EXEED COLLEGE \WOOLF/

OFFICIAL DOCUMENT 1

Student Academic Record

Postgraduate Certificate in Education

Full name: **Tomáš Garrigue Masaryk**
Nationality: **Poland**
Student ID: **0000000000**
Degree name: **Postgraduate Certificate in Education**
Degree accreditation level: **ECTS Accredited (EQF7)**
Degree completion status: **Completed**
Date of award: **10 September 2026**
Official accreditation information: **Degree listing on MFHEA website in Europe**
Average (percent): **100%**
Cumulative GPA: **4**

Course title	Completed	Hours	ECTS credits	US percent	GPA
Tier 1:					
Oxford course in Basics of Financial Valuation	10/09/2026	25	1	100%	4
Oxford course in Comprising Fundamentals of Business Strategy	10/09/2026	25	1	100%	4
Community-Based Pedagogy	10/09/2026	125	5	100%	4
Generative AI in Education	10/09/2026	125	5	100%	4
Foundations of AI in Education	10/09/2026	125	5	100%	4
Oxford course in AI and Business Analytics: Navigating Current Trends, Risks and Opportunities	10/09/2026	25	1	100%	4
Oxford course in Fundamentals of Operations Management	10/09/2026	25	1	100%	4
Leadership Development	10/09/2026	125	5	100%	4
Designing AI-Integrated Instruction, Curriculum and Assessments	10/09/2026	125	5	100%	4
Oxford course in Future Ready Leadership: Insights, Models and Practices	10/09/2026	25	1	100%	4

Course title	Completed	Hours	ECTS credits	US percent	GPA
Curriculum and Instruction	10/09/2026	125	5	100%	4
Oxford course in Mastering Digital Transformation Essentials: Leadership, Cybersecurity and AI Readiness	10/09/2026	25	1	100%	4
Oxford course in Comprising Fundamentals of Marketing	10/09/2026	25	1	100%	4
		750	30	100%	4

Transcript issued and signed on 10 September 2026 by:

Dr. Joshua Broggi
President

Vivek Mohan
Dean of Exeed College

Student credentials

europass

This Diploma Supplement follows the model developed by the European Commission, Council of Europe and UNESCO/CEPES. The purpose of the supplement is to provide sufficient independent data to improve the international 'transparency' and fair academic and professional recognition of qualifications (diplomas, degrees, certificates etc.). It is designed to provide a description of the nature, level, context, content and status of the studies that were pursued and successfully completed by the individual named on the original qualification to which this supplement is appended. It should be free from any value judgements, equivalence statements or suggestions about recognition.
Information in all eight sections should be provided. Where information is not provided, an explanation should give the reason why.

1. Information identifying the holder of the qualification

1.1. Full name: Tomáš Garrigue Masaryk

1.2. Date of birth (dd/mm/yyyy): 10/09/2026

1.3. Student identification number: 0000000000

2. Information identifying the qualification

2.1. Name of qualification and (if applicable) title conferred (in original language):
Postgraduate Certificate in Education

2.2. Main field(s) of study for the qualification: Education

2.3. Name and status of awarding institution (in original language): Woolf

2.4. Name and status of institution (in different from 2.3) administering studies:
Woolf (established in 2018) is an accredited Higher Education Institution in Malta with license 2019-015 from the Malta Further and Higher Authority.

2.5. Language of instruction/examination: English

3. Information on the level and duration of the qualification

3.1. Level of qualification: ECTS Accredited (EQF7)

3.2. Standard Programme Length: 6 months

3.3. Standard Programme Delivery Length: 6 months

3.4. Access requirements: Undergraduate Degree or Equivalent

4. Information on the programme completed and the results obtained

4.1. Programme learning outcomes:

Knowledge

a) Demonstrate a comprehensive knowledge and understanding of dominant discourses to enhance physical, mental, and emotional well-being by cultivating yoga and meditation practice.
b) Demonstrate and apply specialised knowledge to support and teach students of diverse identities, backgrounds and abilities and ensure all members of the community thrive.
c) Research, evaluate and integrate CASEL-aligned social-emotional learning practices into the pedagogical framework.
d) Analyse the societal, cultural, and regulatory contexts related to the concepts of education and well-being.
e) Apply a trauma informed lens to teach and integrate trauma-sensitive mind-body wellness practice into the instruction
f) Display unique and empathetic thought processes on the basis of the knowledge they gain in the course.
g) Analyse educational theories and frameworks to identify research gaps and propose innovative research questions relevant to contemporary educational challenges.

h) Evaluate major educational theories and their implications for curriculum design and instructional practices.
i) Synthesise current research findings on educational sciences and apply them to improve classroom management strategies.

Skills

a) Critically evaluate alternative approaches to education and leadership on the basis of academic scholarship and case studies, demonstrating reflection on social and ethical responsibilities.
b) Communicate key life skills which embody equity-centred social-emotional learning competences thereby strengthening student experiences and community engagement.
c) Build a deep sense of community through fostering vulnerability, co-creating learning, and catalysing human connection.
d) Design and facilitate wellness workshops and experiences that rejuvenate, heal, and restore oneself and the ecosystem stimulating professional development and collective well-being.
e) Develop new skills in response to emerging knowledge and techniques and demonstrate unique abilities and innovation in complex, dynamic and unpredictable contexts.
f) Create a community of educators using wellness to become a teacher of social change and progress.
g) Apply appropriate scientific research methodologies to design and conduct original research studies, including data collection, analysis, and interpretation, to contribute to the body of knowledge in education.
h) Design and implement instructional strategies that incorporate differentiated instruction to meet diverse learners' needs.
i) Apply advanced research methodologies to conduct action research within educational settings, aimed at improving teaching and learning outcomes.

Competencies

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4.2. Programme details, individual credits gained and grades/marks obtained: Refer to the first page of this transcript
4.3. Grading system and, if available, grade distribution table: Refer to the first page of this transcript.

5. Information on the function of the qualification

5.1. Access to further study: Degree Programmes may entitle access to EQF8 Level Study
5.2. Access to a regulated profession (if applicable): Not Applicable

6. Additional information

6.1. Further information sources: **https://woolf.education/regulation/regulatory-resources**

7. Certification of the supplement

7.1. Transcript issued and signed on 10 September 2026 by:

7.2.

Dr. Joshua Broggi
President

7.3.

Vivek Mohan
Dean of Exeed College

7.4. Official stamp or seal:

GPA	US grade	US percent	UK mark	UK classification	Malta grade	Malta mark	Malta classification	Swiss grade
4	A+	97-100	70+	First class honours	A	80-100%	First class honours	6
3.9	A	94-96	67-69	Upper-second class honours	B	70–79%	Upper-second class honours	
3.7	A-	90–93	65–67	Upper-second class honours				5.5
3.3	B+	87–89	60–64	Lower-second class honours	C	55–69%	Lower-second class honours	
3	B	84–86						
2.7	B-	80–83	55–59	Lower-second class honours				5
2.3	C+	77–79	50–54	Third class honours	D	50–54%	Third class honours	
2	C	74–76						
1.7	C-	70–73	45–49	Third class honours				4.5
1.3	D+	67–69	40–44	Ordinary/unclassified				
1	D	64–66	35–39	Ordinary/unclassified				
0.7	D-	60–63						4
0	F	Below 60	Below 35		F	45–54%		1-3.5