

**COURSE OUTLINES: BL5305 Advanced Taxation**

<b>Academic Year</b>	2022/23	<b>Semester</b>	2
<b>Course Coordinator</b>	A/P POH Eng Hin		
<b>Course Code</b>	BL5305		
<b>Course Title</b>	Advanced Taxation		
<b>Pre-requisites</b>	AC2301 Principles of Taxation		
<b>No of AUs</b>	4		
<b>Contact Hours</b>	13 seminars x 4 hours = 52 hours		
<b>A) Course Aims/Description</b>			
This course introduces issues in Singapore taxation not previously covered in AC2301 Principles of Taxation and focuses on the identification of tax mitigation and planning opportunities. Issues covered include personal income tax mitigation strategies for the expatriate on an international assignment, taxation of unincorporated businesses, tax implications of business and corporate restructurings, use of income tax incentives, application of tax treaties and the tax treatment of cross-border economic activities, and transfer pricing and tax avoidance.			
<b>B) Intended Learning Outcomes (ILO)/Objectives</b>			
By the end of this course, you should be able to:			
<ol style="list-style-type: none"> <li>1. identify Singapore income tax mitigation strategies for an individual;</li> <li>2. describe how the profits of unincorporated businesses such as sole proprietorships and partnerships are taxed;</li> <li>3. outline the tax implications arising from structuring corporate groups and from business and corporate restructurings;</li> <li>4. describe the income tax incentive schemes available to companies in non-specialised industries and explain the considerations involved in the choice of an appropriate tax incentive;</li> <li>5. outline the structure and operation of Singapore's income tax treaties, and apply the relevant tax treaty to determine the tax treatment in (6) below;</li> <li>6. determine the tax treatment of income derived in Singapore by a non-resident person and foreign income received in Singapore by a Singapore resident person;</li> <li>7. state the arm's length principle and outline the transfer pricing rules relating to related party transactions, documentation requirements, dispute resolution, and transfer pricing adjustments;</li> <li>8. describe and apply the anti-avoidance rules in domestic tax law and in tax treaties; and</li> <li>9. make effective oral presentations/communications of technical tax-related content in a precise and concise manner, including identifying, addressing and developing issues in a logical and coherent way.</li> </ol>			

**C) Course Content**

This course builds on AC2301 Principles of Taxation. The focus continues to be on the Singapore income tax, although some GST and stamp duty issues will be covered in the topic on corporate restructuring. You will need to know and apply some of the content covered in AC2301. However, relevant refresher content will be provided to you as and when required during this course.

This course is structured along the following broad topic areas:

1. Further issues in personal income taxation
2. Legal forms of doing business and corporate group structures
3. Corporate restructuring
4. Overview of income tax incentive schemes
5. Tax treaties and double taxation
6. Transfer pricing
7. Tax planning and tax avoidance

**D) Assessment (includes both continuous and summative assessment)**

Component	ILO Tested	NBS Learning Goal	Weightage	Team/Individual	Assessment Rubrics
1. Final Examination	1 to 8	Acquisition of knowledge	60%	Individual	N.A.
2. Mid-Term Quiz	1 to 4	Problem solving and decision making	20%	Individual	Refer to Appendix 1
3. Group presentation	1 to 9	Problem solving and decision making  Oral Communication	10%	Group/individual	Refer to Appendix 1
4. General class participation	9	Oral communication	10%	Individual	Refer to Appendix 1
Total			100%		

**Final Examination (60%)**

The final examination will be a 2½-hour open-book paper. Examination questions generally will be scenario/case-based to test your ability to identify relevant tax issues, render advice on appropriate tax treatment, and/or recommend tax-efficient courses of action.

**Mid-Term Quiz (20%)**

The mid-term quiz will be held in the evening of Thu 16 Mar 2023. Coverage of topics will be advised in due course. Quiz questions are typically a combination of multiple-choice questions and short-structured questions, and they may be either stand-alone questions or questions based on a case scenario.

**Group Presentation (10%)**

Instructions will be given to you during the first seminar session on the formation of presentation groups and the allocation of seminar questions. Each presenting group's role is to present its views on the seminar questions (including related content required by the questions/guidelines) and facilitate interactions with other students on the issues.

All members of the same presenting group generally will be awarded the same grade. However, any member receiving an average peer evaluation score of under 4 from the other members of the group may be penalised with a lower grade if the reasons for the poor rating are substantiated by the instructor's inquiry into the matter. For the purpose of computing the average peer evaluation score, every member of the presenting group will complete and submit the peer evaluation form in Appendix 2.

**General Class Participation (10%)**

General class participation takes the form of you contributing your views on issues raised in class either by the instructor or by your peers. It also includes your critique or feedback given in response to group presentations. It must be noted that merely asking routine questions to clarify your understanding of issues in doubt does not in itself constitute class participation.

**E) Formative Feedback**

Mid-term quiz: Your instructor will review in class the solution to the mid-term quiz immediately after the conclusion of the quiz.

Group presentations: Both your instructor and your peers will provide oral critiques on the content and style of your presentation in the course of the presentation or immediately thereafter.

Final examination: General performance in the final examination and specific pointers on areas of improvement and common mistakes made will be provided through an Examiner's Report.

**F) Learning and Teaching Approach**

There will be one four-hour seminar per week over thirteen weeks. Seminar classes generally comprise a combination of instructor-led interactive mini-lectures and student-led group presentations. The interactive mini-lectures are intended to assist you in crystallizing and assimilating the key concepts and principles relating to the topic concerned and to provide you with opportunities to clarify any issues that you are unclear about. These sessions are also intended to allow you to delve into some of the policy reasons underpinning the tax laws and practices.

As a presenter, the student-led group presentations will provide you with opportunities to improve your communication skills to deliver oral presentations of technical information and advice in a precise and concise manner, including the use and organization of visual aids and/or interactive media to facilitate an effective presentation.

The mid-term quiz and post-quiz review will provide you with formative feedback on your ability to identify tax issues, apply relevant tax concepts and principles to address the tax issues, and recommend appropriate tax-minimising actions.

Course materials for each topic comprise the following:

1. an outline, which provides targeted reading references, a list of key critical issues for the topic, seminar questions for group presentation, and appendices containing further supplementary material.
2. a set of PowerPoint slides. For AC2301 refresher content, the slides will have narrations (i.e. recorded lecture).

Do attempt the seminar questions even if you are not part of the presenting group for that seminar. Doing this will enable you to follow the presentations and discussions, participate actively, and raise questions to clarify your doubts during the seminars.

### **G) Reading and References**

References for each topic will be provided in the seminar outlines. Many of these references are online material, including from the following websites:

#### **Online Resources**

Income Tax Act <https://sso.agc.gov.sg/>  
 Stamp Duties Act  
 Goods and Services Tax Act  
 (and relevant subsidiary legislation)

Inland Revenue Authority of Singapore e-  
 tax guides and other content <http://www.iras.gov.sg/>

Organisation for Economic Co-operation  
 and Development (OECD) <https://www.oecd.org/tax/>

#### **Other**

If you had previously acquired the following textbook for AC2301, you may refer to it for some parts of the course (as directed in the seminar outlines):

Title: *A Conceptual Approach to Singapore Taxation (CAST)*

Author: POH Eng Hin / Deborah M.Y. POH

Publisher: Pearson Education

Year of Publication: 2014

ISBN: 978-981-45-2698-2

NTU Library Call No.: KPP275.P747

Facebook Page: <https://www.facebook.com/pages/A-Conceptual-Approach-to-Singapore-Taxation/515803501818636>

**H) Course Policies and Student Responsibilities****1. General**

You are required to attend the seminar classes regularly. It is your responsibility to follow up on content covered and announcements made during any seminar that you have missed.

**2. Absence from Mid-Term Quiz**

Absence from the quiz without a valid reason will result in a zero mark being awarded for the quiz. Valid reasons include falling sick supported by a medical certificate (MC) and participation in NTU's approved activities supported by approved leave of absence from the School's Undergraduate Programs Office (UPO). You should email a softcopy of any MC to your instructor and submit the hardcopy to UPO.

**I) Academic Integrity**

Good academic work depends on honesty and ethical behavior. The quality of your work as a student relies on adhering to the principles of academic integrity and to the NTU Honor Code, a set of values shared by the whole university community. Truth, Trust and Justice are at the core of NTU's shared values.

As a student, it is important that you recognize your responsibilities in understanding and applying the principles of academic integrity in all the work you do at NTU. Not knowing what is involved in maintaining academic integrity does not excuse academic dishonesty. You need to actively equip yourself with strategies to avoid all forms of academic dishonesty, including plagiarism, academic fraud, collusion and cheating. If you are uncertain of the definitions of any of these terms, you should go to the academic integrity website for more information.

**J) Course Instructor**

Instructor	Office Location	Phone	Email	Consultation Hours
POH Eng Hin *	S3-B2C-115	6790 6035	<a href="mailto:aehpoh@ntu.edu.sg">aehpoh@ntu.edu.sg</a>	To be advised in class

\* course coordinator

**K) Planned Weekly Schedule**

Week	Topic	ILO
1, 2	<p>TOPIC 1: FURTHER ISSUES IN PERSONAL INCOME TAX</p> <ul style="list-style-type: none"> <li>• Personal income tax residence (review of AC2301 content)</li> <li>• Personal reliefs</li> <li>• Trade income (to be covered in Topic 2)</li> <li>• Employment income               <ul style="list-style-type: none"> <li>- Review of AC2301 content</li> <li>- Social security contributions</li> <li>- Income tax borne by employer</li> <li>- Non-resident employee (review of AC2301 content)</li> <li>- Source issues and dual contracts</li> <li>- Area representative basis of assessment</li> </ul> </li> </ul>	1

	<ul style="list-style-type: none"> <li>• Other income</li> </ul>	
3, 4	<p>TOPIC 2: LEGAL FORMS OF DOING BUSINESS IN SINGAPORE</p> <ul style="list-style-type: none"> <li>• Sole proprietorships</li> <li>• Partnerships and partners</li> <li>• Non-resident professionals</li> <li>• Income tax implications of incorporation versus unincorporated business</li> <li>• Companies – residence and corporate group structures</li> <li>• Registered business trusts</li> <li>• Income tax implications of investment holding</li> </ul>	2
5, 6	<p>TOPIC 3: CORPORATE RESTRUCTURING</p> <ul style="list-style-type: none"> <li>• Transfer of assets and business</li> <li>• Transfer of shares</li> <li>• Corporate amalgamations</li> <li>• Liquidation of companies</li> </ul>	3
7	<p>TOPIC 4: INCOME TAX INCENTIVES</p> <ul style="list-style-type: none"> <li>• Concept of tax expenditures</li> <li>• Overview of income tax incentives</li> <li>• Choice of appropriate tax incentive</li> </ul>	4
8, 10, 11 *	<p>TOPIC 5: DOUBLE TAXATION AND TAX TREATIES</p> <ul style="list-style-type: none"> <li>• Double taxation – juridical versus economic</li> <li>• Relief from double taxation for Singapore residents receiving foreign income in Singapore</li> <li>• Taxation of Singapore income derived by non-residents</li> <li>• Tax Treaties <ul style="list-style-type: none"> <li>- OECD and UN Model Conventions</li> <li>- Structure and application of Singapore’s tax treaties, and interaction with Singapore domestic tax law</li> </ul> </li> </ul>	5,6
12, 13	<p>TOPICS 6 and 7: TRANSFER PRICING AND TAX AVOIDANCE</p> <ul style="list-style-type: none"> <li>• Arm’s length principle</li> <li>• Transfer pricing rules</li> <li>• General and specific anti-avoidance rules in the ITA</li> <li>• Anti-avoidance, exchange of information, and dispute resolution provisions in tax treaties</li> </ul>	7,8
13	REVIEW AND OVERRUNS (if any)	
* Mid-term quiz and post-quiz review are scheduled in Week 9		

**Appendix 1**  
**Assessment Rubrics**

**Problem Solving and Decision Making Rubric for Quiz**

Traits	Performance	
<b>Define the Problem (“Identify Issue”)</b>	<b>Scant</b>  Does not identify the problem clearly; demonstrates limited understanding of the problem or related contextual factors.	<b>Substantially Developed</b>  Identifies the problem clearly and thoroughly; demonstrates the ability to construct a clear and insightful problem statement with evidence of all relevant contextual factors.
	<b>Evaluation: Scant    1    2    3    Substantially Developed</b>	
<b>Devise Strategies to Solve the Problem (“Problem Solving”)</b>	<b>Scant</b>  Selects a strategy without regard to fit; does not demonstrate the ability to consider new strategies even if his/her approach is clearly not appropriate; identifies alternatives that reflect limited understanding of the situation.	<b>Substantially Developed</b>  Identifies multiple strategies for solving the problem that apply within a specific context; demonstrates the ability to invert a process to form a plan and clearly articulates his/her decision making process; identifies alternatives that reflect an in depth understanding of the situation.
	<b>Evaluation: Scant    1    2    3    Substantially Developed</b>	

Group Presentation Rubric										
Traits	Performance									
	Evaluation: Not Yet <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u> <u>7</u> <u>8</u> <u>9</u> <u>10</u> Substantially Developed									
<b>Content</b>  Ability to identify relevant tax issues	<b>Not Yet</b>  Does not identify the tax issues clearly; demonstrates limited understanding of the problem or related contextual factors.	<b>Substantially Developed</b>  Identifies the tax issues clearly and thoroughly; demonstrates the ability to construct a clear and insightful problem statement with evidence of all relevant contextual factors.								
<b>Content</b>  Logical development of answer / arguments from basic principles	<b>Not Yet</b>  Applies inappropriate and irrelevant principles to address the relevant tax issues.	<b>Substantially Developed</b>  Applies appropriate and relevant principles to address the relevant tax issues.								
<b>Content</b>  Use of relevant illustrations (where applicable)	<b>Not Yet</b>  Lack of illustrations to facilitate audience understanding.	<b>Substantially Developed</b>  Effective use of illustrations to maximize audience understanding.								
<b>Presentation</b>  Organization and clarity of presentation, including the following:  - Quality of oral delivery - Clear and uncluttered visuals, with appropriate font size and use of bullet points	<b>Not Yet</b>  Structure and organization of presentation is not observable, resulting in a presentation that is not cohesive.  Oral delivery is too soft or too fast to understand; gap-fillers interfere with expression.	<b>Substantially Developed</b>  Structure and organization of presentation are clearly and consistently observable, resulting in a cohesive presentation.  Oral delivery is varied and dynamic. Speech rate, volume, and tone facilitate audience comprehension. Minimal gap-fillers.								



<ul style="list-style-type: none"> <li>- Judicious use of diagrams, timelines, tables, mind maps, flowcharts, etc., as appropriate</li> <li>- Conciseness</li> </ul>		
<p><b>Presentation</b></p> <p>Ability to engage the audience</p>	<p><b>Not Yet</b></p> <p>Lack of understanding of audience profile and needs, no attempt to maintain audience attention and interest, and/or not able to respond to audience questions.</p>	<p><b>Substantially Developed</b></p> <p>Understands target audience, caters presentation to meet audience needs and to maintain their attention and interest, and responds effectively to audience questions.</p>

Class Participation Rubric	
Traits	Performance
	Evaluation: Not Yet <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u> <u>7</u> <u>8</u> <u>9</u> <u>10</u> Substantially Developed
<b>Participation frequency</b>	<p><b>Not Yet</b> Makes no attempt to participate in class.</p> <p><b>Substantially Developed</b> Regular participation in the form of critiquing peers' presentations, answering questions, and generally contributing to class discussion.</p>
<b>Participation quality</b>	<p><b>Not Yet</b> Contributions are consistently irrelevant and/or superficial.</p> <p><b>Substantially Developed</b> Contributions demonstrate adequate preparation and knowledge of the subject matter, and are constructive and insightful.</p>

**Appendix 2****PEER EVALUATION FORM FOR GROUP PRESENTATION**

Member's name: \_\_\_\_\_

Seminar group  
and team number: \_\_\_\_\_

Please use the attached Peer Evaluation Rubric to evaluate your team members on each of the 5 stated attributes (on a scale of 1 to 7). State your ratings in the table below. Do not provide a rating for yourself.

Index #	Name of team member	1 - RR	2 - CM	3 - CR	4 - CT	5 - RS	Average Rating
1							
2							
3							
4							
5							
6							

If any of your average ratings above is < 4, please provide a brief explanation to justify the ratings.

Index #	Brief explanation to justify average rating of < 4

*You may attach supporting documents (like emails and screen shots), if any, to support your explanations above.*

<b>Teamwork &amp; Interpersonal Skills (Peer Evaluation) Rubric</b>		
<b>Learning Objective: The ability to work effectively with others in a group setting.</b>		
<b>Traits</b>	<b>Performance</b>	
<b><u>1. Roles and Responsibility (RR)</u></b> Behaves professionally by upholding responsibility and assuming accountability for self and others in progressing towards the team's goal.	<b>Scant</b> Unclear about his/her own role; refuses to take a role in the group; insists to work individually and has limited coordination or communication with others.	<b>Substantially Developed</b> Always fulfills responsibilities; performs his/her role within the group with enthusiasm and demonstrates willingness to work collaboratively.
	<b>Evaluation: Scant <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u> <u>7</u> Substantially Developed</b>	
<b><u>2. Communication (CM)</u></b> Identifies appropriate mechanisms to coordinate and correspond with team members.	<b>Scant</b> Modes of communication are not appropriate, causing confusion and miscommunication among team members.	<b>Substantially Developed</b> Modes of communication are appropriate, and maintaining timely communication and correspondence with team members.
	<b>Evaluation: Scant <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u> <u>7</u> Substantially Developed</b>	
<b><u>3. Conflict Resolution (CR)</u></b> Resolves conflicts using a variety of approaches.	<b>Scant</b> Does not recognize conflicts or is unwilling to resolve conflicts.	<b>Substantially Developed</b> Consistently resolves conflicts through facilitating open discussion and compromise.
	<b>Evaluation: Scant <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u> <u>7</u> Substantially Developed</b>	
<b><u>4. Contributions (CT)</u></b> Contributes positive input for the team; effectively utilizes one's knowledge and expertise.	<b>Scant</b> Largely disinterested in working in a group and refuses to participate; observes passively or is unwilling to share information with other team members.	<b>Substantially Developed</b> Actively attends and participates in all activities and provides meaningful contribution in articulating ideas and opinions.
	<b>Evaluation: Scant <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u> <u>7</u> Substantially Developed</b>	
<b><u>5. Relationship (RS)</u></b> Maintains cooperative interaction with other team members regardless of individual /cultural differences and respects diverse perspectives.	<b>Scant</b> Rarely listens to others and does not acknowledge the opinions that differ from his/her own.	<b>Substantially Developed</b> Engages in respectful relationships with all other members in the team. Embraces and accepts diverse points of view without prejudice.
	<b>Evaluation: Scant <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u> <u>7</u> Substantially Developed</b>	