



OFFICIAL DOCUMENT 1

Student Academic Record

Master of Education

Full name: **Tomáš Garrigue Masaryk**
Nationality: **Poland**
Student ID: **0000000000**
Degree name: **Master of Education**
Degree accreditation level: **ECTS Accredited (EQF7)**
Degree completion status: **Completed**
Date of award: **08 October 2026**
Official accreditation information: **Degree listing on MFHEA website in Europe**
Average (percent): **100%**
Cumulative GPA: **4**

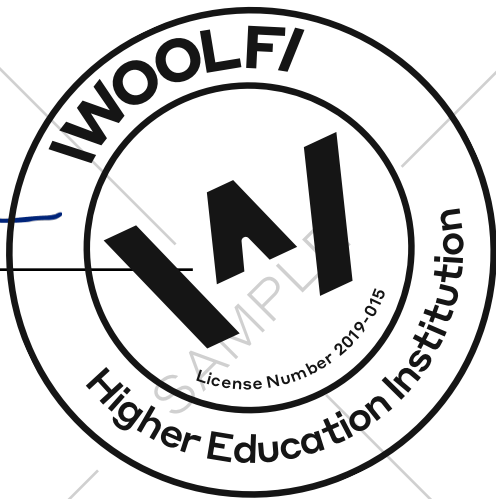
Course title	Completed	Hours	ECTS credits	US percent	GPA
Tier 2:					
Education and Best Practices	08/10/2026	125	5	100%	4
Mindful Movement for Educators and Students	08/10/2026	125	5	100%	4
Leadership Development	08/10/2026	125	5	100%	4
Leading Mindfulness in School	08/10/2026	125	5	100%	4
Ethical and Leadership Principles for Educators	08/10/2026	125	5	100%	4
Further Studies in Education	08/10/2026	125	5	100%	4
Tier 1:					
Educational Psychology	08/10/2026	125	5	100%	4
Mental Health in School	08/10/2026	125	5	100%	4
Curriculum and Instruction	08/10/2026	125	5	100%	4



Course title	Completed	Hours	ECTS credits	US percent	GPA
Child Growth and Educational Development	08/10/2026	125	5	100%	4
School Change and Reform	08/10/2026	125	5	100%	4
Current Issues in Education	08/10/2026	125	5	100%	4
Tier 3:					
Action Research in Education	08/10/2026	125	5	100%	4
Practicum: Action Research in Education	08/10/2026	625	25	100%	4
		2250	90	100%	4

Transcript issued and signed on 08 October 2026 by:


Dr. Joshua Broggi
President




Priyanka Darshana
Dean of Kingsford College of
Business and Technology



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): 08/10/2026
- 1.3. Student identification number: 0000000000

2. Information identifying the qualification

- 2.1. Name of qualification and (if applicable) title conferred (in original language): Master of 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: 18 months
- 3.3. Standard Programme Delivery Length: 18 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 08 October 2026 by:

7.2.


Dr. Joshua Broggi
President

7.3.


Priyanka Darshana
Dean of Kingsford College of
Business and Technology

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