



Master of Arts in Philosophy

Handbook

April 2026

Introduction

Master of Arts in Philosophy

The course is suited for those who intend to pursue further academic studies at the EQF 7 level, but it also provides a good background for those pursuing occupational outcomes. The degree can lead directly to domain-specific positions as a PhD student, or as a schoolteacher in history, geography, or a cognate discipline. The degree provides general qualifications in domains that use the transferable skills and competences developed in this course, including rigorous research, cross-cultural analysis, evidence-based judgment, and collaborative learning.

Entry requirements

Education Requirements

Standard admission to the MA in Philosophy normally requires a degree at EQF level 6 in any subject area. Applicants with at least 7 years of relevant experience and completed undergraduate coursework at EQF level 5 may be eligible for alternative admissions pathways.

Language Requirements

English language competency at an IELTS 6.5 or equivalent is required of all applicants. Native speakers, and students that have completed their education up to the EQF 4 level in English are not required to take a language test.

Instructional design

Teaching: The MA in Philosophy combines asynchronous components (lecture videos, readings, and assignments) and synchronous meetings attended by students and a teacher during a video call. Asynchronous components support the schedule of students from diverse work-life situations, and synchronous meetings provide accountability and motivation for students. Students have direct access to their teacher and their peers at all times through the use of direct message and group chat; teachers are also able to initiate voice and video calls with students outside the regularly scheduled synchronous sessions. The course is research-focused and comprises multiple core modules in topics and themes, followed by an extensive dissertation project. The overall programme must creditably be 2250 hours (90 ECTS).

Assessment: Each module consists of both formative units and cumulative units devoted to summative assessment. Students typically complete one assignment per unit, which is the topic of the synchronous discussion session. The overall mark on the course is composed of the marks on the taught modules weighted according to their ECTS. Extended essays are the primary form of assessment, preparing students for the research dissertation. Students will learn how to use best scholarly research practices to enhance academic performance, gather evidence from diverse sources and scholarly literature, and synthesize that evidence into rigorous academic writing.

The MA in Philosophy has a large research dissertation (60 ECTS) consisting of both structured research preparation and the creation of an extensive final dissertation designed to prepare students for doctoral studies.

Degree structure

All modules are compulsory. Students must complete 90 ECTS total. Full-time students complete all ten core modules in the first semester and the dissertation in the second. Part-time students work closely with their advisor to select two core modules each semester over three years.

Module	ECTS	Level
Critical Paradigms	3	EQF 7
The Genealogy of Ideas	3	EQF 7
Epistemology	3	EQF 7
The Category of Art	3	EQF 7
Hegel	3	EQF 7
Radical Theology	3	EQF 7
Philosophy and Psychoanalysis	3	EQF 7
Philosophical Theology: Historical Engagement	3	EQF 7
Further Studies in Philosophy: Advanced Topics	3	EQF 7
Further Studies in Philosophy: Single Philosopher	3	EQF 7
Philosophy Dissertation	60	EQF 7

Module Descriptions

1. Critical Paradigms

This course covers advanced philosophical paradigms, leading students through the key ideas and advanced texts associated with them, over topics such as Critical Theory, Semiology and Semiotics, Hermeneutics, Psychoanalysis and Deconstruction, Autism Theory and Phenomenology. For each paradigm, students will examine the theoretical presuppositions at work and consider several prominent exemplars of the approach. The focus throughout is on how these various critical approaches are applied to textual, cultural and historical analysis.

Learning Outcomes

1. Create synthetic contextualised discussions of key issues related to each critical paradigm.
2. Apply a professional and scholarly approach to research the philosophical problems.
3. Manage interdisciplinary issues that arise in connection to each philosophical paradigm.
4. Demonstrate self-direction in research and originality in solutions when engaging the philosophical paradigms.
5. Act autonomously in identifying research problems and solutions related to at least one philosophical paradigm in the course.
6. Solve problems and be prepared to take independent decisions related to the methods and principles of research.

2. The Genealogy of Ideas

The genealogical method in philosophy, in the version studied in this course, was created by Nietzsche, developed by Foucault, and is implied in the works of Deleuze and Guattari. It consists of a history of ideas, not focused on original intent, but rather investigating the emergence of concepts at specific historical conjunctures, and examining their connections to power relations, particularly the processes of normalization and of subjection. Students will explore applications of genealogical methods in various philosophical domains including political philosophy, epistemology, aesthetics, and the philosophy of history.

Learning Outcomes

1. Create synthetic contextualised discussions of key issues related to the genealogical method in philosophy.
2. Apply a professional and scholarly approach to research problems pertaining to the genealogical method in philosophy.
3. Efficiently manage interdisciplinary issues that arise in connection to the genealogical method in philosophy.
4. Demonstrate self-direction in research and originality in solutions developed for the genealogical method in philosophy.
5. Act autonomously in identifying research problems and solutions related to the genealogical method in philosophy.
6. Solve problems and be prepared to take leadership decisions related to the methods and principles of research.

3. Epistemology

This course concerns the theory of knowledge — epistemology in both the analytic and psychological-feminist traditions. Students will examine the historical development of epistemological questions, key epistemological problems and contemporary approaches to knowing. The course will include treatment of

foundationalism, coherentism, reliabilism, social epistemology, feminist epistemology and the epistemologies of diverse knowledge systems.

Learning Outcomes

1. Create synthetic contextualised discussions of key issues related to Epistemology.
2. Apply a professional and scholarly approach to research problems pertaining to Epistemology.
3. Efficiently manage interdisciplinary issues that arise in connection to Epistemology.
4. Demonstrate self-direction in research and originality in solutions developed for evaluations of Epistemology.
5. Act autonomously in identifying research problems and solutions related to evaluations of Epistemology.
6. Solve problems and be prepared to take leadership decisions related to the methods and principles of Epistemology.

4. The Category of Art

This module examines the philosophical category of art through historical and contemporary perspectives. The course traces the emergence of "art" as a distinct category in Western thought, examining the role of aesthetics in philosophical discourse. Students will study various approaches to understanding what constitutes art, including formalist, expressivist, institutional, and historical definitions, as well as postmodern and contemporary approaches that challenge the very notion of art as a fixed category.

Learning Outcomes

1. Create synthetic contextualised discussions of key issues related to the category of art.
2. Apply a professional and scholarly approach to research problems pertaining to aesthetics and art.
3. Efficiently manage interdisciplinary issues that arise in connection to philosophical aesthetics.
4. Demonstrate self-direction in research and originality in solutions developed for the philosophy of art.
5. Act autonomously in identifying research problems and solutions related to the category of art.
6. Solve problems and be prepared to take leadership decisions related to the methods and principles of aesthetic philosophy.

5. Hegel

This course explores the philosophy of Hegel, with an emphasis on key texts, such as the Phenomenology of Spirit. The course begins with a discussion of Hegel's life and times and his historical situation. It then moves to examine the fundamental concepts of his system, including spirit, dialectics, contradiction, negation, and mediation. Students will explore how these concepts develop through the Phenomenology and understand their application across Hegel's broader philosophical system including his logic, metaphysics, philosophy of history and aesthetics.

Learning Outcomes

1. Create synthetic contextualised discussions of key issues related to Hegel's philosophy.
2. Apply a professional and scholarly approach to research problems pertaining to Hegel's philosophy.
3. Efficiently manage interdisciplinary issues that arise in connection to Hegel's philosophy.
4. Demonstrate self-direction in research and originality in solutions when engaging Hegel's philosophy.

5. Act autonomously in identifying research problems and solutions related to Hegel's philosophy.
6. Solve problems and be prepared to take leadership decisions related to the methods and principles of Hegelian scholarship.

6. Radical Theology

The course will introduce students to the key concepts and ideas that have given rise to Radical Theology, offering a historical and contextual overview of the various streams and movements within radical theology. Radical theology responds to the Enlightenment critique of religion and the modern problematization of theological discourse. The course will examine thinkers including Thomas J.J. Altizer, Paul Tillich, John D. Caputo, and others, exploring how they grapple with the death of God, the limits of theism, and the possibility of theology after Christendom.

Learning Outcomes

1. Create synthetic contextualised discussions of key issues related to Radical Theology.
2. Apply a professional and scholarly approach to research problems pertaining to Radical Theology.
3. Efficiently manage interdisciplinary issues that arise in connection to key concepts and ideas of Radical Theology.
4. Demonstrate self-direction in research and originality in solutions developed for theological inquiry.
5. Act autonomously in identifying research problems and solutions related to at least one view of Radical Theology.
6. Solve problems and be prepared to take leadership decisions related to the methods and principles of theological research.

7. Philosophy and Psychoanalysis

This course explores the unconscious act by examining theories of repetition put forth by psychoanalytic philosophy, including the work of Sigmund Freud, Jacques Lacan, and contemporary psychoanalytic thinkers. The course examines how psychoanalytic theory engages with philosophical problems including consciousness, subjectivity, desire, language, and ethics. Students will study the philosophical implications of psychoanalytic concepts and how philosophy responds to and incorporates psychoanalytic insights.

Learning Outcomes

1. Create synthetic contextualised discussions of key issues related to philosophy and psychoanalysis.
2. Apply a professional and scholarly approach to research problems pertaining to psychoanalytic philosophy.
3. Efficiently manage interdisciplinary issues that arise in connection to philosophy and psychoanalysis.
4. Demonstrate self-direction in research and originality in solutions in psychoanalytic philosophical inquiry.

5. Act autonomously in identifying research problems and solutions related to philosophical psychoanalysis.
6. Solve problems and be prepared to take leadership decisions related to the methods and principles of psychoanalytic scholarship.

8. Philosophical Theology: Historical Engagement

The course will introduce the student to the key concepts and ideas within the academic subject, "Philosophical Theology," with particular emphasis on the historical development of philosophical approaches to theological problems. This course traces how philosophers from antiquity to the contemporary period have engaged with theological questions and how theological concerns have shaped philosophical inquiry. Students will examine historical figures and contemporary developments in philosophical theology, including discussions of God's existence, divine attributes, theodicy, faith and reason, and religious language.

Learning Outcomes

1. Create synthetic contextualised discussions of key issues in philosophical theology.
2. Apply a professional and scholarly approach to research problems pertaining to philosophical theology.
3. Efficiently manage interdisciplinary issues that arise in philosophical theology.
4. Demonstrate self-direction in research and originality in solutions in theological inquiry.
5. Act autonomously in identifying research problems and solutions related to philosophical theology.
6. Solve problems and be prepared to take leadership decisions related to the methods and principles of theological research.

9. Further Studies in Philosophy: Advanced Topics

This module provides students with the opportunity to pursue advanced study in specialized philosophical topics not covered in the core curriculum. The module offers flexibility to explore emerging areas of philosophical inquiry or deepen engagement with particular philosophical problems and traditions. Students work closely with faculty to design and pursue research on topics of mutual interest, developing advanced analytical and research skills in the process.

Learning Outcomes

1. Create synthetic contextualised discussions of key issues in advanced philosophical topics.
2. Apply a professional and scholarly approach to research in specialized philosophical areas.
3. Efficiently manage interdisciplinary issues that arise in advanced philosophical inquiry.
4. Demonstrate self-direction in research and originality in solutions to philosophical problems.
5. Act autonomously in identifying research problems and solutions in areas of specialization.
6. Solve problems and be prepared to take leadership decisions related to the methods and principles of philosophical research.

10. Further Studies in Philosophy: Single Philosopher

This module allows students to undertake an in-depth, focused study of a single philosopher selected in consultation with faculty. Students will engage closely with primary texts and the secondary scholarship surrounding their chosen philosopher, developing deep understanding of that thinker's works, intellectual

context, and influence on subsequent philosophical thought. This module supports students in preparing for their dissertation by allowing them to develop specialized expertise in a particular philosophical tradition or figure.

Learning Outcomes

1. Create synthetic contextualised discussions of key issues in the philosopher's work.
2. Apply a professional and scholarly approach to research problems in the philosopher's philosophy.
3. Efficiently manage interdisciplinary issues that arise in the study of this philosopher.
4. Demonstrate self-direction in research and originality in solutions to problems in this philosopher's work.
5. Act autonomously in identifying research problems and solutions related to this philosophical tradition.
6. Solve problems and be prepared to take leadership decisions related to the methods and principles of scholarly research.

11. Philosophy Dissertation

The Philosophy Dissertation contains both a research planning phase and a research execution phase. The Research Plan prepares students to embark upon a substantial, sustained, unified piece of research at the EQF 7 level. The module is taught by the student's supervisor through individual meetings.

The Research Plan: The research portion of the course begins with a highly structured research planning and methodology section, resulting in a programme plan and outline. Students must: propose their dissertation topic, identify a provisional title, evaluate research methods and select a strategy, write an abstract of the proposed research, compose a provisional table of contents, write a literary survey covering the primary and secondary sources, schedule a timeline to completion, and compose an annotated bibliography.

Dissertation Writing: Upon completion of the research planning and methodology section, students follow the established timeline for the composition of sections of the dissertation. The dissertation will constitute a substantial, original, independent piece of research, which is clearly articulated in relation to the primary evidence and secondary literature. Regular supervision meetings keep the student on-course with the timeline. Students will apply all learning from the taught portion of the course to their original research project.

Learning Outcomes

1. Conduct original, sustained research at the EQF Level 7.
2. Manage the complete research cycle from conception through completion.
3. Apply professional and scholarly approaches to large-scale research projects.
4. Demonstrate self-direction, originality, and innovation in independent research.
5. Act autonomously in identifying research problems and developing solutions.
6. Make leadership decisions related to the methods and principles of philosophical research.

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. 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.