discourses on international law through well-reasoned analysis and policy recommendations.

## **2. Introduction to Legal Writing and Advocacy**

This module develops essential skills in legal writing and oral advocacy for law students and professionals. Students will learn to craft persuasive legal arguments, structure complex legal documents, and communicate effectively in written and oral formats. The course covers different forms of legal writing, including contracts, memos, briefs, and policy papers, with attention to clarity, precision, and ethical considerations. Practical exercises in legal argumentation and advocacy will prepare students for real-world legal practice and interaction with courts, clients, and regulatory bodies.

### **Learning Outcomes**

1. Develop clear and persuasive legal writing suitable for various audiences and contexts.
2. Construct well-reasoned legal arguments using authoritative sources and legal precedent.
3. Present legal positions orally with confidence and effectiveness in professional settings.

## **3. Introduction to Legal Thought and Legal Theory**

This module introduces students to the foundational concepts and major schools of legal philosophy and theory. It examines how law is understood, interpreted, and applied across different philosophical perspectives, including legal positivism, natural law theory, legal realism, and critical legal studies. Students will explore the relationship between law and society, the nature of rights and justice, and how legal systems evolve. The course encourages critical thinking about the purposes of law, the legitimacy of legal authority, and the role of law in social change, providing intellectual tools for engaging with complex legal questions.

### **Learning Outcomes**

1. Analyse and evaluate different legal theories and their implications for legal practice.
2. Critically assess the philosophical foundations of specific legal doctrines and principles.
3. Apply theoretical insights to examine contemporary legal issues and debates.

## **4. Leadership and Personal Development: Building Vision and Inspiring Others**

This module develops leadership capabilities essential for senior legal professionals and policymakers. It covers vision development, strategic thinking, decision-making, and the ability to inspire and motivate teams across different cultural contexts. The course integrates legal ethics with leadership principles, exploring how leaders can navigate complexity, manage change, and foster inclusive environments. Through self-assessment, case studies, and practical exercises, students will develop their leadership style and capacity to influence policy, manage organisations, and guide legal innovation.

### **Learning Outcomes**

1. Develop and articulate a clear vision for legal reform or organisational change.
2. Lead teams and influence stakeholders across diverse jurisdictions and cultures.
3. Model ethical decision-making and integrity in complex professional situations.

## **5. Comparative Legal Systems**

This module examines the major legal systems of the world, including common law, civil law, religious law, and hybrid systems. Students will analyse how different legal traditions approach foundational

concepts such as sources of law, constitutional organisation, contract formation, and dispute resolution. The course explores the historical development of these systems and their contemporary application across different regions. Through comparative analysis, students develop understanding of legal diversity and the ability to navigate and work effectively within multiple legal frameworks.

### **Learning Outcomes**

1. Compare and contrast the structures, sources, and procedures of different legal systems.
2. Analyse how different legal traditions address similar legal problems.
3. Apply comparative insights to understand and advise on cross-border legal issues.

## **6. Ethics, Governance, and Legal Philosophy**

This module integrates ethics, governance principles, and legal philosophy to address complex professional and institutional questions. It examines ethical frameworks applicable to legal practice, corporate governance standards, and the philosophical underpinnings of good governance. Students will explore conflicts between different ethical obligations, governance failures and reforms, and the role of law in promoting ethical conduct. The course prepares students to navigate ethical dilemmas in practice and contribute to institutional integrity.

### **Learning Outcomes**

1. Identify and resolve ethical dilemmas in legal and professional contexts.
2. Evaluate governance structures and practices against ethical and legal standards.
3. Advise on compliance with ethics and governance requirements in organisations.

## **7. Law and Society**

This module examines the relationship between law and society, exploring how law reflects, shapes, and is shaped by social forces. It considers law's role in social change, the impact of law on different communities, and how social movements influence legal development. The course addresses contemporary issues such as access to justice, legal pluralism, and the intersection of law with other social domains. Through sociological and interdisciplinary perspectives, students develop awareness of law's broader social context and implications.

### **Learning Outcomes**

1. Analyse the social foundations and consequences of legal rules and institutions.
2. Evaluate how law addresses social inequality and promotes social justice.
3. Design legal interventions that account for social context and community perspectives.

## **8. Legal Research and Writing**

This module builds on introductory legal writing skills to develop advanced research and writing competencies required for academic and professional legal work. Students will conduct legal research using primary and secondary sources, evaluate the credibility and relevance of legal authority, and synthesise complex information into clear written analysis. The course covers legal citation, the structure of legal research papers, and the development of original legal arguments. Emphasis is placed on rigorous methodology and clear communication of complex legal analysis.

## **Learning Outcomes**

1. Conduct comprehensive legal research using diverse sources and databases.
2. Synthesise research findings into well-structured legal analyses and arguments.
3. Present original legal research in formats appropriate for academic and professional contexts.

## **9. Mergers, Acquisitions, and Corporate Restructuring**

This module addresses the legal aspects of corporate transactions, including mergers, acquisitions, and restructuring. Students will learn the transactional process, due diligence requirements, regulatory approvals, and post-closing integration. The course covers tax considerations, antitrust compliance, securities regulation, and employment law implications. Through case studies and practical scenarios, students will develop understanding of the complex legal, commercial, and strategic issues in major corporate transactions.

### **Learning Outcomes**

1. Advise clients through each phase of major corporate transactions.
2. Identify and manage legal risks in mergers, acquisitions, and restructurings.
3. Coordinate across multiple legal domains to address transactional complexity.

## **10. Introduction to International Business Law**

This module provides foundational knowledge of the legal frameworks governing international business transactions. It covers international contracts, export controls, foreign investment protection, dispute resolution mechanisms, and international commercial standards. The course examines both hard law (treaties, regulations) and soft law (standards, codes of conduct) that shape international business conduct. Students will develop capacity to advise on compliance and legal risk management in cross-border commercial activity.

### **Learning Outcomes**

1. Navigate international legal frameworks applicable to business transactions.
2. Advise clients on compliance and legal risk in international commercial operations.
3. Resolve disputes through appropriate international mechanisms.

## **11. Taxation of Financial Instruments and Transactions**

This module examines the taxation of complex financial instruments including derivatives, structured products, and hybrid instruments. It covers income characterisation, timing of income recognition, withholding tax implications, and treaty provisions. The course addresses the regulatory environment for financial instruments and the relationship between tax and financial law. Students will develop understanding of how taxation affects financial instrument design and pricing.

### **Learning Outcomes**

1. Analyse tax implications of complex financial transactions and instruments.
2. Advise on tax-efficient structuring of financial arrangements.
3. Ensure tax compliance for financial institutions and investors.

## **12. Corporate Social Responsibility and International Tax Law**

This module examines the intersection of corporate social responsibility (CSR) and international tax law. It addresses CSR frameworks and their relationship to tax transparency, fair taxation, and corporate citizenship. The course considers base erosion and profit shifting (BEPS) initiatives, country-by-country reporting, and stakeholder expectations regarding corporate tax contribution. Students will explore how tax law can promote or undermine CSR objectives and how companies can balance tax efficiency with broader social responsibility.

### **Learning Outcomes**

1. Evaluate corporate tax practices against CSR and sustainability standards.
2. Advise on tax transparency and reporting requirements.
3. Develop tax strategies aligned with CSR and stakeholder expectations.

## **13. Corporate Sustainability Due Diligence Directive (CSDDD): Legal Frameworks and Global Implications**

This module addresses the EU Corporate Sustainability Due Diligence Directive and related global sustainability governance frameworks. It examines mandatory due diligence requirements for environmental and human rights impacts, governance implications, and enforcement mechanisms. The course considers global developments in mandatory due diligence legislation and their extraterritorial reach. Students will develop understanding of how sustainability law is reshaping corporate governance and international business responsibility.

### **Learning Outcomes**

1. Advise on compliance with sustainability due diligence obligations.
2. Assess and manage environmental and human rights risks in supply chains.
3. Integrate sustainability requirements into corporate governance and strategy.

## **14. VAT and Indirect Taxes**

This module covers value-added tax (VAT) and other indirect taxes in domestic and international contexts. It examines VAT mechanics, place of supply rules, cross-border transactions, and exemptions. The course addresses VAT planning, compliance obligations, and audit procedures. International perspectives include VAT in digital services, international travel, and the impact of customs duty on indirect taxation. Students will develop technical competence in indirect tax planning and compliance.

### **Learning Outcomes**

1. Determine VAT treatment of transactions and advise on compliance.
2. Structure transactions to optimize indirect tax outcomes.
3. Manage indirect tax audit and dispute procedures.

## **15. International Sanctions and Anti-Corruption Law**

This module addresses international sanctions regimes and anti-corruption law, critical areas of compliance in global business. It covers UN, EU, US, and multilateral sanctions frameworks, economic sanctions programs, and targeted sanctions compliance. The course examines anti-corruption legislation

including the FCPA and UK Bribery Act, anti-money laundering requirements, and beneficial ownership transparency. Students will develop understanding of sanctions and anti-corruption compliance risks and mitigation strategies in international business.

### **Learning Outcomes**

1. Identify applicable sanctions obligations and assess compliance risks.
2. Implement sanctions and anti-corruption compliance programs.
3. Advise on managing reputational and legal risks from sanctions violations.

## **16. International Tax Law and Policy**

This module provides comprehensive coverage of international tax principles and policy. It examines the allocation of taxing rights between countries, tax treaty networks, transfer pricing, permanent establishment, and tax treaty abuse prevention measures. The course addresses BEPS action items, the OECD's Inclusive Framework outcomes, and the international tax policy landscape. Students will develop understanding of how countries address international tax issues and the evolving framework for preventing tax avoidance.

### **Learning Outcomes**

1. Analyse allocation of taxing rights and interpret tax treaty provisions.
2. Evaluate tax policy developments and their impact on international business.
3. Advise on managing transfer pricing and permanent establishment exposures.

## **17. Transfer Pricing**

This module focuses on transfer pricing, a critical area of international tax planning and compliance. It covers the arm's length principle, OECD Transfer Pricing Guidelines, and the methodologies for determining appropriate transfer prices for intercompany transactions. The course addresses contemporaneous documentation requirements, transfer pricing audits, and dispute resolution. Students will develop expertise in designing transfer pricing policies that balance tax efficiency with compliance and commercial substance.

### **Learning Outcomes**

1. Apply transfer pricing methodologies to intercompany transactions.
2. Design and document compliant transfer pricing policies.
3. Manage transfer pricing audits and dispute resolution procedures.

## **18. International Commercial Arbitration**

This module examines international arbitration as a mechanism for resolving cross-border commercial disputes. It covers arbitration agreements, seat and procedural law, institutional rules, and enforcement of awards. The course addresses challenges to arbitration, ethics and conduct in arbitration, and alternatives such as mediation. Students will develop understanding of strategic considerations in choosing arbitration and capacity to advise clients on arbitration procedures and cost management.

### **Learning Outcomes**

1. Advise clients on arbitration clauses and dispute resolution strategy.
2. Participate in international arbitration proceedings as counsel.
3. Navigate procedural, substantive, and enforcement aspects of international arbitration.

## **19. Comparative Corporate Law and International Corporate Governance**

This module examines corporate governance frameworks across major jurisdictions and compares how different legal systems address corporate organisation, shareholder rights, director duties, and stakeholder protections. It addresses board composition, executive compensation, internal controls, and accountability mechanisms. The course considers international developments in corporate governance standards, ESG integration, and emerging governance trends. Students will develop ability to advise on governance compliance across multiple jurisdictions.

### **Learning Outcomes**

1. Compare corporate governance requirements across jurisdictions.
2. Advise on compliance with corporate governance standards.
3. Design governance structures appropriate for multinational corporations.

## **20. Tax and Technology**

This module addresses the intersection of taxation and emerging technologies including artificial intelligence, blockchain, cryptocurrencies, and digital platforms. It covers the tax treatment of digital transactions, token regulation, tax administration in the digital economy, and the challenges of taxing remote work. The course examines policy responses such as digital services taxes and evolving approaches to taxing the digital economy. Students will develop understanding of how technology is reshaping tax law and practice.

### **Learning Outcomes**

1. Analyse tax treatment of transactions involving emerging technologies.
2. Advise clients on managing tax in digital business models.
3. Develop positions on evolving tax policy for digital and technological contexts.

## **21. LLM Dissertation**

The LLM Dissertation is a substantial individual research project allowing students to pursue an in-depth study of a topic of significant interest within law or a related field. Students work with a dissertation supervisor to develop an original research question, conduct comprehensive research, and produce a well-structured dissertation presenting their findings and analysis. The dissertation demonstrates the student's mastery of legal research methodology, critical analysis, and ability to contribute to legal knowledge. The topic may align with the degree specialisation or explore other areas of law relevant to the student's professional interests.

### **Learning Outcomes**

1. Conduct independent, rigorous legal research on a complex topic.
2. Develop and articulate original legal arguments and positions.
3. Present comprehensive legal analysis in a structured, scholarly format suitable for publication or professional application.

## Internships policy

Internships must be a genuine extension of the student's academic programme, providing opportunity to apply theoretical knowledge to substantive projects directly related to their field of study. Internships consisting primarily of administrative or routine tasks will not be approved.

Every internship must have a defined start date, end date, and formal learning plan with objectives agreed in advance by the student, the host organisation, and the relevant college. Responsibilities and task complexity should increase over time. Each student must be assigned a named supervisor within the host organisation who holds relevant expertise and is responsible for providing regular guidance and feedback.

Woolf prioritises paid internships to ensure equitable access regardless of socioeconomic background. Unpaid internships may only be approved where they constitute a genuine learning opportunity and do not displace the work of a paid employee.

## Programmatic standards

Day-to-day management sits with the relevant college. Each college must have a designated Woolf contact responsible for vetting and approving all host organisations and placements before any internship may proceed. Colleges are responsible for matching students to approved positions.

Students must complete pre-internship preparation before commencing a placement, which may include CV writing, interview support, and other instruction as necessary. Virtual internships are encouraged to widen access beyond geographical constraints; support systems must address the challenges of remote work, including cross-timezone communication and fostering professional belonging.

Programme effectiveness must be evaluated on an ongoing basis. Formal evaluations will be collected from students, host supervisors, and academic advisors, and will inform curriculum design and programme improvement.

# Grading Scheme

## General Marking Criteria and Classification

Marking of student work keeps in view the scale of work that the student can reasonably be expected to have undertaken in order to complete the task.

The assessment of work for the course is defined according to the following rubric of general criteria:

1. **Engagement:**
  - Directness of engagement with the question or task
  - Range of issues addressed or problems solved
  - Depth, complexity, and sophistication of comprehension of issues and implications of the questions or task
  - Effective and appropriate use of imagination and intellectual curiosity
2. **Argument or solution:**
  - Coherence, mastery, control, and independence of work
  - Conceptual and analytical precision

- Flexibility, i.e., discussion of a variety of views, ability to navigate through challenges in creative ways
- Completion leading to a conclusion or outcome
- Performance and success of the solution, where relevant
- 3. **Evidence (as relevant):**
  - Depth, precision, detail, range and relevance of evidence cited
  - Accuracy of facts
  - Knowledge of first principles and demonstrated ability to reason from them
  - Understanding of theoretical principles and/or historical debate
  - Critical engagement with primary and/or secondary sources
- 4. **Organisation & Presentation:**
  - Clarity and coherence of structure
  - Clarity and fluency of writing, code, prose, or presentation (as relevant)
  - Correctness of conformity to conventions (code, grammar, spelling, punctuation, or similar relevant conventions)

## Definition of marks

97-100

Work will be so outstanding that it could not be better within the scope of the assignment. These grades will be used for work that shows exceptional excellence in the relevant domain; including (as relevant): remarkable sophistication and mastery, originality or creativity, persuasive and well-grounded new methods or ideas, or making unexpected connections or solutions to problems.

94-96

Work will excel against each of the General Criteria. In at least one area, the work will be merely highly competent.

90-93

Work will excel in more than one area, and be at least highly competent in other respects. It must be excellent and contain: a combination of sophisticated engagement with the issues; analytical precision and independence of solution; go beyond paraphrasing or boilerplate code techniques; demonstrating quality of awareness and analysis of both first principles or primary evidence and scholarly debate or practical tradeoffs; and clarity and coherence of presentation. Truly outstanding work measured against some of these criteria may compensate for mere high competence against others.

87-89

Work will be at least very highly competent across the board, and excel in at least one group of the General Criteria. Relative weaknesses in some areas may be compensated by conspicuous strengths in others.

84-86

Work will demonstrate considerable competence across the General Criteria. They must exhibit some essential features of addressing the issue directly and relevantly across a good range of aspects; offer a coherent solution or argument involving (where relevant) consideration of alternative approaches; be

substantiated with accurate use of resources (including if relevant, primary evidence) and contextualisation in debate (if relevant); and be clearly presented. Nevertheless, additional strengths (for instance, the range of problems addressed, the sophistication of the arguments or solutions, or the use of first principles) may compensate for other weaknesses.

80-83

Work will be competent and should manifest the essential features described above, in that they must offer direct, coherent, substantiated and clear arguments; but they will do so with less range, depth, precision and perhaps clarity. Again, qualities of a higher order may compensate for some weaknesses.

77-79

Work will show solid competence in solving problems or providing analysis. But it will be marred by weakness under one or more criteria: failure to fully solve the problem or discuss the question directly; some irrelevant use of technologies or citing of information; factual error, or error in selection of technologies; narrowness in the scope of solution or range of issues addressed or evidence adduced; shortage of detailed evidence or engagement with the problem; technical performance issues (but not so much as to prevent operation); poor organisation or presentation, including incorrect conformity to convention or written formatting.

74-76

Work will show evidence of some competence in solving problems or providing analysis. It will also be clearly marred by weakness in multiple General Criteria, including: failure to solve the problem or discuss the question directly; irrelevant use of technologies or citing of information; factual errors or multiple errors in selection of technologies; narrowness in the scope of solution or range of issues addressed or evidence adduced; shortage of detailed evidence or engagement with the problem; significant technical performance issues (but not so much as to prevent operation); poor organisation or presentation, including incorrect conformity to convention or written formatting. They may be characterised by unsubstantiated assertion rather than argument, or by unresolved contradictions in the argument or solution.

70-73

Work will show evidence of competence in solving problems or providing analysis, but this evidence will be limited. It will be clearly marred by weakness in multiple General Criteria. It will still make substantive progress in addressing the primary task or question, but the work will lack a full solution or directly address the task; the work will contain irrelevant material; the work will show multiple errors of fact or judgment; and the work may fail to conform to conventions.

67-69

Work will fall down on a number of criteria, but will exhibit some of the qualities required, such as the ability to grasp the purpose of the assignment, to deploy substantive information or solutions in an effort to complete the assignment; or to offer some coherent analysis or work towards the assignment. Such qualities will not be displayed at a high level, and may be marred by irrelevance, incoherence, major technical performance issues, error and poor organisation and presentation.

64-66

Work will fall down on a multiple General Criteria, but will exhibit some vestiges of the qualities required, such as the ability to see the point of the question, to deploy information, or to offer some coherent work. Such qualities will be substantially marred by irrelevance, incoherence, error and poor organisation and presentation.

60-63

Work will display a modicum of knowledge or understanding of some points, but will display almost none of the higher qualities described in the criteria. They will be marred by high levels of factual or technology error and irrelevance, generalisation or boilerplate code and lack of information, and poor organisation and presentation.

0-60

Work will fail to exhibit any of the required qualities. Candidates who fail to observe rubrics and rules beyond what the grading schemes allow for may also be failed.

## Indicative equivalence table

US GPA	US Grade	US Percent	UK Mark	UK UG Classification	UK PG Classification	Malta Grade	Malta Mark	Malta Classification	Swiss Grade
4	A+	97 - 100	70+	First	Distinction	A	80-100%	First class honours	6.0
3.9	A	94-96				B	70-79%	Upper-second class honours	
3.7	A-	90-93							5.5
3.3	B+	87-89	65-69	Upper Second	Merit	C	55-69%	Lower-second class honours	
3	B	84-86	60-64						
2.7	B-	80-83	55-59	Lower Second	Pass				5
2.3	C+	77-79	50-54			D	50-54%	Third-class honours	
2	C	74-76	45-49	Third	Pass				
1.7	C-	70-73	40-44						
1.3	D+	67-69	39-	Fail	Fail				
1	D	64-66							
0.7	D-	60-63							
0	F	Below 60				F			

## Synchronous Adjustments Template

Synch discussions may affect the mark on submitted assignments: written work is submitted in advance, and a discussion follows. This provides students an opportunity to clarify and explain their written claims, and it also tests whether the work is a product of the student's own research or has been plagiarised.

The synchronous discussion acts to shift the recorded mark on the submitted assignment according to the following rubric:

+3

Up to three points are added for excellent performance; the student displays a high degree of competence across a range of questions, and excels in at least one group of criteria. Relative weaknesses in some areas may be compensated by conspicuous strengths in others.

+/- 0

The marked assignment is unchanged for fair performance. Answers to questions must show evidence of some solid competence in expounding evidence and analysis. But they will be marred by weakness under one or more criteria: failure to discuss the question directly; appeal to irrelevant information; factual error; narrowness in the range of issues addressed or evidence adduced; shortage of detailed evidence; or poor organisation and presentation, including consistently incorrect grammar. Answers may be characterised by unsubstantiated assertion rather than argument, or by unresolved contradictions in the argument.

- 3 (up to three points)

Up to three are subtracted points for an inability to answer multiple basic questions about themes in the written work. Answers to questions will fall down on a number of criteria, but will exhibit some vestiges of the qualities required, such as the ability to see the point of the question, to deploy information, or to offer some coherent analysis towards an argument. Such qualities will not be displayed at a high level or consistently, and will be marred by irrelevance, incoherence, error and poor organisation and presentation.

0 (fail)

Written work and the oral examination will both be failed if the oral examination clearly demonstrates that the work was plagiarised. The student is unfamiliar with the arguments of the assignment or the sources used for those arguments.

## **Plagiarism**

Plagiarism is the use of someone else's work without correct referencing. The consequence of plagiarism is the presentation of someone else's work as your own work. Plagiarism violates Woolf policy and will result in disciplinary action, but the context and seriousness of plagiarism varies widely. Intentional or reckless plagiarism will result in a penalty grade of zero, and may also entail disciplinary penalties.

Plagiarism can be avoided by citing the works that inform or that are quoted in a written submission. Many students find that it is essential to keep their notes organised in relation to the sources which they summarise or quote. Course instructors will help you to cultivate professional scholarly habits in your academic writing.

Depending on the course, short assignment essays may not require students to submit a bibliography or to use extensive footnotes, and students are encouraged to write their assignments entirely in their own words. However, all essays must acknowledge the sources on which they rely and must provide quotation marks and citation information for verbatim quotes.

There are several forms of plagiarism. They all result in the presentation of someone's prior work as your new creation. Examples include:

- Cutting and pasting (verbatim copying)
- Paraphrasing or rewording
- Unauthorised Collaboration
- Collaboration with other students can result in pervasive similarities – it is important to determine in advance whether group collaboration is allowed, and to acknowledge the contributions or influence of the group members.
- False Authorship (Essay Mills, Friends, and Language Help)
- Paying an essay writing service, or allowing a generous friend to compose your essay, is cheating. Assistance that contributes substantially to the ideas or content of your work must be acknowledged.

## **Complaints and appeals**

Students and faculty should always seek an amicable resolution to matters arising by addressing the issue with the person immediately related to the issue. Students should handle minor misunderstandings or disagreements within a regular teaching session or by direct message, or with their College. If a simple resolution is not possible, or the matter remains unresolved for one party, the steps outlined in this section apply to all groups, colleges, and units of Woolf.

### **The Red Flag system**

An issue with a red flag should be submitted in the case that a member of Woolf seeks to make an allegation of serious misconduct about another member, including matters of cheating, plagiarism, and unfair discrimination or intolerance.

Any member of Woolf, seeking to raise a matter of serious concern, should submit a red flag by emailing [redflag@woolf.education](mailto:redflag@woolf.education). Provide a short, clear description of the issue.

If a student submits an issue with a red flag, or if a faculty member submits an issue about a student, it will trigger a meeting with the student's College Advisor. If the issue is not resolved, the matter will be escalated to the College Dean, or to a committee designated by the College Dean, which will have the power to clear the flag.

If an issue is submitted with a red flag by a faculty member about another faculty member, then the issue is reported directly to the College Dean.

For both students and faculty members, after the Dean's decision, the one who submits the complaint is provided the opportunity to accept or appeal the decision; if the one submitting the issue appeals the decision, it will be assigned to the Quality Assurance, Enhancement, and Technology Alignment Committee, which is a subcommittee of the Faculty Council.

### **Mitigating circumstances**

When serious circumstances ('Mitigating Circumstances'), beyond the control of a student or faculty member, adversely affect academic performance or teaching support, a Mitigating Circumstances report must be submitted using Woolf's red flagging system. Mitigating Circumstances may include but are not limited to serious medical problems, domestic and personal circumstances, major accidents or

interruptions of public services, disturbances during examination, or serious administrative or procedural errors with a material effect on outcomes.

Mitigating circumstances do not normally include a member's personal technology problems, including software, hardware, or personal internet connection failures; employment obligations or changes in employment obligations; permanent or sustained medical conditions (unless there is a sudden change of condition); or circumstances where no official evidence has been submitted.

Mitigating circumstances are normally only considered when a red flag has been submitted for the issue before the deadline of an affected written project or assignment, or within one week of a cumulative examination. Proof of mitigating circumstances may result in an extended deadline or examination period, or the possibility to retake an examination; it will not result in any regrading of existing submissions or exams.

## **Grade appeals**

Students who dissent from the grades they have received should follow the normal procedure for submitting a red flag.