



Undergraduate Diploma in Academic Skills

Handbook

April 2026

Introduction

Undergraduate Diploma in Academic Skills

Woolf exists to promote academic excellence, broaden access to higher education, and guard values that are humane, democratic, and international. The institution prioritises a student-centred education delivered by academics with relevant research expertise or experience. Woolf supports pedagogical methods that include a mix of synchronous and asynchronous engagement designed to promote student outcomes in a variety of contexts.

This degree is designed for students who wish to develop foundational academic skills in reading, writing, listening, speaking, and digital literacy. It is particularly suitable for students preparing to enter or progress within higher education, or those seeking to enhance their professional communication and research capabilities. The programme accommodates diverse learners, including international students developing English language proficiency for academic purposes.

Entry requirements

Education Requirements

Open entry — no specific prior educational qualifications required. The programme is accessible to students from diverse backgrounds, including mature learners and career changers.

Language Requirements

Students should be developing or have intermediate English language proficiency. The programme includes modules specifically designed to develop academic English and is suitable for non-native English speakers preparing for higher education. No formal English language test is required.

Instructional design

Teaching: The programme is delivered online through a blend of synchronous and asynchronous methods. Synchronous sessions provide real-time engagement with academic staff and peers through lectures, seminars, and interactive activities. Asynchronous components include video-lectures, online forums, and self-directed study materials. A minimum of 5 contact hours per ECTS credit is provided.

Assessment: Students are assessed through continuous assessment (50%) comprising regular assignments, presentations, projects, and collaborative work, and a final summative assessment (50%). Module-specific assessments may include written essays, group projects, practical demonstrations, and examinations.

Degree structure

The degree consists of 20 modules totalling 60 ECTS, all at EQF 5. Students may exit with an Undergraduate Certificate after 30 ECTS (minimum 18 ECTS compulsory) or complete the full Undergraduate Diploma at 60 ECTS.

Module	ECTS	Level
Reading for Knowledge	6	EQF 5
Academic English I	3	EQF 5
Academic English II	3	EQF 5
Introduction to British Culture and Language	3	EQF 5
Introduction to American Culture and Language	3	EQF 5
Applied Ethics	3	EQF 5
Foundations of Verbal and Non-Verbal Communication	6	EQF 5
Academic Listening and Speaking I	3	EQF 5
Academic Listening and Speaking II	3	EQF 5
Public Speaking	3	EQF 5
Collaboration and Effective Communication	3	EQF 5
Principles of Debate and Negotiation	3	EQF 5
Digital Research	6	EQF 5
Computer and Information Literacy I	3	EQF 5
Computer and Information Literacy II	3	EQF 5

Citations and Plagiarism	3	EQF 5
Online Communications	3	EQF 5
Integrated Skills for Academic Success	3	EQF 5
Academic Writing I	3	EQF 5
Academic Writing II	3	EQF 5
Testing Strategies	3	EQF 5
Personal Development and Employability	3	EQF 5
Introduction to Academic Publishing	3	EQF 5
Applied Research Methods	6	EQF 5

Module Descriptions

1. Reading for Knowledge

This module provides specialised instruction in literacy with special emphasis on comprehension and vocabulary to enhance understanding of written texts. Students encounter a variety of academic texts to develop reading skills with intent to improve understanding and knowledge retention through reading strategies regarding textbooks and published academic literature (journals, articles, reviews, studies, dissertations/theses). Emphasis is placed on development and application of reading skills in interpretation, analysis, criticism, and advocacy of ideas encountered in academic reading.

Learning Outcomes

1. Manage assignments independently requiring strategic approach to academic reading of texts on varied subjects with unpredictable outcomes
2. Show creativity in managing assigned readings, managing self, and reviewing comprehension and retention through summarisation
3. Express comprehensive internalised personal worldview reflecting engagement with academic texts on a variety of subjects
4. Implement reading skills to undertake further activities with a degree of autonomy

2. Academic English I

Students measurably build on academic language skills through reading and grammar learning activities. The module develops grammatical accuracy and vocabulary appropriate to academic study, with emphasis on sentence structure, clause relationships, word forms, and vocabulary development in academic contexts.

Learning Outcomes

1. Manage assignments independently requiring strategic approach to academic reading and editing of texts on varied subjects
2. Show creativity in managing assigned readings and reviews comprehension through summarisation
3. Express appropriate level of vocabulary reflecting engagement with academic texts
4. Have grammar and editing skills to undertake further activities with autonomy

3. Academic English II

Students assess recent changes and developments in English language and explore how these are reflected in contemporary usage. The module covers English in academic, professional, and cross-cultural contexts, with development of advanced vocabulary and complex grammatical structures for academic communication.

Learning Outcomes

1. Manage assignments independently requiring strategic approach to cultural studies and language development
2. Show creativity in managing assigned readings and reviews comprehension
3. Express appropriate level of vocabulary reflecting engagement with culture and academic subjects
4. Demonstrate basic understanding of cultural and academic customs in current British culture

4. Introduction to British Culture and Language

This module introduces the British cultural context, social institutions, values, and historical development. Students explore contemporary British society through language, literature, media, and social practices, developing an understanding of how culture influences language use and communication patterns.

Learning Outcomes

1. Manage assignments independently in cultural studies and intercultural communication
2. Show creativity in managing course materials and reviewing learning through analysis
3. Express understanding of cultural perspectives and demonstrate cultural awareness
4. Apply cultural knowledge to improve communication in British academic contexts

5. Introduction to American Culture and Language

This module introduces the American cultural context, social institutions, values, and historical development. Students explore contemporary American society through language, literature, media, and diverse cultural communities, developing understanding of regional and cultural variations in American English and communication practices.

Learning Outcomes

1. Manage assignments independently in cultural studies of American contexts
2. Show creativity in managing course materials and reviewing learning through analysis
3. Express understanding of American cultural perspectives and regional variations
4. Apply cultural knowledge to communicate effectively in American academic contexts

6. Applied Ethics

This module introduces ethical frameworks and their application in academic, professional, and personal contexts. Students study key ethical issues in contemporary society, developing critical thinking skills for ethical decision-making and practical application of ethical principles to real-world scenarios and academic integrity.

Learning Outcomes

1. Manage ethical dilemmas independently using appropriate frameworks and analysis
2. Show creativity in applying ethical principles to complex, multi-faceted situations
3. Express well-reasoned ethical positions with understanding of alternative viewpoints
4. Implement ethical decision-making skills in academic and professional activities

7. Foundations of Verbal and Non-Verbal Communication

This module provides a comprehensive study of communication fundamentals including verbal, non-verbal, and interpersonal dimensions. Students develop communication awareness and skills in various contexts, studying communication barriers, cultural differences, and effective strategies for clear expression. Integration of voice, body language, and message content supports effective academic and professional communication.

Learning Outcomes

1. Manage complex communication scenarios independently, adapting to varied audiences and purposes
2. Show creativity in developing communication strategies that overcome barriers and facilitate understanding
3. Express ideas clearly through integration of verbal, non-verbal, and written channels
4. Implement communication skills across academic, professional, and interpersonal contexts

8. Academic Listening and Speaking I

This module develops listening comprehension and speaking skills specifically for academic contexts. Students develop the ability to understand academic lectures, discussions, and presentations, and practise academic presentation skills, seminar participation, and oral communication in English, with focus on note-taking, question formulation, and academic discussion.

Learning Outcomes

1. Manage listening tasks independently in academic settings, extracting key information and demonstrating comprehension

2. Show creativity in oral expression and adaptation of speaking style for different academic audiences
3. Express academic ideas orally with appropriate vocabulary and clarity
4. Implement listening and speaking skills to participate effectively in academic discussions

9. Academic Listening and Speaking II

This module provides advanced development of listening and speaking skills for complex academic communication. Students engage with authentic academic content, develop specialised vocabulary, and practise advanced presentation and discussion skills, with focus on critical listening, academic debate, and nuanced oral expression.

Learning Outcomes

1. Manage complex listening tasks independently in specialised academic contexts
2. Show creativity in advanced oral communication including argumentation and persuasion
3. Express sophisticated academic positions with nuance and appropriate hedging
4. Implement advanced listening and speaking for participation in expert-level discussions

10. Public Speaking

This module develops presentation and public speaking skills for academic and professional contexts. Students study presentation design, delivery techniques, audience engagement, and managing presentation anxiety, practising the creation and delivery of effective presentations with appropriate visual support, voice control, and interactive elements.

Learning Outcomes

1. Manage presentation projects independently from conception through delivery
2. Show creativity in designing engaging presentations with effective visual support
3. Express ideas persuasively through well-structured and delivered presentations
4. Implement public speaking skills in academic seminars, professional settings, and formal presentations

11. Collaboration and Effective Communication

This module develops collaborative communication skills and teamwork abilities. Students study group dynamics, conflict resolution, and cooperative problem-solving, practising collaborative writing, team projects, and collective decision-making. Emphasis is placed on clear communication within groups and the development of leadership and followership skills.

Learning Outcomes

1. Manage collaborative projects independently, facilitating group communication and decision-making
2. Show creativity in addressing group conflicts and developing team cohesion
3. Express ideas persuasively within group contexts while respecting diverse perspectives
4. Implement collaborative communication for effective teamwork in academic and professional projects

12. Principles of Debate and Negotiation

This module covers debate structures, argumentation, and negotiation principles. Students develop skills in constructing arguments, recognising logical fallacies, and engaging in structured debate, with practice in negotiation strategies, conflict resolution, and reaching consensus. Emphasis is on critical thinking, evidence evaluation, and respectful disagreement.

Learning Outcomes

1. Manage debate and negotiation scenarios independently, building coherent arguments and strategies
2. Show creativity in developing novel arguments and identifying negotiation opportunities
3. Express positions persuasively while critically evaluating counterarguments
4. Implement debate and negotiation principles in academic discussions and problem-solving

13. Digital Research

This module provides a comprehensive study of research methodology in the digital age. Students learn to identify reliable sources, conduct effective online searches, evaluate source credibility, and synthesise digital information, developing skills in using academic databases, search engines, and digital tools for research.

Learning Outcomes

1. Manage research projects independently using appropriate digital tools and sources with critical evaluation
2. Show creativity in developing search strategies and synthesising information from varied digital sources
3. Express research findings with proper attribution and evidence of source evaluation
4. Implement digital research skills in academic work with awareness of online source credibility and bias

14. Computer and Information Literacy I

This module provides foundation-level information and computer literacy. Students develop competence with essential computer applications, digital communication tools, and information management systems, with introduction to word processing, file management, email communication, and basic digital tools for academic and professional use.

Learning Outcomes

1. Manage computer and information technology tasks independently using standard software and applications
2. Show creativity in solving technical problems and exploring software features
3. Express ideas effectively using digital tools and applications
4. Implement digital literacy skills for academic work and professional communication

15. Computer and Information Literacy II

This module builds on computer literacy skills and competencies and is intended for students with an intermediate to advanced technological proficiency level.

Learning Outcomes

1. Manages assignments independently that require a critical approach to issues related to computer literacy
2. Shows creativity in managing assigned projects, manages self, and reviews comprehension and retention through summarisation and demonstration
3. Expresses an appropriate level of computing skills reflecting engagement with module texts through self-reflection and practical application
4. Demonstrates a basic understanding of methodologies pertaining to word processing in a variety of situations

16. Citations and Plagiarism

This module focuses on best practices for citing sources of information and strategies for evaluating and summarising published materials.

Learning Outcomes

1. Manages resources independently that require a critical approach to issues related to plagiarism
2. Shows creativity in summarising assigned readings, manages self, and reviews comprehension and retention through practical application and demonstration
3. Expresses an appropriate level of understanding reflecting engagement with citations in a variety of styles through practical application and assessment
4. Demonstrates an intermediate understanding of ethical and legal issues pertaining to academic plagiarism in a variety of situations

17. Online Communications

This module focuses on forms of communication that take place online, whether through email, social media, blogs, podcasts, and other related formats.

Learning Outcomes

1. Manages assignments independently that require a critical approach to issues related to online communication
2. Shows creativity in managing assigned readings, manages self, and reviews comprehension and retention through summarisation and demonstration
3. Expresses an appropriate level of vocabulary reflecting engagement with issues of online communication through self-reflection and practical application
4. Demonstrates an intermediate understanding of methodologies pertaining to academic and professional "brand" creation through a variety of platforms

18. Integrated Skills for Academic Success

The module is structured to help students transition into higher education and develop skills needed for success.

Learning Outcomes

1. Manages assignments independently that require a critical approach to issues related to academic success
2. Shows creativity in managing assigned readings, manages self, and reviews comprehension and retention through summarisation and demonstration
3. Expresses an appropriate level of vocabulary reflecting engagement with academic texts through self-reflection and practical application
4. Demonstrates an intermediate understanding of methodologies pertaining to academic success in a variety of situations

19. Academic Writing I

This module is an introduction to academic research and writing skills for students with a basic to intermediate language proficiency level.

Learning Outcomes

1. Manages assignments independently that require a critical approach to issues related to writing thesis-driven essays
2. Shows creativity in managing assigned readings, manages self, and reviews comprehension and retention through summarisation and demonstration
3. Expresses an appropriate level of vocabulary reflecting engagement with academic texts through writing
4. Demonstrates a basic understanding of methodologies pertaining to academic research in a variety of fields

20. Academic Writing II

This module emphasises a higher level of academic research and writing skills for students with an intermediate to advanced language proficiency level.

Learning Outcomes

1. Manages assignments independently that require a critical approach to issues related to writing thesis-driven essays
2. Shows creativity in managing assigned readings, manages self, and reviews comprehension and retention through summarisation and demonstration
3. Expresses an appropriate level of vocabulary reflecting engagement with academic texts through writing
4. Demonstrates an intermediate understanding of methodologies pertaining to academic research in a variety of fields

21. Testing Strategies

This module addresses strategies for effective test taking. Particular emphasis will be placed on language proficiency exams such as the Test Of English as a Foreign Language (TOEFL), the International English Language Testing System (IELTS), and the Pearson Test English (PTE).

Learning Outcomes

1. Manages assignments independently that require a critical approach to testing issues related to academic success
2. Shows creativity in managing assigned readings, manages self, and reviews comprehension and retention through summarisation and demonstration
3. Expresses an appropriate level of vocabulary reflecting engagement with testing strategies through self-reflection and practical application

22. Personal Development and Employability

This module is structured to help students develop skills related to self-promotion through the creation of documents and evidence which demonstrate skills, aptitudes, and accomplishments. These documents may include cover letters, resumes, curriculum vitae, admission essays, personal statements, letters of intent, and professional bios, among others.

Learning Outcomes

1. Manages assignments independently that require a critical approach to issues related to admission processes in the US and UK
2. Shows creativity in managing assigned readings, manages self, and reviews comprehension and retention through summarisation and demonstration
3. Expresses an appropriate level of vocabulary through written personal statements and admissions essays
4. Demonstrates an intermediate understanding of best practices for self-promotion

23. Introduction to Academic Publishing

This module will provide students with knowledge related to the issues encountered in connection to academic publishing in diverse disciplines and venues.

Learning Outcomes

1. Manages assignments independently that require a critical approach to issues related to academic publishing
2. Shows creativity in managing assigned readings, manages self, and reviews comprehension and retention through summarisation and demonstration
3. Expresses an appropriate level of vocabulary reflecting engagement with best practices for academic publishing
4. Demonstrates a basic understanding of methodologies pertaining to academic publishing in a variety of fields

24. Applied Research Methods

This module will require that students prepare a small research proposal that includes an introduction, a review of related literature, overview of methodologies appropriate for the project, and an outline of the

process the student will make to complete the research. Research topics will be selected in coordination with the instructor.

Learning Outcomes

1. Manages assignments independently that require a critical approach to issues related to writing thesis-driven research
2. Shows creativity in managing assigned readings, manages self, and reviews comprehension and retention through summarisation and demonstration
3. Expresses an appropriate level of vocabulary reflecting engagement with academic texts through writing
4. Demonstrates a basic understanding of methodologies pertaining to academic research and writing in a variety of fields

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			

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.

